



Spring 2012  
MWF 9:35am – 10:25am

# WRIT3257

## WRIT 3257: Scientific & Technical Presentations, Spring 2012

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Office Hours: MW 10:30am - 11:30am

### Overview

Writing Studies 3257 is a 3 credit course focused on oral presentation and public speaking skills required in scientific and technical environments for both technical and non-technical audiences.

### Objectives

In this class, you will learn:

- theories and techniques for delivering effective, professional-quality presentations.
- the ability to assess and adjust to varying contexts, audiences, and purposes.
- how to work collaboratively and effectively with peers to produce quality work.
- to build confidence in your speaking through practice and constructive feedback from peers.

### Course Policies

#### Presentations

A rubric will be posted in Moodle for each formal presentation (this does not include the impromptu speeches, peer reviews, or reflections). The rubric will outline the requirements for the speech and the points for each requirement.

Paperwork for each speech must be turned in on Moodle before the class period in which you present.

There are no make-up days for presentations. You are responsible for presenting on the day chosen; failure to do so will result in a score of 0 for that assignment.

### Required Materials

- Zwickel, S.B. & W.S. Pfeiffer (2006). *Pocket Guide to Technical Presentations & Professional Speaking*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Assigned readings as posted in Moodle

### Grades

Assignment	Percentage of Grade
<b>Informative</b>	15%
<b>Instructional</b>	20%
<b>Persuasive</b>	15%
<b>Action Plan</b>	20%
<b>Impromptu</b>	10%
<b>Peer Review</b>	10%
<b>Reflections</b>	5%
<b>Participation</b>	5%

**Grade Disputes:** Please wait 24 hours before you contact me with your dispute. Take time to think about the situation and carefully formulate your argument as to why a grade should be changed. When you do contact me, you should have a specific rationale for why you deserve a higher grade.

## Presentation Criteria

The following are the basic expectations and criteria for the Informative, Instructional, Persuasive, and Action Plan speeches:

### ■ Outlines

- Complete-sentence form outline
- No more than 2 pages
  - Single spaced
  - 12-point font
- Any other required paperwork should be included
  - Bibliography
  - Audience analysis
  - Research: A presentation's quality is often dependent upon the quality of research that went into its development. Thus, presentation assignments will involve a formal research component, and the outline must include a formal bibliography in a consistent biographical format.

### ■ Elements of Presentation

- Preparation: quality of outline, research effort, and other pre-speech considerations
- Organization: clarity of overall structure, thesis, transitions
- Content: logic, reasonableness, use of evidence, citation of sources
- Delivery: style, clarity of expression, audience contact and other non-verbal elements, energy
- Audience Analysis: understanding the intended audience and adaptation to that audience

■ **Visual Components:** Some type of visual communication is required for each speech. Specifics will be explained when the day the assignment is described.

■ **Time:** Time constraints for each presentation will be explained the day the assignment is described. Completing presentations within the specified time limits is both courteous and important for maintaining the speaking and course schedules. Rehearsals are necessary to gauge your delivery time. A timer will be displayed to help you keep track. If you go over or fall under the assigned time limits, your grade will be affected.

■ **Appearance:** While a specific dress code is not required for your presentation grade, we will discuss how appearance choices can affect both your delivery and your audience's reception of your presentation.

■ **No Late Assignments will be accepted.**

## University of Minnesota Policy

Grade	Requirements
<b>A</b>	Represents achievement that is outstanding relative to the level necessary to meet course requirements
<b>B</b>	Represents achievement that is significantly above the level necessary to meet course requirements
<b>C</b>	Represents achievement that meets the course requirements in every respect
<b>D</b>	Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
<b>F</b>	Represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an Incomplete (I)

## Attendance

The only way to become an effective speaker is to be in class and to practice. It is expected that you will attend every lecture and recitation class session, every meeting with assigned group members, and all scheduled instructor conferences—this requirement is fair to all students and is consistent with what will be expected of you in your future academic and career endeavors.

During lectures, recitations, and conferences you will participate in discussions, exercises, and analyses of your own and others' presentations. If you miss any of these, you will be missing key opportunities to develop and refine your speaking skills, and to help other students in their development — you will not be fulfilling your obligations as a learner and member of the class.

In other words, attendance is crucial and excessive absence and tardiness will negatively affect your grade. **4 or more unexcused absences will lower your final grade for the class, as well as affect your participation points.**

**Note:** If you are absent for a class meeting, you are responsible for finding out what you missed; I will not provide such information unless your absence is excused.

## Professionalism

This course aims to encourage and model the standards of professional conduct applicable in virtually any context. Accordingly, professional conduct is expected at all times. Appropriate respect and care should be shown in your behavior in class, contributions to discussion, feedback given to peers, interactions with the instructor, and, of course, in the work you do on class assignments. Discourteous, threatening, or harassing behavior will not be tolerated.

A chief mark of respect for classmates is to be a good audience and group member. You should make every effort to attend all days on which the four main presentations are scheduled, even if you yourself are not presenting on a given day. Students should devote their full attention to all in-class presentations and must avoid any activity that could distract the presenter or disrupt the speech. Students who engage in any form of distracting behavior during a fellow student's presentation will receive a grade reduction on that presentation. Similarly distracting behavior during normal class periods or lectures can also result in grade reduction.

This requirement flows both ways. I try to be courteous, fair, and respectful. If you ever have cause to feel otherwise, please contact me,

## University of Minnesota Policy

Policy	Information
<b>Disability Access</b>	Standard University policy Disability Services available at <a href="http://www.disserv.su.umn.edu/">http://www.disserv.su.umn.edu/</a>
<b>Academic Integrity</b>	Standard University Policy Office for Student Conduct & Academic Integrity available at <a href="http://www.oscai.umn.edu/">http://www.oscai.umn.edu/</a>

## Contacting Dawn

Contact	Information
<b>Email</b>	<a href="mailto:armfi002@umn.edu">armfi002@umn.edu</a>
<b>Google+</b>	<a href="https://plus.google.com/u/0/darmfield">gplus.to/darmfield</a>
<b>Twitter</b>	<a href="https://twitter.com/dawn_armfield">@dawn_armfield</a>
<b>Facebook</b>	<a href="https://www.facebook.com/darmfield">www.facebook.com/darmfield</a>
<b>Skype</b>	By appointment
<b>Google chat/video</b>	By appointment

## Class Calendar

(subject to change)

**Note:** Readings designated by Z&W are from Zwickel & Pfeiffer's *Pocket Guide to Technical Presentations & Professional Speaking*. All other readings are indicated by author and are available on Moodle.

Readings must be completed prior to class on the week indicated.

	Readings	Monday	Wednesday	Friday
<b>Week 1</b>	Z&W: Ch. 1		1/18: Introductions	1/20: Overview
<b>Week 2</b>	Z&W: Ch.2, 5; Gurak: Ch. 3	1/23: Fundamentals	1/25: Organization	1/27: Audience Analysis
<b>Week 3</b>	Z&W: Ch. 3, 8,& 10; Gurak: Ch. 9	1/30: Purpose & Situation	2/1: Delivery	2/3: Speech Preparation
<b>Week 4</b>	Z&W: Ch 4 & 9	2/6: Dealing with Anxiety	2/8: Communicating your message	2/10: Evaluating Peers
<b>Week 5</b>		2/13: Informative Presentations	2/15: Informative Presentations	2/17: Informative Presentations
<b>Week 6</b>	Kostelnick & Roberts, Ch. 1; McCloud, Ch. 1; Gurak, Ch. 12	2/20: Visual Fundamentals	2/22: Storyboarding	2/24: Groups
<b>Week 7</b>	Z&W: Ch. 7; Kimball & Hawkins, Ch. 2	2/27: Document Design	2/29: Applications	3/2: Groups
<b>Week 8</b>		3/5: Instructional Presentations	3/7: Instructional Presentations	3/9: Instructional Presentations
<b>Week 9</b>		3/12: Spring Break	3/14: Spring Break	3/17: Spring Break
<b>Week 10</b>	Z&W: Ch. 6; Garfield, Ch. 2;	3/19: Typography	3/21: Graphics	3/23: Groups
<b>Week 11</b>	Gurak, Ch. 10, (review Ch. 3);	3/26: Rhetorical Appeals	3/28: Persuasion	3/30: Groups
<b>Week 12</b>		4/2: Metaphors	4/4: Persuasive Speeches (video/audio)	4/6: Groups
<b>Week 13</b>		4/9: Persuasive Presentations	4/11: Persuasive Presentations	4/13: Persuasive Presentations
<b>Week 14</b>	Gurak, Ch. 11	4/16: Action Plans	4/18: Groups	4/20: Groups
<b>Week 15</b>		4/23: Action Plan Presentations	4/25: Action Plan Presentations	4/27: Action Plan Presentations
<b>Week 16</b>		4/30: Action Plan Presentations	5/2: Action Plan Presentations	5/4: Action Plan Presentations