Presenting Your Research

Our class will hold presentations during class time Tuesday 5/3 and Thursday 5/5, and Tuesday 5/10 during our final exam period (10:30–12:30). All presentation days, including the final exam day, count toward class attendance, so be sure to show up and support your classmates!

Presentation expectations:
- 12–15 minutes in length

- Presents a version or some portion of your research project.
    When I attend conferences to present my research, I always face the task of whittling down my prose to make it fit the time limit and to rework it from something an audience will read to something they will hear. The amount of information and the style both often have to change to better fit the new rhetorical situation.

- Include your multi-modal component in some way.
    The multi-modal component should not replace your presentation—if you create a video, for example, just letting the video run for the majority of the presentation won't be a particularly effective use of your time. Instead, you might show some parts of the video, or even talk about your process of creating it and how that was influenced by and reflects what you learned through doing your research.

Not required, but things to consider:
- If including many quotes or long quotes, your audience will have trouble following along just by listening. Consider putting these on a one-page handout or projecting on the screen (e.g. via Powerpoint or Prezi).

- At conference presentations or workshops, audiences often like a take-away—they can be effective in class presentations, too. Meaningful handouts are a common form.

Shifting from a long text to a presentation:
- Your presentation does not necessarily need to be a mini version of your argument—as long as it engages with your topic and helps your reader to understand your main argument or *some portion of that argument*, it will still be successful.

- Practice before presenting. This will not only help you to know how long your talk will last, but also help you to find places where certain phrases might not come out smoothly when read out loud, or that sound too long—this is a good way to know when to cut or rephrase.

- Ask someone else to listen when you practice. They should time you.

- Have a back up plan in case of technology failure. The wifi network at EKU is spotty, so consider loading things directly onto a laptop or USB drive if you have them hosted online. Have digital components ready to go before your presentation—don't eat up time logging into your email to download something, for example.