

Presentations

During Finals Week, we will have Oral Presentations (for our section, we will meet on Thursday, December 17, 2015, at 3:30pm). Each of you, with your partner, will discuss one of the labs as indicated on the schedule. Presentations will be made in ISC 215, and your group will have 10 minutes to make your presentation, and 3 minutes to answer questions. PowerPoint will be available. You may split the effort between you and your partner in whatever manner seems appropriate to you, provided that it is a somewhat even division of both time and effort. Your presentation must be professional. You won't blame the equipment for your own lack of effort, and you won't say "We measured the wrong thing", because you are supposed to redo the lab in such cases.

Each presentation is ten minutes long, plus three minutes for questions, plus no more than one minute between talks for you to get your technology ready. Faculty and upperclassmen may also choose to attend. You are required to place the final copy of any electronic materials (i.e., PowerPoint) into my inbox (*not* email) before 11:00am on the day of the talks. Under no circumstance should I be required to install extra software to be able to review your presentation again after it is made. You should check at least a week *beforehand* if you plan to use something other than PowerPoint. If the presenter's names are "Bob Smith" and "Alice Jones", then your file will be titled "Smith_Jones.ppt".

Presentations should be structured similar to an abstract: purpose (~0.5 min), historical background (~1.5 min), procedure (~5 min), analysis (~2min), and conclusions (~1 min). Of course, different labs may require a slightly altered distribution of time.

Your presentation will count as one lab grade. Your grade will be based on:

- A. *Physics and Analysis* (30%). Do you understand the Physics? Are the symbols and names correct? Are the units correct? Or did you just do what you were told without really getting it? Do you understand the difference between a plot and a *linest* result? Do you understand the real difference between random and systematic errors (based on student abstracts, many don't).
- B. *Content* (25%) Did you talk about the important parts or the unimportant parts? Did you include *all* of the important parts? One example of an unimportant part would be the fact that in the Michelson experiment, we didn't evacuate the chamber all the way to vacuum. That fact has exactly no impact on the quality of your final result.
- C. *Visual Support* (15%) Were your slides helpful or useless? Did the slides *show* things instead of telling them? Did you include the necessary plots? Are the plots showing what you think they are? Did you use a lot of distracting Powerpoint animations?
- D. *Oral Quality* (10%) Did you mumble? Were you loud enough to hear in the back? Did you know your topic, or have to refer to written notes constantly? Did you make eye contact? Did you read from your slides or support them?
- E. *Answering Questions* (10%) Did you understand the question that was asked of you? If it was a reasonable and relevant question, were you able to answer it succinctly?
- F. *Asking Questions* (10%) Were you paying attention to the other talks? Did you ask a relevant question of another speaker? Did you understand the difference between what a speaker says and what you remember doing? You will ask exactly two (not one, and not three) questions.

I would be happy to review your talks with you during office hours *prior* to the presentation date.