

Journalism 150

Stand and Deliver: Presentation Skills

Why you should take this course

J150 helps prepare students for other college courses that require research, critical thinking and speaking skills, and it helps prepare students to effectively impart information in situations beyond the university.

You, no matter your education, will be part of a global economy and interconnected humanity. You will work in diverse professions, including business, government, non-profits, engineering, the arts, and health care, where you will contribute important stories to society. The ability to inform or persuade confidently through presentation is an incalculable skill no matter where you choose to direct your career. **You will give few speeches in your life, but you will present information an inestimable number of times.**

Journalists specifically have a growing challenge as more and more writers are asked to create digital video content, chair debates and give business pitches and proposal presentations. If your plan is to be a journalist, whether in news or strategic communication, J150 will introduce you to effective presentation fundamentals, audience analysis, support technologies and structural development.

What you will learn

J150 is designed to help you meet the course and School of Journalism objectives specific to presenting information. When you complete J150, you will be able to:

1. Prepare and orally communicate structured material in an engaging and beginning professional way
2. Communicate effectively with different audiences and with different purposes
3. Understand and enhance your own communication style
4. Discern how visuals, including graphics, music, and video, inform and enrich presentations and choose software tools that develop and impart information clearly
5. Evaluate, critique and discuss the production of oral information

You will also have started KU's CORE Learning Outcome 2: "Upon reaching this goal, students will be able to generate, develop, organize, and convey ideas orally, using language, presentation skills, and other media (for example, digital texts, images, and graphs) to present those ideas clearly, confidently, and in a manner appropriate to specific communication situations."

Who will guide your learning

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Because of the re-model of Stauffer-Flint, we each may set up office camp in a weird location or at weird times. Ask your instructor where she will be and plan to be flexible.

How you will learn it

Giving solid presentations is a learned skill. To present well requires practice. To that end, you will present and you will evaluate others' presentations.

Individual presentation I

Outline 15 points – Introduction 10 points – Evaluation 25 points
Presentation delivery 50 points

Group Presentation

Outline 25 points – Eval 25 points
Presentation delivery 75 points

Individual presentation II

Outline and supporting materials, including a leave-behind document and an introduction 100 points –

Evaluation 25 points
Presentation delivery 100 points

Individual online/video presentation

Outline 25 points – Eval 25 points
Presentation delivery 75 points

Outside presentation evaluation: 100 points

Quizzes, exercises and blog posts complete the point total. Those may vary minimally based on your instructor, so consult your lab's schedule for numbers.



What materials you will need

1. An attitude that allows your best presentation self to show
2. Access to a presentation software, such as PowerPoint/Keynote or Prezi

What you must know and do to succeed

Although J150 has a common syllabus and similar assignments, instructors are entirely responsible for their classes and their students and may make adjustments specific to students in specific sections. Your individual instructor's rules and requests supersede all others.

- **Show up.**

J150 has an “of course” attendance policy. Of course, you will come to class. Why wouldn't you? To avoid the nonsense often associated with “excused” and “unexcused” absences, know that **you have two free absences**. Use your freebies for sleeping, court dates, funerals, sick days or whatever. We don't have to know why you aren't in class. After you've used your freebies, your course grade may drop a full letter for the third absence – and a letter for every third absence following. Tardies count, too. Calculate that three late arrivals equal one absence. You can't use your absences for presentation days, though. Make a note.

If you are sick, don't bring a doctor's note and expect an “excused” absence. It's just one of your absences. **If you are sick enough to miss multiple class days or suffer some catastrophic event that alters the course of your life, contact the AAAC office and ask counselors there to intervene on your behalf.**

- **Respect your classmates.**

In this class, it is important that you feel comfortable expressing ideas and opinions. We welcome and encourage you to share differing perspectives and diverse experiences and to be respectful of others whose viewpoints and experiences may not be the same as your own.

- **Pay attention to the policies.**

Disconnect from your tech when you come to class. **No laptops.** Studies show you pay better attention and take better notes with your pen or pencil than your fingertips on a screen.

Type and double-space all your assignments, unless told otherwise by your instructor. No handwritten assignments.

Deadlines are absolute. We don't accept late assignments. Catastrophic events are the exception, but anything less than a catastrophe will earn you a zero. Even one zero could seriously affect your grade. Don't expect to make up exercises, unless you and your instructor have discussed that option in advance.

Journalism School Policy on Classroom Attendance:

No student may add a journalism class after the 20th day of a semester.

Students must attend their classes and laboratory periods. Instructors may take attendance into account in assessing a student's performance and may require a certain level of attendance for passing a course. **Instructors may choose to drop students from a course, based on attendance, without consent.**

The School of Journalism reserves the right to **cancel the enrollment of students who fail to attend the first class** or laboratory meeting.

The KU Office of Student Financial Aid is required by federal law to determine whether students who receive aid are attending each class in which they are enrolled. Instructors are required to report to that office absences of students who have stopped attending and names of those who have enrolled but never have attended. Students who do not attend classes may be required to repay federal and/or state financial aid.

Copying or Recording - Course materials prepared by the instructor, as well as content of all lectures presented by the instructor, are the instructor's property. Video and audio recording of lectures without instructor consent is prohibited. On request, the instructor usually will permit students to record lectures, on the condition that the individual making the recording only uses these recordings as a study aid. Unless the instructor gives explicit permission, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

In the event of inclement weather, KU officials make the decision to cancel classes. Check the university website or wait for an e-mail or text message saying such. (Probably not an issue until winter, but still good to know.)

- **Don't cheat. Really.**

The William Allen White School of Journalism and Mass Communication does not tolerate plagiarism, fabrication of evidence and falsification of evidence. Former Associate Dean (Babs) Barnett says:

"In this class, and in all journalism classes, honesty and integrity are critical. Any work you do must be original and reflect your own ideas, thoughts, and research.

In a work setting, if you choose to violate professional standards, you will be fired. In this class, if you choose to violate the standards for academic integrity, you'll fail the course, and you may be expelled from or denied admission to the School of Journalism."

Ouch. Avoid the "I'm so disappointed" **presentation** from your parents. **Here's the journalism school's official policy statement:** "The William Allen White School of Journalism and Mass Communications does not tolerate plagiarism, fabrication of evidence and falsification of evidence. In this course, the penalty for plagiarism, fabrication or falsification is a failing grade for the semester. Additional penalties can include expulsion from the School of Journalism. If you have questions about what constitutes plagiarism, fabrication or falsification, please consult the professor of this course."

The KU University Senate defines plagiarism as "knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the information or ideas are common knowledge." The University defines fabrication and falsification as "unauthorized alteration or invention of any information or citation in an academic exercise."

Here's some clarification from former Associate Dean Barnett:

Plagiarism is stealing. You take someone else's ideas, thoughts, or words, and you present them as your own original work. This includes taking ideas from written sources, such as books, as well as materials on the Internet. Cutting and pasting materials from the Internet and presenting that work as if it was your own is plagiarism. There may be times when you want to incorporate another person's ideas, opinions, and words into the documents you write, to make a point or to provide background. If you do, it is essential that you attribute that information—that you explain where the information came from and give credit where credit is due. "Recycling" past presentations from other students and presenting them as your own falls into the category of plagiarism.

Fabrication and falsification mean that you made it up. This can include making up an entire presentation or embellishing a fact, quote, or statistic to make it sound better. Don't do it.

- **Because firearms are a thing.**

Individuals who choose to carry concealed handguns **are solely responsible to do so in a safe and secure manner in strict conformity with [state and federal laws](#) and [KU weapons policy](#).**

- **Use your resources.**

The Bremner Editing Center in the journalism school, on the first floor of Stauffer-Flint Hall, is a resource for your writing and editing needs. Professor Lisa McLendon and her staff can meet with you individually to help you with writing particular to effective communication, including grammar in presentation slides and transitioning through ideas. She may be re-located during the construction, so ask your instructor, “Where’s McLendon?”

Media Crossroads, an interactive, multimedia center designed to educate, innovate and communicate, is in Anschutz Library. It’s a place for you to put your presentations to video, or talk through a visual idea with peers. During the semester, MC will have evening walk-in hours for student use.

- **Know where to go and whom to talk with if problems occur.**

Occasionally, grievances arise. Talk to your individual instructor first. If the issue came to be because you didn’t read the syllabus, go back and review the details. If you are uncomfortable discussing an issue with your instructor, feel free to make an appointment to see Associate Dean Scott Reinardy in the dean’s office, Room 200 SF.



The Office of the Vice Provost for Student Success coordinates the University response to campus and individual student emergencies. The Office of the Vice Provost is also the contact when students are involved in a serious incident away from the Lawrence campus. The Office will offer information, counseling, and support to students, their families and others affected by the incident.

To report an extended illness or accident that keeps a student away from class, contact the **Academic Achievement and Access Center** at (785) 864-4064, www.achievement.ku.edu. **Student Access Services**, part of the Academic Achievement & Access Center, works with all units to help students with disabilities - be they physical, medical, sensory, psychological, or related to attention or learning.

- **Understand the grades you earn.**

Presentation skills aren't a science. J150 is designed to help you learn the basics of a good presentation, but intangibles that add to the effectiveness of a presentation – charismatic delivery, soul-opening insights and visually arresting creativity – can't be included in a presentation checklist.

No paint-by-numbers method exists for earning an A grade on a presentation – in class or in life. We focus on broad objective criteria to make grading distinctions when evaluating your work.

OUTSTANDING (A)

An A-grade presentation must be memorable – a stand out – among presentations. It must meet the assignment's parameters of length, content, and relevant supporting materials. It must present a compelling introduction that establishes the purpose and goal of the presentation. It must feature new information or an intriguing anecdote. It must demonstrate effort beyond others in the class, particularly in its polished delivery and absorbing substance.

GOOD (B)

A good presentation accomplishes the high points of an average presentation. It conforms to the length and time limit, it's free of grammar, pronunciation and usage errors, and it demonstrates a clear central purpose and goal. Its organizational strategy is clear. The presenter attributes all information that requires attribution, sustains focus through logical organization and compelling transitions and expresses ideas fluently and precisely, using effective vocabulary and sentence variety. The presenter is practiced, but not perfunctory.

AVERAGE (C)

An average presentation demonstrates knowledge of the conventions of presentation skills, but errors occur. Just as a good presentation does, an average presentation conforms to the length and time limit, is mostly free of grammar, pronunciation and usage errors, and demonstrates a clear central purpose and goal. Its organizational strategy is somewhat clear. The presenter attributes all information that requires attribution, sustains focus through logical organization and understandable transitions and expresses ideas fairly well, using effective vocabulary and sentence variety.

WEAK (D)

A weak presentation fails to meet some of the basic criteria of the assignment. It may lack a clear central idea or organizational strategy. The presenter fails to offer external support for ideas. The presentation is unprepared or unrehearsed, or it is inappropriate for the assignment and/or audience. Weakness in the presentation may be demonstrated by poor grammar and language use – both orally and within any written materials.

FAILING (F)

A failing presentation provides the audience with inaccurate information, appears to have no focus, provides little or no evidence what sources were used to gather information, exhibits a serious lack of organization and exhibits severe problems in sentence structure that persistently interfere with meaning. It contains pervasive errors in language use. Work not ready on deadline.

Grading Scale

A=93% A-=90%
B+=89% B=84% B-=80%
C+=79% C=74% C-=70%
D=65%, F = below 65%

Students often ask questions about “rounding up” grades—that is, if the final grade contains a fraction, students want to know what happens. Nothing happens. There has to be a line somewhere.

We don't round up.

It's your responsibility to keep track of the grades you earn. We keep grades for our record of students' progress, which is our responsibility to KU. If you care enough to ask about your grade, care enough to keep track.

- **Don't disrespect the details**

1) Fulfill the specific requirements of the assignments. The most obvious sign of a poorly prepared presentation is that it doesn't address what we asked you to address within a given assignment. Manage your time so you can hit all the bases.

2) Complete all the things we ask of you in the class. Yes, the blog is important. Yes, your outside presentations should be thoughtfully assessed. Despite differences in point values, everything in J150 works together. No one thing is greater or lesser than another. **Even the details, such as an outline, have a purpose.** Among other things, they are intended to get you to work on your own presentation rather than just winging it.

3) Remember a presentation is not an essay read aloud. **It's not a speech.** If you read your presentation word-for-word, we will know you haven't prepared or rehearsed. It's an easy way to bomb out of J150.

4) Type and double-space your class assignments, so we may insert comments. We accept no single-spaced or handwritten (hello, high school) work. Notice this is stated twice in one document. Yikes.



J150 Course Schedule – Fall 2019

Lecture: Tuesday, Aug. 27 – **As the presenter, what is your purpose and what goals do you have for your audience members?** Introduction to J150.

Lab: Aug. 29 - Get to know your lab family – present yourself.

Lecture: Tuesday, Sept. 3 – **What psychological tools will you use to construct your concept?** Appreciate the theories behind effective communication.

Lab: Thursday, Sept. 5 – Learn from and evaluate other presenters.

Homework designed to help you apply the characteristics of effective communication to a presenter's style: **100 points**. Assess an in-person presentation using guidelines provided. **Due on BB:** No later than Sept. 25 @ 11:59 p.m.

Lecture: Tuesday, Sept. 10 – **How are you characterized as a presenter?** Complete the “Know Yourself” exercise designed to help you assess your strengths, challenges and presentation style. Bring to lab on Sept. 12, or post to BB, per your instructor. - **25 points**

Lab: Thursday, Sept. 12 – Students demonstrate their style.

Homework designed to engage you in a presentation community. Find a video of someone's speaking style you admire or dislike and post a clip – and your comments regarding how well, or not, you can identify the presentation theories. Comment on at least one other student's blog post. **Due on lab BB blog:** Between Sept. 23 and Sept. 30 by 11:59 p.m. – **50 points**

Lecture: Tuesday, Sept. 17 - **How will you control your communication Jell-O?** Build presentation confidence.

Lab: Thursday, Sept. 19 – Students present on their (possible) confidence kit. Discuss presentation introductions. Select topics for first presentation.

Homework designed to help you tackle doubts in yourself that can keep you from presenting well: **25 points**. Complete the “Build Your Confidence Kit” exercise. **Due in lab or on BB,** per your instructor, by Sept. 18 at 11:59 p.m.

Lecture: Tuesday, Sept. 24: **What's the totality of your talk?** Understand how your non-verbal communication, including vocal filler, dictates your presentation.

Lab: Thursday, Sept. 26 - Students present on non-verbal communication and all students pick their presentation date.

Lecture: Oct. 1 - Present individually – Round 1

Lab: Thursday, Oct. 3 - Present individually – Round 2

Lecture: Oct. 8 – Presentation practice

Homework designed to help you self-evaluate effectively: **15 points**. Assess what you did well and what you will do better in your next presentation using the guidelines provided. **Due on BB:** By 11:59 p.m. following your presentation
No self-evaluation = no grade

Homework designed to help you see your presentation strengths and flaws in others: **10 points**. Assess what another student did well and what he or she should work on for the next presentation using the guidelines provided. **Due on BB by** Oct. 9 at 11:59 p.m.

Lab: Thursday, Oct. 10 - Present individually – Round 3

Lecture: Tuesday, Oct. 15 – Fall break

Lab: Thursday, Oct. 17 – **What’s the best flow and organization for your presentation?** Group presentation topic assigned.

Homework designed to engage you in a presentation community. Find a video of someone’s speaking style you admire or dislike and post a clip – and your comments about their nonverbal communication and presentation style. Comment on at least one other student’s blog post. **Due on lab BB blog:** Between Oct. 16 and Oct. 23 by 11:59 p.m. – **50 points**

Lecture: Tuesday, Oct. 22 – **Your audience members are the basis for your presentation, so how should you calculate and connect?** Understand how audience works in the communication model.

Lab: Thursday, Oct. 24 – Presentation practice/group presentation time assigned

Lecture: Tuesday, Oct. 29 - Present as groups

Lab: Thursday, Oct. 31 - Present as groups

Homework designed to help you self-evaluate effectively: **25 points**. Assess what you and your group members did well and what you will do better in your next presentation using the guidelines provided. **Due on BB by** the class period following your presentation, either lecture or lab. No group evaluation = no grade

Lecture: Tuesday, Nov. 5 - **What role do your closing statements and leave-behinds play in your presentation?**

Lab: Thursday, Nov. 7 – Discuss and select presentation II and online presentation topics.

Lecture: Tuesday, Nov. 12 – **What visual tools will help you tell your story?**
Well-chosen pictures and graphics can enhance or distract from your message. Each visual should reinforce the concept you're presenting.

Lab: Thursday, Nov. 14 – Presentation practice

Lecture: Tuesday, Nov. 19 – **Present individually** – Round 1

Lab: Thursday, Nov. 21 – **Present individually** – Round 2

Lecture: Tuesday, Nov. 26 – **What are the benefits and challenges of online and off-site presentations?** Understand how venues present different benefits and challenges

Lab: Thursday, Nov. 28 – Break

Lecture: Tuesday, Dec. 3 – **Present individually** – Round 3

Thursday, Dec. 5 **No class meeting to allow for recording time**

Tuesday, Dec. 10 **No class meetings to allow for recording time**

Thursday, Dec. 12 **No class meeting to allow for recording time**

Between **Dec. 5** and **Dec. 16**, record online presentations at Media Crossroads, Station K, or Lawrence Public Library and post to BB by the end of your lab's final exam during finals week. Check your finals' schedule for exact time.

Final homework designed to build your self-evaluation and preparation abilities: **25 points**. Assess your strengths and weaknesses for your online presentation using the guidelines provided. Post to BB when you post your video.
No self-evaluation = no grade

Take the BB quiz after **completion** of your online video. – **25 points**

(Your instructor reserves the right to alter this schedule for your particular class section and your educational needs. She will inform you in class or by email of alterations.)