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.

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<td><strong>Message</strong></td>
<td>Convey the following: Purpose, compelling interest, rhetorical appeal, authority, credibility, internal coherence.</td>
<td>Students completing this assignment successfully will be able to do the following: Use rhetorical devices or modes of speaking/presenting appropriate to the field and assignment.</td>
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<tr>
<td><strong>Delivery</strong></td>
<td>Apply effective oral presentation techniques: appropriate posture, gesture, proxemics, eye contact, language, vocal expressiveness, chronemics convey voice, tone and confidence. Calibrate to message, content, material and context.</td>
<td>Communicate to the intended audience effectively. Calibrate the delivery to message, context, materials and content.</td>
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<tr>
<td><strong>Context</strong></td>
<td>Adapt to audience and relevant conditions (e.g., social/cultural/historical context in general; prevailing trends in field, etc.).</td>
<td>Communicate to the intended audience effectively. Use skills associated with the field to address problems in context.</td>
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<tr>
<td><strong>Content/knowledge</strong></td>
<td>Establish field-specific knowledge or perspectives (incorporate field theories and practices of the relevant field and employ appropriate field-related terminology and genre conventions).</td>
<td>Demonstrate consistent consideration of audience and purpose. Use skills associated with the field to address problems in context.</td>
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<td><strong>Use of Materials</strong></td>
<td>Identify, categorize, evaluate, and cite appropriate information resources appropriate to the topic, the relationship among materials obtained from all sources. Use supplementary materials to enhance message and delivery.</td>
<td>Identify, categorize, evaluate, and cite appropriate information resources appropriate to the task assigned. Incorporate theoretical, practical and genre conventions of the field.</td>
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<tr>
<td><strong>Generic Assignment Directions</strong></td>
<td>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.</td>
<td>Communicate to the intended audience effectively. Calibrate the delivery to message, context, materials and content.</td>
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<tr>
<td><strong>Rationale</strong></td>
<td>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.</td>
<td>Use appropriate evidence to apply knowledge to the task assigned. Incorporate theoretical, practical and genre conventions of the field.</td>
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<tr>
<td><strong>Inclusion</strong></td>
<td>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.</td>
<td>Use appropriate evidence to apply knowledge to the task assigned. Incorporate theoretical, practical and genre conventions of the field.</td>
</tr>
<tr>
<td><strong>Student Outcomes</strong></td>
<td>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.</td>
<td>Communicate to the intended audience effectively. Calibrate the delivery to message, context, materials and content.</td>
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<tr>
<td><strong>Assignment Frame</strong></td>
<td>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. 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.</td>
<td>Communicate to the intended audience effectively. Calibrate the delivery to message, context, materials and content.</td>
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