

# Professional Speaking

Carnegie Mellon University, Heinz College  
SPRING 20223 Mini 3 - In Person Expected  
Course 95-718, 6 Units

## Class Meetings:

Section G3:

9:30am - 10:50am

HBH 1208

Section I3:

11:00 am - 12:20pm

HBH 1208



## 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 2101F



@DrFitzPhD



### Office Hours

- Wednesdays from 1:30pm-3:00pm in person
- Mondays by appointment via Zoom
- Make appointments on my Google Calendar: <https://calendar.app.google/>



<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. 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. I especially appreciate your patience and flexibility as I work to ensure the class and its delivery meets your needs and justifiably high expectations with the constant possibility of changes hanging over our heads. Together, I believe we can create a supportive and collaborative classroom community regardless of the challenges 2023 may decide to throw our way.

## 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 standard 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 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 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 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. **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. **Flip** (formerly FlipGrid) - Our course will use this video discussion board platform to record and upload 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 make ups for missed Lightning Talks. A low-stakes practice space is also available for students seeking to improve their skills beyond the requirements of the course.
4. **Zoom** - I will utilize Zoom for online office hours. I will also use CMU's "Zoom in the Room" features to record our in-person class for students who may be absent. In the event of a shift to online classes, we will use Zoom to meet synchronously.
5. **\*YouTube\* (optional)** - Depending on your technology/OS and internet accessibility, students in the past have found it easier/faster to upload their presentation 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. **Laptop/tablet for classwork:** Many of our classes will include active, hands on practice, either alone or in small groups. Having a laptop or tablet in class is helpful for completing this work. You should also feel free to take notes or view the slides on your laptop during class.
2. **Web camera for recording videos** - You will need to record presentations and upload them to Acclaim/Flip. You may absolutely use your web camera or the camera on a smart phone or tablet to accomplish these assignments (this is NOT a course in video production!)



# 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 will be held in person in my Hamburg Hall office, but I can also meet via Zoom during those same times. Please plan to schedule an appointment for a Zoom meeting.
- ☐ 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, as well as any weather or 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. The expectation from Heinz is that your attendance for this course will include all in-person meetings. 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. 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)
- ▶ Collaborating with classmates and posting required in-class discussions and homework to Canvas
- ▶ Providing peer review feedback to classmates on presentations via Flip and Acclaim
- ▶ Attending office hours (in-person or virtually) with questions, concerns, thoughts, inspiration, etc.
- ▶ Making use of Flip 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 major difficulties that will result in missed synchronous classes are encouraged to contact the professor/TA as soon as possible to create accommodations. 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.
- 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.**

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](mailto:csdi@andrew.cmu.edu), (412) 268-2150
- **Report-It** online anonymous reporting platform: [reportit.net](https://reportit.net) username: *tartans* password: *plaid*

# POLICIES

## How to Succeed in an This Course

Professional Speaking is likely different from many of your other classes. While for many, this course will not be as intellectually challenging as linear algebra or data analytics, you can expect this course to challenge you in other ways, especially by pushing you outside of your comfort zone. Here are a few tips for succeeding in this course:

- ▶ Recognize the difference between attendance and “showing up.” 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 the course. Many of the assignments build on one another, so keeping up with the smaller project stages will help you succeed when it comes time for the big presentations.
- ▶ 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.

## A Note About COVID-19 and Our Face to Face 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 in-person portion of 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
- ▶ 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).



# ASSIGNMENTS

## 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

### Lightning Talks and Participation

Lightning Talks

In-Class Work

Participation

### 20% of final grade

100 points

50 points

50 points

# Assessment

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

**Table 1. Heinz College Grading Scale**

## 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.

# RESOURCES



**Student Health and Safety:** The COVID 19 pandemic has created unique challenges. 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](mailto:cmu-pantry@andrew.cmu.edu), 412-268-8704 (SLICE office)

Students with childcare responsibilities should never feel they need to be absent from class due to childcare disruptions. You may bring your child to class or make use of the asynchronous options without advance permission.



## **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).



# 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](https://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>

# Course Schedule

Day	Pre-work Complete Before Class	Class Topic and Workshops	Assignments Due by 11:59pm to Canvas unless otherwise noted
Day 1 Tues. Jan 17	<input type="checkbox"/> Watch Dr. Fitz's intro video <input type="checkbox"/> Familiarize yourself with Canvas site <input type="checkbox"/> OPTIONAL: Watch Canvas tutorial videos	Introductions Syllabus and Major Assignments introduced <i>Workshop: How to give constructive criticism on presentations</i>	Post introduction video to Flip/Canvas
Day 2 Thurs. Jan. 19	<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"/> OPTIONAL: Pre-Read Elevator Pitch Workshop materials	Analyzing an Audience Managing Nervous Symptoms Elevator Pitches & Brand Statements Lightning Talk 1 <i>Workshop: Composing an Elevator Pitch</i>	Post aspirational speech to Flip  Finish Brand Statement Workshop and submit worksheet to Canvas
Day 3 Tues. Jan 24	<input type="checkbox"/> Read textbook modules 2 & 4 <input type="checkbox"/> Watch "Authentic Elevator Pitch" on LinkedIn <input type="checkbox"/> Watch "How to Use Rhetoric to Get What You Want" <input type="checkbox"/> Use Elevator Pitch workshop materials to draft elevator pitch - bring draft to class	Presentation Structure Networking & Interviews as Professional Speaking Lightning Talk 2 <i>Workshop: Peer Review of Elevator Pitch</i>	
Day 4 Thurs. Jan. 26	<input type="checkbox"/> Read textbook modules 3, 8 & 13 <input type="checkbox"/> Watch LinkedIn "NonVerbal Communication" <input type="checkbox"/> Read Individual and Group Project assignment sheets on Canvas	Content Strategy: Engaging with an Audience Building Credibility Lightning Talk 3 <i>Workshop: Building a Presentation Objective</i>	<b>Elevator Pitch due to Acclaim on Canvas</b>
Day 5 Tues. Jan 31	<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	Organizing Information and Incorporating Evidence Slide Design & Multimodal Elements to Build a Story Lightning Talk 4 <i>Workshop: Reorganizing a Presentation</i>	Elevator Pitch reflection activity  Peer Review comments to Acclaim



# Course Schedule

Day	Pre-work Complete Before Class	Class Topic and Workshops	Assignments Due by 11:59pm to Canvas unless otherwise noted
Day 6 Thurs. Feb 2	<input type="checkbox"/> Read Module 12 <input type="checkbox"/> Watch WIRED “Quantum Computers”	Storytelling in Presentations/ Storyboarding Persuasive Techniques Lightning Talk 5 <i>Workshop: 5 Levels of Policy</i>	Individual Slides/Script (or storyboard) due
Day 7 Tues. Feb 7	<input type="checkbox"/> Read Module 6 <input type="checkbox"/> Read “Inclusive design for Accessible Presentations” <input type="checkbox"/> Watch “How Miscommunication Happens”	Accessibility in Presentations Lightning Talk 6 <i>Workshop: Revising Slides</i>	
Day 8 Thurs. Feb. 9	<input type="checkbox"/> <b>Individual Presentation script and slides due to Canvas before class begins</b>	<b>Individual Presentation Day!</b>	Post Group Presentation Proposal to Flip by <b>Sunday, Feb 12 by 11:59pm</b>
Day 9 Tues. Feb 14	<input type="checkbox"/> Watch “What Do I Do With My Hands” & “Body Language” videos <input type="checkbox"/> Peer Review of Group Project topics on Canvas <input type="checkbox"/> Submit votes to Canvas assignment by 8am	Group Presentation Techniques Highlighting Key Points <i>Workshop: Groups formed for Group Project</i>	Peer Review Comments of Individual Presentation to Acclaim (3 presentations)
Day 10 Thurs. Feb 16	<input type="checkbox"/> Read Module 15 & 11 <input type="checkbox"/> Preparing Successful Handouts	Preparing for Q&A Sessions Lightning Talk 7 <i>Workshop: Responding to Common Questions</i>	Individual Presentation Reflection Activity
Day 11 Tues. Feb 21	<input type="checkbox"/> Read Module 10	Improving Non-Verbal Communication Adapting Messages for Non-Expert Audiences Lightning Talk 8 <i>Workshop: Adapting an Introduction</i>	

Day	Pre-work Complete Before Class	Class Topic and Workshops	Assignments Due by 11:59pm to Canvas unless otherwise noted
Day 12 Thurs. Feb 23	<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	Presenting on Data Reducing Jargon Lightning Talk 9 <i>Workshop: Storytelling with Data</i>	Group Slides/Script/Storyboard due
Day 13 Tues. Feb 28	<input type="checkbox"/> Rehearse with TA before final presentation	How to Prepare When the Work Isn’t Done Using Physical Space in a Presentation Lightning Talk 10 <i>Workshop: Presenting Unknown Slides</i>	
Day 14 Thurs. March 2	<input type="checkbox"/> Read “Checklist Before an Online Presentation” and “The Future of Business Presentations” <input type="checkbox"/> Rehearse with TA before final presentation	Presentation Day! <i>Come prepared to ask questions of your classmates!</i> <b>Group presentations delivered live in class</b> - schedule posted on Canvas	Group Presentation Reflection Activity  Submit Participation Self-Evaluation to Canvas
<b>All missing and makeup work must be completed no later than 11:59pm March 4 in order to receive credit.</b>			

### 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 Flip.
3. Add discussion comments to “Asynchronous Discussion” Flip 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	Describe how you participated in class each day (Either in-person or asynchronous makeup)
Day 1	
Day 2	
Day 3	
Day 4	
Day 5	
Day 6	
Day 7	
Day 8	
Day 9	
Day 10	
Day 11	
Day 12	
Day 13	
Day 14	

## Active In-class participation includes:

- ▶ Speaking during large class discussions (beyond required Lightning Talk)
- ▶ Asking questions or volunteering information (anything involving hand raising)
- ▶ Volunteering to go first in a demo or lightning talk
- ▶ Contributing to small group discussions/work
- ▶ Taking notes/posting deliverables from group work
- ▶ Reporting small group findings to the larger class
- ▶ Providing feedback on in-class work via Canvas or Flip

**Digital/Asynchronous Participation** would include the digital equivalent to these activities as listed on the previous page under "Asynchronous Class Attendance"

## Additional Participation may include:

- ▶ Attending office hours with the professor or TA
- ▶ Using Flip for additional practice
- ▶ Giving feedback or responding to Flip videos
- ▶ Watching a classmate's rehearsal and offering feedback
- ▶ Working with a tutor at the Student Academic Success Center

Date	Additional Participation