

# PCM 340: Professional Speaking Syllabus and Assignments

Fall 2009 • SHU at LCC • Saturdays 9am - 5pm: Oct. 10, Oct. 31, Nov. 21, Dec. 19

Instructor	Julie de Klerk, M.A. <a href="mailto:jdeklerk@twmi.rr.com">jdeklerk@twmi.rr.com</a> I will normally respond to your email within 24 hours.
Course Description	This advanced presentation course is designed to improve your ability and comfort level to prepare and deliver a variety of presentations made in professional settings. In a supportive classroom environment, we will use peer and instructor feedback with related activities to increase your professional speaking skill level. We will practice audience analysis, handling question and answer sessions, using support materials, developing and organizing content, and delivering presentations.
Required Texts	Adler, R. (2004). <i>Business and Professional Speaking</i> . McGraw-Hill ISBN: 0-07-301752-3 A used copy of this text is perfectly acceptable for this course.  Maimon, Elaine P. and Janice H. Peritz (2006). <i>A Writer's Resource: A Handbook for Writing and Research</i> . McGraw-Hill. ISBN: 0-07-294405-6 (Note: This text is also used in Siena Heights University's Graduate College)
Your Involvement	I look forward to your participation over the four Saturdays our class meets. The participatory nature of this class makes attendance essential and required. Because of our limited time in class, <b>there will be no make-up presentations</b> . As insurance, your lowest score of the six 140-point assignments will be dropped when totaling your final score. Keep this opportunity in case you need it. It will be your only insurance against personal illness, poor planning, forgotten assignments, cars that won't start, personal business, injury, late nights at the office, sick kids, broken printers, closed computer labs, appointments etc. If it seems this insurance may not be sufficient to what you anticipate in the coming semester, please enroll in a different session.  Keep me informed of any circumstances or concerns that may limit your success in this class.  Come to class prepared to question, discuss, share, and actively take part in discussions and activities. In addition, please be prepared to provide and receive constructive feedback focused on your success. Prepare in advance for scheduled reading assignments and for each role that you play in class. Be respectful of your classmates' opinions.
Quality of Work	All assignments should be typewritten and double-spaced with one-inch margins all around. Your papers should include the following information: <b>Your first and last name, assignment name, and the date</b> . Assignments are to be turned-in with college level grammar, spelling, and punctuation following the guidelines of <i>A Writer's Resource: A Handbook for Writing and Research</i> (see "Required Texts" above)  I am always willing to read your paper in advance of its deadline to provide initial ungraded feedback before you submit your final version.  Late Self-Evaluations will be worth a possible total of half their original total point value.

**Expectations & Ethics**

Every speech and assignment must be of your own creation, as outlined in the SHU policy around academic dishonesty. **Do not plagiarize or cheat in this class.** Penalty measures described in the policy will be enforced.

**Academic Accommodations**

Siena Heights University is committed to providing a learning environment that benefits all students. Pursuant to the Americans with Disabilities Act of 1990, all reasonable accommodations will be made to meet the documented needs of students. The Siena Accommodations Policy for Student with Disabilities requires a student to provide written documentation of his/her disability to the Academic Advising Office. If you require special accommodations, it is your responsibility to notify me during the first two weeks of the semester.

**Grading**

*I will return written assignments at the next class meeting. I will include feedback and an explanation for any reduced points.*

<b>Assignments</b>	<b>Points Possible</b>
Professional Qualifications Introduction	140
<i>On the Job</i> Presentation	140
<i>I Have an Idea</i> Presentation	140
Leading a Question and Answer session (includes pre-work)	140
Award Presentation and Acceptance + Final Exam	140
Outside Speaker Evaluation	100
Self-Evaluation #1: Your Goals	80
Self-Evaluation #2: Review of <i>On the Job</i>	80
Self-Evaluation #3: Review of <i>I Have an Idea</i>	80
Class Participation (Prepared to begin class on time; Involved audience member)	100
<b>Total Possible Points</b>	<b>1000*</b>

*\*(Note that the lowest score of the five 140-point assignments will be dropped and not calculated in your total score)*

**Grading Scale**

Grade	Points
A	960-1000
A-	920-959
B+	880-919
B	840-879
B-	800-839
C+	760-799
C	720-759
C-	680-719
D+	640-679
D	600-639
D-	580-599
E	0-579

## Schedule (subject to revision)

### Session 1: October 10, 2009

- Welcome!
- Introduction to professional speaking
- Physical presentation skills
- **Class time: Professional Qualifications Introduction**
- Organizing your ideas
- Class time: Select your topic and begin to organize ideas for *On the Job* presentation.

### Due next month, October 31, 2009:

- **Outline for *On the Job* Presentation**

Select a topic from your workplace or a previous workplace that you are very familiar with. You will educate the class on this topic in a 4-5 minute presentation. Keeping the time guidelines in mind, you will want to choose a topic that can be realistically covered in less than 5 minutes. Some ideas include a procedure on the job, a topic covered in a recent meeting, a change in the workplace, or explanation of a specific task you complete on the job.

Precede your presentation by explaining who we will be “playing” as your audience (For example, “You are the new hires in our department” or “You are the executive level in the Marketing Division.”)

Using the outline guidelines on the next page, develop a basic outline to help organize your thoughts. Bring a printed copy of this outline to class. ***You must have an outline with you to be eligible to present at the next class.***

- **Self Evaluation #1: Your Goals**

In a 2-3 page paper, describe the opportunities for public speaking or presentations that exist in your current workplace. Describe your current challenges with professional speaking and explain past successes. Discuss your overall comfort level with public speaking, describing aspects of presenting you like and aspects that make you uncomfortable. What are your personal goals for this class? What specific topics are you hoping to gain increased knowledge and skill level on?

- **Read: Developing the presentation p. 76-92; Organizing your ideas p.96-117; Speaking with Confidence p. 167-173, Informative Presentations p. 176-188.**

- **Bring a blank standard-sized video tape with you to next month’s class**

**On the Job Presentation Outline**

**Your Name**

**Date of Presentation**

**Specific topic of my presentation:**

- What do I want my audience to know at the end of my presentation?
  
- Why does my audience need to know about this topic?
  
- Why am I credible to speak on this topic?

**My opening sentence will be:**

**Points I will cover:**

**(Limit yourself to 3-4 main points with 3-4 supporting sub-points)**

**Key Point #1:**

Supporting Point #1:

Supporting Point #2:

Supporting Point #3:

**Key Point #2:**

Supporting Point #1:

Supporting Point #2:

Supporting Point #3:

**Key Point #3:**

Supporting Point #1:

Supporting Point #2:

Supporting Point #3:

**My closing sentence will be:**

## Session 2: October 31, 2009

- Effective feedback
- Managing presenter anxiety
- ***On the Job* presentations**
- Persuasive presentations
- Supportive materials
- Class time: Develop *I Have an Idea* presentation

## Due next month, November 21, 2009:

- **Outline for *I Have an Idea* presentation**

Your Manager has finally agreed to give you time at the next team meeting to present your idea. Develop a 4-6 minute presentation on an idea you'd like to implement in your workplace. It could be a new way of doing things, a change to current policy, or a way to improve the workplace.

You will need to include at least two types of Supportive Materials in your presentation. Prepare yours for your presentation next week.

Develop a basic outline to help organize your thoughts, following the guidelines on the next page. Indicate where you will be including your Supportive Materials. Bring a printed copy of this outline to class. ***You must have an outline with you to be eligible to present next month.***

- **Self-Evaluation #2: Review of *On the Job* presentation**

Watch your recorded *On the Job* presentation. In a 2-3 page paper, describe what you like best about what you see and hear. What would you do differently next time? What do you notice about your physical skills while presenting? How is this different from past presentations you have conducted? How is it similar? How does the presentation look and sound similar or different to the way it felt conducting it in class?

- **Outside Speaker Feedback**

In the next month, observe a live speaker outside this classroom. It could be a salesperson, a meeting facilitator, a political speech, a religious presentation, a training class, a cooking demonstration, a workplace presentation, an instructor, a story hour leader, an award ceremony etc. Write a 2-3 page paper describing the speaking event, what you liked best about the presentation and what you would suggest to the presenter to do differently next time. Think about how their content was organized, their physical skills, and their overall presentation style.

- **Read: Support in Presentations p. 124-149, Impromptu Presentations p.156-157, Persuasive Presentations p. 188-211.**
- **Bring your standard-sized video tape back with you to next month's class**

Your Name  
*I Have an Idea* Presentation Outline  
Date of Presentation

**Specific topic of my presentation:**

- What do I want my audience to know at the end of my presentation?
  
- Why does my audience need to know about this topic?
  
- Why am I credible to speak on this topic?

**My opening sentence will be:**

**Points I will cover:**

**Current Situation/Problem:**

**Why it exists and consequences of not resolving the problem:**

**Your recommendation:**

- Benefit to the audience for following your recommendation
- Details of your recommendation
- Your implementation plan

**My closing sentence will be:**

### Session 3: November 21, 2009

- What should you do before a presentation starts?
- ***I Have an Idea* Presentation**
- Impromptu speaking requests
- **Outside Speaker evaluation**

### Due next month, December 19, 2009:

- **Pre-work: Question and Answer session for *I Have an Idea* presentation**

Think about your *I Have an Idea* presentation. What questions do you anticipate your audience will have about your presentation? What resistance might they have to your idea? Develop a list of six items, containing questions and/or resistance that you anticipate your presentation might receive and they way you plan to answer or respond to that question or resistance.

- **Self-Evaluation #3: Review of *I Have an Idea* presentation**

Watch your recorded *I Have an Idea* presentation. In a 2-3 page paper, describe how you believe your support materials supported or detracted from your presentation. How did you use your support effectively? How would you use them differently next time? How did having support materials make a difference to you as the presenter? Describe how successful you might have been in persuading your true work team on your idea. Consider how this presentation compared to your *On the Job* Presentation.

- **Pre-work for Award Presentation and Acceptance**

Write the answers to these statements:

**On one page, answer:**

#### **Pre-work for Award Presentation:**

- Determine an award you would like to receive (an existing award or one you've created)
- Describe the history/significance of the award
- List your achievements that qualify you for this award

**On a separate page, answer:**

#### **Pre-work for Award Acceptance:**

- Determine a few people who contributed to your receiving the award you described on the previous page
- Explain the meaning or significance of the award to you
- Select a memorable and significant story relating to the award that allows the audience to be involved with the celebration
- Create a positive ending statement

- **Read: Guidelines for Delivery p.157-164, Question-and-Answer sessions p.164-167**

#### Session 4: December 19, 2009

- Managing question and answer sessions
- **Leading a Question & Answer Session**
- When asked to present: What to wear, what to ask, where to stand
- Ceremonial speeches: Introducing someone else, accepting awards
- Class time: Develop Award Presentation and Acceptance
- **Award Presentation and Award Acceptance**
- Class time: Prepare for Final Exam
- **Final Exam**