



FACS 4362W  
PRESENTATION TECHNIQUES  
Writing Enhanced  
Spring Semester 2018

College of Health Sciences, Department of Family and Consumer Sciences

**INSTRUCTOR:** Dr. Jodi Walker  
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Office Hours: Mondays 5:00-6:00 pm

**CLASS TIME:** Monday night 6:00---8:50 pm

**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:**

Zarefsky, D. *Public Speaking: Strategies For Success*. Pearson, 2017  
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. Presentation folders ( \*manilla folder you will turn into me for Presentations).

**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.

**2017 CIDA Standards:** For interior design program

**Standard 5.** Interior designers collaborate and also participate in interdisciplinary teams.

5a Students have **awareness** of the nature and value of integrated design practices.

5d. Students **understand**: team work structures

**Standard 6. Business Practices and Professionalism** Interior designers understand the principles and processes that define the profession and the value of interior design to society.

6 h. professional ethics and conduct.

6 m. The interior design program provides exposure to the role and value of life-long learning.

6 n. The interior design program provides exposure to the role and value of public service.

**Standard 9. Communication** Interior designers are effective communicators.

9a. distill and visually communicate data and research.

9b. express ideas in oral communication.

9c. express ideas in written communication.

9e. apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.

9f. The interior design program provides opportunities for students to develop active listening skills in the context of professional collaboration.

**Standard 12. Light and Color** Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.

12l. use color solutions across different modes of design communication.

**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 EVALUATION:**

**All assignment are designed to meet Writing Enhanced Requirements**

(See individual assignments and assignment rubrics for detailed descriptions and point distributions.)

Speeches: Individual Presentations (draft/revision writing required) (10 min/20 min)	200 pts/ea. 400 Pts
Group Presentation (draft/revision writing required)	225 Pts
Cover Letter and Résumé (draft/revision writing required)	75 Pts
Written/Digital Portfolio (draft/revision writing required)	200 Pts
Written Reflections Papers (draft/revision writing required) (2 @ 50 pts. ea.)	<u>100 Pts</u>
<b>Total</b>	<b>1000 Pts= 100%</b>

**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. All course work due in each course should be turned in on the date and at the time scheduled.

***3. This is a 3 hours course once a week so it is vital you do not miss class.***

***LATE WORK WILL NOT BE ACCEPTED unless proper documentation of a major medical or death in family with prior communication with the Instuctor. It is up to you to communicate.***

4. Course work will only be received if turned into the instructor.

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 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 books, supplies and materials needed.

### **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.** Classroom disruptions should be avoided and 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.

**Visitors in the Classroom:** Only registered students may attend class.

We may have a guest speaker and I will notify you of that.

### **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](mailto:disability@shsu.edu), Web Address: [www.shsu.edu/disability](http://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>

### **Additional Resources:**

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.

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)

Walker

FACS 4362W Spring 2018

Text – **Public Speaking Zarefsky**

**Presentation Zen, Reynolds**

**Course Calendar**

**(Subject to change)**

Reading assignments should be completed before coming to class on the date of class discussion.

Date	Topic/PowerPoints	Assignments/ <b>What's due</b>	Reading/ PowerPoint
1/22	Introduction, syllabus, calendar, Topic order: ( in parentheses)  (1) Introduction	Discuss Assignments	PPT
	Welcome to Public Speaking Ch 1-3 Zarefsky (2) Communications, Confidence, Ethics		PPT Ch. 1-3 Learning Styles
1/29	(3) Listening Skills Chapter 4 Zarefsky		PPT Ch 4-6 Reading
	(4) Topics Chapter 6 Zarefsky (5) Importance of a Portfolio (7) Developing a Resume	Discuss Portfolio Assignment <b>10 min Presentation Topics due</b> Cover Letter/Resume Assignment	PPT
2/5	(8) <i>Analyzing the Audience</i> Ch. 5 Zarefsky (9) Engaging Audiences through 3 Domains		PPT Ch. 5
	<i>Organizing &amp; Outlining The Speech</i> Ch.2 and Ch. 3 Zarefsky (10) Researching the Speech Ch. 7 Zarefsky (11) Organizing The Speech- Outlines Ch. 9 -11 (12) Beginning and Endings Ch. 10 Zarefsky	<b>Reflection 1 due</b>	PPT Chapter 2-3  Ch. 7-10
2/12	(13) Language of Presentation Ch. 12 Zarefsky  (14) Presentation Delivery Ch. 13-16 Zarefsky  Discussions: Are you Informing? Are you Persuading? Speaking with Visual Aids Occasions for Public Speaking	Group Planning Meeting  <b>10-minute Preliminary Planner due</b>  Draft of cover letter & resume due	PPT  Ch 12 -16
2/19	No Class/ Work on 10 min presentation		



2/26	10-minute Presentations (ALL STUDENTS)	10-minute Planner due		
3/5	(15) Demonstration (16) Your Market Value	Final cover letter & resume due	PPT	
	(17) Dress for Success (18) Business Etiquette	Group Preliminary Planner due	PPT	
3/12	Spring Break Group Presentation Planning Time	NO CLASS		
3/19	(19) How to Interview Well Mock interviewing	Reflection 2 due Recap of Portfolio	PPT	PPT
	WORK ON GROUP PRESENTATIONS			
3/26	15 MINUTE GROUP PRESENTATIONS	GROUP PLANNERS DUE		
4/2	(20) Branding Yourself (21) Dealing with people on the job		PPT	
	Work time on Portfolio and 20-min Presentations	20-minute Preliminary Planner due	PPT	
4/9	20-minute Presentations (5 presentations)	20-minute Planner due Hard Copy of Portfolio Due		
4/16	20-minute Presentations (5 presentations)	20-minute Planner due		
4/23	20-minute Presentations (5 presentations)	20-minute Planner due		
4/30	Portfolio and Final Discussion, Wrap Up the Course	Web Portfolio due		
5/7	<b><u>Final/ Pick up Portfolio</u></b>		Pick up Portfolio	