

Technical Communication 3

FSP011

Session 6: Presentation criteria, sentence structure, grammar, style

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Today's agenda

- Overview of presentation criteria
- Mini-lecture: presentation technique
- Workshop: sentence structure, grammar, style development



Image by Brett Jordan via Unsplash

Reminder

- Need/want more help?
- Consult the “Master list of materials” in the “Course information” module on Canvas
- Includes help with different referencing systems (if you picked a system we don’t list here, email us and we will add resources for it!)
- Also includes materials on presentations

Master list of materials

[Lost? Consult this navigation](#)

We know that all instructors use Canvas a bit differently, so this page acts as a kind of table of contents for the various materials in this list as new materials are presented in class, or when class participants send us useful material or links, so check this page any room on campus, use this [online Chalmers campus map](#).

General writing information

- [Questions to guide you when you read research literature](#) ↓
- Chalmers Writing Guide information on [writing a text](#) (includes sections on paragraphing, sentences, punctuation, style)
- Chalmers Writing Guide information on the [different parts of a report](#) (including information on visuals)
- Purdue OWL's general [writing information](#) menu
- Guide to [structure and content development](#) ↓ for reports (Powerpoint from 27 September class session)
- The [criteria for report](#) ↓ assessment

Source material & referencing aids

- Link to the [Chalmers Library subject guide for Chemical Engineering & Biotechnology](#)
- Link to [Manchester Phrasebank](#) examples of phrases to use when introducing material from sources
- Link to the [IEEE website's referencing guide](#)
- Link to the Chalmers Library IEEE referencing guide [in English](#) or [in Swedish](#)
- Link to the Chalmers Library APA referencing guide [in English](#) or [in Swedish](#)
- Link to Monash University's (Australia) [guide to Vancouver referencing](#)

Presentation help

- The [criteria for presentation](#) ↓ assessment
- Chalmers Writing Guide [information on presentations](#) (including presentation slides and notes)
- Slide set on [presentation preparation and technique](#) ↓
- Slide set on [creating presentation visuals](#) ↓

Peer review materials

- [Example peer review comments](#) ↓, with instructor explanation of what worked well / what could be improved

Grammar aids

- Link to [EngOnline](#), the grammar tool created by Chalmers faculty
- Link to the Purdue OWL's [introduction to grammar](#) (use the search function for finding specific grammar topics)



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Presentation critieria

Images by Hans Reniers and Kailyn Baker via Unsplash

Use the criteria

- Criteria convey what is expected of the report
 - Show what is desired
 - Show what causes a U (revision)
- Check the criteria with your group to measure what your presentation contains / what it lacks

Image by William Warby via Unsplash

Criteria for the presentation

	Content	Structure	Delivery
5	<ul style="list-style-type: none"> Very clear presentation of situation / problem and solution. Very clear purpose is presented. Information consistently relevant to the selected audience. Information is thoroughly explained. Content has been very effectively adapted to suit an oral presentation. 	<ul style="list-style-type: none"> Introduction very effectively provides names of presenters & project verbally and visually, and contains a very clear agenda. Transitions consistently join ideas, sections clearly and effectively. Handoffs between presenters indicate excellent teamwork. Conclusion effectively summarizes main points but also emphasizes why the topic is important. Last line is well planned so as to end the talk strongly. 	<ul style="list-style-type: none"> Excellent eye contact, engages with audience. Extremely well prepared, practiced, and professional. Visuals are well designed and used very well to complement spoken presentation. Excellent pacing and intonation. Timing falls exactly or within 10% in requested range.
4	<ul style="list-style-type: none"> Generally clear presentation of situation / problem and solution. Easily understood purpose is presented. Information generally relevant to the selected audience. Information is generally well explained. Content has been generally well adapted to suit an oral presentation. 	<ul style="list-style-type: none"> Introduction provides names of presenters & project verbally and/or visually and contains a generally sound agenda. Main idea conveyed in a problem statement. Transitions join ideas, sections clearly and effectively on the whole. Handoffs between presenters work generally well. Conclusion summarizes talk and aims to provide the topic's greater importance. Last line is planned so as to convey that the talk has ended. 	<ul style="list-style-type: none"> Mostly good eye contact; demonstrates general openness to audience. Seems well prepared and gives generally good impression. Visuals are informative and used effectively to complement spoken presentation. Pace generally good, generally natural intonation. Timing is within 20% of requested range.
3	<ul style="list-style-type: none"> Some sense provided of the situation / problem and solution. Purpose is presented, but not clearly. Information is mostly relevant to the selected audience, but some items may not be completely relevant. Information given is explained well enough for listeners to understand on the whole. Content sometimes might not have been adapted from the written text (or gives the impression that it has not been adapted to an oral presentation context). 	<ul style="list-style-type: none"> Introduction is functional but misses one of the following: presenter names, project name, agenda. Main idea present but not well expressed. Transitions sometimes join ideas, sections, but need to be used more consistently. Handoffs between presenters are functional. Conclusion is present. Last line is given but does not seem planned. 	<ul style="list-style-type: none"> Eye contact happens, but more focus on audience is needed. Presentation communicates its message, though more practice will help elevate overall impression. Visuals contain relevant information on the whole but could be more informative and/or could be used more effectively. Pace sometimes too fast or too slow; some issues with intonation or sounding unnatural. Timing is within 30% of requested range.
U	<ul style="list-style-type: none"> Difficult to follow ideas in places because of confusing content. Audience not taken into consideration. Information sometimes irrelevant or not explained. Content straight from written text. 	<ul style="list-style-type: none"> Introduction missing more than one of the following: presenter names, project name, agenda. No problem statement. Transitions are completely lacking /extreme problems with teamwork are evident. Ending is sudden/unplanned. 	<ul style="list-style-type: none"> Little eye contact with audience or audience is ignored. Seems unprepared. Few or no visuals, or inappropriate visuals. Much of the presentation is reading aloud/sounds unnatural; pace is consistently too fast or too slow. Timing much too long or much too short.

Use the criteria

- Consult them before starting your presentation (or as you are starting it)
- Consult them again before delivering presentation



Image by Immo Wegmann via Unsplash



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Out-of-class material: quick review

Images by Hans Reniers and Kailyn Baker via Unsplash

Review: presentation preparation

- Note the information about working/planning in groups in the out-of-class materials

FSP011 Canvas page → Modules →
“Presentation creation process”
module

Presenting in groups

Creating presentations in groups

Planning presentations in groups

- Each group member should have clearly defined tasks
 - Set deadlines
 - Communicate regularly
 - Inform partners early if there are problems
 - Plan for similar spans of time

Review: delivery

- Think about:
 - How to effectively connect the parts of the talk
 - How to use pauses, intonation for emphasis
 - How to use non-verbal cues
- **VERY IMPORTANT:** Do not read from a script!
 - Use the slides themselves as your “notes” OR use paper notes



Image by Florian Schmetz via Unsplash

Review: presentation visuals

- Decide with your group about the choices that will govern your visuals to create visual unity
- Know the common problems with visuals and how to avoid them



Any questions?

- About the presentation criteria?
- About the out-of-class presentation materials?

Note: if you have not yet reviewed these materials, make sure to do so as soon as possible



Image by Simone Secci via Unsplash



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Workshop: Localized element development

Images by Hans Reniers and Kailyn Baker via Unsplash

Global vs. localized concerns



- Structure and content are “global” writing concerns
 - We looked at those previously, but you may still notice elements that need to change
- This week, localized concerns: sentence structure, grammar, & style

Image by Subhash Nusetti via Unsplash & detail of same

Sentence structure

- Some of the items to consider with sentence structure include:
 - Avoiding fragments (incomplete sentences)
 - Avoiding run-ons
 - Aiming for variety in types/lengths of sentences

Image by Joel Filipe via Unsplash

Grammar

- Some of the most common grammar errors are:
 - Subject-verb disagreement
 - Incorrect article use (a, an, the)
- Aim to avoid these by devoting time to revising for each specific error
- Do the same for any other grammar error you know that you /members of your group are likely to make



Image by Windows via Unsplash

Style

- Some elements to consider are:
 - Avoiding first-person pronouns (like I, me, we, our)
 - How? Focus on the topic/report rather than on yourselves as writers
 - Avoiding second-person pronouns (like you, your)
 - How? Focus on to whom, specifically, you refer

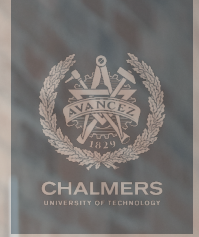


Image by Logan Weaver via Unsplash

Report-writing process

Stage one

- Sign up to groups (same group for report AND for presentation)
- Decide on a topic and research it
- Write an outline and consult with a KBT241 instructor on its content

Stage two

- Write a first draft, which will receive FSP011 instructor feedback
- Write a second draft, which will undergo mandatory peer review

Stage three

- Receive feedback from opposition group after presentation
- Make final revisions and proofread report
- Submit final draft to be graded



Image by UX Indonesia via Unsplash

Go, go go!

- Use this time to work
- What should you do? This depends on what your group has already done, but some ideas are:
 - Assign different tasks to different group members, like:
 - Reviewing subject-verb agreement
 - Reviewing sentence structure (avoiding fragments and run-ons)
 - Reviewing formality of style
 - If needed, continue to revise or change your report's overall structure or content (use the slides from the last session if/as needed)

Questions?

Image: Jon Tyson via Unsplash



Next steps

1. Continue writing report
2. If needed, continue to research topic via the Chalmers Library
3. Complete first draft and upload to Canvas (see upload slot via the “Assignments” link of the Canvas page [menu](#)) by **end of day 4 October**

Image by Lucas Davies via Unsplash



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