



**FACS 4362W
PRESENTATION TECHNIQUES
Writing Enhanced
Fall Semester 2017**

College of Health Sciences, Department of Family and Consumer Sciences

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CLASS TIME: Monday & Wednesday 11:00am – 12:20pm

CLASS LOCATION: Margaret Lea Houston Building (MLHB) Room 301

COURSE DESCRIPTION:

FACS 4362 PRESENTATION TECHNIQUES. A study is made of different types of lecture presentations used to present a technique, an idea or a product. Principles and techniques of communication and media will be utilized with emphasis on classroom, extension and commercial presentations. Laboratory experience includes actual preparation and presentation of lecture presentations for direct and video audiences. (3-0). Credit 3.

WRITING ENHANCED STATEMENT: This is a “W” course, which means that at least 50 percent of your course grade will be derived from writing activities designed to help you master course objectives. See *Course Evaluation* for explanation of writing assignments part of the course grade.

TEXT: Simonds, C.J., Hunt, S.K., Simonds, B.K. *Public Speaking: Prepare, Present, Participate*, Pearson, 2010.
Reynolds, G., *Presentation Zen: Simple Ideas on Presentations Design and Delivery*, New Riders Press, 2008.

REQUIRED SUPPLIES:

Flash Drive. Other supplies shall vary depending on student’s selection of presentation material, development of portfolio, and résumé.

CONCEPTUAL FRAMEWORK FOR TEACHER EDUCATION AT SHSU:

Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University’s Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities’ diverse learners. This course is required for all FCS majors, as well as Teacher Certification in Family and Consumer Sciences.

COURSE FORMAT:

This course will include a combination of lectures, discussions, lecture presentations, illustrations, power points, small group activities, information sheets, video tapes and timed individual and group presentations. Format, composition, mechanics and content should be commensurate with the scholastic expectations of an undergraduate student. This course is a **writing enhanced course** and a minimum of 50% of the grades will be derived from cover letter, resume, brochures, plans for the lecture-presentations and other written assignments.

COURSE OBJECTIVES:

With a degree of confidence, students will study, discuss and analyze information related to presenting techniques, securing a job and dressing correctly for a job. Applications will be made in order to feel confident about preparing and presenting various types of presentations that are relevant to securing a job.

Objectives to meet the Teacher Certification Program (Reference the TEKS requirements)

Upon completion of this course the learner will:

1. identify the purposes of a lecture-presentation which were presented during lecture; (C-K-1)
2. from information given in class use the lecture-presentation as a tool for presenting information to a variety of audiences after discussing steps in developing a presentation; (C-AP-3)
3. apply the use of criteria for judging presentation forms and guideposts to effective presentations as directed in class; (C-AP-3)
4. summarize aspects of developing a career portfolio following information given in the text (C-C-2)
5. contrast method presentation and lecture presentation according to established guidelines; (C-E-6)
6. list the principles of education as identified in the class lecture; (C-K-1)
7. use resources to discuss the effective teaching methods according to guidelines distributed; (A-V-3)
8. demonstrate the use of effective teaching methods through timed presentations by following the format distributed in class; (P-M-4)
9. summarize aspects of career options, securing a job, entrepreneurship, social etiquette, and successful employment as directed by the professor; (C-C-2)
10. construct a cover letter and a resume as directed in class; (C-AP-3)
11. exhibit concern about guidelines presented on dress for the successful professional after information is given in class; (A-Ch-5)
12. paraphrase points involved in dealing with stress and making educational decisions after discussion of topics; (C-C-2)
13. assess how evaluation can be a means of growth for the individual according to information; (C-E-6)
14. organize timed presentations on topics from his/her major area of study which includes techniques appropriate for implementing the lecture presentation method by following guidelines presented; (C-S-5), (P-COR-5)
15. organize illustrative materials to accompany presentations by following appropriate information presented; (P-COR-5)
16. complete with confidence the evaluation form provided to evaluate techniques displayed in presentation by self and peers; (P-M-4)
17. complete with confidence three writing experiences (examinations) as scheduled. Writing experiences will be objective in design with cognitive and affective application; (P-M-4) and
18. evaluate information deemed appropriate for the structure of the class in order to cover essential elements; (K-E-6).

Standards for the Didactic Programs in Nutrition & Dietetics

2. Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.
KRD 2.1 The curriculum includes opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice. Students will demonstrate effective and professional oral and written communications and documentations.

CIDA Standards: For interior design program

Standard 5. Collaboration Entry-level interior designers engage in multi-disciplinary collaborations and consensus building.

5a. Students have an awareness of team work structure and dynamics.

5c. The program includes learning experiences that engage students in collaboration, consensus building, leadership, and team work.

Standard 6. Communication Entry-level interior designers are effective communicators.

6a. Students apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.

6b. Students are able to express ideas clearly in oral and written communication.

6f. Students are able to integrate oral and visual material to present ideas clearly.

Standard 7. Professionalism and Business Practice

7e. Students understand professional ethics.

7i. The program provides exposure to the role and value of life-long learning.

Standard 10. Color and Light Entry-level interior designers apply the principles and theories of color and light.

10d. Students apply color effectively in all aspects of visual communication (presentation, models, etc.)

IDEA Objectives: E = Essential I = Important

1. **Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course; E**
2. **Developing skill in expressing oneself orally and in writing; E**
3. **Learning to apply course material (to improve thinking, problem solving, and decisions); I**
4. **Acquiring skills in working with others as a member of a team; I**
5. Acquiring an interest in learning more by asking questions and seeking answers.

COURSE CONTENT OUTLINE:

UNIT I

Presentation

1. Definition & Purposes
2. Types & Methods of Delivery
 - a. Professional Lectures
 - b. Commercial (sales)
 - c. Educational (for various ages)
 - 1) children
 - 2) adults
 - d. Demonstration (process)
3. Three Parts of Presentations
4. Developing a Lecture Presentation
 - a. The planner
 - b. Visualize the audience
 - c. Choose a subject & consider the title
 - d. Decide on Objectives
 - e. Gather Information
 - f. Develop an Outline
 - g. Writing the Script
 - h. Choose Equipment and Visual Aids
 - i. Body language and stance
 - j. Voice & Practice Delivery
 - k. Conclusions
5. The three domains to engage the audience
6. Guidepost to effective presentations
7. Developing listening skills
8. How to develop a theme
9. Specifics for demonstrations

UNIT II

Visual Aids And Multi-Media Preparation

1. Brochures
2. Equipment and Visual Aids
3. PowerPoint Design
4. Video

UNIT III

Portfolio

1. Digital Portfolio
2. Resume
3. Goals & Philosophy
4. Curriculum Vita
5. Showing work
6. Web Portfolio

UNIT IV

Securing and Holding a Job

1. Human Relations and Personality Development
2. Securing a Job
3. Interview Techniques
4. Cover Letter
5. Follow-Up Letter
6. Social and Business Etiquette
7. Business Dress
8. Planning a Business Wardrobe
9. What to expect when on the job
10. Working with difficult people

COURSE EVALUATION:

All assignment are designed to meet Writing Enhanced Requirements (See individual assignments and assignment rubrics for detailed descriptions and point distributions.)

Individual Presentations (draft/revision writing required) (10 min/20 min)	200 pts/ea.	400 Pts	A = 90 – 100%
Group Presentation (draft/revision writing required)		225 Pts	B = 80 – 89%
Cover Letter and Résumé (draft/revision writing required)		75 Pts	C = 70 – 79%
Written/Digital Portfolio (draft/revision writing required)		200 Pts	D = 60 – 69 %
Written Reflections Papers (draft/revision writing required) (2 @ 50 pts. ea.)		<u>100 Pts</u>	F = 0 – 59%
Total		1000 Pts	= 100%

A grade of C or above is required for credit toward a degree in interior design and as a prerequisite for the FACS 4369, Internship in the interior design major.

Grading Procedures:

1. All assignments and projects will be evaluated and graded for substantive content, design quality, soundness of planning, craftsmanship, presentation, creativity and specific criteria required in the assignment.
2. Grades are allotted on a 10% grading scale based on the total points possible for each course. See Course Evaluation. Reassessment of grades will only be done when presented in writing and accompanied by professional documentation that supports the item in dispute.
3. All course work due in each course should be turned in on the date and at the time scheduled. **LATE WORK WILL NOT BE ACCEPTED unless proper documentation, which includes the date of absence is provided by the student.**
4. Course work will only be received if turned into the instructor. Never leave your work with someone else or outside the office suite.
5. There is no extra credit accepted in this course. The only way a student can improve the course grade is to improve the work performance on test and assigned projects.

COURSE POLICIES:

Attendance: Class attendance is expected for all classes and attendance will be taken during each class period. Each class period should be attended with the necessary supplies and materials for working. As stated in the University catalog, students are allowed to take **THREE hours of absences** for the purpose of personal illness, family funerals, university activities or legal matters. A second and three full class period absence will result in a 5-point deduction (one letter grade) for each of these absences from the final grade. A total of **8 absences will result in a failing grade** and the last regularly attended class day will be reported to the Registrar's Office when grades are due. Total absences and point deductions will be posted at the end of the semester in separate (non-calculated) columns in Blackboard.

Example: If a student has a final grade of:

94 with 4 absences (- 5 pts) the grade recorded is 89 a "B"

94 with 7 absences (-30 pts, 10 pts for the 4th and 5th and 20 pts for the 6th and 7th) the grade recorded is 64 a "D"

94 with 8 absences the grade recorded is an "F"

It is the student's responsibility to make sure a tardy is recorded as a tardy and not an absence from class before the end of that class period. Four tardies in a summer class will be counted equal to one absence. Absences resulting from extenuating circumstances, which are accompanied by appropriate documentation from the Office of Student Life will be evaluated on an individual basis.

Student Syllabus Guidelines:

You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure: <http://www.shsu.edu/syllabus/>

Academic Dishonesty: All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work, which is to be submitted, plagiarism, collusion and the abuse of resource materials.

University Policy regarding student use of Electronic Devices in the Classroom

The following statement should be placed in the syllabus, which allows for faculty members to make exceptions, but as a general rule the policy is as follows.

Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. **Students are to Turn OFF all cell phones while in the classroom or lab. TEXTING is NOT permitted. A student caught texting will be counted absent for the class or lab. If there is an emergency situation for a student,** that student should inform the instructor and place himself/herself in a seat near the door where an exit for a phone call would be only minimally disruptive. Under no circumstances are cell phones or any electronic

devices to be used or seen during times of examination. Students may tape record lectures provided they do not disturb other students in the process. Use of computers related to the class material is acceptable.

Classroom disruptions should be avoided including:

- a. Personal discussions, talking or passing notes during lectures. Discussion should relate to course topics.
- b. No personal discussion of grades. Honor a student's right to privacy. Conference time may be set with the instructor if individual discussion is required.
- c. No sleeping in class is permitted. If a student is ill the student should ask to be excused.
- d. No eating food or drinks allowed in the classrooms or labs. Eat before or after class time.
- e. Working on other course assignments, studying for test or reading for other courses etc....
- f. Leaving the classroom early is not permitted without notifying the instructor before the start of class.

The student's work area (i.e. table floor space, etc.) should be cleaned of all papers, pencil marks, paint, and markers before leaving the classroom.

Returning Work:

Due to accreditation procedures the department is required to keep or copy student work done in major FACS, ETCM and ARTS courses for interior design and Nutrition majors. Work will be returned to the student to inform the student of their evaluation and grade. All work will be collected and held by the instructor until after the accreditation site.

1. Each student should photograph and/or copy their work before turning it in to the instructor for evaluations. ARTS projects can also be photographed. ETCM drawings should be reprinted for the department.
2. Students will be informed of the dates when work will be available to be picked up.

Personal Belongings: During lab activities and exams/quizzes, students will/may be required to store their belongings in open bins and/or shelving. These dates are clearly spelled out on the class schedule. Please plan accordingly in order to properly store your valuables.

Visitors in the Classroom: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Director of the Office of Services for Students with Disabilities in the Lee Drain Annex (next to the Farrington Building)

Telephone: 936-294-3512, TDD: 936-294-3786, E-mail: disability@shsu.edu, Web Address: www.shsu.edu/disability.

NOTE: No accommodation can be made until the student registers with the Office of Services for Students with Disabilities (SSD). See the link at <https://www.shsu.edu/syllabus/>

Student Absences on Religious Holy Days: Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work. *See Student Syllabus Guidelines.*

Academic Grievance Procedures for Students (AP 900823)

Academic grievances include disputes over course grades, unauthorized class absences/tardiness, suspension for academic deficiency, instructor's alleged unprofessional conduct related to academic matters, graduate comprehensive and oral exams, theses and dissertations, and withdrawal or suspension of privileges related to degree-required clinical rotation, internships, or other clinical service delivery in professional degree programs.

If the dispute is determined to be based upon professional judgment, the aggrieved student is entitled to have, as appropriate and in turn, the department/school chair, College Academic Review Panel, academic dean, Dean of Graduate Studies (for graduate student issues), and Provost and Vice President for Academic Affairs form an opinion about the dispute and so advise the individual(s) involved. <http://www.shsu.edu/dotAsset/0bb1346f-b8d6-4486-9290-dba24123d0d8.pdf>

REFERENCES/READINGS:

Zepeda, Salley J., Professional Development: What Works, Second Edition, Eye on Education, 2011.

Arruda, William, and Dixson, Kirsten, Career Distinction: Stand Out by Building Your Brand, Wiley, 2007.

West, K., Bridges, J., & Curtis, B., 50 Things Every Young Lady Should Know: What to Do, What to Say, & How to Behave, Thomas Nelson, 2011.

Post, P., Post, A., & Post, L., Post-Senning, D., Emily Post's Etiquette, 18th Edition, William Morrow, 2011

Craddock, C., Dress and Live for Success: Tips from a Florida Professional that will benefit any Man or Woman who wants to make a Lasting Impression. iUniverse, 2012.

Williams, Anna G., Creating Your Career Portfolio, Pearson Education, Inc., Upper Saddle River, New Jersey, 2005.

Hallmen, Patsy, Couch, Ann and Underwood, Rachel, Home Economics Instruction, Home Economics Curriculum Center, Lubbock.

McComas, Donna and Satterwhite, Marilyn, Modern Business Correspondence, McGraw-Hill, New York.

Ostrander, Shelia, Etiquette for Today, Barnes & Noble, Inc., New York.

Student Agreement Sheet
FACS 4362 – Presentation Techniques

Date _____

By signing this Student Agreement Sheet I, _____ *have read and accept the responsibility for abiding by the information and policies in this course syllabus.*

Initial that you have read and understand the following policies.

_____ I have read and understand the Attendance Policy.

_____ I have read and understand the course requirements and grading policy.

Additionally, I agree to allow the interior design program in the Department of Family and Consumer Sciences to keep any and all interior design assignments, projects, papers, preliminary and final drawings, and reports produced in this course for a temporary period (up to two years) for accreditation purposes.

Cell number for returning work _____

SHSU email address _____

Alternative email address _____

(Signature)