OVERVIEW OF THE PRESENTATION PROCESS

1. UNDERSTANDING ONE’S GOALS AND OBJECTIVES (What do you want the audience to know?)
   A. General Purpose
   B. Specific Purpose
   C. Central Idea

2. UNDERSTANDING LISTENING ABILITIES (What affects listening in general and for individuals [salience/relevance, motivation, and attention]?)

3. SITUATIONAL FACTORS (physical as well as social climate) AND AUDIENCE ANALYSIS.

4. ESSENTIALIZING (What can/cannot be omitted, narrowing topic focus)

5. ORGANIZATION AND STRUCTURING OF CONTENT
   A. sequences – time, process, spatial, and cause-effect
   B. topical organization – classification structures [hierarchies from broad to narrow], comparing, contrasting, and problem-solution
   C. the use of outlines for structuring your content and presentation/delivery.

6. SUPPORTING IDEAS
   A. Where do I find information? (see handout)
      1. Your own subject matter expertise
      2. Internet resources
      3. Library resources
      4. Social connections/expert knowledge
   B. What am I looking for? What evidence best supports my ideas?
      1. examples – real (your/others’ experiences), hypothetical, fictional
      2. definitions – denotations, operational, comparison, contrast, derivations
      3. testimony – endorsements, narratives
      4. generalizations – enumerative (descriptive statistics), statistical (inferential statistics), theoretical
      5. figurative language devices – similes, metaphors, allusions, analogies, rhetorical questions, quotations
      6. demonstrations
         a. visual aids [objects, models, chalkboards, pictures/drawings/photographs, maps, charts, graphs, multimedia, people models, handouts]
         b. aural-aids [recordings, tapes, CD’s]
c. psychomotor aids – movements

7. CREATING AN INTRODUCTION AND A CONCLUSION
   A. Introduction – attracts and focuses attention (using a rhetorical question, a quotation, a short anecdote or story, involve/compliment audience, develop suspense, a personal experience, a startling statement/unexpected fact, a humorous anecdote), provides motivation, provides a preview, clarifies audience expectations
   B. Conclusions – provides a summary, inspires reflective interpretation [reinforcers], establishes connectors [ties everything together], take-home message

8. CREATING A SPEAKING OUTLINE
   A. Organize information into headings (intro, body, conclusion and their subheadings/content structure)
   B. Abbreviate and condense (extemporaneous delivery style or manuscript delivery style)
   C. Create FYEO notes (for your eyes only notes about delivery/presentation)
   D. Create a visible format you can easily understand

9. BUILD IN LISTENING/ATTENTION AIDS
   A. speaker signals (previews, transitional phrases, internal summaries)
   B. activators (questions or requests for a response from the audience)

10. PRACTICE OUT LOUD/VISUALIZATION
     A. review and assess (nonverbals, verbals, expected listening/attention behaviors)
     B. practice (out loud, with a live audience, repeat several times)

11. GIVE THE SPEECH (NO SPEECHES ARE PERFECT)
     A. being nervous is normal
     B. monitor audience responses
     C. be flexible

12. AFTER THE SPEECH, DO A SELF CRITIQUE/REFLECTION
     A. What content should you have added or deleted?
     B. How were audience feedback and involvement/interest, and your reaction to it?
     C. How were audience listening/attention skills?
     D. Assess your nonverbal and verbal delivery.
     E. This worked, but this didn’t work assessment.