INSTRUCTOR: Dr. Jason Heiserman  
jheiserman@jhu.edu, 410-516-6723  
Office: San Martin Center 258  
Office Hours: Monday-Friday by appointment  
COURSE ASSISTANT: Allison Chaves, Allison.chaves94@gmail.com  
Office Hour: Wednesdays 10-11 in Whitehead 204

OVERVIEW
The goal of this class is simple: I want you to learn how to develop and give effective oral presentations and be confident doing it. That requires constant practice. You must organize your presentation so that it is easy to hear and remember; you must train your voice, body, and mind so that they work together to deliver your talk effectively. You will also learn how to develop effective supporting graphics using PowerPoint software. I expect you to learn about this software mostly on your own.

This is not a lecture class, except as needed to introduce and demonstrate important concepts. This class is not about mastering a body of content knowledge or taking tests or writing papers. This class is a workshop; it provides hands-on opportunities to speak before an audience because that is how you will learn best. What you decide to speak about is usually going to be your business. While topic selection is important, it will always be secondary to your practicing strong oral presentation skills, good organization, and effective delivery. I hope to have you up in front of the class almost every time we meet so that you will learn from practicing.

Enhancing your public speaking and presentation skills takes a lot of time and commitment. You will be challenged in this class and asked to expand your comfort zone. While the atmosphere in class is good-humored, that should never be mistaken for a lack of high standards.

REQUIRED TEXT

OPTIONAL TEXT
  Note- We will not discuss this text in class, but it can be a helpful tool for you throughout the course. Specific readings will not be assigned, so you may self-select chapters that are relevant and of interest to you.

OUTCOMES
This course meets a number of the ABET outcomes which accredit college and university programs in the disciplines of applied science, computing, engineering, and engineering technology. The ABET outcomes for this course include:
- Ability to apply mathematics, science and engineering principles.
- Ability to design a system, component, or process to meet desired needs.
- Ability to function on multidisciplinary teams.
- Understanding of professional and ethical responsibility.
- Ability to communicate effectively.
- Recognition of the need for and an ability to engage in life-long learning.
- Knowledge of contemporary issues.
ACADEMIC ETHICS
The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition. Report any violations you witness to the instructor. You can find more information about university misconduct policies on the web at these sites:
- For undergraduates: http://e-catalog.jhu.edu/undergrad-students/student-life-policies/
- For graduate students: http://e-catalog.jhu.edu/grad-students/graduate-specific-policies/

QUESTIONS
If you have any questions, do not hesitate to contact me. I will make every effort to respond in a realistic and timely manner, generally within 24-48 hours. When emailing me, please communicate in a professional and appropriate manner. I should not see slang and/or abbreviations common with texting or instant-messaging. I do have an office on campus (San Martin Center 258), but I ask that you schedule appointments with me in advance and I will be glad to meet you in a more convenient location.

ESL SERVICES
If English is not your native language and you would be interested in working with an ESL tutor to assist with your presentations, please let me know and I can help with the arrangements. For assistance, you may contact: esolspecialist@jhu.edu

ATTENDANCE POLICY
You are allowed one excused absence for illness (I will need to see the proof) or unavoidable conflict (e.g., religious holiday, athletic event, university-sponsored conference). “Excused” means that you have told me about it and gotten my permission ahead of time. One unexcused absence will lower your attendance score to 5 points. More than one unexcused absence will result in a zero for your attendance score.

Lateness is unprofessional. Arriving anytime after class has begun is considered late. Unexcused late arrivals (or early departures) will deduct from your participation points. If you are going to have a recurring arrival issue, please let me know in advance.

I intend to establish a professional environment. I expect a professional attitude from you. If some legitimate problem comes up that might keep you from turning in work on time, you must clear it with me ahead of time; don’t wait until the day after to tell me why you did not keep up your end of things—I will not be able to help you. Obviously you cannot be late for or miss a presentation—your classmates depend on you to deliver when you are supposed to. You must present during your assigned date and time. If you miss a presentation due to an unexcused absence, you will not be able to make it up.

ELECTRONIC EQUIPMENT
It is important that you turn off/silence all electronic devices as they can be 1) distracting to myself and your classmates, and 2) can affect the smart technology in the classroom. If your electronic device should make noise during class or a presentation, you will lose participation points. Laptops may be used for note-taking purposes only. Violations will result in participation points lost. If you will be using your own laptop for presentations, please provide your own adapter. If you plan to present with an Apple computer, you must provide your own adapter to plug into the projector.
**TOPIC SELECTION**
Topic selection is very important to a good presentation. You want to choose topics that you are passionate about, so that your audience will sense your excitement and are more enticed to listen. You also want to select topics that will appeal to ALL of your classmates, not just a certain few. Keep in mind that some topics are too scientific, too insignificant, or too emotionally-charged. If you are wondering whether your topic is appropriate, I encourage you to discuss it with me.

**FINAL EXAM**
We will not have a final exam in this class. If we miss any class dates due to snow, etc. we may have to use our final exam time to complete any make-up assignments.

**CLASS PARTICIPATION**
Your class participation score encompasses the following: actively listening and engaging in class discussion, attendance and punctuality, completing work in a timely manner, giving valuable feedback to your classmates, and being prepared for all assignments, both practice and graded. 10 points is applied to attendance and 10 points is applied to in-class involvement.

**HELPFUL LINKS FOR SAMPLE PRESENTATIONS AND PUBLIC SPEAKING ARTICLES**
SlideShare: [http://www.slideshare.net/](http://www.slideshare.net/)
Pecha Kucha Presentations: [http://www.pecha-kucha.org/presentations/](http://www.pecha-kucha.org/presentations/)
TED Talks: [http://www.ted.com/talks](http://www.ted.com/talks)
The Moth: [http://themoth.org/stories](http://themoth.org/stories)

**GRADING**
For your presentations, you will be graded on a number of factors; including but not limited to 1) confidence, 2) organization, 3) content, 4) topic selection, 5) vocal quality, 6) non-verbal communication, 7) visual aids, 8) timing, 9) professional appearance, and 10) connection with your audience. I grade strictly, but as long as you are practicing the techniques that we discuss in class, you should do well. I assign the following points to our work ([200 points total](#)):

1. Teaching Prompt  
   10 points
2. Creative Prompt  
   10 points
3. Job Interviews (Candidate)  
   15 points
4. Job Interviews (Employer)  
   5 points
5. Group Prompt  
   20 points
6. Facilitation Prompt  
   15 points
7. Pecha Kucha Challenge  
   25 points
8. Technical Prompt (Formal)  
   25 points
9. Technical Prompt (Informal)  
   25 points
10. Presentation Zen Short Essays  
    20 points (5+7+8)
11. Presentation Critiques  
    10 points (5 each)
12. Class Participation/Attendance  
    20 points (10 each)
**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
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<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>59% or lower</td>
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</tbody>
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**NOTE:** Final grades are not negotiable unless I have made a mathematical error. You will receive all of your grades along the way (with the exception of your participation grade), so you will be able to track your progress as you go.

**CLASS OUTLINE (subject to change)**

<table>
<thead>
<tr>
<th>DATE</th>
<th>MATERIAL COVERED</th>
<th>ADDITIONAL ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2</td>
<td>Class Introductions, Overview of Syllabus</td>
<td>Teaching Prompts Assigned</td>
</tr>
<tr>
<td>September 9</td>
<td>Teaching Prompt</td>
<td></td>
</tr>
<tr>
<td>September 16</td>
<td>Mastering the “Hook”</td>
<td>Presentation Zen Short Essays Due: Chapters 1-3</td>
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<tr>
<td></td>
<td>Group Activity – Slide Design Techniques</td>
<td>Group Presentation Groups Assigned</td>
</tr>
<tr>
<td>September 23</td>
<td>Creative Prompt (videotaped)</td>
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<tr>
<td>September 30</td>
<td>Preparing for Job Interviews</td>
<td>Presentation Zen Short Essays Due: Chapters 4-6</td>
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<tr>
<td>October 7</td>
<td>Job Interviews (videotaped)</td>
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<tr>
<td>October 14</td>
<td>Preparing for Facilitation and Group Prompts</td>
<td>Job Interview Critique Due</td>
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<td></td>
<td></td>
<td>Facilitation Pairs Assigned</td>
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<tr>
<td>October 21</td>
<td>Group Prompt (videotaped)</td>
<td>Pecha Kucha Topics Assigned</td>
</tr>
<tr>
<td>October 28</td>
<td>Preparing for Technical Presentations and Impromptu Assignment</td>
<td>Facilitation Topics Due Presentation Zen Short Essays Due: Chapters 7-10</td>
</tr>
<tr>
<td>November 4</td>
<td>Facilitation Prompt</td>
<td>Technical Topics Due</td>
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<tr>
<td>November 11</td>
<td>Pecha Kucha Challenge (videotaped)</td>
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<tr>
<td>November 18</td>
<td>Technical Prompt [Formal] (videotaped)</td>
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<tr>
<td>November 25</td>
<td>NO CLASS – THANKSGIVING BREAK</td>
<td></td>
</tr>
<tr>
<td>December 2</td>
<td>Technical Prompt [Informal]</td>
<td>Technical Prompt (Formal) Critique Due</td>
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</tbody>
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DESCRIPTION OF GRADED ASSIGNMENTS (SUBJECT TO CHANGE)

You will be graded on the following (in addition to class participation and attendance):

Teaching Prompt
You are going to give a 3-5 minute presentation teaching your classmates about an element of Oral Presentations or a chapter in your Presentation Zen text. You will receive your topic on the first day of class. Some of you may be asked to review a public speaking website or blog, whereas some of you may be asked to explain topics such as non-verbal communication or stock photo usage, etc. The use of slide software is dependent on the assignment you receive.

Creative Prompt
For your creative prompt, select one of the following questions:
1. If you could choose to be raised by robots, dinosaurs, or aliens, who would you pick? Why?
   (Source: Brandeis University)
2. So where is Waldo, really? (Source: University of Chicago)
3. What should every college student be required to learn?
4. More questions will be added at a later date.
You are to give a 5 minute presentation on one of the above topics. This is chance to show your creativity. You are expected to use slide software.

Job Interviews
You will be asked to select a job opening/internship/graduate program that you would be interested in applying for. You will submit the job announcement and a current copy of your resume to me and two of your classmates. You will be interviewed in front of the class by two classmates. You will be critiqued on everything from your answers to your appearance. For assistance with your resume, I would encourage you to schedule an appointment with the Career Center (Garland Hall, 3rd floor). Your interview will last approximately 6-8 minutes.

You will also be graded for your work as an interviewer. Were you familiar with the resume and job description? Did you ask good open-ended questions and follow-up appropriately? Were you engaging and professional?

Small Group Prompt
You and your small group will prepare a 30 minute presentation (20 minutes speaking, 10 minutes Q&A). The topic is “JHU President for a Day: What would you do to improve the campus?” Imagine that you are competing for a $25,000 one-time grant as part of a business plan competition. Everyone in your group needs to speak as equally as possible. Your group should also prepare a leave-behind – a one-page, visually appealing document that highlights your main points for anyone that may have missed your presentation.

Facilitation Prompt
You and a partner will be consultants for a company looking to get the opinions of college students on a “hot topic” of your choice. The topic should be a current events issue related to a university, local, national or international issue. Your goal is to solicit information by asking effective open-ended questions and by keeping the students engaged throughout the 20-minute time frame. We will have six 20-minute discussions on this day. Slide software is optional.
Pecha Kucha Challenge
Pecha Kucha is a simple presentation format where you show 20 images, each for 20 seconds. The images advance automatically and you talk along to the images. You will be given a topic three weeks in advance and you must prepare a visually appealing presentation under these guidelines. For more information on this format, visit: [http://www.pechakucha.org/faq](http://www.pechakucha.org/faq)

Technical Prompt (Formal)
*Celebrate your nerdy side.* Imagine you are the presenting to a group of peers at a professional conference. You will want to present on an idea, a problem, a philosophy, your research, a new technology, etc. The speech should be technical in nature, meaning the audience should have basic knowledge and you are the “expert.” Remember to tell the audience who you are, why you are here, and what you’re going to talk about. The time limit is 6-8 minutes. You are expected to use slide software.

Technical Prompt (Informal)
*Celebrate your childish side.* You will use the same topic that you used for the formal technical presentation, but this time your audience will be a group of “middle school students.” Your challenge will be to adapt your delivery, content and slides to fit your youthful audience. The time limit is 6-8 minutes.

Presentation Zen Short Essays
You will receive a total of 9 short essay questions on the *Presentation Zen* text. Each essay should be no longer than 1 page each double-spaced. Your responses should include personal opinion, citations from *Presentation Zen*, and citations from outside sources. Please include references with your essays.

Presentation Critiques
You will submit a confidential, written critique of a classmate’s presentation for both the job interview assignment and the formal technical presentation assignments. Your critiques should provide in-depth analysis on the positives and negatives associated with the performance. You should reference material learned in class in addition to personal opinion. Be as specific as possible with your examples. Each critique should be 2-3 pages.
SAMPLE OUTLINE- Creating an outline is one of the best ways to organize your material

Your Name:______________________________________________

Speech Topic:______________________________________________

Specific Purpose: To inform my audience about, or
To persuade my audience to...

Introduction: (remember to get your audience’s attention, reveal the topic, build credibility, and preview your main points)

I. Main Point #1 (remember to write as a full sentence; no fragments or questions)
   • Subpoints

II. Main Point #2 (did you word this consistently with your first main point?)
   • Subpoints

III. Main Point #3 (did you word this consistently with your other main points?)
   • Subpoints

Conclusion: (remember to signal the end of your speech, keep your audience’s attention, and summarize your main points)

SOURCE LIST- Make sure you reference your sources throughout your presentations


Author, A. A. (Year of publication). Title of work: Capital letter also for subtitle. Location: Publisher.

Author, A. A., & Author, B. B. (Date of publication). Title of document. Retrieved month day, year (only if the text may potentially change over time), from http://Web address


Basic Format for an Electronic Image

Author (Role of Author). (Year image was created). Title of work [Type of work], Retrieved Month Day, Year, from: URL (address of website)

Basic Format for an Electronic Image (No Author)

Title of work [Type of work]. (Year image was created). Retrieved Month Day, Year, from: URL (address of website)

Basic Format for an Electronic Image (No Author, No Title, No Date)

Many images found on the Web are of this category, but you should still look for this missing information: try clicking on the image, and/or looking at the bottom of the image.

[Subject and type of work]. Retrieved Month Day, Year, from: URL (address of website)

* A good website for APA references is: http://owl.english.purdue.edu/owl/resource/560/01/
SPEECH MAKING 101:
30 Tips to Make You a Better Presenter

TOPIC CHOICE
- **Make sure the topic fits the assignment** – make sure you understand if you are supposed to inform, persuade, entertain, etc.
- **Make sure you are passionate about your topic** – if the topic doesn’t excite you, why should your audience care?
- **Make sure the topic is not too broad or too specific for the time limit** – most topics cannot be explained in a matter of minutes, so pick distinct aspects to focus on
- **Make sure the topic is suitable for your audience** – not too technical and not too trivial; everyone in the audience should have a reason to listen

PROFESSIONALISM
- **Make sure you are dressed to impress** – you gain instant credibility from looking nice or looking the part of your topic
- **Make sure you rehearse enough that you sound conversational** – speak to your audience, don’t read to them
- **Make sure you appear confident** – do not begin the speech with shaky hands, deep breaths, and scattered notes

INTRODUCTION
- **Make sure you get your audience’s attention right from the start** – build interest and intrigue; find a way to hook them in
- **Make sure to establish your credibility on the topic** – why should the audience listen to you?
- **Make sure to define any terms that you may use throughout the speech** – this is the best time to introduce acronyms, jargon, etc. that could confuse the audience if not addressed
- **Make sure your topic or stance is absolutely clear by the end of your introduction** – you will lose your audience if they do not know what your speech is clearly about
- **Make sure you preview the rest of your speech** – let the audience know what you plan to talk about during the body

BODY
- **Make sure your main points are organized and worded consistently** – they should be easily to follow along with and have a similar pattern (i.e. chronological, categorical, problem-solution, etc.)
- **Make sure you use transitions throughout** – this keeps the speech flowing and your audience engaged
- **Make sure to support your main points with examples, statistics, and testimony** – in persuasion, this is referred to as evidence, which you will use to establish your argument

CONCLUSION
- **Make sure the audience knows when you are concluding** – avoid an abrupt ending; the audience should know exactly when to clap for you
- **Make sure you summarize the main points of your speech** – use this time to reinforce your information or argument; hammer home a reason why your speech is meaningful
- **Make sure you end with confidence** – look at your audience and thank them for their time
VISUAL AIDS
- Make sure you keep your visual aids simple – you want your audience to focus on your words and not get lost in a complex slide, chart or handout
- Make sure to practice using your visual aids – they affect your timing more than you think
- Make sure that your visual aids are adding to the presentation, and not serving as a distraction – remember that speeches are not design competitions
- Make sure you have a backup plan – you never know when your computer will let you down, so have a “plan b” just in case

DELIVERY
- Make sure to add some variety to your voice – pick times throughout your speech to fluctuate your volume, tone, pitch, and rate; no one wants to listen to a monotone presenter
- Make sure to use your hands – gestures add so much to your delivery, so keep your hands off the podium and your paper
- Make sure to move your body – avoid being a statue; work the room for maximum effectiveness
- Make sure to use eye contact effectively – focus on person at a time and work the entire room from front to back; try to avoid quick looks up and down

LANGUAGE
- Make sure that your word choices are proper for the speech assignment – you should use different descriptive words when you are teaching vs. advocating
- Make sure to use language that is appropriate – know your audience and be inclusive of everyone

TIMING
- Make sure to stay within your window of time – it can be disrespectful and unprofessional to go way under or over your time limit
- Practice with a real audience – that way you can account for laughter or any other audience response

Jason Heiserman
Lecturer, Johns Hopkins University
Descriptions of Speech Grades

You will receive a feedback form for each speech you give. This will give you detailed information about your overall performance. However, I use a holistic, descriptive method to grade your speeches overall.

An "A" quality speech does the following:

- **Interest:** I am riveted and deeply interested in the speech.
- **Knowledge:** I leave the speech feeling as if I have learned something new and exciting.
- **Audience Contact:** I notice the speaker making natural, friendly eye contact with me and with other members of the audience.
- **Main Point:** I can remember the main point of the speech very easily.
- **Slides:** I feel impressed and compelled by the slides. They visually reinforce the spoken message mainly in images and a few words. They embody the essence of Presentation Zen.

A "B" quality speech does the following:

- **Interest:** I am interested in the speech, but my attention might wander a bit.
- **Knowledge:** The speaker did a good job making an important point about a topic but may not give me anything new to consider.
- **Audience Contact:** The speaker tries to make eye contact and connect with the audience but may or may not have been completely successful.
- **Main Point:** I can remember the general gist but may not be able to recall a specific message from the presentation.
- **Slides:** The slides are competent but boring. They may have one or two errors, but they do not distract from the presentation. They are somewhat simple, but may need to embody PZ more.

A "C" quality speech does the following:

- **Interest:** I am bored by the speech.
- **Knowledge:** I don’t think the speech tried anything new. The speech felt canned, cliched, heroic, or fake.
- **Audience Contact:** The speaker makes little to no eye contact or does not connect well with the audience emotionally. The speaker may have accent issues which make it hard to follow and understand the speech.
- **Main Point:** I have a hard time remembering what the speech’s topic or main point was.
- **Slides:** The slides have heavy bullet points and function like an outline. They are distracting, text-heavy, and awkward. They may have lots of typos, stretched graphics, or weird font colors. They may also be way too simplistic and have performed a parody of Presentation Zen slides.

A “D” or "F" quality speech does the following:

- The speaker is unprepared or does not give his or her speech.
- The speaker is unprofessional, inappropriate, disrespectful, racist/homophobic/sexist, or rude.
- The speaker clearly has used fake or false material and/or has used an already-prepared speech.
- The slides contain illegal stock photography.