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**OVERVIEW**

The goal of this class is simple: I want you to learn how to develop and give effective oral presentations and be confident doing it. That requires constant practice. You must organize your presentation so that it is easy to hear and remember; you must train your voice, body, and mind so that they work together to deliver your talk effectively. You will also learn how to develop effective supporting graphics using PowerPoint software. (I expect you to learn about this software mostly on your own.)

This is not a lecture class (except as needed to introduce and demonstrate important concepts). This class is not about mastering a body of content knowledge or taking tests or writing papers. This class is a *workshop*; it provides hands-on opportunities to speak before an audience because that is how you will learn best. What you decide to speak about is *usually* going to be your business. While topic selection is important, it will always be secondary to your practicing strong oral presentation skills, good organization, and good delivery. I hope to have you up in front of the class almost every time we meet so that you will learn from practicing.

**REQUIRED TEXT**

* ***The Shortcut to Persuasive Presentations,*** Larry Tracy, Imprint Books, North Charleston, SC: 2003
* ***Presentation Zen,*** Garr Reynolds; New Riders; Berkeley, CA: 2008

**OPTIONAL TEXT**

* ***A Speaker’s Guidebook,*** 3rd edition, O’Hair, Dan; Stewart, Rob; Rubenstein, Hannah; Bedford/St. Martins, Boston/NY: 2007

Note-We will rarely discuss this text in class, but it can be a helpful tool for you throughout the course. Specific readings will not be assigned, so you may self-select chapters that are relevant and of interest to you.

**WebCT**

This course does have a WebCT page (661.150.07). On this page, you will find a copy of the syllabus and additional forms and resources that will help you throughout the class. To login to WebCT: <http://webct.jhu.edu/webct/public/home.pl>

**ACADEMIC INTEGRITY**

The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition. Report any violations you witness to the instructor. You may consult the Associate Dean of Student Affairs and/or the chairman of the Ethics Board beforehand. See the guide on “Academic Ethics for Undergraduates” and the Ethics Board Web site (**http://ethics.jhu.edu**) for more information.

**QUESTIONS**

Contact me with any questions you have. Please email me at **jheiserman@jhu.edu****.** I can usually respond within 24-48 hours, so please plan accordingly. When emailing me, please communicate in a professional and appropriate manner. I should not see slang and abbreviations common with texting or instant-messaging. I do have an office on campus (Mattin Center 131), but I ask that you schedule appointments with me in advance.

**ATTENDANCE POLICY**

You are allowed **two** **excused** **absences** for illness (I will want to see the proof) or unavoidable conflict (e.g., religious holiday, job interview; athletic event, university-sponsored conference). “Excused” means that you have told me about it and gotten my permission ahead of time. More than two absences for any reason will lower your participation points and affect your final grade.

Lateness is unprofessional (arriving even a minute after class begins is considered late). More than two times being late may also lower your participation points. If you need to leave class early, please ask permission. Otherwise, an early departure will be treated the same as a late arrival.

I intend to establish a professional environment. I expect a professional attitude from you. If some legitimate problem comes up that might keep you from turning in work on time, you must clear it with me ahead of time; don’t wait until the day after to tell me why you did not keep up your end of things—I will not be able to help you. Obviously you cannot be late for or miss a presentation—your classmates depend on you to deliver when you are supposed to. **If you miss a speech due to an unexcused absence, you will not be able to make it up.**

**ELECTRONIC EQUIPMENT**It is important that you turn off/silence all electronic devices as they can be 1) distracting to myself and your classmates, and 2) can affect the smart technology in the classroom. If you choose to type notes on a laptop in class, please let me know in advance. I will ask you to sit in the back of the classroom so that your classmates will not be distracted by the screen. If your electronic device should make noise during class or a presentation, you will lose participation points.

**TOPIC SELECTION**

Topic selection is very important to a good presentation. You want to choose topics that you are passionate about, so that your audience will sense your excitement and are more enticed to listen. You also want to select topics that will appeal to ALL of your classmates, not just a certain few. With that in mind, there are some forbidden topics and some highly discouraged topics. You should not present topics dealing with drugs, alcohol or gambling. You are discouraged from presenting on heavy, controversial topics such as abortion, gun control, capital punishment, etc. I would also discourage you from presenting on a variety of sports topics, because there is so much jargon and slang in sports, that it makes it difficult for many to follow along. If you are wondering whether your topic is appropriate, I encourage you to discuss it with me or your Course Assistant.

**GRADING**

You will be graded on your improvement from beginning to end, not on how you compare to your classmates. I grade strictly, but as long as you are practicing the techniques that we discuss in class, you should do just fine.

I assign the following points to our work (150 points total):

Assignment #1- Intro to Public Speaking Presentation (5 points)

Assignment #2- Powerpoint Demonstration Group Presentation (5 points)

Assignment #3- Demonstration Presentation (15 points)

Assignment #4- Group Pecha Kucha (15 points)

Assignment #5- Technical Presentation (15 points)

Assignment #6- Technical Presentation [Edited] (15 points)

Assignment #7- Guest of Honor Introductions (5 points)

Assignment #8- Extemporaneous Presentation (5 points)

Assignment #9- Job Interviews (10 points)

Assignment #10- Persuasive Sales Pitch (10 points)

Assignment #11- Group Persuasive Presentations (15 points)

Assignment #12- “Backup Plan” Presentation (15 points)

Class Participation- Includes attendance, punctuality, listening, speaking up in class, giving feedback to classmates, post presentation analysis and possible quiz results (20 points)

Note- Quizzes *may* be given during class if I feel like you are not keeping up with your reading assignments.

**GRADING SCALE**

A 93-100%

A- 90-92%

B+ 88-89%

B 83-87%

B- 80-82%

C 70-79%

D 60-69%

F 59% or lower

Note- I do not round up grades (an 89 is always a B+, and so on)

**CLASS OUTLINE**

**DATE SUBJECT READING DISCUSSION**

|  |  |  |  |
| --- | --- | --- | --- |
| **January 27** | Introduction to Syllabus and Classmates |  | Videotape: *Speaking to One or One Thousand* |
| **January 29** | Introduce your Classmate (ALL)How to organize your speeches | Tracy 1-3, 15, 18Reynolds 1 | Substance, Structure and Style |
| **February 3** | Public Speaking Article (A) | Tracy 4-7Reynolds 2-3, 9 | Openings and Closings, Audience Intelligence |
| **February 5** | Public Speaking Article (B) | Tracy 8-10, 19Reynolds 4 | Writing the Speech, Reading vs. Presenting |
| **February 10** | Intro to Visual AidsGroup Powerpoint Demonstrations (ALL) | Tracy 17Reynolds 5-7 | Using Visual Aids, Selecting the Right Topic |
| **February 12** | Demonstration (B) | Tracy 11-14 | Practicing Your Presentation |
| **February 17** | Group Pecha Kucha Practice Time | Review Reynolds 2, page 41 | Class led by Course Assistant |
| **February 19** | Demonstration (A) | Tracy 16Reynolds 8 | Eloquence and Language |
| **February 24** | Group Pecha Kucha | Reynolds 10 | **Demonstration Post Presentation Analysis due** |
| **February 26** | Technical Pres. with Q&A (A) | Tracy 20-22 | Question & Answer Sessions |
| **March 3** | Technical Pres. with Q&A (B) |  |  |
| **March 5** | Technical Pres. Edited (A) |  | Job listings distributed |
| **March 10** | Guest Speaker- Career Center |  | Class led by Course Assistant |
| **March 12** | Technical Pres. Edited (B) |  | Speaking to entertain |
| **March 17-19** | SPRING BREAK |  |  |
| **March 24** | Guest of Honor (ALL) |  | **Technical Pres. Edited PPA due****Resumes and cover letters are due** |
| **March 26** | Extemporaneous (ALL) |  | Preparing for interviews |
| **March 31** | Job Interviews (A) |  |  |
| **April 2** | Job Interviews (B) |  |  |
| **April 7** | Persuasion Overview |  | Methods of persuasion and practice exercises |
| **April 9** | Sales Pitch (B) |  |  |
| **April 14** | Sales Pitch (A) |  |  |
| **April 16** | Group Persuasion Pres. (ALL) |  |  |
| **April 21** | Dealing with Interference | Tracy 23-26 | **Group Persuasion Pres. PPA due**Speaking for Specialized Audiences |
| **April 23** | Backup Plan Pres. (A) |  |  |
| **April 28** | Backup Plan Pres. (B) |  |  |
| **April 30** | Course Evaluations and Wrap-Up |  |  |
| **May 14** | Final Exam – 2:00-5:00 PM |  |  |

**DESCRIPTION OF ASSIGNMENTS (SUBJECT TO CHANGE)**

You will have a total of 12 graded assignments in this class. Keep in mind that the effort put into practice exercises still affects your class participation score.

**Assignment #1- Intro to Public Speaking Presentation (5 points)**

You will select an article about an aspect of public speaking, and present what you have learned. You may do so by searching relevant words and phrases on the Internet. Make sure during your search for an article that you consult the Toastmasters’ website, [www.toastmasters.org](http://www.toastmasters.org). You do not need to select your article from this site- but I want you to be aware of it. *Topics could include nonverbal communication, topic selection, understanding your audience, persuasive or motivational techniques, dealing with nervousness, etc.* Please bring a copy of your article to class the same day that you present. While you may create a handout for your audience, you should not prepare any other visual aids for this presentation. Note- I may stop you at various points throughout your speech to offer you “on the spot” feedback.

Time Limit- 3 to 5 minutes

**Assignment #2- Powerpoint Demonstration Group Presentation (5 points)**You will work as a group (3 to 4 people) to demonstrate a feature of Powerpoint to your classmates. Everyone in the group should speak, and the entire group will receive the same grade. Your task is to meet as a team and find a Powerpoint feature that you think would be especially helpful to members of the class, some feature that would strengthen and add value to an oral presentation. You need not presume that the class is full of novices but don’t assume very advanced knowledge either. Your team will present a short presentation (5-7 minutes) for the class in which you will introduce the feature, demonstrate it and describe its usefulness. There will be a short Q &A after the presentation. Obviously, you don’t want the question to be “How do you do that again?” Please provide a handout outlining the steps for your audience.

Time Limit- 5 to 7 minutes

**Assignment #3- Demonstration Presentation (15 points)**

You will do an informative presentation demonstrating how to do something, or how a process works. The speech will most likely be organized in a chronological, step by step order. Make sure you select a topic that you are passionate about, as well as one that will interest your classmates. Avoid topics that are too technical or too trivial. Cooking speeches, how to change a tire, etc. are not acceptable – you can do better.

Time Limit- 5 to 7 minutes

Simple Outline and Source List are required

**Assignment #4- Group Pecha Kucha (15 points)**

Pecha Kucha is a presentation format in which creative work can be easily and informally shown. In this format, each presenter is allowed a [slideshow](http://en.wikipedia.org/wiki/Slideshow) of 20 images, each shown for 20 seconds. This results in a total presentation time of 6 minutes 40 seconds on a stage before the next presenter is up. The 20 x 20 format of Pecha Kucha is now also being adopted in the business world, with some company internal business presentations being run in a strict 6 minutes 40 seconds, with all discussion and questions held to the end of the presentation. This is primarily a device to help time presentations, force presenters to be more focused in their message, allow them to flow uninterrupted, and ultimately to avoid the "[Death by Powerpoint](http://en.wikipedia.org/wiki/Death_by_Powerpoint)" syndrome, of sitting through long and often tedious [PowerPoint](http://en.wikipedia.org/wiki/PowerPoint) presentations. You will work in a small group (3 or 4 people) to present a Pecha Kucha on a topic of interest to your classmates. Each member should speak equally as everyone will receive the same grade.

For more information: <http://en.wikipedia.org/wiki/Pecha_Kucha> or <http://www.youtube.com/watch?v=9NZOt6BkhUg>

Time Limit- 6:40 minutes

A printed copy of your Powerpoint slides is due on the presentation day

**Assignment #5- Technical Presentation (15 points)**

You will do an informative presentation, explaining something technical in terms that your classmates can relate to. You may pick a topic from your field of study, a research interest, hobby, etc. You are highly encouraged to use Powerpoint and/or other visual aids for this presentation.

Time Limit- 7 to 10 minutes

Simple Outline and Source List are required

**Assignment #6- Technical Presentation [Edited] (15 points)**

You will use the same topic as your previous Technical Presentation, but this time, your classmates will represent a room of 8th graders. You will need to adjust your content and delivery to make sure the students are interested and engaged.

**Assignment #7- Guest of Honor Introductions (5 points)**

You will introduce a person or group of your choice as if he or she were the guest of honor at a formal dinner banquet. This person should be identifiable to your classmates. If appropriate, feel free to use humor while being sincere at the same time.

Time Limit- 2 to 3 minutes

You must deliver this presentation using index cards only

**Assignment #8- Extemporaneous Presentation (5 points)**

You will be given a topic or word in class on which you should be knowledgeable and you will be given 10-15 minutes to prepare an oral presentation.

Time Limit- 3 to 4 minutes

You must deliver this presentation in a seated position

**Assignment #9- Job Interviews (10 points)**

For this assignment, you will be asked to submit a cover letter and resume for one of several job listings I will distribute in class. Then, you will be interviewed in class by a panel that will include myself and your classmates. You will be critiqued on everything from your answers to your outfit and handshake. For assistance with your cover letter and resume, I would encourage you to schedule an appointment with the Career Center (Garland Hall, 3rd floor).

Time Limit- varies, roughly 10 minutes per interview

**Assignment #10- Persuasive Sales Pitch (10 points)**

You will make a persuasive presentation pitching a product to a pre-defined audience demographic. You will be given the product name and audience demographic in advance so that you may become knowledgeable about both.

Time Limit- 4 to 6 minutes

Simple Outline and Source List are required

You must deliver this presentation in the center of the room, without use of a podium or table

**Assignment #11- Group Persuasive Presentations (15 points)**

You will work as a group to make a persuasive presentation on an assigned “campus life” topic. You will discuss the need, plan and practicality of a plan that will improve campus. Examples may include sustainability on campus, attendance at athletic events, student/faculty interaction, partnering with Baltimore City, library services, etc. You should research initiatives at other institutions to gain evidence, and you should plan to speak with JHU students, faculty and staff members to gain testimony. Each group member should speak equally. Everyone in the group will receive the same grade.

Time Limit- 10 to 15 minutes

Simple Outline and Source List are required

**Final Assignment #12- “Backup Plan” Presentation (15 points)**

You will complete a final presentation on any informative or persuasive subject of your choice (pending approval). Before you speak, you will select from one of many “worst case scenarios” that could happen during your speech. You will have to be a quick thinker and adapt your presentation on the fly. If using Powerpoint, please submit a hard copy of your presentation.

Time Limit- 6 to 8 minutes

Simple Outline and Source List are required

**Post Presentation Analysis**

You will be asked to complete a one page analysis after 3 pre-determined presentations (see class outline). This will give you the opportunity to grade yourself and provide feedback on the strengths and weaknesses of your presentation. Once you can be honest with yourself and understand the areas that you need to improve upon, it will make it much easier for you excel at giving presentations. The completion of these forms will be part of your 20 class participation points.

**SIMPLE OUTLINE & SOURCE LIST**

**Your Name**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Speech Topic**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Specific Purpose**: To inform my audience about, or
To persuade my audience to…

**Introduction**: (remember to get your audience’s attention, reveal the topic, build credibility, and preview your main points)

I. Main Point #1 (remember to write as a full sentence; no fragments or questions)

* Subpoints

II. Main Point #2 (did you word this consistently with your first main point?)

* Subpoints

III. Main Point #3 (did you word this consistently with your other main points?)

* Subpoints

**Conclusion**: (remember to signal the end of your speech, keep your audience’s attention, and summarize your main points)

**Sources (APA Style):**

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. Title of Periodical, volume number (issue number), pages.

Author, A. A. (Year of publication). Title of work: Capital letter also for subtitle. Location: Publisher.

Author, A. A., & Author, B. B. (Date of publication). Title of document. Retrieved month day, year (only if the text may potentially change over time), from http://Web address

Berndt, T. J. (2002). Friendship quality and social development. Current Directions in Psychological Science, 11, 7-10.

Dean, J. (2008, May 7). When the self emerges: Is that me in the mirror? Message posted to <http://www.spring.org.uk/>

\* A good website for APA references is: http://owl.english.purdue.edu/owl/resource/560/01/