

Speaker _____ Date _____

Title of Talk _____

Version _____ Time: Start _____ End _____ Total _____

Intended Audience _____

I. Clear Communication

- A. The guiding question is stated.
- B. The importance of the question is stated.
- C. The message of the talk is stated at the beginning.
- D. The whole talk is outlined early in the presentation.
- E. The outline is repeatedly referenced to provide mileposts.
- F. The talk is aimed at a specific audience.
- G. A clear train of thought is followed and involves the audience.

II. Time

- A. The talk fits the time limit.
- B. There is extra time to recover from unforeseen problems and to permit questions.
- C. Enough time is spent on each slide to allow the audience to absorb the information.
- D. The speaker talks slowly and repeats key ideas.

III. Slides

- A. The slides have large text, readable in a large auditorium with suboptimal lighting.
- B. Each slide makes only a single point.
- C. There are five or fewer lines of text on each slide.
- D. Text is concise, having only a phrase or a few words per line.
- E. Background of slides is light and contrasts with text and pointer.
- F. The axes of graphs can be read from the back of a large room.
- G. Slides have been prepared specifically for oral presentation.

IV. Mechanics

- A. The talk is *not* read.
- B. The speaker begins talking with the lights on to involve the audience.
- C. The talk has been practiced to refine the flow, message, and length.
- D. The speaker does *not* apologize for the talk or its components.
- E. The speaker's voice can be heard in a large hall over the noise of the crowd and projector.
- F. The speaker always faces the audience when speaking.
- G. Language is free from unexplained jargon and acronyms.
- H. The pointer is used as a precise, incisive tool.
- I. There are no unnecessary movements or distracting mannerisms.

V. Organization of the Talk

- A. The introduction is brief in proportion to the length of the talk.
- B. Methods are shown in an abbreviated form in only enough detail to support the results.
- C. If the methods are illustrated, a matrix, flow chart, or other diagram is used.
- D. The format of graphs should be described before focusing on the content.
- E. The conclusions are stated at the end in a form to reinforce the message.
- F. The conclusions are crisp and concise.
- G. Questions, methods, results, and interpretation are folded together to enhance the impact of the message.

That species diverge in the tropics and fall is a familiar, if not leogy. The pattern is great number of gro 1957; marine bivalve World birds, Dobzhar lizards, Pianka 1983 nations for this patte all have met criticis generally accepted tions for high tropic predation rates, hat productivity, consta age, highly fractiona and many others (fo stance Begon et al. pose another, much the existence of r regions; this is a ph does not require rec complex ecological phen

It is well known th axis, completing one 24 hours (Halliday ar sence of the centrifu sults in species simpl tor. A simple analog: Imagine a very small ber of objects are fa form length. The obj cles; and the surface to lie at the ends of The strings are analc ity. Now imagine th rapidly; the result w mulation of the objec plane of the spinning itudinal diversity gra same process.

This mechanism nation for Bergman' increase in size tow provides a force of