THE RHETORICAL SITUATION:
MASTERING SEVEN CORE COMMUNICATION COMPETENCIES

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PLAN

- Purpose
  - Determine the reason(s) you are writing/speaking
  - Determine what you want to accomplish in your writing/speaking

- Audience
  - Adapt your writing/presentation to your audience
  - Consider audience demographics (education level, expertise, age, culture, etc.)
  - Consider audience’s beliefs, attitudes and values

PREPARE

- Invention, Content or Substance
  - Determine what materials to include in your document/presentation relevant to purpose
  - Determine the main points (sections) for the document/presentation
  - Select the evidence that supports main and sub-points
  - Include why the topic/content is important
  - Logos, Ethos, and Pathos

- Arrangement, Organization or Structure
  - Structure the document/presentation according to the purpose and occasion
  - e.g., topical, sequential, spatial, problem/solution, IMRaD, cause/effect, chronological
  - Craft a compelling introduction and conclusion
  - Craft a compelling story (narrative)
  - Use transitions and signposts to assist the audience in following the document/presentation

- Style or Language
  - Use language appropriate for the occasion and audience
  - Use clear, concise, and concrete language

PRESENT

- Delivery (or medium of communication, i.e., oral, print, digital)
  - Maintain eye contact with the audience
  - Use vocal variety (rate, volume, pitch) during the presentation
  - Incorporate gestures to convey meaning during the presentation
  - Use bodily movement to convey meaning during the presentation
  - Avoid reading or memorizing your presentation
  - Practice, Practice, Practice
  - Demonstrate mastery of mechanics and grammar throughout the document (print)

- Visual Support
  - Construct visuals for those sitting in the back of the room
  - Use appropriate font size, color, and contrast
  - Use appropriate charts, graphs, images, and tables
  - Avoid too much text or information on slides
  - Remember your audience can read
  - If presentation includes images, audio and/or video, use high quality

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Additional Resources

- 3MT @ Georgia Tech – Nusaiba Baker
  - https://mediaspace.gatech.edu/media/1_62egytn1

- 3MT @ Cornell University – Derek Holyoak
  - https://www.youtube.com/watch?v=5nR6RKiCKC4&feature=youtu.be

- 3MT @ Cornell University – Carol-Rose Little
  - https://www.youtube.com/watch?v=AcEYz3fhRbM&feature=youtu.be

- Cornell University 3MT Competition

- Jean-Luc Doumont, Touring Speaker with Principae Consulting

- The TEDx Speaker Guide (PDF) suggests the following structure for their (slightly longer and quite a bit larger in terms of audience scale!) talks:
  1. Start by making your audience care, using a relatable example or an intriguing idea.
  2. Explain your idea clearly and with conviction.
  3. Describe your evidence and how and why your idea could be implemented.
  4. End by addressing how your idea could affect your audience if they were to accept it.

- Nancy Duarte expands further on similar ideas in the presentation, The Secret Structure of Great Talks (17 minutes)
  - https://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks
Presenting Research Effectively

By the end of this workshop, participants will be able to...
- View and discuss examples of effective speaking
- Explore and practice communication strategies
- Uncover the narrative of a dynamic research talk
- Adapt a three-step communication process for planning their needs

Workshop Goals

Introduce yourself to at least 2 other people in the room.
- Name | Institution | Area of study
- Research focus
- Your goals for attending this session about presentation skill development.
  - Why are you here?
  - What are you hoping to take away?

Debrief

- What was that exercise like?
- What was hard about it?
- What is something effective that you heard others do?

Why are some speakers more effective than others?
LET'S WATCH A DYNAMIC TALK

What was she doing that made her presentation dynamic?

PLAN
PREPARE
PRESENT

What is my purpose?

Who is my audience?
“People who know what they’re talking about don’t need PowerPoint.”

— Steve Jobs
From Walter Isaacson’s book Steve Jobs
Activity Outline

Person A:
1 minute to introduce yourself and your area of research or study.

B and C:
1 minute for feedback in the format:
What did I like?
What did I want to hear more about?

Person A:
30 seconds for a refined version of your elevator pitch introduction.

B and C:
30 seconds for final feedback.

Repeat process for Person B, and then Person C.

Thinking Time

• One minute for all to collect their thoughts and prepare their points to touch on.

BEFORE YOU GO...

• Link to Nusaiba Baker 3MT:
  https://mediaspace.gatech.edu/media/1_d34g5pt1
• Links to additional Cornell 3MT examples:
  Derek Holyoak & Carol Rose Littie
• Cornell University 3MT Competition:
• Jean-Luc Doumont, Touring Speaker with Principae Consulting:
  http://www.principiae.be/X0300.php
• The TEDx Speaker Guide (PDF) suggests the following structure for their (slightly longer and quite a bit larger in terms of audience scale) talks:
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