

# MMC5046/ADV4930: *Presentation Power*

University of Florida | Spring 2020

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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.

As a passionate communications professional, seasoned writer and strategic storyteller, I've been giving people and companies a distinct voice through which to tell their stories and reach their audiences for over 13 years. This has entailed leading the development of corporate, social and digital communications strategies; managing community, media and public relations initiatives; driving digital marketing capabilities across global 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 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](mailto: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<sup>1</sup>. 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 (i.e. [Steve Jobs introducing Apple's revolutionary iPod](#); [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 16-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: *motivating message, captivating visual story and engaging 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 16-week course that is divided into weekly modules. Each of these 16 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, written discussion post peer comments** and **assignments/presentations** 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 knowledge with your fellow classmates. The Canvas shell includes an open "General Discussion" thread where you should pose

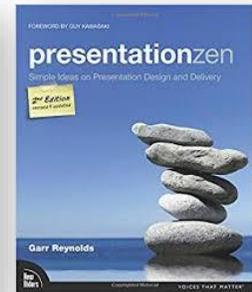
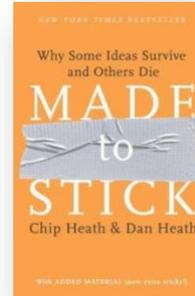
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<sup>1</sup> Based on estimate that 350 PowerPoint presentations are given each second across the globe:  
<http://www.bloomberg.com/news/articles/2012-08-30/death-to-powerpoint>

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.

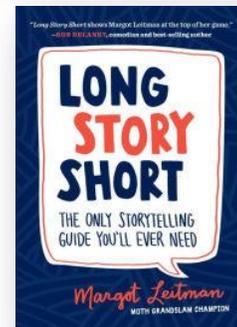
## Required Text/Readings:

1. ***Made to Stick: Why Some Ideas Survive and Others Die*** by Chip Heath and Dan Heath, Random House, 2007
2. ***Presentation Zen: Simple Ideas on Presentation Design and Delivery (2nd Edition)*** by Garr Reynolds, New Riders, 2011
3. ***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 16-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.

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 (6) 5%
- Peer-to-Peer Discussion Comments (3) 5%
- Elevator Pitches (2) 10%
- The Moth inspired StorySLAM 15%
- 'Extreme Makeover' Slideshow Edition 10%
- Presentation Storyboard Outline 15%
- Pecha Kucha Recorded Rehearsal 10%
- Pecha Kucha Peer Review 5%
- Final Pecha Kucha Presentation 25%

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%
E	< 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 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

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. Select weeks throughout the semester (see course site for specific assignment dates), 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 several times throughout the semester. 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 Sundays.**

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

Criteria	Excellent	Good	Unsatisfactory
<b>Content (30%)</b>	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
<b>Original Analysis (30%)</b>	Expertly draws from lectures and outside	Provides sufficient evaluation of lectures and	Related lectures and outside materials are

	materials using both analysis and synthesis to illuminate the subject	outside materials to demonstrate a reasonable level of analysis and synthesis	simply summarized / presented without analysis or synthesis
<b>Relevance (20%)</b>	Clearly draws connection between course content and relevant, appropriate personal reflection	Makes some connections between course content and personal reflection but connections are not sufficient or clearly explained	Does not connect course content to personal reflection or real-world relevance.
<b>Delivery (20%)</b>	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

### [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 succinctly, and with impact, 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:

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Unsatisfactory</b>
<b>Audience (35%)</b>	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
<b>Argument (35%)</b>	Presents concise, compelling and persuasive argument, and leverages	Delivers adequate, somewhat persuasive argument that acknowledges but doesn’t	Makes a weak argument through either faulty conceptualization or

	thoughtful analysis to refute counter argument	address/refute counter argument	inadequate framing/positioning
<b>Message/Delivery (30%)</b>	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 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:

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Unsatisfactory</b>
<b>Story (50%)</b>	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
<b>Delivery (50%)</b>	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

['Extreme Makeover' Slideshow Edition](#)

There's simply no better way to appreciate and learn the fundamentals of presentation slide design, than by practicing the dos and correcting the don'ts. For this assignment, you will be assigned a series of presentation slides that are in dire need of an 'extreme makeover.' Apply what you've learned in this course about visual communication and presentation design, to improve the presentation. Get creative and feel free to use images, graphics, slide design, data visualization, and photography to enhance the look and feel of this presentation.

Your Visual Presentation Design will be awarded 0-100 points according to the following levels of completion:

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Unsatisfactory</b>
<b>Content (40%)</b>	Reflects essential information, is logically	Reflects most of the essential information and is generally	Contains extraneous information and/or is not

	arranged. Concepts are succinctly presented with no misspellings or grammatical errors	logically arranged. Concepts presented without too many excess words and minimal misspellings or grammatical errors	logically arranged. Contains numerous spelling and grammatical errors that detract from the message
<b>Graphics (40%)</b>	Graphics used appropriately, greatly enhance the topic. Aid in comprehension and are clear, crisp and well situated on the page	Graphics used appropriately most of the time. Most graphics selected enhance the topic, are of good quality and are situated in logical places on the page	Graphics used inappropriately and excessively. Graphics are poorly selected and don't enhance the topic. Some graphics are blurry and ill-placed
<b>Design (20%)</b>	Clean design, high visual appeal. Design elements used consistently and logically across slideshow. Color used effectively for emphasis	Fairly clean design, with few exceptions but overall visually appealing. Elements used somewhat consistently, and colors are used effectively most of the time	Cluttered design, low in visual appeal. Choice of colors lack visual appeal and/or impede comprehension

### [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 evaluated on four components and awarded 0-100 points according to the following levels of completion:

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Unsatisfactory</b>
<b>Argument (25%)</b>	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
<b>Story (25%)</b>	Exhibits strong, strategic storytelling techniques. Content is very clear,	Demonstrates adequate storytelling techniques. Content is clear though may	Lacks clarity and understanding of relevant, strategic storytelling

	coherent and relevant to the given theme	not all be entirely relevant to the given theme	techniques
<b>Visuals (25%)</b>	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
<b>Delivery (25%)</b>	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:

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Unsatisfactory</b>
<b>Argument (40%)</b>	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
<b>Story (40%)</b>	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
<b>Visuals (20%)</b>	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 Reviews will be awarded 0-100 points according to the following levels of completion:

Criteria	Excellent	Good	Unsatisfactory
<b>Feedback Relevance (50%)</b>	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
<b>Mechanics (50%)</b>	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

## 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](mailto: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/ADV4930: Course Schedule (Spring 2020)

### Weekly Schedule

Unless otherwise noted, each course week/module will begin on MONDAY and end on SUNDAY. The following outline provides a summary of the weekly learning objectives – it is not a comprehensive listing of the work assigned each week and is subject to change. **Please refer to the Canvas course site for the final / most up-to-date details on required weekly readings, videos (and links), detailed assignment descriptions, and real-time updates to assignment requirements and/or due dates.**

### **PART 1: MESSAGE**

#### **WEEK ONE:** Course Intro + Overview

**January 6 – January 12, 2020**

#### Learning Objectives:

- Overview of course objectives, structure, schedule and assignments
- Closer look at the common components of powerful presentations

#### Assignments:

1. **Discussion Post Video (Introductions) due by 11:59 PM EST SUNDAY, January 12**
2. **Elevator Pitch #1 due by 11:59 PM (EST) SUNDAY, January 12**

#### **WEEK TWO:** The “Heart” of Persuasion

**January 13 – January 19, 2020**

#### Learning Objectives:

- Deep dive into key drivers of human behavior, motivation and persuasion

#### Assignments:

1. **Meet Your Audience: Watch each of the Discussion Post Introduction videos**
2. **Discussion Post Video #2: Electoral College pro/con due by 11:59 PM EST MONDAY, January 20**

#### **WEEK THREE:** Knowing Your Audience

**January 21 – January 26, 2020**

#### Learning Objectives:

- Use audience analysis framework to better understand their perspective, motivation and resistance
- 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

## Assignments:

1. **Discussion Post Video #3: Electoral College pro/con due by 11:59 PM EST SUNDAY, January 26**

## *WEEK FOUR: The Art and Science of Storytelling*

**January 27 – February 2, 2020**

### Learning Objectives:

- Deep dive into what makes storytelling so powerful and why

## Assignments:

1. **Peer Comment #1 for pro/con discussion post due by 11:59PM EST SUNDAY, February 2**

## *WEEK FIVE: Principles of Strategic Storytelling*

**February 3 – February 9, 2020**

### Learning Objectives:

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

## Assignments:

1. **The Moth-inspired StorySLAM video due by 11:59 PM (EST) SUNDAY, February 9**

## *WEEK SIX: Crafting the Presentation Blueprint*

**February 10 – February 16, 2020**

### Learning Objectives:

- Getting to the “Big Idea”
- Identifying the key message and supporting message/evidence
- Establishing an effective call-to-action (“Big A” vs “Little a”)

## Assignments:

1. **Pecha Kucha topic selection and ‘core point’ summary due by 11:59 PM (EST) SUNDAY, February 16**
2. **Discussion Post Video #4 (Pecha Kucha topic choice) due by 11:59 PM EST SUNDAY, February 16**

## *WEEK SEVEN: The Power of Emotion*

**February 18 – February 23, 2020**

### Learning Objectives:

- Use emotional appeal to create a genuine connection with the audience
- Strengthen audience connection via appropriate expressions of emotion, humility and vulnerability

## Assignments:

1. **Peer Comment #2 (Pecha Kucha topic) discussion video due by 11:59PM EST SUNDAY, February 23**

## **PART 2: VISUAL STORY**

## WEEK EIGHT: Visual Thinking

February 24 – March 1, 2020

### Learning Objectives:

- Deep dive into the power of effective design
- Review examples of excellence in communication design
- Visual storytelling: Learning to think like a designer

### Assignments:

1. Discussion Post Video #5 Design Inspiration Discussion due by 11:59 PM EST SUNDAY, March 1

## SPRING BREAK: MONDAY, MARCH 2 - SUNDAY MARCH 8

*In observance of Spring Break there will be no course lectures, readings or other assignments due this week.*

## WEEK NINE: Presentation Design Principles

March 9 – March 15, 2020

### Learning Objectives:

- Presentation design 101s
- Transforming dense information into a clear visual story
- Avoiding visual clichés

### Assignments:

1. 'Extreme Makeover' Slideshow Edition due by 11:59 PM EST SUNDAY, SUNDAY, March 15
2. Peer Comment #3 for Design Inspiration due by 11:59 PM EST SUNDAY, March 15

## WEEK TEN: Data Visualization

March 16 – March 22, 2020

### Learning Objectives:

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

### Assignments:

1. Elevator Pitch #2 due by 11:59 PM (EST) SUNDAY, March 22

## WEEK ELEVEN: Structure and Storyboarding

March 23 – March 29, 2020

### Learning Objectives:

- Brainstorming best practices and arranging messages for greater impact
- Storyboarding your presentation, one slide/one idea at a time

### Assignments:

1. Pecha Kucha Storyboard Outline Due by 11:59 PM (EST) SUNDAY, March 29

## PART 3: DELIVERY

### *WEEK TWELVE: Review, Revise, Repeat*

**March 30 – April 5, 2020**

#### Learning Objectives:

- Reviewing your presentation with an editor's eye
- Fine-tuning and tweaking your presentation

#### Assignments:

**No assignments due.**

### *WEEK THIRTEEN: Delivering with Power*

**April 6 – April 12, 2020**

#### Learning Objectives:

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

#### Assignments:

- 1. Pecha Kucha Recorded Rehearsal Due by 11:59 PM (EST) SUNDAY, April 12**

### *WEEK FOURTEEN: Beyond the Presentation*

**April 13 – April 19, 2020**

#### Learning Objectives:

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

#### Assignments:

- 1. Pecha Kucha Peer Review due by 11:59 PM EST SUNDAY, April 19**

### *WEEK FIFTEEN: Connecting the Dots*

**April 20 – April 26, 2020**

#### Learning Objectives:

- Review key learnings from throughout the course
- If you remember nothing else, remember these crucial takeaways...

#### Assignments:

- 1. Discussion Post Video #6 (Course feedback) due by 11:59 PM EST SUNDAY, April 26**

### *WEEK SIXTEEN: Final Pecha Kucha Presentation Submissions Due*

**April 27 – May 1, 2020**

**\*\*Final Pecha Kucha presentation Due by 11:59PM EST THURSDAY, April 30\*\***