AWP GUIDELINES FOR PREPARING PRESENTATIONS

1. Presentations include a combination of lecture, discussion, demonstration, and audience participation. An accompanying written handout clarifies and extends the presentation, providing the material needed to implement the ideas offered by the presentation at a later time. (See additional page on preparing presentation handouts.) Audience participation is the most valuable aid to understanding, and the sooner in the presentation your audience participates and becomes involved, the better chance you have of conveying your ideas.

2. The audience needs to know you and your background. Briefly set the scene by describing the school situation, student population, and the level the material was prepared for. When appropriate, also include information on the kinds of students, the course of study, the point in the course when the technique is appropriate, the skills presumed as prerequisites, and the results of the activity.

3. Briefly describe the materials or topic of the presentation.

4. At some time during the presentation, although not necessarily at the beginning, explain the theory or general principles underlying the materials, including why the theory works, or ought to, the problems the theory is addressing, and your own assumptions and attitudes. Why do you do this and why do you think it helps improve your student’s writing.

5. When having the audience write as part of your presentation, explain the assignment carefully and allow time for the participants to share their writing with each other in small groups or with the group as a whole.

6. Include your students in your presentation. Anecdotes illustrating their reactions to the assignments or ideas add a lot. Read, show or distribute samples of student writing based on the presentations and allow time for responses and questions from the audience about their writings.

7. Expect interruptions, questions and statements by your audience. A presenter must, however, learn how to put off questions until he or she has completed showing the core of the presentation, especially where a complex system or entire sequence is involved. Don’t hesitate to assure questioners that they will be answered in the course of the presentation or to state that you would like to hold their questions until later.

8. Audiences appreciate hints on how to adapt your ideas to their situations. You may include comments on evaluation, or ways your assignment can be fitted into various curriculum designs, or on various instructional objectives met by your techniques. Suggest ways that your idea can be adapted to other grade levels.

9. All presentations are different and there is not a single procedure that is the best. The structure of your presentation is best determined by its content and the teaching strategies you are comfortable with.

10. Remember that you will usually be giving your presentation to a group of tired teachers in an after-school inservice meeting or class. Consider offering them at least one activity that they can do the next day in their classroom.
GUIDELINES FOR PREPARING HANDOUTS TO ACCOMPANY PRESENTATIONS

1. In preparing handouts for inservice programs, imagine the teacher who wishes to implement your ideas six months after she or he has heard your presentation. Be sure to include all necessary information, including assignment sheets and directions.

2. While the format of the handout is up to you, please consider the following suggestions which are based on the experiences of AWP Teacher Consultants:
   
   (a) Use a title descriptive of the content. Avoid a title page and table of contents.

   (b) Place your name, AWP Teacher/Consultant, and your school email address at the top right corner of the first page and your last name plus the page number on each succeeding page.

   (c) Indicate the date of the handout below your name of the first page. Because handouts are often revised during the years following the institute, the date keeps your office file current as revision are added.

   (d) Leave enough space in the left margin for hole punches and enough room elsewhere for brief note taking.

3. If you use special materials such as books, audio or videotapes, films, slides, or Internet sites, include a brief description of them along with the sources where they may be obtained.

4. Please be aware of copyright laws when duplicating material. Whenever possible, give credit to the people from whom you have borrowed ideas.

5. Annotate your bibliography and consider it selective rather than exhaustive. Use comments such as “Strong on theory, weak on practice,” or “See especially Chapter 10 on sentence combining,” that will direct the teacher using your handout to pertinent information about your presentation. Arrange your bibliography in a sequence that will assist your reader.

6. Feel free to revise your handout even after you have presented during the Institute. Please proofread your handout carefully.

7. Limit your handout to essential material. Too much material is useless and too little confusing. You may wish to photocopy some material, such as student papers, to be used with your presentation and returned to you for use in future presentations. You do not need to mention everything that is in your handout when you present. Some of it may be supplemental assignments or additional suggestions.
VARIOUS TOPICS OF PRESENTATIONS

Please use the following list of presentation topics given by NVWP Teacher/Consultants in developing your own presentation on something you want to share with other writing teachers.

1. PRESENTATIONS ON VARIOUS PARTS OF THE WRITING PROCESS
   A. Pre-writing, mapping, discovery drafts, journals, free writing
   B. Hypothesizing, composing, revising, building structure, voice, purpose, audience
   C. Editing, usage, grammar, punctuation, sentence structure, sentence combining
   D. Reading aloud, reading/writing groups, publishing

2. PRESENTATIONS ON THE VARIOUS FORMS OR GENRES OF WRITING including poetry, fiction, non-fiction, creative non-fiction, persuasive writing, writing for other media, drama, TV, speech, journalism, book reviews, etc.

3. PRESENTATIONS ON SPECIAL STUDENT POPULATIONS including teaching English as a Second Language, teaching academically challenged or learning-disabled students, teaching gifted students, teaching heterogeneous groups, etc.

4. PRESENTATIONS ON RESPONDING TO STUDENT WRITING AND ASSESSMENT including commenting on student writing, conferences with students, holistic and atomistic approaches to assessment, the use of portfolios, program-wide consistency in grading, etc.

5. PRESENTATIONS ON WRITING ACROSS THE CURRICULUM including using writing to learn, the various approaches to conducting and incorporating research, writing for various academic and non-academic audiences, etc.

6. PRESENTATIONS ABOUT WRITING PROGRAMS including grade-level or school-wide programs that highlight a sequence of assignments, etc.

7. PRESENTATIONS ABOUT BEING A WRITER including the psychological or physical activities of writers, ways that writers go about being creative, etc.

8. PRESENTATIONS ON THE RESEARCH AND THEORY OF WRITING including teacher research, theories of learning, right and left brain activities, the connections between writing, speaking, and linguistics, etc.

9. PRESENTATIONS ON WRITING AND TECHNOLOGY including the use of computers, blogs, web sites, the Internet, e-mails, etc.

10. PRESENTATIONS ON BEING A WRITING TEACHER including professional writing, the role of the Teacher Consultant, etc.