Integrating Visual Arguments and Oral Presentations in English 110
English 110 Lunch Session – October 12, 2005

* All documents associated with this lunch session are posted on the English 110 Resources Blackboard site. *

Workshop Objectives

- To explore the continuum of visual argument activities
- To investigate approaches to teaching and evaluating visual argument activities
- To discuss strategies for teaching oral presentations
- To examine assessment options for oral presentations
- To approach visual arguments and oral presentations as rhetorical acts

1. Integrating Visual Arguments

- What are the benefits of integrating visual argument activities? How does integrating visual arguments support the objectives of English 110?
- What are some examples of successful visual argument activities?
- What are challenges of integrating visual argument activities?
- What strategies for teaching visual arguments are important for faculty to know when they are new to incorporating visuals?
- How do you assess visual argument activities?

2. Integrating Oral Presentations

- What are the benefits of integrating oral presentations? How does integrating oral presentations support the objectives of English 110?
- What are some examples of successful oral presentation assignments?
- What are challenges of integrating oral presentations?
- What strategies for teaching oral presentations are important for faculty to know when they are new to incorporating presentations?
- How do you assess oral presentations?
- What are the advantages/disadvantages of inviting an audience?

Next English 110 Lunch Workshop: November 9th, 12:00 – 1:00 PM, Ward Octagon
Service-Learning, Problem-Based Learning, & Composition
Visualizing Your Writing Voice Activity
Ashley J. Holmes

Note: This assignment was adapted from one shared by Diann Baecker at Virginia State University’s Conference on Composition (May 2005). Dr. Baecker has her students write a more formal essay to accompany the collage activity, whereas my adaptation of the activity only asks students to create an informal list or paragraph of the rhetorical choices they made.

Rationale from Diann Baecker’s presentation notes:
This lesson plan, which asks students to construct collages using abstract shapes and colors in order to “write” about voice, taps into the students’ expertise in visual rhetoric. It works, in part, because it frees students from using the very same words that are frustrating them when they write their essays, while still requiring that they use all of the same rhetorical principles behind creating a persuasive essay/work.

Directions for Activity:
• In preparation for class, you should have colored construction paper (whole sheets), various shapes (triangles, circles, squares, etc.) cut out of different colors of construction paper (quilting patterns work well for this), scissors, and glue. I prepare five stations of materials around the room for students to share.
• Students should read “Theme for English B” by Langston Hughes for homework. You might start class by reading the poem out loud. In this poem, Hughes describes the process and result of writing an essay for his English professor. Hughes explains that the essay ends up being a little bit of himself as well as a little bit of his teacher (Note: you might emphasize to students that writing is a communicative act that involves a reader who takes an active part in creating the meaning of the text.)
• You can use the questions on the “Visualizing Your Writing Voice” handout (see next page) to fuel a discussion of the poem that emphasizes the rhetorical situation and characteristics of personal writing. (I created these discussion questions, not Dr. Baecker.)
• Then you should introduce the activity (or essay). Ask students to think about what happens within the writing process when their voices meet the expectations of the teacher.
• Conduct a short exercise to get students used to thinking about the properties of color and shape. Ask students to use the shapes already cut out at their stations and to hold up the shape of “happy” (for example). Then, ask them to hold up the color of “happy.” Do this for a number of emotions, anger, sadness, love, etc. Emphasize that there are no right or wrong answers, but that each person has a firm idea of what colors/shapes are appropriate for them. Also, with each category, you might ask for a volunteer to share why they chose that particular color or shape. This starts the whole class thinking about why they make certain choices.
• Then, give them class time to create the collage. Emphasize that they should consciously make a choice about what colors and shapes they use in the collage. If they don’t understand what the collage means, their readers (group members) won’t be able to understand it either.
• My students in later classes found it helpful to see examples. I’m happy to lend you the examples my students have allowed me to keep.
• After they finish, you could ask them to write a brief paragraph or bulleted list explaining the choices they made as they composed the collage. You could also, as Diann Baecker does, ask your students to write a 2-3 page essay describing their collage. Dr. Baecker’s essay assignment is below.

**Paper Instructions: Constructing a Visual Essay**

Your last paper will be an “essay” using Langston Hughes’ “Theme for English B” as a prompt. You will create your own theme in which you consider the issues Hughes raises in his poem, such as the way his instructor affects his writing and how his writing, in turn, affects his instructor.

This paper, however, will be a little different. Picking up on the idea of a “colored” page, you will construct your essay in visual terms. I would like your finished product to be 8 ½” by 11”, but you may use anything you want to construct your “theme”: construction paper, photographs, pictures from magazines, words, song lyrics, etc. Remember that a visual essay still contains all of the elements of a written essay: it must present a coherent theme, be persuasive, be original, and be interesting. If you don’t understand what your picture means, your reader won’t understand it either.

Also, you will write a 2-page explanation of your theme. If you use song lyrics or poetry (or anything like that) which are not your own, you should give credit to the artists/poets in this explanation.

**Purposes**
- To explore and think critically about your personal writing voice and how you might represent it visually.
- To help you identify the tenants of a personal writing style and voice, which you will also use for Project 1.
- To use visuals combined with words to practice the rhetorical principles and choices we make as writers composing texts.

“*Theme for English B*” by Langston Hughes
- What is the writer’s rhetorical situation
  (Subject, writer, reader, purpose, context)
  (What’s happening in the poem?)
- What message is the writer sending the reader?
- How does the writer describe who he is?
- How does the writer is impact the “page for English B” that he must write?
- What part of the writer’s rhetorical situation is he exploring in his page? What conclusions does he reach about this?
- What examples of personal writing characteristics do you see in the poem? (p. 73 in *A Meeting of Minds*)
Instructions
- Construct a collage using abstract shapes and colors.
- This collage should represent your writing voice.
- You will be able to use your understanding of visuals in order construct your “voice.”
- Once you finish constructing your collage, write on the back (or another sheet of paper) your name and an explanation of the rhetorical choices you made (colors, shapes, how you fit them together as a collage). You should explain how your collage represents your writing voice.
- In small groups, share with your peers the choices you made in your collage.

Theme for English B

The instructor said,
Go home and write
a page tonight.
And let that page come out of you---
Then, it will be true.
I wonder if it's that simple?
I am twenty-two, colored, born in Winston-Salem.
I went to school there, then Durham, then here
to this college on the hill above Harlem.
I am the only colored student in my class.
The steps from the hill lead down into Harlem
through a park, then I cross St. Nicholas,
Eighth Avenue, Seventh, and I come to the Y,
the Harlem Branch Y, where I take the elevator
up to my room, sit down, and write this page:

It's not easy to know what is true for you or me
at twenty-two, my age. But I guess I'm what
I feel and see and hear, Harlem, I hear you:
hear you, hear me---we two---you, me, talk on this page.
(I hear New York too.) Me---who?
Well, I like to eat, sleep, drink, and be in love.
I like to work, read, learn, and understand life.
I like a pipe for a Christmas present,
or records---Bessie, bop, or Bach.
I guess being colored doesn't make me NOT like
the same things other folks like who are other races.
So will my page be colored that I write?
Being me, it will not be white.
But it will be
a part of you, instructor.
You are white---
yet a part of me, as I am a part of you.
That's American.
Sometimes perhaps you don't want to be a part of me.
Nor do I often want to be a part of you.
But we are, that's true!
As I learn from you,
I guess you learn from me---
although you're older---and white---
and somewhat more free.

This is my page for English B.

1951

Visual Argument Analysis
Contributed by Jessie Kapper

Select an advertisement from http://scriptorium.lib.duke.edu/adaccess/. Note the title of the advertisement and its location in the Ad*Access Database so that you can include this information in the introduction of your essay. Complete a close reading of the advertisement, and in a two- to three-page, double-spaced, persuasive essay, evaluate the overall effectiveness of the visual argument presented in the advertisement. What is the main claim of the advertisement? What type of issue (substantiation, evaluation, policy) does it address? What is the context for the ad? Who is the intended audience? How does the ad use the rhetorical appeals—ethos, pathos, and logos? Does the ad include evidence to support its claim? What other visual features support the ad’s claim? Overall, how effective is the ad’s argument?

Your essay should include an introduction with a thesis statement, body paragraphs with support for your thesis, and a conclusion. You should complete a draft of your essay for Wednesday, February 16th and submit it on Blackboard. A revised draft is due with your Argument Analysis Portfolio on Wednesday, February 23rd. I will use the following grading criteria to assess the final, revised version of your Visual Argument Analysis.

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Fair</th>
<th>Excellent</th>
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<tbody>
<tr>
<td>Thesis</td>
<td>No clear thesis</td>
<td>Identifiable thesis, but could benefit from revision</td>
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<td>0-3</td>
<td>4-7</td>
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<tr>
<td>Support for Thesis</td>
<td>Minimal support from a close reading of the text</td>
<td>Some support from a close reading of the text, but some claims are unsubstantiated</td>
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<td>6-10</td>
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**Organization**

<table>
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<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>0-5</td>
<td>Minimal organization, potentially confusing readers; no clear paragraph structure. Organization makes it easy for readers to identify support for claims, but transitions, the introduction, or the conclusion would benefit from revision.</td>
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<tr>
<td>6-10</td>
<td>Strong organization with clear transitions between supporting examples and a well-written introduction and conclusion.</td>
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**Editing**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>0-3</td>
<td>Errors interfere with the reader’s understanding.</td>
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<tr>
<td>4-7</td>
<td>Errors do not interfere with meaning, but the essay would benefit from additional editing.</td>
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<tr>
<td>8-10</td>
<td>Polished essay with minimal errors.</td>
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**Argument Construction**

Contributed by Jessie Kapper

For this assignment, you will create an argument map and construct a video argument.

**Task: Video Argument**

**Audience:** Your choice

**Purpose:** Your choice

**Form:** 30 sec – 1 min video

**Reminders:**
- Make a claim
- Support your claim with evidence
- Include visual clues linking your evidence to your claim
- Identify and respond to a rhetorical situation
- Use the rhetorical appeals
- Use a logical organization that supports your argument

Complete an argument map before you begin constructing your video argument. Use the form at the end of these guidelines.

To submit your argument, post it on Blackboard (as you would with any other assignment) or submit it on CD-Rom. Remember to include your argument map.

You should complete a draft of your argument for Monday, February 21st. A revised draft is due with your Argument Analysis Portfolio on Monday, February 28th.
### Grading Criteria for Revised Arguments

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<th>Needs Improvement</th>
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<tbody>
<tr>
<td><strong>Thesis</strong></td>
<td>No clear thesis</td>
<td>Identifiable thesis, but could benefit from revision</td>
<td>Strong thesis guiding your argument</td>
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<td></td>
<td>0-3</td>
<td>4-7</td>
<td>8-10</td>
</tr>
<tr>
<td><strong>Support for Thesis</strong></td>
<td>Minimal support for your claim</td>
<td>Some support for your thesis, but some claims are unsubstantiated</td>
<td>Excellent support for your thesis, incorporating specific examples</td>
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<td>4-7</td>
<td>8-10</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Minimal organization, potentially confusing readers; no clear paragraph structure</td>
<td>Clear organization makes it easy for readers to identify support for claims, but transitions, the introduction, or the conclusion would benefit from revision</td>
<td>Strong organization with clear transitions between supporting examples and a well-composed introduction and conclusion</td>
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</tr>
<tr>
<td><strong>Editing</strong></td>
<td>Errors interfere with the reader’s understanding</td>
<td>Errors do not interfere with meaning, but the argument would benefit from additional editing</td>
<td>Polished argument with minimal errors</td>
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<td>2-3</td>
<td>4-5</td>
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<tr>
<td><strong>Argument Map</strong></td>
<td>Argument map is incomplete or not submitted</td>
<td>Argument map outlines the rhetorical situation or the writer’s response to the situation, but not both</td>
<td>Argument map includes a detailed analysis of the rhetorical situation and explains how the writer will respond to it to construct an effective argument</td>
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<td>11-15</td>
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**Note on technology:**
If you have questions about using Windows Movie Maker, I encourage you to work with the Elite staff. The Elite program offers support for technology projects and can offer one-to-one instruction in using software programs that are available on campus.
Argument Map

Begin by answering the following questions. Use complete sentences to give detailed responses.

- What is my purpose?
- What is my relationship to my audience?
- What voice is appropriate for this audience and purpose?
- What is the social context for my argument?
- What is my claim?
- What evidence can I use to support my claim?
- How does my evidence actually support my claim?
- What are the larger implications for my main claim?
- Is this an issue of substantiation, evaluation, or policy? Why?
- What differing views can I anticipate?
- How can I use each of the rhetorical appeals as I construct my argument?

Next, fill in an argument map. For each claim, identify four examples of evidence for your claim and articulate your enabling assumptions that allow you to use the evidence to support your claim. Identify two differing views and qualifiers that you could use to acknowledge the presence of these differing views.

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<thead>
<tr>
<th>My Claim</th>
<th>My Enabling Assumptions</th>
<th>My Evidence</th>
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My Qualifiers

Differing Views

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Example:

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<tr>
<th>My Claim</th>
<th>My Enabling Assumptions</th>
<th>My Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Claw’s traditional approach to teaching does not correspond with his students’ learning styles, so he should consider teaching with technology to appeal to a wider variety of learning styles.</td>
<td>When students sleep in class, it sometimes indicates that they are bored with the material or with the presentation of the material.</td>
<td>Mr. Claw’s students sleep in class.</td>
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<td></td>
<td>Since his students don’t hear enthusiasm in Mr. Claw’s voice, they have a hard time differentiating what he thinks is most important from the rest of his lecture material.</td>
<td>Mr. Claw’s lecture sounds monotonous (“squeak, squeak, squeak”).</td>
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<td></td>
<td>The millennium generation is used to multimedia presentations, so they might respond better to high-tech activities than they do to traditional lectures.</td>
<td>Mr. Claw’s students are members of the millennium generation.</td>
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<td></td>
<td>Students who are active learners might be more engaged by teaching approaches that encourage their active participation in class discussions. Since OpenMind facilitates whole-class brainstorming activities, it encourages active participation.</td>
<td>OpenMind software, an alternative to traditional lectures, encourages class participation.</td>
</tr>
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<table>
<thead>
<tr>
<th>My Qualifiers</th>
<th>Differing Views</th>
</tr>
</thead>
<tbody>
<tr>
<td>Although some students initially might be uncomfortable using OpenMind software in class, the Elite staff can provide them with extra support.</td>
<td>Some students are uncomfortable using technology.</td>
</tr>
<tr>
<td>Although some students still might find the topic boring, appealing to different learning styles will help Mr. Claw engage more students.</td>
<td>Some students just aren’t interested in the topic, so it doesn’t matter how you teach it.</td>
</tr>
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Using Visuals Web Site: [https://netfiles.uiuc.edu/jpurdy/project_3/](https://netfiles.uiuc.edu/jpurdy/project_3/)
Recommended by Lance Massey
Integrating Oral Presentations: Resources

Oratorical Exercise
The Senator and his senior staff have returned from their planning retreat, and they are all pleased that your position paper was so well-received by all parties in the bilingual education debate. They are off to Washington, D.C. for another planning session. The Senator thinks that your Elon education has more than prepared you to take care of another small matter that must be dealt with while he is away. He has been asked to make a public appearance at Elon and give a short speech on his newly revealed position. A very broad mix of constituents, press, and stakeholders are expected to attend. Since you are an alumnus/alumna, he wants you to go and make the speech for him.

Task:
- Take your draft and revised position papers on bilingualism/bilingual education and prepare a condensed argument that you can deliver orally.
- Your oration should be no more than three minutes in length, and you may read from your prepared paper.

Considerations:
- Be sure to use the techniques for rhetorically analyzing the situation and your audience in order to be effective with your oratory.
- Remember that you are speaking as the representative of a political official.
- Remember to exercise (with discretion) the elements of humor, gesture, tone, emphasis, and rhetorical appeal that we have discussed in class.
- Practice your oration for delivery, time, and force of argument.

Useful Parts of Oratory and the Transition from the Written Document:
- A new component of your rhetorical analysis is now to ask what parts of oratory may be useful with the diverse audience as a whole and the sub-audiences within the group.
- Can humor be effective and where? What tone or stance will you adopt? How will this differ from the written document? Will gesture be effective in this situation? What rhetorical appeals will be most effective in this shorter work? Will all the arguments and appeals from your written work transfer to oratory? How will they need to change to be effective in oratory?

Requirements:
- You must turn in a draft of your oration on ____ to the Blackboard digital drop-box. The draft must be in standard academic form (with no grammatical errors). You may include parenthetical notes about gesture, tone, emphasis, and other oratorical supports.
- You must turn in your final copy on ____. Please submit this final copy to the Blackboard digital drop-box.
- We will proceed with orations by alphabetical order on ____ and proceed until all are completed.

Grading:
- Grading will be on the established scale.
You will be evaluated on your level of preparation, your ingenuity in applying the parts of oratory, and the coherence of the arguments converted from the written document. Late drafts and final copies will incur the established penalties.

*ABSTRACTS*

**What is an abstract?**
An abstract is a very concise statement of the major elements of your research project. It states the purpose, methods, and findings of your research project.

**Why write an abstract?**
The abstract allows readers to make decisions about your project. Your sponsoring professor can use the abstract to decide if your research is proceeding smoothly. The conference organizer uses it to decide if your project fits the conference criteria. The conference audience (faculty, administrators, peers, and presenters' families) uses your abstract to decide whether to attend your panel. Your abstract needs to take all these readers into consideration.

**How does an abstract appeal to such a broad audience?**
The audience for this abstract covers the broadest possible scope--from expert to lay person. You need to find a comfortable balance between writing an abstract that both shows your knowledge and yet is still comprehensible--with some effort--by lay members of the audience. Limit the amount of technical language you use and explain it where possible. Always use the full term before you refer to it by acronym [for example, portal venous transfusions (PVT)]. Remember that you are yourself an expert in the field that you are writing about--don't take for granted that the reader will share your insider knowledge.

**What should the abstract include?**
Think of your abstract as a condensed version of your whole essay. By reading it, the reader should understand the nature of your research question.

*Abstracts for experimental research projects should include*

- A specific and detailed title.
- A brief introduction to the topic-providing context or background.
- A statement of the study's **objectives**--what is the research question?
- A summary of **results**.
- A statement of **conclusions** (or hypothesized conclusions).
- Possibly some discussion of the relevance of the conclusions.
- Possibly some call for **future research**.

*Abstracts for research projects that are primarily text-based should include:*

- A specific and detailed title.
- A brief introduction to the topic-providing context or background.
- A statement of the study's **objectives**--what is the research question?
• A summary of the key subtopics explored—what argument are you proposing about the topic?
• A brief reference to the nature of the source material and methodology (if relevant)—library research? analysis of fictional texts? interviews or observations?
• A statement of conclusions (or hypothesized conclusions).
• Possibly some discussion of the implications of the conclusions.

Whatever kind of research you are doing, your abstract should provide the reader with the answers to the following questions: What are you asking? Why is it important? How will you study it? What will you use to demonstrate your conclusions? What are those conclusions? What do they mean?

Stylistic Considerations:
The abstract should be one paragraph and should not exceed the word limit. Edit it closely to be sure it meets the Four C’s of abstract writing:

• Complete — it covers the major parts of the project.
• Concise — it contains no excess wordiness or unnecessary information.
• Clear — it is readable, well organized, and not too jargon-laden.
• Cohesive — it flows smoothly between the parts.

How do I go about writing the abstract?

1. Assess your writing task. Figure out the basics--Deadline, Length (250 words, maximum), Purpose (to communicate clearly to your various audiences what you have researched), and Audience (faculty, students, etc).
2. Write a draft and get feedback from your sponsoring professor, from peers, from TA’s, etc.
3. Revise the abstract based on feedback you receive. Plan on several revisions with time away from the draft.
4. Be sure your abstract is grammatically sound. See a writing specialist at the Learning Skills Center for final revisions.

Examples:
Here are three successful sample abstracts—for an experimental research project, for a cultural studies project that combines field research with library research, and for a literary research project:

**Estimating Gas Transfer Rates in Bag Cultivation of Shiitake Mushrooms**

Previous studies have shown that growth rate and fruiting quality of Letinula edodes may be affected by levels of O2, CO2, and H2O. By knowing the gas exchanges rates within the growth substrate and across the filter patch on cultivation bags, growth and quality of shiitake mushrooms may be maximized. This study was performed in an effort to develop a simple, non-invasive method for measuring the rate of gas exchange within the substrate and across the filter.
patch. The mushroom growth substrate consisted of sawdust supplemented with rice bran and millet at an initial moisture content of 65%. Air was supplied to cultivation bags continuously at various constant airflow rates. Patch permeability was also tested using Trichoderma harzianum. Both experiments showed that for identical aeration rates, patch permeability varied considerably. Patch permeability did not seem to be affected by autoclaving time. Another set of experiments was conducted to measure the rate of water exchange across the patches. Patch permeability to water vapor was approximately the same, regardless of aeration rate or autoclaving time.

(172 words--Biological & Agricultural Engineering)

_A Bit Bright: The Rise and Fall of Neon Signs in Las Vegas_

Paris may be the city of light, but Las Vegas is the city of neon. People associate Las Vegas not only with gambling, but also with the glittering neon signs that cover the city. My area of research is the rise and fall of neon signs as an architectural presence. Using a mixture of field work, interviews, and library research, I have traced neon signs from their earliest days as roadside signs, to their incorporation into buildings, to the Golden Age of the 1970s when signs became separate structures independent of the casinos they were advertising. I would argue that in the past fifteen years, with the rise of the mega-resort in Las Vegas, signs are falling in importance. Now the architecture of the casinos themselves are the primary advertisements for resorts like the Venetian and New York, New York. However, the reality is more complicated than just saying "casino architecture has risen at the expense of neon signs": up and down the Strip, many buildings still have large signs in front to advertise to the drivers and pedestrians who cannot see the buildings. I hypothesize that, now, a casino's position on the Strip and its architectural style influence the type of sign it has in this, the most complex era of signage.

(213 words—American Studies)

_There's Something About Harry: Representation of Females in J. K. Rowling's "Harry Potter" Series_

The "Harry Potter" series—like all children's literature—reflects the ideologies of the society of its time, including attitudes about women's roles. The object of my research is to examine (1) the evolution of the traditional female characters Rowling draws from; (2) the ways in which Rowling's use of female archetypes in her works acts as a retrograding agent; and (3) the reasons why traditional representations of women continue to appeal to the general audience. Even though late 20th – early 21st-century society encourages female empowerment and gender equality (as demonstrated in recent movements in children's literature which have attempted to construct bolder, more contemporary female figures, such as the "Girl Power" and "Feminist Fairy Tale" movements of the late 1990s), Rowling has met critical, popular, and commercial success by reverting to traditional, stereotypical characterizations of women. Thus far, I have traced the origin of many of Rowling's female characters and have done preliminary
research into the psychology of children's reading habits. Through a close analysis of popular children's literature, I have discovered ways in which female characters have evolved over time to suit the ideas of society in and for which they were written. Through further research, I hope to discover how authors of children's literature can create modern female characters that appeal to the young reader with equal success as traditional representations.

(223 words—English)

Some things to avoid:

Including too much introductory material:

The Black-Capped Chickadee (Poecile atricapillus) is a species of North American songbird inhabiting the United States and Canada. Unlike many other songbirds whose songs vary geographically, previous studies done on chickadee populations from Massachusetts, Pennsylvania, New York, Ontario, Missouri, Wisconsin, Alberta, Utah, British Columbia, Washington, and California have shown that males sing a typical two tone song, "fee-bee-ee," with little variation between populations. Researchers have also shown that an isolated population from Martha's Vineyard, an island offshore of Massachusetts, demonstrates singing patterns different from the usual two note songs. I am studying a second isolated population of chickadees in Alaska, which has not been systematically investigated previously. There is one anecdotal report that suggested the males from the Alaskan population have unusual singing patterns. For example, the males sing songs with multiple notes accompanied with frequency shifts. The goal of my research...

Using too much jargon:

Within the historiography of North American studies, my research attempts to combine criticisms of Them vs. Us historical paradigms with recent psychological findings on stereotype formation, self-esteem and implicit self-theories.

Not using complete sentences:

To determine and describe the ancient Mayan calendar system. To ascertain how they tracked time for their civilization. Included is...

Not giving the reader sufficient context and completeness:

We have used infrared reflectance to study the effects of melt recrystallization on the structure of thin polymer films. We hypothesized that slowly melting and then resolidifying the thin polymer films will lead to higher levels of crystallinity and orientational order in very thin polymer films. (46 words for the whole abstract)

*Adapted from the University of California’s UC Davis Site: [http://urc.ucdavis.edu](http://urc.ucdavis.edu) by Prudence Layne
**Assignment:** Write an abstract of no more than 250 words in the model of a literary research project for submission to SURF 2006 at Elon. Your research paper for this class will provide the basis for the abstract. As your research project evolves, so will your abstract. When your abstract draft is complete, assemble into discussion groups of four to share and receive feedback from each member of the group. Each abstract should be critiqued according to the criteria outlined in the peer review worksheet.

**PEER REVIEW OF ABSTRACTS**

Name of Presenter: ________________________________________

Name or Reviewer: ________________________________________

Discuss the effectiveness of the title. Is it catchy? Give specific ways that it can be improved. Make suggestions!

Does the writer’s brief introduction to the topic provide context or background? How so?

Does the writer include a statement of the study's objectives—what is the research question? Offer suggestions for improvement or say exactly what you like about the way the writer has approached this task.

Is the argument being proposed about the topic easily identifiable? Summarize it in your own words.

Does the writer make brief references to the nature of the source material and methodology (if relevant)—library research? Make recommendations about some of the kinds of sources he/she may include.

Is a concluding statement included? Identify and discuss its effectiveness. How might the statement be strengthened?

Does the writer include some discussion of the implications of the conclusion? In other words, why should the Elon audience come hear this paper?

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**Group Presentation of Proposals**

Contributed by Jessie Kapper

During our final exam time (Monday, May 16th, 3:00 – 6:00 PM), each group will give a presentation about their proposals to the class and to other members of the Elon University community. Your 10 – 15 minute presentation (including Q&A) should identify the problem you defined and explain your proposed solution. This presentation also gives you an opportunity to elicit support from your presentation audience.

Your presentation should be creative and informative. You may use overheads, handouts, or video clips to supplement your oral presentation. Every member of your group should participate in the presentation and have a speaking role.
Remember that the audience for your presentation is not the same audience as the audience for your written proposal. Your presentation will be given to a broader audience who might support your proposal but might not be in a position to accept or implement it.

In preparation for these presentations, your group will be required to send invitations to stakeholders who have an interest in your proposal topic. In addition, drafts of your presentation materials are due on May 9th.

Presentation Schedule:
- 3:15 Dining Services (Jeremy, Kelsey, Harry, and Ted)
- 3:35 Fitness (David, Allison, Matt, and Justin)
- 3:55 Housing Renovations (Tierra, Colin, and Catherine)
- 10 minute break
- 4:20 Healthier Food Options (Shannon and Allison)
- 4:40 Roommate Survey (Calvin, Katelin, Hanna, and Lauren)
- 5:00 Academic Registration Scheduling (Brittany and Abby)

As always, I encourage you to visit the Writing Center at any stage of the writing process. The Writing Center is located in Belk Library.

If you have any questions or concerns about the project assignments, please contact me. You may visit with me during my office hours or make an appointment to meet at an alternate time. You also may e-mail me or post a question on Blackboard.

These guidelines are subject to minor revision. Check Blackboard for the most up-to-date information.

<table>
<thead>
<tr>
<th>Evaluated Component</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content of Oral Presentation</strong></td>
<td><strong>___/30</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Minimal introduction to the topic. Does not provide context for the issue or introduce the proposed solution.</th>
<th>Introduces the problem or topic, but might not discuss the issues or larger implications surrounding the topic.</th>
<th>Introduces your problem or topic and the issues surrounding it. Clearly conveys the proposed solution or idea.</th>
<th><strong>___/5</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimal introduction to the topic. Does not provide context for the issue or introduce the proposed solution.</td>
<td>0-1</td>
<td>2-3</td>
<td>4-5</td>
<td><strong>___/5</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Significance of Problem</th>
<th>Fails to explain the significance of the problem or does not provide evidence supporting the claim that a problem exists.</th>
<th>Attempts to explain the significance of the problem, but fails to include supporting evidence or lacks links connecting the evidence to the claim.</th>
<th>Explains the significance of the problem, provides evidence supporting your claim that action is needed, and links the evidence to the claim.</th>
<th><strong>___/5</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fails to explain the significance of the problem or does not provide evidence supporting the claim that a problem exists.</td>
<td>0-1</td>
<td>2-3</td>
<td>4-5</td>
<td><strong>___/5</strong></td>
</tr>
<tr>
<td>Exploring Alternatives</td>
<td>Investigates differing views and alternative solutions to the problem, but includes minimal, if any research about these alternatives.</td>
<td>Investigates differing views and alternative solutions to the problem, but integrates research about these alternatives.</td>
<td>0-1</td>
<td>2-3</td>
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<tr>
<td>Solution</td>
<td>Identifies a preferred solution but lacks any evidence demonstrating the feasibility and/or suitability of the proposed solution.</td>
<td>Identifies a preferred solution but lacks sufficient evidence to demonstrate the feasibility and/or suitability of the proposed solution.</td>
<td>0-1</td>
<td>2-3</td>
</tr>
<tr>
<td>Audience</td>
<td>The majority of content is inappropriate for the presentation audience, suggesting that the group did not consider the differences between their proposal audience and their presentation audience.</td>
<td>Some rhetorical choices about the content are appropriate for the presentation audience, but others suggest a lack of audience awareness or a need for more revision of materials to address the broader presentation audience.</td>
<td>0-3</td>
<td>4-7</td>
</tr>
</tbody>
</table>

**Oral Presentation**

| Planning | The presentation suggests minimal planning about how to distribute the time during the presentation. | The presentation reflects some advance planning on how to use the available time, but some key points might not be covered in enough detail. | The presentation reflects advance planning on how to use the available time and what key points to emphasize. | 0-3 | 4-7 | 8-10 | ___/10 |
| Organization | The presentation lacks an underlying structure. Speakers do not provide transitions between ideas. | An underlying structure is apparent, but speakers might not provide clear transitions between key points. | The underlying structure of the presentation is clear and contributes to the effectiveness of the presentation. The presenters provide clear transitions between ideas. | 0-3 | 4-7 | 8-10 | ___/10 |
Rehearsal

The presentation would have benefited from rehearsal. Some presenters seem unfamiliar with their presentation material.

While the presentation could benefit from further rehearsal to refine transitions between speakers or to enhance presenters’ familiarity with their materials,

The presentation is well-rehearsed. Speakers seem confident and the presentation transitions seamlessly from speaker to speaker.

0-3 4-7 8-10 ___/10

Supporting Materials

Content

The supporting materials simply replicate the speakers’ talk and might contain an overwhelming amount of information. Key points from the talk are difficult to identify.

The supporting materials effectively supplement the talk, although they might contain superfluous information or details that distract from the key points.

The supporting materials effectively supplement the talk and reinforce the key points without distracting from them.

0-3 4-7 8-10 ___/10

Visual Design

The visual design of the supporting materials suggests minimal consideration of the PARC design principles, and materials do not attract the audience’s attention.

The visual design of the supporting materials demonstrates some application of PARC design principles, but may not elicit attention.

The visual design of the supporting materials demonstrates use of the PARC design principles. Materials elicit audience members’ attention.

0-3 4-7 8-10 ___/10

Style and Organization

The style and organization of the supporting materials creates confusion for the audience. The materials would have benefited from additional revision and editing.

The organization of supporting materials is strong and does not cause any confusion for the reader; OR the style of materials is well-polished. The materials might not be strong in both aspects, though.

The organization of supporting materials is strong, and the style is effective and polished.

0-3 4-7 8-10 ___/10

Creativity (0 or 5)

The presentation is creative, as well as informative.

___/5

Requirements (0 or 5)

All group members participated and the presentation lasted 10-15 minutes.

___/5

Group Presentation Total: ___/100