

Criteria for WID Presentations

As part of your research and learning process, you will collaborate with classmates who share the same or similar disciplines and prepare a presentation on your discipline(s) to our class. Decide on the format, style, and content for your presentations and refer to the following guidelines and rubric as you prepare.

Process Guidelines

Discover main points:

- Share what you have learned about the importance of writing in your discipline;
- Share what you have learned about your discipline in Repko's sense of *phenomena, assumptions, epistemology, concepts, theories, and methods*;
- Share insights about how and why your discipline falls under the larger academic category of either social sciences, humanities, natural sciences, or applied professions;
- Share what you have learned about the overall perspective of your discipline;
- Share any conflicting information that you have learned.

Once you have thoroughly discussed what you have learned and compared insights, decide how you can best communicate what you have learned about your discipline to your peers. Consider your audience and what they might already know about a discipline in general as you organize your ideas and prepare to deliver your presentation.

Organize your ideas:

- After deciding what you want to say about your discipline and the role of writing, decide on how you can educate your peers about your discipline in the most interesting and creative way;
- Do you need props, visuals, music or other means to assist in delivery?
- How will you order your presentation? Will it be interactive? What format will you use?

Planning to Present:

- Prepare your presentation by rehearsing it together; decide how you will collaborate on the delivery of information;
- Notice the final category in the rubric: "collaboration and creativity." Make your presentation engaging.

Presentation:

Plan to use between 7-10 minutes, including set up and time for fielding questions from the audience.

Presentation Rubric for WID

	1	2	3	4	Total
Organization	Audience cannot understand presentation because there is no sequence of information; students go significantly over or under the allotted time.	Audience has difficulty following presentation because students jump around; students go over or under the allotted time.	Students present information in mostly “logical” sequence which audience can follow; students nearly maintain the allotted time.	Students present information in logical, interesting, and engaging sequence which audience can follow; students maintain the allotted time.	
Content and Knowledge	Students are uncomfortable with the subject; students are weak in fielding questions from the audience.	Students demonstrate a lapse in the understanding of their subject; students are uncomfortable fielding questions from the audience.	Students demonstrate understanding of their subject; students demonstrate some knowledge of disciplinary elements, but may lack insight; students show some hesitancy fielding questions from the audience.	With creativity and clarity, students demonstrate understanding of their discipline and the role of writing; students demonstrate their knowledge of several key elements of a discipline and apply these concepts with insight; students successfully field questions from the audience.	
Delivery and Elocution	Students read mostly from notes with no eye contact or audience consideration; students mumble or pronounce terms incorrectly; audience cannot hear speakers clearly.	Students occasionally use eye contact, but still read mostly from notes; students may be nervous or repeat gestures that distract from the presentation; students may speak too low or use incorrect pronunciation; audience may have difficulty hearing speakers.	Students maintain eye contact with audience as appropriate most of the time, but too often returning to notes; students are somewhat natural in using gestures, voice, and clear pronunciation.	Students maintain eye contact with audience as appropriate for their delivery and format; students seldom rely on notes and are natural, relaxed, yet well-prepared and practiced; students use a clear voice and correct precise pronunciation of terms so that all audience members can hear presentation.	
Collaboration and Creativity	Students lack creativity, seem unprepared.	Students attempt to engage the audience in their subject, but may lack creativity; students attempt to work together, but may demonstrate a lack of preparation and balance.	Students mostly engage the audience in their subject with originality, creativity, and intuition; students appear mostly in synch, well-prepared and balanced in a collaborative effort.	Students engage the audience in their subject with originality, creativity, and intuition; students appear in synch, well-prepared, and balanced in a collaborative effort.	
				Total Points:	

Comments: