Presentation Outline Template

[This annotated copy of the outline template explains what goes in each part of the outline template needs to do to be effective. It also addresses common mistakes that students make when preparing presentation outlines. Refer back to this document as you fill in the outline template. Before submitting, make sure that your layout, indentation, labels, fonts, font color (black), font sizes, etc. are consistent through the entire outline.]

Name: Your Name

Presentation: The name of the presentation the outline is for.

General Purpose: To inform / To persuade

Specific Purpose: To inform / persuade my audience about xyz / to do xyz.

Organizational Pattern: The name of the organizational pattern you used for the main points.

Introduction

Attention Getter: Anything that gets the audience to start listening. This should be the first thing said in the presentation. Don't waste this by telling the audience your name or what you are planning to present about. Those things will be clear by the end of the introduction if you do each of the parts effectively.

Relevance Statement: Connect the topic to *this specific audience* – if the relevance statement applies to everyone, then it isn't specific to this audience. If it's a description of why the topic is important, then that isn't enough to make it relevant.

Credibility Statement: Show the audience what makes you an expert on the subject. Tell the audience *something about yourself* that is *evidence for* you having expertise *on this subject*. Because many undergraduate students are young and have only developed expertise in a few areas at this stage in their lives, they will often briefly describe the research they did to

prepare here. That works well, but keep it brief and don't turn this into an oral reference section. *Complete oral citations* don't belong here! The full oral citation for each reference should go along with the first piece of evidence you use from that reference.

Thesis Statement: The one-sentence claim that you plan to prove in your informative or persuasive argument. The main points should directly support the thesis.

Overview of the Main Points: Write one sentence where you briefly mention each main point in order. This gives the audience a "road map" for the presentation. Don't summarize the entire presentation.

Transition: Usually an internal preview transition works best here. Preview *only* the first main point.

Body

Main Point 1: Exactly one complete sentence that is direct evidence for the thesis statement. It should be a claim (not a question) that you provide evidence for with at least two supporting points. The outline principle of division says that anything that needs support must have at least two pieces of evidence. Citations belong in supporting points.

A) Exactly one complete sentence that is evidence for your main point. Supporting points should nearly always include citations. Write out your citations the way you would say them during the presentation. Initial oral citations need to include the following information to be complete: author's name, author's credibility (usually that is their job), date, title, publication, and source type. Most evidence should be in the presenter's own words – use a quotation in an outline *only* when the *exact wording* is critical to your argument. Direct quotes need to have citations that also include the page number (or equivalent).

B) Another complete sentence that is evidence for your main point, with a citation. Diversify the evidence used to support each main point. Each main point should have more than one type & form of evidence from more than one type of source. That means the source you cite here needs to be different from the one you cited in 1A.

Transition: Use directional transitions between main points. A directional transition summarizes the previous main point and previews the next. It should be one sentence long.

Main Point 2: Another complete sentence that is direct evidence for the thesis statement. Follow the same principles described above when writing a main point.

A) Supporting points for additional main points should be treated the same way as they are for the first main point.

B) Less information is needed in oral citations if the full oral citation has already been said. After the first time, all that is needed is enough information to make it clear which reference this information came from.

C) [Optional] If the audience needs more evidence for the main point to accept it, or if you need additional supporting points to fully diversify your evidence for the main point (for example, if you used two supporting points from the same source), or if you have plenty of time left to strengthen your argument, then you can use a third, fourth, etc. supporting point under any main point.

1) [Optional] If an outline uses sub-supporting points, then the supporting point will not have a citation – the cited evidence will be in the sub-supporting points instead. Sub-supporting points should only be used if the audience will need additional evidence to accept the supporting point.

    2) [Optional] Sub-supporting points should be further indented than supporting points. Just like all other evidence, they come at least two at a time so you can diversify evidence and follow the outline principle of division.

[Include additional transitions & main points as needed, but there must be at least two. The trick to keeping formatting consistent is to copy one of the ones you did earlier and paste it here, then change the words.]

Transition: Usually an internal summary transition works best here. Summarize *only* the last main point. **When students forget a transition, it's almost always this one!**

Conclusion

Review Main Points: [Optional] Review the main points (just like the overview) if the audience is likely to have forgotten some by this point. Usually that is needed only in long presentations, in presentations with confusing main points, or presentations with a large number of main points.

Restated Thesis: Your thesis statement again. It is fine if it is exactly the same.

Clincher Connected with the Introduction: Usually, circling back to something from the attention getter, relevance statement, or credibility statement works well here. In persuasive presentations, this should be your call to action.

References

[These example references are in APA 7th edition format, and reflect the most common kinds of sources students use, and the most common challenges students encounter. Pay very close attention to spacing, punctuation, italics, and capitalization (ex. "What APA Says to Capitalize Like a Title" vs. "What APA says to capitalize like a sentence")]

Author, A. B., & Author, C. (2020). This is an example scientific journal article title. *Journal of Example Articles, 13*(5) 13-18. https://doi.org/10.123/4567890

Blogger, D. E. (2020, September 13). Blog post title. *Name of Blog.* https://www.blog.com/d-e-blogger/20091301-blog-post-title/

Contributor, F. (n.d.). *The title of an undated webpage.* Website Name. https://www.website.com/title-webpage/

Journalist, G. H. (1970, January 1). A newspaper article about the Unix epoch. *The Daily News Gazette,* A1, B3-B4.

Some Government Agency. (2020, November 4). *This webpage on a website was authored by an organization.* https://www.sga.gov/webpage-on-website/

Writer, J. K. L. (2019). *Some swanky book title: A subtitle for no reason.* Penguin Books.

Writer, J. K. L. (2020). I only wrote this chapter. In M. N. Editor & O. Editor (Eds.), *A book with multiple editions were different people wrote each chapter* (3rd ed., pp. 17-40). Routledge.