

# Professional Speaking



Carnegie Mellon University, Heinz College  
SPRING 2021, Mini 3 - ONLINE  
Course 95-718, 6 Units

## Class Meetings:

Section G3:	8:30am - 9:50am,	Remote Learning
Section I3:	10:10am - 11:30am,	Remote Learning
Section M3:	1:30pm - 2:50pm,	Remote Learning



## PROFESSOR

### Dr. Rebekah Fitzsimmons

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

## CONTACT INFORMATION



[fitzsimmons@cmu.edu](mailto:fitzsimmons@cmu.edu)



Physical Office: HBH 2118D



[@DrFitzPhD](https://twitter.com/DrFitzPhD)



Digital Office Hours Held Via Zoom

- Mondays by appointment
- Wednesdays from 6-7am; 2-4pm



<https://rebekahfitzsimmons.com>

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

# COURSE DESCRIPTION:

Professional Speaking 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. Overall, the course helps students develop confidence and apply effective techniques when speaking in a public setting.

## COVID-19 NOTE:

As I am sure you are all quite tired of hearing, we are living and working in an unprecedented time. We are all under a lot of stress and uncertainty; once comforting routines like the start of a new semester feels very different now. 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 so we can make adjustments. 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 2021.

## COURSE LEARNING OBJECTIVES

- Identify and apply effective strategies for professional presentations to a variety of presentations
- Interpret the needs of audiences and adapt messages 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
- Understand 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 producing a team presentation
- Prepare and practice evoking audience response, answering questions, and responding to audience feedback within a wide variety of professional contexts
- Self-evaluate professional development as a public speaker with a mind towards constant improvement

# LEARNING RESOURCES

## REQUIRED TEXTS & TECHNOLOGY

### Required Text

We will use an Open Educational Resource, available freely through the Internet as our base 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.

### Required Software Platforms

In order to fully participate in our remote course, you will be asked to use a few different online 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.
2. **Zoom** - Our course will use this online conferencing platform available through CMU for our synchronous class discussions and group work. I will also utilize Zoom for online office hours.
3. **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.
4. **FlipGrid** - Our course will use this video discussion board platform to record and upload “lightning talks” and other short, informal homework assignments designed to help students practice public speaking skills in a low stakes environment. Asynchronous opportunities for participation/make-up discussions as well as community building opportunities will be hosted on this platform as well. (Note: Former students have reported FlipGrid/Canvas does not play well with Google Chrome).
5. **\*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!

### Required Hardware

1. **Computer with Zoom-ready camera and microphone:** Please make sure that your internet connection and equipment are set up to use Zoom and able to share audio and video during class meetings. (See [this page](#) from Computing Resources for information on the technology you are likely to need.) Please let me know if there is a gap in your technology set-up as soon as possible so we can trouble shoot solutions.
2. **Web camera for recording videos** - In addition to using Zoom, you will also need to record presentations and upload them to Acclaim/Flipgrid. You may absolutely use your web camera or the camera on a smart phone or tablet to accomplish these assignments.

# 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 via Zoom - please see Canvas for scheduling information and/or to sign up for a time slot
- 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 Professional Speaking 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 Professional Speaking 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.

## 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.

# POLICIES

## Attendance and Participation Policy

In keeping with CMU and Heinz's expectations and policies, you are expected to attend all scheduled classes. The expectation from Heinz is that your attendance for this course will be synchronous (during the course's scheduled time) but remote. However, COVID-19 presents challenges to maintaining any graded attendance policy that is equitable and based in care and safety.

Therefore, given the irregular circumstances of the times, there are options to help students who may need asynchronous attendance options. If meeting during the regularly scheduled class period poses a significant challenge (i.e. a time-zone difference places this class period in the middle of the night), please contact the professor. For the purposes of this policy, "**attendance**" is defined as logging in to the synchronous Zoom session 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 Zoom class discussions with the full class (asking questions, responding to classmates, discussing topics for the day)
- ▶ Utilizing the Zoom chat and reaction functions (asking questions, responding to discussions, providing feedback to speakers, adding useful information)
- ▶ Working with classmates during small group breakout sessions (speaking to classmates, contributing to collaborative documents, posting deliverables to discussion boards).
- ▶ Posting required homework videos to Flipgrid, as well as responding to optional video prompts, and responding to peers with content-based or critique-based video posts
- ▶ Providing peer review feedback to classmates on presentations via Flipgrid and Acclaim
- ▶ Attending virtual office hours with Dr. Fitz or the TA with questions, concerns, additional discussions

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 shift to online learning in response to COVID-19 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 (including clothing choices). 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 be prepared to interact via online platforms multiple times per class. 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 synchronous 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 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 Conduct

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.
- Using someone else's script/content for your own presentations

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 and any live-class presentations. 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.

# POLICIES

## A Note About Zoom & Online Course Content

All of our official class meetings will be conducted synchronously but remotely via Zoom. Zoom is a powerful videoconferencing tool that will allow our class to meet from various locations, but it can not replicate the in-person classroom experience that many of us are used to. However, that does not mean that your learning this semester will be less effective, engaging, or challenging. It will, however, take some flexibility, care, and adaptation to get the hang of these sessions. When we use Zoom as a class, please note the following:

- ▶ You are not **REQUIRED** to run your video during class time; however, if you are comfortable and able to do so, it does contribute to a sense of class community to have the video on.
- ▶ You may use a virtual or blurred background when you do turn your screen on (this works best if you have a solid color background behind you).
- ▶ You should update your Zoom avatar to an image of your choice and change your Zoom display name to reflect the name and pronouns you would like your classmates and professor to use during discussions (on your Zoom profile).
- ▶ Please plan to engage with the Zoom sessions as you would a face-to-face class. For example, work to minimize distractions, commit to being present during the class time, and engage actively with discussions.
- ▶ Please be cognizant of your microphone and background noise. If you are not speaking, plan to mute your microphone. If you are especially concerned about background noise, consider a headset.
- ▶ Remember that you can use the icons and chat features of Zoom to “raise your hand,” type a question, offer a comment, or otherwise engage in the class without video or audio.

## How to Succeed in an Online Course

While the content and the focus of this course will be much the same as it would be if we were in a face-to-face setting, the practice, platforms, and skills required to succeed are often different. This is especially true of a class on public speaking, where you are already being pushed outside your comfort zone. Here are a few tips for succeeding in this online course:

- ▶ 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 an online course.
- ▶ Recognize the toll screens and sitting can have on your body and mind. Build in time to take breaks to rest your eyes. Stretch. Stand. If you need to do this during class time, please do!
- ▶ 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 their assignments 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

### 55% of final grade

150 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

### 20% of final grade

90 points

60 points

50 points

# RESOURCES



**Student Health and Safety:** During your time at Carnegie Mellon do your best to maintain a healthy lifestyle by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. Counseling and Psychological Services (CaPS) is here to help: call 412-268-2922 and visit their website at <http://www.cmu.edu/counseling/>. Consider reaching out to a friend, faculty or family member you trust for help getting connected to the support that can help.



## **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](mailto: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](mailto:getchell@cmu.edu).



## **Student Academic Success Center**

SASC supports student success by providing academic coaching, subject-specific tutoring, effective communication strategies, accommodations for students with disabilities, and language support for multi-lingual learners. <https://www.cmu.edu/student-success/>

# RESOURCES



## 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



## COVID Resources

Carnegie Mellon University maintains an up-to-date website with policies, procedures, resources and information for students. Visit [www.cmu.edu/coronavirus](http://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>

# Course Schedule

Day	Class Topic and Workshops	Assignments Due by 11:59pm to Canvas unless otherwise noted	Homework Complete before the next class
Day 1 Feb 2	Zoom Class Etiquette Introductions Syllabus and Assignments introduced <i>Workshop: How to give constructive criticism on presentations</i>		<input type="checkbox"/> Post introduction and responses to Flipgrid <input type="checkbox"/> Post aspirational speech to Flipgrid <input type="checkbox"/> Read <i>Ted Talks: Guide to Public Speaking</i> Ch 1, 3, & 16 <input type="checkbox"/> Read textbook Module 1
Day 2 Feb 4	Analyzing an Audience Managing Nervous Symptoms Elevator Pitches & Brand Statements Lightning Talk 1 <i>Workshop: Elevator Pitch workshop</i>		<input type="checkbox"/> Read textbook Module 9 & 14 <input type="checkbox"/> Watch “Authentic Elevator Pitch” on LinkedIn <input type="checkbox"/> Work on Elevator Pitch workshop materials and draft elevator pitch
Day 3 Feb 9	Presentation Structure Networking & Interviews as Professional Speaking Lightning Talk 2 <i>Workshop: Peer Review/Practice Elevator Pitch</i>	Elevator Pitch Worksheet	<input type="checkbox"/> Read Modules 2 & 4 <input type="checkbox"/> Watch “How to Use Rhetoric to Get What You Want” <input type="checkbox"/> Watch “NonVerbal Communication” lecture
Day 4 Feb 11	Content Strategy: Engaging with a Digital Audience Building Credibility Lightning Talk 3 Individual and Group Presentations introduced <i>Workshop: Building a Presentation Objective</i>	<b>Elevator Pitch due to Acclaim by 11:59pm</b>	<input type="checkbox"/> Elevator Pitch reflection activity <input type="checkbox"/> Peer Review comments to Acclaim <input type="checkbox"/> Read Module 3 & 7 <input type="checkbox"/> Read Canva design principles <input type="checkbox"/> Watch CMU videos on slide design
Day 5 Feb 16	Organizing Information and Incorporating Evidence Slide Design Lightning Talk 4 <i>Workshop: Re-organizing presentations</i>		<input type="checkbox"/> Read Module 12 <input type="checkbox"/> Watch “Does Grammar Matter” video <input type="checkbox"/> Watch “Active vs Passive Voice” video <input type="checkbox"/> Watch “Every Presentation Ever” video
Day 6 Feb 18	Improving Non-Verbal Communication Persuasive Techniques Lightning Talk 5  <i>Workshop: Slide Peer Review</i>	Individual Slides/Script due by the start of class  <b>Individual Presentations due by Feb 22 by 11:59pm</b>	<input type="checkbox"/> Read Module 6 & 8 <input type="checkbox"/> Watch “How Miscommunication Happens” <input type="checkbox"/> Mid-Semester Survey due <input type="checkbox"/> Post Group Presentation Topic to FlipGrid <input type="checkbox"/> Peer Review of Group Project topics on Canvas

# Course Schedule

Day	Class Topic and Workshops	Assignments Due by 11:59pm to Canvas unless otherwise noted	Homework Complete before the next class
Feb 23	BREAK DAY - NO CLASSES		
Day 7 Feb 25	Accessibility in Presentations Lightning Talk 6 <i>Workshop: Groups formed for Group Project</i>	<b>Proposals for Group Project topic by the start of class</b>	<input type="checkbox"/> Individual Presentation Reflection Activity <input type="checkbox"/> Peer Review Comments to Acclaim <input type="checkbox"/> Participation Self-Evaluation due <input type="checkbox"/> Watch “NonVerbal Communication” on LinkedIn
Day 8 March 2	Group Presentation Techniques Lightning Talk 7 <i>Workshop: Zoom Team Presentation Norms</i> <i>Workshop: Eliminating Jargon</i>		<input type="checkbox"/> Read Module 15 <input type="checkbox"/> Watch “The Future of Business Presentations” <input type="checkbox"/> Read “How to Storyboard a Presentation” <input type="checkbox"/> Individual Presentation Reflection Activity <input type="checkbox"/> Participation Self-Evaluation due
Day 9 March 4	Preparing for Q&A Sessions (start class @ 45 mins) <i>Workshop: Responding to common questions</i>	Group Slides/Script/Storyboard due	<input type="checkbox"/> Read Module 10 <input type="checkbox"/> Watch “Preparing Successful Handouts” & “Work Not Done and Storyboards” Lectures
Day 10 March 9	Reducing Jargon Adapting Messages for Non-Expert Audiences Lightning Talk 8 <i>Workshop: Non-Verbal Communication Critiques</i>		<input type="checkbox"/> Read Module 5 <input type="checkbox"/> Watch “What Do I Do With My Hands” & “Body Language” <input type="checkbox"/> Watch WIRED “Quantum Computers”
Day 11 March 11	Presenting on Data Multimodal Elements to Build a Story Lightning Talk 9 <i>Workshop: Storytelling with data</i>		<input type="checkbox"/> Read Module 11 & 13 <input type="checkbox"/> Watch “Key Takeaways” lecture <input type="checkbox"/> Read “Checklist Before an Online Presentation” <input type="checkbox"/> Submit Participation Self-Evaluation to Canvas <input type="checkbox"/> Group Presentation and Course Reflection Activity
March 15-19	<b>Group Presentations Due during finals - sign ups on Canvas</b>		

# Class Period Breakdown

<p><b>Section G3: 8:30 - 8:55 am</b> <b>Section I3: 10:10 - 10:35 am</b> <b>Section M3: 1:30 - 1:55 pm</b></p> <p>Watch recorded lectures</p> <p>To help combat Zoom/screen fatigue, lectures will be posted in advance - you may watch them outside of this synchronous time slot as long as you have completed watching by the start of the synchronous class session.</p>	<p><b>8:55 - 9:00 am</b> <b>10:35-10:40 am</b> <b>1:55 - 2:00 pm</b></p> <p>Post Lightning Talk recording on Flipgrid</p>	<p><b>9:00 - 9:20 am</b> <b>10:40 - 11:00 am</b> <b>2:00 - 2:20 pm</b></p> <p>Join synchronous lecture via Zoom for discussion of readings and lectures.</p>	<p><b>9:20 - 9:45 am</b> <b>11:00 - 11:25 am</b> <b>2:20 - 2:45pm</b></p> <p>Participate in synchronous workshops via Zoom.</p> <p>Work will consist of large class or smaller breakout workshops, with low-stakes deliverables due by the end of class (usually Canvas discussion board)</p>	<p><b>9:45 - 9:50am</b> <b>11:25-11:30am</b> <b>2:45-2:50pm</b></p> <p>Wrap up class, ask questions, confirm homework.</p>
<p><b>Dr. Fitz available in Zoom classroom</b></p> 		<p><b>Live, synchronous Zoom class session</b></p> 		

## Asynchronous Option:\*

1. Watch recorded lectures, post lightning talk on Flipgrid.
2. Watch recorded Zoom lecture and add discussion comments to "Asynchronous Discussion" Flipgrid topic.
3. Complete workshop content and post your deliverable on appropriate Canvas discussion board.
4. Comment on at least one other team's workshop deliverable on Canvas.

\*This is a synchronous remote class, so ideally, you will follow the schedule above. However, given the likely possibility of illness or other emergencies, this option is available to all students; please contact the professor ASAP if you need to shift to this model of learning for more than one class.

# Participation Self-Evaluation

	Synchronous Participation Options			Asynchronous participation			Participation Boosts		
Day	Spoke in synchronous full class discussion	Used Zoom chat functions during full class discussion	Completed in-class workshop and shared deliverable as instructed	Responded to class discussion via asynchronous Flipgrid topic	Completed class workshop asynchronously and posted to Canvas discussion board	Provided written comments/ feedback on workshop discussion board	Attended Office Hours with Professor or TA  (up to 3 points)	Responded to classmates' Flipgrid videos with feedback/ comments	Completed community building optional Flipgrid topics
Day 1									
Day 2									
Day 3									
Day 4									
Day 5									
Day 6									
Day 7									
Day 8									
Day 9									
Day 10									
Day 11									
<b>Totals</b>									

**Participation Self-Evaluation:** Keep track of your participation format each class day by adding a check mark to the appropriate columns. You will be asked to submit your self-evaluation at the mid-point and end of the semester.

35+ check marks = A+ (100 points)  
 34-32 = A (95 points)  
 31-30 = A- (91 points)

29-27 = B+ (89 points)  
 26-24 = B (85 points)  
 23-20 = B- (81 points)

19-15 = C+ (79 points)  
 14-10 = C (75 points)  
 9-0 = C- or lower (70 or fewer points)