

Project 102 Handbook

**Composed through the Collaboration
of
Sabancı University
Writing Center
&
Faculty of Engineering and Natural Sciences**

Preface

This handbook is prepared to guide the students of the Project 102 course and presents guidelines for writing Project Proposals, Progress, and Final Reports, by emphasizing the rationale behind each stage to present holistic work both in academic writing format and in public presentation.

The information provided about the outlines of the course and the course run is expected to be helpful in answering many potential questions.

As student projects are a product of teamwork, we would like to thank the students who use this handbook wisely, increasing their understanding and application of the norms of team dynamics with equal responsibility and care for a standard at undergraduate level, concerning Project 102 report writing, and presentations.

Contents

I. PROJECT 102 COURSE

A. The Outline of the Course

B. The Run of the Course

II. RATIONALE OF PROJECT 102 WRITING WORKSHOPS

III. WRITING CENTER WEBSITE & TUTORIALS

IV. PROJECT REPORT WRITING & SKILLS DEVELOPMENT

V. REPORT WRITING

A. Focus on Content & Organization Issues

➤ Writing a Proposal

General Layout

Abstract

1. Introduction

2. Definition and Scope

2.1. Project Objective Statement

2.2. Deliverables

2.3. Milestones

3. Project Planning

3.1. Work Breakdown Structure

3.2. Organizational Structure

3.3. Time and Resource Plan

References

➤ Writing a Progress Report

General Layout

1. Summary of Planned Tasks as of Progress Report due Date

2. Tasks Completed in Accordance with Project Schedule

3. Consistency to Project Schedule

4. Plans for the Remainder of the Project

➤ Writing the Final Project Report

General Layout

Abstract

1. Introduction

2. *Your* Second Section [depending on need]

3. *Your* Third Section [depending on need]

4. Results and Discussion

5. Conclusion

B. Focus on Structure Issues - Use of Language

C. Format Issues - Document Style/ Page Layout/ References/ Appendixes

VI. TEMPLATES

VII. CHECKLISTS

VIII. GUIDELINES FOR PRESENTATIONS

I. PROJECT 102 COURSE

A. The Outline of the Course

The primary objective of Proj 102 course is to introduce the students to the practice of a project work through a teamwork during which they gain experience in project planning, implementation, reporting and presentation. Under the guidance of their supervisors, students are expected to devise and implement their own project plan, and to report their work in the required formats within a given period of time. By the end of the term, each of the Proj 102 groups presents their project poster format at a common poster session. The course ends with oral presentations of the projects by all project groups to their project supervisors, faculty members, students from the other Proj 102 projects, and also other guest faculty members. During the course, the students are supported by the Writing Center [SUWC] through a series of workshops on project-report writing and presentation techniques.

Proj 102 is a required course for FENS students and a free-elective course for the other students. The course is offered every semester. Faculty members, graduate students and undergraduate students --together with a faculty member-- can offer Proj 102 projects. Typically 2-4 students are involved in a project group, and more than one group may work in one project. The number of students to be employed in a project is announced by the supervisor of that project at the beginning of the course.

B. The Run of the Course

Announcement of Projects: The announcement for Proj 102 projects is made on the Proj 102 Website with the titles/ topics of the projects offered [<http://fens.sabanciuniv.edu/proj102/>] in the period starting from a few weeks before the new term until the end of the first week of that term, which is called the “hunting period”. Although the project titles/ topics can be announced until the add-drop period, supervisors are strongly encouraged to offer their projects before the beginning of the term, for the students to have sufficient time to communicate with different project supervisors to make their final decision on a specific project among a list of many.

Registration: Registration to Proj 102 course has two steps:

1. **Registration to the course in the registration or add-drop period** by the students, themselves, using *Web for Students* [<http://bannerweb.sabanciuniv.edu/>].

In order to register to a project, the students first should have a look at the list of projects available on the Proj 102 Website. After finding a project that corresponds to their interest, students must get in touch with the contact supervisor of the project that they want to register to, electronically.

2. **Registration to a project before the project registration deadline**, which is usually announced every semester a couple of days before the end of the add-drop period.

After students’ completing step1, if the contact supervisor of the project accepts the students to the project, then she/he will register the students to the project by using the Proj 102 Website. For the registration process to be complete, the supervisor will need the students’ SU ID number and telephone number. It is the students’ responsibility to give this information to the supervisor and to make sure that the supervisor registers

them to the project before the deadline. In order to check if the supervisor registered the students to the project or not, the students should try to login to the Proj 102 Website. If registered, they will be able to login to the system and they will be able to see the project title/ topic, their, and their teammates' names.

Following the registration to the course through step (1), if a student fails to register to a project in step (2), he/she must **drop** the course; otherwise he/she gets an "F" at the end of the course. Registration of students to the projects is an easy process and clearly explained for project supervisors on the Proj 102 Website.

Proj 102 Reports and Report Templates: During the course, each project group prepares and submits three project reports by using the Proj 102 Website: *Project Proposal*, *Project Progress Report* and *Project Final Report*. **Please be informed that sending the reports to the supervisors of the projects by e-mail does not count as a viable submission.** This may result in 1 LGD penalty [see the Grading Policy section below] if the submission deadline is missed. These reports should be shaped in line with the aim of the course by the contribution and cooperation of all group members. The *Project Proposal* reflects the purpose and plan of the project in detail including the timetable of the tasks, description of the methods to be used in implementing these tasks and the work-breakdown structure of the project. The *Project Progress Report* gives information about the work that has been completed and the remaining tasks according to the work plan given in the *Project Proposal*. If needed, any modifications in the work plan are also explained in the *Project Progress Report*. A detailed assessment of methods and outcomes/ results of the project is presented in the *Final Project Report*.

More detailed guidelines for each section of the reports can be found in the templates, which are given in Section 6 of this handbook and can be downloaded in MS Word format from the course website. *Proposal, Progress, and Final Reports should be written in the same format [general layout, fonts etc.] as that of the templates, and submitted after conversion into a PDF file.* These simple procedures are described in the first common meeting of the course and can also be found on the Project 102 Website:

[<http://fens.sabanciuniv.edu/proj102/>].

Common Activities: During a term, there are four common Proj 102 activities: introductory lecture and three workshops. All the Proj 102 students have to attend these common activities. The introductory lecture, organized by Proj 102 Committee, is mainly on the project planning and the run of the course. The three workshops, held by Writing Center, are designed to improve the academic writing skills of the students while guiding them through writing project reports and preparing the presentations of their projects.

Poster Session: The poster session is held in the University Center [cafeteria] in the last week of the term. All Proj 102 posters are posted on the poster boards one day before the session. During the poster session, which lasts two hours, group representatives must be alongside their posters to answer the questions of faculty members and students about their projects. There is no restriction on the format of the posters, however all posters should contain a "Title" with "Names" of contributors written below the title and the sections: "Abstract", "Results" and "Conclusions". It is suggested that a brief introduction and/or discussion are included in the display as well as other sections found necessary.

All the SU faculty members and students are invited to attend the Proj 102 poster session to see the outcomes of our undergraduate students' projects.

Project 102 Presentations: During the weeks of the final exams, a half-day period is reserved for oral presentations of the projects. The supervisors of the projects and also supervisors and students from other Proj 102 projects attend the presentations as audience. This is realized by scheduling the presentations of typically three project groups to the same classroom and time slot. For one project group, the total presentation period is 15 minutes, and an extra 5- minute period is given for question/ answers. If, for some reason, the time slots in the reserved half-day period are not convenient for a supervisor, a different time slot and venue are arranged together with the group members and reserved by this supervisor. In such a situation, the Proj 102 Committee should be informed as soon as possible to cancel the relevant TA assignments and classroom reservations.

Grading Policy: Individual and group performance of the students throughout the project are evaluated by the project supervisors. Nevertheless, the traditional one-letter grade down [1LGD] policy is applied to all students of a group each time they fail to submit their reports in time, or individually to a student each time he/she fails to attend any of the four common activities [the introductory lecture and the three workshops]. *A student can be exempt from 1LGD penalty only by a medical report confirmed by the SU Health Center. Even in this case, students may request tutorials from the SUWC to make up for the workshop[s] they missed.* Any delays or lack of posters in the poster session also result in 1LGD for all the group members.

The percentage weights of evaluations by a project supervisor are as follows:

10 %: Proposal

15 %: Progress Report

15 %: Overall Presentation + Poster

20 %: Final Report

35 %: Individual Performance [contribution to the project + performance in presentation + attendance to weekly meetings with the supervisor (20 %)]

The sum of the evaluations by the project supervisor(s) adds up to 95% of the total grade. The remaining 5% corresponds to the evaluation of the fitness of the reports to the instructions related to their format presented in the workshops and report templates. Proj 102 Committee calculates the letter grades of the students, taking 1LGDs into account, according to the following conversion table.

If there are two or more supervisors in the project then the total grade of a grading item [e.g. *Proposal* grade or *Progress Report* grade] is calculated by taking the average of all the grades. After all the supervisors of a project enter their grades for a grading item, then this average will be visible to the students.

Letter Grade	Numeric Grade
A	96-100
A-	92-95
B+	88-91
B	84-87
B-	80-83
C+	76-79
C	72-75
C-	68-71
D+	64-67
D	60-63
F	59 and below

Proj 102 Website [<http://fens.sabanciuniv.edu/proj102/>]: All the information related to Proj 102 course can be found on the Proj 102 Website under the “Online-help” link. Students must periodically [a few times a week] check the website for the newly posted announcements and course materials. The course calendar listing all the important dates/deadlines of the course events and the project templates mentioned above can also be found in the “Announcements” link located at the bottom of the Website. The dates of the common activities are added to the calendar about a month prior to each of these events. Sometimes, e-mails are also sent to the Proj 102 students and supervisors to remind them about the important dates of the course events. If you cannot find an answer to your question(s) on the website, please e-mail to proj102@sabanciuniv.edu. The e-mails sent to this address are checked daily and replied by an assistant of the course during the term.

II. RATIONALE OF PROJECT 102 WRITING WORKSHOPS

Writing Project Reports necessitates techniques of academic writing that students at undergraduate level must be equipped with to submit their group work.

To eliminate any discrepancy between those students who have taken academic writing in their pre-university education and those who have never had the opportunity for any writing course, writing workshops are designed by the Writing Center to deal with the techniques of academic report writing at university standard.

Organizational issues related to the written presentation of content, the layout design, language/ structure issues as well as format are discussed in the writing workshops with samples including guidelines and models for oral presentations.

For each main stage of the project, that is *Proposal*, *Progress Report*, and *Final Report*, there is a workshop repeated in 2, 3 or 4 sessions depending on the number of students taking the course and participating in the workshops.

Attendance is required as this platform is the only means to discuss intricate report-writing issues with models and templates.

III. WRITING CENTER WEBSITE & TUTORIALS

The SUWC Website at the address: <http://www.sabanciuniv.edu/bagem/writingcenter/eng/> tries to display its workshop materials or supplementary handouts at its *Archives* under the related programs Undergraduate, Graduate, Academic and Career Advising as well as *Useful Links* for referencing and documentation styles.

Workshop materials for Project 102 *Proposal*, *Progress* and *Final Reports* can be found under the *Archives* for the Undergraduate Program in PDF.

Those students who miss the workshops due to valid reasons may have access to the material presented in PowerPoint in PDF on the Website, yet miss the explanations and workshop interaction, which build on the posted material, and include many crucial answers to the questions concerning each stage of writing.

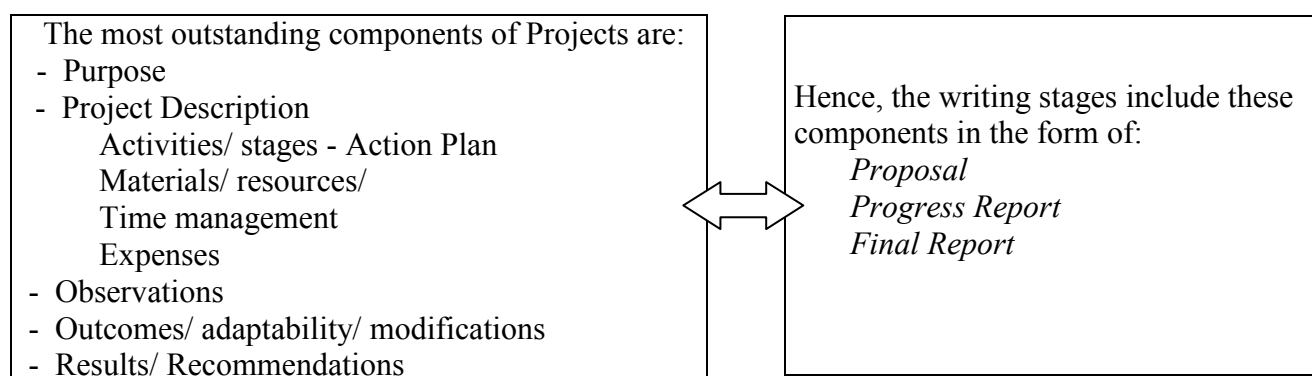
The Undergraduate Program of the SU Writing Center offers “**tutorial**” support in writing and presentation skills as well as workshops, and access to the materials on the website to enable students to write and present effectively.

During the individual and/or group tutorial appointments at the Writing Center, report writers can discuss the strengths of their reports or their needs and concerns. Feedback is given for improvement and gist questions lead students for editing their reports on their own.

IV. PROJECT REPORT WRITING & SKILLS DEVELOPMENT

The rationale behind Project Report writing is based on seeing a whole task with its components and stages. That is, seeing the forest holistically and zooming on each tree to see the details!

TASKS/ ACTIVITIES	SKILLS DEVELOPMENT
Brainstorming	Vision/ knowledge/ supervision/ attention for following guidelines
Choosing a topic	Discovering interests/ seeing strengths/ seeing processes with their utility/ creativity/ rationality
Forming a group and job allocation	Group dynamics/ involvement/ responsibility/ commitment/ delegation
Making a time frame	Time management/ prediction/ accuracy/ precision
Foreseeing the obstacles	Vision/ calculation
Observation	Curiosity/ analytical thinking/ interest/ grasp of details
Calculation	Knowledge/ accuracy/ clear focus
Writing the reports	Organization/ structural know-how/ critical thinking
Sharing feedback	Communication / self evaluation / group assessment
Poster Display	Presentation of visual material / aesthetic values / notional-functional awareness/ time & space management/ compactness/ care for ethos/ quality versus quantity awareness
Presentation	Group dynamics/ oral communication/ use of visuals/ rapport & interactive skills



In all these stages, focus is geared to precision, competence, and conciseness in composing well-knit wholes.

All educators and practitioners rank COMMUNICATIONS first and call for effective strategies in the engineering and social science curricula, stressing the importance of communications.

How do you communicate within the context of your Project?

As you write for your group to better analyze and criticize your project, you also write for your professor to get a grade.

What makes this written communication more compact and orally interactive is your **presentation**.

Through written documents, charts/ graphs/ tables/ figures, there is 'Written Communication'; through visuals, speech, and presentation techniques, there is 'Oral Communication'.

V. REPORT WRITING

A. Focus on Content & Organization Issues

➤ Writing a Proposal

Why do you write a Proposal?

As university graduates or even interns, you will need to communicate with diverse audiences at different technical levels. You will have to explain technical concepts and persuade others to fund your proposals. You will aim at endorsing your solutions to complex problems. Here you need to propose your way of dealing with your aim; and this is your proposal.

General Layout

Abstract

The abstract should be an overview of the project, not exceeding 250 words, emphasizing the importance of the work and its possible impacts.

It should include:

- The definition of scope of work
- The objectives
- Approaches/ strategies in solving or making progress on the objectives, e.g., experiments, simulations, analytical models, data analysis, observations or interviews.

1. Introduction

In this section, what is expected is to provide background information about the project and review the literature related to the project, citing authors. Your resources can be:

- Books
- Articles in a book/ journal
- Websites
- Online database
- Experiments
- Interviews
- Films/ plays

Finally, the purpose of the project is stated at the end of the introduction.

2. Definition and Scope

This part precisely describes what you will do in this project. It is the action plan, giving the approaches and strategies with the reasons.

2.1. Project Objective Statement [POS]

In this part, which does not exceed 25-30 words, you include:

- The proposed outcome of the project
- Anticipated completion date
- Resources
- Amount of time and money needed

2.2. Deliverables

Deliverables constitute the concrete material that your project will generate.

Ask yourself this question: *What will you create and what will it be used for?*

2.3. Milestones

Milestones represent the critical stages to be completed throughout your project work. These refer not only to the final product, but also to critical steps of the project like devising an instrument, performing an experiment, completing a numerical code, an interview etc. Your findings might be expected or unexpected highlights.

3. Project Planning

3.1. Work Breakdown Structure

Breakdown structure is a hierarchical structure of subprojects, broken down into sub-subprojects that constitute different stages of your project. For each of these stages, indicate the time and financial resources needed.

3.2. Organizational Structure

This part contains information in plain text about the following:

- Job allocation of each of the team members.
- Responsibilities/ specific time schedule for the project
- Time allocation per week for each team member
- Periodic 'meeting schedule' including:
 - . Meetings with the supervisors
 - . Meetings with your teammates

Each team member should spend a reasonable time for the project course, considering the requirements of other courses and making a reasonable plan for how much time per week can be spared for Proj 102.

3.3. Time and Resource Plan

- Provide a Gantt chart prepared by using MS Excel or a similar tool.
- Please see the sample Gantt chart provided on the Proj 102 Website.
- Note that your Gantt chart must include all the work packages, and its structure should reflect the work breakdown structure you give in the previous sections.
- The information in the graph should demonstrate that you will finish the project within the established time.
- There should be no conflict between the total time requirements of the different work stages and the total time that will be spent by team members.

*** PLEASE, FOLLOW THE GIVEN LAYOUT WITH THE SAME NUMERIC CATEGORIZATION AS YOU WRITE YOUR *Proposal*.**

**ALL THE PROJECT REPORTS MUST BE IN THE TEMPLATE FORMAT
[Layout, font, indentation etc.].**

**PLEASE, DOWNLOAD THE RELEVANT TEMPLATE FROM THE PROJ 102 WEBSITE
AND
PREPARE YOUR REPORT BY INSERTING YOUR SECTIONS, FIGURES, EQUATIONS,
AND TABLES etc. INTO THESE TEMPLATES.**

General Layout:

Abstract

1. Introduction

2. Definition and Scope

2.1. Project Objective Statement [POS]

2.2. Deliverables

2.3. Milestones

3. Project Planning

3.1. Work Breakdown Structure

3.2. Organizational Structure

3.3. Time and Resource Plan

References

Appendix(es) [If needed]

➤ **Writing a Progress Report**
Why do you write a Progress Report?

The aim of the Progress Report is to present your observations on your initial planning and organizational layout. It includes observation skills, measurement, calculation, and evaluation with a possible modification model or alternatives.

General Layout

1. Summary of Planned Tasks as of Progress Report due Date

Briefly go over your initial plans regarding the project as described in the proposal. This is a summary of the main points of your Project Proposal within half a page to recall the aim and the overall design of your project.

Related items in your Proposal [Check what you had already stated not to create discrepancy]

2. Definition and Scope

2.1. Project Objective Statement

2.2. Deliverables

2.3. Milestones

2. Tasks Completed in Accordance with Project Schedule

In this section, introduce your results and explain what has been actually done within the time until the report is to be submitted. This includes:

Observations & Results Collected/ Investigations of the previously planned activities

- Experiments
- Simulations
- Analytical models
- Construction/ data analysis

To support your explanations, present your experimental results or investigations in the form of:

- Tables/ figures/ graphs
- Photographs/ screen shots
- Algorithms
- OR other visuals

Computer codes, unless necessary, should not be given here, but attached in the appendix. In addition to the minimum requirements of a progress report, information about any additional activity can be included in this section.

Related items in your Proposal [Check your previous planning for coherence]

3. Project Planning

3.1. Work Breakdown Structure

3.2. Organizational Structure

3.3. Time and Resource Plan

3. Consistency to Project Schedule

It is possible that parts of the originally proposed work could not be completed in time indicated by the project schedule for various reasons. In this section, discuss the tasks that have not been completed in time by providing the associated reasons.

Compared with the initial work breakdown structure in project proposal, did the estimated task(s) match with the realized task(s)? Do you have any modifications

in the work breakdown structure? If yes, explain each of the modifications in your work breakdown structure together with their reasons, separately and clearly.

Even professionally created, many projects can require modifications in the workflow and time allocation throughout the project progress period. Our aim is not to grade how successful your initial estimates of the work were; this is only your first such project. Instead, we are judging how well you can adapt the project workflow to the existing circumstances as the project progresses.

4. Plans for the Remainder of the Project

In the light of the project requirements, how have you modified your work plan? If a new work breakdown structure is required, it should be presented here. Also discuss if there have been changes in the deliverable(s) of the project. Don't forget to justify your *NEW Time and Resource Plan*, if there is one!

➤ **Writing the Final Project Report**
Why do you write the Final Project Report?

This is the resume of all your work. It summarizes how you started, what you observed, calculated, evaluated with possible modifications, and how your Project ended up.

With all your recording and submitting it to your audience, with the feedback received, you either enlarge this project later on, fund it as it is, market it or get a patent for future use reserving in your portfolio.

General Layout

Abstract

Abstract should be a compact summary of your Project. This part should not exceed 250 words. Here, you should clearly explain the importance, outcome, and possible impacts of your project together with the methods employed throughout the Project (experiments, simulations, analytic models, construction, or data analysis).

Related items in the *Proposal* [Check what you had presented initially]

Abstract

1. Introduction
2. Definition and Scope
 - 2.1. Project Objective Statement
 - 2.2. Deliverables
 - 2.3. Milestones

1. Introduction

In this section, explain the project in its broadest sense mentioning the tasks completed in line with the project schedule.

You should summarize background information for an outsider to understand the following sections, which detail what you have done in this project.

You may provide additional information, e.g. a survey and/or comparison of what is already available as a solution [use subsections if necessary].

The last paragraph of this section should explain how you have structured the following sections **2, 3...**

SAMPLE for explaining your aim:

“The remainder of this report is structured as follows: In Section 2, we give the details of.... Section 3 explains the methods in obtaining.... In Section 4, we discuss the results we have obtained as we.... Section 5 has our concluding remarks. In Appendix A, a post project analysis is provided.”

2. *Your Second Section* [depending on need]

The number of sections following the Introduction section depends on the extension and the character of your project. As a general rule, each section should be related to a particular subject of your project and given a short name that best describes its content. You are free to structure the sections according to your needs while keeping in mind that

your main purpose is to provide a clear presentation of the project. Please adjust numbering accordingly.

3. *Your Third Section* [depending on need]

4. Results and Discussion

In this section, discuss briefly the results of your work that are explained in detail in previous sections. Here, you should also include a discussion of conditions and positive or negative factors that must be considered in assessing your results and achievements.

Related items in the *Proposal* and *Progress Report* [Check what you had presented initially]

- Results of all processes/ modifications in your work plan
- Success/ failure in your *Breakdown Structure* with your deliverables/ milestones

5. Conclusion

The conclusion summarizes the outputs of your project, that is, what you have shown, built, found, produced etc. in one or two paragraphs.

B. Structure Issues – Use of Language

B.1. Structures in Project Proposal

- B.1.1. Simple Present, Present Perfect, and Simple Future/ Future Continuous/ Future Perfect tenses in the Active and Passive
 - Simple Present Active: V1
 - Simple Present Passive: is/ are+V3
 - Present Perfect Active: have/ has +V3
 - Present Perfect Passive: have/ has + been+ V3
 - Simple Future Active: will + V1
 - Future Continuous Active: will + be + Ving
 - Simple Future Passive: will + be+ V3
 - Future Continuous Active: will + be + Ving
 - Future Perfect Active: will + have + V3
 - Future Perfect Passive: will + have + been + V3
- B.1.2. Use of Present Modals and Present Real or Conditionals
 - Can/ may/ have to/ must
 - ... will + V1, if ... can + V1
 - ... would + V1, if ... could + V1
 - ... would + V1, if ... V2
- B.1.3. Use of Correct Time Phrases and Connectors [a long list is provided at the workshop]
 - At present/ at this phase
 - So that/ in order to/ so as to/
 - In contrast to/ despite/ although etc.
- B.1.4. Use of comparative and superlative adjectives/ adverbs
 - Good/ well; better + noun+ than; the best+ noun
 - Bad; worse than/ the worst
 - Little; less than/ the least etc.

B.2. Structures in the Project Progress Report

- B.2.1. Simple Past and Present/ Past Perfect Tenses in the Active and Passive
 - Simple Past Active: V2
 - Simple Past Passive: was/were + V3
 - Past Perfect Active: had + V3
 - Past Perfect Passive: had + been+V3
- B.2.2. Use of Past Modals and Past Conditionals
 - Should/ might/ had to +V1
 - ... could/ would + have + V3, if ... had +V3
- B.2.3. Use of Correct Time Phrases and Connectors
 - Initially..., after two weeks...
 - At the beginning ..., in two weeks...
 - Prior to..., however....

B.3. Structures in the Final Project Report

- B. 3.1. Simple Past and Present/ Past Perfect Tenses in the Active and the Passive
 - Simple Past Active: V2
 - Simple Past Passive: was/were + V3
 - Present Perfect Active: have/ has +V3
 - Present Perfect Passive: have/ has + been+ V3

Past Perfect Active: had + V3
Past Perfect Passive: had + been+V3

B. 3.2. Use of Past Modals and Past Conditionals

Could + V1 / could have + V3
Should + V1 / should have + V3
Ought to + V1/ ought to have + V3
Had to + V1

B. 3.3. Use of Correct Time Phrases and Connectors

We hadat the beginning stage.... and....
We had ... at the beginning ..., but
We had ... at the beginning ..., however...
Although we had..., we were successful at the end. .
Having set our objective as....prior to experimentations, we had no doubts regarding the....
We had ... initially, but....
Previously... had worked very well.
We ...after having observed that...
At the stage of the project design,.... Finally, ... at the last stage.

SAMPLE SENTENCES:

What was anticipated/ expected at the initial stage was... and the objective was achieved in line with the original plan.

OR

What had been anticipated/ expected at the initial stage was...; however, by modifying our strategy, we fulfilled our initial aim to....

*** Supplementary materials are provided on *Structure Review* in the Writing Workshop.**

C. Format Issues – Document Style/ Page Layout/ References/ Appendixes

The American Psychological Association [APA] has established guidelines on style/format and a documentation system called an “author-date style” for writing in both social and physical sciences. Since APA is broadly used in the undergraduate studies, but the “citation-sequence style” of the CSE in graduate work, you are required to use the APA style.

C.1. General Stylistic Guidelines for Proposal/ Progress/ Final Reports:

C.1.1. Cover Page

This page should have the project number, project title, group number, group members’ names, supervisor’s name, and the date of submission, all centered in font 14. The footer at the bottom of only this page is for the university name and faculty.

C.1.2. Pagination

The pages should be numbered as indicated in the template in APA style on top right, in font 9 or 10 [depending on the length of material written] including the full or shortened version of the title.

C.1.3. Type face - Font & Margins

- **Title:** 14 points/ boldface
- **Body Text:** 12 pts/ Times New Roman standard, NOT italic/ single line spacing/ justified/ no paragraph indentation, but one line spacing between paragraphs.
- **Section Headings:** 12 pts/ single line spacing/ boldface/ align left and numbered as 1., 1.1., 1.1.2., 1.1.3, 1.2., etc. as shown in the template.
- **Figures and Tables:** They should be centered and numbered on the page layout as shown in the template. Data in the Figures and Tables should be 10 pts centered/ not bold. They should be comprehensible independent of the text.
- **Figure and Table Captions:** 10 pts/ bold face/ justified/ centered
Margins of captions should be limited to the width of the figures or tables. Figure captions should be typed **below** the **Figures** with one-line spacing, Table captions should be typed **above** the **Tables** with one-line spacing.
- **Illustrations:** 10 pt/ single line spacing, justified, and centered
- **Footnotes:** 10 pt/ single line spacing
They should be used only if absolutely necessary.
Footnote references are indicated in the text by Arabic numbers placed superior to the text following the word[s], phrase[s], or sentence[s] the footnote concerns.

C.1.4. Gantt Chart

- This chart is to be prepared by using MS Excel or a similar tool to include all the work packages.
 - Note that your Gantt chart's structure should reflect the work breakdown structure you give in the previous sections of your proposal.
 - The information should demonstrate that you will finish the project within the established time.
 - There should be no conflict between the total time requirements of the different work stages and the total time that will be spent by team members.
- * **Please see the sample Gantt Chart provided on the Proj 102 website.**

C.2. References

APA style is to be used for the **reference list**, to be given on the last separate page, and for **reference citations in the body text**.

The Writing Center provides guidance in APA style citation on their Website:

[http://www.sabanciuniv.edu/bagem/writingcenter/eng/ Useful Links/Documentation Style \[APA\]](http://www.sabanciuniv.edu/bagem/writingcenter/eng/Useful%20Links/Documentation%20Style%20[APA])

See also:

http://campusgw.library.cornell.edu/newhelp/res_strategy/citing/apa.html#resources

Some SAMPLES are given in this Handbook. Further SAMPLES for **in-text** and **last page references** from books, journals, Websites are provided and discussed thoroughly in the writing workshops.

References [for SAMPLES in this Handbook]

Glenn, C. & Gray, L. (2006). *The writer's harbrace handbook*. Third Edition. Boston: Thomson/ Wadsworth.

Glenn, C. & Gray, L. (2006). *The hodge's harbrace handbook*. Sixteenth Edition. Boston: Thomson/ Wadsworth.

Hacker, D. (2004). *Rules for writers*. Fifth Edition. Boston/ New York: Bedford/ St. Martin's.

Maimon, E. P. & Peritz, J. H. (2003). *A writer's resource*. New York: McGraw Hill.

C.2.1. In-text References [citations in the body text]

- In- text references are given at the end of or next to the borrowed material in a parenthesis with the last name of the author followed by a comma, the year of publication, and a period after the close of the parenthesis.

The amygdale is active when a person experiences fear (Carey, 2001).

- In-text citations follow the idea cited or they are placed at the end of the sentence where the cited material concludes. They may even be given at the beginning of a sentence with only the page reference at the end.

“This safety net plus the free market comprise what Germany calls a ‘social market’ economy” (Eidson, 1992, p. 122).

According to Eidson (1992), several political parties vie for power at every level during regularly scheduled elections (p. 194).

- Two Authors: In the case of two authors, use an ampersand [&] to separate the authors’ last names together with the initials of their first names followed by a comma and the year in the parenthesis. Page numbers may also be used if required.

Greenfield and Rumbaugh (1990) have acknowledged that “Kanzi’s linguistic development was slower than that of a human child” (p. 567).

As claimed, “Kanzi’s linguistic development was slower than that of a human child” Greenfield, L. & Rumbaugh, S., 1990, p. 567).

- A work with six or more authors: In such a case use the first author’s name followed by “et al.”

The ape language studies have shed light on the language development of children with linguistic handicaps (Rumbaugh et al., 1993)

- Unknown Author: When no author or editor is listed for a work, use quotation marks for titles of articles or chapters and italics for titles of books or reports; OR use (Anonymous, year)

A team of researchers has concluded that many of the behaviors of chimpanzees in their grooming rituals are “cultural, not just responses to environmental factors” (“Chimps”, 1999).

- Unknown Date of Publication: When the date is unknown, APA recommends using the Abbreviation “n.d.” (for no date).

“Attempts to return sign-language-using apes to the wild have had mixed results (Smith, n. d.).

- **Organization as Author:** In the case of an organization as author, treat the organization as author.

The Deutsche Bank's Economic Department (1991) identified a list of key problems raised by efforts to rebuild Eastern Europe. Public service announcements were used to inform parents of these findings (National Institute of Mental Health [NIMH], 1991).

- **Quote material,** which is unique to an individual and, which is not common knowledge. You can paraphrase or summarize information and still use the in-text citation reference at the end of the borrowed material.
- **Quoted material** is placed in double quotation marks at the beginning and at the end. A quotation inside a quote is set off with single quotation marks at the beginning and end.

Kay (2004) indicates in her article that “the philosophical dilemma starts with the question ‘to be or not to be’ before a turning point that follows a social conflict as well as a personal one”.

- **Quotations** more than four lines are introduced by a colon, set off, with indented margins, 5 spaces less than the text and single-spaced.
- **Brackets, [],** translate/ interpret/ explain information within the quoted material.

Stubbs (1999) reported that “in such places [developed societies] the demands for additional infrastructure exceed...” (p. 64).

Kosik (2004) maintains, “going back to the age [Classic era] in which the widespread concern is....” (p. 17).

C.2.2 Alphabetical References List [Separate last page]

Separate last page references are alphabetized according to the last name of the author. Please use align left/ font 12/ 1 space between each reference. Give the name of the book, journal in italics, using **lower case** for the first letter of each word except the names of people and places, and the first letter of words following a period. Use a colon after places of publication. Give the publisher as the last item followed by a period. Use the pattern: Retrieved + date + from+ the URL for Internet references.

[The World Wide Web (WWW)]

Burka, L. P. (1993). A hypertext history of multi-user dimensions. *MUD History*. Retrieved October 9, 2006, from <http://www.utopia.com/talent/lpb/muddex/essay>.

[E-mail, discussion lists, and newsgroups]

Crump, E. Re: Preserving writing. *Alliance for computers and writing* listserv. Retrieved October 2, 2006, from acw-l@unicorn.acs.ttu.edu

[Review]

Ehrenhalt, A. (1997, February10). [Review of the book *Virtuous reality*]. *The Weekly Standard*, pp. 31-34.

[Television program]

Holt, S. (Producer). (2002, October 1). *The mysterious lives of caves* [Television broadcast]. Alexandria, VA: Public Broadcasting Service.

[Article in an online newspaper]

McGrath, C. (2002, June 15). Father time. *The New York Times*. Retrieved October 11, 2006, from <http://nytimes.com/pages/science/index.html>

[Article in a journal paginated by volume]

McLoyd, V. C. (1998). Socioeconomic disadvantage and child development. *American Psychologist*, 53, 185-204.

[Article by more than six authors]

Reddy, S. K., Arora, M., Perry, C. L., Nair, B., Kohli, A., Lytle, L., et al. (2000). Tobacco and alcohol use outcomes of a school-based intervention in New Delhi. *American Journal of Health Behavior*, 26, 173-181.

[Article in a journal paginated by issue]

Roberts, P. (1998). The new food anxiety. *Psychology Today*, 31(2), 30-38, 74.

[Book by two authors]

Stubbs, M. & Barnet, S. (1993). *The little, brown reader*. (6th ed.) NewYork: HarperCollins. 64-69.

[Book by one author]

Thomas, D. (2003). *Working with people with disabilities: Theory and practice*. London: Jessica Kingsley Publishers.

C.3. Appendixes [Separate page]

- Appendixes are placed at the end of the report.
- Materials that belong to different categories are placed in separate appendixes.
- Headings for appendixes are centered, and numbered or lettered.
- If there is more than one appendix, each appendix has a descriptive title just as text headings do.

VI. TEMPLATES

Template #1 SAMPLE Project Proposal Cover page

Template #2 SAMPLE Progress Report Cover page

Template #3 SAMPLE Project Final Report Cover page

Template #4 SAMPLE Figures and Tables

VII. CHECKLISTS

Checklist #1 for Report Writing Evaluation

Checklist #2 for Presentation Evaluation

PROJ 102 Project Proposal

[Project Number]

[Project Title]

Group [No: XX]

[Name & surname of each group member to be separated by commas]

Supervised by:

[Name & surname of each supervisor to be separated by commas]

Month, day, year

PROJ 102 Project Progress Report

[Project Number]

[Project Title]

Group [No: XX]

[Name & surname of each group member to be separated by commas]

Supervised by:

[Name & surname of each supervisor to be separated by commas]

Month, day, year

PROJ 102 Project Final Report

[Project Number]

[Project Title]

Group [No: XX]

[Name & surname of each group member to be separated by commas]

Supervised by:

[Name & surname of each supervisor to be separated by commas]

Month, day, year

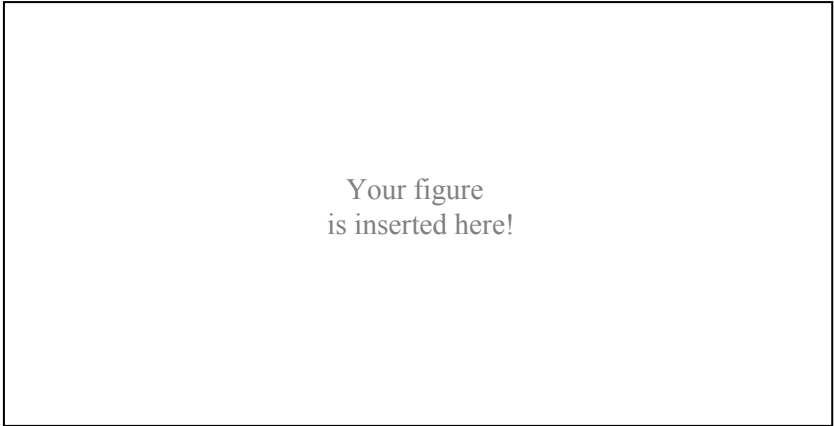


Figure 1. XXXXXXXX xxx XXXXXXXX XXXXXXXX x XXXXX xx XXXXXXXX XXXXXXXX xxx x
 XXXXXXXXXXXX XXXXX x XXXX XXXXXXXXXXXXXXXX XXXX XXXXXXXX.

Table 1. XXXXXXXX xxx XXXXXXXX XXXXXXXX x XXXXX xx XXXXXXXX XXXXXXXX xxx x XXXXXXXXXXXX XXXXX x XXXX
 XXXXXXXXXXXXXXXX XXXX XXXXXXXX

Column 1	Column 2	Column 3	Column 4
Aaaaaa	Bbbbbb	Cccccc	Dddddd
123	456	789	012

Checklist #1 for Report Writing

WRITING EVALUATION CHECKLIST		
COURSE: _____ ESSAY: <i>First Draft</i> _____ <i>Final</i> _____ TERM PAPER: <i>First Draft</i> _____ <i>Final</i> _____		
INSTRUCTOR: _____ PROJECT REPORT: <i>Proposal</i> _____ <i>Progress</i> _____ <i>Final</i> _____		
NAME OF STUDENT: _____		GRADE: _____
SECTION: _____		
DATE: _____		
COMPONENTS	CRITERIA	IMPRESSIONISTIC EVALUATION [PEER/ INSTRUCTOR]
CONTENT 40 %	1. The ideas are developed logically in a persuasive manner and are well rounded with clear focus on the topic.	
	2. There is clear discussion/ analysis/ argument of topic/ thesis.	
	3. All the information in support/ progress is relevant to the topic/ thesis.	
	4. In case of a Project Report: <i>Proposal - Progress – Final</i> Reports are coherent and holistic.	
ORGANIZATION 20 %	1. There is a clear thesis statement.	
	2. Each paragraph/ section in the body reflects the thesis statement and has a clear topic sentence.	
	3. Each sentence in each paragraph of the body supports the respective topic/ support example.	
	4. Support examples are given with smooth transitions.	
	5. The topic is controlled with care for coherence and unity and all data used for support are well knit.	
	6. Conclusion ties in with introduction and restates thesis in a way, avoiding repetition.	
LANGUAGE ACCURACY & FLUENCY 20 %	1. The language does not interfere with understanding the meaning.	
	2. The language of analysis or persuasion is used clearly and appropriately.	
	3. Varieties of structures are used appropriately with unity of tenses.	
	4. There are no unfinished sentences or redundant repetition.	
	5. There is good range of vocabulary for academic purposes.	
FORMAT 20 %	The document is well formatted in a standard style --MLA/ APA/ Chicago/ Harvard-- with care for:	
	1. Cover page/ last page	
	2. Pagination	
	3. Subtitles/ headings/ charts/ graphs/ other visuals documented	
	4. Spacing & font	
	5. Margins/ indentation	
	6. In-text and last page citation s/ footnotes if required	
	7. Punctuation/ capitalization	
8. Spelling		
SWOT ANALYSIS	Strengths of the paper: 	
	Weaknesses/ Concerns/ Issues to focus on: 	
EVALUATION /ASSESSMENT MADE BY : _____		

Checklist #2 for Presentation Evaluation

INDIVIDUAL/ GROUP PRESENTATION EVALUATION CHECKLIST						
PRESENTER'S NAME:			TOPIC:			
COURSE/ SECTION/ LEVEL:			DATE:			
COMPONENTS	CRITERIA	EVALUATION				
		MEM.1	MEM. 2	MEM. 3	MEM. 4	MEM. 5
ORGANIZATION & CONTENT	The presenter is observed and evaluated on the basis of the following:					
	1. Starting with a warm and precise opening indicating the <u>objective</u> and the <u>procedures</u> followed in the presentation					
	2. Giving the topic, scope, objective/ thesis, organizational plan with time and resources and the main support points in a n overall frame					
	3. Making clear links between the objective/ thesis, support/ progress, highlighting the main points/ milestones and elaborating on each item with adequate emphasis					
	4. Giving support examples, visuals-- charts/ graphs/ diagrams with Smooth/ meaningful transitions					
	5. Having a strong conclusion emphasizing the objective and the achievement [thesis& argument] with a message					
	6. Having effective timing for opening, body, conclusion, and round up					
	7. Rounding up at the end without repetition					
USE OF LANGUAGE FLUENCY ACCURACY & CHOICE OF VOCABULARY	1. Maintaining flow of speech with natural pauses and speech markers/ attention pointers					
	2. Having no unfinished sentences					
	3. Using variety of structures suitable to the task - no sentence forms, but phrases					
	4. Giving the audience the opportunity to comprehend with no grammar and usage mistakes to restrict the understanding					
	5. Using vocabulary in the right form & context					
	6. Having good range of vocabulary for academic purposes					
PRESENTATION TECHNIQUES	1. Making sentences comprehensible with no strain on the audience					
	2. Having the correct stress and intonation patterns to emphasize important points or questions					
	3. Producing no utterances affected by Lang.1					
	4. Controlling voice to make the speech effective and laudable					
	5. Keeping the audience alert and highly interested showing self motivation					
	6. Using visual aids properly and effectively					
	7. Making meaningful eye contact with all participants, NOT only a group					
	8. Showing self-control by body talk-- poise/ posture/ gestures					
	9. Having good usage of note-cards prepared in advance, BUT NEVER A4 size paper or a notebook					
	10. Not getting attached to note cards/ lap top/ white screen, the floor or the ceiling					
	11. Not turning his/ her back to the audience for a demonstration on the board or screen					
	12. Showing communicative ability by asking questions to elicit response from the audience and encouraging answers					
	13. Using an ice-breaker appealing to audience's sense of humor					
	14. Evaluating response from the audience, answering questions, restating/ paraphrasing if some points are vague					
	15. Giving instructions clearly if different activities are expected from the audience					
	16. Maintaining interaction with oral material, audio-visuals, written material, questions, and supplementary handouts					
EVALUATION/ ASSESSMENT MADE BY:						

VIII. GUIDELINES FOR PRESENTATIONS

A presentation is a communicative process where you share the content of your project, your findings and projections with an audience -- your peers, colleagues, seniors, and your faculty members -- in an academic or business community.

There is a growing demand for presentations in education, business, and even politics as there is a need for better communication with clear expression and understanding of aims, situations, processes, and possible recommendations or [re]solutions within the constraints of time.

Since good communication can only be established through meaningful transfer of messages between the decoder[s] and encoder[s], the written, oral, and audio-visual components as well as the stance, the body language, and the presentation skills of the individuals make the messages and the interaction effective and enjoyable.

In cost-benefit terms the **cost of the presentation** includes the efforts of the presenter[s] to make messages precise in written and verbal format, caring for setting, tools, composition, and threshold of the target audience as well as the methodology in delivery; and **benefit of the presentation** is observed in comprehension value, the impact on the audience as results.

The *Effective Presentations Workshop*, a component of the *Project 102 Workshops* in the Undergraduate Program of the Writing Center, includes Pre-presentation, Presentation, and Post-presentation strategies.

General Layout

Stage I. Pre-presentation Strategies - Preparation/ Planning

- Focusing on Objective, Content, Organization
- Designing Written Material
- Choosing Visuals/ Considering Facilities
- Considering the Audience
- Preparing Yourself - Rehearsing

Stage II. Presentation/ Exploitation Strategies

- Oral Composition
- Presentation & Interaction Techniques

Stage III. Post-presentation strategies - Round-up & Feedback

- Audience Reflections
- Evaluations

Stage I. Preparation - Planning Strategies

➤ **Focusing on Content and Organization of Presentation Material**

This is the most important step in preparation for which you have to follow the given steps:

1. Collect all data.
2. Outline the presentation.
3. Choose and insert the visuals.
4. Prepare charts and diagrams.
5. Start wording the presentation not necessarily in sentences, but phrases.

This preparation of the written material is usually on PowerPoint and note cards for yourself.

Show special attention to:

- Using cards for the speech
- Highlighting key words
- Itemizing instead of memorizing sentences
- Using signs/ symbols for change of activity

The basic description of a 'Project Description' in your mind, on a card or a PP slide

PROJECT Title/ Objective: SUPERVISOR/ ADVISOR[S]: DURATION OF PROJECT: Months/ Dates KIND OF PRESENTATION: 15-minute Individual/ 50-minute Group Presentation PROJECT MEMBERS: OBJECTIVE: Holding a Project Presentation with a POSTER PRESENTATION AGENDA & INTERACTION:

➤ **Putting Content and Organizational Plan on paper: AGENDA OF THE PRESENTATION**

A. Composing the Presentation Material

1. Project Definition
2. Project Scope
3. Issues Related with the Re-definition of the Project [if any]
4. Methodology/ Strategies
 - Collection of data
 - Tools
 - Techniques/ Approaches
5. Value Proposition to the Course/YOU
 - What is the delivered value?
 - Define/ elaborate on the value accumulated over the process, mention the milestones.
 - What is [are] the secondary value[s] that was [were] not expected at the onset of the project?
 - What were the difficulties and problems encountered?
6. Recommendations & Supporting Rationale
 - What are the project's strengths?
 - What are some implementation concerns [if any]?
7. Acknowledgements [If any]
 - Project Advisor/ Supervisor
 - Any other Parties

B. Supporting the Main points with Audio-Visuals

[PowerPoint - Data in Charts/Diagrams]

1. Kinds of visuals

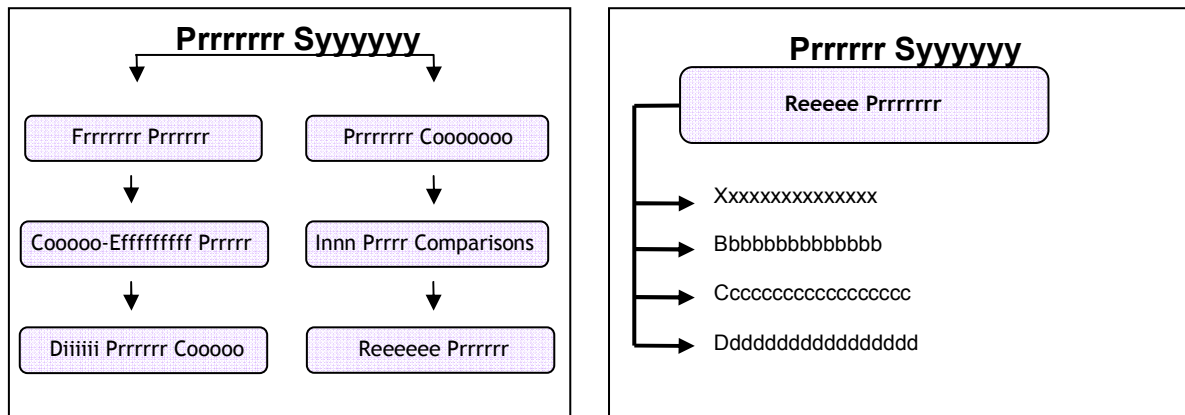
- Pictures/ Posters/ Flashcards
- Diagrams
- Charts/ Maps
- Statistics
- Film/ Sound extracts

2. Choosing Audio-Visuals

In the choice of visuals the logic should be clarity of content with illustration or exemplification. Please avoid visuals that cause complication or are just there for decoration.

- Choose pictures according to aims.
- Don't overload slides with visuals.
- Don't use complicated/ illegible charts or graphs. Give them as handouts.
- Don't use the material you won't mention orally.
- Check the harmony of colors and action.
- Check musical elements/ effects for variety.
- Use images within context; use them to be demonstrative, not decorative!
- Group illustrative images, photographs/ video extracts thematically.
- Use charts/ tables/ diagrams in the right SIZE; show care for legibility on the screen from a distance!

Legible Sample PowerPoint Charts



- **Considering the Human Element: Audience**
 - A. Threshold: Knowledge/ Interest**
 - B. Size**
 - C. Composition: Approximate Age/ Gender/ Status**
 - 1. Course Instructors/ Other Faculty
 - 2. Academic Advisor/ Supervisor
 - 3. Peers/ Guests
- **Planning the Delivery of the Presentation with Interaction**
 - A. Developing Strategies for Interaction**
 - 1. Control of verbal and nonverbal communication
 - 2. Control of emotion and appearance
 - 3. Keeping the audience alert
 - 4. Giving the message in a clear/ assertive/ pleasant manner
 - 5. Timing all the activities
 - B. Planning Feedback Techniques to Create a Communicative Atmosphere**

Involving the audience in the content as active participants: Individual or Pair Work

 - 1. Questions
 - 2. Questionnaires
 - 3. Checklists
 - 4. Problem Shooting
 - 5. Brainstorming/ Mind mapping/ Sequencing

Table: Preparation of the General Frame of the Presentation on Paper

[Members of a group can take part within this frame for 50 mins.]

ACTIVITIES	AIDS USED		TIME ALOTTED
Warm-up	Oral & Visual	Pictures/ slides/ realia	App. 1 min.
Introduction/General Frame	Oral/ Visual & Written	same	App. 2 mins.
Body/ Support Argument	Oral & Written	Slides Question-Answer	App. 30 mins.
Conclusion/Round-up/Feedback	Oral & Written	Slides Question-Answer	App. 5 mins.
Q-A Supplementation	Oral Instructions/ Q-A Written: Activity Sheet	Hard copies Question-Answer	App. 12 mins.

Highlighting key words/ different activities of the presentation on NOTECARDS.

Use of signs/ color-coding

SAMPLES

SLIDE # 1 - Talk

CHART # 1 - Talk

Card 1

SLIDE # 2 - Talk

Handout 1 - Talk

- Ask Q

Card 2

SLIDE # 3 - Talk

Chart #2 - Talk

Handout 2 - Discuss/ Ask

Card 3

C. Designing the Written Material

1. Choose the most appropriate font.
Arial/ Times New Roman
2. Use the most appropriate font style.
Regular/ Bold - Avoid *Italics* unless it is a need.
3. Choose the right size.
Headings/ Titles 36 - 44; Text 20 - 30
4. Choose the right case.
Title Case - Avoid UPPER CASE other than for attention.
5. Use shadow for legibility.
6. Use KEY WORDS.
7. Use phrases/ fragments – Avoid long sentences.
8. Use BULLETS or SYMBOLS to connote meaning.
9. Check GROUPING & SPACING.
10. Check MARGINS. Left-Right/ Top – bottom, minimum 1 cm.
11. Don't fill in each slide with loaded writing.
Standard 6-10 lines. Avoid more than 14 lines.
12. Stick to maximum 4 different colors used as a code.

D. Considering the Physical Resources

Technological Facilities/ Tools

1. Room: Do you have enough space for the number of participants?
2. Lights: Can all visuals be seen easily?
3. Your Location/ Position: Where do you stand as your group members are seated?
4. Space for action: Is there any possibility of group work/ your walking around?
5. Seating arrangements: Can you move desks?
6. Apparatus: Are you familiar with the use of this apparatus?
7. Technology: Do you have support tools for any inconvenience-- electricity cut/ unusable memory sticks/ UPS?
8. Acoustics: Can you be heard by everyone?
9. If you are using music, is the sound quality good?

E. Arrangement of the Room

1. Make seating arrangement with round models. Horse shoe model is the best for logistics.
2. Set the apparatus BEFORE THE PRESENTATION
3. Check musical effects.
4. Check the screen and projector.
5. Check the lights and the curtains.
6. Check heating and air conditioning.

F. Preparing YOURSELF!

1. REHEARSE in front of a mirror.
2. Improve your posture and gestures.
3. Don't forget, your body language is as effective as your visuals.
4. Care for your grooming. Choose appropriate attire. This shows your respect to your audience.
5. Prepare your PRESENTATION CARDS.
6. Remember to use your GENERAL FRAME!

**Table: General Frame of a Presentation Reachable on the Table to be Checked
Occasionally within the Flow of the Presentation [Frame for 50 mins.]**

ACTIVITIES	AIDS USED		TIME ALOTTED
Warm-up	Oral & Visual	Pictures/ slides/ realia	App. 1 min.
Introduction/General Frame	Oral/ Visual/ Written	same	App. 2 mins.
Body/ Support Argument	Oral & Written	Slides Question-Answer	App. 30 mins.
Conclusion/Round-up Feedback	Oral & Written	Slides Question-Answer	App. 5 mins.
Q-A Supplementation Feedback	Oral Instructions/ Q-A Written: Activity Sheet Written: Checklist	Hard copies Question-Answer	App. 13 min.

Stage II. Presentation/ Exploitation

➤ **Presentation & Interaction Techniques**

A. Remember your rehearsals and watch YOUR

1. Eye contact
2. Voice modulation, PAUSES, RECAPS
3. Smooth transitions
4. Posture and movements
5. Mimics and gestures
6. Motion
7. Location
8. Closeness/ distance to the audience
9. Interactive strategies
10. Time management

B. Implement everything you have planned!

1. Welcome your audience with a warm, assertive voice to establish good rapport. Introduce your GROUP MEMBERS.
2. Start your introduction by giving your Project TITLE, DEFINITION /SCOPE/ OBJECTIVE and STRATEGIES with good eye contact.
3. In the body of your presentation, support your DEFINITION with VALUE POSITION.
4. Give your RECOMMENDATIONS with the RATIONALE.
5. Watch for the proportion of visual and oral material.
6. Don't read from the PowerPoint slides from laptop, but talk: Illustrate, demonstrate with smooth transitions. Use natural pauses and recaps.
7. Use communicative/ interactive strategies to keep your presentation alive at all stages of the presentation.
8. For closer involvement of the audience:
 - Invite questions at the end of main sections of the body of your presentation.
 - Ask your own questions.

Stage III. Round-up & Feedback

- **Implement everything you have planned!**
 - A. Give a precise itemized summary of the main points.**
 - B. Ask questions on visual and oral information.**
 - C. Evaluate audience reactions tactfully. Be ready to deal with any hostile questions in a polite and positive manner.**
 - D. Distribute supplementary handouts [if you have any] and explain the rationale.**
 - E. Ask for audience's reflections orally or collect feedback on a checklist.**
 - F. Thank the audience for their time and attention.**