

Contents of the Oral Presentations at QCC Blackboard Folder

This is located in every Quinsigamond Community College Blackboard course within the “Faculty Idea Vault” content area.



SIGNATURE SPEECH: An Oral Presentation Assignment Framework

This document presents an oral presentation assignment crafted by a cross-functional and interdisciplinary team of QCC faculty and professional staff. The assignment directions included here reflect best practices that characterize any oral presentation requiring college-level inquiry and argumentation. The anticipation is that educators using this assignment frame with students will elaborate upon the directions included here to suit particular learning experiences.

A rationale and student learning outcomes are included for each direction. Other materials available to support this assignment include a rubric that may be used as is or customized, a collection of resources for educators, and a collection of resources for students.

Global Competency	Generic Assignment Directions	Rationale for Inclusion	Student Learning Outcomes <i>Students completing this assignment successfully will be able to do the following:</i>
Message	Convey the following: Purpose, compelling interest, rhetorical appeal, authority, credibility, internal coherence.	This descriptor addresses how the presenter communicates the purpose for the oral presentation. The speaker should convey their interest in the topic and make use of rhetorical devices or modes (e.g., ethos, pathos, logos). The speech itself should be credible, authoritative, and internally coherent.	Given a topic or challenge, communicate a credible, authoritative, and internally coherent message. Use rhetorical devices or modes of speaking/presenting appropriate to the field and assignment.
Delivery	Apply effective oral presentation techniques: Appropriate posture, gesture, proxemics, eye contact, language, vocal expressiveness and chronemics convey poise and confidence. Calibrate to message, context, materials and content.	Oral presentations are performances, so the generic assignment directions address effective oral presentation techniques. This descriptor also focuses on how the speaker's delivery choices are attuned to the assignment's other global competencies.	Communicate to the intended audience effectively. Calibrate the delivery to message, context, materials and content.
Context	Adapt to audience and relevant conditions (e.g., social/cultural/historical context in general; prevailing trends in field, etc.).	This descriptor emphasizes the speaker's awareness of two important factors in oral presentation: the audience and the broader context in which the presentation occurs	Demonstrate consistent consideration of audience and purpose. Use skills associated with the field to address problems in context.
Content/knowledge	Establish field-specific knowledge or perspectives (incorporates theories and practices of the relevant field, and employs appropriate field-related terminology and genre conventions).	This category addresses what students should demonstrate with respect to a particular field of study. The emphasis here is the cognitive skills inherent in a presentation: approaching the problem or question in a manner appropriate to the field of study and distinguishing what knowledge or perspectives to include in the work.	Use appropriate evidence to apply knowledge to the task assigned. Incorporate theoretical, practical and genre conventions of the field. Employ field-specific terminology.
Use of materials	Identify, categorize, evaluate and cite information resources appropriate to the topic. Use supplementary materials that enhance message and fit delivery style.	Seeking, finding, and using a variety of resources is a traditional intellectual skill. It may be nuanced as a result of particular technologies, particular fields of study, or broad contexts or themes. In an oral presentation, the materials used may include visuals or other demonstrations, rather than strictly topic-oriented resources.	Identify, categorize, evaluate, and cite information resource(s) as appropriate. Demonstrate an understanding of the relationship among materials obtained from all sources. Use supplementary materials to enhance message and delivery.

