

# Intensive: Presentation & Writing

## — Focus on Process —

Hiroe Kusunoki & Scott Berlin

### 1. Introduction

There is strong correlation between presentation and writing skills. This intensive course teaches students the connection between them. The product of each is different, therefore we emphasize the similarity in process. Furthermore, self-evaluation is used in the classes to help students develop their own learning autonomy.

### 2. Presentation

The presentation class is designed to teach students professional level presentation skills. The basic presentation is divided into three basic sections; Opener, Body and Conclusion. The objective and focus of the basic parts of a presentation are identical to those of the standard essay format. Emphasizing the relationship between an essay and a presentation greatly helps students to understand and organize a basic presentation.

#### 2.1 Emphasis of class, process not product

In the class students are first introduced to the overall outline of a basic presentation then each section is covered in detail. In daily lessons students learn about and practice each section individually. Each student is required to give a 20-minute presentation in the first semester. Scoring of this presentation is focused on the Opener. In the second semester each student must give two 20-minute presentations. The scoring focus of each of these presentations is on the respective sections covered in class prior to each presentation. Students are taught the proper use and the advantages and disadvantages of audio/visual equipment. In addition they learn how to properly respond to questions and how to handle interruptions such as equipment failure and audience disruptions. The final presentation must include the use of two different AV aids and a question and answer period.

#### 2.2 Scoring, importance of self-evaluation

Each presentation is recorded on the student's own video cassette. Students are required to view and evaluate their own presentations. Reviewing of the video tape and individual counseling with the instructor is done to help students improve the development of their presentation.

### **3. Writing**

The writing class is designed for students who aim to gain university level academic skills in English writing. In the first semester, the instructor provides reading materials to be used for writing topics while students are encouraged to look for articles on the internet or from newspapers themselves. In the second semester, students collect their own reading materials according to their interests. During the course students will write three academic essays based on their own research. Students are required to submit a Cause-and-Effect research paper (1000 words) in the first semester and a Pro-Con research paper (1000 words) and an Academic-Argument research paper (1200 words) in the second semester. Students also give a presentation on reading and research as well as participate in class discussions.

#### **3.1 Emphasis of class, process not product**

Students are given the course description and are instructed on how to develop their research paper. They are then given scores for successfully completing each step of the development process. Each part of the process accumulates different points. For example, title page receives one point, outline four points, note cards one point, first draft one point, etc.

#### **3.2 Scoring, importance of self-evaluation**

In the last class of each semester, students evaluate themselves by writing their own evaluation essays with at least five paragraphs; Introduction, Body I, Body II, Body III, and Conclusion. Self-evaluation is very important because it clearly shows the student's improvement. In the essays, students comment on the time needed to research materials, as well as to write the paper with several drafts and evaluate each other.

### **4. Conclusion**

Students naturally think the skills for presentation and writing are very different. By emphasizing the similarity of process, they can use their presentation and writing abilities to support each other and deepen their learning. By placing importance on self-evaluation, students take responsibility for their own progress. This makes the classes student-centered and allows students to develop autonomy and confidence in their learning ability.

くすのき ひろえ, スコット・バーリン (本学ランゲージ・センター英語嘱託講師)