PRESENTATION SKILLS:
PA 5926, Section 002

“...then the day came when the risk to remain tight in a bud was more painful than the risk it
took to blossom.” – Anaïs Nin

“When I dare to be powerful – to use my strength in the service of my vision, then it becomes
less and less important whether I am afraid.” - Audre Lorde

Instructor: Diana Beck
Humphrey School of Public Affairs – University of Minnesota
Spring 2018 (March 20–May 1, 2018)
1 credit

Class time & location
Tuesdays, 4:15-5:45 p.m.
Humphrey School Room 184

Contact information
Diana Beck, Humphrey School of Public Affairs
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Office hours: Mondays 4:30-5:30 or by appointment
Location: Humphrey Learning Commons

Course description
Participants will learn techniques for making effective, persuasive presentations to different
kinds of audiences and will present 3 speeches in class. This practice is essential to gain
experience and confidence with public speaking.

There will be no tests. Students will receive credit for required presentations, written
assignments, peer feedback, and class participation. Attendance at each class is required. Past
students who have completed all assignments, treated classmates respectfully, and come to
class weekly have received As.

Learning objectives
By the end of the course, students should be able to:
• speak publicly with greater confidence
• present more persuasively
• create effective, high-impact PowerPoint slides
• tailor presentations to audiences
• contextualize or reduce jargon and culturally-specific references
• address ethical dilemmas that may arise in public speaking
Required book

COURSE REQUIREMENTS

- Attend all classes. Be on time.
- Give feedback on other students’ presentations. After each presentation we will speak, gently but honestly, to the following questions: “What did (this person) do well?” and, “What could (this person) do better next time?” There is one basic rule for giving feedback: Speak honestly but always kindly. There are many different ways to be honest; always choose the kindest way you know. We have to face uncomfortable truths about our weaknesses in order to become better speakers.
- In class, be prepared to give your presentations.
- Complete readings and written assignments on time.

PRESENTATIONS

- SPEECH OF DEFINITION
  You have up to 3 minutes to define a word or term. Try to choose a word which will have lasting impact on your audience. The emphasis is on creating a clear focus and developing an idea.
- SPEECH TO TEACH
  You have up to 5 minutes to instruct, teach or inform your audience. You may explain an idea or teach us how to do something. The emphasis is on organization as well as on establishing common ground and credibility.
- SPEECH TO INITIATE ACTION
  You have exactly 6 minutes, 40 seconds to persuade the audience to take a specific action. The emphasis is on persuasion and motivating an audience. [Pecha Kucha – 20x20]

GRADING of presentations:

To reduce stress related to giving public presentations, they will be graded as follows:
  zero – assignment not done
  check-minus – if it seems that very little effort was made, or if something else went very wrong
  check – if the presentation was satisfactory: okay, good, or very good
WRITTEN ASSIGNMENTS:

Setting goals: Why are you here (taking this course)? What is your sense of yourself as a speaker? What are your concerns? Describe three concrete goals you have for improving your presentations this semester.

Self-assessment: The purpose of this assignment is to assess your work in the course. Review your speeches – your notes, outlines, comments from the audience. Reconsider the goals you set for yourself. Where do you see the greatest gains? In what areas would you like to do more work? What are your goals plans for the future in terms of practice? This paper should be 2-3 pages.

Evaluation of a speech outside of class: Essay on communication style and structure based on your attendance of a speech or presentation of your choice. Consider the purpose and audience and how they affect the style and structure of the speaking event. This paper should be 3-5 pages.

The following questions and prompts should help you prepare your essay:

- Speaker:
- Occasion/Purpose:
- Title/Topic:
- Time/Date/Location:
- Approximate size of audience:
- Type of speech (to teach, get an action, etc.):
- What rhetorical strategies / elements of persuasion did the speaker employ?
- How was the speech structured?
- What types of supporting materials were used?
- Comment on the speaker’s voice and delivery.
- What did you find particularly effective? Ineffective?
- How might the speaker be more persuasive?
- How did the speaker handle questions?
- Was the speaker’s goal appropriate to his or her audience? Why or why not?
- Other comments:

Final grades. These weights in percentages are approximate, and they are tentative:

- 50% Presentations
- 30% Class participation and feedback to other students
- 20% Written assignments
**Incompletes.** This course follows the Humphrey School policy regarding incompletes. An incomplete will only be granted after the instructor and the student have mutually agreed upon a timetable (written contract) for coursework completion. An incomplete must be requested in advance, and the Humphrey School incompletes form must be filled out. The form is on-line at: http://www.hhh.umn.edu/img/assets/11160/Incomplete%20form.pdf

**Disabilities.** It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructor early in the semester to discuss their individual needs for accommodations. Accommodations must be arranged in advance. Further information is available from Disabilities Services (230 McNamara Hall).

**Academic Integrity.** Academic integrity is essential for a positive teaching and learning environment. All students enrolled in this course are expected to complete course-related responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others, by misrepresenting someone else’s work as your own, or by another kind of scholastic dishonesty can result in disciplinary action, including receiving an F or an N for the course.

**Conduct.** This university is committed to creating a positive, supportive environment that welcomes a diversity of opinions and ideas for students. There will be no tolerance of racial discrimination or harassment, sexual discrimination or harassment, or discrimination/harassment based on age, gender, disability, color, national origin, religion, sexual orientation, marital status, status with regard to public assistance or membership in a local commission. Please refer to the University’s student handbook for the complete list of student rights, responsibilities, and procedures.

**Scholastic misconduct** is broadly defined as any act that violates the right of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes, (but is not necessarily limited to): cheating on assignments or examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student’s work. Any violation of these guidelines will have serious consequences for a student’s grade, and I will file a “Report on Student Scholastic Misconduct” with the University.

**Electronics in class.** You may use your laptop computer, iPad, or other device in class for note-taking or (rarely) looking up answers to questions that come up in class. You may not use it for checking email or Facebook or anything else. University policy prohibits the use of computers
and the internet for non-class related activities during class time. Offenders are required to keep devices put away for the rest of the semester. Anyone unable to answer a question from the instructor—or at minimum to repeat the question—will be assumed to have been multi-tasking. Please consider this your one and only warning.

Similarly, cell phones and smart phones may be kept on and visible by people with small children or similar responsibilities (but tell the instructor); everyone else is expected to keep their electronics out of sight and out of hearing.

Maintaining good mental health. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website at http://www.mentalhealth.umn.edu.
WEEKLY SCHEDULE & ASSIGNMENTS

Week 1 (Tuesday, March 20, 2018)

Before Class
Reading:
- Read the entire syllabus
- PresentationZen by Garr Reynolds
  - Chapter 1
  - Chapter 3
  - Chapter 4

Viewing:
- “The Science of Stage Fright (and How to Overcome It)” by Mikael Cho
  http://blog.ted.com/2013/10/16/required-watching-for-any-ted-speaker-the-science-of-stage-fright/

Classroom activities:
- Discussion: Audience and Purpose
- Preview Speech of Definition

Week 2 (Tuesday, March 27, 2018)

Before Class
Reading:
- PresentationZen by Garr Reynolds
  - Chapter 9

Viewing:
- “The Seven Secrets of the Greatest Speakers in History,” by Richard Greene
  https://www.youtube.com/watch?v=i0a61wFaF8A

Classroom activities:
- Discussion: giving good feedback
- Preview Speech to Teach
- PRESENTATION DUE: Speech of Definition (no slides)
- WRITTEN ASSIGNMENT DUE: Setting Goals (Submit to Moodle before class)
Week 3 (Tuesday, April 3, 2018)

Before Class

Reading:
- PresentationZen, by Garr Reynolds
  - Chapter 6
  - Chapter 7

Viewing:
- “Talk Nerdy to Me” by Melissa Marshall
  https://youtu.be/y66YKWz_sf0
- “Top Tips for Superstar Presentations” by Todd Reubold
  https://www.youtube.com/watch?v=Yis6mAnMjTc

Classroom activities:
- Guest Presenter: Ann Fandrey
  - Instructional Designer, University of Minnesota College of Liberal Arts
  - Author, Academic Slide Design
- Preview Speech to Initiate Action

Week 4 (Tuesday, April 10, 2018)

Before Class

Reading:
- PresentationZen, by Garr Reynolds
  - Chapter 2
  - Chapter 5

Viewing:
- Video: Nancy Duarte, “Common Structure of Greatest Communicators”
  http://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks

Classroom activities:
- PRESENTATION DUE: Speech to Teach
Week 5 (Tuesday, April 17, 2018)

Before Class

Reading:
  • *PresentationZen*, by Garr Reynolds
    o Chapter 8

Viewing:
  • “How to communicate authentically,” by Sheryl Sandberg (4:46)
    [https://www.youtube.com/watch?v=3nRENaRCvLI&feature=youtu.be](https://www.youtube.com/watch?v=3nRENaRCvLI&feature=youtu.be)

Classroom activities:
  • PRESENTATION DUE: Speech to Teach

Week 6 (Tuesday, April 24, 2018)

Before Class

Reading:
  • *PresentationZen*, by Garr Reynolds
    o Chapter 10

Classroom activities:
  • PRESENTATION DUE: Speech to Initiate Action

Week 7 (Tuesday, May 1, 2018)

Before Class

Reading:
  • *PresentationZen*, by Garr Reynolds
    o Chapter 11

Classroom activities:
  • PRESENTATION DUE: Speech to Initiate Action
  • WRITTEN ASSIGNMENT DUE: Self-Assessment (Submit to Moodle before class)
  • WRITTEN ASSIGNMENT DUE: Evaluation of a speech outside of class (Submit to Moodle before class)
  • Course evaluations