ASSIGNMENT 2

Giving an Oral Presentation (Talk)

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<th>WEIGHT</th>
<th>DUE DATE</th>
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DUE DATES:
- Talk topic idea paragraph ........................................ not graded
- Draft of planning document for in-class peer critique Mini-grade
- Phase I: Planning Document ........................................... 5%
- Phase II: Revised/improved planning document, talk, .......... 10%

(self-critique of video of your talk AND your introduction of other speaker)

(Actual presentation and critique due dates are spread over three weeks, with self-critique due the Tuesday after you present), but revised planning documents are due on the same date for everyone.

INTRODUCTION

Presenting a talk is one of the primary methods for communicating personally with a group. You may be promoting a program, promoting a tourism destination, trying to garner support or financial contributions, trying to get people involved in a special event, or helping people understand a management technique.

This assignment will be your first opportunity to give a structured, prepared talk in this course. Your talk (on a topic of your choice) will be 5-7 minutes in length (this does not include "setting the stage," someone else's introduction of you, or the question/answer period after the talk). After selecting a topic, you will research the topic. (Giving accurate information is a critical component in establishing and maintaining credibility.) You will identify and describe the audience with whom you are speaking. You will identify the primary measurable objective(s) of your talk. Then you will plan how to organize your talk, effectively make specific points, and support your talk with AV aids (PowerPoint plus other AV, as appropriate). The next step is to practice, practice, practice. You may use team members as a practice audience.

REMEMBER! It is not necessary to memorize your entire talk (in fact, you should not memorize it word for word -- it will sound robotic and uninteresting). You may, however, memorize your opening and closing lines. You will want to know well the order and content of your main points. You should know your talk well enough so you DO NOT NEED TO RELY ON NOTE CARDS. Use other types of cues (visual aids, stacking of props, key words on PowerPoint, etc.)

Additionally, each of you will be responsible for introducing one other presenter in your lab. This will require that you find out some biographic information about them (especially information that will help build their credibility as related to the topic they will be discussing). Also, you should give a brief introduction to their topic. They will provide basic information, but it is up to YOU to design and deliver and interesting introduction. (But don't steal the limelight. REMEMBER! The other person [speaker], not you ([introducer], is the main presenter. The introducer is a stage-setter, not show-stealer.)

Rather than having all important points about preparing and presenting talks re-written here, you are responsible for using the text (ch. 14), handouts (including those that describe different types of presentations), and Professional Presentations booklet (now on the web).

An important thing to remember is that your introduction and conclusion are probably the most important parts of your talk. These are the parts your audience likely will remember ("primacy" and "recency" effects); the effectiveness of these two components can "make or break" your presentation. Techniques you can use to enhance both your introduction and conclusion include:

- analogy
- controversial statement
- quote or poem
- contradictory statement
- anecdote or funny story
- testimonial

Grab & hold your audience's attention
if you want them to really hear and remember your message.
You will be videotaped as you give your talk. This will allow you to view yourself at a later date to critique your talk. Also, you will critique (in writing and orally) each other person in lab.

TO TURN IN -- DUE DATES (fill in these dates based on the syllabus and class schedule):

<table>
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<tr>
<th>Talk topic idea</th>
<th>Descriptive paragraph identifying focused topic of the talk, for whom it will be presented, why you want to present that particular talk (what is the need/purpose)</th>
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<tbody>
<tr>
<td>Draft planning doc</td>
<td>Bring draft to class for in-class peer review (not graded)</td>
</tr>
<tr>
<td>Phase I: planning doc (PD)</td>
<td>Complete, well developed information for items #1-10 below [planning document] (graded)</td>
</tr>
<tr>
<td>Phase II: revised PD</td>
<td>Revised &amp; improved information for items #1-10 plus actual presentation of talk, plus self-critique (self-crit due the Tues. after you present)</td>
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You will be required to turn in a typed, written planning paper that will include the following:

1. **Topic** (identified and focused): include general purpose or intent of your talk; specify focus (e.g., instead of "forestry," the topic might be "how to successfully plant and care for evergreen saplings in your yard;" instead of "Special Olympics," the topic might be "recruiting volunteer coaches and officials" or "soliciting financial support from local businesses for Special Olympics."

2. **Audience Analysis:** Who is your audience? In your description, include a geographic target area (e.g., instead of "3rd graders," identify "third graders at Miles Ave. Elementary school in Billings, MT"). Also identify and discuss the following: specific characteristics [demographic, social, emotional, cultural, cognitive, etc.], experiences and knowledge, attitudes, values, and concerns or fears of the audience you should keep in mind when you are talking to them. Then describe the specific **implications** of these factors for what and how you present.

Including a description of "implications" means that, for the important characteristics, values, concerns, etc. of your audience, you must state HOW you will address those characteristics, concerns, etc. IN YOUR TALK. For example, if you are presenting to 3rd graders, and one of the characteristics is that they have short attention spans, implications might be that you must keep the overall talk relatively short, and that you should change pace and tone fairly frequently. Another implication might be that you should actively involve the students, either through questions or participatory involvement. If another characteristic is that they don't sit still in chairs very well or for very long, an implication might be that you bring them all to the front of the room to sit on the floor in a circle around you. If another characteristic is that they think concretely rather than abstractly, an implication might be that you bring lots of pictures to show and actual objects for them to touch, hold, compare, operate, etc.

This is just a start for discussing implications. Another example: assume your talk is to encourage central city Detroit residents to visit state parks. One characteristic is that they are multi-ethnic (black, Hispanic, white, Asian, etc.). One implication of this is that, in your visual aids (photographs, slides, brochures), you need to show people of various ethnic and racial backgrounds visiting and enjoying state parks, rather than just "typical" middle class white families. Can you think of others? (It might be easiest to indicate a characteristic or cluster of "similar type" characteristics, then describe what you will do with the talk to address those characteristics or issues. Then continue with the next characteristics.)

"**IF** [specific characteristic of audience], **THEN I WILL BE SURE TO DO** [e.g., description of information to include/exclude, appropriate tone, how you’ll relate to specific audience, choice of appropriate graphic or visual aid] **DURING MY TALK.**"
Implications (cont):

Some implications might be as simple as making sure that you include certain pieces of information in your talk. (For example, many Detroit residents may never have even heard of state parks, or the Department of Natural Resources. An implication might be that, before you invite them to visit, you have to explain state parks and the DNR in terms that are relevant to them; relate state parks to the types of parks they are familiar with; how are they the same and how are they different. Many may have never been out of urban environments and, therefore, are unlikely to be excited by the opportunity to go to a wilderness state park. An implication might be that you first invite them to visit a more developed state park that has amenities similar to what they’d expect in other parks; then slowly expand discussion of the other types of opportunities available to them. You might also have to have a program established whereby families from the same neighborhood could all ride a bus together for a special, organized program day for which people who know the park [staff] will be with them to orient and assist them in their enjoyment.) Other implications may involve the tone or way you present, how much background information you may have to give, the types of analogies or explanations you have to give in order to make the information make sense to your audience, word choice, etc. ALL OF THIS must be stated within your planning document.

Additionally, describe in general how you researched your specific audience (this must be MORE THAN simply personal knowledge or experience, although personal experience can be included). You might interview a teacher, the leader of a group, check census data for an area, read an article on socio-demographic trends, look at the literature on cognitive/social/physical development of youth. These are just a few ideas. Identify appropriate sources for your chosen target audience.

- Identify these sources briefly in the "audience analysis" section of your planning document.
- Additionally, list each source in detail in your "list of reference materials" (# 9) and specify the kinds of information you got from each source.

3. Justification: Describe the rationale for why you are giving this particular talk to your specified audience. Start by describing a specific need or condition of your audience or society, then discuss how your talk will help meet this need. TYPES OF QUESTIONS YOU COULD ADDRESS (though don’t be limited by these questions):

- Why should the specific receive this information?
- What are the benefits to the audience, society, the environment, your agency or organization, and/or others as a result of this audience getting this information?

Remember to write from audience/community need perspective (not yours).

4. Objectives: List the measurable, behavioral objectives [what you hope to accomplish through your talk] so that the purpose of what you are talking about is clear. If you wish, you may also add emotional or learning objectives, but you must have at least one realistic measurable, behavioral objective.

- Write EACH objective as a separate, complete statement.
- Number each objective.
- Remember to include in each objective: Audience, Behavior, Condition, and Degree.
- Label the "type" of each objective (learning, behavioral, emotional).

(See Professional Presentations booklet for format guidelines and examples of complete objectives. Also see Bloom’s taxonomy, course web site, “Readings,” for examples of measurable action verbs.)

5. Role in visitor information system (VIS): First, discuss why a talk is the best choice of media for presenting this information to this audience.

TYPES OF QUESTIONS YOU COULD ADDRESS (do not be limited by these questions; think about the types of questions that would be relevant to your audience and context):

- What does the talk do that other sources or media formats do not?
- How is the information in your talk similar to or different from the other information your target audience receives from different elements/sources in the VIS?
- Where else do people get related information, and how does this other information impact upon their perceptions [true or not], and the type and amount of information you need to provide?
What other information does the organization or agency present to the public, especially related to the talk topic?

How is your talk on this topic connected with that other information?

Second, explain where in the "system" of information from the sponsoring organization this particular talk "fits":

- Is your information a teaser or general awareness piece?
- Does it provide basic or detailed information?
- Do you expect action directly as a result of your talk, or as a result of some follow-up media piece or program?

Third, explain how the talk is linked to information that the audience receives before and after they hear the talk, and from other sources (including the organization's information system). For which of the "connecting" information will you be responsible (e.g., promotional materials or invitations, teasers, public service announcements prior to your talk; handouts, registration forms, brochures passed out at end of talk; distribution of list of additional books or web sites to "read more about it;" thank you notes or follow-up surveys after the talk)?

Here's another way of describing and helping you think about visitor information systems (VIS): What is the role of the talk within the broader information system for the topic and/or organization presenting the information? (What function does it serve, especially relative to functions of other elements of the VIS? For example, your talk may be an introductory, yet formal presentation of a topic—for instance, the art of Bonsai. Preceding elements of the VIS may be a 15-second spot in a public service announcement about the Bonsai talk and a long term course. The spot is an attention grabber. A phone number or name of the organization may provide a link to a personal phone call to "find out more about it." The phone call may prompt the mailing of a flier [detailed promotional and registration information] to the caller. The flier presents information about the "talk" [introduction to a horticultural art]. The talk may then present an optional link to a Bonsai class that runs for 6 weeks. Therefore, the talk must include a verbal description of the course and course outcomes, plus must be accompanied by a brochure with a course description and registration form.)

Describe how the audience comes to be listening to your talk (e.g., how did they find out about this talk?). What are the linkages between the talk (or brochure/website/video) and other elements of the VIS? (As you write this section, write an integrated "piece" that is appropriate for your talk and its context. Do not simply answer each question in an unrelated way. The questions, description and examples provided here are to give you ideas about how to think about the information system. See additional "information system" descriptions as covered earlier in the course.)

6. Context: First, Describe the setting. Where will you be speaking to the audience? Discuss conditions such as:

- whether presentation space is inside or outside;
- size of the room or space, and whether or not there is a stage (do you use it?);
- seating arrangement (and whether you have any control over seating arrangements);
- type of AV options available;
- availability of electricity and outlets (need extension cords?);
- ability to block light from windows;
- potential distractions, etc.

Then, discuss the implications for the way you present your information, including choice of AV materials and how you may have to or want to manipulate or modify the room prior to the audience showing up. (Refer to #2 above for clarification about the meaning of "implications.")

This section also must be researched!

7. Outline of your talk: Remember that your talk should have three major sections:

- the beginning or introductory portion,
- the body, and
• the conclusion.

First, write your beginning and conclusion in detail [because those are the two most important components -- "primacy and recency effects" -- and because they are the only two that you may choose to memorize].

Then, outline the detailed content and order of the rest of your talk [using phrases, not just single words]; indicate tone and specify how you will relate specifically to your target audience (refer to your audience analysis section, especially the “implications” part). See Professional Presentations for example of outline.

8. Audio-visual support materials:
You must use PowerPoint to supplement at least some part of your talk. (While this may not be part of how you would plan for and deliver every kind of talk for different audiences and contexts, you are being required to include this media format for this assignment to assure that each person has the opportunity to work with PowerPoint.) Then, you may supplement with other types of AV, as appropriate to support your presentation and based on your planning document. AV materials should enhance or support rather than detract from your talk. Examples of other AV materials are handouts, overheads, slides, photos, poster displays, artifacts, props, etc.

(Your planning document discussion as related to AV should be based on the audience, topic and context needs. Add a separate paragraph to indicate if PowerPoint would realistically be appropriate for your talk, and explain why or why not.) All AV materials should be of professional quality; the media type(s) should be appropriate to your topic (keeping in mind that, for some, the PowerPoint may not be appropriate in the real setting), the specific information presented by each type, your audience, and the size of the room/site.

In your planning document, explain the type of information you will provide through each AV material and describe why you select that type of AV media for that type of information. (See Professional Presentations book for information about advantages, disadvantages, and appropriate uses of different types of AV materials.)

9. Accommodations for persons with disabilities: Discuss the following two issues related to accommodating persons with disabilities (e.g., mobility, hearing, vision):

a. Describe how you will make the talk itself accessible to persons with disabilities so that they can benefit from your talk (include considerations ranging from accommodations in the physical talk site/facility, dissemination of the talk itself [do you need close-captioning, ASL signing, inclusion of strong visuals as well as the oral presentation, etc.], how you will promote your talk to persons with disabilities, etc.)

b. Describe what CONTENT you will include in the talk to address special concerns (related to your talk topic) of persons with various types of disabilities.

10. List of reference materials and/or personal sources of information: Identify all relevant information about sources you use -- for both your topic and your selected target audience. For detailed guidelines, see Professional Presentations booklet or refer to more complete style guides for some types of sources. For sources not listed in the style guides (possibly interviews, brochures), provide critical information. For example, for interviews, provide the persons' names, their position(s) (relative to the talk-related information), when you interviewed them, and what you interviewed them about. (If you have questions, ASK instructors.)

Identify the style guide you are using (e.g., APA, Chicago, MLA or other "style manual").

Under each complete citation, indicate the type of information you got from each source.
IMPORTANT NOTE: For your talk (as well as other major projects), part of what you will be critiqued on involves whether or not the content helps you meet your stated objectives. Also, the degree to which your talk actually matches the elements described in your planning document (objectives, audience characteristics, setting, link to other elements of the information system, etc.) will be assessed. Instructor evaluation of your talk will be based on a combination of:

- revised (expanded, improved) planning document
- actual presentation of talk
- your written critique of your talk

Be sure you pay attention to your planning document when you develop the talk.

EVALUATION of actual presentation:

- Peers will evaluate your talk/presentation by identifying 1) the most effective elements and 2) those which could be improved.
- You will evaluate your own talk/presentation (in detail) based on viewing the videotape.
- Instructors will provide a written critique of your talk and planning document.

Criteria for evaluation will include:

TALK CONTENT

Beginning (introductory portion)
1. Did speaker (you) introduce topic/subject?
2. Did speaker (you) arouse interest or curiosity of target audience?
   - How (what "grabber" technique did you use)?

Body
1. Did you feel and appear well-prepared (research, planning and delivery)?
2. Was your topic presented in an organized and logical fashion, with clear links between points?
3. Did your talk have continuity? Did it flow well, with no big gaps?
4. Was the major point of the talk easily identifiable? Did it match your stated objectives?
5. Did the talk appear to hold the audience's interest? Why or why not?
6. Did the speaker (you) stay focused on the topic, or did you stray or ramble (usually a result of poor preparation)?

Conclusion
1. Was there a definite conclusion to your talk? (not just "does anyone have questions?")
2. What "grabber" technique did you use to conclude the talk? (something audience will remember)
3. Did the talk end on time?

PERSONAL PRESENTATION CHARACTERISTICS
1. Appearance (appropriate dress; professional aura; hair neat and out of eyes; no hat; etc.)
2. Posture (good posture indicates confidence)
3. Enthusiasm and/or sense of passion and commitment to topic
4. Grammar
5. Articulation, enunciation (including ---ing vs. ---in' and going to vs. gonna)
6. Voice volume, tone, pitch
7. Pacing (feet), rocking or leaning (distracting?)
8. Mannerisms and hand gestures (supportive or distracting?)
9. Eye contact, head up -- no reliance on notes

SUPPORT MATERIALS
1. What were support (audio visual) materials used? (Did you include PowerPoint also?)
2. Were support materials appropriate to topic, audience, context?
3. Were support materials effective? Could different or additional AV materials have been more effective?
4. Were support materials of professional quality? How could they be improved?

MEETING OBJECTIVES, CONSISTENCY WITH PLANNING DOCUMENT
EVIDENCE OF ACCOMMODATING PERSONS WITH DISABILITIES
OTHER COMMENTS