

**MARY BALDWIN COLLEGE
CAPSTONE FESTIVAL
2009**

GUIDELINES FOR PAPER PRESENTATIONS

Congratulations on your selection to present a paper at the Capstone Festival on Thursday, May 14, 2009! Here are some guidelines to help you deliver a high quality presentation. We have also included an example of the criteria and type of form that the judges will use when evaluating Capstone projects (the exact form may vary slightly).

LOCATION AND SET-UP

Paper presentations will be held in Miller Chapel or the Nuthouse, beginning in the early afternoon of May 14. You will be assigned to a session with several other presenters from a variety of disciplines. All presenters will sit together as a panel at the front of the room. A student moderator will introduce each speaker in the order printed in the program. You will have 15 minutes to present your paper and answer questions from the judges, other panelists, and the audience. A double-spaced page generally takes about two minutes to read, so plan accordingly. In order to leave five minutes for questions, you should limit your text to about five double-spaced pages.

Your assigned location will be available beginning at 9:00 a.m. for you to review the set-up or practice your paper. All practicing must be completed by 1:00 p.m. You should arrive at your assigned location no later than ten minutes before the scheduled start of your session. At the session break, check in with your room host. Please plan to remain in the room for your entire session unless you have made prior arrangements with the room host and moderator.

JUDGING AND AWARDS

A team of three judges will evaluate each paper session. The judging team will include people who are not knowledgeable about your particular field, and you will be evaluated on how well you are able to make your project understandable to this type of educated non-specialist audience. A number of special awards will be made at the concluding Celebration, but you should remember that it is also a significant achievement to be nominated for and participate in the Festival.

HELP SESSIONS

Two optional workshops are available to help you prepare. Please read these guidelines completely before you attend. Advance registration is not required, but it would be helpful to let us know whether you are coming to the Academic Paper workshop (call x7235 or send a message to LPETERSS@mbc.edu).

General Information Session. Lydia Petersson and Tracy Deem, Tuesday, March 24, 2009 from 12:15-1:15 p.m. in Miller Chapel and Wednesday, March 25, 2009 from 4:00-5:00 p.m. in Miller Chapel. You are invited to attend either session.

Adapting and Presenting an Academic Paper. Dr. Martha Walker and Lydia Petersson, Wednesday, April 8, 2009, 4:15-5:15, Miller Chapel.

GENERAL SUGGESTIONS FOR PAPER PRESENTATIONS

ADAPTING A LONGER PAPER. Identify a limited number of the significant ideas in your longer paper and make sure that you can articulate these to a general audience (people not familiar with your specific area of study). What would a general audience find most interesting, unusual, or compelling? Include a clear introduction that gives context and purpose to your work. Minimize details about methodology, differing points of view, etc., to highlight your major ideas. Provide a clear conclusion and mention any follow-up work that could be done by you or future MBC students to capitalize on your research or project. Write out a short version of your paper, but have your longer paper on hand as a reference in case the audience has specific questions. Anticipate questions that might be asked.

KEEP WITHIN THE ALLOTTED TIME. The paper you deliver should be about five pages long (double-spaced, with one-inch margins, Times New Roman 12-point font). If it is longer, you will have to speak too quickly, eliminate time for questions, and/or condense as you go, which is never an easy task. After you have revised your paper to the appropriate length, you may wish to print the final draft with a larger font and/or one that you find particularly easy to see.

PRACTICING YOUR DELIVERY. Practice delivering your paper aloud to make sure it fits the allocated time and to hear how it sounds when spoken. On the day of your presentation, dress professionally. Whether sitting or standing, remember not to slouch (not even when others are presenting). Memorize as much as possible of your presentation so that you are using your text as a support rather than reading it verbatim. Remember to make eye contact with your audience. If you encounter a difficult question, pause before you answer. It is perfectly all right to say, “I don’t know,” or “That wasn’t part of my project.” Try to relax and enjoy presenting your work: remember to speak slowly and allow time to breathe!

FOR ADDITIONAL ASSISTANCE. If you have additional questions, consult further with your advisor and/or nominating faculty member about the conventions for presentations in your discipline, remembering that you also need to anticipate that your audience may not be familiar with these conventions. Plan to attend the training sessions. If you have additional questions, feel free to contact Lydia Petersson (lpeterss@mbc.edu) or Martha Walker (mwalker@mbc.edu).

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JUDGES' EVALUATION FORM 2007

Presenter's name: _____

Judges have the option of using numerical ratings or ranking holistically.

Criterion	Does not meet → Meets highly				
1. Creativity	1	2	3	4	5
2. Challenge	1	2	3	4	5
3. Execution	1	2	3	4	5
4. Communication	1	2	3	4	5

ADDITIONAL COMMENTS:

Description of Evaluation Criteria

1. Creativity

- a. The premise or research question is original and/or posed creatively.
- b. The project made me think about the material in new ways.
- c. The approach and execution seemed fresh and original.

2. Challenge

- The material was selected, composed, or approached at an impressive level for at this stage of scholarly or artistic development.
- The project engaged the field beyond the apprentice level.

3. Execution

- The presenter appears to have been rigorous in searching for answers and approaches, working within an appropriate set of disciplinary and/or instructional constraints.
- The project's goals, methodologies, and conclusions are intellectually coherent.
- The artistic approach was well conceived and executed.
- Visual materials are attractive, well executed, and accurate.

4. Communication

- The presenter made the project understandable to a non-specialist, making appropriate adaptations in language without sacrificing content.
- The presenter was able to make the shift from student to expert.
- The presenter used the allotted time effectively, providing an appropriate balance of introduction, explication, conclusion, and audience response time.
- The presenter answered questions clearly and concisely. Appropriate recognition was given to related areas of interest and concern raised by questions.
- The performer or artist was able to orient the non-specialist listener/viewer and highlight the significance of the work.