

11.027 City to City

Session 8 Notes

Topics:

1. Presentation Review
2. What are the pieces of a research paper?
3. Editing Workshop: Expanding the paper and Re-visioning.
 - a. Shaping papers to prepare for the final revision

PART I: Presentation Review

1. Introductions
 - a. Don't apologize for presentation
 - i. It is not necessary and can be annoying to the audience
 1. Audiences want you to succeed, will generally mirror your attitude
 - a. This is more true for larger audiences
 - b. Smaller audiences have more individual reactions
 - b. Humor can be a good way to connect with an audience
2. Delivery
 - a. Practice delivery before giving public presentation
 - b. "Ums" and "Uhhs"
 - i. Indicate that you are not absolutely certain of what you want to say
 - ii. Silence can be used instead of ums (as long as it isn't too long – this becomes awkward).
 - c. Watch yourself speak every day
 - i. Train yourself to remove parts of your everyday speaking patterns
 - ii. Decide what stays and what goes
 - iii. Become witness to your own speech
3. Interaction with the screen
 - a. You are the facilitator of the information in your head and on the screen
 - b. Use the screen or other props to give additional information to the audience
 - c. Stand at a 45 degree angle to the screen and audience
4. Speaking with hands
 - a. What are the hands doing?
 - i. Are they communicating?
 - ii. Are they nervous?
 - iii. Are they "leaking energy?" (moving all about)
 - b. Use your hand movements to emphasize points and point out information on the screen.

5. Organization
 - a. Providing statistics at the beginning of a presentation is a good way to set context.
 - b. A story of comparison to follow the statistics further develops this contextual framework
6. Audiences
 - a. Large groups are less focused and you can focus less on them; it is easier to ignore them and be in your own head.
 - b. Smaller groups demand more attention
 - c. Great speakers give the power they have from being at the front of the room back to the crowd
 - i. Make eye contact with individuals
 - ii. They tell stories to connect to the audience
 - d. Focus on connecting with the audience
7. Material
 - a. Have confidence in your material
 - b. Make sure to include definitions if your audience is not fluent in technical language
8. Questions
 - a. Include the questions you couldn't answer at the end of the presentation to focus the discussion that follows and move the work forward
 - b. Sometimes dynamics between audience members will play out through the discussion of a student project (this happens more often in architecture presentations).

PART II: Research Papers

1. Review of 5-page paper
 - a. The writing process was frustrating
 - b. Structure:
 - i. Ruth
 1. Intro
 2. Justification
 3. Methodology
 4. Results (no Boston)
 - ii. Tejus: Structure
 1. Introduction/Research Questions
 2. Methodology
 3. Progress
 4. Preliminary Findings (Envisioning the final paper)
 - iii. David
 1. Intro to main topic
 2. Research Questions
 3. History of decline of Copenhagen Harbor
 4. Redevelopment of Copenhagen Harbor

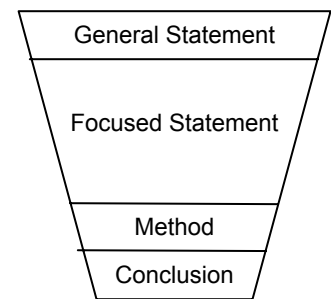
Ruth chose to use David's structure of historical analysis in her paper.

5. Discussion of Copenhagen redevelopment
 6. History of decline of Boston Harbor
 7. Redevelopment of Boston Harbor
 8. Discussion of Boston redevelopment
- iv. Choice:
1. Copenhagen – Boston
 2. Comparative history, redevelopment, discussion
 3. Depends on how well they flow

Question to Students: Knowing what your fellow students are using as a structure, how would you change your own paper's structure?

2. Introduction Structure (Funnel):

- a. General Statement: 1-2 paragraphs
- b. Focused Statement: 1-3 paragraphs
 - i. Question
 - ii. Question
 - iii. Question
 - iv. Thesis:
- c. Method: 1 small paragraph
- d. Conclusion: 1 paragraph
 - i. Roadmap, transition to next section



3. What is a thesis?

- a. Example (Tejus): “The model employed in Copenhagen along with the status of value-capture practice in the United States will be explored in greater detail in this paper as **I seek** to analyze the applicability of the Copenhagen model to metropolitan areas in the U.S.”
 - i. Passive vs. active voice
 1. The first part of the sentence uses passive voice: “the model... will be explored.”
 2. The second part of the sentence uses active voice: “as I seek”
 - ii. Vagueness: “the model,” “greater detail,” “the status”
 1. Though these elements have been defined elsewhere, the thesis statement should be as specific as possible.
 - iii. Revision Example: “This paper analyzes the applicability of the Copenhagen transit financing model to three metropolitan areas in the United States in order to understand [how to answer the question that Tejus has laid out earlier].”
 1. Questions – asked to the reader
 - a. What conditions must be met?
 - b. What types of land are needed?

PART III: Editing Workshop

1. Paragraph Revision (In-Class Assignment)
2. Tools for improvement:
 - a. Provide visuals to help illustrate
 - b. Be more specific
 - c. Be concise.
 - d. Make sure that the topic sentence has the right verb.
 - e. Tie the next sentences back into the topic sentence.
 - f. Organize from general to specific.
 - g. Start a new paragraph with a new idea even if the topic sentence of the first paragraph covers both.
 - h. Need to create a parallel in dealing with comparison between Boston and Copenhagen.
 - i. Make sure that you use transitions between different ideas.
 - j. Make sure that new pieces of information connect to the topic sentence.
 - k. Follow the structure laid out in the topic sentence through the rest of the paragraph
 - l. Emphasis is placed on the end of a sentence.
 - i. Either sets up the paragraph or
 - ii. Makes a point, which is where the next sentence starts.