

MGB 490 Presenting in Person

Instructor: Brian Kennedy

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Office hours to be announced

*This class is exclusively for day-program students who took the virtual Articulation and Critical Thinking class (ACT) with Professor Brian Kennedy during the fall quarter, 2020. Now we are meeting in person to build your live-presentation skills. Students will gather in very small cohorts for highly personalized coaching. (Normally this would have been a regular part of ACT, prior to COVID and Zoom classes.) **No new course materials are required.***

Disclaimer: This class is being offered for the fall quarter, 2021, with the hope that loosened COVID restrictions on campus will allow individual speakers to present without wearing a mask. Should that not be the case, this class will be postponed into winter quarter, 2022. The instructor will be in communication with registered students with updates.

Both of the classroom gatherings will provide opportunities for students to apply the speaking skills they learned last fall in a live, in-person setting. Certain skills require more attention in this context than they do in a virtual space: posture, hand gestures, eye contact, volume. Each student will work on specific personal needs, drawing constructive guidance from the instructor and listening classmates.

This class is pass/fail.

Prepare at Home for Session #1

B) “One of the great challenges in life is knowing enough to think you're right but not enough to know you're wrong.” This telling quote from astrophysicist Neil deGrasse Tyson is amusingly evidenced every day. It is painfully true when it involves important matters in business, national policy, pandemic advice, or other important arenas.

Create a 90-second talk that illustrates the truth and impact of this. Perhaps a key logical fallacy is in play and deserves mention. Remember to have an attention-grabbing opener (hook), and loop back to it at the end of your talk. Work Tyson's quote into your talk. Be prepared to present without looking at any notes...but do not memorize it word for word. (This will include lectern and no-lectern training.)

Activities during Session #1

A) You will be given a card in class with several sentences that might be the opening of a hypothetical talk. It's merely an exercise tool. You'll deliver these sentences numerous times

with ongoing class commentary about your delivery style. You'll add enhancements as you experiment with change.

B) You will deliver your 90-second talk, receiving constructive comment from the class, with opportunities to repeat sections.

C) Another card will be supplied with information that lends itself to emphatic gesturing: higher/lower, larger/smaller, trend lines over time, and the like. The challenge will be to use gesturing to drive home your points to your audience.

Prepare at Home for Session #2

Prepare a two-minute persuasive talk that incorporates an Infographic. The subject matter is simply *why something is the best*. Choose a topic you are personally passionate about. Assume your student audience will all hold significant positions of authority one day, enabling them to have the power to bring about change.

This talk should include data, with a single infographic. (For a refresher, perhaps revisit your material for the infographic assignment during autumn's ACT class.) The infographic will be projected on screen for the audience while you give your talk.

For example, you might posit that a certain state or city offers the best career opportunities for a new MBA grad in a certain field. Perhaps explain why a particular cryptocurrency is the best investment right now. Or you might advocate that a specific policy offers the best path forward in the realm of social change, content moderation on social-media platforms, pandemic management, etc. Think broadly and creatively in choosing your topic.

Activities in Session #2

A) You will deliver your persuasive talk. Class members will offer constructive comments not only on your delivery and the contents of your talk, but also on the infographic itself. Is your argument compelling? How might it be rendered more powerful? We'll also spend time on the technique of a "guided tour", directing the audience's attention to specific infographic elements as a way to maximize unity of comprehension.

B) You will deliver your :90 talk from Session #1 as if it were an important speech, with a very authoritative and large presence. We'll imagine it's an audience of several hundred, with appropriate pace. We'll key on eye movement and other important skills so that your delivery fully engages your audience.

C) We'll assess everyone's skill package. You'll get a 360-degree assessment on where to go from here, how to capitalize on obvious strengths. Each student will explain and make note of

his/her best way of preparing for a talk, based on what's been learned. That's a takeaway of immense import for the future.

1) Statement on Accommodation

UC Davis is committed to educational equity in the academic setting, and in serving a diverse student body. All students who are interested in learning about how disabilities are accommodated can visit the [Student Disability Center](#) (SDC). If you are a student who requires academic accommodations, please contact the SDC directly at sdcc@ucdavis.edu or 530-752-3184. If you receive an SDC Letter of Accommodation, submit it to your instructor for each course as soon as possible, at least within the first two weeks of a course.

2) Rights and Responsibilities

All participants in the course, instructor and students, are expected to follow the UC Davis [Principles of Community](#), which includes affirmation of the right of [freedom of expression](#), and rejection of discrimination. The right to express points-of-view without fear of retaliation or censorship is a cornerstone of academic freedom. A diversity of opinions with respectful disagreement and informed debate enriches learning. However, in this course, any expression or disagreement should adhere to the obligations we have toward each other to build and maintain a climate of mutual respect and caring.

You are expected to take UC Davis's [Code of Academic Conduct](#) as seriously as we do. You were given this code of conduct with explicit explanations of violations (e.g. plagiarism, cheating, unauthorized collaboration, etc.) and your responsibilities in regard to them during orientation, and you signed a statement affirming that you understand it. Academic conduct violations will not be tolerated, and your instructor will not hesitate to turn violators over to Student Judicial Affairs. If you are uncertain about what constitutes an academic conduct violation, please refer to the code linked above, contact your instructor, or refer to the [Office of Student Judicial Affairs](#).

All material in the course that is not otherwise subject to copyright is the copyright of the course instructor and should be considered the instructor's intellectual property.

3) Safety and Emergency Preparedness

UC Davis has many resources to help in case of emergency or crisis. While reviewing campus [Emergency Information](#), you may want to register for UC Davis Warn Me and Aggie Alert, which will give you timely information and instructions about emergencies and situations on campus that affect your safety.

If there is an emergency in the classroom or in non-Davis locations, follow the instructions of your instructor.

4) Student Wellness

You deserve respect, and are encouraged to [practice self-care](#) so that you can remain focused and engaged; that might mean getting a drink of water, leaving to use the restroom, taking a moment to stretch, or doing something else you need to do to take care of yourself. Please be respectful of others by minimizing distractions when practicing self-care – especially in lab, field or studio settings where safety is imperative.

College life can be overwhelming at times but know that you are not alone if you're feeling stressed. For many of us, systems of oppression such as racism, sexism, heterosexism or cissexism may cause additional stress. Please remember to practice self-care and reach out for support if and when you need it.

You can visit [Virtual UC Davis](#) to find resources related to health and well-being, academics, basic needs (food and housing) and more.

5) Disclaimer

Unexpected events might require elements of this syllabus to change. Your instructor will keep you informed of any changes.