

ENGL 316

Technical Communication

Presentation Preparation

May 30, 2017

A Note to 316 Instructors

- This PowerPoint was used for a summer term where class periods were 2.5 hours long. I have found that requiring the presentations at the middle of the writing process for the literature review, instead of at the end, has a few benefits:
 - 1) Some students can differentiate better between the expert audiences they are trying to target in the actual literature review versus a general audience of class members.
 - 2) Some students are able to finally grasp the main point of their literature reviews by being forced to condense their work into such a tight format.
 - 3) Students receive feedback on their projects from me and from many peers.
 - 4) I better understand the student projects when I evaluate them.
- In a regular semester, MWF class, I would ideally spend part of Wednesday reviewing skills from the technical description assignment that will be useful in the presentations. I'd probably also show some of the example 3 Minute Thesis videos as indicated below. Friday would be a chance for the students to write a script and practice it. The whole next week would encompass the presentations, about 7-8 per day. The homework the students would complete in preparation for the presentations is included in the next slide. Feel free to email me at jfgarcia9@byu.edu if you have questions about launching this assignment.

- Freewrite Thread Prompt (FT, or the Digital Dialog discussion threads that I've individually created for my students): The purpose of this prompt is to prepare you for your literature review presentations.
- First, read *TCT* Chapter 6 (p. 119-121; 124-128, skipping the "Addressing ISO 9000" section; 131; 135-137; 144); Chapter 19 (p. 498-508); and Chapter 20 (p. 520-548.)
- Second, before taking the FT6+ quiz, I'd suggest that you watch three 3MT or TED Talk presentations, since the final question will ask you to evaluate the presentations based on the principles from Chapters 6 and 20.
- Choose videos from one of the following 2 sources, the Three Minute Thesis website or the TED Talks website:
- (Click on the "3MT Showcase" link, <http://threeminutethesis.org/>)
- (You can watch videos categorized as "Under 6 minutes" <https://www.ted.com/talks>)

Daily Objective

The purpose of this lesson is to:

- Discuss the genre of a three minute or elevator pitch presentation
- Prepare for the literature review presentations by writing and practicing a script

Homework Due

- Prepare for your 3 minute literature review presentation.
 - Upload an image for your presentation to your FT before class.
- Continue improving your literature review draft. The final draft will be due in one week.

Technical Descriptions—From *TCT* page 136

- A successful technical description uses vivid details to bring your subject to life—to make it seem real. Consider using some of the following techniques:
- Sensory language. How does the subject you're describing affect the senses? Write 2-3 sentences describing each experience with the senses. We'll start with 'touch.'
- [Here you can include some treat or something that smells especially strong as an object lesson]

- <https://www.youtube.com/watch?v=Zk9J5xnTVMA>
- Road to Peru
- <https://www.youtube.com/watch?v=Iz-DmSDA2N4>
- Yo-Yo Ma

From *TCT* page 136

- A visit to a Japanese car manufacturing plant can be an overwhelming experience. Workers in blue jumpsuits seem to be in constant motion. Cars of every color—green, yellow, red—are moving down the assembly line with workers hopping in and out. The smell of welding is in the air, and you can hear the whining hum of robots at work somewhere else in the plant.

Brainstorming with the Senses

- Take 3-5 minutes to brainstorm ways you can describe parts of your literature review subject with the 5 senses.

Similes, Analogies, and Metaphors

- Similes—Describing something by comparing it to something familiar: “A is like B”
- Analogies—Like similes, but they work on 2 parallel levels: “A is to B as C is to D”
- Metaphors—present an image of the subject by equating 2 different things—“A is B”

“Circuits on a semiconductor wafer are like the tiny interconnected roads crisscrossing a city’s town.”

“The mixed-waste landfill at Sandia Labs is like a football field with tons of toxic chemical and nuclear waste buried underneath it.”

“The heart is a pump: it has valves, chambers, and it pushes fluids through a circulation system of pipes called arteries and veins.”

- **Group 1:** “Why Your Muscles Get Less Sore”

- **Group 2:** “Tiny Origami-Inspired Devices”

- **Group 3:** “Field Goal Forecasts”

- **Group 4:** “Using Nature to Nurture Robots”

- **Group 5:** “BYU Engineers and Scientists Take on Global Health Threat”

Directions

1. Enter the following keyword search at news.byu.edu

2. Read about (and watch, if a video is included) the research

Group Activity: Press Release

- How do the authors of the press releases “translate” technical information?
- Specifically, discuss how the writers of the press releases use any of the following strategies:
 - Sensory language
 - Similes
 - Analogies
 - Metaphors
 - Technical definitions
 - Negation to contrast with definition
 - Other readability-increasing strategies

Individual Activity

- Take 10 minutes to brainstorm similes, analogies, metaphors, technical definitions, or any other type of way to “translate” your technical literature review for a non-technical audience.

Examples from Last Semester

Before:

- These transport systems are highly regulated.
- Tight junctions between the endothelial cells (ECs) of the CNS vasculature form the BBB.

After:

- These transports systems are similar to security checkpoints; only molecules with the correct binding domain are allowed passage.
- Tight junctions—proteins that zipper endothelial cells (ECs) together—seal the CNS vasculature and form the BBB.

Continued

Before:

- Evaporites help seal both heat and pressure necessary for the continued convection of fluid (Brown, 2007).
- Major pathways for fluid migration are faults and fractures.

After:

- Evaporites help seal both heat and pressure necessary for the continued convection of fluid (Brown, 2007) similar to a lid on a boiling pot.
- Major pathways for fluid migration are faults and fractures, like veins and arteries in our bodies.

Continued

Before:

- The major problem with content-based filtering is that it relies on the correctness of the item model. The system is thus limited by what it understands about the music. Regardless of how much user input is collected, the system is unable to overcome limitations in the item models.

After:

- Content-based filtering is like a car with high acceleration but low top speed. It can give effective recommendations quickly because it doesn't need a lot of users, but the effectiveness of those recommendations won't improve after the system does gain many users. Collaborative filtering is the opposite; it has high top speed but low acceleration.

Literature Review Presentation Order

June 1st

1. Sam

2. Marissa

3. Kyle

4. Sara

5. Max

6. Ben

7. Michael

8. Ben

9. Tara

10. Joseph

11. Taylor

12. Michael

13. Joshua

14. James

15. Justin

16. John

17. Isabella

Literature Review Presentation—50 points

Argument

1. **Intro:** Does the student offer a kairotic intro and clear thesis?

Yes! | Sure | Kinda | Eh? | Nope

2. **The 3 Moves:** Does the student employ at least 1 strategy per Move?

Yes! | Sure | Kinda | Eh? | Nope

3. **Evidence:** Does the student offer convincing support for the claim?

Yes! | Sure | Kinda | Eh? | Nope

Grading Criteria Continued

4. **So What:** Does the student conclude with a stirring so what?

Yes! | Sure | Kinda | Eh? | Nope

Delivery

5. Did the student practice and time the presentation for 3 minutes, guiding us through with the 3 Moves as sign posts, engaging us with appropriate eye contact, loudness, pitch, and tempo for varied effect?

Yes! | Sure | Kinda | Eh? | Nope

Presentation Mechanics

- Plan on taking it a notch up for the dress code. Dress as if you want your audience to take your message seriously.
- You'll present for 3 minutes. Time yourself between 2:45 and 3:00.
- The audience will have 2-3 minutes to respond. I will pass out a small piece of paper and each person will write 1 strength of the presentation and 1 suggestion for improving the presentation style or the literature review.
- We'll continue through, taking a brief break in the middle, until all students have presented.
- I'll ask someone to help us man the projector and someone to help with the timer. In this way, I can focus fully on evaluating your presentation.



-Preparing for the Competition

- Genre analysis
- Script preparation
- Peer Review

-What I Learned

- Memorize the central ideas, not the words
- Less is more
- Stories work; highlight the value your work adds
- Improve posture
- Practice, practice, practice!

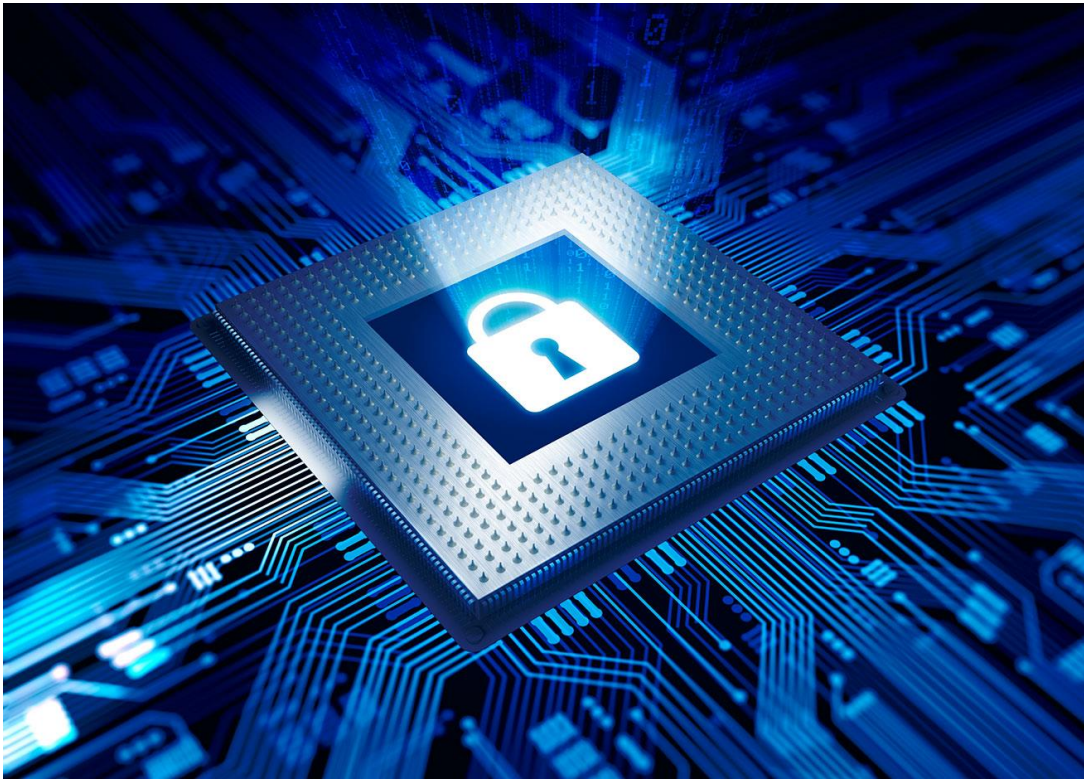
3MT Presenters

- Jennifer Craft, 2015 (1:03:33)
- <https://www.youtube.com/watch?v=BcHCBV6aZFQ>
- Teagan Green, 2015
- <https://vimeo.com/139534737>

Preparing a Script

- Take about 20 minutes to write out the key ideas from your literature review to form the basis for a script.
- Now pair up and practice delivering the presentation to your peer without your notes. The partner who is listening should time the presentation.
- Practice proper posture, volume, and dynamics.

Images From Last Semester



- Cyber Security Education



- Neurodegeneration Treated By Etanercept



- Music Recommendation

Selecting a Presentation Image

- Select an image you want to show for your presentation.
- The best way to handle these images is to select one, then insert it into one PowerPoint slide, and then upload that slide to your FT.

ENGL 316

Technical Communication

Literature Review Presentations

June 1, 2017

Daily Objective

The purpose of this lesson is to:

- Deliver your literature review presentations!
- Provide feedback to one another and reflect on the feedback you receive
- Reflect upon how these presentation skills may be useful in other contexts

Presentation Mechanics

- You'll present for 3 minutes. You will receive a 1-minute warning and then must stop when you see the red sign.
- The audience will have 2-3 minutes to respond. You have 16 slips of paper to write 1 strength and 1 suggestion for improving the presentation style or the literature review. Put the name of the presenter on the slip of paper, but you can be anonymous.
- I'll ask one of you to help us man the projector and one of you to help with timing.
- Turn off or put away your electronic devices—you don't need them during presentations.
- Hold applause until the end of the class period.

Practicing

- Take 10 minutes to pair up and practice your presentations before we begin.

Reflection

- **You just completed an intensive 3-minute presentation on your literature review to a general audience.**
- Now take a few minutes to respond to the following questions on your FT or in your personal notes (this reflection may be useful as you prepare for the Final):
 - 1) What new skills for presenting have you learned as a result of this assignment?
 - 2) How might you use these techniques or skills in future classes or on the job?
 - 3) What was one strength and one weakness of your presentation?
 - 4) Whose presentation was the most impressive to you and why?