This course, which will be taught in two-hour sessions for six weeks in spring 2017, will introduce international faculty to rhetorical tools so they can present their research to potential collaborators and research funders. The course is designed for ESL faculty to learn to quickly and simply explain complicated research to those inside and outside their discipline.

**Learning Objectives**

**Verbal Presentation:** Development of oral skills necessary to briefly, succinctly, and clearly explain and pitch research to others.

**Visual Presentation:** Development of presentation skills such as PowerPoint to detail key findings of research.

**Written Presentation:** Development of composition skills to briefly write about research.

**Units**

**Elevator Pitch:** International faculty will create a short, 3 to 5 minute pitch that quickly explains and details their research. Included in this pitch should be a quick, plainly developed thesis, data or statistics when available, and hypotheticals that help illustrate this research. Faculty also will be able to explain the value of their research to potential funding sources or to stakeholders who may wish to know about the social and scientific impact of faculty work.

**PowerPoint:** Faculty will develop a PowerPoint presentation of about 3 to 5 slides that can visually illustrate the machinations of their research to others. The PowerPoint presentation can be developed in The Writing Center computer lab and should be adaptable so that faculty can edit and change details depending on the evolving nature of their research or on their audience.

**Abstract:** Faculty will write one-page descriptions of their research that quickly explain the parameters of their work, detailing who the research impacts, key dates and locations of research, and principal findings. This one-page abstract will be developed so that international faculty can quickly and easily relay their research findings to others.

**Registration**