CELCIS Presentation Style Guide
Part 1: Basic Requirements for CELCIS Presentations

CELCIS students at different levels have different requirements for presentations based on their language proficiency and familiarity with the expectations of American classrooms. As students move up through the levels, the presentation requirements increase in length, sourcing, complexity, and independence.

What are the requirements for Elementary students?

Rhetorical styles for the elementary level include:

- Personal experience
- Process or procedure
- Descriptive or informative (expository)

In general, elementary presentations follow these guidelines:

- The presentation is 2-3 minutes in length.
- It is based on the speaker’s memories or understanding; no sources are required.
- The student can expect an extended, step-by-step, preparation period.
- The speaker may receive extensive help from the instructor during preparation.
- The use of templates is allowed.
- The presentation includes a power point with at least 6 slides.

The primary audience for the presentation is the group of students in the class, not the instructor or the assessors. Language and content should be appropriate for that audience.
What are the requirements for Intermediate students?

Rhetorical styles for the intermediate level include:
- Compare and contrast
- Advantage and disadvantage
- Definition and development

In general, intermediate presentations follow these guidelines:
- The presentation is 3-4 minutes in length.
- The presentation is based on information from 1-3 sources.
- The student can expect a lengthy preparation process.
- The speaker may receive a moderate amount of help from the instructor during preparation.
- Templates are less directive than at the elementary level.
- The presentation includes a power point with at least 6 slides.

The primary audience for the presentation is the group of students in the class, not the instructor or the assessors. Language and content should be appropriate for that audience.
What are the requirements for Pre-Advanced students?

Rhetorical styles for the pre-advanced level include:

- Cause and effect
- Problem and solution
- Pro or con (“For” or “Against”)

In general, pre-advanced presentations follow these guidelines:

- The presentation is 4-5 minutes in length.
- The presentation is based on information from 3-4 sources.
- The student should work independently with moderate preparation in-class.
- The speaker may receive some amount of help from the instructor during preparation.
- Templates are allowed, though they should be general, not detailed.
- The presentation includes a power point with at least 6 slides.

The primary audience for the presentation is the group of students in the class, not the instructor or the assessors. Language and content should be appropriate for that audience.
What are the requirements for Advanced students?

Rhetorical styles for the advanced level include:

- Persuasive
- Analytical
- Controversy and/or debate

In general, Advanced presentations follow these guidelines:

- The presentation is 5-6 minutes in length.
- The presentation is based on information from 4-5 sources.
- There should be only brief in-class preparation.
- The speaker should prepare independently, with limited help from the instructor or other people during preparation.
- Templates are allowed, though they should be general, not detailed.
- The presentation includes a power point with at least 6 slides.

The primary audience for the presentation is the group of students in the class, not the instructor or the assessors. Language and content should be appropriate for that audience.
Part 2: Sources

A. Sources - Sources are the materials from which the speaker gets his information about the topic. They are used for all presentations above the elementary level.

Do students have to have sources for their presentation?

In most cases, sources are required.

- For presentations that are based on personal experience, academic sources are not be necessary. Check with your instructor.
- Presentations that are based on your opinion should be supported with information from academic sources.
- Most other presentations (cause & effect, problem & solution, persuasion, etc.) will require academic sources.

Using sources makes the presentation stronger.

- The audience knows the information is more than the speaker’s opinion.
- The audience can judge the reliability of the information.

How many sources should I use?

Always check the assignment rubric to see how many sources are required.

- Always use more than one source.
- Remember: Students probably check more sources than they use.
- As a guide, a student should use one source for every one to two minutes he plans to speak.
- Students should always use the best sources available.
What are the characteristics of good sources?

Sources must be
- Accurate – A good source has correct information.
- Credible – A good source is believable; it can be trusted.
- Objective – A good source is fair and unbiased.
- Current – A good source is up-to-date. It does not have old information.

Where can students find this kind of information?

Students can find good information in many different kinds of sources, including
- Book chapters
- Magazine, newspaper, or journal articles
- Library database articles
- Some online sites ending with .org, .gov, or .edu

What kind of online sites should students avoid?

Some sites are inappropriate for academic presentations. Students should not use:
- Wikipedia and .com websites (usually)
- Sites that do not list the author or the author’s business or university
- Site with spelling or grammar mistakes
- Sites with incorrect information

CELCIS students are expected to use the WMU library databases, not Google.
What kind of information is useful from a source?

Use information that supports the student’s thesis and main ideas:

- Explanations or descriptions
- Facts or statistics
- Expert opinion and experiences
- Definitions and examples

Will the instructor look at the sources?

Yes. Most instructors will expect you to turn in a paper copy of each source.

- The instructor will look for evidence that you have actually read the material (e.g. annotations such as highlighting, margin notes, etc.)
- The instructor will compare the information in your outline or template with the sources to be sure you are paraphrasing correctly.
B. **Paraphrasing** - Information from sources should be paraphrased in academic presentations. Except for occasional short quotes, the speaker should not copy or use information directly from the source.

### What is paraphrasing?

Paraphrasing is explaining someone else’s idea in the student’s own words.

- Paraphrasing shows that the student understands the information / idea.
- It shows the student’s ability to apply, or use, the information / idea.
- It shows respect for the idea’s author -- the student is not pretending that the ideas are his own.

### How does paraphrasing work?

To paraphrase, the student must not use words exactly from the source. Instead, he

- Summarizes the idea from the source; he makes it shorter.
- Uses his own words and grammar.
- Uses reporting language to give credit to the author of the source.

### What about graphics?

A student can use charts or graphs from a source in his power point. He should

- Simplify the information – make it brief and easy to read.
- Use reporting language when he talks about the graphic.
- Include a brief citation to credit the author and source.
C. **Citations** - A speaker is responsible for telling the listeners where he found the information. Sources should be cited with reporting language and a references slide.

### What is reporting language?

Reporting language is the words that clearly show the speaker is using someone else’s ideas. The speaker should:

- Use reporting language to clearly tell which ideas come from other sources.
- Use “According to . . .”
  
  Example: “According to Business Weekly, the United States economy is growing faster now than a year ago.”

- Use simple present verbs for reporting language:
  
  Examples: The findings are…
  Dr. Smith reports…
  The authors explain…
  Webster’s Dictionary defines…

- Name the source every time he introduces a new idea.
  
  Example: “Business Weekly also reports that fewer looked for jobs this year than last year.”

### How often should the speaker use reporting language?

In short, the speaker should cite every source every time.

- If the speakers uses information from a source, he should cite the source with reporting language during the presentation.
- He should not cite sources that he read but did not use.
What is a reference slide?

A reference slide is the final slide of your power point. It tells your listeners where your information came from.

- Begin the slide with a title, like References or Sources.
- Then make a list of references for every source that you used.
- Do not list the sources that you looked at but did not use.

What does the reference entry look like?

The reference slide will be very similar to the reference page of a research report. However, APA rules are not expected to be followed exactly.

- For paper sources, the student should include the author’s name, date of publication, title of article or chapter, title of publication, publisher, and city.
- For electronic sources, the student should include the author’s name or the organization / institution’s name, date of publication, title of article, and electronic location.
- Sources are listed in alphabetical order by the author’s last name.
- If it the information does not fit on one line, the student can indent the second line, if possible.
- If the electronic number for an online source does not fit on one line, the student can break it after a group of similar symbols to fit on two or more line.
Part 3: Content

Style and Information - The speaker must understand the assigned rhetorical style and the information that each style requires

<table>
<thead>
<tr>
<th>What makes presentations different?</th>
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<tbody>
<tr>
<td>There are many kinds, or rhetorical styles, of presentations. They differ in several ways:</td>
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<tr>
<td>• Purpose - the speaker’s goal for his/her interaction with the listeners (entertain, inform, persuade, etc).</td>
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<tr>
<td>• Level of critical thinking necessary – how deeply the speaker and listeners need to think about the topic (i.e. remembering, understanding, applying, analyzing, evaluating, creating)</td>
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The speaker must use the ideas and details that match the rhetorical style assigned.

<table>
<thead>
<tr>
<th>A reminder about culture</th>
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<tbody>
<tr>
<td>There are cultural differences in the content that speakers put into their presentations.</td>
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<td>• In some cultures, speakers are subtle or indirect. They imply ideas or let the listeners infer ideas. The speakers feel this is more respectful of their listeners.</td>
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<tr>
<td>• Other cultures prefer to develop information outside of the thesis or key idea. The speaker may add stories or details to add interest to the presentation.</td>
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</table>

American presentations have specific expectations.
| • CELCIS teaches students how prepare an American-style presentation. |
|   o American presentations move directly from point to point |
|   o American presentations have a narrow focus. |
What kind of content belongs in an Elementary presentation?

In Elementary presentations, students report basic knowledge about the topic:

- Personal experience presentations:
  - The content must entertain or inform the listeners.
  - The content shares the speaker’s memory of a specific event(s).
  - The speaker tells the important highlights in order.

- Process or procedure presentations:
  - The content must inform the listeners.
  - The content helps the audience understand “how to” do something.
  - The speaker describes the steps or the process in order.

- Descriptive or informative (expository) presentations:
  - The content must inform the listeners.
  - The content helps the listeners understand a specific idea.
  - The content includes descriptions, examples, and basic explanations.
What kind of content belongs in an Intermediate presentation?

In Intermediate presentations, students choose content that explains a topic or shows the relationship of ideas within the topic.

- Define-and-Develop Presentations
  - The content must inform the listeners.
  - The content helps the listeners understand a specific idea.
  - The content includes descriptions, definitions, examples, and simple explanations that demonstrate the relationships.

- Compare-and-Contrast Presentations
  - The content must inform the listeners.
  - The content is applied (used) so that listeners understand similarities and differences of a topic.
  - The content includes descriptions, definitions, examples, and simple explanations to make specific classifications.

- Advantage-and-Disadvantage Presentations
  - The content must inform the listeners.
  - The content is applied (used) so that listeners understand the benefits and difficulties of a topic.
  - The content includes descriptions, definitions, examples, and simple explanations to make specific classifications.
What kind of content belongs in a Pre-Advanced presentation?

In Pre-Advanced presentations, speakers select content that shows the relationship of ideas or analyzes parts of the topics.

- **Cause and Effect Presentations**
  - The content must inform the listeners.
  - The content must help listeners understand how and why particular events have led to particular results.
  - The content makes these connections by using descriptions, definitions, examples, expert opinion, sequences, and reasonable explanations.

- **Problem and Solution Presentations**
  - The content must inform the listeners.
  - The content must help listeners understand the characteristics of one specific problem and the impact of one specific solution.
  - The content makes this connection by including descriptions, definitions, examples, expert opinion, sequences, and reasonable explanations.

- **Pro and Con Presentations**
  - The content must inform the listeners regarding opposing viewpoints without trying to persuade them to accept one over the other.
  - The content must help listeners understand how and why the opposing sides support their points of view.
  - The content justifies the classifications (into pro or con) by using descriptions, definitions, examples, expert opinions, inference, and logical explanations to support the speaker's opinions and characterizations.
What kind content belongs in an Advanced presentation?

In Advanced presentations, speakers select content that analyzes or evaluates a topic.

- Persuasive Presentations
  - The speaker must take a position and persuade listeners to agree with the position.
  - The speaker must select content that helps justify the position and convinces listeners that the position is in their best interest.
  - The speaker gives evidence to justify the position by using content that includes descriptions, definitions, examples, expert opinions, inference, recommendations, rankings and logical explanations.

- Analytical Presentations
  - The content must take the listeners through the speaker’s process of examining, evaluating and questioning a topic.
  - The speaker must select content that helps listeners understand how and why the speaker reached his conclusion or decision about the topic.
  - The speaker gives credibility to his conclusion by using content that includes descriptions, comparisons or contrasts, definitions, examples, expert opinions, inference, and logical explanations.

- Presentations or Debates about Controversies
  - The speaker must take and defend a position on a controversial topic and, at the same time, refute the opposing position.
  - The speaker must select content that convinces listeners to accept his position and reject the opposing position.
  - The content justifies (and refutes) the position by using appropriate descriptions, comparisons or contrasts, definitions, examples, expert opinions, inference, and logical explanations.
Another reminder about CELCIS presentations

Often, students at the upper levels, particularly students in masters or Ph. D programs, are frustrated that they have only 5-6 minutes to talk about their topic.

- The speakers cannot fully demonstrate what they know about the topics.
  - The audience may not be familiar with the topic and vocabulary.
  - It is not possible to give all the necessary information in a short time.

In these situations, it is important to remember the purpose of CELCIS presentations.

- The primary purpose is to practice giving presentations in the style that will be expected in university classrooms.
- The information about the topic is necessary because it is what gives the presentation its substance.
- The presentations are not meant to be teaching lectures about the topic.

Exceptionally in-depth presentations are not expected or desired.

- Students should discuss the most important and necessary ideas about the topic.
- These points should be highlighted in their presentations so that the topic is covered within the available time.
Part 4: Organization

A. Organization - When speakers use standard academic format, listeners know what to expect and can focus on the content easily.

What is the usual organization for an academic presentation?
The standard American academic format for a presentation has three parts:

- Introduction - The part where you explain the purpose and organization
- Body – The part in which you present and support your main ideas
- Conclusion – The part where you summarize the ideas

The sections are presented in this same order.

What is the introduction?
The introduction is the beginning of the presentation.

- It begins with a greeting and self-introduction. The speaker should:
  - Say his name slowly and clearly.
  - Put a pause between the first (given) and last (family) names.
- It may use a “hook” – a short, interesting piece of information that is related to the topic. It is used to get people’s attention. It can be:
  - A quote from a famous person
  - A wise saying / proverb
  - An interesting or surprising fact or a thoughtful question
  - An interesting picture or prop related to the topic
- It briefly identifies the general topic and why it is important to the listeners.
- It states the thesis or key idea. This is what makes your presentation unique.
- It explains the organization by stating the main ideas in the order in which they will be presented.
What is the body?

The body is the middle of the presentation; it is the longest part.

- The purpose of the body is to support the thesis.
- It usually has several sections, one for each main idea.
- Each main idea is developed with support.
- Each section should be easy to identify.
- There should be no less than two main ideas / sections.

What is the conclusion?

The conclusion is the end of the presentation.

A speaker should plan and practice the ending.

- The speaker should not stop speaking suddenly. (e.g. “That’s all I have.”)

The conclusion has several parts.

- The speaker begins the conclusion with a transition phrase.
- The speaker reviews the main ideas and the thesis.
  - He summarizes the ideas, not the organization.
  - This is the speaker's final opportunity to communicate the ideas to the listeners.
- The speaker invites the audience to ask questions.
- The speaker shares information about his sources on the references slide.
- The speaker may also thank the listeners for their time and attention.
B. Development and cohesion - The speaker must develop the topic by building support for ideas and by showing the relationship of ideas.

What is a thesis?

The thesis is a specific sentence or group of sentences towards the end of the introduction that gives the key idea of the presentation.

- The thesis has three parts:
  - The thesis names the topic.
  - The thesis limits the topic’s scope by having a key idea about the topic.
  - The thesis should include the main ideas that support the key idea.
- The key ideas should match the type of assigned presentation.
  - Example: The speaker should not create an “informative” thesis if the assignment rubric asks for a “persuasive” presentation.
- A presentation thesis is a little different from a thesis for a research report.
  - A written thesis statement (for a report) is usually a long sentence.
  - A spoken thesis (for a presentation) can be stated in a few sentences. This is easier for a listener to follow.

What are the main ideas?

The main ideas explain the key point of a presentation.

- Main ideas must be related to the thesis.
- They must be appropriate for the type/style of presentation assigned.
- They must show evidence of critical thinking and/or research.
- They must be supported and developed with follow-up details.
### What are supporting details?

The supporting details are specific information that is used to follow up main ideas.

- Supporting details explain and develop the main ideas.
- Supporting details should include information from the sources you researched:
  - Material from a textbook or articles
  - Explanations and descriptions
  - Facts and statistics
  - Expert opinion and experience
  - Definitions and examples
- Supporting details can also use a limited amount of other information:
  - Common knowledge
  - Relevant personal experience or reflection
- Supporting details should be paraphrased.
- Supporting details should be used with reporting language.

### What are transitions and connectors?

Transitions and connectors are special words used by the speaker to help the audience understand the relationship of ideas.

- Transitions are used to mark the start of each new main idea or section
  - Examples: First, next, finally, in conclusion
- Connectors are used within a section to join ideas.
  - Examples: Then, also, and, so, while, during, because
- Words can also be used to highlight differences:
  - Examples: but, although, on the other hand
How is my presentation different from a research report?

When people read, they can look at a sentence again if they miss something or if they don’t understand it. But when they listen, they cannot control the speaker. They cannot listen again.

So, a good speaker does some things differently than a good writer. He puts ideas into longer sentences to give the listener time to hear and understand.

- In a paper, the writer uses a long thesis sentence. In a presentation, the speaker breaks the thesis into many sentences.

- In a paper, a series of ideas might be written as one sentence.

  *Before he came to the US, John thought he would hate the food, have difficulty making communication in English and have trouble making friends.*

- In a presentation, a series of ideas to follow should be announced with a statement that indicates the organization.

  *Before he came to the US, John had several fears. He thought he would hate the food. He also feared he would have difficulty communicating in English. And he thought he would have trouble making friends.*
C. **Structure** - The body can be put together in many different ways. Some ways are more appropriate for some styles of presentations than others.

### What is sequential structure?

*Sequential = (adj.) about the order of things; what is first, next or last?*

Using sequential structure is a common way to build a presentation. In the body of the presentation:

- The speaker arranges the information into logical sections or steps.
- The speaker presents the sections or steps in order from earliest to latest, oldest to newest, or first to last.
- Transition words (*first, then, next, finally, etc.*) are very important.
  - They help the listeners move through time with the speaker.
  - They mark the change of sections or steps.
  - They show the relationship of the sections or steps to one another.

This structure is usually used with presentations about:

- Personal experience or historical timelines
- Process or procedures

Sequential structure can also be used within other structures for other kinds of presentations, such as:

- Cause and effect
- Problem and solution
What is an example of sequential structure?

Sequential structure may look or sound like this example. It is used here as part of a process presentation. Notice the transition words.

It’s easy to make a good meal for dinner. In the first step, I cook the meat. I brown the meat quickly on both sides in a little oil on high heat. Then I add salt, spices, and herbs. Finally, I let the meat cook on low heat.

In the second step, I prepare the vegetables. While the meat is cooking, I chop an onion and some celery. I put them with the meat. Then I peel some potatoes and carrots. I put them in water. I add them to the pot later.
What is block structure?

Block structure is another common way to build a presentation. In the body of the presentation:

- All the information needed to fully explain one idea is presented together in one section, or block.
- Then all the information to fully explain another idea is presented.
- Transition words are used as an important part of the structure.
  - They mark the change of ideas.
  - They highlight the relationship between those ideas.

This structure is commonly used with:

- Descriptive or informative presentations
- Presentations that define or develop an idea
- Presentations that discuss cause(s) and effect(s)
- Presentations that define a problem and discuss its solution
- Presentations that present either the “pro” or the “con” side of an argument

With care, block-to-block structure can also be used with:

- Compare and contrast presentations
- Advantage / Disadvantage presentation
What is an example of block structure?

Block structure may look or sound like this example. It is used here with a compare / contrast presentation. Note the transition words.

Cats are great apartment pet. They are usually quiet and don’t bother the neighbors. They’re happy in an apartment because they can get enough exercise. More importantly, the owner can easily hide a litter box for them in a corner of the apartment for the cat’s personal needs.

Dogs, however, are not a good choice. They need to go out to exercise. They often bark and disturb neighbors. Worst of all, owners have to take their dogs outside so the animals can relieve themselves! No, dogs are not a convenient pet for people who live in an apartment.
What is point-to-point structure?

Point-to-point structure is another common way to build a presentation. In the body of the presentation:

- The main idea is explained by using pairs of differing ideas.
- Frequent transition words are used as a very important part of the structure.
  - They mark the change of ideas.
  - They show the relationship of those ideas.

This structure is appropriate for:

- Compare / Contrast presentations
- Advantage / Disadvantage presentations

What is an example of point-to-point structure?

A presentation that uses point-to-point structure may look or sound like this example. Take note of the transition words.

Not all pets are right for an apartment. Cats are quiet and don’t bother the neighbors. However, dogs often bark and disturb people living nearby. Cats can get enough exercise in a small environment. In contrast, dogs need lots of space to run around and play. More importantly, cats can use a litter box in an out-of-the-way corner of the apartment. But a dog must be taken outside to find a tree or a fire hydrant outside for its personal needs. In short, cats are a good choice; dogs are not.
What are templates?

Templates are pre-made empty frameworks for creating a presentation.

- A template outlines the general structure.
- Sometimes, the template also contains options for words and phrases.
- The student/speaker selects options and fills in the blanks with specific information.
- The same template can be used by the same student or by different students to create presentations about different topics.

Templates are helpful for learning how to structure and develop a presentation.

- At first, students rely on the template for structure.
- Eventually, students use the template as a model but create their own presentation independently.

Templates can be made for presentations at any level. However, templates are especially helpful for learning how to give more advanced presentations, such as:

- Persuasive presentations
- Analytical presentations
- Presentations or debates about controversial topics

Using a template is not plagiarism.

- A template provides only the basic outline and general phrases.
- Students must use their own critical thinking to create the thesis.
- Students must supply the specific information from their own research and reflection.
- Students must use their own vocabulary and grammar to create a message and communicate its meaning.
What does a template look like?

Here's an example of a template for an introduction to a cause-and-effect presentation. Notice that the template provides a basic outline, but the student had to provide the information.

(Greeting) __ Good morning, everyone. __

(Introduction) I’m Ahmed AlGhamdi, and I’m from ___ Saudi Arabia __. I plan to study ___ geology ___ at ___ WMU ___.

(Hook) There’s an idea people often say:

___ “If you don’t like the weather in Michigan, just wait ___ five minutes.” ___

(Topic) We all know that ___ the weather in Michigan changes often. ___

(Thesis) Today I will explain to you how ___ Michigan’s weather ___ is ___ the result of several factors ___.

(Main Idea # 1) First I will explain how ___ Michigan’s latitude affects its weather ___.

(Main Idea # 2) Then I will describe ___ the influence of the Great Lakes. ___

(Main Idea # 3) Finally I will tell you about ___ the effects of the Jet Stream. ___
Part 5: Performance

A. Presence - Before the listeners hear the speaker’s first word, they begin to form an opinion of him based on what they see. This impression is referred to as “presence.” It is created, in part, by the speaker’s personal appearance and manner.

<table>
<thead>
<tr>
<th>Does personal appearance make a difference?</th>
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<tbody>
<tr>
<td>CELCIS instructors are unlikely to give an “unsatisfactory” rating to a student who has not paid attention to personal appearance. On the other hand, a speaker can reduce the chance of making a bad first impression simply taking care of:</td>
</tr>
<tr>
<td>- Grooming</td>
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<tr>
<td>- Clothing</td>
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<tr>
<td>- Posture</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What are the concerns about personal grooming?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well, sometimes there are cultural differences that speakers may not be aware of.</td>
</tr>
<tr>
<td>- For example, using a lot of cologne is not appreciated in American culture. This can be an unwelcomed distraction to the audience.</td>
</tr>
</tbody>
</table>

There may be problems specific to public speaking that students have not considered.

- For instance, Presentation Day is not the day to eat blue candy or oreo cookies for breakfast. People will look at the speaker’s colorful mouth, and not listen to his words.
- Also, remember that the document camera makes everything big and easy to see. So, to avoid embarrassment, a speaker should be sure to have clean hands and nails if he plans to use the doc cam.
Is there a dress code for presentations?

The **minimum standard** is that presenters will dress **better than usual** for presentations. Students are welcomed to dress more formally, or professionally, for presentations. But they should be aware that wearing a nice suit does not guarantee an A or a “satisfactory” rating.

For those who are interested:

Business attire for women is

- A jacket matched with pants or skirt in black, gray, navy blue, brown or tan
- A blouse in an appropriate accent color and style
- Subtle jewelry that is not noisy or distracting
- Dress shoes

Business attire for men is

- Matching jacket and pants with belt
- White or colored long sleeve shirt with cuffs
- Conservative / subtle tie
- Dress shoes

What about clothing worn for religious reasons?

It is acceptable to wear clothing for religious reasons that otherwise might not be considered acceptable.

- For example, usually men do not wear hats during a presentation. However, if a man covers his head for religious reasons, he may keep his head covered during a presentation.
- Similarly, a woman will not be penalized for wearing a hijab, abaya, or niqab during a presentation, even though the guidelines prohibit wearing coats or head coverings and obscuring the face.
Are there clothes that a speaker should avoid?

A speaker should avoid clothing that distracts the listeners. This includes clothes with:

- Very bright colors or highly noticeable patterns
- Words or symbols
- Clothing that is dirty / stained, smelly, wrinkled, or ripped

For women, it may be wise to avoid

- Low-cut or see-through tops or blouses that show cleavage
- Short shirts, tops, or blouses that show the speaker’s stomach
- Very short dresses, skirts or shorts

For men, it may be wise to avoid

- Open shirts or tops that show the chest or stomach
- Baggy or unbelted pants that sag or show the speaker’s underwear

Additional reminders:

- Winter boots, sandals and flip-flops are not appropriate.
- Speakers should not wear coats, hats, sweats or pajamas.
- Hair should not hide the face.

A Note about CELCIS Assessment Presentations

Some CELCIS instructors may relax the standards for the speaker’s clothing during the semester.

However, it is wise to be more careful with personal appearance for the final assessment. People only get one chance to make a good first impression.
What about posture?

Good posture, the way a person holds his body, can make a positive impression. A good speaker is aware of how he stands.

- The speaker stands straight and tall.
- He does not slouch. He keeps his shoulders back and the back straight.
- The speaker is relaxed, not stiff.

And here are a few other reminders:

- The speaker does not keep his hands in his pockets.
- The speaker should not chew gum during the presentation.
- The speaker should not hold a cell phone during the presentation.

Where should the speaker stand?

Podiums and tech carts can block the listeners' view of the speaker. So a good speaker stands away from the tech cart or podium, not behind it. When the speaker is visible, he seems more open. So the listeners feel comfortable.

- Stand in the front of the room, between the screen and the tech cart.
- Do not lean on the tech cart.
- Do not sit or lean on the table / desk.

The speaker should face forward and keep his shoulders parallel to the audience.

The speaker should never fully turn his back to the audience. If necessary, he can turn sideways to look briefly at the screen.

If there is no remote (“clicker”), the speaker should put his laptop within easy reach so that he can change slides quickly.
Is the speaker supposed to smile all the time?

No. Smiling all the time is not natural and makes the speaker look nervous or disrespectful.

A speaker should begin and end with a smile.
- This shows that the speaker is confident and friendly.
- The audience may feel more comfortable,

During the presentation, the speaker uses facial expressions that are appropriate for the topic and content.

If nothing else seems appropriate, the speaker can use an open neutral expression.

What about poise?

*Poise* is the speaker’s comfort and self-control as he presents in front of the audience. It is the ability to control nervousness.

Poise is about confidence. If you improve your confidence, you improve your poise.
- Start early. Don’t begin to prepare the speech the night before it’s due.
- Check the information so that you understand the information you are giving.
- Review key words and unfamiliar words. If necessary, paraphrase them with words that are more comfortable.
- Time the speech to be certain it fits within the time limits.
- Write the speech like a detailed outline, not an essay. (But don’t memorize it).
- Practice. Practice. Practice.
What are some good ways to practice?

Students must practice before giving their presentations in class. A student can:

- Practice orally by saying the speech aloud more than once.
- Practice giving the speech by using the power point slides as prompts.
- Read a written copy of the speech aloud.
- Prepare notes on a small note card to use as prompts.
- Rehearse the presentation in front of a mirror.
- Present the speech to a family member or friend.
- Record the presentation and play it back to identify problems in grammar or pronunciation, then record again after fixing the problems.

Students should listen to feedback and make corrections.

If possible, it is helpful to stand in the front of the classroom to get the “feel” of it.

Students should practice using the technology needed for the power point or other visual aid, including the remote “clicker” and laser pointer.
How can the speaker control nervousness?

A speaker can do many things to control nervousness.

Before leaving home, a student can:

- Check his appearance in a mirror.
- Check his backpack to make sure he has his laptop/tablet, cord, flashdrive, paper copies of the power point (for emergencies) and any other things the instructor may require (sources, templates, notes, etc.)

In the classroom, before the presentation, the student can:

- Arrive early so that he is not rushed or late. He should not stay in the hall practicing. (He may be marked absent).
- If he is unfamiliar with the technology, find a classmate who can help.
- Set up the power point and check the “clicker”/ laser pointer.
- Sip water to keep his mouth from feeling dry and his throat from feeling tight.
- Breathe deeply.
- Distract himself by thinking of other things. Listen to the other presentations.
- Think positively by remembering that he has prepared and practiced well.
- Refrain from practicing while other students are presenting.

During the presentation, the speaker can

- Place any notes on the table and look at them quickly, if necessary.
- Move away from the podium or tech cart and take his hands out of his pockets.
- Breathe deeply and begin slowly and pause between major sections.
- Admit to feeling nervous.
- Smile. He will feel better.
- Speak loudly in a strong voice. He will feel more confident.
B. **Delivery** – Delivery is the way the presenter speaks during the presentation. It includes vocal control and non-verbal communication.

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**What is vocal control?**

Vocal control is the speaker’s ability to use his appropriately during the presentation. The speaker must use his / her voice in two ways:

- **Volume** - The speaker should speak loudly, without shouting, so that people in the back of the room can hear the presentation.
- **Pace** - The speaker should speak at a comfortable speed for the listeners.
  - If the pace is too slow, the listeners will be bored and distracted.
  - If the pace is too fast, the listeners will not understand.

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**What is eye-contact?**

Eye-contact is the way a speaker connects with the audience by looking at the listeners’ eyes. This connection helps the listeners focus on the speaker’s message.

- The speaker should look at everyone in the classroom.
  - The speaker should not look only at the instructor or only at the camera.
  - The speaker should not look only at a friend, only at men, only at women, or only at people from his / her country.
- The speaker should slowly turn his / her head to see everyone in the classroom.
- The speaker should look where people are seated.
  - To the right, center and left – if people are sitting there
  - To the front, middle and back – if people are seated there.
- Ideally, the speaker should look at each person’s eyes or face.
- If the speaker is not comfortable looking at someone’s face, the speaker can look slightly over their head, past their shoulder, or at their ears.
What are gestures?

Gestures are purposeful hand movements.

- They are different from the hand movement caused by being nervous.
- They are natural, not forced.

Hand gestures can communicate meaning.

- The speaker can use a gesture to strengthen the meaning
  Example: gesturing with opposite hands to show contrasting ideas
- The speaker can use a gesture to explain a word
  Example: using hand gestures to demonstrate the meaning

If a laser pointer is not available, hand gestures can be used to point the screen.

- The speaker should point while standing sideways, not facing the screen.
- The speaker should point by using the finger nearest his / her thumb.
- It is very rude to point with the longest (middle) finger.

What kind of larger movements are helpful?

Some movements can be used to enhance a presentation.

- Stepping towards the audience can be used to highlight an important idea
- Stepping towards the audience can show interest in a listener’s question.
- Shifting to a new position can mark a change from one idea to another.

The speaker should not walk back and forth across the front of the room. It is a distraction for the audience.
C. Presentation aids - These are the written words a speaker uses as a prompt.

**Is it OK to write the presentation?**

Most people find it helpful to write something for a presentation: a template, an outline, note cards or an essay. However, templates, outlines, essays should not be used during the presentation.

Writing is helpful for many reasons. It helps the speaker plan the structure and organize the content. It also helps the speaker find and solve any language problems.

But it’s important to remember that the audience is listening, not reading.

- The speaker must use shorter sentences.
- The speaker should avoid connecting too many ideas with *and, because*,
- The speaker must use clear transitions and signal phrases.

Instructors may ask that students turn in their template, outline, essay or note cards.

*Remember: It is an act of academic dishonesty to use a presentation that another person wrote or prepared.*

**Is it OK to read a presentation?**

No. CELCIS students are not allowed to read the presentation to the class.

- Speakers must use good eye contact with the class.
- Speakers must speak from their knowledge about the topic.
- Speakers must speak using their language skill, not by relying on a script.
- Speakers are expected to explain the ideas on the power point slides, not just to read the slides to the audience.
Is it OK to memorize a presentation?

No. Memorizing a presentation can cause problems for the speaker.
- The speaker may not have natural eye contact.
- The speaker can become confused and may delete or repeat parts.
- The speaker cannot adapt and use compensation strategies if the listeners do not understand.
- The speaker may not able to speak about the topic if asked a question.

Is it OK to use notes when speaking?

Some teachers allow students to use small index cards, but not full sheets of paper.
- The notes should in outline form with key words and phrases, not paragraphs
- The speaker should not hold the notes in front of his face.
- If possible, notes should be kept on the table, not in the speaker’s hands.

However, most speakers will use the power point slides as their notes.
- They do not read the power point slide to the class.
- They develop the idea on the slide by giving more information about the ideas

So how is the speaker supposed to remember the presentation?

There are many things a speaker can do to remember his presentation.
- Prepare early: Use a template, create an outline, or write an essay.
- Create a well-planned power point to match the content and organization.
- Practice. Talk about the topic and the main ideas using his own words.
- Make some simple notes to prompt himself if necessary.
- During the presentation, rely on the power point.
- Use his knowledge about the topic to develop the ideas on the power point.
D. **Audience Awareness** - The speaker must be aware of the audience’s needs.

To begin, the speaker must make a connection with the audience.

### How can the speaker connect with the audience?

The speaker can connect with the listeners by being **respectful**.

- The speaker’s personal appearance should make a positive first impression.
- The speaker should be organized and ready to speak.

The speaker can connect with the audience by **using a friendly greeting** in the introduction:

- The speaker should smile and greet the audience.
  - “Good morning, everyone.”
  - Do not be very casual. For example, do not say, “Hi, guys.”
  - Do not be very formal. Do not say, “Welcome, my dear classmates.”
- The speaker should introduce himself / herself.
  - “I’m Maria Garcia-Lopez.”
  - “My name is Yukiko Yamada.”
- In university, classmates may notice the speaker’s accent and may be curious. Particularly if relevant to the topic, the speaker can tell them where he is from.
  - “I’m from Brazil.” *(Topic: South American tourism)*
  - “I’m an international student from Saudi Arabia.” *(Topic: English as a global language).*
How does the speaker get the listeners’ attention?

One important tool for getting the audience’s attention is “the hook.” A hook is a short, interesting piece of information that is clearly related to the topic. It can be:

- A quote from a famous person
  - Longfellow said, “Into each life, a little rain must fall.”
- A wise saying / proverb
  - People say, “If you don’t like the weather in Michigan, wait five minutes.”
- A thoughtful question
  - Did you know that Lake Michigan effects the weather in this state?
- An interesting or surprising fact
  - Sometimes, especially in the winter, Lake Michigan causes snow storms.
- An interesting picture about the topic
  - This is a photo of a tornado over Kalamazoo.

How does the speaker keep this connection with the audience?

In addition to eye-contact, gestures and body movements and appropriate speed and volume, the speaker also can use his / her words to help the listeners understand.

- Topic announcements cue listeners about changes in topic.
  - Now let’s look at a solution to the problem.
- Transition words help the audience follow the organization of the presentation.
  - First, next, finally, because, as a result
- Signal words help the audience pay attention to important ideas and key words.
  - For example…, This means…,
- Inclusive pronouns help the audience feel a part of the discussion.
  - Let’s look at… We can find the answer in… This is a problem for us.
What can the speaker do if the listeners don’t understand?

Sometimes the listeners do not understand the speaker.

- Maybe the vocabulary is new or technical.
- Maybe the speaker does not have clear pronunciation.
- Maybe the speaker’s grammar is confusing.

The speaker can use compensation strategies to help the audience. Compensation strategies are words and actions that help the audience understand the speaker’s ideas.

Compensation strategies include:

- Using gestures to show the meaning
- Using the laser-pointer to point to the word on the screen
- Writing a word on the white board or spelling the word
- Giving a definition, using an example or using a word with a similar meaning

Good speakers are ready to use compensation strategies.

- Before a presentation: They think about their presentations and know where the listeners will have trouble. They plan and practice compensation strategies for those spots.
- During a presentation: They use eye contact. If the listeners seem confused, the speakers use compensation strategies.
Should the speaker let the audience ask questions?

Yes. At the end of the presentation, the speaker should let the audience ask questions.

- “Does anyone have a question?”
- “At this time, I would be happy to answer any questions.”

After the listener asks a question, the speaker should affirm and repeat the question. The first step is to paraphrase the question.

- This helps everyone in the room hear the question.
- It gives the listener a chance to clarify the question, if necessary.
- The speaker can say:
  - “The question is, ‘What kind of weather.....’”
  - “Ahmad asked, ‘What kind of weather.....’”
- If possible, the speaker should use the person’s name.

The second step is to affirm the question.

- “That’s a great question.”
- “That’s an important question.”

Then the speaker should answer the question.

- The answer should be short and clear.
- The speaker should be able to answer “off script,” without reading from notes or slides.

Finally, the speaker can check with the listener.

- The speaker can say:
  - “Did that answer your question?”

While preparing the presentation, the speaker should anticipate (try to guess) what questions the audience will ask. He can practice the answers to these questions.
Part 6: Language Use

A good speaker uses appropriate pronunciation, grammar and vocabulary to communicate fluently with the listeners during a presentation.

A. Pronunciation – Pronunciation is the way a word is said.

<table>
<thead>
<tr>
<th>Why is pronunciation important?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A speaker needs to speak clearly so that the listeners can easily understand the words, sentences and general message.</td>
</tr>
</tbody>
</table>

Poor pronunciation is difficult for listeners.

- It keeps them from understanding the speaker’s ideas.
- It makes the listeners work hard to figure out the word or sentence.
- It distracts them. They start to focus on the poor pronunciation.

<table>
<thead>
<tr>
<th>What are the characteristics of good pronunciation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to speak clearly, the speaker should</td>
</tr>
<tr>
<td>- Make the correct sounds</td>
</tr>
<tr>
<td>- Example: “people,” not “beeble”</td>
</tr>
<tr>
<td>- Stress the correct syllables in a word and the correct words in a sentence</td>
</tr>
<tr>
<td>- Example: “DES-ert,” not “des-ERT” (dessert)</td>
</tr>
<tr>
<td>- Make his / her voice rise and fall in the correct pattern</td>
</tr>
<tr>
<td>- Example: ending with an “up” or “rising” pattern for yes/no questions</td>
</tr>
<tr>
<td>ending with a down or “falling” pattern for statements and wh- questions (information questions)</td>
</tr>
</tbody>
</table>

Remember: It is not necessary to sound like a native speaker. A person can make a big improvement by focusing on getting the syllable stress right.
What areas of pronunciation are important in a presentation?

In a presentation, the important areas for pronunciation are:

- Thesis
- Main ideas
- Transitions
- Key words
- Definitions and examples

A good speaker improves his pronunciation of important words by

- Using a dictionary
- Asking a native speaker
- Practicing the correct pronunciation

In addition to improving his / her pronunciation, the speaker should use compensation strategies.
B. Grammar – Grammar refers to the rules that control the way people make and use sentences.

What does grammar have to do with giving a presentation?

The meaning of a sentence is controlled by the way the words are put together.

- In English, for example, people expect the sentence to have S-V-O order. If the subject or object is in the wrong place, the meaning of the sentence changes.

Example: The dog bit the man. → The man bit the dog.

The speaker uses the same words, but not the right grammar. As a result, the listener gets the wrong idea.

This isn’t grammar class. Why is grammar important?

Poor grammar creates problems for the listener.

- The listener cannot understand the speaker’s ideas.
- The listener has to figure out what the grammar should have been.
- It distracts the listener. He focuses on the poor grammar, not the ideas.

What are the characteristics of good grammar?

The grammar of a CELCIS student should improve and become more complex as he/she moves up in the levels. In general, this means students should use their best grammar at their level.
What kind of grammar is expected from Elementary students?

Speakers should use the grammar forms that are they can use easily and correctly.

Instructors understand that students are learning English. They understand that elementary students are learning how to:

- Put words in the correct order
- State subjects correctly (My brother he is a teacher).
- Use plural and possessive forms correctly
- Use appropriate pronouns
- Use the correct forms of be and have
- Use simple present and simple past
- Use basic imperatives
- Use correct irregular verbs
- Use appropriate prepositions and prepositional phrases

It is not usually necessary to use grammar that is above the elementary level.
What kind of grammar is expected from Intermediate students?

Speakers should use the grammar forms that are they can use easily and correctly.

Instructors understand that students are learning English. They understand that intermediate students are learning how to use

- Subjectless noun phrases (*It is …*, *There are….*)
- Count / non-count nouns
- Articles and conjunctions
- Subject – verb agreement
- Present and past progressive
- Simple modals
- Quantifiers, adjectives, and adverbs
- Comparatives and superlatives

It is not usually necessary to use grammar forms above the intermediate level.
What kind of grammar is expected from Pre-Advanced students?

Speakers should use the grammar forms that are they can use easily and correctly.

Instructors understand that students are learning English. They understand that pre-advanced students are learning how to use:

- Reflexive pronouns
- Noun complements
- Present and past progressive
- Phrasal verbs
- Passive forms
- Noun clauses
- Adjectival clauses

Students should realize that using more advanced forms incorrectly is not helpful to the audience. It also does not necessarily improve the speaker's grade.
What kind of grammar is expected from Advanced students?

Speakers should use the grammar forms that are they can use easily and correctly.

Instructors understand that students are learning English. They understand that advanced students are learning how to use:

- Impersonal pronouns correctly
- Infinitives and gerunds
- Indicative and subjunctive mood
- Adverbial clauses
- Complex relative clauses
- Relative clause reduction
- Conditional / hypothetical sentences
- Parallel structure

Students are advised that using more complex grammar forms incorrectly may confuse the audience. It may not help the students’ grades either.
What areas of grammar are important in a presentation?

It is difficult to fix all the possible grammar problems. Therefore a good speaker is careful in the following areas:

- Thesis and main ideas
- Key phrases
- Definitions and examples

A good speaker improves his grammar by

- Being aware of his usual mistakes
- Checking his grammar book
- Asking a native speaker
- Practicing the correct grammar

In addition to improving his grammar, the speaker should use compensation strategies.
C. **Vocabulary** – Vocabulary refers to the words the speaker chooses and the meaning of those words.

**Why is vocabulary important?**

Vocabulary is important because it, along with grammar, carries the speaker's meaning. If the speaker uses the wrong vocabulary, the listeners will not understand.

**What are the characteristics of good vocabulary for a presentation?**

Good presentation vocabulary has several characteristics. A good presenter chooses words that are:

- Understandable – words that the listeners know or can figure out
- Accurate – the right words to communicate the ideas
- Grammatical – the correct forms from the word family (noun, verb, adjective, or adverb)
- Academic – (pre-advanced and advanced only) words that are more precise, not basic, simple or general

These characteristics are very important for key words. Key words are the important and necessary words that communicate the thesis and main ideas.

**Is it OK to use technical or specialized words in a presentation?**

Yes. In fact, it is a good idea. But the presenter should remember to:

- Pronounce the word correctly.
- Use the correct form of the word
- Explain the word.
How can the speaker help the audience understand new or important words?

First, the speaker has to signal that a word is important. There are several ways to do this. The speaker can:

- Repeat the word
- Point to the word with his/her hand or with a laser pointer
- Write the word on the board / Spell it.
- Say the word a little more loudly than other words
- Pause before and after the word

Second, the speaker can explain the word by giving:

- A definition or synonym
- An example
- A gesture or simple demonstration
- A photo or other graphic
D. Fluency – Fluency means that the listener can understand the speaker easily.

What are the characteristics of a fluent presentation?

For the speaker, fluency means that the speaker is comfortable speaking because he / she

- Knows what to say (ideas)
- Knows how to say it (words)

During a fluent presentation, the speaker’s audience can:

- Easily understand the words and phrases
- Easily understand the ideas

What kinds of problems interfere with fluency?

To communicate his / her ideas easily and clearly, a speaker has to have good control of:

- Pronunciation
- Grammar
- Vocabulary

In addition, the speaker must be able to speak without:

- Repeating words or starting sentences again
- Random pausing
- Getting stuck
- Using fillers (e.g. “eh, um, ah)
How can a speaker improve his / her fluency for a presentation?

There are several things a speaker can do to improve fluency. A speaker can:

- Prepare carefully by
  - Starting early
  - Choosing a topic that you are comfortable with
  - Doing the research so that he understands the ideas

- Become comfortable with key words by
  - Checking the pronunciation
  - Using the correct word form and spelling

- Practice by saying the presentation aloud.

- Use compensation strategies by
  - Figuring out where listeners may have trouble understanding
  - Planning and practicing ways to explain difficult parts

- Control nervousness
Part 7: Visual Aid

The visual aid is used to help the speaker communicate with the audience. Listeners not only hear the ideas, they see them too. Modern technology offers several options for visual aids, including Power Point and Prezi. CELCIS accepts both formats for presentations. In either case, the presenter should carefully consider design, content and use of the visual aid.

A. Design - Design refers to the features the reader sees when he looks at the slides.

How can the speaker make the visual aid easy to read?

The speaker should keep in mind several guidelines when designing power point slides:

- Use colors that contrast:
  - Light letters on a dark background
  - Dark colors on a light background
- Use an easy-to-read sans serif font: Arial, Calibri or Comic Sans. (Serifs are the little “wings” on some fonts, like Times New Roman. They clutter the letters and can make words difficult to read from a distance).
- Use a large size font, between 18 and 28
- Use a template that is not cluttered or distracting. Simple is best.

These steps will help make it possible for listeners in the back to read the information on the screen.

What are the rules regarding words on each slide or page?

It’s important that people understand what they see on a slide.

- Use titles, if possible, for slides with text or graphics. The titles help the audience understand how the information relates to other slides.
- Never use a slide without text (words). Text helps the audience when the speaker’s grammar or pronunciation is poor.
What about placement?
The speaker should remember that English moves from left to right and top to bottom.
- He should place the information, including pictures, on the slide so that the information that will be used first is at the top or on the left side.
- The audience will be confused and the presentation will not seemed organized if the arrangement is from right to left or bottom to top.

What kind of problems do speakers have to be careful about?
It’s very easy to put the wrong amount of information on a slide.
- If there is too little information, the page is not useful.
- If there is too much, the listener stops listening and starts reading.

So, the speaker should keep in mind the “Rule of Six” (or “Rule of Eight”):
- Put only 6-8 words in a line of text.
- Put only 6-8 lines of text on a slide.

Are there any other problems?
Yes, it’s important to use good language skills and mechanics. The speaker should:
- Use phrases, not complete sentences.
- Use parallel structure.
- Use correct vocabulary.
- Use correct spelling.
- Use correct capitalization and punctuation.
Mistakes can be very distracting. Listeners begin to focus on the mistakes, not on the speaker.
What about special effects?

The attention of the audience should be on the speaker. The speaker is “star.” Special effects can move the focus of the audience from the speaker to the visual aid.

- Avoid using animation (e.g. words that slide, explode, or disappear)
- It is best to keep the visual aid simple, with very few special effects.
B. **Content** – *Content* refers to the information that appears on the screen.

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**How many slides are needed?**

There should be at least 7 slides.
- Title slide with speaker’s name
- Thesis and main ideas
- Main ideas # 1,
- Main ideas # 2
- Main ideas # 3
- Conclusion
- References (for Intermediate, Pre-Advanced, and Advanced)

The slides help the audience to follow the speaker and focus on the important points.

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**What should be on the slides?**

The speaker can:
- Include the key idea at the top of the page and briefly list the main ideas below.
- Include the main idea at the top and briefly list the supporting details below.
- Describe the content, not the organization
  (Do not use “Introduction,” “Main Idea # 2,” “Conclusion”).

---

**What kind of language should be used?**

It is not necessary to write full sentences on the slides. The speaker should:
- Use phrases.
- Include the important content words: nouns, verbs, adjectives, adverbs.
- Use conjunctions, prepositions and articles only when necessary.
How complete should the information be?

The text on the visual aid should not seem like a paragraph of an essay.

- There should be enough information to prompt the speaker.
- But the speaker must speak to add information, not just read the phrases on the slide.
- The new information completes and explains the details.

C. Use – *Use* refers to what the speaker does with the visual aid.

How should the speaker stand when using the visual aid?

The speaker should be careful when using the visual aid.

- Stand away from the tech cart. Do not stand behind it.
- Use a remote “clicker.” If one is not available, stand close enough to the tech cart to reach the laptop / tablet. But do not stand behind the tech cart.
- The speaker should always face the audience. Do not turn to talk to the screen.
- Look at the audience while pointing to the screen with hand or laser pointer.

How should pictures or graphics in the visual aid be used?

Pictures and graphics are an important part of the visual aid for a presentation. To use graphics well, the speaker should:

- Plan the text of the slide first and then choose graphics to explain the text.
- Explain any pictures before giving information about the text on a slide.
- Use the picture to create visual interest.
- Use the pictures as a compensation strategy.
E. **Technology** – *Technology* refers to the equipment used the visual aid.

<table>
<thead>
<tr>
<th>What about the equipment?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speakers should know how to use the equipment necessary to use the visual aid.</td>
</tr>
<tr>
<td>• Know what you need to bring. (Laptop, cord, flash drive, etc.)</td>
</tr>
<tr>
<td>• Practice with the equipment ahead of time.</td>
</tr>
<tr>
<td>• Identify a classmate who can help with technical problems.</td>
</tr>
</tbody>
</table>

As a backup plan in case of technical problems, a speaker should make paper copies of power point slides to use on the document camera.
Part 8: Academic Honesty

The university’s academic honesty policy applies to presentations. Students must be careful to avoid actions that violate the policy.

Cheating

Is it OK to have someone prepare all or part of my presentation?

No. Students are expected to work independently or with help from the instructor.

- Do not buy, trade for, or use for free any part of a presentation or essay, including the research (sources), and visual aid that someone else produced
- Only the student who will give the presentation should prepare any or all of the presentation, including the research (sources), and visual aid.

Is it OK to use or memorize an essay for a presentation?

No. Memorizing and reciting an essay is not the same as giving a presentation. The speaker is not able to show the same ability to use the language. Instructors may consider memorization to be cheating.

Plagiarism

How does plagiarism relate to presentations?

CELCIS students above the elementary level are expected to use sources. Every time information from a source is used, the source must be identified.

If the speaker does not identify the source, he implies that the idea is his own original idea. Of course, this is not true. The idea is the result of someone else’s work. That’s why plagiarism is considered dishonest.
Multiple Submission

Is it OK to use a presentation or visual aid that was used for another class?

In most cases, it is not OK.

- Do not re-use a presentation that you used in another class or another level.
- Do not use a presentation that another person used in another class or another level.

Sometimes, CELCIS instructors will work together so that the research report in Reading and Writing 2 and the assessment presentation in Speaking and Listening are on the similar topics or in similar styles. With the permission of both instructors, it is OK to write a report and give a presentation on the same topic.

Forgery, Fabrication, Falsification

How do these violations relate to presentations?

Preparing a presentation is hard work. Sometimes a student may not know what to do. Maybe he does not have enough time or interest. A student may decide to skip the research because it’s easier to “create” information than to find, read, annotate and synthesize appropriate sources.

However, a student must show where the information came from.

- Instructors will ask for sources.
- Sources should be well annotated.
- Outlines, templates or notes must indicate where the information can be found.
- Instructors will verify information by checking sources.

Therefore, a student should not use information that is not part of his sources. He should not change (falsify) information. He should not create (fabricate) information.
Computer Misuse

How does computer misuse relate to presentations?

Computer misuse means to using a computer, or similar technology, to commit a dishonest act.

- Technology includes desktops, laptops, tablets, e-readers, cell / smart phones, cameras and related devices.
- Therefore, for example, to buy a presentation or power point from an online website would be an act of computer misuse. Similarly, to transmit or receive a copy of someone else's old presentation is also computer misuse.

Complicity

How does complicity relate to presentations?

Complicity means helping someone do a dishonest act.

If a student prepares a presentation, or part of one, that another student uses, that's complicity.

One person is guilty of complicity. The other person is guilty of cheating, or computer misuse or multiple submission, etc.