

# Rhetoric and Oral Presentations

Technical Information and Communication 1DV510

Lecture 13

Nicholas Waters



# Today's presentation

1. A reminder about the draft 4 & seminar dates
2. Rhetoric - written and spoken English
3. Target the audience
4. Some practical points following Sharla's lecture
5. Forward to Friday



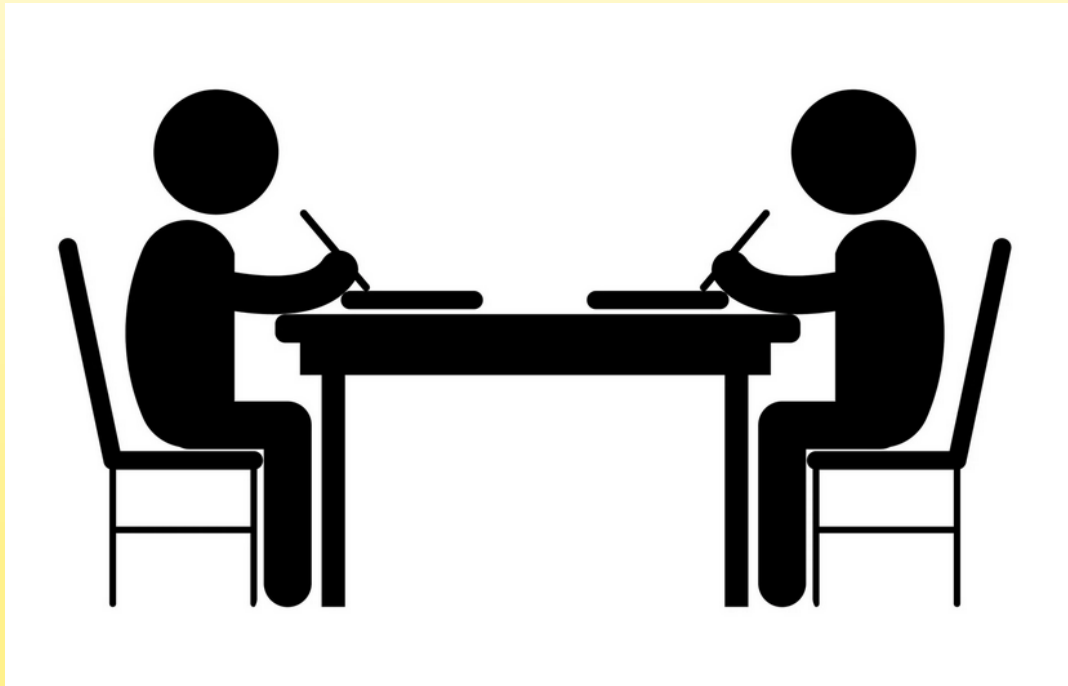
”I saw your comment about my report and how I got 31 instances of plagiarism; therefore, my report won't be read.

This surprised me because **I made sure to paraphrase using my own words and not copy-paste** from the sources I used.”

“So now you are aware that simply re-arranging words is not sufficient to avoid the charge of plagiarism.”

# Seminar dates - January 2024

1. Wednesday 3<sup>rd</sup> 08.00 - Draft 4, seminar version
2. Friday 5<sup>th</sup> Seminar schedule published
3. Wednesday 10<sup>th</sup> to Friday 12<sup>th</sup> - Seminars



# Rhetoric

“The art of effective or persuasive speaking or writing, especially the exploitation of figures of speech and other compositional techniques.”

Source: Oxford English Dictionary

2023-12-13

5



# Rhetoric

“The art of speaking or writing effectively”

<https://www.collinsdictionary.com/dictionary/english/rhetoric>

2023-12-13

6



# Rhetoric

From Greek, ρητορικός

Language carefully constructed to:

- persuade
- motivate
- inform
- *entertain*



# The function of rhetoric

- provides a framework for critical thinking
- demonstrates thought processes of a writer or speaker
- illustrates the strength of arguments



# An aid to rhetoric

**heuristics** problem-solving or self-discovery

Sometimes thought of as ‘trial and error.’

1. assuming a solution and working backwards

- *a priori* – (theoretical) deduction before the facts
- *a posteriori* - from evidence



## An aid to rhetoric

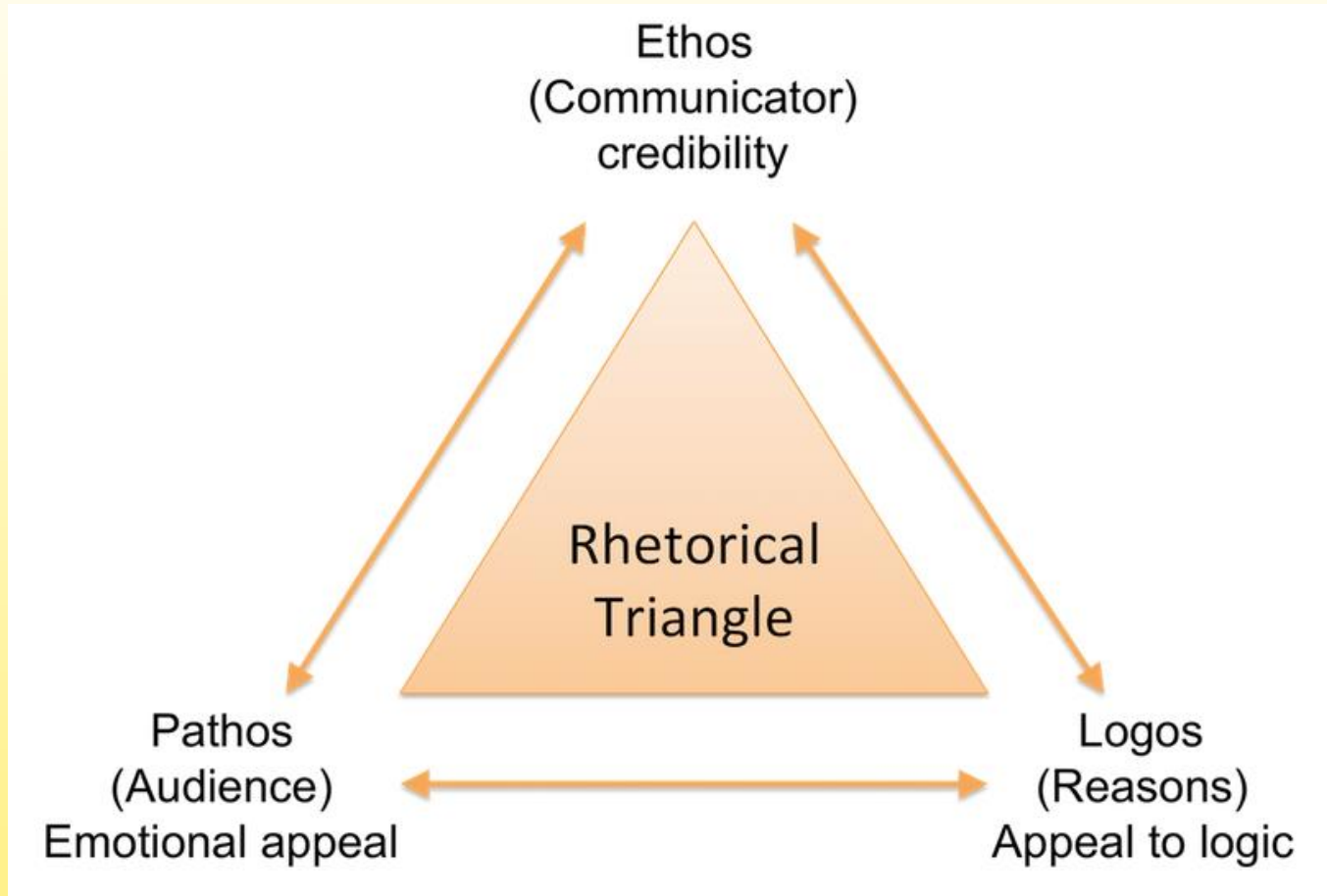
**heuristics** problem-solving or self-discovery

Sometimes thought of as trial and error.

1. assuming a solution and working backwards
2. solving an abstract problem with a concrete example
3. illustrating logic



# Aristotle's triangle



# Logos

- appeal to logic and reasoning
- requires support with facts and data

Please give money to support cancer research, 65% of students already have.



# Ethos

-credibility comes from its speaker's reputation or authority

Please give money to support cancer research. I believe a cure will be found in the next decade as long as we continue to fund research.



# Pathos

- creates an emotional connection with the reader or listener.

-attempts to persuade, motivate or inform by empathy with the speaker.

Please give money to support cancer research. Do you know anyone with cancer? Your donation will make a difference

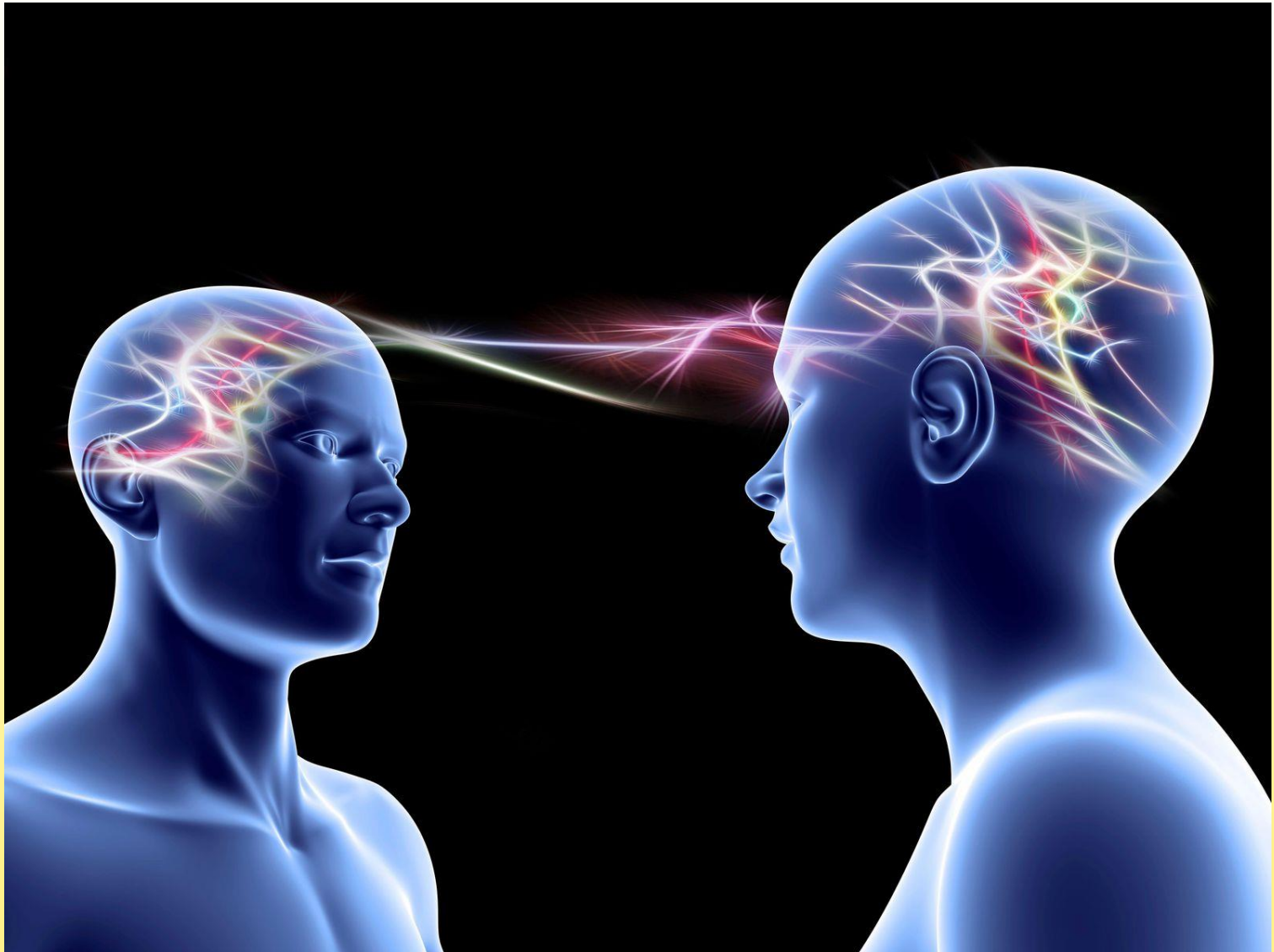




# COMMUNICATION

2023-12-13

15



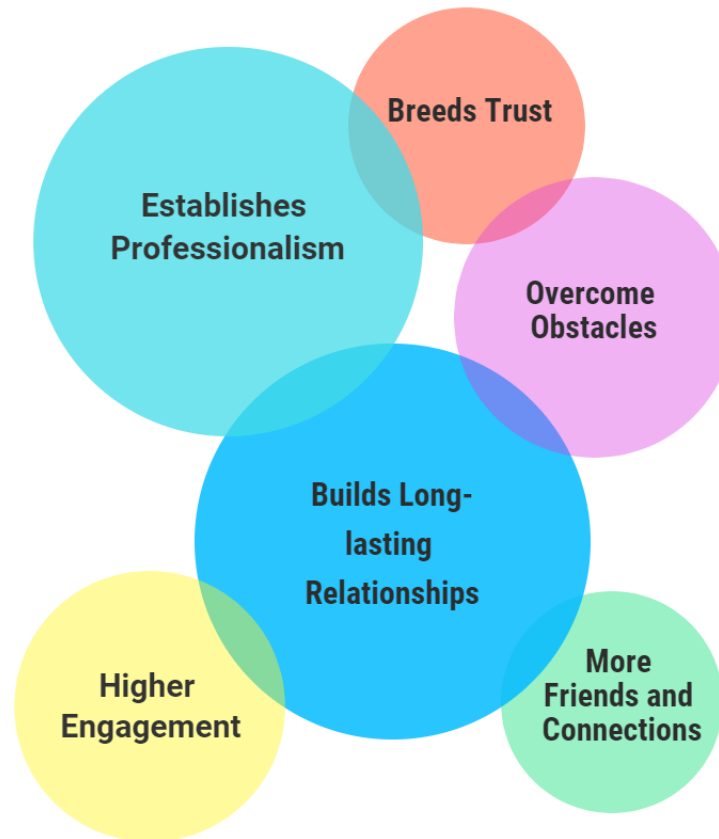
2023-12-13

16



## Benefits of Effective Communication

---



SPECIAL ANNIVERSARY EDITION

HOW TO  
WIN FRIENDS  
& INFLUENCE  
PEOPLE

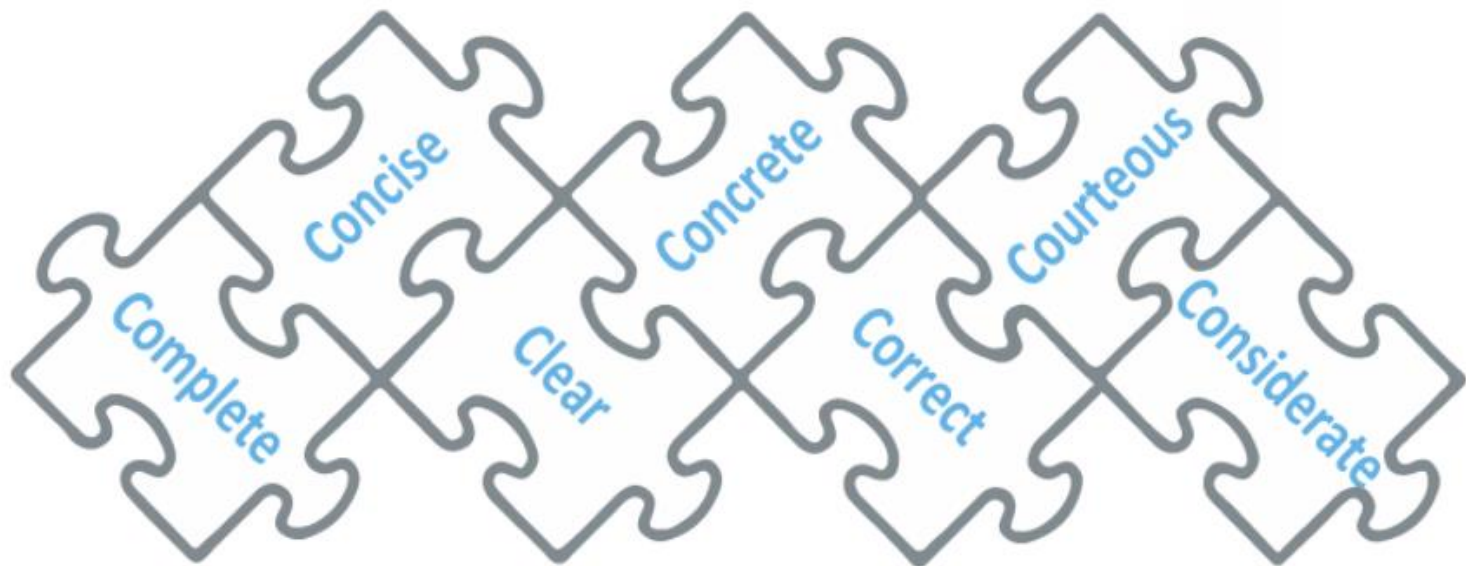
*The Only Book You Need  
to Lead You to Success*

Dale  
Carnegie

OVER 75  
YEARS IN  
PRINT!



# The 7 Cs of Effective Communication Applied to Science



Source: <https://www.seyens.com/7cs-effective-communication-science/>

2023-12-13

19



# A Story of Four People

This is a story about four people named Everybody, Somebody, Anybody and Nobody.

There was an important job to be done and Everybody was sure that Somebody would do it.

Anybody could have done it, but Nobody did. Somebody got angry about this, because it was Everybody's job.

Everybody thought Anybody could do it, but Nobody realized that Everybody wouldn't do it.

It ended up that Everybody blamed Somebody although Nobody accused Anybody.



# A Story of Four People

## Alternative ending

It ended up that Somebody blamed Anybody although...

**Nobody did what Everybody should have done!**



# Written vs spoken communication



# Written vs spoken communication

## Writing

Permanent

Requires planning

Proofread before publication

Feedback postponed/none

Formal

## Speaking

Ephemeral

Instantaneous\*

Continuous review

Immediate feedback

Relaxed

\*Academic speaking may be well-prepared  
And even down written beforehand



# Written vs spoken communication

## Writing

One-way communication

Strict formats

## Speaking

Duplex communication

Wide variety of delivery

Social media



# Written vs spoken communication

**Writing**

**Speaking**

Discourse domains



cf Macken-Horarik et al. 2006; Blåsjö & Wittek 2017

2020-12-04

43

**Linnæus University**



# Written vs spoken communication

## Writing

Always full forms

Academic language

Author invisibility

Unity and continuity

Formal

**Standardised**

2023-12-13

## Speaking

Contractions

Idiolects and non-standard

Personal pronouns

Deviations

Relaxed

**Individual**

26



# Adapting communication to the medium

<b>Written communication</b>	<b>Spoken communication</b>
Conveying facts	Relaying emotions and feelings
Ideas are complex	Thoughts are simple or can be explained easily
Little or no urgency	Time pressure
Feedback can be detailed and well thought through	Immediate response
There is a need for a permanent record	No requirement to preserve the message(s)



# Elements of a presentation

## Advice for the oral presentation examination

### Time frame

There is a limit of 5 minutes. Aim to use this time effectively and to the full. Make each section of the presentation distinct and provide a link when moving on to the next section or something new.

### Disposition

#### *Exordium*

Introduce yourself and attract the interest of your audience.

#### *Narratio and propositio*

Present the topic, aim and research questions. Inform the audience what you will talk about and in what order. |

#### *Argumentatio*

Account for your results.

#### *Peroratio*

Discuss your results and present your conclusion(s).

Have a clear, distinct ending. Thank the audience.

### Illustrating the presentation

You are encouraged to illustrate your presentation. If you do, make sure that you explain them. Do not talk to the illustration and do not read directly from it.

### Speaking and acting

Speak clearly and at a measured pace. Present in a confident, clear, articulate voice that will attract and preserve the attention of your audience. Seek to engage the audience in your presentation.

Be aware of your body language. Maintain a good, stable, calm posture. Sustain eye contact with the audience by concentrating on your web camera.

For guidance on preparing your presentation, consult Lecture 8, [Sharla Alenborg's](#) lecture as well as the lecture giving specific instructions.



# Elements of a presentation

## *Exordium*

Introduce yourself attract interest

## *Narratio and propositio*

Present topic, aim and research questions.

Say what you will talk about and in what order

## *Argumentatio*

Account for your results

## *Peroratio*

Discuss results and present conclusion(s)

Clear, distinct ending. Thank the audience



# Using the characteristics of voice

Volume (Loudness)

Pitch (Rise and Fall)

Pace (Rate or speed)

Pause (Silence)

Resonance (Timbre) - what makes your voice unique

Prosody (rhythm, stress, and intonation)



# Non-verbal language and representations

Body language

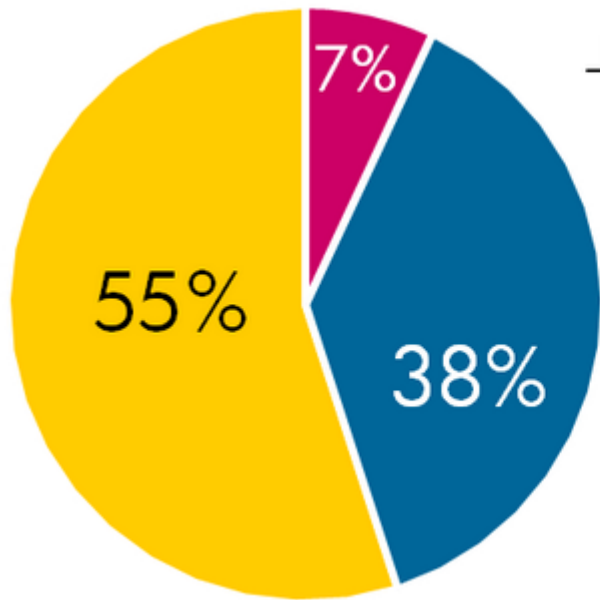
Gestures

Movements (position in the room)

Eye contact (focus on the audience)

Engaging the audience





Dr. Albert Mehrabian's 7-38-55% Rule

## Elements of Personal Communication

- 7% spoken words
- 38% voice, tone
- 55% body language

Source: <https://www.bl.uk/people/albert-mehrabian>

2023-12-13

32

# Visual, audio and other aids

- video / film / TV
- physical objects
- whiteboard
- transparencies / slides
- audio aids, recordings
- keyword cards
- internet resources



# Visual, audio and other aids

- video / film / TV
  - physical objects
  - whiteboard
  - transparencies / slides
  - audio aids, recordings
  - keyword cards
  - internet resources
- 
- presentation programmes (PowerPoint)



# Preparing for the presentation

- select material

  - light density slides (say 5 to 15)
  - relevant illustrations



# Preparing for the presentation

- select material
  - light density slides (say 5 to 10)
  - relevant illustrations
- practise with timings (5 minutes min & max)
- make changes and tweaks
- rehearse, rehearse, rehearse
- record yourself and/or test on others

# PowerPoint Slide Hints

Maximum concepts per slide

**One**

How to attract/keep attention

**Variety**

Information density

**Low**

Information presentation

**Large, clear, relevant**

Slides and commentary

**Colourful**

Maximum elements per slide

**Six**



# Clear title

1. theory

2. justification

3. evidence

4. more proof

Conclusion



*Clear title*

**1. THEORY**

**2. *justification***

*3. evidence*

4. more proof

Conclusion



# Font

Serif -

Times New Roman  
Century Schoolbook

Sans serif-

Arial  
Verdana



# Clear title

1. theory A
2. justification
3. evidence
4. more proof

Conclusion

1. theory B
2. justification
3. evidence
4. more proof

Conclusion

1. theory C
2. justification
3. evidence
4. more proof

Conclusion



# Font Size

32pt

32pt

28pt

24pt

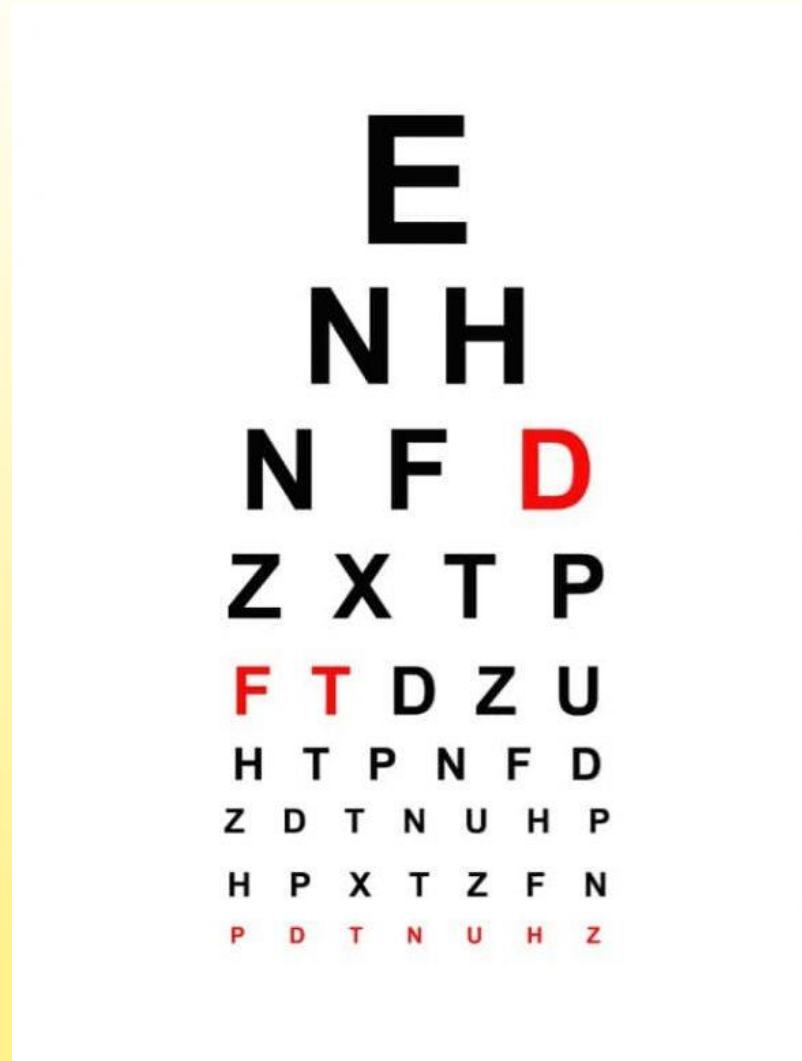
20pt

18pt

16pt

12pt

8pt





(Trent Nelson | The Salt Lake Tribune) Sq--- Mountain in Provo on Tuesday, April 12, 2022. The name of the landmark is a derogatory term for Native American women. The Department of the Interior is soliciting public comment to rename the mountain, along with other locations in Utah that bear the name.

April 18, 2022, 7:06 a.m. Updated: April 19, 2022, 10:34 a.m.

From springs and creeks to flats and hollows, from canyons to buttes to peaks, 50 Utah geographical features on federal land use the word “squaw,” a racial slur for Native American women.

But that will soon change, after the Department of the Interior announced on Feb. 22 that all 660 features bearing the derogatory term in the United States will be renamed.

An initial slate of replacement ideas have been listed for each, derived through a search of nearby geographic features. For example, “Sq--- Peak” in Provo could be renamed “Rock Peak,” after nearby Rock Canyon.

Click on each marker in the map below to see other proposed substitutions for the word. Indian Sq--- Rock in western Utah could become Middle Canyon Rock or Toms Creek Rock, in another example.



# TLDR



*Always go forward*



112



**Four tasks:**

1. Select and work on your material.
2. Submit.
2. Download:
  - a) e-mail addresses

Linnæus University

113

Group for that procedure: Exercise: Flight group

Group ID	Group Name	Group Leader	Group Members
10000000000000000000	Group 1	John Doe	John Doe, Jane Smith
10000000000000000001	Group 2	Jane Smith	Jane Smith, John Doe
10000000000000000002	Group 3	John Doe	John Doe, Jane Smith
10000000000000000003	Group 4	Jane Smith	Jane Smith, John Doe
10000000000000000004	Group 5	John Doe	John Doe, Jane Smith
10000000000000000005	Group 6	Jane Smith	Jane Smith, John Doe
10000000000000000006	Group 7	John Doe	John Doe, Jane Smith
10000000000000000007	Group 8	Jane Smith	Jane Smith, John Doe
10000000000000000008	Group 9	John Doe	John Doe, Jane Smith
10000000000000000009	Group 10	Jane Smith	Jane Smith, John Doe

Linnæus University

114



**Four tasks:**

1. Select and work on your material.
2. Submit.
2. Download:
  - a) e-mail addresses
  - b) feedback form

Linnæus University

115

Linnæus University

116



**Four tasks:**

1. Select and work on your material.
2. Submit.
2. Download:
  - a) e-mail addresses
  - b) feedback form
4. Go and check out either D006 or D072

Linnæus University



# The target audience will determine the...

1. aim
2. information to select
3. approach
4. call to action

Play to the audience...



# The target audience will determine the aim

- A. explaining a project to work colleagues
- B. making a press release
- C. raising money from investors
- D. entertaining

Play to the audience...



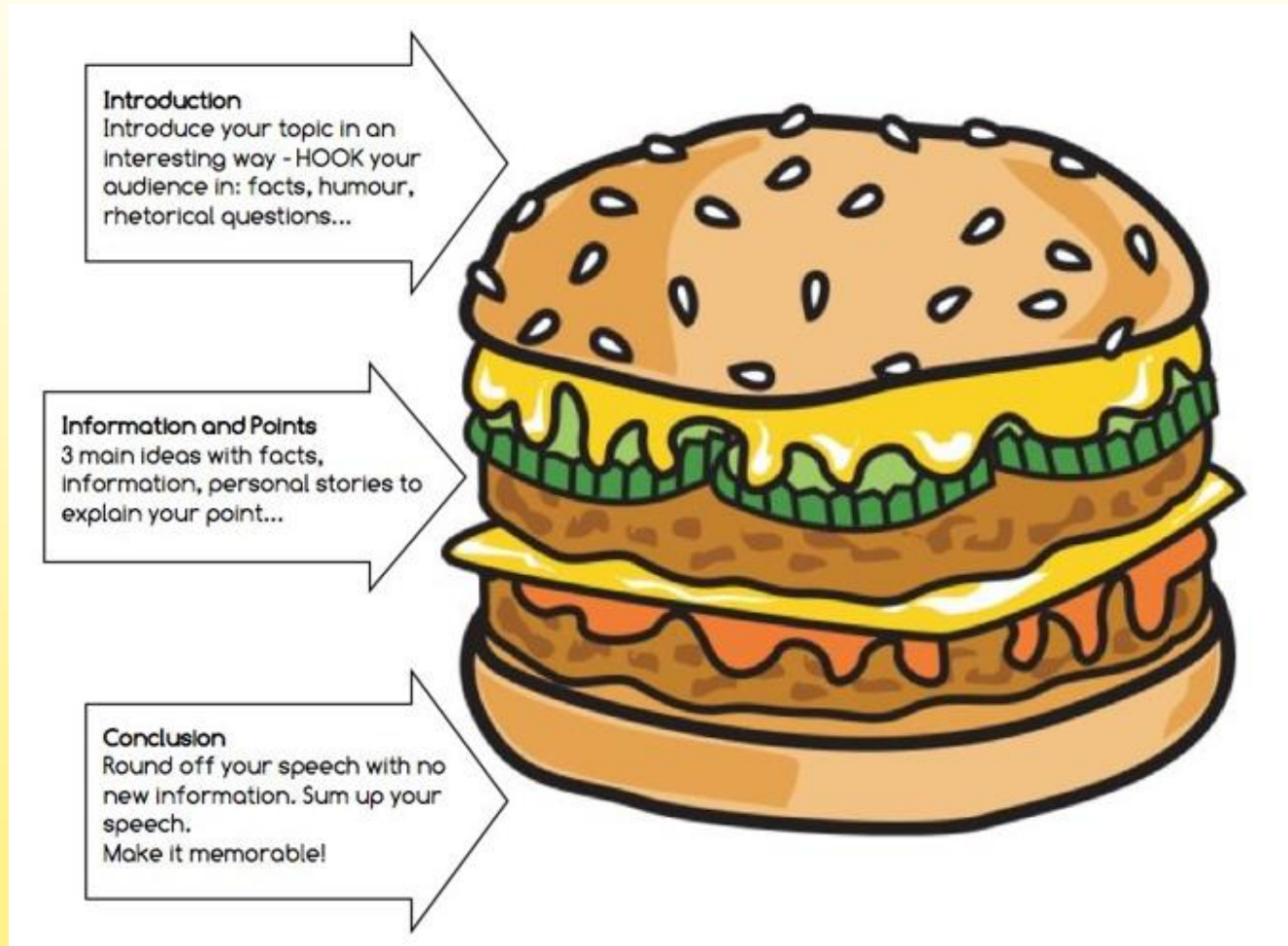


- ⌘ Purpose
- ⌘ Planning
- ⌘ Delivering
- ⌘ Being a good listener
- ⌘ Giving constructive feedback

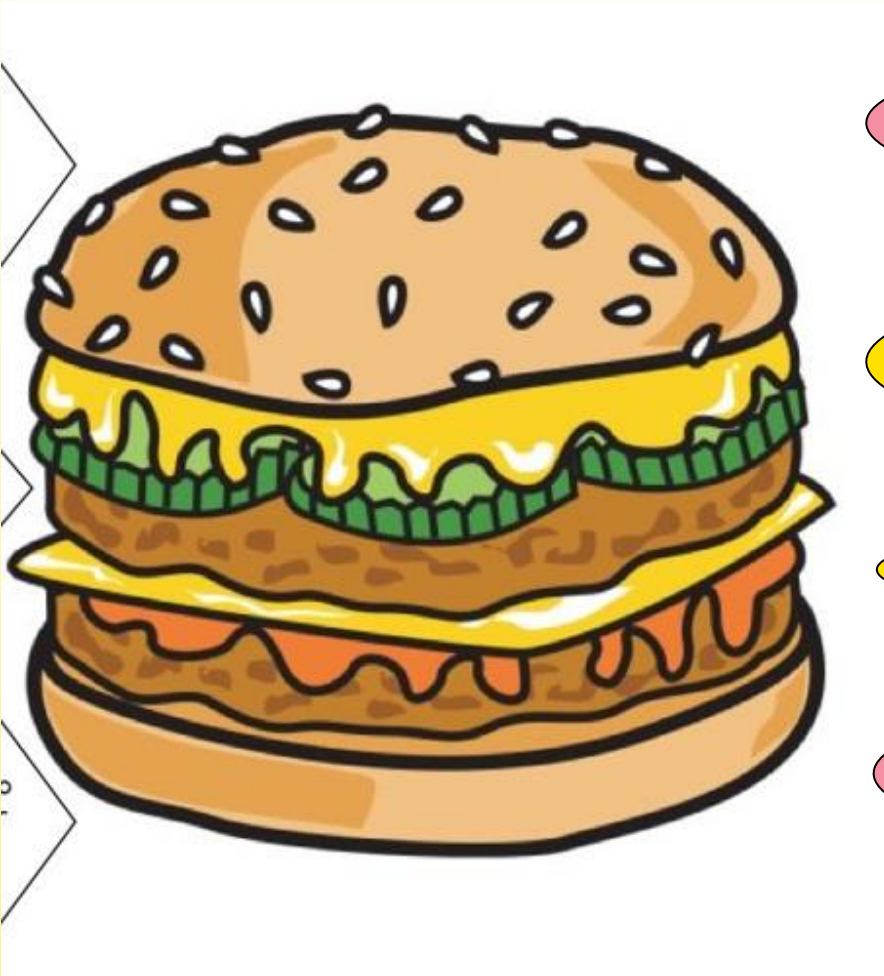


- ∞ Purpose
- ∞ Planning
- ∞ Delivering
- ∞ Being a good listener
- ∞ Giving constructive feedback

# Sharla's Hamburger



# Sharla's Hamburger



*Welcome, introduction,  
attract interest*

*Presentation, aim  
research, Q and As*

*Results and discussion*

*Summary, conclusion,  
ending, thank yous*



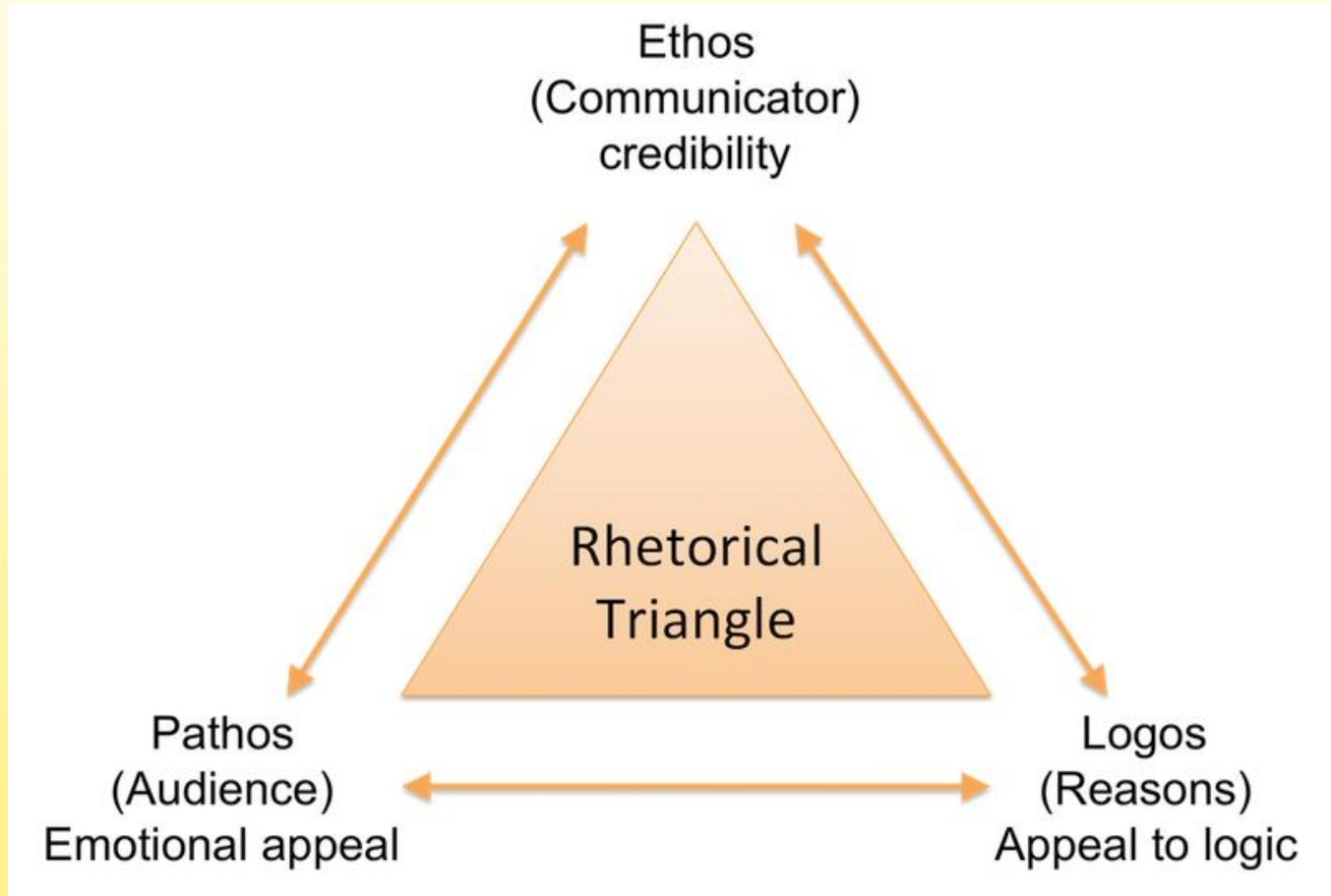
- œ Purpose
- œ Planning
- œ Delivering
- œ Being a good listener
- œ Giving constructive feedback

# Determine the overall purpose



- ❧ Inform?
- ❧ Educate?
- ❧ Present an argument?
- ❧ Inspire?
- ❧ Convince?

# Aristotle's triangle





# Think about:



☞ what will add *colour* to your argument

☞ showing a video clip or a slide, using a practical example or a vibrant analogy



- ❧ Purpose
- ❧ Planning
- ❧ Delivering
- ❧ Being a good listener
- ❧ Giving constructive feedback

## Four tasks:

1. Select and work on your material
2. Rehearse
3. Download:
  - a) e-mail addresses

## Groups for Oral Presentation Examination (English group)

Student full name	Student e-mail
<i>Monday, 18 December 2023 - 08:15 - 10:00 - B2034</i>	
Martim Oliveira	mo223tz@student.lnu.se
Gergo Zsolt Kántor	gk222kg@student.lnu.se
Arturs Mikelsons	am225em@student.lnu.se
Georgios Emfietzis	ge222ff@student.lnu.se
Nathaniel Nicholas	nn222qn@student.lnu.se
Helena Majer	hm222xv@student.lnu.se
Ghaith Awad	ga222pw@student.lnu.se
Mohammad Awad	ma226kh@student.lnu.se
Steven Uhlemann	su222eg@student.lnu.se
<i>Monday, 18 December 2023 - 10:15 - 12:00 - B2034</i>	
Melanie Rees	mr224gw@student.lnu.se
Sarah Ouedraogo	so223cb@student.lnu.se
Chiara Gambirasio	cg223bc@student.lnu.se
Saisharan Raja	sr223nr@student.lnu.se
Isabella Wall	iw222if@student.lnu.se
Jonas Göbel	ig223uz@student.lnu.se



## Four tasks:

1. Select and work on your material
2. Rehearse
3. Download:
  - a) e-mail addresses
  - b) feedback form



1. Fill in the form while listening.
  2. Save as a copy with the name of the presenter. RESET
  3. Email your feedback to the presenter after the session.
- Click the reset button if needed.

**Peer response sheet for oral presentation**

Presenter:  

1. Subject. Was the presentation informative? Did it have a clear focus? Was it well researched?

1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7

poor . . . . . outstanding

2. Organization/Clarity. Was it easy to follow? Was there a clear and interesting introduction and conclusion?

1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7

poor . . . . . outstanding

3. Preparation. Had the speaker rehearsed? Was the speaker in control of the sequence, pacing and flow of the presentation? Did they make effective use of notes, without relying on them too heavily?

1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7

poor . . . . . outstanding

4. Sensitivity to audience. Did the speaker maintain eye contact with all members of the class? Did they make effective use of pauses, gestures, change in pace and pitch?

1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7

poor . . . . . outstanding

5. Language. Was the level of language suitable? Did they use any rhetorical devices? Was the language varied?

1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7

poor . . . . . outstanding

6. Visual aids. Did the speaker make effective use of the presenting mode?

1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7

poor . . . . . outstanding

Based on: Goring, Laura, (2003) "Planning Student Presentations", Teaching Tips, Perlman Center for Learning and Teaching, Carleton College. Available from [http://webapps.acs.carleton.edu/campus/lc/teach\\_tips/presentations/](http://webapps.acs.carleton.edu/campus/lc/teach_tips/presentations/).



## Four tasks:

1. Select and work on your material
2. Rehearse
3. Download:
  - a) e-mail addresses
  - b) feedback form
4. Go and check out either B2034 or D2272



# What's next?

**Friday 15<sup>th</sup> at 10.15**

Instructions for the oral presentation examination

- “everything” else you need to know
- **Question Time**





2023-12-13

65

# Thank you





**Lnu.se**