

- **Planning for the “novice”-level presentations**

0. Today's objectives

After today's class, we will have a general plan for the "novice"-level presentation:

- A general plan for the format
- A general plan for the content
- A general plan for the process
- A general plan for the grading criteria

1. Format and content

- What **format** should the presentation take?
 - A slideshow, similar to the first one?
 - A poster or infographic?
 - Other ideas?
- What **content** should the presentation cover?
 - The same article as the 1st round?
 - Another research article addressing the myth?
 - Each group can decide between these options?
- Who is our intended **audience**?

1. Format and content

If we're going with **infographics**, some resources:

- Tips for creating/designing infographics
- Links to tools for making the actual infographic

- UNC-CH - University Libraries
[Infographics](#) (includes links to tools)
- Some additional resources:

U IL Chicago, Univ Library | [Scientific writing: Infographics](#)

U TN Knoxville, Writ Ctr | [Assignment Planner: Infographic](#)

CO State U Global, Writing Center | [Infographics](#) (tools)

2. Process

- Does the group need “**roles**” for this one, or is it simpler to have each group decide division of labor?
- Possible **phases** of the presentation:
 - A proposal phase (statement of myth, whether same or new article, point to focus on from article and how it “answers” myth)?
 - A draft/feedback phase?
 - Presentation in class

3. Grading criteria

- What should be **evaluated**? Some thoughts
 - Content accuracy
 - Tone/level: Engaging for the audience (=who?)
 - Design: Inviting, easy to read/follow
- Current plan: graded as a **group**
 - Should there be individual adjustments?
 - If so, on what basis?