Bethany LeBedz
Eng. 7745 Teaching Professional Communication
Summative Project
July 29, 2011

Process Presentation Lesson Plan

Reason for choosing the technology
One of the requirements for this class is that students give an oral presentation, which I am going to pair with a Google Docs/PowerPoint Presentation. If they have access to PowerPoint and already know how to use it, I will permit them to do so; otherwise, they will be instructed to use the Google Docs Presentation platform. This technology gives students access to their work wherever they are: classroom, computer lab, or home. No more losing or forgetting their projects. In addition, there will be no compatibility issues between different versions and/or programs used in their presentations in front of the class.

Audience
First-year, community college students studying cosmetology at Rowan-Cabarrus Community College, Cloverleaf Campus (any age).

Purpose or objectives (learning outcomes)
- Apply readings from *Technical Writing Basics* chapters 2, "Organizing Information," and chapter 5, "Directions and Instructions: Writing About Process."
- Fulfill RCCC syllabus requirement of a "research-based instructional oral presentation."
- Put process details in correct, logical order.
- Choose appropriate visuals for process.
- Learn to articulate a process clearly for a customer.

Distribution method
The project will be explained thoroughly during f2f class time; I will use the projector to show my students step-by-step how to access and set up Google Docs Presentations. They will also be given a paper handout with all of the information that they need to access the technology as well as all of the requirements for the project itself.

Description of learning activity
This project is an individual project. Students will choose a process (directions and/or instructions) topic related to their area of interest, most probably in the cosmetology area. They will write and submit a document with clear directions for each step of the process. They will then create a Google Doc Presentation (or a PowerPoint presentation) with appropriate visuals—not just words on a slide duplicating their oral presentation. They will pair this visual presentation with an oral presentation of approximately 3 minutes to be given in front of the class.

Communication technology used

Google Docs Presentation. Here is the url for my sample presentation:
https://docs.google.com/present/edit?id=dc5q9jgj_7fp4gsn69

Oral/Visual Process Presentation
Eng. 102/Mrs. LeBedz

Project Overview
You will create an individual Google Docs Presentation (like PowerPoint) that presents appropriate visuals and/or pictures for a specific cosmetology process. This will be shown to the class as you give a three-minute oral presentation about that process. This project comprises 15% of your total grade for the semester in this class.

Learning Objectives
- Apply readings from *Technical Writing Basics* chapters 2, "Organizing Information," and chapter 5, "Directions and Instructions: Writing About Process"
- Fulfill RCCC syllabus requirement of a "research-based instructional oral presentation"
- Put process details in correct, logical order
- Choose appropriate visuals for process
- Learn to articulate a process clearly for the appropriate audience

Directions
1. Choose a process (instructions) topic related to your future career.
2. Get your topic approved by the instructor next week during class.
3. Write and submit a document with clear, numbered directions for each step of the process. Make sure to name the actual process (e.g., How to Add Highlights) in your title. Write the directions for someone who has never completed this process.
4. Create a Google Doc Presentation (or a PowerPoint presentation) with appropriate visuals and/or pictures—not just words on a slide duplicating your written directions.
5. Have an average/minimum slide count of 10–12 slides.
6. Pair this visual presentation with an oral presentation of approximately 3 minutes to be given in front of the class.

What to Submit/Present
- Google Docs Presentation link submitted to the instructor BEFORE class begins (or PowerPoint emailed to instructor), October 20 (Tues.) or Oct. 31 (Mon.)
- Average/minimum slide count: 10–12
- Oral/visual presentations about 3 minutes long

Reflection about the process of completing this project

Since this is not the first time I have created a detailed lesson plan, I thought the process would be fairly simple. It wasn't. Maybe I was just anxious about being graded not only by my students, but also by my professor—at two different academic institutions.

I have already created the syllabus for this class, including assigning chapters, projects, and tests. The topics and the textbooks were previously assigned by the English Department. Having done that, it was easy to choose a project for this assignment.

When I have created lesson plans before, one of the hardest elements for me to include is the learning outcomes. While I may have certain expectations, I have a hard time outlining each of them in writing. Through this exercise, and other instances when I have taken the time to outline the objectives, I have realized that they contribute to more clear overviews, directions, and expectations. Even if the students do not actually see the objectives, they appreciate knowing my exact expectations before they start their projects.

Articulating specific learning objectives for each project also helps in the creation of grading rubrics. I plan to create a rubric for this project as well as for most, if not all, of the other specific projects that my students will turn in to me. As someone (can't remember who) suggested on the discussion board recently, I also plan to give my students the appropriate rubric for each task along with the written directions. Delineating my expectations up front is a way of creating more independent learners and of avoiding uncertainty for students as they work on projects.

My classroom has laptops for the students to use while they are in class, which will be a huge help for them learning specific technologies that they will need in this business writing class. I chose to use the Google Docs Presentation technology because students will have access to it anywhere they can connect to the internet and because they can use it no matter what type of hardware they use, i.e., Mac or PC. I expect that students will begin working on this particular project in class as I show them how to open a Google Docs Presentation from my computer, using the projector and screen so everyone can easily see and copy each step of the process. I don't want them to start something in our classroom and then not be able to duplicate or access it from home or from the main campus computer lab. They will have the option of using PowerPoint if they already know how to use it and if they so choose. They'll be able to transfer their work from one computer to another with their flash drives.

In addition to its accessibility, I also appreciate the ease of using Google Docs. It's much easier to use than the Microsoft Office version of the same application (presentations, documents, and spreadsheets). Of course, the Microsoft Office applications have many more capabilities, but this class can only focus on the basics. In the same way that learning to write clearly and concisely in a few basic genres lays the foundation for writing in any genre, so I believe that learning the basics of a few

beginning technologies gives them the tools to learn more advanced technologies in the future.

Thus, my goals for the students in my upcoming business writing class are to give them a solid foundation in basic writing skills and to familiarize them with basic technologies that they will be able to use in their future careers. I feel as if you've done the same thing for me as a student, although it has been on a different level.