Speaking Consultations*
advice, areas to focus on, and reminders

➔ Find out how the person feels about public speaking in general: adjust accordingly.
➔ In general, start with the assignment.
➔ Depending on where the student is in the process of preparing the assignment (and how ze feels about public speaking), have hir do a run-through of the presentation early. Take notes, and go from there.
➔ In taking notes during the run-through, be sure to focus on:
  
  ** areas of strength or promise
  ** areas where there is room for improvement
  ** specific suggestions you can make
➔ The note-taking template below is primarily designed for formal research presentations. If you have suggestions for how to adapt it for other kinds of presentations, please let Dara know!
➔ PLEASE SAVE THE PROMPT if the student brings it. Give it to Stephanie to give to Dara – we need them for more specific training.

ARGUMENT/FOCUS

Think, as always, about the “Elements”: Is there a main point? Is it clear (and, if appropriate, arguable)? Does the structure develop logically? Are evidence and analysis appropriate, and do they advance the central claim?
➔ Can you follow the line of thinking aurally?

* This hand-out was developed by Dara Regaignon and the Pomona College Writing Fellows for the Pomona College Writing Center. We drew on two similar hand-outs from the Bates College Learning Commons.

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DELIVERY
→ How is the pacing? Does the presentation keep to its time limit?
→ Does the speaker enunciate clearly and project well?
→ How is the presenter’s eye contact? Demeanor?
→ Are gestures and body language appropriate? In particular, do they distract?

VISUALS
→ Are the visuals appropriate?
→ Are they helpful (not distracting)?
→ Are they interesting and, at the same time, easy to read?

TECHNOLOGY
→ Is the presenter at ease with his technology?
→ What are some possible glitches; how should the presenter be prepared?

MISCELLANEOUS
→ Are sources (including images, etc.) cited clearly and appropriately?
→ Does the presenter seem prepared for a question-and-answer period (if appropriate)?

→ What should the student change the next time ze practices?