

# OnRamps Rhetoric Summer Project 2021

## INTRODUCTION

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COVID-19 has impacted our personal and collective lives in innumerable ways, including how we understand the infrastructures that support relationships between individuals and communities. When something as intimate as breathing complicates the presumed line between individual autonomy and community participation, the social nature of many of our personal behaviors becomes apparent--from entering public and private spaces to caring for loved ones. In light of this potential reorientation, we are well-served to investigate even our most "common sense" assumptions about what it means to live, struggle, resist, thrive, and get by as members of a community. This extends to our definitions of, use of, creation of, and maintenance of infrastructures. For example, COVID-19 forced Texans to reconsider their use of transportation, the way they shopped for food, and how they approached healthcare. Similarly, controversies over the capacity and reliability of Texan electrical and water infrastructures emerged after multiple outages and boil notices.

Infrastructure controversies evidence the tensions that emerge when individuals and communities ask questions (or fail to do so) about the relationship between rights, rules, and responsibilities. For instance, the discrepancies between federal, state, and local COVID-19 guidelines and mandates indicate how commonly held notions of individual liberty vs. collective good can be used to argue competing ends. It also questioned how communities should prioritize infrastructures as decision makers debated which is more important, the health care infrastructure or the economic infrastructure for the good of the community? Whereas proponents of individual liberty have resisted the mandate to wear masks by arguing that mask mandates infringe on personal autonomy, public health experts stress that mask wearing has as much to do with caring for our neighbors as it does ourselves. Similar tensions play out in debates regarding the relative independence of Texas' power grid, voting rights and restrictions, and fresh water supply. While these topics are varied, they typically engage the presumed lines between the personal and the collective and drive us to examine the exigencies behind infrastructures.

*From UT OnRamps Rhetoric - First Year Research Theme - RHE 306 Fall 2021*

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## **TASK**

1. Read "[COVID-19 as a Harbinger of Transforming Infrastructure Resilience](#)"
2. The article considers Critical Infrastructure (CI) to be services such as power, water, mobility, healthcare, and telecommunications.
3. Choose **ONE** of these areas of CI to research and identify how it was affected by Covid-19.
4. You will create a presentation for the class to identify:
  - a. Begin with a general introduction of that area of infrastructure. What does it encompass? How many people are impacted by it? Etc.
  - b. Who was most affected in this area by Covid-19? How?
  - c. How did the industry adapt to the challenges of Covid-19?
  - d. What permanent changes will we see as a result of the adaptation?
  - e. What are the benefits and consequences of these adaptations?
- \* I recommend doing a Google Search for "How was \_\_\_\_\_ affected by the Covid-19 pandemic?"***
5. You will present your findings to the class during the first two weeks of school.

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*NOTE: If you choose to design handouts (fliers, brochures, etc.), you may give them to Mr. Garcia on the first day of school to have them printed for your presentation.*

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## **PROCESS**

1. Take on the role of researcher and investigate your chosen area of infrastructure with effective note taking.
2. Use the guidelines on the Presentation Planner to layout your ideas.
3. Remember to paraphrase notes, and if you copy directly from a source, use quotation marks and cite your source!
4. Follow the rubric provided.
5. Your goal, as you go on your quest, is to use the following questions as a guideline to learn as much as you can about the area of infrastructure you chose, then take on the role of the teacher, and present this newly learned information to the class.
6. Be sure to include a citation slide or turn in a bibliography page with your presentation.

## **INTRODUCTION**

1. What is the area of infrastructure you've chosen? How does society rely on it? Give a short history, maybe.
2. Is it nationally organized, locally, or a combination?
3. Is it primarily public or private infrastructure?
4. How was it impacted by the Covid-19 pandemic (economically, technologically, etc.)?

## **IMPACT**

5. How was society affected by the problems with this area of infrastructure caused by the pandemic?
6. Was a particular subgroup of people (socioeconomic, racial, regional, occupational, age group, etc.) more impacted than others? Why?

## **ADAPTATION**

7. How did this industry adapt to the problems caused by the pandemic?
8. What changes will continue into the future?

## **CONCLUSION**

9. What advantages and disadvantages will the global community see as a result of the changes made?
10. What advantages and disadvantages will you, as a student, see as a result of the changes made?

## Assessment

Criterion	4	3	2	1
Research	<ul style="list-style-type: none"> <li>- Used more than 3 web sources</li> <li>- Cited sources correctly</li> <li>- Sources were reliable</li> </ul>	<ul style="list-style-type: none"> <li>- Used at least 3 web sources</li> <li>- Mostly cited sources correctly</li> <li>- Most sources were reliable</li> </ul>	<ul style="list-style-type: none"> <li>- Used 2 web resources</li> <li>- Somewhat cited sources correctly</li> <li>- Some sources were reliable</li> </ul>	<ul style="list-style-type: none"> <li>- Used one source or less</li> <li>- Mostly inadequate citations</li> <li>- Sources were very questionable</li> </ul>
Evidence of preplanning	<ul style="list-style-type: none"> <li>- A planner is submitted showing clear analysis of audience, engagement, outline, and visual aids</li> <li>- A complete checklist shows completion of all preparation</li> </ul>	<ul style="list-style-type: none"> <li>- A planner is submitted showing good analysis of audience, engagement, outline, and visual aids</li> <li>- A good checklist shows completion of most prep.</li> </ul>	<ul style="list-style-type: none"> <li>- A planner is submitted showing some analysis of audience, engagement, outline, and visual aids</li> <li>- A fair checklist shows completion of most prep.</li> </ul>	<ul style="list-style-type: none"> <li>- No planner is submitted</li> <li>- No checklist is submitted</li> </ul>
Process	<ul style="list-style-type: none"> <li>- Followed directions completely</li> </ul>	<ul style="list-style-type: none"> <li>- Mostly followed directions</li> </ul>	<ul style="list-style-type: none"> <li>- Somewhat followed directions</li> </ul>	<ul style="list-style-type: none"> <li>- Inadequately followed directions</li> </ul>
Visual Aids	<ul style="list-style-type: none"> <li>- Well organized and colorful</li> <li>- Excellent editing (no spelling, grammar, or usage problems)</li> <li>- Meaningful facts</li> </ul>	<ul style="list-style-type: none"> <li>- Mostly organized and colorful</li> <li>- Mostly used proper editing</li> <li>- Mostly used meaningful facts</li> </ul>	<ul style="list-style-type: none"> <li>- Somewhat organized and colorful</li> <li>- Somewhat edited</li> <li>- Somewhat meaningful facts</li> </ul>	<ul style="list-style-type: none"> <li>- Inadequately organized and not colorful</li> <li>- Inadequately edited</li> <li>- Inadequate facts</li> </ul>
Speech	<ul style="list-style-type: none"> <li>- Excellent eye contact</li> <li>- Speaks loudly and clearly with good pronunciation</li> <li>- Presentation is 4-5 minutes long</li> <li>- Manner clearly shows the seriousness of the assignment</li> </ul>	<ul style="list-style-type: none"> <li>- Mostly uses good eye contact</li> <li>- Mostly speaks loudly, clearly, and with good pronunciation</li> <li>- Presentation is 3-4 minutes long</li> <li>- Manner mostly shows the seriousness of the assignment</li> </ul>	<ul style="list-style-type: none"> <li>- Somewhat uses eye contact</li> <li>- Somewhat speaks loudly, clearly, and with good pronunciation</li> <li>- Presentation is 2-3 minutes long</li> <li>- Manner somewhat shows the seriousness of the assignment</li> </ul>	<ul style="list-style-type: none"> <li>- Inadequate eye contact</li> <li>- Inadequately speaks loudly, clearly, and with good pronunciation</li> <li>- Presentation is less than 2 minutes long.</li> <li>- Manner inadequately shows the seriousness of the assignment</li> </ul>

Name \_\_\_\_\_ Period \_\_\_\_\_

## **Presentation Planner**

This presentation skills planning worksheet is designed to help you add structure and style to your presentation.

Print it out. Then complete the statements or answer the questions shown.

If you have difficulty formulating your responses, it is likely that you are not clear about the purpose of your talk.

### **1. What do I want my audience to do with the information?**

\_\_\_ Take action \_\_\_\_\_

\_\_\_ Get others to take action \_\_\_\_\_

\_\_\_ Be aware

### **2. My audience is mostly:**

\_\_\_ Academically advanced (I should remember to keep things at a high level.)

\_\_\_ Subject matter experts (I can go into more detail.)

\_\_\_ Laymen (I must remember to define every abbreviation and spend more time putting my presentation in context.)

\_\_\_ Mixed (I should point out that the audience is mixed. I should take the time to put the presentation in context. I should define terms and keep information at a relatively high level. I should have backup slides to address concerns of subject matter experts.)

### **3. What I am presenting should be:**

\_\_\_ Accepted by the audience

\_\_\_ Rejected by the audience

\_\_\_ Mixed

### **4. I will use the following introduction tactic to engage my audience:**

\_\_\_ I will ask questions.

\_\_\_ I will tell a story.

\_\_\_ I will show a picture or video.

\_\_\_ I will share a statistic.

\_\_\_ I will share a quote

My second choice for an introduction is \_\_\_\_\_. I will use this if for some reason I believe that my first choice is no longer appropriate.

**5. The main points of my presentation are:**

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

**6. I will connect my points with the following language:**

Intro to point One: \_\_\_\_\_

One to Two: \_\_\_\_\_

Two to Three: \_\_\_\_\_

Three to Conclusion: \_\_\_\_\_

**7. To keep things visually interesting during my presentation, I will use the following pictures, videos, and graphics to enhance what I'm saying.**

Introduction

\_\_ Picture \_\_\_\_\_

\_\_ Video \_\_\_\_\_

\_\_ Drawing \_\_\_\_\_

\_\_ Other \_\_\_\_\_

Point One

\_\_ Picture \_\_\_\_\_

\_\_ Video \_\_\_\_\_

\_\_ Drawing \_\_\_\_\_

\_\_ Other \_\_\_\_\_

Point Two

\_\_ Picture \_\_\_\_\_

\_\_ Video \_\_\_\_\_

\_\_ Drawing \_\_\_\_\_

\_\_ Other \_\_\_\_\_

Point Three

\_\_ Picture \_\_\_\_\_

\_\_ Video \_\_\_\_\_

\_\_ Drawing \_\_\_\_\_

\_\_ Other \_\_\_\_\_

Conclusion

\_\_ Picture \_\_\_\_\_

\_\_ Video \_\_\_\_\_

\_\_ Drawing \_\_\_\_\_

\_\_ Other \_\_\_\_\_

**8. To engage my audience, I could ask the following questions during my presentation:**

Intro: \_\_\_\_\_

Point One: \_\_\_\_\_

Point Two: \_\_\_\_\_

Point Three: \_\_\_\_\_

Conclusion: \_\_\_\_\_

**9. My audience might ask me the following questions during my presentation:**

Point One:

\_\_\_\_\_  
\_\_\_\_\_

Point Two:

\_\_\_\_\_  
\_\_\_\_\_

Point Three:

\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Period \_\_\_\_\_

## **Presentation Checklist**

### **My audience analysis:**

- I know the organizational level of my audience.
- I know the extent to which my audience will agree with me.
- I know the knowledge level of my audience.
- I know how much time they expect me to talk.

### **My content:**

- I know my introduction and my backup introduction by heart. I require no notes to deliver this information.
- I have identified 30% of my presentation that I could skip or move quickly through if required at the last minute.
- I can deliver my presentation without the aid of electronic devices (computer and PowerPoint) if absolutely necessary.
- I have designed questions around my points that I can ask the audience.
- I have thought about questions that might come up during my presentation and can answer them.
- I have memorized my transitions between the point of my presentation and can deliver these transitional statements or questions without notes.
- I know my conclusion by heart. It summarizes what I have said and communicates to the audience what I expect them to do with the information. I require no notes to deliver this part of my presentation.

### **My slides: (if using PPT, Prezi, or other presentation software)**

- I have included no more than six lines of text per slide and six words per line (on average).
- I have used animation to build points rather than showing all information at once (if appropriate).
- I have used consistent transitions between slides.
- I have included pictures to illustrate or complement my points.
- I have created slides that are easy to read from the worst seat in the room.
- I have created slides that contain the appropriate amount of information for the points I am trying to make (not too much, not too little).



I have used consistent sentence structure (for example, all of my bullet points on slide four start with a verb).

I have used consistent capitalization.

I have used pleasing color combinations.

**Other Visual Aids:**

I designed my visuals to be simple, clean (lots of white space), organized, logical.

I used only one idea per visual.

I have added color to make the visual appealing.

I used no more than 6 words per line, 6 lines per visual.

I used a typeface that is simple and readable.

I have included only the items I intend to discuss.

I have not used more than two typefaces.

I have labeled every element of the charts and graphs.

I designed my visuals for easy viewing from the back row.

**My delivery:**

I do not apologize for anything unless something truly unusual occurs during my presentation.

I am prepared to advance my own slides or have someone to do it for me.

I plant myself and begin my presentation when I am ready. I do not look rushed.

I speak clearly.

I vary my voice tone and volume, depending on what I am saying.

I make eye contact with everyone, not just a select few.

I avoid filler words such as “you know,” “um,” “like,” etc.

I do not read from my slides or turn my back to my audience and talk to my screen.

I do not fidget or pace. Rather, I effectively use all of my space.

I keep nothing in my hands unless I am actively using a tool such as a notecard when I am reading or a pen when I am drawing.

I keep my hands out of my pocket.

If my audience starts to lose interest in what I am saying, I walk toward them, ask a question, or take some other action to re-engage them in my topic.

I start and finish on time when those choices are within my control.

**Preparation:**

I have done my homework on my audience, their views, and my topic.

I have tailored my presentation to the appropriate level.

I have PRACTICED my presentation.

I have anticipated questions and, where appropriate, I have slides prepared to answer those questions.

*From **Business Training Works** - <https://www.businesstrainingworks.com/training-resource/presentation-planner-thirty-minutes-to-better-presentations/>*