

Campus Academic Resource Program

Approaching the Research Paper and Oral Presentations

Approaching the Research Paper

This section will:

- Explain why research is important.
- Give suggestions on how to brainstorm topics with and without prompts.
- Provide suggestions on when, where, and how to start researching.
- Present tips for navigating the library's website and using Boolean search techniques.
- Explain how to determine if a topic is too general or too specific.
- Explain how to actively read different sources
- Offer a variety of organizational methods.
- Present reasons why additional research may be necessary.
- Suggest methods to remedy a lack of research.

Why Is Research Important and How Much Should We Do?

- Research shows that you are engaged with an academic community.
 - When you cite your sources, you join a discussion about the topic.
 - Citing sources gives credibility to your statements.
- Research allows you to start to become an expert on your topic.
 - You should do as much research as necessary to support your statements.
 - In order to establish credibility, and support our conclusions, we must use sources that support our ideas.

Brainstorming and Prompts:

- You will either have a topic you must write on, or you must come up with one.
- This means you may have to do some brainstorming to form an idea.
- Tips for brainstorming and prompts with more open requirements:
 - Find something within your topic or field of study that you have always been interested in.
 - Find a question you have always wanted to have answered.
 - Take some time to free-write the thoughts you have had about your subject or topic.
- Here are some tips for more strict prompts:
 - Our *Addressing The Prompt* handout, which is available at carp.sfsu.edu/content/helpful-handouts, provides useful information on how to tackle difficult prompts.
 - You should always focus on the keywords that are present in your prompt, and brainstorm unique ways of approaching the topic.
 - If you have a topic you are really interested in, ask your professor if there is a way you can incorporate it into the project.

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Research Questions:

- Your thesis statement is the answer to your research question
 - Your thesis, or argument, is the main concept of your paper.
- However, for research papers, we should focus on research before creating a thesis statement.
 - Research gives you a deeper understanding of your topic.
 - Researching will give you more ideas about the subject as you read about it.
 - You can avoid large amounts of revision in later stages of the project by researching extensively.
- Therefore, start researching first with your question in mind, and worry about the thesis and argument later.
 - Using a question to focus your research will help structure your reading.
 - Answering your initial questions will help you create a strong thesis.

Starting Research: When, Where, and How:

- When do you start research?
 - Research can be extremely time consuming, so the sooner you start the better.
 - Extensive research may change your interests, or cause you to change your argument.
 - Starting your research early gives you additional time to adjust your paper, or topic, as you feel necessary.
- Where do you start?
 - If at home, use the SFSU library website.
 - If on campus, use the library and the information desk.
 - Library employees can help you gather information on your proposed topic.
 - Databases, such as Google Scholar, can help you find academic sources for your paper.
- How to start?
 - Brainstorming questions or ideas can be extremely helpful.
 - Free-writing about your subject will help develop the ideas you already have.
 - Creating materials to organize your research will help later on in the process.
 - Search for introductory materials on your topic, and read those and their sources.

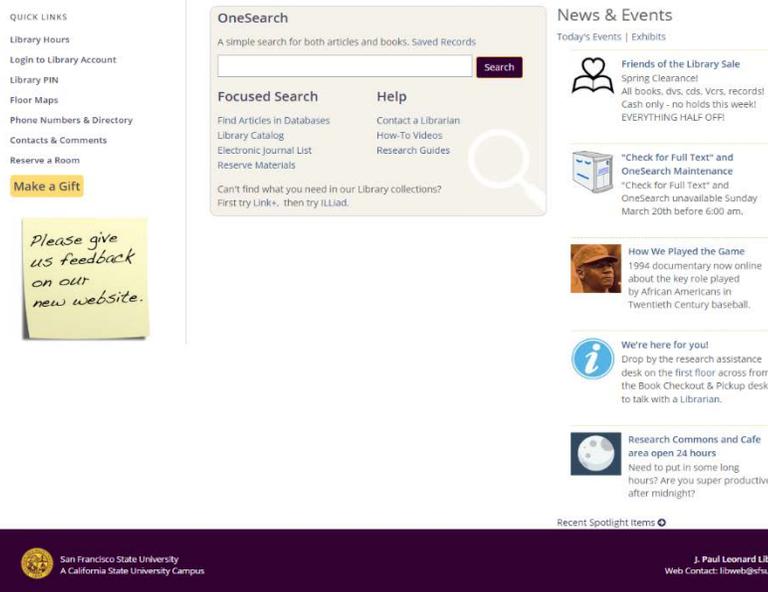
The Library's Main Site: library.sfsu.edu has all the tools you need to start your research.

- The library's main page, shown below, contains useful information and lists the types of services available to students.
- The "Research Guides" category is located in center of the homepage underneath the word "Help".
- Articles, databases, and the library catalog can all be accessed towards the center of the page as well underneath the words "Focused Search".

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- The search engine, “OneSearch”, can be found at the center of the library’s homepage.



- Research Guides
 - These guides are research tutorials spanning multiple disciplines.
 - Some of these guides have videos.
- Articles & Databases
 - Under this tab you can find access to databases such as EBSCOHost, Lexis Nexis, and JSTOR.
 - There are subject specific databases to help you choose the appropriate database.
- One Search & Library Catalog
 - You can use One Search, which will search the library catalog, articles, and databases.
 - The library catalog searches for books available through the library.
 - Should the library not have a volume you are searching for, you can check Link + or ILLiad.

Boolean Logic: Using all of the aspects of a search engine can really help researchers search successfully.

- AND: This term is used to ensure both words are in the text, instead of either/or.
 - So searching Rome AND slaves will come up with texts that have both the words Rome and slaves in it, but will not show articles that do not have both terms.
- OR: This term is used for one term or the other.
 - So searching for Caesar OR Pompey will come up with any text that has one or the other, but not both.
- NOT: This term excludes a word from the search.
 - So searching Caesar NOT Pompey will search for articles that mention Caesar but make no mention of Pompey.

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- * : The asterisk uses any permutation or conjugation of the word to which it is attached.
 - For example if we searched Economic* , it would also search for Economics and Economical as well.
- ? : The question mark replaces a letter in the word and searches for any permutation of that word with multiple letters.
 - So searching for wom?n would search for woman, women, and womyn (LaVonne).
- “ “ : Quotation marks ensure that the search finds whatever is contained within them in that order.
 - For example, “Roman Empire” would search for the complete term “Roman Empire” and not the separate terms Roman, or Empire. Use these terms to help you specify your search!

Below are a few sample questions that we can Boolean search:

- How was the Roman Emperor Commodus associated with the decline of the Roman Empire?
- How does urbanization and industrialization affect the San Francisco Bay Area’s watershed?
- How effective is product placement in the film industry on company profits?
- What was Oscar Zeta Acosta’s role in the Chicano movement?

Too General or Too Specific: Finding a topic that is perfect for your length requirement can be tough. Here are some questions to ask about your topics to see if they need adjustment:

- Too Few Results: If your search gives you no results, or less than 5, you may try to become less specific.
- Too Many Results: If your search gives you 500+ results, it may be time to get more specific.
- When selecting sources be aware of the fact that some disciplines have restrictions on publication dates.
 - In certain disciplines articles published beyond a particular date may no longer be considered relevant to your research.
 - The types of sources you will need will vary based on your topic.

Books:

Three things can help us identify whether or not a book will be helpful:

- The Table of Contents:
 - This section shows what kind of topics are covered in chapters, or which essays are included in the book.
- The Introduction:
 - This section usually outlines the argument and objective of the book.
- The Appendix or Table of Tables:
 - This section shows the types of data the book contains, as well as some of its own research.

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Articles:

Four major things to assess when looking for a good article:

- The Abstract:
 - The abstract highlights the article's main points and summarizes important information.
- The Title:
 - Titles give a good idea of general concepts covered in the article.
- Source Analysis & Publication Analysis:
 - Academic sources need to be from reputable publishers such as peer reviewed journals.
 - The Journal should relate to the main subject.
- Page Length:
 - Knowing how long an article is will help us prioritize what we read first.

Reading the Table of Contents:

Reading the table of contents can be one of the most useful practices in assessing whether or not a book has useful information that you may need. Many books in academia have titles for their chapters and these titles can be used to assess whether or not a chapter has viable information. Think of the title almost as the topic sentence of a paragraph; it tells you what the content is going to be.

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Exercise 1

Directions: Below is an example from the sample questions that were provided at the end of the Boolean logic section. The table of contents below are from a book that pertains, at least in part, to that subject. Read the table of contents and answer the question below.

Our Question: How effective is product placement in the film industry on company profits?

Our Book:

Branded Entertainment, Product Placement & Brand Strategy in the Entertainment Business by Jean-Marc Lehu. Philadelphia, PA: Kogan Page Limited, 2007.

Table of Contents:

Introduction

Part 1: Origin and Reasons for Product Placement

1. History of Product Placement in Cinema
2. Films Under a Necessary Advertising Influence
3. The Useful Association of Cinema and Advertising

Part 2: Advantages and Methods of the Use of Product Placement

4. Product Placement: A Competitive Means of Communication
5. Professional Recommendations for Effective Placements
6. Respect for a Legal Framework and the Desire for Ethical Practice
7. The Expert Opinion: Jean-Patrick Flande

Part 3: Branded Entertainment in All Its Forms

8. Using All Available Vectors
9. Controlling Further Opportunities

Part 4: Brand Integration

10. Stage Direction of Brands in the Twenty-First Century
11. Towards a New Strategic Brand Management

Conclusion

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Which chapter(s) seems most relevant to our question? Explain.

Analyzing Abstracts:

- Abstracts are short summaries of an article, and provide a general overview of the main points that are highlighted, as well as the findings that are presented within an article.
- Reading abstracts can help determine whether or not an article is relevant to your research.

Exercise 2:

Directions: Read and assess the abstracts below using the following question: How does Star Wars represent essential American ideologies?

All of the abstracts below are fictional. After reading these abstracts put a number next to them, 1-4, identifying number 1 as the most useful and number 4 as the least useful. In the lines below explain why you numbered the abstracts this way, and what terms or phrases helped you identify the usefulness of these abstracts.

<p>Ayers, Aaron. "Psychology of the Jedi: Luke's Dark Secret." <i>The Journal of Jedi Narratology</i>. Vol.1.3 (Fall 2013). p.42-68.</p>	<p>This article outlines a character study of Luke Skywalker as he tries to fit himself within the ideologies of the Jedi Order. It explores his failures and successes to live in the way of a Jedi, as well as his moral decisions that affect his psyche throughout the trilogy.</p>
<p>Byers, Bartholomew. "Star Wars as American Heritage." <i>The Fictions of a Scientific America</i>. Vol.23.4 (Summer 2004). P.110-121.</p>	<p>Byers outlines Luke's journey as the penultimate American boy who travels through a landscape of American archetypes as he traipses through the galaxy. By coming into contact and conflicts with different archetypes from fiction and history, Luke is able to achieve the ultimate goal of Democracy for the rebel alliance.</p>
<p>Cyers, Cybil. "The Good, The Bad, and The Wookiee: Star Wars and Morality." <i>Cinematic Landscapes</i> Vol.12.3 (Fall 1986) p. 8-35.</p>	<p>Outlining different characters as put into "morality groups," Cyers attempts to show how American values are transgressed and ultimately reinforced by the Star Wars series. This paper comes to the conclusion that though there are morally transgressive and progressive elements in these films, they</p>

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	ultimately right themselves via an enforced conservative ideology.
Dyers, Danika. "You Can't Make A Deathstar Without Breaking A Few Legs: Slavery, Servitude, and Selflessness in <i>Star Wars</i> ." <i>Ideologies and Architectures</i> Vol.6.6. (June 1990). p.67-90.	The roles of slave labor, indentured servitude, and selflessness are explored throughout the <i>Star Wars</i> trilogy with particular attention to American history. Dyers asserts that the Deathstar is equivalent to the transcontinental railroad, or plantation farming system in American history, and that it could only be made possible via slave labor, which the rebellion clearly struggles against.

Topic Sentences:

- Similar to reviewing an article’s abstract, reading topic sentences gives us a brief overview of an article’s content.
- By analyzing topics sentences, we can identify whether or not the provided information is useful to our own research.
- Furthermore, we can infer what ideas and evidence are present in a specific paragraph.
- When we read in such a manner that sets up expectations from the article or book, we are reading with purpose and will absorb more of the material.

Other Tips:

- Read the first few paragraphs of articles and the introductions of books.
 - You should be able to get a good idea of the argument by reading introductory materials.
- If you need to skim, read the topic sentences.
 - Our *Active Reading* handout available at: carp.sfsu.edu/content/helpful-handouts, explains how to skim and annotate material effectively, as well as ways to read faster and more efficiently.
- Check useful articles or book’s “Work Cited” page and see if you can find sources.
 - This page contains a lot of other useful materials about similar subjects.

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- You can use the Web of Science to help you make the process quicker.

Web of Science:

This useful tool is accessible through the library's articles and databases. The Web of Science allows you to view the works cited list, and have access to scholarly articles via the database. It also allows you to see who is citing a particular article, and how many other articles cite that specific material.

A Note on Citation:

If you find yourself citing from a source within a source it would be best to check the relevant style guide (APA, MLA, Chicago) to see how to cite a source within a source. However, if you find a source and read it by using Web of Science or searching a works cited list you are usually allowed to cite that source normally.

Organization:

Annotated Bibliography: An annotated bibliography is constructed whenever you start researching. While doing research--after you've read each book, article, or data set--you make a small one paragraph wrap up or summary of what the argument was, what topics are covered, and how it helps answer your questions.

Citation

Notes:

Ayers, Aaron. "Psychology of the Jedi: Luke's Dark Secret." <i>The Journal of Jedi Narratology</i> . Vol.1.3 (Fall 2013). p.42-68.	This article is mostly about psychology and the effects it might have on Luke Skywalker as he becomes a Jedi. Ayers' makes some interesting points about the psychology of a young male, pushed into a unfamiliar lifestyle, that are useful in making a point about the amount of repression involved with the Jedi order.
Byers, Bartholomew. "Star Wars as American Heritage." <i>The Fictions of a Scientific America</i> . Vol.23.4 (Summer 2004). p.110-121.	This article outlines a lot of points about the similarities between American culture, archetypes, and Star Wars. The most noticeable comparisons are made to Obi Wan Kenobi as a representative of the American Transcendentalists, Han Solo as a representative of the outlaw-cowboy, and Leia as the fighter for democracy. His points mostly deal with characters, but they are still very useful in thinking about American culture. The best points about the aforementioned archetypes are on page 113, 117, and 119.

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Quote-sheet: While you are reading, you may come across various quotes that seem useful in answering your question. Instead of just taking a sentence or two, take a large section of the quote so that you will have context for it. Put all of these quotes in the same place so that way you have a good idea of where your argument is going. Furthermore, by keeping track of these quotes, you will save yourself the time of searching for them later.

Example:

<p>“...Though we see Luke as a gifted individual who is able to learn the ways and powers of the force, the opposite can also be seen: a young man forced into a way of life not his own. Instead of living the life of a youth on Tatooine and perhaps even getting a job as a pilot, he must start practicing and adhering to the sets of rules that exemplify the life of a Jedi...” (Ayers 48)</p>	<p>“...it must be understood that the empire shot first when they destroyed Alderaan, but the Deathstar's destruction signifies a much more corrupt thought process coming from the rebels, and even from Leia and Luke, who purportedly are the heroes of this story. This corrupt thought process is one of polemic agency: one ethos, one ideology, and one rule is correct or good, and the other necessarily corrupt, evil, and bad...” (Dyers 72)</p>
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Spreadsheet or Chart: This would be a chart, or a spreadsheet, in which you would have the names of authors on the x axis and the topics covered in their arguments on the y axis. You plug in either quotes or paraphrases into the chart so that you have a visual representation of how the arguments overlap and how they are different.

Example:

	Ayers “Psychology of the Jedi: Luke’s Dark Secret”	Byers “Star Wars as American Heritage”	Cyers “The Good, The Bad, and The Wookie: Star Wars and Morality”
Morals	“Luke, unable to repress his emotions, has them present themselves in the form of the hallucination of Darth Vader in the swamp”(49).	“Luke is a paragon of American values: hard working, loyal to family, and for the democratic cause of the people” (112).	Cyer’s makes many points about the morality at play between the micro groups of Han/Chewie and Luke/Leia (12-21)

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Transgressions	Ayers makes the point that Luke does not transgress boundaries because he has not fully formed as a character until the very end of the series (58-61)	“Han Solo is perhaps one of the more transgressive characters, but those transgressions almost always have a ludic quality that is forgiven due to his embodiment of the image of the American cowboy” (116).	“The kiss between Luke and Leia, though mostly for Han’s benefit, eschews a kind of breaking of sexual morality that is forgiven when Luke retires into a forced celibacy as he turns into a Jedi” (25).
American Values	Ayers does not really touch on the topic of American values.	Byer’s thesis basically states that Luke is the young American boy who becomes a man by traveling the terrain of American heritage throughout the story. This includes acting with characters who represent distinct American archetypes.	“The representation of Anakin’s ghost at the end of the movie shows that he has been redeemed. This reaffirms an American and Christian value: that through your works and asking forgiveness you can be redeemed” (28).

Index Cards: Index Cards can be used to organize your research notes. They allow for a great deal of flexibility as you move into the outlining and writing phase. An index card should include the name of the author, source, and topic of the notes that follow. On the back of the card, include the full bibliographic information.

Codification: Regardless of your preferred note-taking method, having a coding system of some kind--by number, letter, color, or some combination of the three--allows you to have a short-form citation so that you do not need to worry about formal citations and formatting until you’ve finished your first draft.

Example:

<p>Ayers, Aaron. “Psychology of the Jedi: Luke’s Dark Secret.” <i>The Journal of Jedi Narratology</i>. Vol.1.3 (Fall 2013). P.42-68.</p> <p>code: a1</p>	<p>It is only when Luke builds his own light saber that he is able to truly confront Darth Vader. His agency “comes from the reclamation of his own phallus--the light saber--as opposed to using his father’s masculinity--his light saber--as a precedent for his manhood” (a1).</p>
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Byers, Bartholomew. "Star Wars as American Heritage." <i>The Fictions of a Scientific America</i> . Vol.23.4 (Summer 2004). p.110-121. Code: b1	Luke's farm boy background recalls the Jeffersonian tradition of the individualist standing up for republican values (b1).
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Before you add these ideas to your research, think about how all of the research answers your initial questions. What kind of conclusions can you come to? Are there any other questions that need to be addressed? Lastly, is there a definite statement you can make that answers the initial question you asked?

Needing More Research

You may need more research if the following circumstances apply:

- You find yourself making assertive statements, but do not have a source to back that statement.
- If there are holes or gaps in your argument more data could provide greater context and a more complete analysis.
- If you have statements that you feel are true, but lack the evidence to assert their truth.
- You may come to logical conclusions based on other evidence, and that is okay.
- It is not acceptable to infer that an idea is "common sense". You must either prove it through logical writing, or by citing a source.

If You Need Additional Research:

- Go back over sources you have already cited and read.
 - After we write out our thoughts, we sometimes see things in articles, books, etc. that we had not seen before.
- Use Web of Science, or search the works cited pages of your sources.
- If you are short on time, it may be better to cut out a part of your argument.
 - A weaker part of an argument, even within a well-crafted paper, can have an impact on the overall quality of the paper.

Helpful Hands:

The Library has several helpful ways to aid you in your research efforts:

- IM Services: available through library.sfsu.edu.
- Email Research Assistants.
- Person to person research assistance: walk in/scheduled consultation.
- Telephone assistance for quick questions at: 415-338-1974
- This information, and additional online guides, can be found at: library.sfsu.edu/research-help

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Oral Presentations

This section will:

- Discuss the benefits of giving oral presentations
- Suggest how to prepare for an oral presentation
- Show how to engage the audience with delivery
- Practice how to prepare, organize, and deliver a short oral presentation with an outline

Preparation:

The questions and suggestions below intend to help you begin brainstorming how to address some key elements of your oral presentation. You can answer these questions on a separate sheet of paper as you prepare your oral presentation to help you feel more prepared and confident.

- **Know the topic:**
 - What are you going to talk about?
 - What do you already know about the topic?
 - Do you need to research your topic? What kinds of research will you need?
 - You should do enough research to understand the main points of your topic, several specific examples of it, its causes, its effects, and its relevance to your project.
 - Be able to express the core of your subject within two sentences.
 - Think of this as a thesis. If you cannot describe what you are talking about and why it is important in two sentences, your subject is not specific enough.
- **Analyze your audience:**
 - What does your audience already know about the topic? What do they need to know?
 - Why is your topic important to your audience?
 - What should the audience do/feel/know after listening to your presentation?
- **Determine the purpose of the presentation:**
 - There are six common purposes for conducting an oral presentation. These purposes include:
 - To *persuade* the audience to adopt your position on the topic, or to take action towards accomplishing a goal.
 - To *inform* the audience about the topic.
 - To *compare* and *contrast* aspects of the topic.
 - To *identify* an issue.
 - This typically requires the speaker to define an issue, describe the individual components of the issue, and who is affected by the issue.
 - To *analyze* an issue.
 - This typically requires the speaker to construct an argument about any number of the following: the causes of the issue, who is affected by the issue, the effects or anticipated effects of the issue.
 - To *confront* an issue.
 - This typically requires the speaker to briefly define the issue, the causes of the issue, who is effected by the issue, and, most notably, to

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argue for possible approaches for addressing and possibly even fixing the issue.

- *Note:* The previous purposes are not mutually exclusive, but can all be combined in a single presentation, or used individually. They are defined above simply as frames of reference to help you begin to understand how you might define the purpose of a presentation.
- **Determine the argument or point that you want to convey.**
 - This is articulated in the “thesis” of your presentation and should be supported with adequate evidence gained throughout the research and/or brainstorming process.
- **Identify effective supporting information:**
 - Choose supporting information that best supports your thesis/purpose of the presentation.
 - Does the supporting information effectively define and explain the thesis/purpose of your presentation?
 - Does the supporting information strengthen your argument?
 - How does the supporting information convince your audience to accept your ideas and/or take action?
 - Understand key ideas.
 - While researching and collecting data, you may notice that certain categories or trends appear multiple times. These categories or trends are key ideas. You should examine their causes and effects thoroughly because they will likely feature in your presentation.
 - How can you define and explain these ideas to your audience?
 - Provide specific, relevant examples.
 - Make sure the examples you choose directly and explicitly relate to your thesis/purpose.
 - Too general examples are not helpful because they do not give enough information to adequately explain how the examples and supporting information directly relate to your purpose.
 - Refer to the above section to clarify a too general or too specific example
 - Use the most persuasive data from your observations.
 - Ask yourself: Which data is most likely to convince the audience to accept my ideas?
- **Incorporating visual aids to support your presentation:**
 - Do you need any visual aids to support your presentation? Would your audience benefit from visual aids?
 - If yes, what kind of visual aids can you use for your presentation?

Organization:

- **Introduction:**
 - Introduce yourself (yourselves).
 - Greet and engage the audience.

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- Simple openings and salutations, such as “good morning” or “hello” or “thank you for coming,” build good will with your audience and makes them more likely to listen to you.
- Focus on motivating your audience to listen by relating topic(s) to their interests or studies.
- Introduce the topic.
- Establish the purpose of your presentation.
 - Why are you presenting about this topic?
 - What is the goal of your presentation?
 - Try to be as concise as possible. Like with your presentation’s subject, you should be able to express your purpose in two sentences or less.
- Forecast the structure/outline of your presentation.
 - In a few sentences, briefly explain the main points you intend to present in the order you are going to discuss them.
- **Body:**
 - Select 2-4 main points that support the thesis/purpose of the presentation.
 - Introduce each point.
 - Introduce each idea independently of the others. This allows you adequate time to express and analyze each point.
 - Provide relevant evidence that explains, supports, and defends your thesis/purpose.
 - Information is relevant if it is directly related to the subject; you should not need to exert yourself by trying to make the evidence fit the purpose.
 - Explain/analyze how the evidence supports your thesis/purpose.
 - How does this subject support your purpose? Does it validate your claim? What impact will improvements have on this issue?
 - Use transitions to move from one point to the next.
 - Just like essays, transitions create structure in oral presentations and let your audience know what you are going to cover next. If you start with “firstly,” your audience will expect two to three points following it. If you start with “the cause of this issue is...” the audience will expect you to talk about the effect of the issue next. And if you start with “A problem/issue with this is...” then you should follow through with a solution.
 - Use consistent and appropriate transitions throughout your presentation.
- **Conclusion:**
 - Summarize your main points.
 - Repeating your main points at the end of your presentation ensures that your audience will remember them.
 - Even if some people did not pay attention during the rest of the presentation, you should summarize your points efficiently, such that those people would still be able to understand your evidence.
 - Restate the purpose of your presentation.
 - End your presentation on your central argument so that your audience leaves with your purpose in mind.

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Exercises

For this activity, fill in the Introduction, Body, and Conclusion portions of the following *Oral Presentations Outline*. Respond to one of the sample prompts presented in the workshop, or come up with a topic of your own that you would like to discuss. This is not a concrete organization, but should serve as a basic model for you to follow and use to help you begin composing your presentation.

- ***Introduction:***

- *Name:*

- *Qualifications to Speak:*

- **Greet and Engage the Audience:**

- *Hook the audience with comedy, an anecdote, or an interesting fact:*

- **Introduce Topic:**

- *The topic of the presentation:*

- *Context or necessary background information for the audience:*

- **Explain Purpose or Goal of the Presentation:**

- *What is the thesis or goal of the presentation (or paper/project):*

- *General Purpose:*

- *Specific Purpose:*

- **Preview outline/structure for the rest of the presentation:**

- *Main Point 1:*

- *Main Point 2:*

- *Main Point 3:*

- ***Body:***

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○ *Main Point 1:*

▪ *Supporting Information:*

▪ *Supporting Information:*

▪ *Supporting Information:*

○ *Transition to Next Point:*

○ *Main Point 2:*

▪ *Supporting Information:*

▪ *Supporting Information:*

▪ *Supporting Information:*

○ *Transition to Next Point:*

○ *Main Point 3:*

▪ *Supporting Information:*

▪ *Supporting Information:*

▪ *Supporting Information:*

○ *Transition to Conclusion:*

• ***Conclusion:***

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- *Restate the purpose of the presentation:*

- *Summarize the main points:*

- *Signal the end of the presentation:*

- ***Thank the audience and open up for questions, comments, and discussion.***

Delivery:

- **Tone and language:**

- Project your voice and enunciate your words.
 - A loud, clear voice establishes your authority and gets your audience's attention.
- Vary the emphasis of your voice.
 - Shifts in tone and volume are more interesting for audience than flat, consistent monotone.
- Use language appropriate for the audience.
 - Find a balance in your diction that matches the vocabulary of the setting.
- Do not use overly flowery or metaphoric speech to impress your audience.
 - Focus instead on meeting your audience's interests and relating to them.

- **Body language:**

- Make eye contact as much as possible.
 - Eye contact shows you are invested in your audience as individuals.
- Stand up straight.
 - Standing straight presents power and confidence.
- Avoid locking your knees.
 - You will pass out.

- **Engage the audience:**

- Your delivery will influence your audience's attention and level of interest.
- Check in with your audience from time to time.
 - Break up long sections with questions, addressing comments / concerns, and other feedback.

- **Use notecards/outlines to help you remember your material:**

- You can use quick notes to help you remember parts of your presentation.
 - Cue Cards can be made using 3inch X 5inch notecards with brief notes from your presentation.
 - You can also use a brief outline to help you remember the material and organization of your outline.
- Use key words or phrases to help you remember the main ideas of your presentation.

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- These materials are NOT a substitute for practice and rehearsal. Try not to read these materials like a script during your presentation, no matter how nervous you may be.
- **Incorporating visuals:**
 - Use visuals to:
 - Stay on track.
 - Reinforce/illustrate your main points.
 - Provide details.
 - Assist your audience in following your thoughts.
 - Visuals must have a clear connection to your presentation.
 - Do not overuse your visual. This could overwhelm your audience and draw their attention away from your ideas.
- **Thanking the audience:**
 - After you have concluded your presentation, it is important to thank your audience at the end of your presentation.
 - This brief gesture shows respect for your audience's time and attention.
 - This is particularly important if your presentation requires audience participation.
 - Something as simple as "Thank You" or "Thank you all for your time and attention" would be sufficient.
- **Opening up for questions:**
 - After you thank the audience, you can open up for questions to allow the audience to engage with you and clarify any confusion or inquire about parts of your presentation that interested them.
 - In case someone asks you a tough question:
 - Make sure you understand the question. Do not think about other things while you are answering the question so you can think through the issue proposed. Try not to be defensive before you understand what is being asked because the question is not directed at you, it is directed at the ideas of your presentation.
 - If the person who posed the tough question disagrees with your answer, pause to gather your thoughts to make sure your response actually answers the question.
 - Use specific examples to address issues in order to make your position clear and to provide support to your stance in the disagreement.
- **The Goal:**
 - Show preparation, but avoid appearing rehearsed.
 - You do not want to sound like you have robotically memorized a script. Instead your speech should flow naturally, pausing occasionally and giving yourself time to think.
 - If you try to completely memorize a speech and present without some memory aid then, almost without fail, you will forget your place at some point and make yourself even more nervous and seem unprofessional.

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- Present effective organization.
 - Use transitions and visuals, such as PowerPoint or pictures, to help yourself and your audience follow your argument and remember your main points.
- Know more about your topic than you put in your outlines.
 - Your visuals, PowerPoint, and notes should be an outline, not your entire presentation.
- Do not limit your research to your main points.
 - This way you will be able to answer questions and speak more broadly about your main points and purpose.

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