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: TBD

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. You will learn to speak with confidence in a variety of formats – including job interviews, persuasion, small group, extemporaneous, and presenting technical material. You will learn how to outline your presentation around clear main points, how to capture and maintain your audiences’ attention, how to improve your delivery skills, and how to develop effective slide decks that compliment your main points.

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. This course is designed to help you push through any anxieties you may have about public speaking by immersing you in a practice-intensive environment. This is not a lecture class, except as needed to introduce and demonstrate important concepts. During most classes, you will be presenting an actual speech and acting as a thoughtful critic on other students’ speeches. In short, this is a hands-on course where you will learn by doing – not by listening to lecture after lecture.

OUTCOMES
Upon completing this section of Oral Presentation, you will:

- Be a resilient, confident speaker for a wide variety of audiences and venues.
- Have the capacity to identify, understand, and leverage skillfully the right kind of evidence for each particular audience he or she addresses.
- Develop a deeper understanding of speech and oral communication as more than a way of showing what a speaker knows and, instead, having a conversation with a room full of human beings with particular needs, wants, desires, and levels of education.
- Employ narrative as a fundamental content strategy when creating speeches and learn how to edit the message of each speech down to its core components.
- Demonstrate an understanding of the current standards of visual rhetoric and be able to deploy skillful slide design that avoids “Death by PowerPoint” and text-heavy slides by using images to support the message of the speech.
- Have developed an authentic, personal speaking style that puts the audience’s needs first.
- Know how to deploy active, emotionally intelligent listening skills as a speaker and as an audience member.
- Be able to give a persuasive speech outside his/her discourse community or area of expertise.
- Be adept at drawing audience-appropriate conclusions from information, data, or trends related to a given topic.
- Be able to handle audience questions, especially challenging questions, with grace and diplomacy.
- Recognize that giving/receiving constructive feedback is an important professional skill and be fluent in doing so.
Oral Presentations courses meet 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 these courses include:

- 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.
- The broad education necessary to understand the impact of engineering solutions in a global and societal context

**REQUIRED TEXT**


**OPTIONAL TEXT**


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

**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/](http://e-catalog.jhu.edu/undergrad-students/student-life-policies/)
- For graduate students: [http://e-catalog.jhu.edu/grad-students/graduate-specific-policies/](http://e-catalog.jhu.edu/grad-students/graduate-specific-policies/)

Please note that I will use plagiarism software to verify the originality of your papers and your slides.

**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

Because most of our graded work will happen during the actual class period, it is imperative that you come to each class well prepared and on time. Chronic tardiness and absenteeism will severely jeopardize your ability to pass this class. If you know you will have to miss more than one class, I would recommend taking this course on a different date or during a different semester. If you miss two or more classes, you will receive a zero for your attendance score. If you know you will be missing a class due to a religious holiday or university-sponsored athletic event or conference, please contact me in advance to make special arrangements.

Lateness is unprofessional. Arriving anytime after class has begun is considered late. Unexcused late arrivals (or early departures) will deduct from your participation points, unless you have made prior arrangements with me. 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 without prior permission —your classmates and I depend on you to deliver when you are supposed to.

ELECTRONIC EQUIPMENT

It is important that you turn off/silence all electronic devices as they can be distracting to me and your classmates. If your electronic device should make noise during class or a presentation, you will lose participation points. If you are caught texting, sending emails or playing on social media during class, you will be marked absent for the day.

Laptops may be used for note-taking purposes only. 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.

FEEDBACK

Receiving detailed and timely feedback is essential to growing as a presenter. In this course, you will receive feedback in three distinct ways. 1) You will receive written feedback after each presentation, 2) You will receive immediate verbal feedback in class from your instructor and classmates, and 3) You will receive a video of your presentation which you will be required to watch as a vehicle for self-analysis.

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.

VIDEOTAPING

All of the presentations in this class will be videotaped so that you may watch them after the fact and critique your performance. Your videos will be linked to Blackboard. You should also use these videos
to write your personal reflections. Watching yourself present on video is extremely helpful as you will likely pick up on mannerisms and habits that can be improved upon in future presentations.

BLACKBOARD
We will use Blackboard in this course to post helpful resources for each module that we cover. You will also be able to track your grades throughout the semester using Blackboard. On occasion, we will also use discussion boards to provide feedback on presentations.

DROPBOX
The class will use Dropbox to submit your slides prior to each class. All slides should be submitted by 3:00 p.m. on the day of class. This will save us a great deal of time in class by having all of the presentations stored in one location.

FINAL EXAM
We will not have a planned final exam in this class – however you will be expected to turn in your final written paper during the exam time. 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
This will be a dynamic, highly interactive course where you will be expected to be a participative audience member who gives helpful, thoughtful feedback to your peers. So you should consider any speech feedback, lecture Q&A, group work, or practice exercises as a graded assignment. 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.

HELPFUL LINKS FOR SAMPLE PRESENTATIONS AND PUBLIC SPEAKING ARTICLES
SlideShare: http://www.slideshare.net/
Pecha Kucha Presentations: http://www.pecha-kucha.org/presentations/
TED Talks: http://www.ted.com/talks
Ignite: http://igniteshow.com/
Creative Mornings: http://www.creativemornings.com/
The Moth: http://themoth.org/stories
Toastmasters International: http://www.toastmasters.org/

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 (250 points total):

1. Presentation Zen Prompt 10 points
2. Extemporaneous Prompt 10 points
3. Persuasive Prompt 15 points
4. Mock Job Interview 15 points
5. Small Group Prompt 20 points
6. Facilitation Prompt  
   20 points
7. Pecha Kucha Prompt  
   25 points
8. Technical Prompt  
   25 points
9. Revised Technical Prompt  
   25 points
10. Critique of Outside Speaker  
    10 points
11. Presentation Zen Short Essays  
    10 points (5 each)
12. Presentation Critiques  
    10 points (5 each)
13. Self-Reflection Essay  
    20 points
14. Participation  
   25 points
15. Attendance  
   10 points

GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<td>88-89%</td>
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<td>83-87%</td>
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<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>
</table>

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 attendance/participation grades), 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>January 27</td>
<td>Topics Covered- Overview of Course and Review of Syllabus</td>
<td>Speaking Assignment- <strong>Self Introduction</strong></td>
</tr>
<tr>
<td>February 3</td>
<td>Topics Covered- Fundamentals of Public Speaking</td>
<td>Presentation Zen Prompts Assigned&lt;br&gt;Read <em>Presentation Zen</em> text</td>
</tr>
<tr>
<td>February 10</td>
<td>Topics Covered- Hooks and Takeaways</td>
<td>Presentation Zen Short Essays Due: Chapters 1-5&lt;br&gt;Submit 1-page video self-analysis to BB</td>
</tr>
<tr>
<td>February 17</td>
<td>Topics Covered- Slide Design and Group Activity</td>
<td>Small Groups Assigned for Presentation&lt;br&gt;Submit 1-page video self-analysis to BB</td>
</tr>
<tr>
<td>February 24</td>
<td>Topics Covered- Speaking to Persuade</td>
<td>Presentation Zen Short Essays Due: Chapters 6-10&lt;br&gt;Facilitation Pairs Assigned&lt;br&gt;Submit 1-page video self-analysis to BB</td>
</tr>
<tr>
<td>March 3</td>
<td>Topics Covered- Preparing for Job Interviews</td>
<td>Read <em>Confessions of a Public Speaker</em> text&lt;br&gt;Submit Resume and Job Description to Dropbox by March 6th&lt;br&gt;Submit 1-page video self-analysis to BB</td>
</tr>
<tr>
<td>March 10</td>
<td>Topics Covered- Preparing for Group Presentations</td>
<td>Submit 1-page video self-analysis to BB</td>
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<tr>
<td>March 17</td>
<td>NO CLASS – SPRING VACATION</td>
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<tr>
<td>March 24</td>
<td>Topics Covered- Preparing for Facilitation</td>
<td>Facilitation Topics Due&lt;br&gt;Job Interview Critiques Due&lt;br&gt;Submit 1-page video self-analysis to BB</td>
</tr>
<tr>
<td>March 31</td>
<td>Topics Covered – Pecha Kucha Format</td>
<td>Submit 1-page video self-analysis to BB</td>
</tr>
</tbody>
</table>
### Topics Covered
- April 7: Covering technical material
  - Speaking Assignment: Pecha Kucha Prompt
- April 14: Adapting presentations for different audiences
  - Speaking Assignment: Technical Prompt
- April 21: TBD based on need
  - Speaking Assignment: Revised Technical Prompt
- April 28: Review of Course
  - Speaking Assignment: Make Up Speeches

### Technical Topics Due
- April 7: Submit 1-page video self-analysis to BB
- April 14: Submit 1-page video self-analysis to BB
- April 21: Submit 1-page video self-analysis to BB
- April 28: Submit 1-page video self-analysis to BB (if applicable)

### Final Exam
- Submit your Self-Reflection Essay

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**DESCRIPTION OF SPRECTING ASSIGNMENTS (SUBJECT TO CHANGE)**

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

**Self-Introduction (not graded)**
You will be asked to prepare a short 1-2 minute speech in class and introduce yourself to your fellow students. This assignment is ungraded, but your preparation will be reflected in your participation points.

**Baseline Presentation (not graded)**
You will be asked to prepare a 3-5 minute presentation and a small deck of slides on an informative topic of your choice. You should plan to inform your audience about a particular person, place, event, or concept that they can relate to. This assignment is ungraded, but your preparation will be reflected in your participation points.

**Presentation Zen Prompt**
You will receive a quote or phrase taken directly from your Presentation Zen text. You are to give a 5 minute presentation elaborating on this quote/phrase and how it relates to Oral Presentations. You should not simply regurgitate the text, but expand on it by using outside sources, personal opinion and examples. Slide software is optional, and your decision to use it may be based on the topic that you receive.
Extemporaneous Prompt
You will be given a speech topic with little preparation time. You will have to prepare an organized and coherent presentation under time constraints. You will have the opportunity to practice 1-2 times prior to the graded portion of this assignment.

Plan B Prompt (not graded)
You will be asked to practice the art of storytelling while dealing with the element of surprise. You should come to class prepared with a personal 2-3 minute story to share with your classmates. You will want to tell your story with vivid examples and emotionally charged words. You will also select a “Plan B” situation which will require you to adapt your presentation on the fly based on a problem that will present itself. This assignment is ungraded, but your preparation will be reflected in your participation points.

Persuasive Prompt
You will be asked to prepare a short 3-5 minute speech and a small slide deck that work to persuade the class to take a specific course of action on an issue, social enterprise, or concern. Your presentation should lead to passive agreement or immediate action; which we will discuss in class.

Mock 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. You may also encounter some “Plan B” situations throughout your mock interview. Your interview will last approximately 6-8 minutes, and you should dress professionally.

Your role as an interviewer will affect your participation points. For example, 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?

For assistance with your resume, I would encourage you to schedule an appointment with the Career Center (Garland Hall, 3rd floor).

Small Group Prompt
You and your small group will prepare a 30 minute presentation (1 minute group elevator pitch, 20 minute full presentation, remaining time for 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. You will begin by presenting a 1 minute elevator pitch of your main ideas (everyone must speak), followed by a full 20-minute presentation. The remaining time will be used for Question & Answer.

Facilitation Prompt
You and a partner will be consultants for a company looking to get the opinions of college students on a relevant topic. You will select a topic from an article found on The Chronicle of Higher Education, www.chronicle.com. Your 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 Prompt**

Pecha Kucha is a unique presentation format where you show 20 images, each for 20 seconds. The images advance automatically and you talk along to the images. For this presentation, consider the following question: *What should every college student be required to learn?*

You are to give a 6:40 minute Pecha Kucha style presentation answering this specific question. For more information on this format, visit: [http://www.pechakucha.org/faq](http://www.pechakucha.org/faq)

**Technical Prompt for Non-Experts**

Imagine you are a guest presenter 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 of your topic, but will not have the expertise that you possess. 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.

**Revised Technical Prompt**

You will use the same “field of study” that you used for the formal technical presentation, but this time your audience will be a group of 12-13 year old middle school students learning about future career options. Your challenge will be to adapt your delivery, content and slides to fit your youthful audience. The time limit is 6-8 minutes. You may use slide software, but audience participation is key in this assignment.

**Make Up Speeches**

On the last day of class, you will have the opportunity to present a make-up presentation. This can be a presentation that you missed due to an absence or a presentation where you would like to improve on your grade. This is optional, but highly encouraged. You cannot end up with a lower grade by attempting this assignment. **Note - you may not make up your interview, small group or facilitation presentation.**

**DESCRIPTION OF WRITING ASSIGNMENTS (SUBJECT TO CHANGE)**

**Critique of an Outside Speaker**

You are to attend a “live speech” outside of class. This could include a presentation through MSE Symposium, Foreign Affairs Symposium, an academic department, etc. If you have any questions on whether or not a speech is appropriate for this assignment, please contact your instructor first. You are to write a thoughtful 2-3 page critique of the presentation that incorporates information from your text and class lectures. The goal is to apply what you have learned in class to an outside presentation.

**Presentation Zen Short Essays**

You will receive a total of 6 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.

Video Footage Assessments
After each videotaped presentation, you are to create a bullet-pointed “Pros and Cons” list for your performance. You will analyze what went well and what needs to be improved upon. You will also include a short section citing goals for your next presentation. You will upload each assessment to Blackboard prior to the next class period. This will be factored into your participation score.

Self-Reflection Essay
At the conclusion of your graded assignments, you are to write a 5-7 page reflective essay in the style of Scott Berkun’s Conessions of a Public Speaker. You will create a narrative about your personal public speaking journey throughout the course, using your video footage and class assignments as your fodder. This will be due on the day of the final exam.
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 (what is the first main idea that you want to get across to your audience?)
   • 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; a good rule of thumb is dress “one step up” from your audience
- **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 easy 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 slideshows or 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 interplay with the audience

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*Dr. 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, clichéd, 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.
**Tips for Writing Your Essays And Critiques**

1. Write in paragraph, essay form unless otherwise stated.

2. Double Space, 12 point font, Times New Roman and include a heading for each question.

3. Keep your tenses consistent. Do not flip flop between past and present.

4. Be consistent with singular and plural words. Be careful for errors such as – “As a chemist, we often conduct experiments...”

5. Avoid the overuse of contractions in formal critiques.

6. Be decisive! Do not use words such as “sort of,” “kind of,” or “a little”.

7. Write out numbers under ten. For example, the section had four main parts.

8. Eliminate “In my opinion” and “I think” – Since you are the author, it is all your opinion.

9. Cut back on filler words. Avoid unnecessary use of words such as “very,” and “really,” etc.

10. Use commas after conjunctive adverbs (e.g., however, moreover, thus, for example, etc.)


12. When citing a website in the references section, use the following format:


13. When citing a book in the references section, use the following format:

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