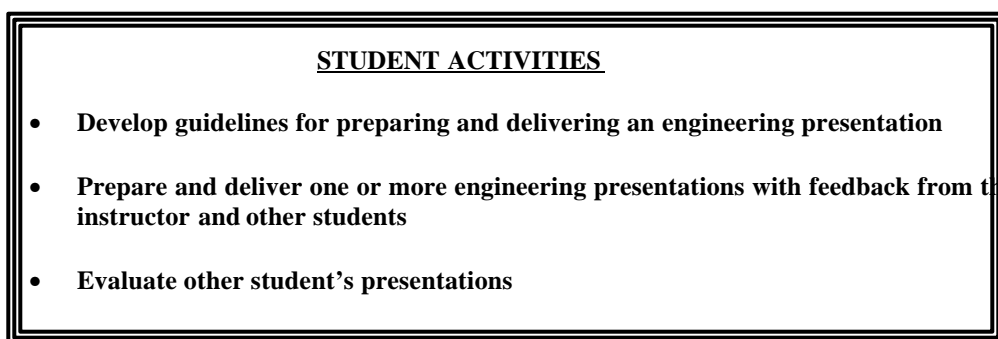


# INSTRUCTOR'S GUIDE ENGINEERING PRESENTATION SKILLS MODULE

**Russ Pimmel**  
**Electrical and Computer Engineering Department**  
**College of Engineering**  
**University Of Alabama**

## INTRODUCTION

The Instructor's Guide for the Engineering Presentation Skills Module will assist instructors as they insert a short module on oral presentation into a standard engineering course. Using this instructional module in a standard engineering course will provide the students with some instruction and experience in preparing, delivering, and evaluating presentations as shown in Figure 1.

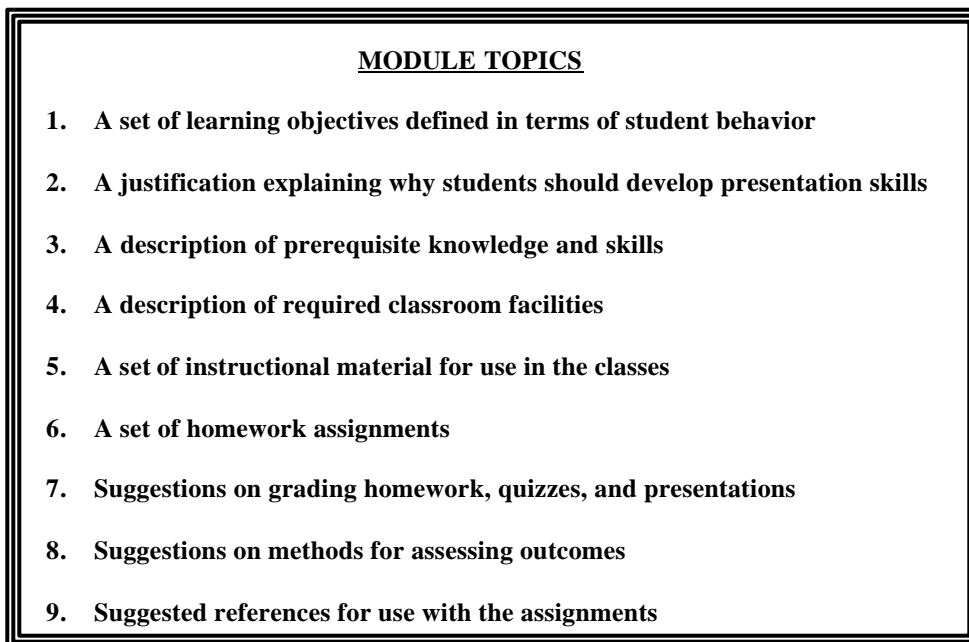


*Figure 1. Student activities in module*

The module provides instruction on effective presentation skill and an opportunity to practice the skill twice, once on a topic dealing with some aspect of presentation techniques topics and once using content of the course as topics. This follows the format for teaching skills suggested by Woods et al (*J. Eng. Ed.*, 86:74-91, 1997), where a skill is introduced in a context-free environment and then bridged and extended into the discipline material. The module also provides for instruction followed by practice with evaluation and feedback -- an approach considered essential in teaching a skill (Seat et al *J. Eng. Ed.*, 88:385-390, 1999).

This module contains material for three 50-minute classes. The first uses a lecture and group-exercise format to provide instruction on effective engineering presentations; the second and third provide time for student presentations. For a schedule with two 75-minute lectures a week, the instructor should use a portion (50 minutes or so) of one class for the instructional material and two full classes for student presentations, using a little more than a week of class time. In both cases, the instructor should schedule a week or so of regular classes between the instructional session and the student presentation session to allow the students time to prepare their presentations.

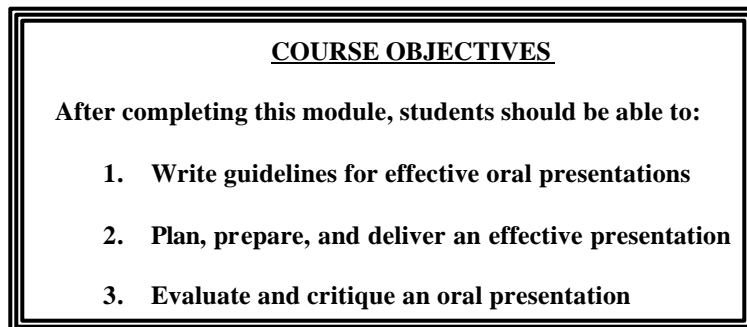
This guide contains a discussion of several aspects important in teaching a module on presentation skills, including a set of objectives, a justification for learning these skills, classroom material, assignments, and recommendation on grading these assignments. Figure 2 itemizes these topics and the following sections address each of them.



*Figure 2. Module topics*

## OBJECTIVES

Figure 3 defines a set of educational objectives for the module in terms of student behavior. These include writing guidelines for effective presentations, preparing, planning, and delivering an effective presentation, and evaluating a presentation. One of the early PowerPoint slides in the material for Session 1 also lists these objectives.



*Figure 3. Course Objectives*

## JUSTIFICATION

Good presentation skills are important in finding a job because employers look for applicants who can communicate effectively in the interview and hiring process. Moreover, companies continue to recognize and reward employees who have these skills through their annual evaluation and merit raise process. In practice, success as an engineer depends as much on communication skills as on technical ability because managers and colleagues judge the quality of engineer's ideas by the quality of his or her expression of these ideas.

Communication skills always appear on company lists showing the most important skills for success as an engineer, as illustrated by Boeing's and Kimberly Clark's lists. Surveys to identify attributes that are important for success as an engineer always include communication skills, for example, Benefield et al 's study (*J. Eng. Ed.*, 86:57-64, 1997). Finally, the agency that accredits engineering education programs (ABET) requires that these programs demonstrate that their graduates have communication skills.

The PowerPoint material for Session 1 includes a justification slide along with slides showing Boeing's list, Kimberly Clark's list and some of Benefield's results. The instructor may use all of these, any subset of them, or any justification that he or she feels is more convincing.

### **PREREQUISITE KNOWLEDGE OR SKILLS:**

This module requires no prerequisite knowledge. However, it may work better as a second exposure where students have had some training and experience with presentations, for example in a freshman-engineering course.

If students have no previous educational exposure to oral presentations, then the instructor should focus on presentation style, that is on making good quality PowerPoint slides, on establishing an audience connection, particularly with eye-contact, and on dealing with nervousness. On the other hand, if the students have had a previous experience, then the instructor should focus more on presentation content than on presentation style. Specifically he or she should emphasize effective introductions and conclusions, structural organization, supporting specific points, and transitions between points.

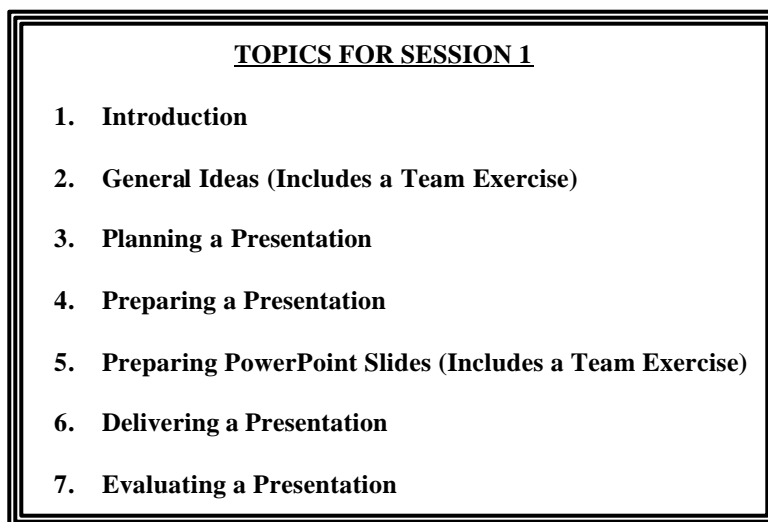
### **CLASSROOM REQUIREMENTS:**

Since students will make presentation in the class, the classroom must have presentation facilities. Ideally, this should be a computerized projection system that allows students to project PowerPoint slides from a computer file. However, the student could use an overhead projector with transparencies, but they would have the added expense and inconvenience of making the transparencies of their PowerPoint slides. Outside of class, students will need access to a computer system with PowerPoint in order to prepare their presentation slides.

### **INSTRUCTIONAL MATERIAL:**

The module contains material for three sessions. In the first, the instructor will help the students define important guidelines for an effective presentation using a set of PowerPoint slides that includes two in-class team exercises.

Figure 4 provides a list of topics treated in the PowerPoint slides for Session 1. With the exception of the two team exercises, which require about ten minutes each, the instructor should spend three to five minutes on each of these topics, presenting two or three slides on each. He or she will have to select the slides from the set provided with this module.

- 
- TOPICS FOR SESSION 1**
- 1. Introduction**
  - 2. General Ideas (Includes a Team Exercise)**
  - 3. Planning a Presentation**
  - 4. Preparing a Presentation**
  - 5. Preparing PowerPoint Slides (Includes a Team Exercise)**
  - 6. Delivering a Presentation**
  - 7. Evaluating a Presentation**

*Figure 4. A list of topics for Session 1*

Attachment 5 contains a printed version of the PowerPoint slides for Session 1. The “notes” section of these slides provides some additional points and information and some comments usually describing optional use of the slides. Selecting the “Note Page” option from the “View” menu in PowerPoint makes these notes visible. As an

instructor prepares for Session 1, he or she may want to incorporate some personal experiences to illustrate various points.

Student presentations, as defined in Assignment 9 and 10 below, take up Sessions 2 and 3. In order to allow students adequate time for preparing their talks, the instructor should schedule a week or so of regular classes between the first and second sessions.

## **ASSIGNMENTS**

This module includes several types of suggested homework assignments ranging from simple exercises that students complete, either by themselves or in small groups, to preparing and delivering presentations. Figure 5 lists the suggested assignments in an abbreviated format and Attachment 1 contains a complete list in a format that the instructor can make available to the students. This list provides several options and the instructor should choose among them and edit a copy of this list for handing out to the students.

- ABBREVIATED HOMEWORK ASSIGNMENTS**

  1. List two of reasons why engineers need to develop good presentation skills.
  2. In a few sentences discuss the relationship between technical and communication skills for a practicing engineer.
  3. List two types of presentations that a practicing engineer may have to deliver.
  4. Prepare a single list of the five most important guidelines for planning, preparing, and delivering a talk. Write a sentence or two justifying your choices.
  5. Select the most critical phase (planning, preparing, or delivering) in the presentation process. Write a sentence or two justifying your choice.
  6. Select the single most important guideline for (a) planning a talk, (b) preparing a talk, (c) delivering a talk, and (d) preparing slides. Write a sentence or two justifying your choices.
  7. Prepare a single list of the three most important guidelines for (a) planning a talk, (b) preparing a talk, (c) delivering a talk, and (d) preparing slides. Write a sentence or two justifying your choices.
  8. Prepare a simple form for evaluating student presentations using the ideas presented in class. The form should include a few criteria and a scale for scoring them.
  9. Prepare (individually or as member of an assigned team) a five -minute presentation on one of the listed topics. (The actual assignment statement in Attachment 1 has a longer, more specific version of this problem statement along with a list of topics.)
  10. Prepare (individually or as member of an assigned team) a five -minute presentation on one of the listed topics. (The actual assignment statement in Attachment 1 has a longer, more specific version of this problem statement along with a list of topics.)
  11. Either individually or in groups, prepare a short presentation on:
    - a. Some material from the text or other source that will not be presented in lecture,
    - b. Results of a lab exercise, design project, or other extended assignment,
    - c. Some economic, professional, environmental, societal aspect of course material based either on specific references or on sources you find
  12. Using the standard form, evaluate a group of presentations by other students and submit your evaluations.

*Figure 5. Abbreviated list of homework assignments (Attachment 1 has a more complete version of these assignments.)*

**Student Presentations:** The presentation module will have a bigger impact on the students' ability to give presentations if the instructor make them give two presentations: one on some topic not related to the course material (Assignment 9 or 10) followed later by a second talk on some aspect of the course (Assignment 11). Including the second presentation on some aspect of the course material not only provides a second chance to practice speaking skills, but also links the presentation skills to the engineering material making the presentation skills more relevant to the students. Receiving constructive criticism while practicing a skill is essential in developing the skill and so students must get feedback on their in-class presentation. The instructor, and hopefully other students, must evaluate at least one talk, ideally two, using a standard form.

**Student Evaluations:** One of the assignments has students evaluating the presentations made by a number of other students. In doing this, the evaluators will become conscious of common mistakes and, with some prompting from the instructor, realize that he or she probably makes the same mistakes. The instructor should make sure to point out the idea of common mistakes. Conducting formal evaluations using a standard form also forces students to focus on the requirements of a good talk and encourages them to use this to guide them as they prepare and deliver their own talks.

If an instructor does not choose to have students formally evaluate other students, then he or she should at least provide a set of criteria and have each students evaluate all speakers using a "+/Δ" process. With this process, each student identifies one aspect of the presentation that was well done and indicates this after a "+" sign along with one aspect that needs improvement and indicates this after a "Δ" sign. This "+/Δ" system provides peer feedback to the speakers and focuses their attention on evaluation criteria and common mistakes.

**Schedule:** The size of the class will define the number and duration of the presentations each student can make. Using two class periods for presentations and limiting each to five minutes will allow about seven to eight presentations in a 50-minute class. Thus, with 16 students or less, each can deliver an individual talk; with 15 to 30 students, the instructor can pair them up and let them present as a team with the constraint that each must deliver a substantial part of the talk. With more students, the instructor can make the teams larger, but the experience becomes less effective with three or more students sharing a 5-minute presentation time. If the number of individual or team presentations is significantly less than 16, then the instructor can allot longer time intervals for each presentation.

Getting through seven or eight presentations in a 50-minute class with student evaluations will require a highly organized schedule that the instructor follows rigidly. Unless there is some reason for a specific presentation order, I suggest that students (or teams) draw times for their presentation either ahead of time or when they arrive in class. To simplify the scheduling of evaluators, students speaking on the first day should serve as evaluator on the second day and vice versa.

**Assignment Guidelines:** Assignments 1 through 8 provide simple exercises that students (or teams) can do after the first session of the module. These exercises encourage the students to think about the importance of good presentation skills, to consider the factors that make presentations good, and to organize and prioritize these ideas. The instructor should not assign all of these in any course but should pick a few for homework after the first session. The instructor may ask the students to do these individually or as a member of a team. If teams are already in place for some other class activity, these exercises will provide them with an opportunity to practice team skills and help them mature as a team.

Assignment 9 and 10 direct students to prepare a talk on some aspect of presentation techniques. Each student (or team) should be assigned a specific topic and either provided access to the source material or directed to it. As noted above, the instructor should schedule a week or so of regular classes between the first and second sessions to allow time for preparing the talks. The instructor must use a standard form to evaluate these talks and to provide feedback to the speakers. Figure 6 lists some suggested criteria to use in evaluating student presentations and Attachment 3 provides several forms for this purpose. The instructor should feel free to use any of these, to modify them, or design his or her own form. The instructor should let the students see the evaluation form ahead of time to encourage them to follow the guidelines for good presentations in preparing their talks.

<b><u>CRITERIA FOR EVALUATING STUDENT PRESENTATIONS</u></b>	
<b>Introduction</b>	<b>Was the introduction captivating; was adequate motivation given; was a clear purpose conveyed?</b>
<b>Organization</b>	<b>Was there a clear organization; were transitions between sections clear and effective; did the organization lead to a clear conclusion?</b>
<b>Content</b>	<b>Were individual points developed; was the supporting material relevant; was the supporting material relevant?</b>
<b>Visual Aids</b>	<b>Were visual aids used effectively and appropriately; were they clearly visible and carefully prepared?</b>
<b>Conclusion</b>	<b>Were key points reinforced; was a sense of closure provided; if appropriate, was a course of action proposed?</b>
<b>Delivery</b>	<b>Was the speaker natural, enthusiastic; did he or she speak clearly and make good eye contact; were appropriate gestures, posture, expressions used?</b>
<b>Discussion</b>	<b>Were questions answered accurately, clearly, effectively?</b>

*Figure 6. Criteria for Evaluating Student Presentations*

The instructor will find the book, *Writing and Speaking in the Technology Professions*, edited by David F. Beer and published by the IEEE Press in 1991, a useful source for Assignment 9 -- preparing and delivering talks based on written articles. The instructor should provide a photocopy of the appropriate articles (p. 205-236) to each student (or team), or place a copy of this book on reserve in the library, or make each student purchase the book. Purchasing the book is a good option because it is a moderately priced paperback and will serve as a guide for several types of presentations and written documents in other courses and in their professional work after graduation. (Parenthetically, I tell my students that just having a copy of this book on your desk at work, sets you apart as someone who cares about their professional skills.) Adventurous instructors can create their own list of topics and use other sources of material. Alternatively, the instructor can direct the students to conduct a standard library search for appropriate articles using journals on professional communication or indices (e. g., *The Readers Guide to Periodic Literature*).

Attachment 2 provides a set of Internet address to web sites with links to material dealing with the topics in Assignment 10. Before distributing this list the instructor should check to see that all of these address are still accessible; if not, he or she may want to add some new ones. Using a standard Internet search engine with "public speaking tips" or something similar as a subject will provide many possibilities. Instead of providing specific Internet addresses, the instructor may direct the students to use a standard Internet search engine with "public speaking tips" or something similar as a subject and find their own source material.

Assignment 11 asks the students, either individually or as a member of a team, to prepare a presentation on some course material, laboratory exercise, or design activity. Again, this second presentation is important because it provides another opportunity to practice presentation skills and, more importantly, because it "bridges" and "extends" these skills into the discipline material, making them relevant and important to the students. As with the first presentation, the instructor may want to assign other student's to evaluate these presentations to provide a broader feedback and to allow a second opportunity to practice evaluation skills.

Assignment 12 asks the students to evaluate other speakers using a standard form or rubric. Again, Attachment 3 contains several forms for this purpose. The instructor must provide each evaluator with an adequate number of copies of this form.

## **GRADING INDIVIDUAL STUDENTS**

Instructors using the module can grade students on their homework papers, quizzes, printed PowerPoint slides, evaluations of other student presentations and, most importantly, classroom presentations. Grading this type of student work requires a different attitude and set of expectations from those used in grading standard engineering work because the instructor must use subjective, flexible criterion in evaluating it. The following paragraphs provide some suggestions for grading each type of activity.

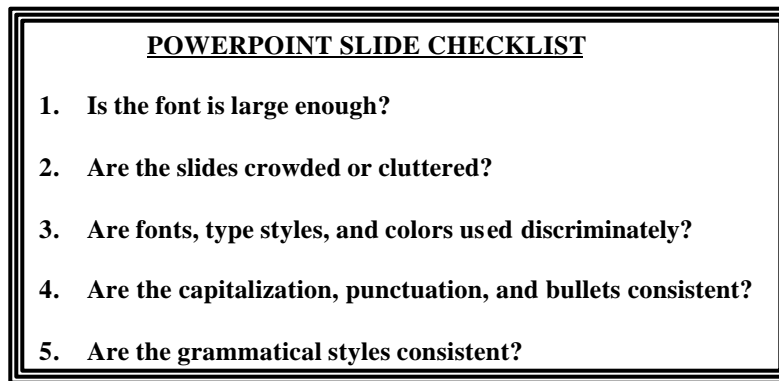
***Grading Written Homework:*** If an instructor uses the assignments asking for a list of items or for the most important item with justification, then he or she should grade them or else the students will not take the assignment seriously. In grading these assignments, there is no single correct answer and so grading becomes subjective. As criteria for grading, the instructor should look to see that the answer responds to the question, that the choices are reasonable and comprehensive, and that the justification is consistent and convincing. Figure 6 summarizes in these ideas. Remember that there is no single right answer -- basically, the instructor wants to determine if the student read the question, thought about it, and constructed an appropriate response.

<b><u>CRITERIA FOR GRADING HOMEWORK EXERCISES</u></b>	
<b>Responsive</b>	<b>Does it address the question?</b>
<b>Reasonable</b>	<b>Does it make sense? Is it consistent with the lecture material?</b>
<b>Comprehensive</b>	<b>Does it include several different ideas?</b>
<b>Convincing</b>	<b>Does it justify the choice(s) if required?</b>

*Figure 7. Criteria for Grading Homework*

***Grading Quizzes:*** The instructor may want to give a short quiz after the first session in order to encourage the students to actually acquire the information presented in this session. Quiz question could ask students to list three (or some number) of important guidelines for planning a presentation, for preparing a presentation, for delivering a presentation, for preparing PowerPoint slides, or for preparing a presentation evaluation form. The quiz does not have to be comprehensive, but it should sample the students' knowledge of these guidelines, probably using only one question. Instructors may even want to indicate the type of questions ahead of time, for example, give them the questions listed earlier in this paragraph. In grading these quizzes, the instructor should use the same approach described for the homework assignments and summarized in Figure 7. He or she must use a subjective evaluation that determines if an answer is responsive, reasonable and, to some extent, consistent with the guidelines described in class.

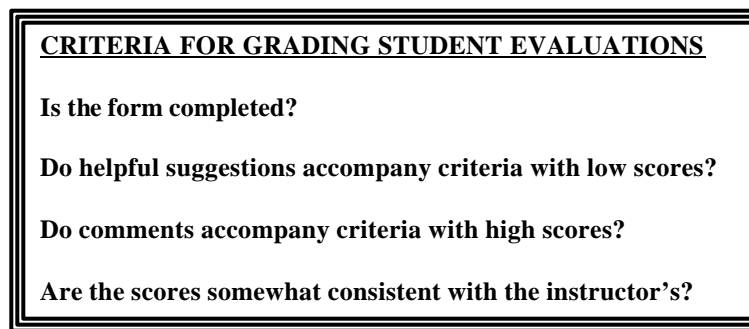
***Grading PowerPoint Slides:*** Instructors can require students to provide a copy of their PowerPoint slides when they give their presentation so that the instructor can grade the effectiveness of these slides. In grading them, the instructor should use the guidelines for PowerPoint slides from the lecture material. To facilitate this evaluation he or she may want to use a simple checklist, such as the one in Figure 8 or the rubric in Attachment 4.



*Figure 8. PowerPoint Slide Checklist.*

The instructor may actually give this list to the students when he or she assigns the presentations. The whole idea is to get the students to recognize and practice good approaches in preparing their slides and to give them feedback on how well they did this. Knowing exactly what the instructor expects will encourage the students to follow the guidelines for good PowerPoint slides.

**Grading Student Evaluation:** The discussion in the assignment section above strongly suggested that the instructor have each student evaluate several presentations by other students because it focuses their attention on good presentation criteria and forces them to recognize common presentation mistakes. These evaluations also provide information to the speaker about how his or her peers felt about the presentation. In order to ensure that students complete these evaluations in a serious way, they must know that the instructor will examine and, perhaps, grade their evaluations. In order to encourage more objectively, the evaluation forms given to the speakers must be anonymous, and so, if the instructor wishes to grade the evaluation forms, they should have a cover sheet where the evaluator can write his name. As before, the instructor must use subjective criteria in grading these evaluations, for example, check to see that the form is completed, that helpful suggestions accompany criteria with low scores, that comments accompany criteria with high scores and , perhaps, that the scores are somewhat consistent with the instructor's. Figure 9 summarizes these criteria.



*Figure 9. Criteria For Grading Student Evaluations*

**Grading Student Presentations:** **Grading Student Presentations:** Evaluating the students' presentation is the most important part of the grading process and the instructor should weight this heavily in determining the students' overall grade for this module. This emphasis will encourage students to learn some of the guidelines for effective communication and to practice them as they prepare and deliver their talks. In addition to encouraging students to make a real effort, grading the presentation also provides them with feedback indicating what they did well and where they need to improve. In grading, the instructor should use a rubric similar to one of those in Attachment 3. As noted earlier, giving the grading criteria, in this case the rubric, to the students ahead of time focuses their attention on the important aspects, helping them develop good skills.

Inexperienced instructors will find grading student presentation and providing useful feedback difficult. {Parenthetically, I still find grading and marking (i.e., writing helpful comments to the students) one of the most difficult grading tasks}. Attachment 3 contains several rubrics for evaluation and the instructor should select the one that looks most convenient to him or her. A new instructor might do better with one of the rubrics that provide three choices (“**D**, **OK**, or +” or alternatively “*Disagree*, *Agree*, or *Strongly Agree*”). With both scales, the

instructor would start with the middle “value” and, if the speaker does something well, then move to the higher rating and note the aspect of the talk that impressed him or her. Conversely, if the speaker does something that the instructor does not like, then move to the lower rating and again note the aspect that caused the shift. These suggestions on grading may seem a bit childish, but grading ten or twenty presentations in an hour is a daunting task even for an experienced instructor.

Eliminating some of the grading criteria is another way of simplifying the grading process. If an instructor chooses this option, then he or she must inform the class that the eliminated criteria are still important, but, in this particular talk, you will focus on a few selected criteria. A variation on this is to select a random set of criteria for grading at the beginning of each class.

Many instructors may have some difficulty in grading live presentations, particularly ten or twenty of them in quick succession. Video taping the presentations and grading later in an off-line mode may provide an attractive alternative for these instructors. This approach also allows the instructor to have a conference with each speaker where they critique the presentation together as they play it back. In a similar way, the instructor can have the speaker review the taped presentation and evaluate it to identify a few areas for improvement.

If the instructor requires a second presentation on some course activity later in the course, I suggest using the same rubric used in evaluating presentation style with the first presentation. He or she may want to develop a similar rubric for evaluating the content of technical aspects of this second presentation. In any event, the grade on the presentation style should be a significant fraction of the total grade for this module.

## **OUTCOMES ASSESSMENT –EVALUATING MODULE EFFECTIVENESS**

An instructor may wish to assess the impact of the module on the students’ development by making a measurement before offering the module and then after completing it. This assessment may involve a pre-test and post-test of the students’ understanding of the principles of good presentation or a scoring of student presentation given both before and after the module. In both of these assessment approaches the instructor scores student performance subjectively, raising questions about the reliability of the assessment. Short of getting another faculty member or outside evaluator to score the presentation, there is no real safeguard for ensuring that personal biases do not corrupt the assessment.

***Assessing Presentation Knowledge:*** If the instructor chooses to test presentation knowledge, then he or she should simply ask students to write five (or some number) of guidelines for an effective presentation or for effective PowerPoint slides. As with the assigned homework, the instructor must use subjective criterion in scoring these tests. With this approach, the assessment would include all students and be relatively simple to administer. However, this tool tests knowledge and not presentation skills. With this approach, students should take the pre-test at the beginning of the semester well before stating the module and the post-test toward the end of the semester with some separation from the module itself. This separation makes it more likely that the tool actually measures residual knowledge and not some transient effect.

***Assessing Presentation Skills:*** Alternatively the assessment may involve an evaluation of actual presentations by a few randomly selected students before the module and by these same students after the module. In fact, the instructor may use the second presentation, that is the one dealing with standard course material, as the post-test. For the pre-test, the instructor should assign a few topics and ask all students to prepare a brief presentation on one of them. In a regular class period, he or she would select specific students to present by drawing names or numbers or some other scheme of random selection. As with the regular presentation, the instructor should score these presentations using a rubric, identical or similar to the one used in evaluating the assigned presentations.

## **LIST OF ATTACHMENTS**

Attachment 1	Homework Assignments
Attachment 2	Websites on Public Speaking
Attachment 3	Rubrics For Evaluating Presentations
Attachment 4	Rubric for Evaluating PowerPoint Slides
Attachment 5	PowerPoint Slides For Session 1

**ATTACHMENT 1**  
**LIST OF HOMEWORK ASSIGNMENTS**

## HOMEWORK ASSIGNMENTS

1. List two (the instructor may insert some other number here) reasons why engineers need to develop good presentation skills.
2. In a few sentences discuss the relationship between technical and communication skills for a practicing engineer.
3. List two (the instructor may insert some other number here) types of presentations that a practicing engineer may have to deliver.
4. Prepare a single list of the five (the instructor may insert some other number here) most important guidelines for planning, preparing, and delivering a talk. Write a sentence or two justifying your choices.
5. Select the most critical phase (planning, preparing, or delivering) in the presentation process. Write a sentence or two justifying your choice.
6. Select the single most important guideline for (a) planning a talk, (b) preparing a talk, (c) delivering a talk, and (d) preparing slides. Write a sentence or two justifying your choices.
7. Prepare a single list of the three (the instructor may insert some other number here) most important guidelines for (a) planning a talk, (b) preparing a talk, (c) delivering a talk, and (d) preparing slides. Write a sentence or two justifying your choices.
8. Prepare a simple form for evaluating student presentations using the ideas presented in class. The form should include a few criteria and a scale for scoring them.
9. Prepare (individually or as member of an assigned team -- the instructor needs to indicate which) a five-minute (the instructor may specify an alternate time limit) presentation on one of the listed topics. In preparing your presentation, you should read at least two articles dealing with your topic. You may select these from the set of articles your instructor provides or you may find them using standard library search techniques. (The instructor may designate one of these choices or allow the students or teams to make the choice individually.) You should cite your references in your talk. In preparing your talk you should do one of the following: (1) present a unified set of ideas on your topic, (2) compare and contrast the ideas in at least two references, or (3) compare and contrast the ideas in your references to those presented in class. (The instructor may designate one of these choices or allow the students or teams to make the choice individually.)
  - a. Importance of good presenting skills
  - b. Common mistakes in planning
  - c. Common mistakes in preparing
  - d. Common mistakes in delivering
  - e. Preparing for questions
  - f. Preparing for a hostile audience
  - g. Marketing presentations
  - h. Critiquing a presentation
  - i. Importing material into PowerPoint files
  - j. Handling questions
  - k. Introducing a speaker
  - l. Planning a presentation
  - m. Dealing with nervousness
  - n. Designing effective visual aids
  - o. Awards and recognition presentations
  - p. How to start a speech
  - q. Audience analysis
  - r. Dealing with hostile audience
  - s. Dealing with speaker anxiety
  - t. Gathering information
  - u. Transitions
  - v. Ways to remember material

- w. Determining your purpose
- x. Analyzing our audience
- y. Supporting your points
- z. Using visual aids

10. Prepare (individually or as member of an assigned team -- the instructor needs to indicate which) a five-minute (the instructor may specify an alternate time limit ) presentation on one of the listed topics. In doing this you should access the web and find at least two (the instructor may insert some other number here) sites that deal with your topic. You may find these by going to one of the sites listed below and using the links there to find material on your topic or you may do a search using “public speaking tips” or some such phrase as a subject in a search engine. (The instructor may designate one of these choices or allow the students or teams to make the choice individually.) You should cite your references in your talk. In preparing your talk you should do one of the following: (1) present a unified set of ideas on your topic, (2) compare and contrast the ideas in at least two references, or (3) compare and contrast the ideas in your references to those presented in class. (The instructor may designate one of these choices or allow the students or teams to make the choice individually.)

- a. Importance of good presenting skills
- b. Common mistakes in planning
- c. Common mistakes in preparing
- d. Common mistakes in delivering
- e. Preparing for questions
- f. Preparing for a hostile audience
- g. Marketing presentations
- h. Critiquing a presentation
- i. Importing material into PowerPoint files
- j. Handling questions
- k. Introducing a speaker
- l. Planning a presentation
- m. Dealing with nervousness
- n. Designing effective visual aids
- o. Awards and recognition presentations
- p. How to start a speech
- q. Audience analysis
- r. Dealing with hostile audience
- s. Dealing with speaker anxiety
- t. Gathering information
- u. Transitions
- v. Ways to remember material
- w. Determining your purpose
- x. Analyzing our audience
- y. Supporting your points
- z. Using visual aids

11. Either individually or in groups, prepare a short (the instructor needs to specify a time here) presentation on:

- a. Some material from the text (or other source) that will not be presented in lecture,
- b. Results of a lab exercise, design project, or other extended assignment,
- c. Some economic, professional, environmental, societal aspect of course material based either on specific references or on sources you find

12. Using the standard form, evaluate a group of presentations by other students and submit your evaluations.

**ATTACHMENT 2**  
**WEB SITES ON PUBIC SPEAKING AND POWERPOINT SLIDES**

## WEB SITES ON PUBIC SPEAKING AND POWERPOINT SLIDES

[www.presentations.com](http://www.presentations.com)  
[www.ljseminars.com](http://www.ljseminars.com)  
[www.ukans.edu/cwis/units/coms2/vpa/vpa.htm](http://www.ukans.edu/cwis/units/coms2/vpa/vpa.htm)  
[volweb.utk.edu/Schools/sullivan/sullms/speeches.htm](http://volweb.utk.edu/Schools/sullivan/sullms/speeches.htm)  
[www.au.af.mil/cpd/cpdgate/cpd-comm.htm](http://www.au.af.mil/cpd/cpdgate/cpd-comm.htm)  
[www.conferences.umn.edu/confplan](http://www.conferences.umn.edu/confplan)  
[www.freenet.edmonton.ab.ca/toast/tips.html](http://www.freenet.edmonton.ab.ca/toast/tips.html)  
[www.bitbetter.com](http://www.bitbetter.com)  
[www.btb.com](http://www.btb.com)  
[www.dailywav.com](http://www.dailywav.com)  
[www.digitalartware.com](http://www.digitalartware.com)  
[www.hotchillimedia.com](http://www.hotchillimedia.com)  
[www.microsoft.com/office/powerpoint](http://www.microsoft.com/office/powerpoint)  
[www.office3d.com](http://www.office3d.com)  
[www.partnetrsinrhyme.com](http://www.partnetrsinrhyme.com)  
[www.powerpacks.com/index2.html](http://www.powerpacks.com/index2.html)  
[www.presentonline.com/resources](http://www.presentonline.com/resources)  
[www.presentersuniversity.com](http://www.presentersuniversity.com)  
[www.schaeferdesign.com](http://www.schaeferdesign.com)  
[www.spftwaremadesimple.com](http://www.spftwaremadesimple.com)  
[www.webplaces.com/html/sounds.htm](http://www.webplaces.com/html/sounds.htm)  
[www.willowplacegroup.com](http://www.willowplacegroup.com)  
[www.zdnet.com](http://www.zdnet.com)

**ATTACHMENT 3**  
**RUBRICS FOR EVALUATING STUDENT PRESENTATIONS**

## EVALUATION FORM

**SPEAKER:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

*Score each category as "D" (Needs improvement), "OK" (Adequate), or "+" (Done well). Write a comment explaining each "D" and "+"*

\_\_\_ 1. Introduction: Was the introduction interesting; was a motivation given; was a clear purpose conveyed

---

---

\_\_\_ 2. Organization: Was there a clear organization; were transitions between sections clear and effective; did the organization lead to a clear conclusion?

---

---

\_\_\_ 3. Content: Were individual points developed; was the supporting material relevant?

---

---

\_\_\_ 4. Visual Aids: Were visual aids carefully prepared; were they used effectively and appropriately?

---

---

\_\_\_ 5. Conclusion: Were key points reinforced; was a sense of closure provided; if appropriate, was a course of action proposed?

---

---

\_\_\_ 6. Delivery: Was the speaker natural, enthusiastic, and clear; were appropriate gestures, posture, expressions used?

---

---

\_\_\_ 7. Discussion: Were questions answered accurately, clearly, effectively?

---

---

General Comments (use back):

# EVALUATION FORM

**SPEAKER:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

1. The introduction captured my interest and conveyed a clear purpose.

Disagree

Agree

Strongly Agree

---

---

2. The organization was clear with effective transitions and led to a clear conclusion.

Disagree

Agree

Strongly Agree

---

---

3. Important points were developed and supported by relevant material.

Disagree

Agree

Strongly Agree

---

---

4. Visual aids were carefully prepared and used effectively and appropriately.

Disagree

Agree

Strongly Agree

---

---

5. Key points were emphasized and a sense of closure was provided.

Disagree

Agree

Strongly Agree

---

---

6. The speaker used appropriate gestures and posture and was natural, enthusiastic and understandable.

Disagree

Agree

Strongly Agree

---

---

7. Questions were answered accurately, clearly, effectively.

Disagree

Agree

Strongly Agree

---

---

General Comments (use back):

## EVALUATION FORM

**SPEAKER:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

1. The introduction captured my interest and conveyed a clear purpose.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
----------------------	----------	-----------	-------	-------------------

2. The organization was clear with effective transitions and led to a clear conclusion.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
----------------------	----------	-----------	-------	-------------------

3. Important points were developed and supported by relevant material.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
----------------------	----------	-----------	-------	-------------------

4. Visual aids were carefully prepared and used effectively and appropriately.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
----------------------	----------	-----------	-------	-------------------

5. Key points were emphasized and a sense of closure was provided.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
----------------------	----------	-----------	-------	-------------------

6. The speaker used appropriate gestures and posture and was natural, enthusiastic and understandable.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
----------------------	----------	-----------	-------	-------------------

7. Questions were answered accurately, clearly, effectively.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
----------------------	----------	-----------	-------	-------------------

General Comments (use back):

## EVALUATION FORM

**SPEAKER:** \_\_\_\_\_

Rate the Group Presentation (5= Excellent; 1= Poor NA= not applicable). Comments would be helpful.

\_\_\_ 1. Introduction: Was the introduction captivating; was adequate motivation given; was a clear purpose conveyed?

\_\_\_ 2. Organization: Was there a clear organization; were transitions between sections clear and effective; did the organization lead to a clear conclusion?

\_\_\_ 3. Content: Were individual points developed; was the supporting material relevant?

\_\_\_ 4. Visual Aids: Were visual aids used effectively and appropriately, carefully prepared?

\_\_\_ 5. Conclusion: Were key points reinforced; was a sense of closure provided; if appropriate, was a course of action proposed?

\_\_\_ 6. Delivery: Was the speaker natural, enthusiastic; did they speak clearly; were appropriate gestures, posture, expressions used

\_\_\_ 7. Discussion: Were questions answered accurately, clearly, effectively?

\_\_\_ 8. Overall Rating

General Comments (use back):

**ATTACHMENT 4**  
**RUBRIC FOR EVALUATING POWERPOINT SLIDES**

## EVALUATION FORM FOR POWERPOINT SLIDES

**SPEAKER:** \_\_\_\_\_

Rate the Group Presentation (5= Excellent; 1= Poor NA= not applicable). Comments would be helpful.

\_\_\_\_ 1. Is the font is large enough?

\_\_\_\_ 2. Are the slides crowded or cluttered?

\_\_\_\_ 3. Are fonts, type styles, and colors used discriminately?

\_\_\_\_ 4. Are the capitalization, punctuation, and bullets consistent?

\_\_\_\_ 5. Are the grammatical styles consistent?

**ATTACHMENT 5**  
**LECTURE MATERIAL POWERPOINT SLIDES**