



**Course Name:** Professional Presentations in Agriculture

**Course Number:** AG 435

**Credits:** 3 Credits

PREREQUISITES: none

#### COURSE DESCRIPTION

In this course, students will learn how to effectively create and deliver professional presentations relevant to careers in agriculture and natural resources. This includes developing skills for both formal and informal presentations, using visual aids effectively, and using appropriate strategies to engage various audiences.

#### STUDENT LEARNING OUTCOMES

After successful completion of this course, a student will be able to:

1. Design oral presentations for various professional contexts, including individual and team status reports, educational seminars and internal company research projects.
2. Assess and audience's needs to prepare appropriate professional presentations and adapt as needed in real-time to connect with and meet the audience's needs.
3. Create appealing visual aids and use them effectively to enhance oral presentations.
4. Engage in professional presentations as an audience member by analyzing the content, asking quality questions and providing useful feedback to the presenter.

#### METHODS FOR ASSESSING LEARNING OUTCOMES

The course instructor will assess expected learning outcomes for the course through in-class discussions and activities, oral presentations and peer reviews.

#### REQUIRED TEXTBOOKS:

Anderson, C. (2016). *TED Talks: The official TED Guide to Public Speaking*. New York, NY: Houghton Mifflin Harcourt.

Tracy, B. (2008). *Speak to Win: How to present with power in any situation*. New York, NY: AMACOM.

\* This book is available electronically at Amazon and is also available to borrow electronically through the OSU library website.

#### REQUIRED TECHNOLOGY:

Must have ability to video-record presentations and submit video files.

#### SCHEDULING CONSIDERATIONS:

You will select a time to be available weekly for synchronous group meetings; the instructor will make every effort to accommodate your schedule, but this will be a required component of the class to complete the team-based assignments and activities.

## COURSE SCHEDULE\*

Course Topics Alignment with Course Objectives			
Date	Topic	Objective(s)	Assignment/Reading Due
Module 1	Course Introduction; Foundations for Effective Presentations; Non-verbals, voice, vocal crutches; Personal Introductions	Obj 1	Personal Introduction Spk to Win: Intro, Ch 8 Canvas: "Vocal Crutches"
Module 2	Knowing, engaging and connecting with your audience; Visual Aids 1.0 -- beyond PowerPoint, Creating a one-pager	Obj 2, 3	Spk to Win: Ch 2 Canvas: multiple readings
Module 3	Facilitating discussions, workplace communication and etiquette	Obj 1, 2, 4	Spk to Win: Ch 5, 6 Canvas: "Conversation Tips" Video
Module 4	Staff Meeting Presentations	Obj 1, 2, 3, 4	Staff Meeting Presentation
Module 5	Incorporating demonstrations into presentations; Selecting and organizing information	Obj 1, 2, 3	Canvas: Demonstrations Spk to Win: Ch 2 (re-skim) Topic + Objective + some research for Educational Seminar
Module 6	Engaging with presentations: asking quality questions; Visual Aids 2.0 -- using PowerPoint and other electronic media effectively	Obj 2, 3, 4	Spk to Win: Review Ch 5 2-minute Slide Deck Canvas: multiple readings TED Talks: CH 10
Module 7	Educational Seminar Presentations	Obj 1, 2, 3, 4	Educational Seminar Presentation
Module 8	Keep the presentation flowing: Presenting as a team	Obj 1	Canvas: Presenting as a Team
Module 9	Managing distractions as a presenter and as an audience member	Obj 1, 2, 4	Canvas: Managing Distractions
Module 10	Team Project Reports	Obj 1, 2, 3, 4	Team Project Reports

\*This schedule is subject to change at the instructor's discretion. Students will be notified of any changes.

## ASSIGNMENTS AND GRADING

COURSE ASSIGNMENTS	Points
Personal Introduction	100
Staff Meeting Pitch or Status Update	200
2-Minute Slide Deck	100
Educational Seminar	200
Team Project Report	200
Peer-Review	100
Engagement with Peer Presentations	100
Discussion Board	100
Class Activities	100
TOTAL	1,200

## DESCRIPTION OF ASSIGNMENTS

You will submit all assignments as video files unless otherwise noted on detailed assignment sheet.

**Personal Introduction:** Give a one-minute introduction of yourself to the class, as if you are answering the interview question, "tell us about yourself." Include relevant details about your school and work history as well as a few personal interests.

**\*Staff Meeting Pitch or Status Update:** Provide a five-minute status update on an ongoing project *or* pitch a new idea in the context of a staff meeting. For this presentation, you may share (using screen sharing) handouts or other documents as visual aids (something you would provide as a hard-copy handout, if you were meeting in person), but you will not use PowerPoint, Prezi or any other multi-media for visual aids.

**2-Minute Slide Deck:** *You will submit two PowerPoint files for this assignment, please read the two steps carefully.*

STEP 1: Create a PowerPoint slide deck for a 2-minute presentation on a topic of your choice (the topic can be *anything*, as long as it is classroom appropriate; it does not need to be academic or related to agriculture -- choose something that's fun and interesting to you). Then read/watch the assigned readings/videos for "Week 6: Visual Aids 2.0 -- Using PowerPoint and other digital media effectively" (see course schedule above and course Canvas site).

STEP 2: After completing the reading(s) and video(s), create a new slide deck for your 2-minute presentation, incorporating the lessons you learned. *You will submit both PowerPoint files.*

**\*Educational Seminar:** Design and present a five-minute educational seminar on a topic of your choice related to agriculture and natural resources. You will provide a brief description of the context of your seminar along with a description of the intended audience.

**Team Project Report:** As part of a team, you will provide a 10-minute report on the status of your team project as well as any recommendations your team has. You will present as if providing an update to the management team of your company. You will describe a scenario to give context to your presentation, including company, type of project, project goals, etc.; however, you will not actually conduct a team project.

**Peer-Review:** You will provide both positive feedback and constructive criticism to your peers throughout the course. The instructor will assign you peers to review for the various presentation assignments.

**\* Must use a one-pager in one of these two presentations (Staff Meeting Pitch or Status Update OR Educational Seminar).** Points will be deducted from your educational seminar, if you do not use a one-pager in one of these presentations.

**Engagement with Peer Presentations:** As an audience member for presentations, you play a critical role. Equally as important as your ability to make presentations is your ability to engage with others' presentations, ask quality questions, and probe for better understanding, deeper thinking and ultimately the most effective solutions for your company. You will have many opportunities to participate as an audience member, and the instructor will assign you specific peer presentations to complete this assignment.

**Discussion Board:** You will engage in the weekly class discussions via the discussion board, both creating new threads and responding to your classmates' thoughts.

Class Activities: Throughout the term you will complete various learning activities in the weekly modules.

**GRADING SCALE:**

A = 92.5 – 100.0%	B = 82.5 – 86.4%	C = 72.5 – 76.4%	D = 62.5 – 66.4%
A- = 89.5 – 92.4%	B- = 79.5 – 82.4%	C- = 69.5 – 72.4%	D- = 59.5 – 62.4%
B+ = 86.5 – 89.4%	C+ = 76.5 – 79.4%	D+ = 66.5 – 69.4%	F = 0 – 59.4%

**POLICY ON ATTENDANCE AND MAKE-UP WORK:**

The nature of this class requires your participation in class, either through your own presentations or engaging with peers' presentations. You must make prior arrangements with the instructor to reschedule a presentation or peer review. In the case of an emergency, contact the instructor as soon as possible.

**ALIGNING WITH LEARNING GOALS FOR GRADUATES:**

Outcome Alignment with Learning Goals for Graduates	
Learning Outcome	Learning Goals for Graduates (LGGs)
1. Design oral presentations for various professional contexts, including individual and team status reports, educational seminars and internal company research projects.	LGG 1: Competency and Knowledge in Multiple Fields LGG 2: Critical Thinking LGG 4: Collaboration LGG 6: Communication
2. Assess an audience's needs to prepare appropriate professional presentations and adapt as needed in real-time to connect with and meet the audience's needs.	LGG 6: Communication
3. Create appealing visual aids and use them effectively to enhance oral presentations.	LGG 6: Communication
4. Engage in professional presentations as an audience member by analyzing the content, asking quality questions and providing useful feedback to the presenter.	LGG 1: Competency and Knowledge in Multiple Fields LGG 2: Critical Thinking LGG 6: Communication LGG 7: Self-Awareness and Life-Long Learning

**UNIVERSITY POLICY STATEMENTS**

**STATEMENT REGARDING STUDENTS WITH DISABILITIES:** Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

**EXPECTATIONS FOR STUDENT CONDUCT:** You will be expected to conduct yourself in a professional manner. Academic dishonesty such as plagiarism and cheating will not be

tolerated. Therefore, students are expected to be honest and ethical in their academic work. At Oregon State University academic dishonesty is defined by the Oregon Administrative Rules 576-015-0020.1.a-c as: *An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.* This includes:

- \* CHEATING- use or attempted use of unauthorized materials, information or study aids,
- \* FABRICATION- falsification or invention of any information,
- \* ASSISTING- helping another commit an act of academic dishonesty,
- \* TAMPERING- altering or interfering with evaluation instruments and documents, or
- \* PLAGIARISM- representing the words or ideas of another person as one's own.

For more information about academic integrity and the University's policies and procedures in this area, visit the Student Conduct web site at: <http://studentlife.oregonstate.edu/studentconduct> and the section on Academic Regulations in the OSU Schedule of Classes.