

**Short Form Syllabus  
Presentation Techniques  
MCOM 3093**

CRN 12706

Fall 2011

Department of Mass Communication  
University of Central Oklahoma

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Use the WebCT Mail tool for student-teacher communication. From Monday (8 a.m.) through Friday (5 p.m.), I respond to emails within 48 hours. Weekend messages are answered by 5 p.m. on the following Tuesday.

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Online/Campus Office Hours: MW (9:00-10:00 a.m.); TR (8:00-9:00 a.m.); W (10:00-11:00 a.m.); and by appointment

What's In It for You?

Successful completion of this course means that you are able to:

- get and keep the attention of your audiences
- employ audience adaptation and organizational skills in planning presentations
- use language and delivery skills that convey messages with clarity and impact
- identify and apply the best practices in using presentation aids
- adapt your skills to different types of presentations: civic, sales, and special occasions

Required Text and Technology

Atkinson, M. (2005). *Lend me your ears: All you need to know about making speeches and presentations*. New York: Oxford University Press.

Make sure that you have a webcam and a headset (headphones and microphone all in one).

Three Keys to Success

*1. Complete Textbook Readings and Lesson Modules on Time*

We will cover the Preface, Introduction, and all 12 chapters. The readings provide necessary background to the lesson modules.

The lesson modules reinforce and build upon the reading assignments. Each module includes written lessons with various ungraded exercises (e.g., self-checks, ordering activities, mini-quizzes, drag n’ drops, etc.). Don’t give in to the temptation to skip past the exercises.

In each module, you will listen to brief audio- and video-recordings of speeches. A transcript will accompany each recording. Close study of the recordings and transcripts will help you to develop presentational skills (see Module 2).

At the end of selected modules, expect to be quizzed on your understanding of the material. The modules and quizzes will help prepare you for the mid-term and final examinations.

## *2. Plan and then Meet All Deadlines*

Keep in mind that our assignments build on each other. For example, you’ll need to turn in a topic proposal for your position-taking speech. Without an approved topic, you can’t move on to the preliminary research, speech outline, revised outline, etc. Playing catch-up creates a lot of stress for you. To keep my own life in balance, I focus my efforts on students who keep up. I’m not inclined to sacrifice family time to grade a late outline, for example. As the saying goes, “Poor planning on your part doesn’t constitute an emergency on my part.”

On the other hand, meeting deadlines has the pleasant effect of relieving pressure. Plus, you’ll know the pleasure of watching yourself grow as a presenter.

The first half of the semester is very busy but tapers off after the position-taking speeches. So hang in there. The light at the end of the tunnel grows ever brighter.

## *3. Apply the Material*

**Quizzes:** These check your understanding of the learning modules. The formats are multiple-choice and true-false.

**Mid-Term and Final Examinations:** The examinations measure your cumulative learning of the material. The mid-term and final cover roughly half of the material. The final isn’t comprehensive. Multiple-choice and true-false questions are the standard format.

Now these quizzes and examinations measure your “head knowledge” of presentation speaking. Yes, head knowledge is important, but application is where the rubber meets the road.

**Exercises:** You will show your practical grasp of the material in various ways. You will participate in online discussions. You will turn in short written messages through the Assignment tool in WebCT. You will submit short spoken messages to [www.voicethread.com](http://www.voicethread.com)

Finally, our third face-to-face meeting will take place in an auditorium that requires us to project our voices over longer distances.

These small-scale exercises set the stage for the semester's two major presentations. Both will be given to an audience of classmates in our regular classroom.

**Position-Taking Speech:** The goal is to move the audience to support or oppose a *public* policy or practice. For example, health insurance companies withhold coverage on the basis of pre-existing conditions. State legislatures fail to adequately fund the maintenance and repair of roads and bridges. For-profit universities aggressively recruit students and get them to take out federal student loans that they can't pay back. In seven to nine minutes, the speaker should identify a public problem, pinpoint the responsible parties (not the audience), and propose a possible solution.

In preparation for the speech, turn in a topic proposal, preliminary research, a speech outline, and a revised outline. These graded assignments move you toward the final product. The overall position-taking speech will be graded, and a mid-speech applaudable message will be graded as well.

**Sales Presentation.** Identify a product or service that others would be interested in buying. Choose an existing product or service that you can learn about quickly—nothing overly technical. Recently presenters have pitched therapeutic massage, personal trainers, Propel Enhanced Water, AAA Auto Club memberships, the Nook, Pandora Radio, and up-and-coming musicians. Carefully evaluate your expertise as well as the selling points. In six to eight minutes, organize a sales pitch in which you incorporate some type of presentation aid (not limited to PowerPoint slides).

### Point System and Grading Scale

Final grades depend on the accumulation of points. To compute your grade, add up the number of points you have earned and divide that total by the number of possible points for graded assignments. Compare your percentage with the percentages below.

<i>Assignments</i>	<i>Points</i>
<b>Exercises</b>	120
<b>Quizzes</b>	150
<b>Midterm Examination</b>	100
<b>Final Examination</b>	100
<b>Position-Taking Speech</b>	
In-Class Speech	200
Applaudable Message (in-class)	125
Topic Proposal	25
Preliminary Research	25
Speech Outline + Updated Research	50
Applaudable Message (preliminary)	30
Revised Outline	75
<b>Sales Presentation</b>	200
<b>Total</b>	<b>1200</b>

<b>A</b>	from 1080 to 1200 points	or	from 90% to 100%
<b>B</b>	from 960 to 1079 points	or	from 80% to 89.9%
<b>C</b>	from 840 to 959 points	or	from 70% to 79.9%
<b>D</b>	from 720 to 839 points	or	from 60% to 69.9%
<b>F</b>	719 points and below	or	59.9% and below

**Grade Killers:** Taking a zero on any assignment will severely damage your course grade. For example, taking a zero on two 30-point assignments lowers your course grade by a half letter. Ending up with a high “C,” when you could have had a “B,” has got to hurt. Points matter.

### Policies

**Technology:** You’re required to have your computer in working order. Be sure to start at the Orientation Module. Complete the “Before You Begin” and “Technology Requirement” sections. You should be familiar with this information, whether you are an online veteran or rookie. Technological changes are the norm, not the exception.

Daily access to a working computer and the Internet is essential. If you do not have *Real Player* on your computer, download the free player at this link: [Real Player Download](http://www.real.com/). (http://www.real.com/). To facilitate printing, most step-by-step instructions are presented in Adobe PDF format. To view these files, *Acrobat Reader* must be installed on your computer. You can download it at <http://get.adobe.com/reader/>

You will need a webcam and a headset (headphones and microphone all in one).

**Late Assignments:** Students are expected to meet deadlines as they are in the workplace. To be fair to the majority of the students who meet their deadlines, late assignments, discussions, and private chats will be marked down ten percent for each late day. If the work is more than two days late, it is subject to receiving a zero. Computer glitches do not justify lateness.

**Course Q & A:** If you have a question that pertains to you and your classmates, post it on the Course Q & A. If others are likely to have a similar question, the Course Q & A is a good forum for asking. For example: “Do I need to write out the speech introduction in paragraph form?” This question is appropriate to the Course Q & A because you can substitute “we” for “I.” It’s likely that others need to know. Simple, straightforward questions are appropriate.

Don’t post any questions limited to your own personal situation. For example: “Should I use a transition to move from topic I to II, or should I use a signpost?” You can’t substitute “we” for “I” because my advice would depend on your particular circumstances.

At no time should you post grade-related questions to the Course Q & A.

**WebCT Mail:** This private mode of communication is appropriate for personal and grade-related questions. Like the Course Q & A, keep your questions simple and straightforward. Complicated matters aren’t addressed easily through email.

**Office Hours and Appointments:** If you have complicated or involved questions, this is your best option. Please make an appointment or stop by during my office hours. We can arrange a face-to-face meeting or an online chat through WebCT or Skype.

**Scheduling:** This hybrid course is conducted primarily through WebCT and includes four mandatory face-to-face meetings. Clear your calendar for these meetings.

**Face-to-Face Meetings:** Attendance is *mandatory*. Showing up late is strikingly unprofessional. Entering the classroom in the middle of a peer's presentation is unthinkable. Please wait outside until the speaker is finished. Just practice common courtesy.

### Amendments to Syllabus

I reserve the right to amend the syllabus at any time—24 hours a day, seven days a week throughout the entire semester. I will post any changes on WebCT and make an announcement.

### Schedule

MCOM 3093 begins August 22, 2011 and concludes on December 16, 2011.

**Note: The module numbers don't always match with the chapter numbers.**

The **Release** dates indicate when a learning module and its assignments become available in WebCT. The **Due Dates** indicate when reading, written, and online assignments should be completed and submitted. **Due Dates** designate deadlines for coursework. See WebCT for the exact turn-in times. Again, computer glitches do not justify late work.

Release	Due Date	Lesson Module and Readings	Lesson Topic	Assignments
Monday Aug. 15	Monday Aug. 22	Orientation Module	Getting Ready for the Semester	Before You Begin Course Information Syllabi Technology Requirements
Monday Aug. 22	Wed. Aug. 24	Module 1; Preface and Introduction	Orientation to the Learning Modules Meeting the Needs of Audiences	Quiz 1/15 (10 points)
Wednesday, Aug. 24 (6:00-10:00 p.m.)		Face-to-Face Meeting 1	Getting Acquainted	Orientation Meeting and Exercises
Monday Aug. 22	Monday Aug. 29	Module 1	Position-Taking Speech	Topic Proposal (25 points)

Release	Due Date	Lesson Module and Readings	Lesson Topic	Assignments
Wed. Aug. 24	Tuesday Aug. 30	Module 2; Chapter 1	The Battle for the Audience's Attention	Quiz 2/15 (10 points)
			Building Presentation Skills	Speaker Mimicry 1 (20 points)
Tuesday Aug. 30	Friday Sept. 2	Module 3; Chapter 9 (pp. 279-286)	Audience Research and Adaptation	Quiz 3/15 (10 points) Audience Adaptation Exercise (20 points)
Tuesday Sept. 6	Friday Sept. 9	Module 4; Chapter 9 (pp. 286-293)	Organizing Our Presentations	Quiz 4/15 (10 points)
Tuesday Sept. 6	Tuesday Sept. 13	Module 4	Position-Taking Speech	Preliminary Research (25 points)
Monday Sept. 12	Wed. Sept. 14	Module 5; Chapter 3	Presenting with Clarity	Quiz 5/15 (10 points)
Monday Sept. 12	Friday Sept. 16	Module 5	Getting to Know Your Audience	Online Discussion: Audience Research (20 Points)
Monday Sept. 12	Monday Sept. 26	Module 5	Position-Taking Speech	Speech Outline + Updated Research (50 points)
Wed. Sept. 14	Monday Sept. 19	Module 6	Arguments and Applaudable Messages	Quiz 6/15 (10 points)
Wed. Sept. 14	Wed. Sept. 21	Module 6	Skill Development	Speaker Mimicry 2 (20 points)
Monday Sept. 19	Monday Sept. 26	Module 7; Chapter 6	Building Our Rhetorical Toolkit	Quiz 7/15 (10 points)
Monday Sept. 19	Monday Oct. 3	Module 7	Position-Taking Speech	Applaudable Message (preliminary) (30 points)
Monday Sept. 26	Wed. Sept. 28	Module 8; Chapter 8	Adding to Our Rhetorical Toolkit	Quiz 8/15 (10 points)
Monday Sept. 26	Monday Oct. 10	Module 8	Position-Taking Speech	Revised Speech Outline (75 points)
Wed. Sept. 28	Monday Oct. 3	Module 9; Chapter 7	Imagery and Storytelling	Quiz 9/15 (10 points)

Release	Due Date	Lesson Module and Readings	Lesson Topic	Assignments
Monday Oct. 3	Friday Oct. 7	Module 10; Chapter 9 (pp. 293-306)	Introductions and Conclusions	Quiz 10/15 (10 points)
		Chapter 11 (pp. 355- 363)	Coping with Speech Anxiety	
Monday Oct. 10	Wed. Oct. 12	Review Chapters 1, 3, 6, 7, 8, 9	What Have You Learned So Far?	Midterm Examination (100 points)
Wednesday, Oct. 19 (6:00-10:00 p.m.)		Face-to-Face Meeting 2	Applying What We've Learned	Position-Taking Speeches (200 points) Applaudable Messages (125 points)
Thursday Oct. 20	Friday Oct. 21	Fall Break		Relax
Monday Oct. 24	Monday Oct. 31	Module 11; Chapter 4	Introduction to Presentation Aids	Quiz 11/15 (10 points) Sales Presentation Topic Proposal
Monday Oct. 31	Monday Nov. 7	Module 12; Chapter 5	Evaluating Presentation Aids	Quiz 12/15 (10 points)
Monday Oct. 31	Friday Nov. 4	Module 12	Getting to Know Your Audience	Online Discussion: Audience Research (20 Points)
Monday Nov. 7	Wed. Nov. 9	Module 13; Chapter 2	The Presenter's Voice	Quiz 13/15 (10 points) Replacing "uh" and "um" with silence (20 points)
Wed. Nov. 9	Monday Nov. 14	Module 14; Chapter 11 (pp. 339-355)	The Presenter's Body	Quiz 14/15 (10 points)
Wednesday, Nov. 16 (6:00-10:00 p.m.)		Face-to-Face Meeting 3 (Campus Location TBA)	Learning How to Speak-at-a-Distance	Delivery Exercises (20 points)
Thursday Nov. 17	Tuesday Nov. 22	Module 15; Chapter 10	Special Occasion Speeches	Quiz 15/15 (10 points)
Monday Nov. 28	Wed. Nov. 30	Module 16; Chapter 12	The Power of Speech	

Release	Due Date	Lesson Module and Readings	Lesson Topic	Assignments
Wednesday, Dec. 7 (6:00-10:00 p.m.)		Face-to-Face Meeting 4	Applying What We've Learned	Sales Presentations (200 points)
Monday Dec. 12	Wed. Dec. 14	Review Chapters 2, 4, 5, 10, 11, 12	What Have You Learned Since the Mid-Term?	Final Examination (100 points)

**Final exam week is December 12-16, 2011. Your final exam for this course will be available beginning at 8:00 a.m. on Monday, December 12th. It is due by 11:30 p.m. on Wednesday, December 14th.**