

**111.235–Analyzing Projects and Organizations (**  
**Final Assignment (oral presentation), last two days of class**

On the last day of class, each person will speak for up to seven minutes about one (or more) observations about the readings. By the end of the semester, you will have already written one paper with these kinds of observations on the reading assignments, and received written feedback (and in class) about how to improve.

Prepare for the last day by standing back and thinking about what stands out for you from this whole body of required course readings—particularly the readings covered in the subsequent reading assignments subsequent to those for Assignment 1. Think about things that struck you and why, what illuminated matters for you in a new way—basically, what you learned that you didn't know or understand before.

In thinking this presentation out, first start to keep a notebook where you jot down a few things every day about what struck you from the readings, what you learned—do this for each reading. These scribbles will be the basis for preparing your presentation. Though you need not speak about the readings one by one (there won't be time for that), you can bunch certain readings which lend themselves to this.

Be sure to be concrete about what you say, and use examples. Go beyond saying simply that something was interesting, intrigued you, or changed the way you thought—explain exactly what and why. Avoid, as usual, talking about what the readings lacked or other ways in which they fell short; the point is to focus on how your thinking and understanding of the world was illuminated and altered by what you read—and in ways that are focused, based in examples..

In order for everyone to have a chance to speak, your time will be short, as noted above, so it won't be possible to exceed the allotted time. (This is a good exercise for presentations you will often have to make in your future professional work, where time will be limited and people listening will want to engage with what you are saying). It would probably be best to prepare a brief outline with the points you want to make, and the concrete details or examples you want to mention; at the same time, avoid reading from a prepared paper or outline. An important objective of these two sessions is for all of us to hear about each other.

Attendance is required, and we have to start exactly at 4:05p so as to fit everyone in. Those who cannot attend class that day should let me know beforehand, and should hand in their contribution in writing (no more than 8 double-spaced pages); this should be left in my mail slot and sent to me electronically by, at the latest, noon on the last day of class. If the class agrees, we can extend the class time to 6p or even 6:30p, so as to give each person a little more time to lay out your presentation and, also, for discussion. (In class this coming week, be ready to respond yes or no to a quick poll of hands as to how many people can or cannot stay longer.) Pizza will be served sometime half-way through the session (bring your own drinks).

In your presentations, as usual, avoid common mistakes like being too vague, abstract, and/or too sweeping in your statements. Cram your presentation full of concreteness and specifics. Avoid using adjectives that focus on how *you* felt about a reading, such as: I was intrigued by, it was fascinating, I was struck by, I really liked this particular part. The listener (or reader) wants to learn what you learned, not to know how you felt—wants to come to this understanding along the concrete path(s) that you did. So draw the listener himself into the world of facts and findings that struck you.

Also, avoid focusing on what a reading or set of readings “left out,” or saying that you were “surprised” that something was left out. The point of the exercise is for you to convey what you learned, not what the author did not do and what you wished would have done. Convey this in concrete terms, and stay away from big generalizations, including coming down on one side of a broad yes-no question.

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