

MMC5046: *Presentation Power*

Sections: 1C07, 1C10 and 189A
University of Florida | Spring 2017

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Instructor Bio: A painfully shy child who struggled to find her voice, Tatiana has made a career of helping others find theirs. In her current role managing communications and external affairs at Colgate-Palmolive, she helps give the global consumer packaged goods company a voice with which to tell its story. She holds a BS degree in mass communications and English from Florida International University, an MA in journalism from the Newhouse School of Public Communications at Syracuse University and an MS degree in strategic communications from Columbia University. Though Tatiana has (mostly) shed her childhood shyness, her child-like curiosity for exploring new places and learning new things remains intact.

Contact: For general questions and comments related to course concepts, assignments, policies and procedures, please post to the *General Discussion* forum on the course site. For matters more personal in nature (i.e. grades, emergencies), please email me directly.

Office Hours: Virtual (via Facetime/Google Hangout) or phone, by appointment. To schedule, please contact me via email or text message. I will do my utmost best to respond to you within 24 hours.

Course Site: In Canvas. To access, go to <http://lss.at.ufl.edu> and log on with your GatorLink account.

Technical Help: For technical issues with course access or e-learning in Canvas, contact UF Helpdesk at <http://lss.at.ufl.edu/help.shtml> / (352) 392-HELP (4357) / Learning-support@ufl.edu

Course Description:

"In the modern world of business, it is useless to be a creative, original thinker unless you can also sell what you create. Management cannot be expected to recognize a good idea unless it is presented to them by a good salesman."
-- David Ogilvy

In the time it takes you to read this sentence, over 2,000 PowerPoint presentations will have been given across the globe¹. That figure doesn't even account for presentations developed in similar software programs like Prezi, Google Presentations and Keynote. As one of the most widely used communication tools today (second only to email), we rely on presentations to help us convey our most important messages and ideas. Why then, are slideshow presentations as universally detested as they are common?

A strong presentation has the power to transform an audience's beliefs and influence their behavior. Unfortunately, we're more often exposed to bad presentations – think endless bullet point lists, cliché clip art and nauseating animation. We've spent so much time listening to and delivering lackluster slideshows that

¹ Based on estimate that 350 PowerPoint presentations are given each second across the globe:
<http://www.bloomberg.com/news/articles/2012-08-30/death-to-powerpoint>

we've come to accept it as the norm. But to succeed in today's increasingly competitive market, business professionals need to be able to communicate through the noise by delivering memorable, moving presentations.

Presentation Power is a 12-week course designed to help you become a more effective sales professional by changing the way you sell your ideas. Together, we will examine key principles of persuasion, storytelling and design to help you influence audiences and inspire action. We will also explore tried-and-true methods for crafting and delivering messages that stick.

Course Objectives:

By the end of this course, students will have:

- A better understanding of the core components needed to create a powerful presentation: *argument, story, design* and *delivery*
- A new strategic framework for crafting persuasive presentations that move audiences
- Knowledge of how to use strategic storytelling to evoke emotion and drive decision-making
- New perspective on commonly made mistakes that turn audiences off

Course Format & Expectations:

Presentation Power is a 12-week course that is divided into 12 modules. Each of these modules contains a designated series of lectures, readings and videos that lead into that respective week's discussion topic and assignments.

Throughout the semester, there will be **weekly (12) discussion posts, 8 assignments** of varying length/detail, **1 peer review** and **1 final presentation**. All lectures, readings, discussion topics, assignments, reference videos and other instructions are on the course website in [Canvas](#).

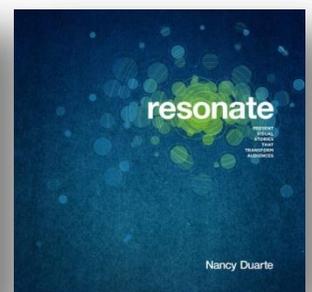
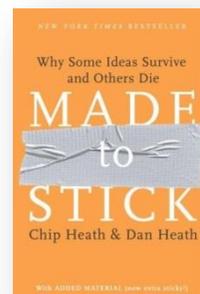
You are expected to complete work on time and participate in class discussions in a professional manner while respecting the instructor and fellow students.

Ownership Education

As graduate students, you are not passive participants in this course. All students in the *Cross Media Sales* program have a background in marketing, advertising, public relations, journalism, or similar fields. This class allows you to not only take ownership of your educational experience but to also provide your expertise and knowledge in helping your fellow classmates. The Canvas shell will have an open Q&A thread where you should pose questions to your classmates when you have a question as it relates to an assignment or an issue that has come up at work. Your classmates along with your instructor will be able to respond to these questions and provide feedback and help. This also allows everyone to gain the same knowledge in one location rather than the instructor responding back to just one student which limits the rest of the class from gaining this knowledge.

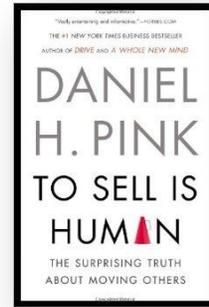
Required Text/Readings:

1. ***Made to Stick: Why Some Ideas Survive and Others Die*** by Chip Heath and Dan Heath, Random House, 2007
2. ***Resonate: Present Visual Stories That Transform Audiences*** by Nancy Duarte, Wiley, 2010



Recommended Reading:

To Sell is Human: The Surprising Truth About Moving Others by Daniel H. Pink, Riverhead Books, 2012



Additional readings assigned throughout the course are available in digital format on the course site in Canvas within the designated modules.

Readings are a key component of the course curriculum and successfully complete the discussions You are expected to read all assigned

Prerequisite Knowledge and Technical Requirements:

Students taking this course should have strong writing skills through academic or work experience and have the ability to communicate effectively and creatively.

This course will require you to create video presentations in a digital, shareable format. To successfully complete these course assignments, students will need to have access to, and working knowledge of, the following software and web platforms:

- Microsoft Word, PowerPoint
 - UF students can download Office 365 Pro Plus software for free at <http://www.it.ufl.edu/gatorcloud/free-software-downloads-office-365-proplus/>
- YouTube or Vimeo account to upload and host presentations
- Google Hangouts or Facetime account for presentation rehearsals
- Video recording device
 - Computer webcam (desktop or laptop) or digital/cell phone video camera

Course Policies:

You are responsible for knowing and honoring the following *Power Presentation* course policies:

Attendance Policy

Because this is an online asynchronously delivered course, attendance in the form of calling roll will not occur; however, students are expected to sign onto the course site at least once each day throughout the 12-week term to check for course updates in the *Announcements* and *Discussion* sections of the site.

Late Work and Make-up Policy

Because deadlines are critical to this class, you will be expected to complete all course work on or before the due date. Deadline extensions are only granted for emergencies or extenuating circumstances and will require preapproval and proper documentation. Minor inconveniences such as family vacation or minor illness are not valid reasons for extensions.

Unless a preapproved extension has been granted, work submitted within 24 hours of the due date will automatically receive a penalty deduction of 25%. No work will be accepted 24 hours after the due date.

Technical Issues uploading work is not a valid excuse for late submissions. If you are having technical difficulties with Canvas, you are expected to submit completed work via email. Students should compensate for technical difficulties by not waiting until the last minute to submit work.

Emergency and Extenuating Circumstances Policy

Students who face emergencies, such as a major personal medical issue, a death in the family, serious illness of a family member, or other situations beyond their control should notify their instructors immediately.

Students are also advised to contact the Dean of Students Office if they would like more information on the medical withdrawal or drop process: <https://www.dso.ufl.edu/care/medical-withdrawal-process/> .

Students MUST inform their academic advisor before dropping a course, whether for medical or non-medical reasons. Your advisor will assist with notifying professors and go over options for how to proceed with their classes. Your academic advisor is Tiffany Robbert, and she may be reached at trobbert@jou.ufl.edu .

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalogue at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Grading

All assignments will be graded on 100 point scale. Your work in this course will be weighted as follows:

- Discussion Posts (12) 20%
- Discussion Post Comments (12) 10%
- 'Lesson Learned' StorySLAM 10%
- Elevator Pitches (2) 20%
- Pecha Kucha Storyboard Outline 10%
- Pecha Kucha Recorded Rehearsal 5%
- Pecha Kucha Peer Review 5%
- Final Pecha Kucha Presentation 20%

The final grade will awarded as follows:

A	100%	to	92.5%
A-	< 92.5%	to	89.5%
B+	< 89.5%	to	86.5%
B	< 86.5%	to	82.5%
B-	< 82.5%	to	79.5%
C+	< 79.5%	to	76.5%
C	< 76.5%	to	72.5%
C-	< 72.5%	to	69.5%
D+	< 69.5%	to	66.5%
D	< 66.5%	to	62.5%
D-	< 62.5%	to	59.5%
F	< 59.5%	to	0%

Current UF policies for assigning grade points can be found at

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Course and Assignment Details:

This section provides an overview of (and respective due dates for) the coursework and assignments that will be used to evaluate your mastery of the course material. Please refer to each individual module on the course site in Canvas for additional details regarding lectures, discussion topics and readings.

Weekly Deadlines

This class, like others, involves many deadlines. Here is a reminder.

- Discussion Posts 8 PM (EST) on Thursday
- Discussion Post Comment Midnight (EST) Sunday
- Assignments Midnight (EST) Sunday

Weekly Course Lectures

I will post a lecture video to Canvas for 10 of the 12 weeks, as well as two additional videos – one is an introduction to the course and course topic and the other will cover the syllabus. Although it is possible to watch the pre-recorded video lectures at any time and at any pace, keeping up with the videos week to week according to the schedule will be easier as many build off the other along with the weekly readings. These videos will vary in length depending on the material. It is your responsibility to watch each of the videos.

There will also be **two** live lectures (midway through and toward the end of the course) to give you a chance to ask questions and share course feedback directly with me. These lectures will be recorded, so if you can't take part live, you will be able to catch up afterward. However, you are expected to do all you can to participate live. The aim for this interaction is to provide you with more skills and ideas for course assignments and beyond.

Discussion Posts

Discussion will be an integral part of this course. In addition to reviewing weekly module lectures, readings and videos, you will also be required to participate in weekly discussions in Canvas. At the start of each week, I will post a question or scenario prompt for you to respond to (after you've completed reviewing the module materials) in a **250-350**-word written post.

Discussion topics will vary week-to-week – some may ask you to share feedback or reaction to course material, while others may ask you to respond to a question that requires you apply relevant course learnings. You must review the prompt and respond with thoughts, comments, ideas that provide a meaningful contribution to the discussion. Your response should not be a summary of the material presented or covered in the readings/videos, but rather provide an original response/reaction.

You will not be able to edit your copy once it has been posted so please take time to review and proofread before you officially post.

Weekly discussion posts are due by 8 PM (EST) on Thursdays.

Discussion Posts will be awarded 0-100 points according to the following levels of completion:

Criteria	Excellent	Good	Unsatisfactory
Content (30%)	Post addresses topic question/prompt, stimulates further discussion, includes several supporting details and/or examples, and is appropriate length	Post is appropriate lengthy but only partially addresses the topic question/prompt, and does not give details or examples	Response does not meet length requirements and does not address topic question/prompt
Original Analysis (30%)	Expertly draws from lectures and outside materials using both	Provides sufficient evaluation of lectures and outside materials to	Related lectures and outside materials are simply summarized /

	analysis and synthesis to illuminate the subject	demonstrate a reasonable level of analysis and synthesis	presented without analysis or synthesis
Relevance (30%)	Makes connection between course content and personal reflection	Makes some connections between course content and personal reflection but connections are not sufficient or clearly explained	Does not connect course content to personal reflection
Mechanics (10%)	Precise syntax and superior usage of grammar, punctuation and spelling	Syntax is clear and the relatively few grammar punctuation or spelling errors do not impede	Syntax is sometimes garbled and errors in grammar, punctuation and spelling disrupt understanding

Discussion Post Comments

You will also be required to read all of your classmates' posts and comment on with a **250-350**-word written reply to at least one post per weekly discussion. Your comments should share original thoughts, feedback or guidance relevant to the post and discussion topic. You must share your initial post before responding to classmates' contributions.

Weekly discussion post comments are due by Midnight (EST) on Sundays.

Discussion Post Comments will be awarded 0-100 points according to the following levels of completion:

Criteria	Excellent	Good	Unsatisfactory
Content (30%)	Comments enhance the learning experience by challenging existing and/or adding new perspective	Responds to learning experience nearly fully, demonstrating a good understanding of what has been discussed but lacks new/fresh ideas	Response does not enhance learning experience. May include recognition of post, but little else of value
Insight (30%)	Original or compelling, focused and persuasive views are offered	Main point of comment is clear	Purpose of comment is unclear due to either misunderstanding or lack of focus
Relevance (30%)	Comments offer original thought/feedback, and thoroughly cites own experiences or real life incidents to highlight learning	Comments cite some relevant experience or real life incidents to give additional context	Comments do not provide real world relevance
Mechanics (10%)	Precise syntax and superior usage of grammar, punctuation and spelling	Syntax is clear and the relatively few grammar punctuation or spelling errors do not impede	Syntax is sometimes garbled and errors in grammar, punctuation and spelling disrupt understanding

Persuasive Elevator Pitch (2)

To help benchmark your progress developing powerful, persuasive presentations, you will be assigned two recorded “elevator pitches” – one in the beginning of the course and the second, near the end. The term “elevator pitch” was coined to refer to a sales pitch that could be delivered during a 30-second elevator ride. Your elevator pitches will be a bit longer than that, but must not exceed more than 2.5 minutes.

Within the allotted time, you will attempt to persuade the target audience (an early-in-career, accomplished older “Millennial” job candidate) to take specific action (join your sales team) by pitching yourself as a leader, and your (real or imagined) organization as an employer. Keep in mind that this candidate has a plethora of alternative opportunities, including a standing job offer with one of today’s most popular social media networks. You can support your pitch with one visual (equivalent to the size of a single PowerPoint slide), of which the specific medium and exact use is up to you.

Persuasive Elevator Pitches will be awarded 0-100 points according to the following levels of completion:

Criteria	Excellent	Good	Unsatisfactory
Audience (35%)	Demonstrates a clear understanding of the target audience through approach to engaging/appealing to them	Generally appears to target the appropriate audience but there may be some ambiguity or generality	Demonstrates a lack of understanding of the target audience
Argument (35%)	Offers clear, compelling and persuasive argument. Thoughtfully presents, analyzes and refutes opposing viewpoints	Offers clear, solid argument with opposing viewpoint presented and though overall compelling, is not entirely persuasive	Argument is unclear and/or incomplete either through poor conceptualization or inadequate framing of arguments
Message/Delivery (30%)	Key message is clear, original and relevant to argument. Demonstrates creative, strategic delivery techniques	Key message is clear and relevant to argument but may not be entirely focused or message delivery lacks creativity	Message is not clear or coherent or gets lost in the delivery

‘Lesson Learned’ StorySLAM video

Applying what you’ve learned about storytelling, you will deliver your own The Moth-inspired StorySLAM video. The Moth is a New York City based non-profit dedicated to the art and craft of storytelling. StorySLAMs are live storytelling competitions where participants tell 5-6 minute true stories, without notes or visuals. Each show has a different theme for the storytellers to explore, which they often do in unexpected ways.

The theme for this assignment is ‘Lesson Learned’: *It happens to everyone. You made a mistake. Take this opportunity to share the wisdom from your faults and teach others not to make the same mistake you did. These stories of lessons learned will remind us not to make the same mistake twice.*

Your ‘Lesson Learned’ StorySLAM will be awarded 0-100 points according to the following levels of completion:

Criteria	Excellent	Good	Unsatisfactory
Story (50%)	Exhibits strong, strategic storytelling techniques. Content is very clear, coherent and relevant to the given topic	Demonstrates adequate storytelling techniques. Content is clear though may not all be entirely relevant to the given topic	Fails to demonstrate any relevant, strategic storytelling techniques. Content is not clear or coherent
Delivery (50%)	Demonstrates expert presentation skills across pace/tone/volume, clarity, confidence/poise, gestures, and rapport with audience. Delivery enhances impact of message	Demonstrates strong /adequate presentation skills across many of the measures though not consistently throughout	Demonstrates poor presentation skills across most/all measures. Delivery detracts from the message

[Pecha Kucha](#)

The final assignment for this course will be a persuasive presentation delivered in Pecha Kucha style. Japanese for “chit-chat,” Pecha Kucha presentations consist of 20 slides that advance automatically every 20 seconds, totaling up to 6 minutes and 40 seconds worth of lively, engaging and - if executed well - persuasive narrative.

Your goal with this assignment is to persuade a potential customer (real or hypothetical) to adopt your idea/proposal and take action. But in the format of 20 seconds per slide, with no words on the slides - just images. Developing and presenting a Pecha Kucha gives you the opportunity to apply what you’ve learned throughout the course.

Pecha Kuchas will be evaluated on four and awarded 0-100 points according to the following levels of completion:

Criteria	Excellent	Good	Unsatisfactory
Argument (25%)	Offers a clear, credible and relevant argument. Thoughtfully presents, analyzes and refutes opposing viewpoints	Offers clear argument with opposing viewpoint presented and though overall compelling, is not entirely persuasive	Argument is unclear and/or incomplete either through poor conceptualization or inadequate framing of arguments
Story (25%)	Exhibits strong, strategic storytelling techniques. Content is very clear, coherent and relevant to argument	Demonstrates adequate storytelling techniques. Content is clear though may not all be entirely relevant to support of argument	Fails to demonstrate any relevant, strategic storytelling techniques. Content is not clear or coherent
Visuals (25%)	Uses appropriate, relevant and thoughtful visuals to convey Pecha Kuchua's purpose/argument. Images helps enhance audience engagement	Uses mostly relevant, adequate quality visuals. Images may lack overall consistency and originality, and some visuals may distract from presentation	Consistently poor use of visuals. Most images lack relevancy and/or distract from the presentation
Delivery (25%)	Demonstrates expert presentation skills across	Demonstrates strong /adequate presentation skills	Demonstrates poor presentation skills across

	pace/tone/volume, clarity, confidence/poise, gestures, and rapport with audience. Delivery enhances impact of message.	across many of the measures though not consistently throughout	most/all measures. Delivery detracts from the message
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Pecha Kucha Storyboard Outline – Before you build out the presentation slides for your Pecha Kucha, you will need to create a storyboard outline with your key messaging and proposed visuals for each of the 20 slides. This will give you an opportunity to receive feedback to develop your story/messaging prior to working in presentation deck. The storyboard template you will need to use to create your outline and additional instructions are available in Canvas.

Pecha Kuchas Storyboard Outlines will be awarded 0-100 points according to the following levels of completion:

Criteria	Excellent	Good	Unsatisfactory
Argument (40%)	Offers a clear, credible and relevant argument. Thoughtfully presents, analyzes and refutes opposing viewpoints	Offers clear, solid argument with opposing viewpoint presented and though overall compelling, is not entirely persuasive	Argument is unclear and/or incomplete either through poor conceptualization or inadequate framing of arguments
Story (40%)	Exhibits strong, strategic storytelling techniques. Content is very clear, coherent and relevant to argument	Demonstrates adequate storytelling techniques. Content is clear though may not all be entirely relevant to support of argument	Fails to demonstrate any relevant, strategic storytelling techniques. Content is not clear or coherent.
Visuals (20%)	Uses appropriate, relevant and thoughtful images to convey Pecha Kuchua's purpose/argument. Helped enhance audience engagement	Uses mostly relevant, adequate quality visuals. Images may lack overall consistency and originality, and some visuals may distract from presentation	Consistently poor use of visuals. Most images lack relevancy and/or distract from the presentation

Pecha Kucha Recorded Rehearsal and Peer Review – You will record a rehearsal of your Pecha Kucha and post online to the course site for both instructor and peer review. You will be assigned to teams of 2-3 and asked to prepare written feedback to share with your teammate(s) and also submit as an assignment in Canvas. This assignment will give you an opportunity to get valuable feedback to help you revise and fine-tune your presentation.

Pecha Kucha Recorded Rehearsals will be awarded 0-100 points according to the levels of completion described in the final Pecha Kucha presentation rubric.

Thinking critically about your peers' presentation will also help you think more critically about your own. Now is the time to pay attention to all the details that make a presentation effective, both as a presenter as well as an audience member. You are expected to seek and share feedback in a productive, respectful manner. As an audience member, note any slides you think could be more exciting, or a strong presentation that needs a sharper opening or closing. Capture your gut reaction to the presentation. Consider how persuasive the

presenter's argument is, how effective the storytelling and use of visuals are, and how well the presenter delivers the message.

Use the Pecha Kucha grading rubric to guide your evaluation of the effectiveness of the presentation. After your rehearsal, complete written responses to the questions:

- How persuasive was the presentation?
- What worked? What didn't?
- Did the opening get your attention? Did the presentation end with an impact?
- Was the presenter's pace well timed? Did they seem rushed? Did the presentation move too slow?

Pecha Kuchas Peer Review will be awarded 0-100 points according to the following levels of completion:

Criteria	Excellent	Good	Unsatisfactory
Feedback Relevance (50%)	Comments offer valuable insight/feedback and enhance the learning experience	Comments adequately enhance learning, offer some insight and guidance though not consistently	Feedback does not offer any insight or guidance of value
Mechanics (50%)	Precise syntax and superior usage of grammar, punctuation and spelling	Syntax is clear and the relatively few grammar punctuation or spelling errors do not impede	Syntax is sometimes garbled and errors in grammar, punctuation and spelling disrupt understanding

Assignment Submission Due Dates

All assignments are to be submitted electronically through *Assignments* in Canvas.

- | | |
|---------------------------------------|------------------------------------|
| • Elevator Pitch #1 | Midnight (EST) Sunday, January 8 |
| • Final Presentation Topic Submission | Midnight (EST) Sunday, January 29 |
| • 'Lesson Learned' StorySLAM | Midnight (EST) Sunday, February 5 |
| • Pecha Kucha Storyboard Outline | Midnight (EST) Sunday, February 19 |
| • Elevator Pitch #2 | Midnight (EST) Sunday, March 5 |
| • Pecha Kucha Recorded Rehearsal | Midnight (EST) Sunday, March 12 |
| • Pecha Kucha Peer Review | Midnight (EST) Sunday, March 19 |
| • Final Pecha Kucha Presentation | Midnight (EST) Sunday, March 27 |

University Policies:

University Policy on Accommodating Students with Disabilities

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC is located in room 001 in Reid Hall or you can contact them by phone at 352-392-8565.

[Netiquette: Communication Courtesy](#)

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

[Class Demeanor](#)

Mastery in this class requires preparation, passion, and professionalism. Students are expected, within the requirements allowed by university policy, to attend class, be on time, and meet all deadlines. Work assigned in advance of class should be completed as directed. Full participation in online and live discussions, group projects, and small group activities is expected.

My role as instructor is to identify critical issues related to the course, direct you and teach relevant information, assign appropriate learning activities, create opportunities for assessing your performance, and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for you to have confidence that you have mastered the material and for me to determine that you are meeting all course requirements.

At all times it is expected you will welcome and respond professionally to assessment feedback, that you will treat your fellow students and me with respect, and that you will contribute to the success of the class as best as you can.

[Other Resources](#)

Other resources are available at <http://www.distance.ufl.edu/> getting-help for:

- Counseling and Wellness resources
 - <http://www.counseling.ufl.edu/cwc/> (352) 392-1575
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please contact your program director and/or student support coordinator at distancesupport@jou.ufl.edu or visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

[Course Evaluation](#)

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>

Evaluations are typically open during the last two or three weeks of the semester. Students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>

[University Policy on Academic Misconduct](#)

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>

The University of Florida Honor Code was voted on and passed by the Student Body in the fall 1995 semester. The Honor Code reads as follows:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, (352) 392-1261.

[Academic Honesty](#)

All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students' responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

Plagiarism: Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

Cheating: Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

Misrepresenting Research Data: The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason any intentional misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.

Students are expected to adhere to the University of Florida Code of Conduct

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>

If you have additional questions, please refer to the Online Graduate Program Student Handbook you received when you were admitted into the Program.

MMC5046: Course Schedule (Spring 2017)

- [Insert link to recorded syllabus introduction](#)

Weekly Schedule

With the exception of Week 1, each course week/module will begin on MONDAY and end on SUNDAY. Per the semester start date, Week 1 will begin on Wednesday and end on Sunday.

PART 1: STORY

WEEK ONE: Course Overview / The “Heart” of Persuasion

January 4 – January 8, 2017

Learning Objectives:

- Review/clarify course objectives, structure, schedule and assignments
- Identify key drivers of human behavior, motivation and persuasion

Required Readings:

- *Resonate*, Chapter 1 & 2
- [“To Persuade People, Tell Them a Story”](#) - *Wall Street Journal* article
- [“TED Talks that Go Viral Have One Thing in Common,”](#) *Forbes Leadership* article
- [“You’ve Got Millennial Employees All Wrong”](#) *Forbes Entrepreneurs* article

Watch:

- Recorded video, *Course Overview*
- Recorded lectures, *The Heart of Persuasion (Part 1 & 2)*
- [“Are We in Control of Our Own Decisions?”](#) – TED Talk by Dan Ariely
- [“The Moth Presents: Aleeza Kazmi”](#) – Moth High School GrandSLAM

Assignments:

1. **Pitch #1 Due by MIDNIGHT (EST) SUNDAY, January 8**
2. **Discussion Post and at least one Discussion Post Comment**
 - ✓ **Discussion Topic:** More questions appear to have been raised than answered in the early morning hours of Wednesday, November 9, 2016 when the results of the presidential election were announced. Among the most widely debated questions is that of the modern relevancy of the Electoral College. Imagine you are tasked with persuading an undecided audience to vote for or against keeping the system in place. What argument would you use to influence their decision? (For background reference, read [“The Electoral College is Hated by Many. So Why Does it Endure?”](#) *New York Times* article from November 10, 2016.)

WEEK TWO: Knowing Your Audience

January 9 – January 15, 2017

Learning Objectives:

- Use audience analysis framework to help understand their perspective and motivation
- Identify and prepare for sources of audience resistance in order to spark action
- Map audience journey from where they are to where you hope to move them to

Required Readings:

- *Resonate*, Chapters 3 & 4
- *Made to Stick*, Chapters 1& 2
- [“Pecha Kucha: Get to the PowerPoint in 20 Slides Then Sit the Hell Down,”](#) *Wired* magazine article
- [“Great Marketers Know These 4 Techniques They Teach in Journalism,”](#) *Daily Egg* blog post

Watch:

- Recorded lecture, *Knowing Your Audience*
- [“The Power of Powerless Communication,”](#) TED Talk by Adam Grant
- [“Emotionally Intelligent Signage,”](#) Pecha Kucha by Daniel Pink
- [“The Speechwriter’s Lament,”](#) The Moth story by Karen Duffin

Assignments:

1. Discussion Post and at least one Discussion Post Comment

- ✓ **Discussion Topic:** Now imagine being tasked with influencing their decision to vote the same way you argued last week (for or against keeping the Electoral College), only this time, to a more biased audience that opposes your position. What argument would you use to influence their decision now? In what ways did your argument change?

WEEK THREE: Creating Dynamic Content

January 16 – January 22, 2017

Learning Objectives:

- Build an effective call-to-action (“Big A” vs “Little a”)
- Identify the key message and supporting message/evidence

Required Readings:

- *Resonate*, Chapter 5
- *Made to Stick*, Chapters 3 & 4
- [“Have We Got a Story for You: 18 Years of Storytelling at the Moth,”](#) *Newsweek* article
- [“10 Storytelling Tips to Help You Be More Persuasive”](#) - *Fast Company* article

Watch:

- Recorded lecture, *Creating Dynamic Content*
- [“How Great Leaders Inspire Action”](#) - TED Talk by Simon Sinek

Assignments:

1. Discussion Post and at least one Discussion Post Comment

- ✓ **Discussion Topic:** A job interview is one situation where it is important for you to resonate with the audience and make your idea/message stick. Discuss which idea traits introduced in chapter 1 of *Made to Stick* – simple, unexpected, concrete, credible, emotional and story – you think would be most relevant to and helpful during an interview and why.

WEEK FOUR: Strategic Storytelling

January 23 – January 29, 2017

Learning Objectives:

- Apply strategic thinking and storytelling skills to create a persuasive Pecha Kucha
- Work within storytelling framework to develop supporting content

Required Readings:

- *Resonate*, Chapter 6
- *Made to Stick*, Chapters 5 & 6
- [“The Seven Deadly Sins of Storytelling,”](#) *Insights by Stanford Business* article
- [“Storytelling that Moves People”](#) *Harvard Business Review* article

Watch:

- Recorded lecture: *Strategic Storytelling*
- [“Designing Space,”](#) Pecha Kucha by Nicole Hollway
- [“How to Get Your Ideas to Spread”](#) - TED Talk by Seth Godin
- [“Teach Every Child About Food,”](#) TED Talk by Jamie Oliver

Assignments:

1. **Final Presentation Topic Submission (for approval) Due by MIDNIGHT (EST) SUNDAY, JANUARY 29**
2. **Discussion Post and at least one Discussion Post Comment**
 - ✓ **Discussion Topic:** Describe your selected Pecha Kucha topic. Why did you select it? What is the primary opposing viewpoint that you will need to address?

PART 2: STRUCTURE

WEEK FIVE: The Power of Emotion

January 30 – February 5, 2017

Learning Objectives:

- Build emotional appeal to connect with the audience
- Strengthen audience connection by incorporating appropriate expressions of emotion and vulnerability

Required Readings:

- *Resonate*, “Balance Emotion” section on pages 180-181
- *Made to Stick*, Chapters 6 & 7
- [“Storytelling Tips & Tricks”](#) The Moth article
- [“4 Types of Stories You Need to Tell at Your Next Job Interview”](#) *Leadership Matters* article

Watch:

- Recorded lecture, *Power of Emotion*
- [“On Vulnerability,”](#) TED Talk by Brene Brown

- [“The Finish Line,”](#) Moth GrandSLAM by Chris Rasheed

Assignments:

1. **The Moth-inspired StorySLAM Video Due by MIDNIGHT (EST) SUNDAY, FEBRUARY 5**
2. **Discussion Post and at least one Discussion Post Comment**
 - ✓ **Discussion Topic:** Of all the public speeches you’ve listened to, watched or read (historical or modern), which do you consider most inspiring? What is it about that particular speech that makes it more inspiring than others? Please share a link to the transcript or video, if possible.

WEEK SIX: Establishing Structure

February 6 – February 12, 2017

Learning Objectives:

- Establishing the structure and storyboarding your presentation
- Writing the presentation narrative
- Arranging messages for greater impact

Required Readings:

- [“Storyboarding a Pecha Kucha,”](#) blog article
- [“How to Make Great Presentations with Pecha Kucha,”](#) *Global Citizen* blog post

Watch:

- **LIVE LECTURE: Tuesday, February 7 at 7PM EST**
- [“The Secret Structure of Great Talks,”](#) TED Talk by Nancy Duarte

Assignments:

1. **Discussion Post and at least one Discussion Post Comment**
 - ✓ **Discussion Topic:** Describe your usual process for creating a presentation. Based on the course learnings to date, what changes do you plan on making to your process and why? Share the tips and techniques you find most helpful and any that you do not.

PART 3: DESIGN

WEEK SEVEN: Visual Thinking

February 13 – February 19, 2017

Learning Objectives:

- Transforming dense information into a clear visual story
- Avoiding visual clichés

Required Readings:

- [“IBM’s Design-Centered Strategy to Set Free the Squares,”](#) *New York Times* article
- [“Really Bad PowerPoint and How to Avoid It,”](#) blog post by Seth Godin

Watch:

- Recorded lecture, *Visual Thinking*
- [“How to Avoid Death by PowerPoint,”](#) TED Talk by David JP Phillips

Assignments:

1. **Pecha Kucha Storyboard Outline DUE BY MIDNIGHT (EST) SUNDAY, FEBRUARY 19**
2. **Discussion Post and at least one Discussion Post Comment**
 - ✓ **Discussion Topic:** Describe one website and one print advertisement you think either exemplifies strong, effective design or that needs improvement, and why. Please share links or screenshot images of design examples.

WEEK EIGHT: Data Visualization

February 20 – February 26, 2017

Learning Objectives:

- Finding the narrative in the data
- Simplifying the display of data in your presentation

Required Readings:

Watch:

- Recorded lecture *Data Visualization*
- [“The Beauty of Data Visualization,”](#) TED Talk by David McCandless
- [“The Best Stats You’ve Ever Seen,”](#) TED Talk by Hans Rosling

Assignments:

1. **Discussion Post and at least one Discussion Post Comment**
 - ✓ **Discussion Topic:** What did you find most interesting/compelling about how data was represented in the two Data Visualization TED Talks? Describe at least one approach you intend to adopt for future presentations and why.

WEEK NINE: Revise, Rehearse, Repeat

February 27 – March 5, 2017

Learning Objectives:

- Rehearsing your material well
- Fine-tuning and tweaking your presentation

Required Readings:

- [“Pecha Kucha Tips: Simplicity, Flow and Passion,”](#) *Buzz Maven* blog post

Watch:

- Recorded lecture, *Revise, Rehearse, Repeat*
- [“Curiosity and a Kid in a Candy Store,”](#) Pecha Kucha by Tony Doody

Assignments:

1. **Pitch #2 DUE BY MIDNIGHT (EST) SUNDAY, MARCH 5**
2. **Discussion Post and at least one Discussion Post Comment**
 - ✓ **Discussion Topic:** Share at least two tips for getting the most out of rehearsing your presentation. How do you typically prepare and revise your presentations? How will your approach change, if at all, based on the recommendations shared throughout this module?

PART 4: DELIVERY

WEEK TEN: Delivering with Power

March 6 – March 12, 2017

Learning Objectives:

- Creating a “S.T.A.R.” moment
- Helpful tips and techniques for strong, authentic delivery (i.e. body language and voice control)

Required Readings:

- *Resonate*, chapter 7: “Delivering Something They’ll Always Remember”
- [“Eight Master Strategies for Public Speaking”](#) *Fast Company* article

Watch:

- **LIVE LECTURE: Tuesday, March 7 at 7PM EST**
- [“Your Body Language Shapes Who You Are,”](#) TED Talk by Amy Cuddy
- [“My Stroke of Insight,”](#) TED Talk by Jill Bolte Taylor

Assignments:

1. **Pecha Kucha Recorded Rehearsal DUE BY MIDNIGHT (EST) SUNDAY, MARCH 12**
2. **Discussion Post and at least one Discussion Post Comment**
 - ✓ **Discussion Topic:** Describe a time when you flubbed a presentation. What went wrong and what did you learn from the experience? How have you changed your approach to preparing and/or delivering presentations since to ensure you don’t encounter the same issue(s).

WEEK ELEVEN: Beyond the Presentation

March 13 – March 19, 2017

Learning Objectives:

- Plan ahead for post-presentation questions (Q&A)
- Anticipate and prepare for technology and other malfunctions

Required Readings:

- No readings

Watch:

- Recorded lecture, *Beyond the Presentation*

Assignments:

1. **Pecha Kucha Teammate Peer Reviews DUE BY MIDNIGHT (EST) SUNDAY, MARCH 19**
2. **Discussion Post and at least one Discussion Post Comment**
 - ✓ **Discussion Topic:** Please share your feedback about the course- what two lessons did you find most useful? What two things would you change about the course – course lectures, readings, videos, assignments, etc. – to improve experience for future students?

WEEK TWELVE: Connecting the Dots

March 20 – March 27, 2017

Learning Objectives:

- Review key learnings from throughout the course

Required Readings:

- *Resonate*, chapter 8: “There’s Always Room to Improve”

Watch:

- Recorded lecture, *Connecting the Dots*

Assignments:

1. **Final Pecha Kucha presentation DUE BY MIDNIGHT (EST) SUNDAY, MARCH 27**
2. **Final Discussion Post and at least one Discussion Post Comment**
 - ✓ **Discussion Topic:** Describe the most helpful/valuable feedback you received from your Pecha Kucha peer review. What/how did you change about your presentation as a result of that feedback? Was there anything about the peer feedback that surprised you?