

Oral Presentation: Spring 2024

Professor Stanik
Department of Humanities and Social Sciences

Instructor's Contact Information:	Course Information:
<p>Professor Stanik Email: stanik@njit.edu</p> <p>Subscribe to Receive Texts (optional): Text: @com312-006 To: 81010 or (774) 353-0907 Or visit: remind.com/join/com312-006 (Standard text messaging rates apply to anyone receiving messages.)</p> <p>Office Hours: Tues & Thurs, Cullimore 435B (by appointment)</p>	<p>COM 312 Section 006 Spring 2024 Tuesdays & Thursdays: 2:30 PM - 3:50 PM Tiernan Hall 108 Mode: Face-to-Face</p> <p>Students must bring a laptop or tablet to class. If you do not have access to adequate equipment, please contact the Office of the Dean of Students.</p> <p>Course Materials: http://canvas.njit.edu</p>

People often believe the best public speakers “have something special about them,” as if the ability to effectively communicate a compelling message is an intangible talent one inherently does or does not possess. And when it comes to audiences, they are not fully present. Cognitive scientists found that people spend about 60% of their communication time listening but retain only 25% of what they hear.^{1,2}

This course will question those perspectives. What makes an outstanding speaker so effective and engaging?

Course Catalog Description

Instruction and practice in effective oral presentations. Students deliver a wide range of presentations adapted to the needs of a variety of audiences. Topics include voice and diction, presentation skills, the effective use of visual aids, reporting technical material and audience analysis. This course satisfies the three credit 300 GER in History and Humanities. Prerequisites: ENGL 102 with a grade of C or higher, and one History and Humanities GER 200 level course with a grade of C or higher.

Course Goals

By the end of this course, students will be able to:

1. Analyze course materials and relate them to authentic situations;
2. Create unique messages that are simple, tailored, unexpected, and valuable;
3. Deliver compelling, organized, and well positioned presentations with clarity, confidence, and credibility;
4. Integrate data, multimedia, and discussions into presentations;
5. Participate in a presentation as a conscious audience member, and
6. Evaluate oral messages and the skills presenters have successfully mastered.

¹ Barker et al. 1980

² Nichols and Lewis 1954

Required Course Materials:

All course materials will be available in Canvas. You will need to have a valid UCID to access Canvas. See schedule and Canvas for the order of assigned course materials. Any changes or additions to required course materials will be distributed in class or via Canvas.

Course Assignments

COM 312 is a highly interactive class that uses problem- and project-based learning. The goal is for you, with my help, to develop your skills as a presenter and as an audience member.

To help you master these skills, we will explore aspects of effective presentation in each course module. For each module, you will be expected to:

1. complete the assigned course prep (as detailed in the schedule/Canvas) prior to class (research questions recommended but optional)
2. come to class with any notes or answers to research questions that you have - ready to ask questions, share your reflections, and apply what you've learned
3. complete a quiz for each reading/video to demonstrate you are prepared for class (quizzes will be in-class, multiple choice, and open notes)
4. apply course materials to authentic situations (complete assigned in-class presentations, using course materials and your notes, to help you master the content and understand its application)
5. participate as a conscious audience member and provide constructive feedback (complete in-class)

Originality of Your Work, Etiquette, and Academic Integrity:

This course is highly interactive and facilitates a great deal of reflection, collaboration, and discussion. Although you are encouraged to collaborate with classmates as you work through problems and course materials, all of the work you submit in this course must be entirely your own. You will have every opportunity to provide your best work; all assignments will be open notes because the goal is for you to apply and evaluate what you are learning - not memorize and restate it.

Although you are expected to build on, react to, criticize, and analyze the ideas of others, when you do, you must follow NJIT's Code of Student Conduct and Code on Academic Integrity.

Class participants must arrive on-time, remain engaged, and be respectful of one another's time and turn to speak, even when opinions may differ. Scholarly debates are okay. Personal attacks are not.

When stating facts, you must provide a citation that names the original source where the idea was expressed (even if you are not directly quoting from the source or if you reworded the original idea). If you ever have questions about drawing the line between others' work and your own, ask me for guidance or visit the NJIT Student Handbook (current edition).

Academic Integrity is the cornerstone of higher education and is central to the ideals of this course and the university. Cheating is strictly prohibited and devalues the degree that you are working on. As a member of the NJIT community, it is your responsibility to protect your educational investment by knowing and following the [academic code of integrity policy](#).

Please note that it is my professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. Any student found in violation of the code by cheating, plagiarizing, or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F and/or suspension or dismissal from the university. If you have any questions about the code of Academic Integrity, please contact the Dean of Students Office at dos@njit.edu.

Grading Policies

The evaluation of student proficiency in this course is based on the following components:

- 1. In-class quizzes (30%):** Each module will begin by you demonstrating your preparedness for class by completing a brief in-class quiz worth 12.5 points about the assigned reading and/or video(s). The quiz will be open book/notes, include multiple choice questions, and take no more than 15 minutes to complete. All quizzes must be completed in person in class via Canvas. There will be a total of 9 quizzes during the semester, and your highest 8 grades will count towards your semester grade. Because your lowest quiz grade will be dropped, no late submissions will be accepted, no make-up quizzes will be given, and failure to submit a quiz will result in zero points.
- 2. Presentation practice (20%):** Because becoming a better speaker takes practice (a LOT of practice), at the end of each module, you will use course materials to develop and give a presentation to help you practice the skills you're learning. These presentations are mandatory and require you to arrive with your presentation preparation template(s) printed (with your name on each page and stapled if there are multiple pages). Instead of a formal grade, however, these presentations are pass/fail. You will receive constructive feedback - from me and your classmates - designed to help highlight what you're mastering and where you have opportunities to keep growing as a presenter. If you give your presentation, stay engaged as an audience member for others, and provide real-time feedback to your classmates, you will receive full credit for the assignment. If you do not present and/or are not present to provide feedback for your classmates, you will receive zero points for the assignment. Out of these 9 assignments, your highest 8 grades will count towards your semester grade. Because your lowest grade will be dropped, no late submissions will be accepted, and no make-up presentations or assignments will be given. *PLEASE NOTE: evaluating the skills other presenters have successfully mastered will help you in your own growth and preparation for the midterm and final.*
- 3. Midterm Presentation (20%):** Based on course lectures, assigned readings/videos, in-class discussions, presentation practice, and constructive feedback, you will prepare and deliver a TED-like presentation (for a grade) to demonstrate that you have mastered course content and understand its applications. The midterm presentation must be completed in person in class on the date assigned. You must be present for the duration of all midterm presentations and participate as an audience member. *No late submissions will be accepted, no make-up midterm will be given, and failure to give your midterm presentation will result in zero points.*
- 4. Final Presentation (30%):** Based on course lectures, assigned readings/videos, in-class discussions, presentation practice, and constructive feedback, you will prepare and deliver a TED-like presentation (for a grade) to demonstrate that you have mastered course content and understand its applications. The final presentation must be completed in person in class on the date assigned. You must be present for the duration of all final presentations and participate as an audience member. *No late submissions will be accepted, no make-up final will be given, and failure to give your final presentation will result in zero points.*

Aggregate Grading Scale for Semester Grades (based on percentage of points earned):

A = 100%-90% B+ = 89.99%-86% B = 85.99%-80% C+ = 79.99%-76% C = 75.99%-70% D = 69.99%-60% F = <60%	<i>Final grades are not subject to post-semester rounding or adjustment—with the exception of the change of a grading error. Under no circumstances will students be given the opportunity to complete extra-credit papers or other assignments to bolster their final grades.</i>
--	--

Course Content and Schedule*

This semester you will be working to answer the question:

What makes an outstanding speaker so effective and engaging?

**any changes to the required course prep or schedule will be announced in class and/or via email*

Module 1: What makes an idea compelling, and what allows an audience to grasp it quickly and effortlessly?

Class date(s):	January 16 & 18
Required course prep	None
In-Class Quiz	None (instead, you will need to complete an online quiz about the syllabus by January 23)
In-Class Presentation <i>In 2 minutes or less, tell us about one lesson you've learned in your life that has changed the way you view or live life - and why/how it's changed your life for the better. Craft one complete sentence with a because clause (a reason) that trims down the life lesson to its essence so you can convey the idea clearly and concisely, avoiding any unnecessary or redundant words. Use the provided presentation outline, and focus on sharing the compact idea. Be mindful of making eye contact, projecting your voice, and staying within the time limit.</i>	January 18

Module 2: What sparks the curiosity of an audience?

Class date(s):	January 23 & 25
Required course prep	See Canvas
In-Class Quiz	January 23
In-Class Presentation <i>In 2 minutes, share a life hack, a simple and clever way to make a familiar task easier or more efficient. Spark curiosity by highlighting (in one sentence) a commonly held thought, opinion, belief, or expectation the audience likely has about the compact idea and surprising them with an opposite truth...formatted similar to "It's common to think/believe ____, but the truth is ____."</i>	January 25

Course Content and Schedule (continued)

Module 3: How do effective presenters make their ideas understandable?

Class date(s):	January 30, February 1, February 6
Required course prep	See Canvas
In-Class Quiz	January 30
In-Class Presentation <i>Teach us something you learned in one of your college classes by incorporating a common language, shared perspective, and direct comparison(s). Remember, this presentation builds on the skills you've already learned so be sure to also define the compact idea and include an unexpected twist.</i>	February 1 & 6

Module 4: How do effective presenters make the audience care?

Class date(s):	February 8, 13, 15
Required course prep	See Canvas
In-Class Quiz	February 8
In-Class Presentation <i>Use the 4-point positioning framework to prepare a presentation that introduces a made up word or a made up definition to an existing word. Be sure to center the presentation around an affect effect and make the before/after transformation clear for the audience.</i>	February 13 & 15

Module 5: What makes an effective presentation so memorable?

Class date(s):	February 20, 22, 27
Required course prep	See Canvas
In-Class Quiz	February 20
In-Class Presentation <i>Using the 4-pt positioning framework and skills you've learned to amplify your authority and make your presentation memorable, prepare and deliver a toast. Imagine someone close to you is celebrating a special event - a birthday, wedding, anniversary, new job, etc. Deliver a toast that includes a story about them.</i>	February 22 & 27

Course Content and Schedule (continued)

MIDTERM PRESENTATION:

In-Class Midterm Presentation Prep	February 29
Midterm Presentation (20 % of grade) <i>To demonstrate mastery of the skills learned in modules 1-5, prepare and deliver a TED-style presentation as outlined in class. You must use the 4-point positioning framework, include at least one story, and incorporate the skills you've learned to make your presentation compelling and memorable.</i>	March 5 & 7 (as assigned)

Module 6: How do effective presenters persuade the audience to stay focused?

Class date(s):	March 19 & 21
Required course prep	See Canvas
In-Class Quiz	March 19
In-Class Presentation <i>Using the 4-point positioning framework and skills you've learned, develop a visual presentation about the super power you would have if you were a super hero. Consider what life is like without that power and how life will be better with it. How can you show that visually? Use the rule of thirds and a color theme to focus the audience's attention.</i>	March 21

Module 7: What makes an effective presenter believable?

Class date(s):	March 26 & 28
Required course prep	See Canvas
In-Class Quiz	March 26
In-Class Presentation <i>Using the 4-pt positioning framework and skills you've learned to amplify your authority, develop a multimedia presentation about the topic you would cover if you were making a documentary. Explain the topic and why it's so important. Convey your passion for the topic using intentional gestures and movements. Be mindful of ending sentences with a lower pitch (avoid uptalk).</i>	March 28

Course Content and Schedule (continued)

Module 8: What keeps an audience engaged and giving their undivided attention?

Class date(s):	April 2 & 4
Required course prep	See Canvas
In-Class Quiz	April 2
In-Class Presentation <i>Using the 4-point positioning framework and skills you've learned, create a visual presentation (no more than 3 minutes) about one thing you would change at NJIT if you could. Incorporate at least one physical, one cognitive, and one linguistic engagement technique.</i>	April 4

Module 9: How do effective presenters start a conversation and keep it flowing?

Class date(s):	April 9, 11, 16
Required course prep	See Canvas
In-Class Quiz	April 9
In-Class Presentation <i>Using the 4-point positioning framework and skills you've learned this semester, develop and deliver a multimedia presentation of no more than 90-seconds about one of your favorite places. Where it is, when did you go there, and why do you like it so much? Then, use the question fielding techniques you learned in this module to elicit and answer questions from the audience. Be mindful of how you create conversational threading, tilt and nod your head, restate the question, and appreciate the question/questioner before answering.</i>	April 11 & 16

FINAL PRESENTATION:

In-Class Final Presentation Prep	April 18
Final Presentation (worth 30% of semester grade) <i>To demonstrate mastery of the skills learned throughout the semester, prepare and deliver a 7-minute (including time for fielding questions) TED-style presentation as outlined in class. You must use the 4-point positioning framework, include at least one story, and incorporate the skills you've learned this semester.</i>	April 23, 25, 30 (as assigned)