

7.2 Audience-Centered Design

For Teachers:

Students will use the collaborative statement argument outlines created above as the basis for practicing the building of audience-centered presentations per the requirements and suggestions of The College Board for both Tasks 1 and 2. Students will be introduced to the dynamics for tailoring the collected evidence and reasoning of their arguments to an audience of (educated) peers. To do so, groups will begin by building an audience profile, complete with acknowledgment of assumptions regarding the topic of their argument. Groups will use this profile to create a tailored slide deck, using selection strategies for content, organization, and design and delivery. Sample presentations can be shown to students, along with sample scoring notes and commentary, and a walk-through of the presentation and oral defense rubric for Task 1, which students may also reflect upon as part of the revision process for their group slides and practice performances.

Students will review rubrics and materials and practice the oral defense questions for Task 2 as part of the process of completing the task embedded in Module 9. Many of the reflection techniques are similar to the components found throughout the reflection processes practiced in Modules 1-7 and those specifically engaged here as preparation for Task 1. Sample presentations, with official commentary and rubric walk-through, are accessible to teachers (and some for students) in their AP Classroom materials through The College Board.