

MMC5046: *Presentation Power*

Sections: 1C07 | 2F84 | 2G15

University of Florida | Spring 2018

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Instructor Bio: Once a painfully shy child who struggled to find her voice, I've made a career of helping others find, and amplify, theirs.

Across my 12+ years' experience in journalism, public relations and digital marketing communications, I've worked to give individuals and organizations alike a distinct voice with which to tell their stories and strategically reach their audiences. This has entailed leading the development of corporate, social and digital communications strategies; managing community, media and public relations initiatives; driving digital marketing capabilities within organizations; and helping business leaders master the art of developing and delivering dynamic presentations.

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.

And though I've (mostly) shed that defining childhood shyness, my child-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: On 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 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 presentations that we've come to accept them as the norm.

But a strong, strategic presentation actually has the power to transform beliefs, influence behavior and fundamentally change the world (see: movement-starting presentations by [Steve Jobs introducing Apple's revolutionary iPod](#) and [Sheryl Sandberg inspiring women to "Lean In"](#)). 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.

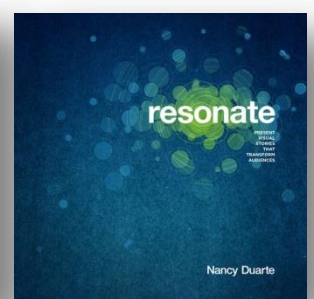
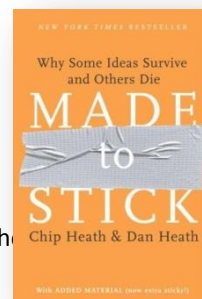
Throughout the semester, you will be responsible for completing a series of **discussion post videos (8)**, **discussion post peer comments (8)** and **8 assignments** of varying length/detail. All lectures, readings, discussion topics, assignments, reference videos and other instructions are on the 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

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>



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:

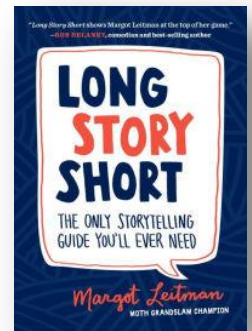
1. ***Made to Stick: Why Some Ideas Survive and Others Die*** by Chip Heath and Dan Heath, Random House, 2007
2. ***Resonate: Present Visual Stories That Transform Audiences*** by Nancy Duarte, Wiley, 2010

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 Post Videos (8) 10%
- Peer-to-Peer Discussion Comments (8) 10%
- Elevator Pitches (2) 15%
- 'Lesson Learned' StorySLAM 15%
- Pecha Kucha Storyboard Outline 10%
- Pecha Kucha Recorded Rehearsal 15%
- 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 post videos will be due on FRIDAYS by 11:59 PM. Peer discussion post comments and all other course assignments will be 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 Post Videos (8)

After reviewing the weekly module lectures, readings and videos, you will also be required to participate in a series of ongoing video discussions on the Canvas course site. For 8 of the 12 weeks this semester, you'll be asked to submit a short (under 1:30 minutes), informal (no slides) video recording of yourself responding to a specific question or scenario prompt. Discussion topics will vary – some may prompt you to apply/practice key module learnings while others may ask you to share feedback or reaction to course material.

Unless otherwise noted, **weekly discussion post 'selfie' videos are due by 11:59 PM (EST) on Fridays.**

Discussion Post Videos 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 (20%)	Clearly draws connection	Makes some connections	Does not connect course

	between course content and relevant, appropriate personal reflection	between course content and personal reflection but connections are not sufficient or clearly explained	content to personal reflection or real-world relevance.
Delivery (20%)	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

[Peer-to-Peer Discussion Post Comments \(8\)](#)

Each week, you will also be required to view and respond (via 150-300-word write-up) to at least 1 classmates' discussion post video within the 'reply' thread for the corresponding discussion post. Your comments should share original thoughts, feedback or guidance relevant to the post and the designated discussion topic. Your responses should not be a summary of the material presented or covered in the readings/videos, but rather provide an original response/reaction.

Weekly discussion post comments are due by 11:59 PM (EST) on Sundays.

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

Criteria	Excellent	Good	Unsatisfactory
Content (40%)	Comments enhance the learning experience by supporting or challenging existing perspective, and/or by offering original perspective	Adequately responds to original post with relevant commentary but doesn't provide new/fresh ideas	Response does not enhance learning experience. May include recognition of post, but little else of value
Insight (40%)	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
Mechanics (20%)	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 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 summary of a service, product, company or person, and how it adds value to the intended audience. It needs to be succinct, relevant and informative, and as the name would suggest, delivered in roughly the same amount of time as an average elevator ride – approximately 30-seconds. The goal is to convey the most critical information quickly to earn you an invitation to a longer conversation down the road.

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). “Pitch” yourself to them as a prospective employee - tell them who you are, what you are looking for and what you bring to the table. For the purposes of this assignment, your elevator pitches can be a little longer (we’ll pretend it is a really slow elevator) but should not exceed more than 1 minute 30 seconds (because no elevator in the world is *that* slow). Record and submit your pitch as a video file or link.

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

[‘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.	Demonstrates adequate storytelling techniques.	Lacks clarity and understanding of relevant,

	Content is very clear, coherent and relevant to the given theme	Content is clear though may not all be entirely relevant to the given theme	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

[Pecha Kucha](#)

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 persuasive narrative. In the final assignment for this course, you will develop and deliver a persuasive presentation in Pecha Kucha style.

Selecting a stance on the issue or cause of your choosing, create a Pecha Kucha that persuades your fellow University of Florida program peers and inspires them to take simple, specific and meaningful action. Create the presentation in PowerPoint/Keynote, using rich images/graphics and limited (if any) on-screen text.

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	Demonstrates strong	Demonstrates poor

	presentation skills across pace/tone/volume, clarity, confidence/poise, gestures, and rapport with audience. Delivery enhances impact of message.	/adequate presentation skills across many of the measures though not consistently throughout	presentation skills across 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 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 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– 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

[Assignment Submission Due Dates](#)

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

- | | |
|----------------------------------|------------------------------------|
| • Elevator Pitch #1 | 11:59 PM (EST) Sunday, January 14 |
| • Pecha Kucha Topic Submission | 11:59 PM (EST) Sunday, February 4 |
| • 'Lesson Learned' StorySLAM | 11:59 PM (EST) Sunday, February 11 |
| • Pecha Kucha Storyboard Outline | 11:59 PM (EST) Sunday, February 25 |
| • Elevator Pitch #2 | 11:59 PM (EST) Sunday, March 11 |
| • Pecha Kucha Recorded Rehearsal | 11:59 PM (EST) Sunday, March 18 |
| • Pecha Kucha Peer Review | 11:59 PM (EST) Sunday, March 25 |
| • Final Pecha Kucha Presentation | 11:59 PM (EST) Sunday, April 1 |

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 2018)

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

January 8 - January 14, 2018

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
- "[Why You Say Yes, Even When You Don't Want To](#)," *CNN.com* article
- "[10 Storytelling Tips to Help You Be More Persuasive](#)" *Fast Company* 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
- "[Grit: The Power of Passion and Perseverance](#)," TED Talk by Angela Lee Duckworth

Assignments:

1. **Pitch #1** due by 11:59 PM (EST) SUNDAY, JANUARY 14
2. **Discussion Post Video** due by 11:59 PM EST FRIDAY, JANUARY 12
3. **Written Discussion Post Comment (1)** due by 11:59 PM EST SUNDAY, JANUARY 14
 - ✓ **Discussion Topic:** *Should the United States continue its use of the Electoral College in future Presidential Elections?* This longstanding debate only intensified following the 2016 presidential election. Despite losing the popular vote to Hillary Clinton by over 2.8 million votes, Donald Trump received more Electoral College votes and thus won the election. It's been over a year since the election and the system's relevancy in today's world continues to be called into question. Opponents of the system often argue that the reasons it was founded in 1778 no longer apply. Proponents of the system, however, argue that using electors to decide prevents states with larger populations from having undue influence.

For this week's discussion post video, imagine you are tasked with addressing an audience of Republican voters who are more or less satisfied with the election results (after all, their party's candidate won), and are thus less likely to see a need for changing the existing system. What argument would you use to persuade them that the Electoral College should be abolished? 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 15 - January 21

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
- "[In Just 7 Seconds, You Can Sell Your Product, Your Company, Your Cause – or Yourself](#)," Inc.com article
- "[The Problem With Your Elevator Pitch-And How to Fix It](#)," *FastCompany* article
- "[Have We Got a Story for You: 18 Years of Storytelling at the Moth](#)," *Newsweek* article

Watch:

- Recorded lectures, *Knowing Your Audience* (Part 1 & Part 2)
- "[Take the Other to Lunch](#)," TED Talk by Elizabeth Lesser
- "[The Power of Powerless Communication](#)," TED Talk by Adam Grant
- "[The Moth Presents: Aleeza Kazmi](#)" – Moth High School GrandSLAM

Assignments:

1. **Discussion Post Video** due by 11:59 PM EST FRIDAY, JANUARY 19
2. **Written Discussion Post Comment** (1) due by 11:59 PM EST SUNDAY, JANUARY 21
 - ✓ **Discussion Topic:** Now for this week's discussion post video, you'll be tasked with persuading a more biased audience, to change their existing belief about the relevancy of the Electoral College. Imagine addressing an audience of Democratic voters who feel the presidency should not be decided by Electoral College but rather by popular vote, which would have resulted in a different outcome in 2016. What argument would you use this time, to persuade this audience that despite how they feel the Electoral College cost their party the election in 2016, the system still serves a purpose and should remain in place?

WEEK THREE: Creating Dynamic Content

January 22 -January 28, 2018

Learning Objectives:

- Identify the key message and supporting message/evidence

- Build an effective call-to-action (“Big A” vs “Little a”)

Required Readings:

- *Resonate*, Chapter 5
- *Made to Stick*, Chapters 3 & 4
- [“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 lectures, *Creating Dynamic Content* (Part 1 & Part 2)
- [“How to Get Your Ideas to Spread”](#) - TED Talk by Seth Godin
- [“Emotionally Intelligent Signage,”](#) Pecha Kucha by Daniel Pink

Assignments:

1. **Discussion Post Video** due by 11:59 PM EST FRIDAY, JANUARY 26
2. **Written Discussion Post Comment (1)** due by 11:59 PM EST SUNDAY, JANUARY 28
 - ✓ **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 29 -February 4, 2018

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
- [“6 Rules for Great Storytelling, From a Moth-Approved Master of the Form,”](#) *FastCompany* article
- [“How \(and Why\) to Tell Killer Sales Stories,”](#) *Duarte.com* blog article

Watch:

- Recorded lectures: *Strategic Storytelling* (Part 1 & Part 2)
- [“How Great Leaders Inspire Action”](#) - TED Talk by Simon Sinek
- [“Designing Space,”](#) Pecha Kucha by Nicole Hollway

Assignments:

1. **Pecha Kucha topic** (in ‘big idea’ summary sentence) Due by 11:59 PM (EST) SUNDAY, FEBRUARY 4
2. **Discussion Post Video** due by 11:59 PM EST FRIDAY, FEBRUARY 2
3. **Written Discussion Post Comment (1)** due by 11:59 PM EST SUNDAY, FEBRUARY 4
 - ✓ **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

February 5-February 11, 2018

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
- [“TED Talks that Go Viral Have One Thing in Common,”](#) *Forbes Leadership* article
- [“6 Types of Stories You Should Have on Hand for Job Interviews,”](#) USA Today College article
- [“Storytelling that Moves People”](#) *Harvard Business Review* article

Watch:

- Recorded lectures, *Power of Emotion* (Part 1 & Part 2)
- [“On Vulnerability,”](#) TED Talk by Brene Brown
- [“The Big Things You Don’t Do,”](#) Moth GrandSLAM by Annie Duke
- [“How We Cut Youth Violence in Boston by 79%,”](#) TED Talk by Rev. Jeffrey Brown

Assignments:

1. **The Moth-inspired StorySLAM Video** Due by 11:59 PM (EST) SUNDAY, FEBRUARY 11
2. **Discussion Post Video** due by 11:59 PM EST FRIDAY, FEBRUARY 9
3. **Written Discussion Post Comment (1)** due by 11:59 PM EST SUNDAY, FEBRUARY 11
 - ✓ **Discussion Topic:** Of all the public speeches you’ve listened to, watched or read (historical or modern), which do you consider most inspiring, and why? What is it about that particular speech that made it so memorable? Please share a link to the transcript or video, if possible.

WEEK SIX: Establishing Structure

February 12-February 18, 2018

Learning Objectives:

- Arranging messages for greater impact
- Storyboarding your presentation, one slide/one idea at a time

Required Readings:

- [“Storyboarding a Pecha Kucha,”](#) blog article
- [“How to Make Great Presentations with Pecha Kucha,”](#) *Global Citizen* blog post
- [“Good Presentations Need to Make People Uncomfortable,”](#) *Harvard Business Review* article

Watch:

- Recorded lectures, *Establishing Structure*
- [“The Secret Structure of Great Talks,”](#) TED Talk by Nancy Duarte

- [“We Should All Be Feminists,”](#) TED Talk by Chimamanda Ngozi Adichie

Assignments:

1. **Discussion Post Video** due by 11:59 PM EST FRIDAY, FEBRUARY 16
2. **Written Discussion Post Comment (1)** due by 11:59 PM EST SUNDAY, FEBRUARY 18
 - ✓ **Discussion Topic:** Describe your typical approach to creating a presentation. What about the development process do you find most challenging? Based on the course learnings to date, what/if any changes do you plan on making going forward and why? Discuss the tips and techniques you find most helpful and any that you do not.

WEEK SEVEN: Visual Thinking

February 19-February 25, 2018

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
- [“11 Ways to Use High-Tech Visuals to Make Your Speeches and Presentations Rock,”](#) *eLearning Industry* article

Watch:

- Recorded lectures, *Visual Thinking* (Part 1 & Part 2)
- [“The Magic Ingredient That Brings Pixar Movies to Life,”](#) TED Talk by Danielle Feinberg
- [“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, FEBRUARY 25**

WEEK EIGHT: Data Visualization

February 26-March 4, 2018

Learning Objectives:

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

Required Readings:

- [“The 7 Best Data Visualization Tools In 2017,”](#) *Forbes.com* article
- [“Slide Makeovers: Transforming PowerPoint Bullets Into Visual Learning,”](#) LinkedIn *Slideshare* article
- “Presentation Design: 10 Fast Tips” *Ethos3* quick reference guide [[see PDF file on Canvas](#)]

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
- [“3 Ways to Spot a Bad Statistic,”](#) TED Talk by Mona Chalabi

Assignments:

1. **Discussion Post Video** due by 11:59 PM EST FRIDAY, MARCH 2
2. **Written Discussion Post Comment (1)** due by 11:59 PM EST SUNDAY, MARCH 4
 - ✓ **Discussion Topic:** Share one website and one print advertisement you think exemplifies strong, effective design and/or data visualization principles. What do you think makes it so effective; what, if any, elements could be improved; and explain why. Please share links or screengrab images of design examples.

PART 3: DELIVERY

WEEK NINE: Rehearse, Revise, Repeat

March 5-March 11, 2018

Learning Objectives:

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

Required Readings:

- [“The Perfect Elevator Pitch to Land a Job,”](#) *Forbes.com* article
- [“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

Watch:

- Recorded lectures, *Rehearse, Revise, Repeat* (Part 1 & Part 2)
- [“Your Body Language Shapes Who You Are,”](#) TED Talk by Amy Cuddy
- [“The Skill of Self-Confidence,”](#) TEDx Talk by Dr. Ivan Joseph
- [“Curiosity and a Kid in a Candy Store,”](#) Pecha Kucha by Tony Doody

Assignments:

1. **Pitch #2** Due by 11:59 PM (EST) SUNDAY, MARCH 11

WEEK TEN: Delivering with Power

March 12-March 18, 2018

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
- [“How Do You Make a Presentation Memorable?”](#) *Insights by Stanford Business* blog post

Watch:

- Recorded lectures, *Delivering with Power* (Part 1 & Part 2)
- "[My Stroke of Insight](#)," TED Talk by Jill Bolte Taylor
- "[Standardized Testing: Last Week Tonight with John Oliver](#)," HBO news program clip

Assignments:

1. **Pecha Kucha Recorded Rehearsal** Due by 11:59 PM (EST) SUNDAY, MARCH 18
2. **Discussion Post Video** due by 11:59 PM EST FRIDAY, MARCH 16
3. **Written Discussion Post Comment (1)** due by 11:59 PM EST SUNDAY, MARCH 18
 - ✓ **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 the overall experience for future students?

WEEK ELEVEN: Beyond the Presentation

March 19-March 25, 2018

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
- "[Jane Chen: Be Courageous Because You Will Fail](#)," *Insights by Stanford Business* article

Watch:

- Recorded lectures, *Beyond the Presentation* (Part 1 & Part 2)
- "[The Surprising Secret to Speaking with Confidence](#)," TED Talk by Caroline Goyder
- "[We've Stopped Trusting Institutions and Started Trusting Strangers](#)," TED Talk by Rachel Botsman

Assignments:

1. **Pecha Kucha Peer Review** Due by 11:59 PM (EST) SUNDAY, MARCH 18

WEEK TWELVE: Connecting the Dots

March 26-April 1, 2018

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
- "[6 Ways to Reduce the Stress of Presenting](#)," *Harvard Business Review* 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, APRIL 1
2. **Final Discussion Post Video** due by 11:59 PM EST FRIDAY, MARCH 30
3. **Final Written Discussion Post Comment (1)** due by 11:59 PM EST SUNDAY, APRIL 1
 - ✓ **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?