

HONORS COLLEGE

The University of Texas at Arlington

HONORS RESEARCH SYMPOSIUM (HRS) PRESENTATION GUIDELINES

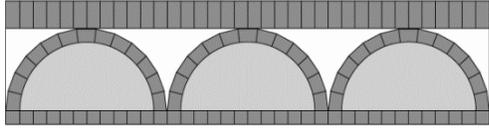
Each speaker will have 12 minutes for his or her presentation, followed by a three-minute discussion period to allow the speaker to address questions from the audience. Evaluators may deduct points if a presentation exceeds the allotted period. As a courtesy to subsequent speakers, please be ready to start on time.

Rehearsal is crucial to a successful presentation. You should be thoroughly familiar with your work. The most fluent papers are those presented from notes; reading your manuscript is generally not desirable unless you are presenting prose or poetry. You are advised to practice your presentation before a group of your classmates or your instructors. Ask your mentor if you can practice in front of one of his or her classes. After your practice presentation, ask for a critique and revise your presentation as necessary.

Because the HRS audience is so diverse, you must strive to make your work intelligible to well-educated, non-specialists. Do not assume that everyone is familiar with your field. Avoid technical jargon and define specialized terms. Focus on the creative and innovative aspects of your project. Your audience will respond better to your creativity than to your mastery of obscure terminology.

No single format will fit all presentations. The following format is a suggestion for those who will be presenting experimental data or exploratory works. Again, the best resource you have on how to present your work will most likely be your faculty mentor.

Background/Purpose	1-2 minutes
Methods	2-3 minutes
Results	5-8 minutes
Summary/Conclusion	1-2 minutes
Q & A	3 minutes



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HONORS RESEARCH SYMPOSIUM EVALUATION CRITERIA

Due to the diverse nature of material presented at the symposium, evaluators assess the presenters using broad questions in two primary categories: Scholarly/Creative Merit and Clarity of Presentation. Students will also be evaluated with respect to their use of time and their performance in the question and answer period. Below are examples of the questions evaluators might consider to evaluate your performance:

CATEGORY I: SCHOLARLY/CREATIVE MERIT OF WORK

- Did the work address a clear objective?
- Was the methodological approach valid?
- Did scientific data appear to be reproducible?
- Was the work novel and new?
- Was the work conceptually creative?

CATEGORY II: CLARITY OF PRESENTATION

- Was the presentation well organized?
- Were the visual aids of high quality?
- Was the work clearly presented?
- Were the major points of the work emphasized?

CATEGORY III: QUESTION AND ANSWER PERIOD

- Did the presentation run over into the Q&A period?
- Was the student familiar with the subject area?
- Did the student answer the questions fully and clearly?