

Scripps College of Communication
School of Communication Studies

SYLLABUS

COMS 403 – Advanced Presentations
Fall Quarter 2011

Four Credit Hours – Call #16913, Section 100

Mondays and Wednesdays – 12:10-2:00 p.m.
Central Classroom Building 310



Instructor: Carolyn Bailey Lewis, Ph.D.

Contact Information

Email: -----

Office Phone: -----

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Home: -----

Office

Hours

306 Central Classroom
Mondays and Wednesdays, 11:00 a.m.-12:00 p.m.
and 2:00-3:00 p.m. (also by appointment)

“Studies suggest that the key to success in any field has nothing to do with talent. It's simply practice, 10,000 hours of it – 20 hours a week for 10 years.” – Malcolm Gladwell in Outliers

Required Text

Abela, A. (2008). *Advanced presentations by design: Creating communication that drives action*. San Francisco, CA: Pfeiffer.

Additional References/Resources

The following two electronic books are available through Ohio University Library's ALICE. You will also benefit from subscribing to iStockphoto, <http://www.iStockphoto.com>, where basic subscriptions are free. You are welcome, but not expected, to subscribe to one of the paid options.

Electronic Books

- *Confessions of a Public Speaker*, Scott Berkun, O'Reilly Media, Inc., 2009
<http://alice.library.ohiou.edu/record=b4543693~S7>

- *Presentation Zen Design: Simple Design Principles and Techniques to Enhance Your Presentations*, Garr Reynolds, New Rider Publishers, 2009
<http://alice.library.ohiou.edu/record=b4545329~S7>

True Colors Workshop

By **Monday, October 3 (changed from Wednesday, October 26)**, each student should have purchased a "True Colors" packet from Little Professor Bookstore on Court Street. The packets are \$10 each and are only available through Little Professor. If you have participated in this workshop through a previous class or organization, you are still expected to attend. (You are not required purchase another packet if you already have one. You can bring the one you have to the session.)

Course Description

COMS 403 is one of three courses that can fulfill the School of Communication Studies' requirement for advanced oral performance skills. Accordingly, you can expect to be speaking in front of your peers and, from time to time, in front of other invited guests. Your grades will be determined by what you say (planning, presentation design, and content development), how you say it (oral presentation/delivery), and how you support what you say (visuals). These skills – planning, presentation design, content development, presentation style, and visuals will be evaluated as part of your grade for the course.

Course Objectives

Guiding us over the next 10 weeks will be identifying and providing several presentation skills that should improve your ability to:

- Present your ideas with passion and sincerity.
- Organize your ideas in ways that appeal to targeted audiences.
- Integrate reasoning and narrative as you illustrate and explain your ideas.
- Speak clearly and confidently.
- Utilize technology (when appropriate) to enhance your presentation.

You will work individually and with others to reach these objectives. In addition, you should: develop competency with various forms of delivery (i.e., manuscript and extemporaneous); be able to prepare and present various types of presentations (i.e., ceremonial, sales, and impromptu) of increased duration; become comfortable giving impromptu presentations; and learn how to evaluate presentations.

Course Work and Policies

There is one required text – *Advanced Presentations by Design*. In addition, there will be other articles, videos, and Internet links. You are expected to: attend and participate in every class session; be on time and not leave before the end of class unless there is an emergency (classes will begin promptly at 12:10 p.m. and run until 2 p.m.); have read the assignments *prior* to each class period; actively participate in the learning process; and not disrupt the learning of your peers. The following practices – among others – could cause such disruption: a ringing (or singing) cell phone (turn it off, not just on vibrate, and place it out of reach throughout the class); side conversations (if such conversations occur, I will ask you to share your insights with the class, or leave the room); noisily coming to class late; and texting. There will be no laptops open while others are speaking and no surfing the Web for items not related to COMS 403. As a general practice, laptops are welcome, but they are not permitted to be open in class unless there are specific uses directed by me.

Attendance

Attendance is important. Excused absences will not count against you, but work must be completed for credit. Absences will make it challenging for you to advance your presentation skills and to pass this class. No “make up” or “extra credit” work will be available for missed in-class or out-of-class assignments. **Missing more than two unexcused days will result in your final course grade being lowered one full letter grade.** If you miss a day in which a graded assignment is due, you will receive zero points for the assignment unless your absence is excused. Excused absences include: 1) illness – a note from the doctor or hospital; 2) university function or university travel – a note from the university official; 3) family emergency – a note from your parent or guardian; 4) jury duty – a letter from the court; or 5) religious observance – a note from your parish, church, synagogue, mosque, etc. *In addition*, you should **notify me in advance** of your impending absence either by email, phone, private Facebook message, or text.

Incompletes

I do not give incompletes unless exceptional circumstances require extensions.

Deadlines

Deadlines are a fact of life. If you cannot be in class on the day an assignment is due, it is your responsibility to determine how to get that material to me by the deadline. Do not expect to have an opportunity to turn in an assignment late unless you: 1) have a valid, documented reason *or* 2) have notified me before class of your impending absence.

Communication

I will use the electronic mailing list (created by registration services at Ohio University) for class-related communication. You must also check Blackboard frequently for updates, assignments, and announcements.

Special Needs

If you have any disability that may prevent you from fully demonstrating your abilities in this course, please talk to me as soon as possible regarding accommodations in order that your learning experience might be more productive. For more information, call Disability Services at 593-2620 or visit the Disability Services Office at 348 Baker University Center. I require written documentation from the Office of Disability Services for ongoing accommodations.

Assignments/Presentations

- 1) **Journal** – Rather than fast and furious note-taking in class, I prefer journaling. Purchase a notebook for dedicated use in this course. Write down ideas, principles, concepts, thoughts, comments, questions, and recommendations that resonate with you from readings and class discussions. *I want you to think and to reflect.* You will be expected to comment on your journaling and reflections during class discussions. Journals will be reviewed occasionally throughout the quarter. (If you have an issue that requires you to use a laptop, rather than journaling on paper, I will accommodate you.) – *20 points possible*
- 2) **Impromptu Delivery** – You will give three, *two minute* speeches with no more than five minutes of preparation time on a prompt/topic of my choosing. The first of these speeches will be practice and will not be graded. The other two speeches will be worth 20 points each. – *40 points possible*
- 3) **Entertaining Questions Presentation** – You will give a *six to seven minute* speech to the class in which you take a position on a light-hearted topic among those offered by me. The catch: at any point during your presentation, you can be interrupted by me or a classmate who can ask you to answer a question about the ideas that you are presenting and you must “entertain” the question. You must answer at least three of these questions (you can choose to not respond to some requests for questions); questions will cease after the fifth question. You must complete your presentation, including answers to questions, within *six to seven minutes.* – *40 points possible*
- 4) **Selling Ideas Presentation** – You will give a *four to five minute* presentation to the class in which you “sell” them on contributing to and/or joining a non-profit organization that is not affiliated with life at Ohio University (i.e., Habitat for Humanity, the Salvation Army, Good Works, the Red Cross, Boys and Girls Clubs, the American Cancer Society, the Heart Association, etc.). In so doing, you should use at least **five** PowerPoint slides (or Prezi) and demonstrate a thoughtful and thorough understanding of the organization and its aims. You will provide logic for contributing/joining the organization, tell at least one engaging story as you present your case for contributing/joining, and demonstrate an awareness of possible questions that your audience members might be thinking as they listen to your ideas. – *60 points possible*
- 5) **Ignite Presentation** – Following the format of presentations used at Ignite events (see <http://ignite.oreilly.com/>), give a speech of *exactly five minutes* using 20 slides that automatically change every 15 seconds. Topics should, in some way, feature “you need to know this” as the theme and should be organized using good reasons and illustrated through stories (as well as other relevant supporting material). Slides should follow guidelines discussed in class. You may invite guests to these presentations. (Inform me of the number in advance.) – *100 points possible.* (If you earn more points on this presentation than you did on the “Entertaining Questions” and “Selling Ideas” presentations combined, the grade earned here will replace the earlier two grades.)

Three Self-Assessments

You will complete a self-assessment following the:

- *Entertaining Questions Presentation – 40 points possible*
- *Selling Ideas Presentation – 60 points possible*

within 48 hours following your presentation. The self-assessment template will be on the Blackboard site. Your answers to each question should be specific and explain your assessment. Descriptions of what you did or statements of your impressions about how you did, by themselves, are inadequate.

- *The Final Self-Assessment* will reflect on how well your final presentation (the Ignite Presentation) demonstrated your skills development during the quarter. – *100 points possible*

48 Hour Rule: *Assessments are to be turned in within 48 hours of a presentation. You should give or email that assignment to me by 2 p.m., two days following your presentation (i.e., Monday presentation by Wednesday at 2 p.m.; Wednesday presentation by Friday at 2 p.m.).*

Practice Slides

Twice during the quarter, using information that I provide, you will (1) post a PowerPoint slide for the class to review and (2) download and revise the slide of your assigned partner. We will discuss the slides in class, so be prepared to talk about your original slide and your revision. The first slide will not be graded. The second slide will be graded. – *20 points possible*

Grading

Up to 480 points may be earned in this class. At the end of the quarter, the points you have earned will be divided by 480 to calculate a percentage of points earned. That percentage will translate into the final grades below.

93-100% = A	83-86% = B	73-76% = C	63-66% = D
90-92% = A-	80-82% = B-	70-72% = C-	60-62% = D-
87-89% = B+	77-79% = C+	67-69% = D+	0-59% = F

- You can receive an A in this class if you complete all assignments and presentations with excellence, meet deadlines, participate in class, do quality work, and demonstrate extra effort.
- Grades of B and C will be due to incomplete assignments and minimal effort. All of your assignments must have met set deadlines. B work has some qualities of an A, but falls short of excellence in substance and style.
- Grades of D and F will result from poorly executed assignments, poor attendance, minimal participation, missed assignments, and lack of interest and effort. Speaking with heavy reliance on your notes and/or in any way that does not exhibit a strong understanding of the course content will be considered average at best.

Journal	20 points possible
Impromptu Delivery (2)	40 points possible
Entertaining Questions Presentation	40 points possible
Selling Ideas Presentation	60 points possible
Ignite Presentation	100 points possible
Self-Assessments (3)	200 points possible
Practice Slide	20 points possible

Earning and Losing Points

On every assignment, you begin with zero points and earn points based upon the quality of your work. In other words, no one begins with a perfect score and then “loses” points based upon what you did not do. That said, you *may* lose points on an assignment if you do not adhere to the “do unto others” rule of presentations and audiences: when you are an audience member, treat the speaker like you would wish to be treated when you speak. So, when others are presenting, do not look at or study your presentation notes, study for an exam for another class, do other assignments or readings, put your head down to nap, etc., or you will receive a note from me indicating how many points you have lost. You may also have points deducted from your score if your presentation is more than 30 seconds over/under time.

Materials

The lectures, classroom activities, and all materials associated with this class and developed by the instructor are under copyright in the name of Carolyn Bailey Lewis. They may be used by and shared among students officially enrolled in the fall 2011 section of COMS 403, but may not be transferred in any form to any other party without the written permission of the instructor. Under no circumstances may verbatim recordings of classroom discussions, presentations, and materials by electronic or any other means (including note taking) be conducted: 1) for the purpose of selling the material, whether or not it is for educational benefit; 2) for the educational benefit of those not enrolled in the class; or 3) for distribution in any format.

Special Class Project

Help America Vote Act (HAVA). I will discuss this further and explain how you can participate.

- ❖ Thanks to Drs. Roger Aden, Lynn Harter, and Karen Deardorff for their permission to use content included in this syllabus and for their helpful consultation. A special thanks to Dr. Andrew Abela for his suggestions on using the text.

Course Outline

Week One

Class #1 – Wednesday, September 7

NO CLASS

“Creating the Future: Managing Media in the Digital Age” Conference – Baker Center Theater

Visit: <http://scripps.publishpath.com/creating-the-future-2011>

Week Two

Class #2 – Monday, September 12

- ❖ Introductions (**Impromptu Delivery – Assignment 2**) and Orientation
youtube video mp2 2:31 McCloud
- ❖ Syllabus and Course Overview
- ❖ Text Review: Content, Appendices A-E, References, Formats, Methodologies, Worksheets
- ❖ Blackboard
- ❖ Critical Thinking
- ❖ Evaluating Presentations

Introduction – pages 1-13

Part I – Politics and Metrics, pages 15-17

Chapter 1 – Understanding What Types of Communication Will Be Most Effective for Your Audience,
Pages 19-27

Class # 3 – Wednesday, September 14

Presentation/Workshop: Myers-Briggs Type Indicator (MBTI)

Presenter: Dr. Joseph Bianco, Research Assistant Professor, OU College of Osteopathic Medicine

Week Three

Class #4 – Monday, September 19

Chapter 2 – Setting a Measurable Objective for Your Presentation, pages 29-34

“From-To Think-Do” Matrix

Planning, Design, and Delivery

Presentation Tools

Impromptu Delivery (Assignment 2)

Class #5 – Wednesday, September 21

Impromptu Delivery (Assignment 2)

Week Four

Class #6 – Monday, September 26

Journal Reflections

Entertaining Questions Presentations* (Assignment 3)

Class #7 – Wednesday, September 28

Part II – Logic, pages 35-38

Chapter 3 – Articulating the Audience’s Business Problem and Your Proposed Solution to It,
Pages 39-55

Entertaining Questions Presentation* (Assignment 3)

Week Five

Class #8 – Monday, October 3

“True Colors” – Presenter Kevin Smith, Amanda Cunningham Leadership Center

Post Practice Slide One to Blackboard (Resource: Reynolds Chapters 1-5) – Select Partners

Class #9 – Wednesday, October 5

Entertaining Questions Presentation* (Assignment 3)

Chapter 4 – Marshaling Your Evidence, pages 57-62

Storytelling (Resource: Marci Alboher and Paul N. Luvera – <http://www.themoth.org/listen>)

Worksheets

“Happy Birthday” Exercise

Workshop: Practice Slide I (Before partner review and after partner review)

Abela Jeopardy!

Week Six

Class #10 – Monday, October 10

Part III – Rhetoric, pages 63-66

Chapter 5 – Assembling the Anecdotes That Will Illustrate Your Evidence, pages 67-73

Anecdotes (Resource: Inspiring Anecdotes – www.liraz.com)

Post Slide II to Blackboard

Class #11 – Wednesday, October 12

Scripps Day – Speaker: Corporate Executive from the E. W. Scripps Company

Post Practice Slide Two to Blackboard (Resource: Reynolds Chapters 6-8)

Week Seven

Class #12 – Monday, October 17

Chapter 6 – Sequencing Your Evidence, pages 75-87 – The S.C.O.R.E. Method

Part IV – Graphics, pages 89-95

Chapter 7 – Visual Presentation Elements: Charts, Color, Animation, and Fonts, pages 97-105

The Good, the Bad, and the Ugly

Class #13 – Wednesday, October 19

Selling Ideas Presentation* (Assignment 4)

Week Eight

Class #14 – Monday, October 24

Selling Ideas Presentation* (Assignment 4)

Class #15 – Wednesday, October 26

Selling Ideas Presentation* (Assignment 4)

Week Nine

Class #16 – Monday, October 31

Chapter 8 – Laying Out All the Elements on Each Page, pages 107-138

The Squint Test

Journal Reflections

Class #17 – Wednesday, November 2

Part V – Politics and Metrics Again, page 139

Chapter 9 – Satisfying Your Stakeholders and Measuring Success, pages 141-143

Chapter 10 – Conclusion, pages 145-147

Abela Jeopardy!

Week Ten

Class #18 – Monday, November 7

Final Presentation – Ignite* (Assignment 5)

Class #19 – Wednesday, November 9

Final Presentation – Ignite* (Assignment 5)

Week Eleven

Class #20 – Monday, November 14

Final Presentation – Ignite* (Assignment 5)

DUE: Final Assessment
Thursday, November 17

What I Expect of You

Academic Honesty – If you plagiarize in an assignment, forge excuses for missed assignments, or engage in any other form of academic dishonesty as outlined by the Ohio University Student Handbook, you will receive an F for the course. Plagiarism includes using the words of others without attribution and/or quotation marks. Read “Avoiding Plagiarism” – http://www.writing/northwestern.edu/avoiding_plararism.html.

Respect: I expect you to respect the opinions of your co-learners. It is okay to disagree, but disagreements should be handled courteously while allowing your co-learner to maintain his/her dignity. I expect you to offer your co-learners the same degree of respect that you expect them to offer you by listening to their presentations, and by offering helpful and constructive feedback.

Commitment – If you’re going to be in class physically, then you might as well be here mentally, too. Make your presence felt with thoughtful questions, comments, and suggestions. If you want to mull the latest Sudoku puzzle, complete the crossword in *The Post*, text on your cell phone, engage in side conversations, and/or check your email or social networks on your laptop, then please feel free to do so... somewhere else. In other words, be alert, attentive, and focused in this class. If you want to earn a particular grade on an assignment and/or in the course, you should be working with me before and after the assignments to try to learn/understand the information, and to earn that grade.

Responsibility – Should you miss a class period, whether excused or not, the responsibility for discovering what you missed is up to you. The readings and assignments are all noted in this syllabus, and I do not add pop quizzes or new readings. Any material that you missed would have helped you develop your skills, and perform well on the assignments. Make arrangements to get missed material from your peers. Feel free, however, to ask me questions of clarification after you have reviewed this material. In addition, whether you miss class or not, if you have questions about an assignment, you should ask those questions—before the assignment is due (preferably) and/or after the assignment has been graded.

What You Can Expect of Me

Responsibility – I will return graded assignments and presentation scores to you within one week. Grades will be posted to Blackboard at that time and scores accumulated in order that you might track your progress. If you give me rough drafts to review, I will provide feedback within 48 hours of receiving the material, excluding weekends. I will respond to email and or/phone messages within 24 hours of receiving them. I will check email at least once a day, Monday through Friday, between 9 a.m. and 5 p.m.

Clarity – My expectations for each assignment and grading criteria are outlined in the syllabus and/or on the Blackboard site, *and* will be communicated regularly in the classroom. I will provide additional explanation for each assignment and for grades in the evaluations I return.

Commitment – I will do my best to help you learn the course material to the extent that you desire and/or wish to learn it, and to earn the grade that you are seeking. I will answer your questions and provide you with feedback before (if you ask) and after every assignment. I will not change the course schedule unless: 1) it benefits you and/or 2) an unforeseen circumstance arises. I will be available during office hours to answer questions in person or you can contact me by phone, email, or text.

Dialogic Learning Environment

I have provided the initial organizing framework of course objectives and literature. You also need to figure out what you need/want to learn and gain in this course. I firmly believe in the importance of what many scholars call “connected knowing.” Connected knowing involves participants in the co-production of knowledge. I believe classrooms should be places that respect the stories of participants as well as the stories of disciplinary knowledge. One of my goals is to allow you to explore your professional selves – explorations that can ultimately lead to connections between self and subject matter. We need to work together in order to enact this culture. **Your cooperation and willingness to share your experiences and insights are essential.**

When a reading assignment is made, you are expected to come to class not only having read the material, but also prepared to discuss it in a meaningful way. My suggestion is that you take notes in your journal while reading the course materials. Bring your journal to class each week and be ready to discern primary contentions of your readings, ask well formulated questions, critique material, critique each other (during presentations), share insights and experiences, “play” with ideas, and risk transforming or enlarging your standpoint based on class dialogue. I don’t expect that you will agree with everything you read or hear. However, even in disagreement, I have found our thinking stimulated to ask if there are other and perhaps more satisfying ways of communicating than those posited by our dominant disciplinary models, and everyday practices and patterns.

I will come to class ready to share my knowledge and experiences, and guide you through the materials. In addition, I will engage and challenge your: analysis, discussions, presentations, and oral and writing skills. In sum, demonstrate intellectual curiosity, engage in classroom discussion, allow space for everyone’s contribution, and encounter materials in ways that draw you out of and beyond yourself to potentially new ways of knowing and being in the world.

Be impeccable with your words.

Don’t take anything personally.

Don’t make assumptions.

Always do your best.

--Don Miguel Ruiz

