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| Date: 10-17-2016 | Lesson #24  | Instructor: Wettengel |
| Course: English 150 | Unit: 4 |
| Key lesson topics: Presentations skills, etiquette, and understanding  |
| Lessons objective/s:- Come up with a comprehensive list of desired good and bad traits for the upcoming presentations— I’ll be using the list as criteria/the rubric for grading said presentations- Since oral presentations may not be the most natural thing for my students, I want to give them the chance to create their own criteria for good presentations so that they are fully aware of them and can make their work better for it |
| Instructional aids, materials, tools, etc. needed:-The whiteboard will be instrumental to this, so keep the board clear— no need for the projector screen   |
| References to course texts:- Pages 39-41 of ISUComm Foundation Courses Student Guide |
| Lesson outline:- Greet the class, naturally- Quickly run over the upcoming week on Moodle as people drift into the classroom- Bring up the Writing Center again (remember, if they end up going, I rescind an absence from their record) - Tell everyone what I put up online: artistic terminology, feedback for the previous paper- Sort everyone into groups of three (or four, if there’s an awkward number of students [but ideally, there should really just be five groups for the five Pentad pieces])- Ask the whole class why they think being good at presentations will help them in real life/their careers. Hopefully that’ll make the subject a little closer to home for them - Give everyone their jobs in the groups: Recorder and Speaker. Then, once they’ve all chosen, make them pass the jobs to the person on their right. That should shake things up. - Give each group a Pentad part and have them create one example of good behavior and bad behavior for both the presenter and an audience member. After letting them run for about six minutes (subject to change based on how much time is left, obviously) with the Recorder writing down what the group says. Then the Speaker will tell me about what the group talked of.- After writing down everything that’s said on the board and all that, I’ll compile what was said into a rubric for the class to use and base the grades of their presentations on |
| Assignment:-  |
| Notes:- Since the student did so well with their ideas, I may not have to even add my own ideas onto the rubric— it seems comprehensive as-is.  |