

## ***Types of Composing Projects Using Orality***

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**Informative presentations:** Allow students to research and present on background topics related to the instruction for the day throughout the semester. Ease the burden on the teacher to be responsible for all background information. Develop in students the responsibility for their own learning and begin the journey from novice to expert.

**Briefings on course concepts:** Useful in a class in which many new terms are used. Students might be assigned to brief the class on a new term or concept as the lesson proceeds. Over the course of the semester, each student might prepare a briefing.

**Conference presentations:** Stage a conference toward the end of your class (or final exam time) with group or individual results of research. Select a few students for a panel presentation with Q&A; other students prepare posters.

**Oral reports:** Teams or individuals report on a reading assigned to them alone and prepare notes to share with class. Or break up a long reading into sections with each group/individual responsible for reporting back to the class with notes/questions.

**Debates on key issues:** Parliamentary Style debates in class are relatively easy to prepare and train students. Draw up several assertions that might be argued either affirmatively or negatively. Have students select one and deliver impromptu 1 minute speeches. End with general discussion. Most effective when topics are matters you have discussed in class beforehand. Website with resources <http://www.csun.edu/~dgv61315/debformats.html>.

**Panel discussions on key issues:** Sometimes called roundtables. Announce topics for discussion in previous class, assign roles to students (sometimes assign positions perhaps). Discussion happens the next day after they have prepped. Prepared statements are delivered by all, then general discussion happens among table participants. Finally, the floor is opened to questions. Take 10 minutes at the end of the session for student to reflection orally or in writing (or both) about insights/take-aways. Similar to this are **Problem-solving discussions** and **Decision-making discussions**.

**Podcasts:** (From G. Downey (<http://writing.wisc.edu/wac/node/124>) edited). See documentation on podcasts

[http://docs.emorydomains.org/composing\\_a\\_project/media\\_basics/audio?s\[\]=podcasts](http://docs.emorydomains.org/composing_a_project/media_basics/audio?s[]=podcasts)). If your class is using a class website or Canvas, this oral presentation assignment allows the student to record an oral presentation and post it to the web. The podcast presentation usually short, 3-5 minutes. You may very well have a computer, cell phone, or other gadget which can record digital video. If you like, you may use this device as long as it records in any of the standard video formats (like Quicktime or Windows Media) that can be easily played through most web browsers. If you do not have your own digital video recorder, you may check out a video camera from the media lab at the library. After you have recorded your speech, you will want to upload it to your (*here insert instructions related to this class*). **Peer reviews of student podcasts:** Every couple of weeks, after several students have uploaded podcasts, those students will be required to view each other's uploaded podcasts and write short peer reviews of them. Each peer

review should be about a paragraph long and should mention both something the student did well in the speech and something the student still needs to work on.

**Discussion Leading:** (From G. Downey (<http://writing.wisc.edu/wac/node/124>) edited). This presentation is a summary and critique of an assigned article. Assigned leader will start the class discussion by making a five-minute oral presentation on the article. A written outline of your presentation will also be given to the class. The leader should devote the first part of the presentation (two minutes) to identifying the main arguments of the reading, outlining the author's claims, reasons, and evidence. The bulk of the presentation (three minutes) should be the discussion leader's reaction to the reading. The leader should make a claim and supply reason for that claim, providing evidence to support it. Like any good paper, the talk needs a short introduction and a satisfying conclusion. Class discussion on your topic and the reading will ensue. The leader will control Q&A, and the teacher will be on-hand to assist as needed.

While the leader makes the presentation, the teacher will designate a fellow student to record the speaker on a little digital video camera. Later, the teacher will email this video back to the leader (no one else will receive a copy). Leader is required to view the performance and perform a self-critique with a supplied rubric and with comments. This will be returned to the teacher. Student should also include plans for improvement at future speaking opportunities.

**Conversations:** (From S. Skelton (<http://writing.wisc.edu/wac/node/61>) edited.) I conclude the project with an oral presentation activity that I call a "conversation." I divide the class into groups of four to five, instructing students within these groups to explain their projects to each other. After 15 minutes, we return to the larger group format, and I call on students to explain other students' work. This approach thus stresses reception, analysis, and public speaking. Plus, its safer small-group format almost always eliminates the anxiety that consumes students when they must explain a project to a crowded class. Finally, it allows students to celebrate their own and their classmates' creativity.

**First/Second-Day Speech:** Begin the semester by having students interview and introduce each other in pairs. Present in pairs so that students have someone with them the first time they stand in front of the class. Suggest that the speech should recommend the student as a participant in the class, so focusing on skills and experiences. How will this person be a citizen of the class?

**Monologues:** Students write and perform their own dialogue between historical figures/ characters/ theorists they've studied, emphasizing points of difference or similarity. Monologues can also be a way to report to the class about an interview he/she has conducted. After some contextualization of the interview, students then tell the person's story as if the interviewee was telling it.

**Interviews:** Drafting interviewing questions, conducting the interview, doing follow up questions, writing up notes, and drafting a paper incorporates oral skills of importance into the writing project.

**Dialog:** Have students draft and then engage in dialogs between two historical figures on opposite sides of a conflict or debate. They draft statements, deliver those, and then in character engage in conversation.

**Class Activity and Peer Review:** (From Laura Goering, “Planning Student Presentations.” <https://apps.carleton.edu/campus/ltc/faculty-services/resources/tips/orals/> edited). I first ask the students to brainstorm about the worst presentation they have ever been forced to sit through and we write a list of no-no's on the board. The list is usually quite long, ranging from lack of substance or poor organization to speaking in a monotone or using verbal fillers like "um" and "you know." We then, of course, discuss what makes a good presentation, and I hand out the peer evaluation form we will be using, which seems to summarize what they have just come up with. I also remind them to think about the very last thing they plan to say, as I have found that even good speakers don't always give enough thought to how they plan to end the presentation.

During the presentations themselves, **students rate their peers** using the evaluation form and I give them 5 minutes at the end to write their comments. I require them to write their names on the forms, but **I tally the numbers and type up a summary of the comments for the speaker along with my own evaluation.** In a large class it would be easier just to use anonymous forms. In addition to filling out the evaluation forms for each speaker, I require that each student in the audience come up with at least one thoughtful question or comment. In a small class you can make time for everyone's question; in a larger class I ask for volunteers and then call on students who might tend to tune out.

For other ideas, check out the Domain of One's own site:

[http://docs.emorydomains.org/teaching\\_a\\_class/assignments/assignment\\_ideas/presentations](http://docs.emorydomains.org/teaching_a_class/assignments/assignment_ideas/presentations)