# Course Description

Verbal skills essential to effective business presentations, including negotiation, debating, extemporaneous speaking, and interviewing, provide the focus of this course. Oral reporting, management briefing, conference and committee leadership, and active listening are addressed as tools to minimize or eliminate barriers to understanding.

# Program Learning Outcomes

* **PLO1**: Express an appreciation and understanding of a variety of aesthetic, literary, cultural and ideological traditions.(ULO 2, 3)
* **PLO2**: Engage meaningfully in a community of scholarship through inquiry, research and the communication of ideas. (ULO 2, 4)
* **PLO3**: Evaluate historical, political, economic and scientific data while recognizing the interrelatedness of events and processes. (ULO 1, 2, 3, 4)
* **PLO4:** Demonstrate an understanding of the impact of technology on society. (ULO7)
* **PLO5**: Reflect upon the relationship of the Divine to the human experience. (ULO 2, 3, 4)
* **PLO6**: Examine and understand the dynamics of individual and group behavior. (ULO 2, 4)
* **PLO7**: Demonstrate an understanding of quantitative reasoning. (ULO 1, 2, 4)
* **PLO8**: Engage in constructive activities of service to the community in light of the Gospel tradition as experienced through the Mercy charism that shapes the College. (ULO 2, 3, 4)

# Course Learning Outcomes

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At the completion of this course, students will:

* CLO1: Explain the value of effective listening skills in personal and professional success.
* CLO2: Demonstrate interpersonal communication skills in professional and personal relationships.
* CLO3: Apply appropriate written communication competencies in a variety of situations.
* CLO4: Compose effective and successful presentations.
* CLO5: Evaluate the substance, structure, and effectiveness of presentations.
* CLO6: Demonstrate public speaking skills regarding matters of personal, business, and professional communication.

# Required Course Materials

Beebe, S. A., & Mottet, T. P. (2013). *Business and professional communication: Principles and skills for leadership* (2nd ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 9780205028993

# Student Expectations

Students are expected to:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

**Table of Contents**

[Week One: Communication Competence 5](#_Toc351730649)

[Week Two: Interviewing Principles and Skills](#_Toc351730650) 9

[Week Three: Persuasive Techniques 14](#_Toc351730651)

[Week Four: Multimedia Tools and Presentations](#_Toc351730652) 18

[Week Five: Questioning Techniques and Feedback Analysis](#_Toc351730653) 23

# Suggested Point Values

|  |  |  |  |
| --- | --- | --- | --- |
| **Session Due** | **Assessment** | | **Points** |
| **Week 1** | |  |  |
|  | | Introductory Discussion  Character Cues Blog  Stages of Listening Discussion | 20  25  20 |
|  | | Final Project: Persuasive Presentation | 25 |
|  | | Management Analysis Reflection Paper | 50 |
|  | | Listening Styles Inventory Blog | 25 |
|  | | Jargon Discussion | 20 |
|  | | Gender-Based Communication Discussion | 20 |
|  | |  |  |
| **Week 2** | |  |  |
|  | | Interviewing Techniques Discussion  Power in Conflict Paper  Bell Curve Discussion | 20  50  20 |
|  | | Final Project: Persuasive Presentation | 25 |
|  | | Workplace Analysis Paper  Career Presentation (25) & Discussion (20) | 50  45 |
|  | | Meeting Discussion | 20 |
|  | |  |  |
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| **Week 3** | |  |  |
|  | | Aristotle’s Appeals to Reason Blog  Sales Persuasion Discussion | 25  20 |
|  | | Persuasive Techniques Discussion | 20 |
|  | | Persuasive Speaking Techniques Discussion  Final Project: Persuasive Presentation | 20  25 |
|  | | Persuasive Analysis Presentation(25)& Discussion (20)  Persuasion Self-Analysis Paper  Building Confidence Discussion | 45  50  20 |
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| **Week 4** | |  |  |
|  | | Article Review-Effective Presentation Design  Article/Website Review-Creating Multimedia Presentations  Article Review-Presentation Tips  Rhetorical Devices Discussion | 25  25  25  20 |
|  | | Final Project: Persuasive Presentation | 25 |
|  | | Informative Presentation | 25 |
|  | | Verbal and Nonverbal Cues Blog  Using Props and Multimedia Tools Discussion | 25  20 |
|  | |  |  |
| **Week 5** | |  |  |
|  | | Good and Bad Presentations Discussion  Common Presentation Mistakes Discussion  Effective Delivery Blog  Final Project: Persuasive Presentation | 20  20  25  25 |
|  | | Persuasive Presentations Analysis Discussion  Informative Presentations Analysis Discussion | 20  20 |
|  | | Questions Discussion | 20 |
|  | |  |  |
| **Total** | |  | **1,000** |

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| Week One: Communication Competence | | |  |  |
| **Learning Objectives** | | | **Alignment** |  |
| * 1. Identify the communication process in various settings. | | | CLO2 |  |
| * 1. Examine components involved in different types of communication. | | | CLO2, CLO5 |  |
| * 1. Analyze communication using principles that enhance leadership. | | | CLO2 |  |
| * 1. Determine the characteristics of active listening skills and ineffective listening skills. | | | CLO1, CLO2 |  |
| **Required Learning Resources and Activities**  Students must complete the activities in this section as selected by the instructor. | | | **Alignment** | **AIE** |
| **Reading** | **Read** Chapters 1–5 of *Business and Professional Communication*. | | 1.1, 1.2, 1.3, 1.4 |  |
| **Introductory Discussion**  **One** | **Introductory Discussion**  **Introduce** yourself to the class by answering the following questions:   * What is your past experience with public speaking and creating effective presentations? * Who is your favorite living speaker who is also a famous leader and why? * Think back to the last presentation you attended that motivated you to take action? What was the topic and why was it so effective?   **Graded Points** = 20. (Refer to Discussion Board Rubric in Syllabus.)  **Respond** to two other students’ comments. | | 1.1, 1.2 | Discussion Board =  **1 hour** |
| **Television Shows/ Blog** | **Character Cues**  Television shows are great ways to see examples of communication and interactions.  **Watch** three television shows based on the descriptions below. Take detailed notes of the prescribed actions during each of the programs.   * Interview show: Watch a show in which an interview takes place, such as *Ellen*, *Dr. Phil*, or *Jimmy Kimmel*. How do the people communicate nonverbally during one conversation?      * Show you have never seen before: Watch the television program with the sound off. How much of the story are you able to follow? What nonverbal symbols help you to follow this much of the story? * Show where you focus on television advertisements: A television advertiser has only 15 to 30 seconds to communicate a message. Therefore, every second has to count. Watch several television advertisements. How does the level of nonverbal communication in the advertisements compare with that in a television show? Are there more or fewer gestures and facial expressions? How forceful or dramatic are these gestures and expressions?   **Graded Points** = 25.  **Post** a 500-word blog entry on your reactions to each of the activities.  **Respond** to the posts of at least two other students. | | 1.1, 1.2 | Blog =  **2 hour** |
| **Listening**  **Activity/**  **Discussion**  **Two** | **Stages of Listening**  **Define** each of the five stages of listening from pp. 73–74 of *Business and Professional Communication:*   * *Selecting* * *Attending* * *Understanding* * *Remembering* * *Responding*   **Cite**examples of each stage using experiences from recent conversations you have had.  **Graded Points** = 20. (Refer to *Discussion Board Rubric* in Syllabus.)  **Respond** to two other students’ comments. | | 1.4 | Discussion  Board =  **1 hour** |
| **Total** |  | |  | **4 hours** |
| **Assignment(s)**  Students must complete the weekly assignment(s). | | | **Alignment** | **AIE** |
| **Final Project/**  **Persuasive**  **Presentation** | | **Final Project/Persuasive Presentation: Week One -Topic**  **Choose** a business topic for a presentation you will create in PowerPoint or Prezi. This project will be broken into 5 parts: Topic (due Week One), Outline (due Week Two), Rough Draft (due Week Three), Multimedia (due Week Four) and Final Version (due Week Five). This will be an effective 20-minute persuasive presentation.  Examples of topics are: a business proposal to attract investors, a new diet plan to help the elderly lose weight, a marketing plan to gain customers, and a vacation destination to sell a timeshare.  **Write** a short description (two paragraphs or less) of your topic and **submit** for approval.  **Graded Points** = 20. (Refer to Presentations Rubric in Syllabus.) |  | Final Project/ Persuasive Presentation = **1 hour** |
| **Management Analysis/ Reflection Paper** | | **Management Analysis Paper**  Spend two days observing communication within your current organization or an organization you are familiar with from the past. Determine the magnitude of the communication (quality and quantity) that flows downward (from upper management to lower), upward (from lower management to upper), and horizontally (from one unit to another).  **Write** a 2-page paper, not including the cover page and reference page, based on the communication flow that includes the following:   * How would you rate the effectiveness of the process? * How does this affect you or other workers? * How would you rate the climate of your organization? * What is the corporate culture?   **Include** theories from the text readings and any additional research as you answer these questions. Be sure to include a cover page and a reference page.  **Format** your paper consistent with APA guidelines.  **Graded Points** = 50. (Refer to Reflection Paper Rubric in Syllabus.) | 1.1 1.3 | Reflection  Paper =  **1 hour** |
| **Listening Styles/ Blog** | | **Listening Styles Inventory**  **Complete** the Listening Styles Inventory on page 70 of *Business and Professional Communication* and answer the following questions:     * After identifying your strengths and weaknesses, what do you feel needs to change? How would you improve? * If you do not feel you need to change anything, provide an explanation.   **Discuss** your self-analysis with family, friends, and peers to determine your similar and dissimilar findings.  **Graded Points** = 25.  **Post** a 500-word blog entry where you discuss your self-analysis and the analysis of you by others. | 1.4 | Blog =  **1 hour** |
| **Jargon/ Discussion**  **Three** | | **Jargon**  **Consider** the concept of jargon as it relates to specific industries.   * What jobs have you had that required you to learn the jargon of that workplace? * Provide examples of the specific jargon you use that is not common to other people. For example, Disney workers are called “cast members” and uniforms are called “costumes.”   **Graded Points** = 20. (Refer to Discussion Board Rubric in Syllabus.)  **Respond** to two other students’ comments. | 1.1 | Discussion Board =  **1 hour** |
| **Gender-Based Communication/**  **Discussion Four** | | **Gender-Based Communication**  **Survey** three men and three women you know usingthe questions listed under number 1 in the Applying Your Skills activity at the end of Chapter 5 of *Business and Professional Communication* (page 118).  **Graded Points** = 20. (Refer to Discussion Board Rubric in Syllabus.)  **Share** the responses you received and read the postings of other class members.  **Respond** with your reactions to the activity above by answeringthe following questions:   * How do your answers differ from one another? How are they similar? What bothers you when you communicate to someone from the opposite sex? What are the different ways that men listen and the ways women listen? * What new information did you learn about communication? | 1.2, 1.4 | Discussion Board =  **1 hour** |
| **Total** | |  |  | **5 hours** |

# Notes

# Week One explores the communication process as a foundational leadership skill through the awareness of self and others, using verbal and nonverbal communication, listening, and understanding differences among individuals and groups. The learning activities and assignments provide opportunities to deepen understanding of the week’s content through critical analysis and skill building.

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| Week Two: Interviewing Principles and Skills | | |  |  |
| **Learning Objectives** | | | **Alignment** |  |
| * 1. Apply communication skills in managing conflict, negotiations, and relationships in workplace settings. | | | CLO1, CLO2 |  |
| * 1. Determine the elements, functions, and communication involved in team collaboration. | | | CLO 2 |  |
| * 1. Identify interview preparation techniques, management of interviews, roles, and responsibilities. | | | CLO4, CLO5, CLO6 |  |
| **Required Learning Resources and Activities**  Students must complete the activities in this section as selected by the instructor. | | | **Alignment** | **AIE** |
| **Reading** | **Read** Chapters 6–11 of *Business and Professional Communication*. | | 2.1, 2.2, 2.3 |  |
| **Video/**  **Discussion**  **One** | **Interviewing Techniques**  **Scroll** down the link of videos from Interview Skills located at <http://www.youtube.com/playlist?list=PL43FEAFCC408E255E>  **Watch** the following videos from the list:   * Proper Interview Technique * Performance Appraisal   **Post** your remarks on the analysis of these videos by answering the following in the Interviewing Techniques discussion board:   * How effective are these interviews? What would you do differently? Would you use these techniques? Explain.   **Respond** to the posts of two other students.  **Graded Points** = 20. (Refer to Discussion Board Rubric in Syllabus.) | | 2.3 | Video +  Discussion Board =  **1 hour** |
| **Power/**  **Conflict Reflection Paper** | **Power in Conflict**  **Read** the article “The Nature of Power in Conflict” at <http://www.associatedcontent.com/article/608049/the_nature_of_power_in_conflict.html>  **Write** a 2-page paper where you respond tothe following questions:   * When you look at conflict in your own job or an organization that you are familiar with, how does power come into play? * Where does the conflict arise? Is it from management dictating and taking away certain freedoms? * How would you deal with this conflict if you were affected by it? How would you approach management knowing the type of conflict involved?   **Format** your paper consistent with APA guidelines.  **Graded Points** = 50. (Refer to Reflection Paper Rubric in Syllabus.) | | 2.3 | Reflection Paper =  **1 hour** |
| **Website Review/**  **Discussion**  **Two** | **Bell Curve**  The use of the bell curve gives management a better idea of how people perform.  **Review** the article “Use the Bell Curve To Your Advantage in Leadership” at  <http://brandonwjones.me/2012/03/03/use-the-bell-curve-to-your-advantage-in-leadership/>  **Post** a response to the following in the Bell Curve discussion board:   * Where do you see yourself within the parameters of this bell curve? * What causes you to over perform or underperform? * If you were a manager of a company, how might you use this information to help you?   **Graded Points** = 20. (Refer to Discussion Board Rubric in Syllabus.) | | 2.1 | Discussion Board =  **1 hour** |
| **Total** |  | |  | **3 hours** |
| **Assignment(s)**  Students must complete the weekly assignment(s). | | | **Alignment** | **AIE** |
| **Final Project/**  **Persuasive**  **Presentation** | | **Final Project/Persuasive Presentation: Week Two-Outline**  Prepare an outline of your final project using guidelines from Chapter 11 of the textbook. Remember to consider your purpose, audience, central idea, and supporting material.  **Create** an outline of your presentation that should not be more than two written pages.  **Graded Points** = 25. (Refer to Presentations Rubric in Syllabus.) |  | Final Project/ Persuasive Presentation = **1 hour** |
| **Workplace**  **Analysis**  **Reflection**  **Paper** | | **Workplace Analysis Paper**  This is a two-part assignment asking you to analyze workplace roles and relationships.  **Part I**  **Contemplate** a time where you were part of a meeting, or observed meetings, that involved conflict and negotiations.  **Write** 2-pages consisting of your analysis and answer the following:   * What roles did you notice that were played in the meetings? * Identify three roles. What characteristics led you to label those roles? * What were the negotiations involved? How did the sides support their ideas? * What role does nonverbal and verbal communication play in negotiations? * Who was involved in the conflict? How were the conflicts resolved? * What steps did they take to resolve the conflict? Was an outside mediator needed? Was the team needed? * How would you handle the negotiations? How would you try to reach a consensus within the group? * How would you manage the conflict? How would you apply what you know about conflict resolution to the situation?   **Part II**  **Write** a 2-page response to the following scenario:   * Look at your family or other personal relationships, and consider how you manage communication with those individuals versus in a business setting. In what cases do you feel more comfortable communicating with your family versus the business setting? In what cases do you feel more comfortable communicating within the business setting versus the family setting? * What is your conflict management style? Why do you think you have this style? * Do you have different styles for different roles you play throughout the day? Does the type of conflict dictate your style?   **Format** your paper consistent with APA guidelines.  **Graded Points** = 50. (Refer to Reflection Paper Rubric in Syllabus.) | 2.1 | Reflection Paper =  **2 hours** |
| **Career**  **Presentation/**  **Discussion**  **Three** | | **Career Presentation**  **Develop** a 2- to 3-minute, 10- to 12-slide, presentation on your career using Microsoft PowerPoint. This tutorial will guide you in adding sound and video to your presentation:  <http://www.gcflearnfree.org/office>  **Include** the following content in your presentation for each job you have held:   * Overview of the company * Summary of duties * Type of management (how many people do they report to, do they have to abide by specific rules) * Do you work in groups? Or do other departments work in groups? What are the benefits with that type of environment? * What might be some problems with having a group in this workplace? How might this help or hinder problem solving?   **Graded Points** (Presentation) = 25 (Refer to Presentations Rubric in Syllabus.)  **Post** your presentation.  **Respond** to other students’ presentations by answering the following:   * What do you find unusual or interesting? * What similarities or differences in career paths do you have with the other students?   **Graded Points** (Discussion Board) = 20 (Refer to Discussion Board Rubric in Syllabus.) | 2.1, 2.2, 1.3 | Presentation + Discussion Board =  **2 hours** |
| **Meeting/ Discussion Four** | | **Meeting**  **Take** notes at your next meeting (with friends, coworkers, church, or another function) on the different roles assumed by participants as the meeting progresses. If you do not see yourself attending a meeting in the near future, think back to when you were involved in a meeting.  **Post** your responses to the following questions:   * How did communication styles differ depending on the role the meeting participants assumed and the topics discussed? * What was a good role to play? What was a bad role to play? * How comfortable were you the different roles you played in the meeting? Provide specific examples.   **Respond** to the posts of two other students by comparing answers.  **Graded Points** = 20. (Refer to Discussion Board Rubric in Syllabus.) | 2.2 | Discussion Board =  **1 hour** |
| **Total** | |  |  | **6 hours** |

# Notes

In Week Two, students focus on specific types of communication processes—interviewing and collaborating—through understanding different types of relationships in the workplace, principles of interviewing, types of interviews, team dynamics, and enhancing teamwork. The learning activities and assignments provide opportunities to deepen understanding of the week’s content through critical analysis and skill building.

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| Week Three: Persuasive Techniques | | |  |  |
| **Learning Objectives** | | | **Alignment** |  |
| * 1. Analyze the history and techniques of persuasive language. | | | CLO3, CLO4, CLO5, CLO6 |  |
| * 1. Evaluate how language is used to persuade the audience. | | | CLO3 |  |
| * 1. Examine specific strategies for developing, organizing, and delivering effective professional presentations. | | | CLO4, CLO5 |  |
| **Required Learning Resources and Activities**  Students must complete the activities in this section as selected by the instructor. | | | **Alignment** | **AIE** |
| **Reading** | **Read** Chapters 12–14 of *Business and Professional Communication*. | | 3.1, 3.3 |  |
| **Aristotle’s Appeals to Reason/ Blog** | **Aristotle’s Appeals to Reason**  **Read** Ethos, Logos, Pathos: Three Ways to Persuade at <http://www.calstatela.edu/faculty/jgarret/3waypers.htm>  **Post** a 500-word blog entry responding to one question in each of the Questions for Discussion provided after each section of the reading, for a total of three questions. Discuss  any questions or concerns you have about using appeals in your presentations—particularly as they relate to these questions.  **Respond** to two other students’ comments.  **Graded Points** = 25. | | 3.1 3.2 | Blog =  **1 hour** |
| **Sales Persuasion/**  **Discussion**  **One** | **Sales Persuasion**  Browse through different online sellers on sites such as eBay, Amazon, Craigslist, or others. Identify techniques and language used to entice you to buy a product and provide specific examples.  How effective do you think these techniques are? If you were the seller, how would you enhance your item for better selling?  **Post** your findings.  **Respond** to two others’ comments.  **Graded Points** = 20. (Refer to Discussion Board Rubric in Syllabus.) | | 3.2, 3.3 | Discussion Board =  **1 hour** |
| **Persuasive Techniques/**  **Discussion**  **Two** | **Persuasive Techniques**  **Read** the blog [4 Persuasive Techniques To Become A Confident Persuader](http://persuasive-techniques.blogspot.com/2011/03/4-persuasive-techniques-to-become.html) located at  <http://persuasive-techniques.blogspot.com/>   * Think back to times when you used successful persuasive techniques. How did you do that? How did you motivate someone? How would you negotiate with someone? If you can’t think of how you used persuasive techniques, how have you seen someone else use them? * Did you ever use expectations as a way to persuade someone? Include an example of when you used this technique. For example, a manager has a task that usually takes about 1 day to complete. The manager assigns the task to an employee and tells the employee that the task normally takes 3 days to complete, but she or he knows the employee could complete the task in 1 day.   **Post** your findings.  **Respond** to two others’ comments.  **Graded Points** = 20. (Refer to Discussion Board Rubric in Syllabus.) | | 3.1 3.2 | Discussion Board =  **1 hour** |
| **Website Review/**  **Discussion**  **Three** | **Persuasive Speaking Techniques**  **Review** these websites to analyze persuasive speaking techniques and suggestions:  <http://www.learnnc.org/lp/pages/persuade-speaking-0702>  <http://www.studyguide.org/cm101_persuasive_speech.htm>  **Post** your reactions to the websites’ techniques and answer the following questions:   * How would you use what you learned in the readings in your presentations or writing? * What specific techniques would you incorporate? * How might this help your presentation?   **Graded Points** = 20. (Refer to Discussion Board Rubric in Syllabus) | | 3.2 3.3 | Discussion Board =  **1 hour** |
| **Total** |  | |  | **4 hours** |
| **Assignment(s)**  Students must complete the weekly assignment(s). | | | **Alignment** | **AIE** |
| **Final Project/**  **Persuasive Presentation** | | **Final Project/Persuasive Presentation: Week Three-Rough Draft**  **Create** a written rough draft (not including multimedia) of your Microsoft PowerPoint presentation based on your approved topic.  **Graded Points** = 25. (Refer to Presentations Rubric in Syllabus.) |  | Final Project/ Persuasive Presentation = **1 hour** |
| **Persuasive Analysis Presentation** | | **Persuasive Analysis Presentation**  **Research** the media for an advertisement that contains reasoning fallacies.  **Analyze** the advertisement and its use of fallacies.  **Prepare** an 8- to 10-slide Microsoft PowerPoint presentation of no more than 5 minutes based on your analysis that also includes:   * Summation of the advertisement * List of fallacies used * Definition of the fallacies and the reasons they are used * Reference slide listing all information sources used in your analysis   **Post** your presentation.  **Graded Points** (Presentation) = 25 (Refer to Presentations Rubric in Syllabus.)  **View** the presentations posted by other students and answer the following questions about at least one classmate’s presentation:   * Did the person communicate the presentation effectively? * Did you see Aristotle’s appeals in the presentation? How was that shown? * What other forms of fallacies did you notice from the other presentations? * If you were skeptical about any of the items presented, what made you skeptical? Was it the thoroughness of the presentation or just the advertisement itself?   **Graded Points** (Discussion)= 20. (Refer to Presentations Rubric in Syllabus.) | 3.1, 3.2 3.3 | Presentation + Discussion Board =  **2 hour** |
| **Persuasion Self-Analysis**  **Reflection**  **Paper** | | **Persuasion Self-Analysis Paper**  **Reflect** on experiences when you talked someone out of or into doing something. What techniques did you use? Was it a business or personal experience? Apply labels to those specific incidents.  **Write** a 2-page paper describing two persuasive experiences you have had that represent two different persuasive strategies described in *Business and Professional Communication*. Be sure to indicate which strategy relates to each experience.  **Format** your paper consistent with APA guidelines.  **Graded Points** = 50. (Refer to Reflection Paper Rubric in Syllabus.) | 3.2 | Reflection Paper =  **1 hour** |
| **Building Confidence/**  **Discussion Four** | | **Building Confidence**  What did you learn from this week’s readings that might help you build confidence in delivering speeches?  **Create** a list of the tips and strategies that you plan to use to build confidence in delivering effectives speeches.  **Graded Points** = 20. (Refer to Discussion Board Rubric in Syllabus.) | 3.3 | Discussion Board =  **1 hour** |
| **Total** | |  |  | **5 hours** |

# Notes

Week Three examines presentations from development (choosing a topic, audience analysis, support, and organization) through delivery (methods of speaking, delivery strategies, presentation aids, and responding to questions) and business writing skills, with special attention to persuasive techniques. The learning activities and assignments provide opportunities to deepen understanding of the week’s content through critical analysis and skill building.

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| Week Four: Multimedia Tools and Presentations | | |  |  |
| **Learning Objectives** | | | **Alignment** |  |
| * 1. Analyze various types and styles of multimedia for use in effective presentations. | | | CLO4, CLO5 |  |
| * 1. Apply a variety of multimedia tools in presentations. | | | CLO4, CLO5 |  |
| * 1. Use effective speaking techniques in presentations with multimedia. | | | CLO4, CLO5, CLO6 |  |
| **Required Learning Resources and Activities**  Students must complete the activities in this section as selected by the instructor. | | | **Alignment** | **AIE** |
| **Reading** | **Read** the Appendices in *Business and Professional Communication*. | |  |  |
| **Article Review**  **One** | **Article Review One – Effective Presentation Design**  **Review** the short article “Effective Presentation Design” at  <http://www.unf.edu/~tcavanau/publications/site2001/effective.htm>  After reading this article, which multimedia tools will you choose to use in your presentation? How did you decide? In what ways will those elements of multimedia enhance your presentation?  **Submit** a 1-page review in APA format.  **Graded Points** = 25. | | 4.1, 4.2 | Article Review =  **1 hour** |
| **Article Review**  **Two** | **Article Review Two – Creating Enhanced Multimedia Presentations**  **Review** one tutorial at  <http://www.gcflearnfree.org/office>  Choose one or more tutorials, based on the version of PowerPoint you are currently using, which explain how to use multimedia tools in PowerPoint. Which tools did you attempt to use? How effective were the directions in helping you to include these tools in creating your presentation? Which tools work best for you? Would you use any other tools in another presentation?  **Submit** a 1-page review in APA format.  **Graded Points** = 25. | | 4.1, 4.2 | Article Review =  **1 hour** |
| **Article Review**  **Three** | **Article Review Three – Presentation Tips**  **Review** “Presentation Tips” at  <https://www.washington.edu/doit/TeamN/present_tips.html>  What do you think of the tips presented in this article? Which do you think might be most helpful in preparing and delivering presentations?  **Submit** a 1-page review in APA format.  **Graded Points** = 25. | | 4.1, 4.2, 4.3 | Article Review =  **1 hour** |
| **Rhetorical Devices**  **Discussion**  **One** | **Rhetorical Devices**  **Watch** video of Dr. Martin Luther King’s “I Have a Dream” speech at <http://www.youtube.com/watch?v=smEqnnklfYs>  **Examine** the organization of the speech by identifying the following:   * Purpose and central idea (or thesis) * Introduction and conclusion * Topic of each major section   **Find** at least one example of each of these rhetorical devices King uses, and explain their effect on the audience. You may need to research any unfamiliar rhetorical devices.   * Simile * Metaphor * Repetition * Imagery * Alliteration * Parallel structure * Allusion   **Post** your findings to share with the class and identify any new information from others’ posts.  **Graded Points** = 20. (Refer to Discussion Board Rubric in Syllabus.) | | 4.3 | Speech Analysis + Discussion Board =  **1 hour** |
| **Total** |  | |  | **4 hours** |
| **Assignment(s)**  Students must complete the weekly assignment(s). | | | **Alignment** | **AIE** |
| **Final Project/**  **Persuasive Presentation** | | **Final Project/Persuasive Presentation: Week Four – Add Multimedia**  **Review** the articles in this week’s resources and activities to determine what multimedia tools you will include in your persuasive presentation.  **Graded Points** = 25. (Refer to Presentations Rubric in Syllabus.) |  | Final Project/  Persuasive Presentation = **1 hour** |
| **Informative Presentation** | | **Informative Presentation**  **Develop** a 3- to 5-minute (8 to 12 slides) informative presentation with Microsoft PowerPoint on a topic of your choice, which you will present to the class.   * Choose a topic that interests you, one which you would like to research, such as an historical event, television show, movie, academic subject, or vacation site. * Include the following in your presentation:   + Rationale for topic choice   + Background on topic   + New information on the topic that is not common knowledge   + Multimedia, such as YouTube, background music, or others * Incorporate techniques you have learned in the course.   **Graded Points** = 25. (Refer to Presentations Rubric in Syllabus.) | 4.1, 4.2 | Presentation=  **1 hour** |
| **Verbal and Nonverbal Cues Blog** | | **Verbal and Nonverbal Cues**  **Read** the sample informative speech on pp. 289–291 of *Business and Professional Communication*. Refer to pp. 47–65 of Chapter 3 for a review of verbal and nonverbal communication. Identify verbal and nonverbal cues you would use if you were delivering that speech. Also, consider what you perceive to be the strengths and weaknesses of the speech.  **Write** a 500-word self-reflection blog on how you would incorporate verbal and nonverbal cues if you were to deliver this speech. What specific techniques might you add to make your speech more effective?  **Respond** to two other students’ comments.  **Graded Points** = 25. | 4.3 | Blog =  **1 hour** |
| **Props and Multimedia Discussion**  **Two** | | **Using Props and Multimedia Tools**  **Imagine** yourself getting a speech ready for a toast at your best friend’s wedding. You want to make your speech memorable, so you decide to include props in your speech.  To make your speech unique, how would you incorporate props? How might you connect the prop to your relationship with your friend?  In the past, when giving presentation using a film projector or overhead projector, issues would constantly occur. For instance, in the film projector, the film reel would unwind; with an overhead projector, the light bulb would burn out. Currently, there are different forms of presenting media in a classroom. Consider the potential issues that would arise when presenting using current media tools.  What types of multimedia tools have you used or do you plan to use for a presentation? What are your concerns about employing different types of media in your presentation? What do you anticipate happening, and how concerned are you about problems arising? What would you do to fix those potential issues?  **Post** your answers to the above questions on props and multimedia  **Respond** to two others’ comments.  **Graded Points** = 20. (Refer to Discussion Board Rubric in Syllabus.) | 4.1, 4.2 | Discussion Board =  **1 hour** |
| **Total** | |  |  | **4 hours** |

# Notes

In Week Four, students focus on multimedia and its value in presentations while they also learn techniques for managing their time, such as setting goals and prioritizing work. The learning activities and assignments provide opportunities to deepen understanding of the week’s content through critical analysis and skill building.

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| Week Five: Questioning Techniques and Feedback Analysis | | |  |  |
| **Learning Objectives** | | | **Alignment** |  |
| * 1. Analyze types of questions and purposes of responses when evaluating presentations. | | | CLO1, CLO3, CLO5 |  |
| * 1. Evaluate the components of speeches to respond to questions and the overall effectiveness of presentations. | | | CLO1, CLO4, CLO5, |  |
| * 1. Create appropriate presentations within a professional setting. | | | CLO2, CLO4, CLO5, CLO6 |  |
| **Required Learning Resources and Activities**  Students must complete the activities in this section as selected by the instructor. | | | **Alignment** | **AIE** |
| **Reading** | **Review** Chapters 12–14 of *Business and Professional Communication*. | | 5.1, 5.2 |  |
| **Video**  **Discussion**  **One** | **Good and Bad Presentations**  **Watch** “Good and Bad Presentations” at  <http://www.youtube.com/watch?v=EFJg1T2hMk8>  **List** the bad points of the first presentation and then address how the presentation corrected those problems in the second one. Are those corrections made in the manner you would have altered them? If not, how would you have changed those elements? Is the second presentation the best effort? If not, how would you improve the second presentation to make it even better?  **Post** your answers to the questions.  **Respond** to two others’ comments.  **Graded Points** = 20. (Refer to Discussion Board Rubric in Syllabus.) | | 5.2 | Discussion Board =  **1 hour** |
| **Video**  **Discussion**  **Two** | **Common Presentation Mistakes**  **Watch** “Can you spot the 10 common mistakes in this presentation?” at <http://www.youtube.com/watch?v=BBthvuOQpKc>  **List** the mistakes as you watch the video. Did you come up with more or fewer than 10 mistakes? How would you correct those mistakes? How can you avoid making those mistakes in your presentation?  **Post** your answers to the questions.  **Respond** to two others’ comments.  **Graded Points** = 20. (Refer to Discussion Board Rubric in Syllabus.) | | 5.1, 5.2 | Discussion Board =  **1 hour** |
| **Effective**  **Delivery**  **Blog** | **Effective Delivery**  **Watch** “Bill Cosby Himself” at  <http://www.youtube.com/watch?v=-tf1K1P2Skw&playnext=1&list=PL44D16E22D8352CEE&feature=results_main>  **Choose** a segment of the video to review and note qualities of effective presentations used in that segment.  **Post** a 500-word blog entry with your list of effective techniques that Cosby uses to deliver his comments. What main point is he making? How does he use personal experiences to connect with the audience? How does he use nonverbal communication to his advantage? How does he try to persuade the audience?  **Respond** to two other students’ comments.  **Graded Points** = 25. | | 3.2 5.1 5.2 | Blog =  **1 hours** |
| **Total** |  | |  | **3 hours** |
| **Assignment(s)**  Students must complete the weekly assignment(s). | | | **Alignment** | **AIE** |
| **Final Project/**  **Persuasive Presentation** | | **Final Project/Persuasive Presentation: Week Five – Submit Final Version**  **Complete** your final version of your persuasive presentation.  **Graded Points** = 25. (Refer to Presentations Rubric in Syllabus.) | 5.1, 5.2, 5.3 | Final Project/  Persuasive Presentation  **= 1 hour** |
| **Final Persuasive Presentation Analysis/**  **Discussion**  **Three** | | **Final Persuasive Presentation Analysis**  Post your Final Persuasive Presentation.  **Watch** the presentations from each member of the class.  **Select** three presentations that you found interesting and different from the other presentations. Look at the topic choice, substance, appropriateness, organization, logic, and language as well as imagination and creativity. Analyze each based on what you’ve learned about persuasive presentations from this class.  **Graded Points** = 20. (Refer to Discussion Board Rubric in Syllabus.) |  | Discussion Board =  **1 hour** |
| **Informative Presentation Analysis/**  **Discussion Four** | | **Informative Presentation Analysis**  **Post** your Week Four Informative Presentation.  **Watch** the presentations from each member of the class.  **Respond** to the following:  Think about the variety of multimedia available. What made you choose the ones for your presentation? How would you have incorporated different multimedia in your presentation? What are some new tools that you would have been interested in using?  **Graded Points** = 20. (Refer to Discussion Board Rubric in Syllabus.) | 5.1 5.2 | Discussion Board =  **1 hour** |
| **Discussion Five** | | **Questions**  Think about your experiences giving presentations. How do you deal with questions during a presentation? Were you intimidated by any of the questions asked of you?  **Post** your initial response and **Respond** to two others’ comments.  **Graded Points** = 20. (Refer to Discussion Board Rubric in Syllabus.) | 5.2 | Discussion Board =  **1 hour** |
| **Total** | |  |  | **4 hours** |

# Notes

Week Five delves more deeply into presentation development and delivery through examining the steps necessary for creating effective presentations, receiving feedback, handling questions, and critiquing presentations. The course culminates in a persuasive business presentation that incorporates all learning in the course. The learning activities and assignments provide opportunities to deepen understanding of the week’s content through critical analysis and skill building.

# Breakdown of Academic Instructional Equivalencies

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|  |  |  |
| **Week 1** |  |  |
| Required |  | 9 hours |
| Supplemental |  |  |
|  |  |  |
| **Week 2** |  |  |
| Required |  | 9 hours |
| Supplemental |  |  |
|  |  |  |
| **Week 3** |  |  |
| Required |  | 9 hours |
| Supplemental |  |  |
|  |  |  |
| **Week 4** |  |  |
| Required |  | 8 hours |
| Supplemental |  |  |
|  |  |  |
| **Week5** |  |  |
| Required |  | 7 hours |
| Supplemental |  |  |
|  |  |  |
|  |  |  |
| **Total Required Hours** |  | 42 hours |
| **Total Supplemental Hours** |  | 0 |
| **Total Hours** |  | 42 hours |