

## Spring 2010 // WSU-TC // Engl 372

### Fact Sheets

During the course of the semester, each of you will create **two fact sheets** and **distribute** these sheets and **present** the content to the class. The content of the Fact Sheet is largely up to you, but should engage a topic or idea that is relevant to the day's assigned reading.

#### **The Basics**

- A Fact Sheet is a one-page handout that you will share with the class (make a copy for each of us).
- The purpose of the Fact Sheet is to develop connections and associations the text prompts FOR YOU.
  - It's usually a good idea to identify a concrete example from the text and then build a bridge to your example through the text.
  - Some ideas might include a series of references to an invention, the identification of certain glossary terms—words that appear frequently in the text—and your definitions; both what the word means in the dictionary and what the word means in the reading (they aren't always the same!).
  - Or you might want to choose an artifact that is contemporary to the reading—such as a painting or piece of music—that you think will enrich our understanding of the text at hand.
- The presentation of your Fact Sheet will be a 5-minute explanation of what's on there, but DO NOT read the Fact Sheet. We can read. Instead, enhance and explain the content.

#### **When Preparing Your Fact Sheet...**

- List 3-5 places in the text that interest you most.
- Note places where the ideas connect, compliment, or challenge each other in the text.
- Select one main question or idea on which to focus.
- Use examples—select and limit your examples to those that best demonstrate your points; no more than three.
- Use visuals if possible; is there an image or “physical” example that might be relevant?

#### **When Preparing Your Presentation...**

- Find the best, most logical order in which to present your ideas. Remember: you are the EXPERT on your ideas; show it through complete explanations of your ideas and the material at issue.
- Create a preamble: a few sentences in which you give a context for your interest in the material you will present.
- Plan your textual example: you'll want to discuss it first in connection with ideas in your preamble and then in its own terms. Make sure you provide page or line numbers so that your audience can follow along.
- Narrate your connections: be sure to explain or "narrate" the connections between both your ideas and the examples you give.

#### **When Giving Your Presentation...**

- Focus on the purpose of presentation—keep your reason for speaking and your audience's reason for listening at the forefront of your mind. You might want to think about what makes these two reasons different as a way to help you figure out what you need to tell people about your ideas.
- Connect with the audience—use eye contact, gestures, humor, pathos—whatever it takes to connect with your listeners and acknowledge not only their presence but their participation.

*This assignment adapted from that used by Dr. Augusta Rohrbach at WSU-Pullman.*