MMC5046: *Presentation Power*

Sections: 743C | 7435
University of Florida | Summer 2017

Instructor:
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Instructor Bio:
Once a painfully shy child who struggled to find my voice, I've made a career of helping others find, and amplify, theirs. I have over 10 years of combined professional communications and strategic storytelling experience in the tourism, media and consumer goods industries. I hold an MS degree in strategic communications from Columbia University, an MA degree in journalism from Syracuse University and a BS degree in communications with a minor in English, from Florida International University.

In my current role managing communications and external affairs for Colgate-Palmolive, I help give the global consumer packaged goods company a voice with which to tell its story to key external audiences. This entails leading corporate and social communications strategy; managing community, media and public relations initiatives; and continuously developing, supporting and delivering presentations.

And though I've (mostly) shed that defining childhood shyness, my kid-like curiosity for exploring new places and learning new things remains very much 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 globe[1]. That figure doesn't even account for presentations developed in similar software programs

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[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

like Prezi, Google Slides 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. And yet slideshow presentations have become as universally detested as they are common. That's because we're more often exposed to the bad presentations that give the medium its terrible reputation – think endless bullet point lists, cliché clip art and nauseating animation. We've spent so much time listening to and delivering lackluster slideshows that we've come to accept it as the norm.

But a strong, strategic presentation actually has the power to transform beliefs, influence behavior and fundamentally change the world. And to succeed in today's increasingly competitive marketplace, business professionals need to know how to communicate their ideas in more memorable, moving presentations.

Presentation Power is a 12-week course designed to help you become a more effective communicator by changing the way you present your ideas. Together, we will examine key principles of persuasion, storytelling and design, explore tried-and-true methods for crafting/ delivering messages that stick and drive meaningful action.

Course Objectives:

By the end of this course, students will have a:

- Better understanding of the three core components needed to create a powerful presentation: *strong message, strong visual storytelling* and *strong delivery*
- New strategic framework for crafting persuasive presentations that move audiences
- Stronger grasp on the power of strategic storytelling and emotion in driving decision-making
- Fresh perspective on the common mistakes presenters make that turn their audiences off
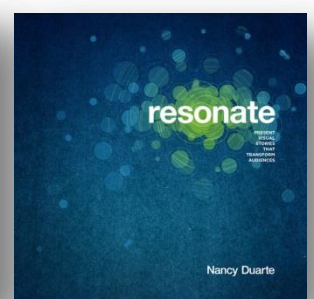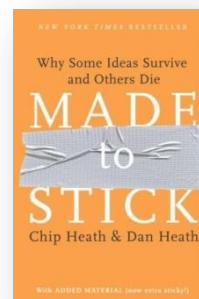
Course Format & Expectations:

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 discussion posts (12)** and **7 assignments** of varying length/detail, including **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. This class allows, and expects, you to take ownership of your educational experience, while also exchanging ideas, expertise and knowledge with your fellow classmates. The Canvas shell includes an open "General Discussion" 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
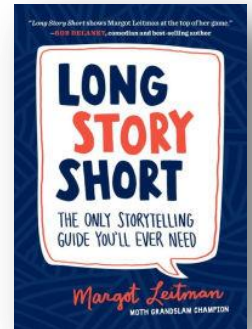
responding back to just one student which limits the rest of the class from gaining this knowledge.

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:
Long Story Short: The Only Storytelling Guide You'll Ever Need by Margot Leitman, Sasquatch Books, 2015

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 material.

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 *Presentation Power* 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)   25%
- Elevator Pitches (2)   20%
- 'Lesson Learned' StorySLAM   15%
- 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. Unless otherwise noted, all **Discussion Posts** and **Assignments** are **due on SUNDAYS by 11:59 PM (EST).**

Weekly Course Lectures

For each week, I have provided designated recorded lectures. These are required viewing. 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.

Discussion Posts (12)

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 submit weekly discussions in Canvas. Each week includes a featured question or scenario prompt for you to address (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 that you apply relevant module 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 11:59 PM (EST) on Sundays.***

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

Criteria	Excellent	Good	Unsatisfactory
Content (30%)	Clearly addresses topic with thoughtful response that includes strong support and relevant examples	Partially addresses the topic question/prompt without quite enough detail or relevant examples	Does not address the topic or does so too broadly
Original Analysis (30%)	Expertly draws from lectures and outside materials using both analysis and synthesis to illuminate the subject	Provides sufficient evaluation of lectures and outside materials to demonstrate a reasonable level of analysis and synthesis	Related lectures and outside materials are simply summarized / presented without analysis or synthesis
Relevance (30%)	Clearly draws connection between course content and relevant, appropriate	Makes some connections between course content and personal reflection but	Does not connect course content to personal reflection or real-world

	personal reflection	connections are not sufficient or clearly explained	relevance.
Mechanics (10%)	Appropriate length, precise syntax and superior usage of grammar, punctuation and spelling	Appropriate length, syntax is clear and the relatively few grammar, punctuation or spelling errors do not impede	Either too long or too short, 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 messages, you will be assigned two recorded "elevator pitch" videos – one at the start of the semester, and the other toward the end. An elevator pitch is a brief, persuasive speech that you can use to spark interest in yourself, company, product or idea. It needs to be succinct, while conveying important information, all in the same amount of time as an average elevator ride – or roughly 30-seconds. For the purposes of this assignment, your elevator pitches will be a bit longer, but should not exceed more than 2 minutes.

Pitch Scenario: You find yourself face-to-face with *the person* you'd most like to work for in the world (or, an executive from *the company/ organization* you'd most like to work for). How do you "pitch" yourself to this specific person, to persuade them to hire you for a specific position/role? What do you know/can you find out about them, to make your pitch audience-relevant? What makes you different, and thus a better fit, than other applicants with the same level of functional experience? How do you make your pitch compelling and memorable? Record and submit your pitch in the form of a brief video.

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 clear awareness and understanding of audience in relevant approach and delivery	Demonstrates some level of awareness/basic understanding of target audience, though there is some ambiguity or generality	Lacks awareness of, and thus relevancy/specificity to, audience
Argument (35%)	Presents concise, compelling and persuasive argument, and leverages thoughtful analysis to refute counter argument	Delivers adequate, somewhat persuasive argument that acknowledges but doesn't address/refute counter argument	Makes a weak argument through either faulty conceptualization or inadequate framing/positioning
Message/Delivery (30%)	Key message is clear, original and relevant to argument. Demonstrates creative, strategic delivery techniques	Key message is clear, mostly relevant to argument, though lacks creativity in the delivery	Message lacks clarity and/or gets lost in the delivery

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 theme	Demonstrates adequate storytelling techniques. Content is clear though may not all be entirely relevant to the given theme	Lacks clarity and understanding of relevant, strategic storytelling techniques
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

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 produce a persuasive presentation - on the social or political issue/topic of your choosing - that moves your University of Florida program peers to take a simple, but specific action. Your persuasive presentation will be delivered in the Pecha Kucha format of 20 seconds per slide (PowerPoint/Keynote should be set to automatically advance each slide after 20 seconds), with no words on the slides - just images.

Your presentation should contain a clear, logical argument that appeals to logos, ethos, and pathos. Your argument should be backed up with hard evidence and reasoning that includes credible sources, historical precedents, and relevant data. Developing and presenting your Pecha Kucha will give you the opportunity to apply what you've learned throughout the course.

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

Criteria	Excellent	Good	Unsatisfactory
Argument (25%)	Presents concise, compelling and persuasive argument, and leverages thoughtful analysis to refute counter argument	Delivers adequate, somewhat persuasive argument that acknowledges but doesn't address/refute counter argument	Makes a weak argument through either faulty conceptualization or inadequate framing/positioning
Story (25%)	Exhibits strong, strategic storytelling techniques. Content is very clear, coherent and relevant to the given theme	Demonstrates adequate storytelling techniques. Content is clear though may not all be entirely relevant to the given theme	Lacks clarity and understanding of relevant, strategic storytelling techniques
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 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 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 a presentation deck. The storyboard template you will need to use to create your outline, and additional assignment 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%)	Presents concise, compelling and persuasive argument, and leverages thoughtful analysis to refute counter argument	Delivers adequate, somewhat persuasive argument that acknowledges but doesn't address/refute counter argument	Makes a weak argument through either faulty conceptualization or inadequate framing/positioning
Story (40%)	Exhibits strong, strategic storytelling techniques. Content is very clear, coherent and relevant to the given theme	Demonstrates adequate storytelling techniques. Content is clear though may not all be entirely relevant to the given theme	Lacks clarity and understanding of relevant, strategic storytelling techniques
Visuals (20%)	Uses appropriate, relevant	Uses mostly relevant,	Consistently poor use of

Criteria	Excellent	Good	Unsatisfactory
	and thoughtful images to convey Pecha Kuchua's purpose/argument. Helped enhance audience engagement	adequate quality visuals. Images may lack overall consistency and originality, and some visuals may distract from presentation	visuals. Most images lack relevancy and/or distract from the presentation

Pecha Kucha Recorded Rehearsal– You will record and submit a rehearsal of your Pecha Kucha. See assignment write up on Canvas course site for specific instructions on how to record and submit your rehearsal.

This assignment will give you an opportunity to get valuable feedback from the course instructor and a peer, to help you revise and fine-tune your final 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 captured above.

Pecha Kucha Peer Review- 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. Thinking critically about your classmate's presentation will also help you think more critically about your own. 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 following 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%)	Appropriate length, precise syntax and superior usage of grammar, punctuation and spelling	Appropriate length, syntax is clear and the relatively few grammar, punctuation or spelling errors do not impede	Either too long or too short, syntax is sometimes garbled and errors in grammar, punctuation and spelling disrupt understanding

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

- **Elevator Pitch #1**   **11:59 PM (EST) Sunday, May 14**
- **Final Presentation Topic Submission**   **11:59 PM (EST) Sunday, June 4**
- **'Lesson Learned' StorySLAM**   **11:59 PM (EST) Sunday, June 11**
- **Pecha Kucha Storyboard Outline**   **11:59 PM (EST) Sunday, June 25**
- **Elevator Pitch #2**   **11:59 PM (EST) Sunday, July 9**
- **Pecha Kucha Recorded Rehearsal**   **11:59 PM (EST) Sunday, July 16**
- **Pecha Kucha Peer Review**   **11:59 PM (EST) Sunday, July 23**
- **Final Pecha Kucha Presentation**   **11:59 PM (EST) Sunday, July 30**

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 distancesuppport@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 14 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 (Summer 2017)*

Weekly Schedule
Each course week/module will begin on MONDAY and end on SUNDAY.

PART 1: MESSAGE

WEEK ONE: Course Overview / The "Heart" of Persuasion
May 8 – May 14, 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 11:59 PM (EST) SUNDAY, MAY 14**
2. **Discussion Post**
   - ✓ *Discussion Topic:* More questions appear to have been raised than answered during the early morning hours of Wednesday, November 9, 2016, when the results of the presidential election were officially 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
May 15 – May 21, 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

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
- *For reference:* Audience Analysis worksheet (see Canvas)

Watch:
- Recorded lectures, *Knowing Your Audience* (Part 1 & Part 2)
- "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**
   - ✓ *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
May 22 – May 28, 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 lectures, *Creating Dynamic Content* (Part 1 & Part 2)
- "*How Great Leaders Inspire Action*" - TED Talk by Simon Sinek

Assignments:

1. **Discussion Post**
   - ✓ *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
May 29 – June 4, 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 lectures: *Strategic Storytelling* (Part 1 & Part 2)
- "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. **Pecha Kucha topic (in 'big idea' summary sentence) Due by 11:59 PM (EST) SUNDAY, JUNE 4**
2. **Discussion Post**
   - ✓ *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: VISUAL STORYTELLING

WEEK FIVE: The Power of Emotion
June 5 – June 11, 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 lectures, *Power of Emotion* (Part 1 & Part 2)
- "On Vulnerability," TED Talk by Brene Brown
- "The Finish Line," Moth GrandSLAM by Chris Rasheed
- "The Big Things You Don't Do," Moth GrandSLAM by Annie Duke

Assignments:
1. **The Moth-inspired StorySLAM Video Due by 11:59 PM (EST) SUNDAY, JUNE 11**
2. **Discussion Post**
   - ✓ *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
June 12 – June 18, 2017

Learning Objectives:
- Arranging messages for greater impact
- Storyboarding your presentation, one slide at a time

Required Readings:
- "Storyboarding a Pecha Kucha," blog article
- "How to Make Great Presentations with Pecha Kucha," *Global Citizen* blog post

Watch:
- Recorded lectures, *Establishing Structure* (Part 1 & Part 2)
- "The Secret Structure of Great Talks," TED Talk by Nancy Duarte

Assignments:
1. **Discussion Post**
   - ✓ *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.

WEEK SEVEN: Visual Thinking
June 19 – June 25, 2017

Learning Objectives:
- Essentials for learning to think like a designer
- 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 lectures, *Visual Thinking* (Part 1 & Part 2)
- "How to Avoid Death by PowerPoint," TED Talk by David JP Phillips

Assignments:
1. **Pecha Kucha Storyboard Outline Due by 11:59 PM (EST) SUNDAY, JUNE 25**
2. **Discussion Post**
   - ✓ *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 screengrab images of design examples.

WEEK EIGHT: Data Visualization
June 26 – July 2, 2017

Learning Objectives:
- Finding the narrative in the data
- Simplifying the display of data in your presentation

Required Readings:

Watch:
- Recorded lectures, *Data Visualization* (Part 1 & Part 2)
- "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**
   - ✓ *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.

PART 3: DELIVERY

July 3 – July 9, 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
- "The One Habit That Brilliant TED Speakers Practice Up to 200 Times," *Forbes* article
- "How Do You Make a Presentation Memorable?," *Insights by Stanford Business* blog post

Watch:
- Recorded lectures, *Rehearse, Revise, Repeat* (Part 1 & Part 2)
  "Your Body Language Shapes Who You Are," TED Talk by Amy Cuddy
- "Curiosity and a Kid in a Candy Store," Pecha Kucha by Tony Doody

Assignments:
1. **Pitch #2 Due by 11:59 PM (EST) SUNDAY, JULY 9**
2. **Discussion Post**
   - ✓ *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?

WEEK TEN: Delivering with Power
July 10 – July 16, 2017

Learning Objectives:
- Creating a "S.T.A.R." moment
- Helpful tips and techniques for strong, authentic delivery

Required Readings:
- *Resonate,* chapter 7: "Delivering Something They'll Always Remember"
- "Eight Master Strategies for Public Speaking" *Fast Company* article

Watch:
- Recorded lectures, *Delivering with Power* (Part 1 & Part 2)
- "My Stroke of Insight," TED Talk by Jill Bolte Taylor
- "The Surprising Habits of Original Thinkers," TED Talk by Adam Grant
- "Color Blind or Color Brave?," TED Talk by Mellody Hobson

Assignments:
1. **Pecha Kucha Recorded Rehearsal Due by 11:59 PM (EST) SUNDAY, JULY 16**
2. **Discussion Post**

✓ *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
July 17 – July 23, 2017

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

Required Readings:
- "9 Tips for Handling a Q&A Session," *Inc.* article
- "How to Save Any Presentation from a Technology Meltdown ," *Entrepreneur* article

Watch:
- Recorded lectures, *Beyond the Presentation* (Part 1 & Part 2)

Assignments:
1. **Pecha Kucha Teammate Peer Review Due by 11:59 PM (EST) SUNDAY, JULY 23**
2. **Discussion Post**
   ✓ *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
July 24 – July 30, 2017

Learning Objectives:
- Review key learnings from throughout the course

Required Readings:
- *Resonate,* chapter 8: "There's Always Room to Improve"
- "*Four Scientifically Proven Habits of Powerful Presenters ,*" *FastCompany article*

Watch:
- Recorded lecture, *Connecting the Dots*
- "How to Save the World (or at least yourself) From Bad Meetings," TED Talk by David Grady
- "TED's Secret to Public Speaking," Chris Anderson

Assignments:
1. **Final Pecha Kucha presentation Due by 11:59 PM (EST) SUNDAY, JULY 30**
2. **Final Discussion Post**
   ✓ *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?