

ITT Technical Institute
BU272
Professional Presentation
Onsite Course

SYLLABUS

Credit hours: 4

Contact/Instructional hours: 40 (40 Theory Hours)

Prerequisite(s) and/or Corequisite(s):

Prerequisites: GE117 Composition I or equivalent, BU121 Introduction to Business in a Global Society

Course Description:

This course emphasizes skills necessary to conduct different types of successful professional presentations. Focus is on audience analysis, developing effective visual aids and presentation teams.

Instructor

Office hours

Class hours

I. MAJOR INSTRUCTIONAL AREAS

- Elements of successful presentations
- Audience analysis
- Developing effective visual aids
- Presentation teams

II. COURSE OBJECTIVES

1. Evaluate the role of communication in business presentations.
2. Conduct audience analysis and demonstrate relationship to presentation.
3. Design and use traditional and computerized visual aids.
4. Evaluate group roles and how to maximize resources in group communication.
5. Demonstrate effective group and team skills in activities or presentations to accompany the team goal.
6. Demonstrate professional presentation skills, both individual and in groups.
7. Analyze positive and negative language etiquette.
8. Analyze ethical issues in business communication.
9. Use the ITT-Tech Virtual Library for in-class assignments and presentation research.
10. Give professional presentation demonstrating effective use of audience analysis, visual aids and appropriate language.
11. Cooperate in group activities, class discussions, peer review and presentations.
12. Applies visual aid tools and PowerPoint technology in professional presentations.

RELATED SCANS OBJECTIVES:

1. Allocates time and group resources in order to complete a project by task.
2. Interprets and communicates information.
3. Participates as the member of a team.
4. Describes social and organizational systems.

10/09/2012

III. INSTRUCTOR TEXT and SUPPLIES

DiSanza, J. R., & Legge, N. J. (2012). *Business & professional communication: Plans, processes, and performance* (5th ed.). Boston, MA: Pearson.

Cavanaugh. (2012). *Preparing visual aids for presentations* (2nd Custom ed.). Boston, MA: Pearson Custom.

IV. EVALUATION

Evaluation Criteria and Grade Weights: Course Requirements

1. **Attendance and Participation**
Regular attendance and participation are essential for satisfactory progress in this course.
2. **Completed Assignments**
Each student is responsible for completing all assignments on time.
3. **Team Participation**
Each student is responsible for participating in team assignments and for completing the delegated task. Each team member must honestly evaluate the contributions by all members of their respective teams.

The final grade will be based on the following weighed values:

CATEGORY	PERCENT
Major Assignments	30%
Mini-Presentations	40%
Final Presentations	30%
Total	100.00%

Topics for quizzes, activities, homework, mini-presentations and the final presentation are outlined in the instructor's lesson plan. Final grades will be calculated from the percentages earned in class as follows:

Grade	Percent	Grade Point
A	90–100%	4.0
B+	85–89%	3.5
B	80–84%	3.0
C+	75–79%	2.5
C	70–74%	2.0
D+	65–69%	1.5

D	60–64%	1.0
F	<60%	0.0

10/09/2012

V. REFERENCES and RESOURCES

ITT-TECH VIRTUAL LIBRARY

<http://library.itt-tech.edu>

Periodicals in the ITT-Tech Virtual Library Used in Course:

- > Periodicals> EBSCOHOST> Business Source Elite>
Arevelo, Penny. "Decision Defines Copyright Infringement on Internet." *Corporate Legal Times* 12, no. 126 (May 2002): 64.
- > Periodicals> EBSCOHOST> Business Source Elite>
Buhler, Patricia. "A New Breed of Managers." *Supervision* 55, no. 1 (January 1994): 17.
- > Periodicals> ProQuest>
Gebhardt, Matt. "What would Aristotle say about your public speaking skills?" *Inside Microsoft PowerPoint* 9, no. 7 (July 2002): 5.
- > Periodicals> ProQuest>
Horowitz, Bruce. "Cigarette Ad Ploys Spark More Protests." *Los Angeles Times*, 25 June 1991, p. 1.
- > Periodicals> EBSCOHost>
"Lawyer: Andersen Shares Blame in WorldCom."
- > Periodicals> EBSCOHOST> Business Source Elite>
Munter, Mary. "Cross-Cultural Communication for Managers." *Business Horizons* 36, no. 3 (May/June 1993): 69.
- > Periodicals> ProQuest>
Ojito, Mirta. "Language Etiquette: Say What?" *New York Times*, 27 July 1997, p. 4.2.
- > Periodicals> ProQuest>
"Secretary of State's Case against Saddam Takes Hits." *USA Today*, 5 February 2004, p. A12.
- > Periodicals> ProQuest>
"UN: Bold, far-reaching UN reform urgent, necessary, says Deputy

Secretary-General in Ontario address.” M2 Presswire, 5 April 2005, p. 1.

10/09/2012

Companion Web Site:

> Program Links > Business Administration > Textbook Support >
Business and Professional Communication by DiSanza and Legge

Tutorial

Learning Guides>Tutorials> Microsoft Office 2000 Tutorial
Includes Tutorials on Word, Excel, Power Point, Access, and FrontPage
from Florida Gulf Coast University.

References:

References Resources> Business

Additional Resources:

Course-Related Books in the ITT-Tech Virtual Library:

Go to the ITT-Tech Virtual Library and follow the path: > Books > Ebrary for the following resources:

Campbell, G. Michael. *Bulletproof Presentations: No One Will Ever Shoot Holes in Your Ideas Again*. Career Press, Incorporated, 2002.

Finklestein, Ellen. *How to Do Everything with PowerPoint®*. McGraw-Hill Professional, 2002.

Gesteland, Richard R. *Cross-Cultural Business Behavior*. Copenhagen Business School Press, 2002.

Leech, Thomas. *How to Prepare, Stage and Deliver Winning Presentations*. 3rd ed. AMACOM, 2004.

Pokras, Sandy. *Rapid Team Deployment*. Course Technology Crisp, 1995.

Zalazny, Gene. *Say It with Presentations: How to Design and Deliver Successful Business Presentations*. McGraw-Hill Professional, 1999.

Course-Related Databases in the ITT-Tech Virtual Library:

> Periodicals, under EbscoHost:

Business Source Elite

Business Source Elite provides full-text coverage for 1,125 scholarly business, management, and economics journals, including nearly 500 peer-reviewed publications. In addition to the full text, this database offers indexing and abstracts for more than 1,800 journals.

Regional Business News

This database provides comprehensive, full-text coverage for regional business publications. *Regional Business News* incorporates coverage of 75 business journals, newspapers, and newswires from all metropolitan and rural areas within the United States. This database is updated on a daily basis.

Course-Related Magazines and Journals in the ITT-Tech Virtual Library:**American Business Women's Association**

National publication of the American Business Women's Association (ABWA).

Forbes

For corporate officers and other major executives in business interested in developing management insight through review of the nation's largest corporations.

Human Performance

Dedicated to presenting original research, theory, and measurement methods. Aims to investigate individuals and team performance factors that influence work effectiveness.

Journal for Quality & Participation

Articles, review articles, and commentary on education and practice of quality, leadership, and employee involvement for business, government, and education.

Mentoring & Tutoring: Partnership in Learning

A resource to exchange information on mentoring and tutoring particularly in schools, further and higher education, hospitals, and industry and management professions.

Total Quality Management & Business Excellence

An international periodical that aims to encourage thought and research in all areas of total quality management and to provide a forum for discussion and distribution of research results.

VI. TEACHING ENVIRONMENT

BU272 is taught in a classroom equipped with a computer projector system and

overhead projector.

Supplies needed include flip charts, markers, and other traditional visual aids the instructor may choose. The classroom environment should be adaptable to traditional lectures and also accommodate small groups.

VII. INTENT/INTERFACE

The intent of this course is to provide students with the skills and techniques to give effective business presentations, and to foster a consciousness of professional presentations. The intent is not to provide a speech course, but to provide presentation, teamwork, and audience analysis skills needed to communicate effectively in business.

This course expands on GE117: Composition I, and BU121: Introduction to Business in a Global Society, and complements BU271: Principles of Professional Communication.

- GE 117 Composition I stresses the fundamentals of composition and the writing process.
- BU 121 Introduction to Business in a Global Society provides a basic foundation of the business environment.
- BU 271 Principles of Professional Communication focuses on professional writing, taking the basic writing skills to a higher professional level.
- TB 133 Strategies for the Technical Professional. Introduced to PowerPoint and Microsoft Word.
- The student may also have taken or will take GE217: Composition II, which advances to argumentative and persuasive writing.

Presentation, teamwork, audience analysis skills, and skills for creating visual aids prepare the student to complete the business curriculum's required presentation assignments.

COURSE PROJECT

Team Presentation Course Project Overview

Introduction

For this course-long project, you will work with three to five teammates to apply your knowledge of the elements of successful presentations in a creative and engaging way.

Your task: to create and deliver a 20-minute *formal technical presentation* targeting a non-expert audience.

You can choose from a list of possible topics or submit a topic to your instructor for approval.

Topics are semi-technical and will require research by all team members. Team members will work together to research four aspects of the issue, come to a consensus on a solution, and collaborate on a formal presentation intended to persuade a specific audience to adopt the team's solution (to achieve *shared meaning*).

Requirements

Your final grade will be based on successful completion of the following five requirements:

I. Your presentation **MUST** make successful use of the elements of successful presentations you have explored in this class: (Not limited to, but including)

- Traditional and computerized visual aids
- Effective team work
- Appropriate language
- Audience analysis

II. Each member of your team **MUST** share equal duties in the completion of the project and in the presentation of the project. The team will have an opportunity to complete peer evaluation feedback forms on individual efforts.

III. As a team, you **MUST** work to create a plan that

- weighs costs and benefits intelligently,
- makes sense,
- is accurate, and
- achieves *shared meaning*.

In other words, you are trying to convince an audience that your team's viewpoint and meaning is the one the audience should adopt.

The project is intended to simulate a real-life business scenario as closely as possible.

You should be creative in your solution-forming process and audience analysis to add depth and scope to your project.

IV. Your technical presentation **MUST** employ *logical definitions* OR *operational definitions* in guiding the audience to *shared meaning* on *difficult concepts*.

V. Your presentation MUST include at least one (1) *graphic model of a process* OR *organizing analogy* in guiding the audience to shared meaning on *difficult structures or processes*.

Scenarios from Which to Choose

1. You work for a company that is seeking to recruit women employees in upper-level positions. There has been talk of instituting more lenient family leave, maternity leave, and flexible schedules for mothers. As a team, you should research as many aspects of this issue as you have team members and come to a conclusion about whether these policies would be good for the company as a whole or whether there is a superior alternative to achieve a higher percentage of female employees.
2. An online university has noticed a sharp achievement gap between its students based on the speed and sophistication of their computers. Low-income students seem to be disadvantaged academically because they do not have access to the computers that their wealthier counterparts have. As a team, you are tasked with researching whether it would be cost-effective and beneficial if the university began selling high-performing laptops at a discount as a part of course materials for students. Furthermore, if your team decides this would be a good policy, you should recommend the most cost-effective laptop model.

Note: For this scenario, you can assume the evidence of student achievement being tied to the level of technical access as reliable. In other words, you need not research the correlation between technology access and achievement.

3. A company has realized it is nearly out of office space for 20 new employees. It will need an additional 3,000 square feet of office space. As a team, you are asked to research whether it would be more cost-effective to build a new wing or institute a flexible schedule for new or long-time employees. If your team decides that the flexible schedule would meet the company's needs, it must go further to decide how the company should decide which employees are allowed flexible schedules, considering company morale issues.

Note: For this scenario, consider the cost of construction in the state of Indiana. (You could call a construction company and get a mock quote.) Consider the cost of supplying 20 employees with home offices to include a laptop computer, a printer/fax/copier, a high-speed Internet connection and a cell phone. (Research the cost of these items without consideration of a company discount, as if you were purchasing them for yourself.)

4. You are part of a team tasked with researching several healthcare plans for employees to replace the current plan. Choose as many plans as there are team members and assign each team member to assess a plan on several criteria: individual premium cost-effectiveness, ease of use, flexibility, and coverage. As a team, decide which plan is best and present to your non-expert audience.

Timetable of Deliverables

Step 1: Form Teams, Choose Topics, and Delegate Tasks (Assigned Week 2, Due EOW 2)

Your instructor will assign your teams during class Week 2. He or she will form teams of three to five classmates. Class size will dictate the number of students in one team. *There should be NO MORE than six teams per class. (More teams would be too many for 200 minutes of in-class presentation time Week 11.)*

The instructor may choose to assign you randomly or he or she might poll your interests to try to form teams of similar backgrounds and goals.

Once you are assigned to your team, you should contact your teammates as soon as possible, exchange contact information, and plan an initial team meeting to choose a topic and delegate research tasks.

Step 2: Initial Research Summary and Audience Analysis (Assigned Week 2, Due EOW 4)

Each team member should be assigned an element of the topic to research on the ITT-Tech Virtual Library and through expert interviews. Each team member is responsible for writing a one- to two-page summary of his or her findings and bringing this to the next team meeting.

You will also at this point write your Audience Analysis checklist collaboratively. You can assign one team member to be the recorder who will type the checklist and distribute it to team members.

At the team meeting, you will present to your team members your research summary.

Submit the research summary to your instructor by the end of Week 4. As a team, submit your Audience Analysis checklist by the end of Week 4 as well.

Step 3: Outline and Resource List (Assigned Week 4, Due EOW 6)

As a team, you will write an outline of your presentation and compile all research documents into a resource list.

The resource list **MUST** contain at least two types of resources:

- ITT-Tech periodicals or books
- Expert interviews

You may include additional types of resources, such as Web sites not found in the ITT-Tech Virtual Library.

The outline must contain

1. Introduction
2. Body, composed of as many individual presentation parts as you have team members
3. Conclusion
4. Description of visual aids (and/or inclusion of PowerPoint slides you will use)

Submit the resource list and outline to your instructor *by the end of Week 6*. He or she should return this outline with comments to you no later than the *beginning of Week 8*.

Step 4: Visual Aid Assignments (Assigned Week 6, Due Week 7)

Each team member will be responsible for an equal number of visual aids to be used in the formal presentation during Week 11.

By the end of Week 7, each team member must have found their requisite number of visual aids and created a rough draft (a description or rough PowerPoint slides) of the visual aid(s).

Submit your individual visual aid drafts to your instructor before the end of Week 7.

Step 5: Final Presentation Packet to Instructor (Due EOW 9)

Between Weeks 7 and 9, you must meet as a team and finalize your formal presentation.

As a team, compile your presentation packet:

- Presentation part assignments with time limits (who will present which part)
- Visual aids or descriptions of visual aids
- Introduction and conclusion (created by consensus)
- Complete, approved presentation outline

You should decide within your team who would make a good copy editor of the packet before submitting the packet to your instructor. Another team member should be tasked with typing the introduction and conclusion (or two people could share this duty).

Before your formal presentation date of the last class meeting, Week 11, you should conduct a run-through (rehearsal) of your presentation.

Step 6: Team Presentation (Week 11, in class)

Guidelines for Presentations

- Each team will be allowed 20 minutes for its presentation. Each team member **MUST** present an equal portion of the presentation.
- There should be 10 minutes of prep time allowed between each presentation to allow for setting up projectors and visual aids.
- Your instructor will signal to you if you are risking going over time. There will be a point deduction taken (at the discretion of your instructor) for every 30 seconds over the 20-minute time limit. Individual presenters can also be penalized for exceeding the time limits per presenter listed in the presentation outline. However, at the instructor's discretion, individuals exceeding time **CAN** adversely affect the whole group.
- You may prompt your team members with time cues and warnings with **SILENT** predetermined signals that do not distract the class from the presentations.
- While listening to other presentations, individual students can also receive point deductions on their own grade **AND** their team's grade if they cause disturbances or are rude while others are presenting. (Again, this is at your instructor's discretion.)
- Conduct peer review of your classmates' presentations.

The instructor has the option to weigh the presentation grade individually or to assign the same grade to a group.

It is recommended that, in keeping with a group effort, the entire team will receive the same grade. This is strongly recommended because in vocational situations an entire work team, division, or company is often held accountable despite one or more members' inability or unwillingness to perform. Students who learn to cope with these problems and employ leadership strategies to encourage others to participate will be better prepared for career success than those who rely on an instructor's intervention.

If, however, as the semester progresses, team participation becomes a persistent problem, the instructor may create a peer review form that invites team members to assess others' performance. Then, the grading scale, which will be applied to individuals instead of teams, can be weighed as such: