

### **HART 398: Some General Guidelines for Presenters and Respondents**

The different topics and readings this semester will require variation of approach across presentations and discussions, but here are a few general guidelines to help orient you.

#### **For Presenters**

As you prepare, keep in mind that your tasks are to:

(1) summarize and engage the explanations of the session's theme offered by Hatt/Klonk (this will likely include \*briefly\* highlighting the core points and arguments of H/K, noting and explaining key terminology, and drawing attention to shortcomings or insufficiencies in their interpretations; please consider, as needed, locating additional images to illustrate works of art or exhibitions, etc., that H/K cite but do not illustrate or illustrate only in BW;

and

(2) Introduce the assigned supplemental articles and engage H/K's ideas in relation to the assigned supplemental articles and essays (and in the process, possibly allow ideas that H/K did not raise to come to the fore).

When the week's readings include a text by one of our faculty members, you are encouraged to reach out to them to discuss their process in researching and writing the article and to incorporate this information into your presentation.

The presenter can think in terms of asking thoughtful, meaningful questions as much -- if not more -- than providing explanations or answers. The point is to spur discussion and deeper engagement with your fellow students.

Consider incorporating a key passage of the required readings that the group can consider more deeply and employ as the grounds for discussion.

In order to keep your presentation to a manageable length, aim to include **no more than 10 slides** in your presentation. Be conservative with the amount of text you include in your slides. Be careful that your slides do not become merely an outline of the presentation. Use the slides to summarize main ideas and to drive discussion. Consider using relevant images to prompt discussion and provide a common ground on which the class can think through the readings.

Consider speaking in a more conversational and extemporaneous manner (as opposed to reading a text). If you do read from a text, be sure to do so in a way that engages the group and allows for collective conversation and questions.

Factor in discussion time to your presentation. Consider incorporating questions for discussion throughout the presentation, not only at the conclusion.

If you are uncertain about how to interpret the assigned readings, feel free to reach out to your professors before your presentation to meet and review the readings and discuss your presentation planning.

### **For the Respondents**

The respondent's/s' job is to spur the engagement of other students by helping to stimulate and sustain discussion. Respondents are the presenter's right-hand-people and boosters, there to support and enhance the presentation and everyone's engagement with the readings. Carefully reading the assigned texts will be the respondent's/s' most important preparation.

### **For Both Presenters and Respondents**

Presenters and respondents can decide whether they want to share materials and/or confer before class, although neither is required.

One of the best ways to prepare for your role as presenter and respondent is to attend carefully to what works well in other weekly presentations.

\*Worksheet developed by Professor Hoday King and Professor Alicia Walker, 2023