

Journalism 150 Stand and Deliver Fall 2016

M-W 9:30-10:45 a.m.
Stauffer-Flint 202

Professor:

Scott Reinardy

Professor

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Office Hours: T-Th 1-3 p.m.; drop-ins are welcome.

Stauffer-Flint 116

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Course Description

The ability to inform or persuade confidently through presentation is an incalculable skill no matter where students choose to direct their careers. This course introduces students to presentation approaches, effective oral communication fundamentals, audience analysis, support technologies and structural development. Students will assess their own communication styles and strengths, understand presentation purposes and types, research, edit and organize material, use graphics concepts and techniques to design formats for value-added content, and practice coherent, relevant and well-articulated stories. Students will apply what they learn in a variety of situations, from individual expository speeches to group business proposals.

Course Importance

Regardless of educational interests or professional inclinations, communication is pivotal. J150 prepares you to be prepared for other college courses, internships and opportunities. This course will assist in the development of research skills, critical thinking and presentation of ideas.

And no matter your profession in our global economy and interconnectedness, the ability to confidently inform and persuade is invaluable. You will give few speeches in your, but you will present and convey information daily.

What you can learn

J150 is designed to help you meet the course and School of Journalism objectives specific to presenting information. It is also designed to help you meet Kansas University's CORE learning objectives as part of your greater education through time. After 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.”

How you can 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 25 points – Evaluation 25 points
Presentation delivery 75 points
- **Group Presentation**
Outline 25 points – Evaluation 25 points
Presentation delivery 75 points
- **Individual presentation II (online)**
Outline 25 points – Evaluation 25 points
Presentation delivery 75 points
- **Final individual presentation**
Edited outline and supporting materials, including a leave-behind document 100 points – Evaluation 25 points
Presentation delivery 100 points

Quizzes and exercises: 100 points cumulatively

Outside presentation evaluation: 100 points

Professionalism profile, including your class participation and required blog posting and responses: 100 points

What materials you will need

1. Access to the J150 blog, where you will post presentations and evaluations (I will provide instructions for the blog use when you start posting.)
2. Access to at least one presentation software, such as PowerPoint/Keynote/ 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. For those of you in my sections, my instructions supersede all others.

➤ **Show up**

J150 has an “of course” attendance policy. Of course you will come to class. Why wouldn't you? The rules:

- No “excused” or “unexcused” absences
- You have two free absences
- When freebies are expended, your course grade may drop a full letter grade for a third absence
- Each additional absence will cost you a full letter grade
- Three tardies count as one absence
- Absences CANNOT be used for presentation days. If you miss a presentation day,

it's an automatic zero for the presentation.

If you have some sort of catastrophic event that alters the course of your life, I will work with you to figure out how best to deal with J150.

➤ **Respect your classmates**

In this class, it is important that you feel comfortable expressing ideas and opinions. I 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**

Deadlines are absolute. I 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 I have discussed that option in advance.

Type and double-space all your assignments, unless told otherwise by me. This isn't fourth grade. No handwritten assignments.

Disconnect from your phone when you come to class. No scrolling Instagram or ESPN. Send your texts before class starts, or risk having me send random texts and Snapchats from your phone and alienating all of your contacts.

Computer usage in class is prohibited. Take notes the old-fashioned way – paper and pen. Too many abuses of technology through the years have made me a skeptic of students taking notes on computers. Too much Facebook trolling, I guess.

KU policy states that 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 specified level of attendance, without the student's consent.

The School of Journalism reserves the right to cancel the enrollment of students who fail to attend the first class or lab 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 aid.

In the event of inclement weather, KU officials make the decision to cancel classes. To determine if weather may have caused officials to cancel classes, call (785) 864-SNOW (7669).

➤ **Don't cheat. Ever.**

The William Allen White School of Journalism and Mass Communication does not tolerate plagiarism, fabrication of evidence and falsification of evidence.

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.”

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.

➤ **Resources**

The j-school provides **computer and broadcast laboratories** for student use. The computer lab in 105 Stauffer-Flint will be open the following hours during the fall semester: Saturday and Sunday—noon to 10 p.m.; Monday through Thursday—5 -10 p.m.

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 is available during her posted hours. She is not your personal word coach and won’t do your work for you

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.

The Weir Production Laboratory in the Dole Center will be open 10 a.m. – 8 p.m. Monday-Thursday and 10 a.m. to 5 p.m. on Friday. Students may sign up for editing time and equipment on a first-come, first-serve basis through the School of Journalism Web site, www.journalism.ku.edu. (Look under the reservations link on the right-hand side of the page.) All times are subject to change.

➤ **Communication**

Inform me if you have a physical, emotional or personal problem that may interfere with your ability to succeed in J150.

Disability Resources, Room 22 in Strong Hall, coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodation in KU classes and have not contacted Disability Resources, please do so as soon as possible.

Occasionally, grievances arise. Talk to me 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 me, feel free to make an appointment to see Associate Dean Tom Volek 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. The Office of the Vice Provost insures appropriate, confidential notification and communication among University offices when responding to campus and individual student emergencies. Keeping community safety and security at its core, the Office of the Vice Provost for Student Success is always available to assist students in negotiating the University community. 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.

➤ **Students earn grades**

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. I will 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%

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

➤ **Respect the “duh” 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 I asked you to address within a given assignment. Manage your time so you can hit all the bases.

2) Complete all the things I 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) Create your outline first, then add your supporting materials. This helps you create a presentation that is yours, not merely a cut-and-paste hatchet job of other people's work. Outline. First.

4) Remember a presentation is not an essay read aloud. **It's not a speech.** If you read your presentation word-for-word, I will know you haven't prepared or rehearsed. And, I will be more likely to investigate whether part or all of your presentation has been lifted.

5) Type and double-space your class assignments, so I may insert my comments. I accept no single-spaced or handwritten work.

J150 and the materials in this syllabus were developed with the direction and guidance of Kerry Benson. Her assistance is greatly appreciated.