

SPEAKER RESPONSIBILITIES

1. Email me the title and abstract of your talk **at least a week before your presentation**. Please send it in the form of a pdf, doc, rtf, or txt file. I'll post it to the web site and also email it out to the department a day or two in advance.
2. Come to the classroom with 10 minutes or more to spare before the seminar time to ensure that the presentation will work. This is your responsibility; I'll make sure we have a working projector and computer – file compatibility is up to you.
3. You are responsible for ensuring that the person assigned to introduce you has the necessary information and is present. Have a backup in case the assigned person doesn't show up.
4. Stay within the allotted time. You'll get reminders (and eventually the hook!) if you are running out of time, but it is up to you to plan your talk to fit comfortably into the allotted time.
5. Practice your talk!! This makes a **huge** difference. It will help you focus on what's really important, reduces stage fright, and keeps you in the time limit. If at all possible, practice in front of someone – fellow students are ideal, but friends, family, or your iguana will do. Ask them for feedback to help you improve the talk (the iguana may not have a lot of hydrogeological insight though, no matter how Zen-master-like he/she is).

INTRODUCER RESPONSIBILITIES

1. Meet with speaker ahead of time to get background information. Appropriate information may include degree sought, number of years at Tech, home town, and undergraduate university. Know the title.
2. At least 10 minutes before the seminar is scheduled to begin, help set up the projection equipment and test it out.
3. Begin the introduction at the appointed time. Your introduction should last only 30 seconds to one minute.
4. Your job is to help the speaker and make her or him comfortable. This includes assisting with the audiovisual equipment, controlling the lights, and handling unforeseen problems.
5. Two minutes before the scheduled talk completion, signal the speaker that time is running out by standing up. If the speaker hasn't concluded by the scheduled time, politely ask her/him to stop. We need to keep on schedule.
6. If the speaker concludes before her/his time is up, ask for questions from the audience. You call on the questioners. Don't let one audience member dominate the questioning. Have questions ready yourself to avoid an embarrassing silence if the audience has none.

REVIEWER/AUDIENCE CONSIDERATIONS

1. Describe whether you felt as though you understood the reason for doing the research and why it was important.
2. Comment on the level of the presentation (e.g., did the speaker use terms you didn't understand without defining them; did the speaker place his/her work in a context that you could understand, etc.?).
3. Did you feel that the material was presented in a logical, well-organized fashion so that you could easily follow the talk through to its conclusion?
4. Comment on the quality of the visuals used in the presentation (e.g., did the graphics make/help clarify the points the speaker wanted them to; did you understand the purpose of each of the graphics used; did the graphics show evidence of careful preparation and selection, or did you get an impression of a last-minute, slap-dash attempt at putting something together?).
5. Comment on the apparent preparation of the speaker (e.g., did he/she generally know what he/she wanted to say next, or were there a lot of pauses as thoughts were collected; was there a lot of back-tracking, with "Oh yeah, I forgot to mention that ..."; etc.). Comment on the mechanics of the presentation (e.g., did the speaker mumble, turn away from the audience, use "uh" or "like" and other filler words to distraction, speak too quickly/quietly to be understood, etc.?).
6. Did you understand the conclusions of the study? Did they make sense, given what you know of the science?