Guidelines for Public Presentation-Intensive (PPI) Courses

An essential characteristic of public presentation instruction within the Marist Core is the idea that students learn this skill through practice in a variety of contexts. Public presentation instruction in the First Year Seminar, in PPI courses in the Core or major, and in the senior-level Capping course give students multiple opportunities to develop their capabilities in this area.

Like writing, public presentation constitutes not merely a tool, but a way of knowing. The process involves not just speaking, but active attention to such factors as rhetorical conventions appropriate for the discipline or subject matter under consideration; the audience’s prior knowledge and expectations; and the physical (or virtual) space in which the presentation occurs. In the broadest sense, public presentation enables students not just to communicate effectively, but also to develop a stronger understanding of course material.

General Guidelines

- Students in PPI courses should take part in repeated and low-stakes presentation activities.
  - These could involve informal individual group/presentations, student-led discussions, and/or brief performances.
  - Faculty in PPI courses are encouraged to organize assignments so that presentations later in the semester build upon earlier ones.
  - Assignments should receive some form of feedback from classmates and/or instructors.

- The course should also require at least one formal, audience-centered presentation.
  - The presentation should be 5 minutes or more in length.
  - Students should receive instructor feedback on this presentation.
  - Drafting, revision, and/or peer response (e.g. the low-stakes assignments described above) should constitute part of the process by which students develop this presentation.

- Presentation-related assignments in the course should count for at least 20% of the course grade.

PPI Student Learning Outcomes

Students should be able to do the following:

- Deliver well-organized presentations that follow a logical structure.

- Demonstrate the ability to take into account the presentation’s context and the audience’s expectations.

- Incorporate language that is precise, concise, and appropriate for the rhetorical situation.

- Meet presentation time requirements.
Procedure for Addressing Student Anxiety

- If a faculty member is approached by a student who expresses extreme anxiety about public presentation, he/she should refer the student to campus support services (e.g. Counseling Services).

- The PRCA24 test or a similar alternative will be used to determine which students will be allowed to complete alternate assignments in place of public presentations.