

Strategic Presentation Skills

Carnegie Mellon University, Heinz College
Fall 2021, Mini I
Course 90-718, 6 Units

Class Meetings: Monday/Wednesday
Section C1: 8:35am - 9:55am,
Section D1: 10:10am - 11:30am,
Section E1: 1:25pm - 2:45pm,

In Person Expectation	HBH 1004
In Person Expectation	HBH 2011
In Person Expectation	HBH 2011



PROFESSOR

Dr. Rebekah Fitzsimmons

Assistant Teaching Professor of Professional Communication
Heinz College, Carnegie Mellon University

CONTACT INFORMATION



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Physical Office: HBH 2118D
Zoom link: <https://cmu.zoom.us/j/7934008082>



@DrFitzPhD



Office Hours
In office: **Tuesdays** from 10am-12pm or by appointment
On Zoom: **Tuesdays** by appointment



<https://rebekahfitzsimmons.com>

Each section will have a TA for the course:
contact information will be posted on Canvas

COURSE DESCRIPTION:

Strategic Presentation Skills provides practical instruction for preparing and delivering professional presentations. Activities and assignments include: developing targeted, strategic messages; structuring content; designing meaningful visuals; working cohesively in a group presentation; exploring new technologies; and speaking extemporaneously.

Students engage specific audiences using a communication style (both verbal and nonverbal) suitable for workplace environments (both F2F and digital). Overall, the course helps students develop confidence and apply effective techniques when speaking in a public setting.

COVID-19 NOTE:

The past two years have presented countless challenges to faculty and students: we are embarking on another new school year in the midst of a pandemic that will fundamentally shape what the semester looks like. We are all faced with ongoing stress and uncertainty and as a community, we are dependent on, and affected by, the actions, precautions and protections each of us takes to mitigate the spread of COVID-19. This course is designed to deliver the important professional content you need to complete your degree but is also designed with the ever-shifting realities of our current situation in mind. Your health and safety is of the utmost importance to me; if you find you are struggling or are experiencing a particularly difficult time in meeting class expectations, please do not hesitate to contact me. Similarly, I appreciate your patience and flexibility as I work to ensure the class and its delivery meets your needs and justifiably high expectations. Together, I believe we can create a supportive and collaborative classroom community that may lend a sense of normalcy to the chaos of this year.

COURSE LEARNING OBJECTIVES

- Identify professional standards in various industries and international contexts and devise effective, personalized strategies for preparing and delivering your presentations
- Interpret the needs and expectations of audiences and adapt the content, organization, and format of your message depending on audience, context, and purpose
- Design, write, and present logical, cohesive messages using multimodal approaches as well as rhetorical organizational practices (i.e. introductions, signposts, transitions, recaps)
- Create presentations that conform to professional requirements such as time constraints, engaging eye contact, adequate volume, clarity in voice projection, and consistency in pace
- Design and utilize multimodal elements of presentations (i.e. slides, photographs, posters, tables, charts, diagrams, handouts, audience participation, videos) in line with workplace expectations and universal design accessibility standards
- Analyze the implications of visual and non-verbal forms of communication on professional presence (i.e. professional attire, posture, gestures, facial expressions) and adapt those forms of communication for different presentation contexts
- Demonstrate effective collaborative work by planning and delivering a team presentation
- Prepare and practice evoking audience response, answering questions, and responding to audience feedback within a wide variety of professional contexts
- Demonstrate the ability to evaluate presentations and give and receive specific, productive, constructive feedback as a professional/managerial skill
- Utilize various techniques and technologies to self-evaluate and diagnose concrete and actionable areas of improvement as a public speaker with a mind towards consistent professional development.

LEARNING RESOURCES

REQUIRED TEXTS & TECHNOLOGY

Required Text

We will use an Open Educational Resource, available freely through the Internet as our starting textbook for the course. The text, *Principles of Public Speaking*, is available through the web and can also be downloaded as a PDF. Readings from this text will be required throughout the semester and will inform class lectures and activities.

Required Software Platforms

In order to fully participate in our course, you will be asked to use a few different software platforms.

1. **Canvas** - Our course will utilize this central Learning Management System (LMS) as the main technology hub. Students will be granted access to materials through Canvas and will use the platform to submit formal assignments. Links to the rest of the technology platforms will also be embedded into Canvas. Formal feedback from the TAs and professor will be returned in Canvas.
2. **Acclaim** - Our course will use this video assessment tool to submit formal presentation assignments, as well as to provide other students with peer review feedback.
3. ***YouTube* (optional)** - Depending on your technology/OS and internet accessibility, students in the past have found it easier/faster to upload their videos as an Unlisted YouTube video and submit the link to Acclaim. Please feel free to choose the option that causes you the least amount of technical frustration!

In the event of a shift to online teaching or if you need to participate asynchronously in the course due to COVID/health measures, we will also utilize the following software platforms, which are integrated through Canvas.

4. **FlipGrid** - This video discussion board platform will allow students to record and upload “lightning talks” and other short, informal homework assignments that normally take place in class. Asynchronous opportunities for participation/make-up discussions as well as community building opportunities will be hosted on this platform as well. A low-stakes practice space is also available for students seeking to improve their skills beyond the requirements of the course.

Required Hardware

1. **Web camera for recording videos** - You will need to record your elevator pitch and individual presentations and upload them to Acclaim. You may use your web camera or the camera on a smart phone or tablet to accomplish these assignments. The **CMU Library** also has cameras available for borrowing.
2. ***Laptop or tablet for in-class work* (recommended)** - Much of our class time will be spent completing in-class workshops, often in small groups, putting the content from the readings and the lectures into practice. Students often find it helpful to bring a laptop or tablet to class to aid in this process; you are also welcome to take notes or refer to the digital textbook on your device.

POLICIES

Communication Policies

- ☐ Email is my preferred mode of communication and the fastest way to get in touch with me.
- ☐ Please include your name and section number and CC the TA for your course section in all emails
- ☐ Please allow a minimum of 24 hours for me to respond to all emails
- ☐ Students are expected to check their CMU emails and Canvas regularly (at least once a day)
- ☐ I can not discuss grades via email; please come to office hours with questions pertaining to grades

Office Hours Policies

- ☐ Office hours are designated times for students to get one-on-one feedback or ask questions; you are welcome to drop in during those times. If you have a specific topic you want to discuss, feel free to email and schedule a time in advance. If you are unable to attend my scheduled office hours due to a conflict, we can set up an appointment at another time.
- ☐ Office hours this semester will be held in person and [via Zoom](#). Please choose the option that is the most comfortable for you. See Canvas for scheduling options.
- ☐ If an emergency arises so you cannot make a scheduled appointment, please contact me by email or phone as soon as possible.

Registration

Once a section of Strategic Presentation Skills is full, then enrollment is dependent on: (1) the number of registered students who drop the section, and (2) the waitlist order. Students who miss the first class meeting can be automatically dropped from the course. After the initial session, registration is closed. Priority registration may be given to students for whom Strategic Presentation Skills is required (including BSCF seniors).

Syllabus Modifications

This syllabus – especially the homework and assignment schedule – may be modified as the semester progresses in order to meet the course outcomes and best address the needs of members of the class. Pay close attention to course announcements on Canvas and in class for any of these changes, as well as any COVID-19 updates from CMU, which may alter our modality or course delivery options.

Late Policy

Obviously, the occasional emergency can disrupt even the most organized person's schedule; however, habitual lateness is considered unprofessional and inconsiderate. Students who arrive **habitually** late to class (more than five minutes late) during the semester may have their grades lowered. If circumstances will hinder your ability to arrive on time regularly, please speak with me to discuss arrangements.

POLICIES

Attendance and Participation Policy

In keeping with CMU and Heinz's expectations and policies, you are expected to attend all scheduled classes. In accordance with the In-Person Expectation (IPE) modality for this course, the expectation from Heinz is that your attendance for this course will be in the physical classroom during all scheduled class periods. However, COVID-19 presents challenges to maintaining any graded attendance policy that is equitable and based in care and safety. As the pandemic continues, I recognize and acknowledge many of our lives will be unaffected by world events, while others will experience profound tragedies. We can not make assumptions about others' experiences and as a result, we ought to offer compassion, patience, and grace to one another as best we can.

Therefore, given the irregular circumstances of the times, there are options to help students who may need asynchronous attendance options. For the purposes of this policy, “**attendance**” is defined as arriving in our classroom during our regularly scheduled class period. “**Participation**” covers a broad range of interactive opportunities, both synchronous and asynchronous, that demonstrate engagement with the course content. These participation opportunities include:

- ▶ Speaking during class discussions (asking questions, responding to discussions, working in small groups)
- ▶ Posting required in-class discussions and homework to Canvas
- ▶ Providing peer review feedback to classmates on presentations via Flipgrid and Acclaim
- ▶ Attending office hours (in-person or virtually) with questions, concerns, thoughts, inspiration, etc.
- ▶ Making use of Flipgrid to respond to optional video prompts, offer constructive feedback to classmates, add to ongoing discussions, or practice additional skills.

This course focuses on professional development skills; as such, professional conduct will be expected of all participants. Students should expect to behave as they would in a staff or client meeting. The COVID-19 pandemic adds additional challenges to this requirement but students should make a good faith effort to attend class prepared, to interact with peers and the professor on a regular basis, and demonstrate respect for all class participants through verbal and non-verbal modes. Students who engage in abusive or harmful speech will be immediately excused from class.

Assessment for participation will be a holistic measure of a student's work on a daily basis and is based on more than mere presence in the classroom. **Active participation** includes engaging in active listening, offering constructive, skills-based feedback, and adding to class conversation on a daily basis. Students should refrain from doing other coursework, sleeping, conducting personal business, or other forms of “multitasking” while in class as much as possible. Students who miss a significant number of classes (which means both failing to attend the in-person class sessions AND failing to participate in the asynchronous course options) may be issued a failing grade.

Students who have religious observations, medical/personal emergencies, or other major difficulties that will result in missed synchronous classes are encouraged to contact the professor/TA as soon as possible. If you are absent from class, materials will be posted on Canvas, but you should also plan to reach out to a classmate to find out what you missed. Assignments are due on their due dates regardless of absences, unless a student is specifically issued an extension.

POLICIES

Academic Integrity

Plagiarism is a serious offense that will result in the student failing the course. All academic integrity violations will be reported to the associate dean's office for the student's program of study and the Carnegie Mellon University Division of Student Affairs. If an academic integrity violation is suspected, the student will be contacted to meet with the instructor to determine if a violation has occurred based on Carnegie Mellon University's Policy on Academic Integrity. Note that plagiarism includes:

- Presenting another writer's work as your own;
- Cutting and pasting content verbatim without using quotation marks to indicate a direct quote;
- Inserting a direct quote or paraphrasing content without citing the source in-text using footnotes, endnotes, or parenthetical citations with a corresponding Works Cited, References, or Notes page – in a manner consistent with an APA, MLA, or Chicago style guide;
- Providing incomplete or incorrect information about the source cited;
- Over-relying on templates or other writers' phrasing or re-using someone else's presentation outline/notes and presenting them as your own.

Also, submitting work written for another course is not acceptable. Consequently, a failing grade may be issued for that assignment. Additional penalties may be imposed.

Extension Policy

Each student has **a single extension** which they may use on any individual project or project stage.

This policy **excludes elements of the group presentation**.

To request an extension, students should:

1. Email the professor and TA **no later than 24 hours prior** to the deadline indicating your desire to use your extension.
2. Provide a new, reasonable date and time for the assignment to be due. If the assignment is a draft or project stage of a larger project, this date needs to come before the larger project is due. For larger projects, this new date should be **within a week** of the original due date.
 - 2.1. This new date/time will be considered the new deadline for the assignment
 - 2.2. A note will be added to Canvas with this new due date for mutual reference
 - 2.3. The student will submit the assignment as instructed on the assignment sheet
 - 2.4. The student should notify the professor and TA an email indicating you have submitted your assignment and it is ready for grading. If you have any difficulty submitting your assignment to Canvas, it may also be appropriate to attach a copy to that email.

POLICIES

Late Work

LATE ASSIGNMENTS PENALTIES:

I would normally tell you to avoid late assignments. However, like with class attendance, COVID-19 presents very real challenges to enforcing any kind of late work policy that is equitable and care-based.

Therefore, in addition to the extension policy outlined on the previous page, I will maintain a late work policy where assignments may be turned in late for **up to 24 hours with a 20% deduction.**

After 24 hours, students will need to schedule an office hours appointment to discuss circumstances and possible extended due dates.

MISSING WORK:

Due to the participatory nature of this course, it is important for work to be completed in a timely manner. In-class discussions and activities are a vital part of your success in improving your professional communication skills.

I am dedicated to working with students to ensure they have equitable access to the materials and flexibility to complete the work of the course across a broad range of experiences. However, work that is missing or is significantly incomplete may not be eligible to receive points towards the course.

Outside of the course policies and accommodations, students are expected to put forth a good faith effort to complete the work of the course.

Statement of Conduct

In addition to maintaining academic integrity, this course aims to maintain an open, ethical, respectful, collaborative atmosphere. This class, therefore, will not tolerate any discrimination on the basis of race, color, age, religion, national origin, sexual orientation, gender, marital status, disability, or status as a veteran. Alternative, even conflicting viewpoints, are welcome in class discussion (including those that take place online). However, statements that are racist, sexist, homophobic, classist, or otherwise discriminatory to others, either inside or outside the class, will not be tolerated.

Each of us is responsible for creating a safer, more inclusive environment. Unfortunately, incidents of bias or discrimination do occur, whether intentional or unintentional. They contribute to creating an unwelcoming environment for individuals and groups at the university. Therefore, the university encourages anyone who experiences or observes unfair or hostile treatment on the basis of identity to speak out for justice and support, within the moment of the incident or after the incident has passed.

Anyone can share these experiences using the following resources:

- Center for Student Diversity and Inclusion: csdi@andrew.cmu.edu, (412) 268-2150
- **Report-It** online anonymous reporting platform: reportit.net username: *tartans* password: *plaid*

POLICIES

A Note About COVID-19 and Our Classroom

Together, we will make this semester as safe, thoughtful, rigorous and beneficial as well can - this applies both to our intellectual efforts and adherence to COVID-19 protocols, as issued by CMU, Allegheny County, and the state of Pennsylvania. In order to do that, I ask that you plan to follow these guidelines for the semester:

- ▶ Be prepared to follow the guidance provided by the University with regard to COVID-19 precautions, masks, vaccinations, social distancing, testing, and other mitigation strategies.
- ▶ If you are sick, especially with symptoms of COVID-19, do not come to class. Notify the professor and TA and make use of the asynchronous options to complete the coursework.
- ▶ Regularly check the CMU COVID-19 website for updates and information: www.cmu.edu/coronavirus/
- ▶ Demonstrate respect for others who may care for or live with young children, older adults, immunocompromised individuals or others at higher risk by adhering to CMU campus guidelines and allowing space for classmates who may choose to maintain a higher level of caution.
- ▶ Recognize that mitigation strategies may cause difficulty in different ways for different individuals.
- ▶ Allow for flexibility and adaptation in our work together, both in response to changing circumstances as well as in making suggestions for alterations to how we work together in the classroom.

If you are struggling with a particular delivery method, classroom activity, or assignment format, plan to speak with the TA or professor to see what accommodations might help you (or, in fact, the entire class). While I am an experienced professor, I am also working hard to adapt and find best practices in this unprecedented moment. Your feedback, cooperation, and collaborative approach to finding what works is greatly appreciated and will ultimately lead to a more successful classroom experience.

How to Succeed in This Course

While the content and the focus of this course is much the same as it was in prior years, the practice, platforms, and modalities required to develop successful professional speaking skills have expanded radically in the last two years. I offer a few words of advice on how to succeed in this course, regardless of what the semester brings:

- ▶ Recognize the difference between attendance and “showing up.” If you’re unable to attend the live session, how can you “show up” for your own learning and for the benefit of your classmates?
- ▶ Recognize the value and importance of your contributions, no matter what form they take. Your experiences, perspectives, questions, and ideas are vital to the success of the course and for your own learning, so do your best to find ways to share them with the rest of us!
- ▶ Organization is key. I will do my best to provide you with clear lists of assignments and deadlines, but you’ll likely need to adapt your organizational system to keep track of all the different elements of this class. You will be juggling a lot for this class and your other courses, so finding an organization system is key.
- ▶ If something isn’t working, say something! If a link is missing or a resource isn’t available, please bring it to my attention as quickly as possible so I can fix the mistake.

Assessment

Table 1. Heinz College Grading Scale

Grade	Interpretation	Points	Percentage Equivalent	Course Point Equivalent	Graduation Credit
A+	Exceptional	4.33	100-97%	1000-970	Yes
A	Excellent	4.00	96-94	969-940	Yes
A-	Very Good	3.67	93-90	939-900	Yes
B+	Good	3.33	89-87	899-870	Yes
B	Acceptable	3.00	86-84	869-840	Yes
B-	Fair	2.67	83-80	839-800	Yes
C+	Poor	2.33	79-77	799-770	Yes
C	Very Poor	2.00	76-74	769-740	Yes
C-	Minimal Passing	1.67	73-70	739-700	Yes
R	Failing	0	69% or below	699 or below	No
I	Incomplete	0			No

Assignment Instructions

Detailed instructions for all assignments are posted to Canvas. Each student is responsible for reading the assignment sheet and grade rubric before submitting the assignment. These instructions will also include assessment criteria for each assignment. Students are responsible for submitting each assignment on time and to the correct (digital) location as directed on the assignment sheet.

Drafts and Project Stages

Drafts and project stages are a vital part of the composition process and therefore a required part of the course. Writing is a process that necessarily takes time; the project stages of this course are designed to help students focus on improving both their own personal process as well as final deliverables. As a result, all project stages must be submitted in a timely fashion; the professor reserves the right to refuse to accept a final deliverable without the accompanying required project stages.

Assignment Information

Course Grading

Additional details about assignments will be provided via Canvas, including detailed instructions and grading rubrics. Assignments each receive a certain number of points, adding up to 1000 total. Grades are not curved or weighted beyond these points.

As a note, semester grades are not rounded; in other words, a student who earns 889 points throughout the semester would earn an 88.9% or a B+.

Formal Presentations

Elevator Pitch Video

Individual Presentations

Group Presentation

50% of final grade

100 points

200 points

200 points

Project Stages

Brand Statement Workshop for Elevator Pitch

Script/Slides for Individual Presentations

Proposals for Group Presentation Topic

Script/Slides/Storyboard for Group Presentation

15% of final grade

50 points

50 points

25 points

25 points

Peer Review and Reflective Writing

Peer Review on Elevator Pitch

Reflection on Elevator Pitch

Peer Review on Individual Presentations

Reflection on Individual Presentations

Reflection on Group Presentation/Course

10% of final grade

20 points

20 points

20 points

20 points

20 points

Participation

Lightning Talks

In-Class Work

Participation

25% of final grade

90 points

60 points

100 points

RESOURCES



Student Health and Safety: This year is unlike any other. We are all under a lot of stress and uncertainty at this time. Make sure to move regularly, eat well, and reach out to your support system or me if you need to. Find an activity that brings you joy and helps you to recharge; then, prioritize that activity in your very busy schedule. We can all benefit from support in times of stress, and this semester is no exception.

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. CMU services are available, and treatment does work. You can learn more about confidential mental health services available on campus at: <http://www.cmu.edu/counseling/>. Support is always available (24/7) from Counseling and Psychological Services: 412-268-2922.

If you are worried about affording food or feeling insecure about food, there are resources on campus who can help. Email the CMU Food Pantry Coordinator to schedule an appointment: cmu-pantry@andrew.cmu.edu, 412-268-8704 (SLICE office)



Commitment to Accessibility

As an instructor, I am committed to making the course material accessible to as many students in as many ways as possible. Please feel free to approach me to discuss ways in which I can accommodate your unique needs in accessing the materials. In order to best meet this goal, I will also rely on guidance from the Office of Disability Resources at Carnegie Mellon University, which has a continued mission to provide physical and programmatic campus access to all events and information within the Carnegie Mellon community. They work to ensure that qualified individuals receive reasonable accommodations as guaranteed by the Americans with Disabilities Act (ADA) and Sections 503 and 504 of the Rehabilitation Act of 1973.

Students who would like to receive accommodations can begin the process through Disability Resources secure online portal or email access@andrew.cmu.edu to begin the interactive accommodation process. <http://www.cmu.edu/education-office/disability-resources/>. Students with disabilities are encouraged to self-identify with the Office of Disability Resources and request needed accommodations.

Any questions about the process can be directed to Catherine Getchell, 412-268-6121, getchell@cmu.edu.

RESOURCES



Student Academic Success Center (SASC)

- SASC programs to support student learning include the following:
- **Communication Support**--Communication Support offers free one-on-one communication consulting as well as group workshops to support strong written, oral, and visual communication in texts including IMRaD and thesis-driven essays, data-driven reports, oral presentations, posters and visual design, advanced research, application materials, grant proposals, business and public policy documents, data visualization, and team projects. Appointments are available to undergraduate and graduate students from any discipline at CMU. Schedule an **appointment** (in-person or video), attend a **workshop**, or consult **handouts or videos** to strengthen communication skills.
 - **Language and Cross-Cultural Support**--This program supports students seeking help with language and cross-cultural skills for academic and professional success through individual and group sessions. Students can get assistance with writing academic emails, learning expectations and strategies for clear academic writing, pronunciation, grammar, fluency, and more. **Make an appointment** with a Language Development Specialist to get individualized coaching.



Center for Student Diversity & Inclusion

Diversity and inclusion have a singular place among the values of Carnegie Mellon University. The Center for Student Diversity & Inclusion actively cultivates a strong, diverse and inclusive community capable of living out these values and advancing research, creativity, learning and development that changes the world. <https://www.cmu.edu/student-diversity/>

The Center offers resources to enhance an inclusive and transformative student experience in dimensions such as access, success, campus climate and intergroup dialogue. Additionally, the Center supports and connects historically underrepresented students and those who are first in their family to attend college in a setting where students' differences and talents are appreciated and reinforced, both at the graduate and undergraduate level. Initiatives coordinated by the Center include, but are not limited to:

- First generation/first in family to attend college programs
- LGBTQ+ Initiatives
- Race and ethnically-focused programs, including Inter-University Graduate Students of Color Series (SOC) and PhD SOC Network
- Women's empowerment programs, including Graduate Women's Gatherings (GWGs)
- Transgender and non-binary student programs

RESOURCES



COVID Resources

Carnegie Mellon University maintains an up-to-date website with policies, procedures, resources and information for students.

Visit www.cmu.edu/coronavirus for more information.

A few specific sites of note:

- ▶ If you feel you have symptoms of COVID-19 or suspect you have had contact with someone with COVID-19, [this web page](https://www.cmu.edu/coronavirus/health-and-wellness/symptoms-and-reporting.html) will walk you through the steps for obtaining care and reporting symptoms:
<https://www.cmu.edu/coronavirus/health-and-wellness/symptoms-and-reporting.html>
 - Step 1 in this process is to **call University Health Services immediately at 412-268-2157** to receive instructions to protect yourself and others.
- ▶ For the data-minded folks, CMU regularly posts updated metrics on cases in the CMU community and Allegheny county here: <https://www.cmu.edu/coronavirus/health-and-wellness/dashboard.html>
- ▶ CMU is requiring all enrolled students to be fully vaccinated for COVID-19.
 - Information about on-campus vaccination clinics can be found here: <https://www.cmu.edu/coronavirus/vaccine/index.html>
 - Students can upload their proof of vaccination to the CMU vaccination database here: <https://www.cmu.edu/coronavirus/vaccine/vaccine-database.html>

Research to Improve the Course

For this class, I am conducting research on student outcomes. This research will involve your work in this course. You will not be asked to do anything above and beyond the normal learning activities and assignments that are part of this course. You are free not to participate in this research, and your participation will have no influence on your grade for this course or your academic career at CMU. All students must be at least 18 years old to participate. If you do not wish to participate, or you will not be at least 18 years old by the end of the semester, please send an email to Chad Hershock (hershock@andrew.cmu.edu) with your name and course number. Participants will not receive any compensation. The data collected as part of this research may include student grades. All analyses of data from participants' coursework will be conducted after the course is over and final grades are submitted. The Eberly Center may provide support on this research project regarding data analysis and interpretation. The Eberly Center for Teaching Excellence & Educational Innovation is located on the CMU-Pittsburgh Campus and its mission is to support the professional development of all CMU instructors regarding teaching and learning. To minimize the risk of breach of confidentiality, the Eberly Center will never have access to data from this course containing your personal identifiers. All data will be analyzed in de-identified form and presented in the aggregate, without any personal identifiers. If you have questions pertaining to your rights as a research participant, or to report concerns to this study, please contact Chad Hershock (hershock@andrew.cmu.edu).

Course Schedule

Day	Class Topic and Workshops	Assignments Due by 11:59pm to Canvas unless otherwise noted	Homework Complete before the start of the next class
Day 1 Mon Aug 30	Introductions Syllabus and Major Assignments introduced <i>Workshop: How to give constructive criticism on presentations</i>	<input type="checkbox"/> Watch Dr. Fitz's intro video <input type="checkbox"/> Complete pre-semester survey <input type="checkbox"/> Post introduction video to Flipgrid/Canvas	<input type="checkbox"/> Read <i>Ted Talks: Guide to Public Speaking</i> excerpt (PDF on Canvas) <input type="checkbox"/> Read textbook modules 1, 9 & 14 <input type="checkbox"/> Watch "Every Presentation Ever" video <input type="checkbox"/> Read Elevator Pitch Workshop materials
Day 2 Wed. Sept 1	Analyzing an Audience Managing Nervous Symptoms Elevator Pitches & Brand Statements Lightning Talk 1 <i>Workshop: Composing an Elevator Pitch</i>	<input type="checkbox"/> Post aspirational speech to Flipgrid Brand Statement Workshop materials due 11:59pm Thursday, Sept 2	<input type="checkbox"/> Read textbook modules 2 & 4 <input type="checkbox"/> Watch "Authentic Elevator Pitch" on LinkedIn and "How to Use Rhetoric to Get What You Want" <input type="checkbox"/> Use Elevator Pitch workshop materials to draft elevator pitch
Day 3 Wed, Sept 8	Presentation Structure Networking & Interviews as Professional Speaking Lightning Talk 2 <i>Workshop: Peer Review of Elevator Pitch</i>	Elevator Pitch due to Acclaim by 11:59pm Thursday, Sept 9	<input type="checkbox"/> Read textbook modules 3, 8 & 13 <input type="checkbox"/> Watch LinkedIn "NonVerbal Communication" <input type="checkbox"/> Elevator Pitch reflection activity <input type="checkbox"/> Peer Review comments to Acclaim
Day 4 Mon Sept 13	Content Strategy: Engaging with an Audience Building Credibility Lightning Talk 3 Individual and Group Presentations introduced <i>Workshop: Building a Presentation Objective</i>		<input type="checkbox"/> Watch CMU videos on slide design <input type="checkbox"/> Read textbook module 7 <input type="checkbox"/> Read Canva "Design Elements and Principles" <input type="checkbox"/> *optional* Watch clip from <i>Halt and Catch Fire</i> to prepare for class workshop
Day 5 Wed Sept 15	Organizing Information and Incorporating Evidence Slide Design & Multimodal Elements to Build a Story Lightning Talk 4 <i>Workshop: Reorganizing a Presentation</i>		<input type="checkbox"/> Read Module 12 <input type="checkbox"/> Watch WIRED "Quantum Computers" <input type="checkbox"/> *optional* Watch lecture video on "Storyboarding" & read "How to Storyboard"
Day 6 Mon Sept 20	Storytelling in Presentations Persuasive Techniques Lightning Talk 5 <i>Workshop: 5 Levels of Policy</i>	Individual Slides/Script (or storyboard) due	<input type="checkbox"/> Read Module 6 <input type="checkbox"/> Read "Inclusive design for Accessible Presentations" <input type="checkbox"/> Watch "How Miscommunication Happens"

Course Schedule

Day	Class Topic and Workshops	Assignments Due by 11:59pm to Canvas unless otherwise noted	Homework Complete before the start of the next class
Day 7 Wed Sept 22	Accessibility in Presentations Lightning Talk 6 <i>Workshop: Revising Slides</i>	<input type="checkbox"/> Individual Presentations Due Thursday, September 23 by 11:59pm <input type="checkbox"/> Post Group Presentation Proposal to FlipGrid by Sunday, Sept 26 by 11:59pm	<input type="checkbox"/> Peer Review Comments of Individual Presentation to Acclaim (2 videos x 3 comments each) <input type="checkbox"/> Peer Review of Group Project topics on Canvas <input type="checkbox"/> Watch “What Do I Do With My Hands” & “Body Language” videos
Day 8 Mon Sept 27	Group Presentation Techniques Highlighting Key Points <i>Workshop: Groups formed for Group Project</i>		<input type="checkbox"/> Read Module 15 & 11 <input type="checkbox"/> Individual Presentation Reflection Activity
Day 9 Wed Sept 29	Preparing for Q&A Sessions Lightning Talk 7 <i>Workshop: Responding to Common Questions</i>	Group Slides/Script/Storyboard due Thursday, Sept 30 by 11:59pm	<input type="checkbox"/> Read Module 10 <input type="checkbox"/> Watch “Preparing Successful Handouts”
Day 10 Mon Oct 4	Improving Non-Verbal Communication Adapting Messages for Non-Expert Audiences Lightning Talk 8 <i>Workshop: Adapting an Introduction</i>		<input type="checkbox"/> Read Module 5, 11 & 13 <input type="checkbox"/> Watch TEDTalk “The Beauty of Data Visualization” <input type="checkbox"/> Watch “Does Grammar Matter” & “Active vs Passive Voice” videos
Day 11 Wed Oct 6	Presenting on Data Reducing Jargon Lightning Talk 9 <i>Workshop: Storytelling with Data</i>		<input type="checkbox"/> Read “Checklist Before an Online Presentation” and “The Future of Business Presentations” <input type="checkbox"/> Rehearse with TA before final presentation <input type="checkbox"/> Group Presentation Reflection Activity <input type="checkbox"/> Submit Participation Self-Evaluation to Canvas
Day 12 Mon Oct 11	Presentation Day! <i>Come prepared to ask questions of your classmates!</i>	Group presentations delivered live in class - schedule posted on Canvas	<input type="checkbox"/> Group Presentation/Course Reflection due by 11:59pm

Contingency Planning

Asynchronous Class “Attendance”:

Given the likely possibility of illness or other emergencies this semester, an asynchronous option is available to all students; please contact the professor and TA if you are ill, in quarantine, or experiencing another form of emergency that might necessitate shifting to this mode for more than one class.

1. Watch the recorded version of class lecture posted on Canvas.
2. Post your lightning talk for the day to the appropriate space on Flipgrid.
3. Add discussion comments to “Asynchronous Discussion” Flipgrid topic; respond to at least 1 of the questions posed during class.
4. Complete any in-class workshop content and post your deliverable on the appropriate Canvas discussion board.
5. Make a note of your asynchronous participation on your participation self-evaluation
6. Notify the TA when you have completed these steps so your attendance record can be updated.

Participation Self-Evaluation

Day	In-Class Participation	Digital/Asynchronous Participation
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		
Day 8		
Day 9		
Day 10		
Day 11		
Day 12		

In-class participation includes but is not limited to:

- ▶ Speaking during class discussions (note frequency)
- ▶ Volunteering to go first in a demo or lightning talk
- ▶ Contributing to small group discussions/work
- ▶ Taking notes/posting deliverables from group work
- ▶ Providing feedback on in-class work via Canvas or Flipgrid

Digital/Asynchronous Participation would include the digital equivalent to these activities as listed on the previous page.

Additional Participation may include:

- ▶ Attending office hours with the professor or TA
- ▶ Using Flipgrid for additional practice
- ▶ Watching a classmate's rehearsal and offering feedback

Date	Additional Participation

Date	Additional Participation

Participation Self-Evaluation: Keep track of your participation by noting how you engaged in class on each day, as well as any additional activities outside of class that may count towards participation. You will be asked to submit your self-evaluation the end of the semester and your notes will be compared to the professor/TA's notes in order to calculate your final participation grade (so academic integrity rules are in effect!) Feel free to ask questions!