Syllabus
CTPS 6111
Preparing and Delivering Presentations in Front of Groups

Course Description
The ability to communicate effectively is one of the keys to success in life. It is especially important for professionals who will need to make presentations before groups. Although it is an essential skill, many health and research professionals have not developed the proficiency to be comfortable and confident when speaking before a group. This course is designed to prepare post-doctoral and advanced graduate students with the basic tools needed to design and deliver effective presentations using sound principals of public speaking. It will also help them learn to control nervousness when speaking before a group.

Objectives
After completing the course, students will be:

- Understand their nervous habits when speaking in front of a group and practice techniques to control nervousness.
- Apply principles of effective public speaking to preparing, delivering and critiquing presentations.
- Illustrate dynamic verbal and nonverbal presentation skills.
- Practice and receive feedback on presentation style by delivering formal and informal presentations each class session.
- Organize effective presentation outlines by preparing an effective opening, body, closing and transitions.
- Select, design and present with visual aids, with a special focus on the proper use of PowerPoint slides.

METHOD OF INSTRUCTION
This course is highly interactive and learner-centered. It consists of interactive lectures, discussions, and demonstrations, with a significant component focused on student practice and feedback. Students will conduct formal or informal presentations and receive feedback each class session.

Prerequisites: None

Required Texts: None. Instructor will provide in-class workbook.

Class Policies:

Assignments
Students will give formal or informal presentations each class to help them develop and sharpen their presentation skills. They will receive feedback from the instructor and students on their use of skills discussed in class. Several of these presentations will be videotaped. Video-taped presentations include a benchmark presentation which gives the student a starting point on their skill development, a presentation on an assigned topic
allowing the student to incorporate critical nonverbal presentation skills, an presentation demonstrating the use of effective introduction and closing skills, and a final formal 10-minute presentation integrating all skills learned in class on a topic related to their field of study (students can chose this topic).

**Grading**

This course is offered on a Satisfactory/Unsatisfactory basis. Satisfactory can be achieved by attending and participating in classes, incorporating new ideas and feedback from the instructor and other students into progressive presentations, and giving constructive feedback to other students during presentations. To receive satisfactory, students can only miss one informal presentation and must deliver the final formal presentation in class. Arrangements to make up any informal presentations must be made with the instructor in advance.

**Exams**

There will be one online assessment given at the end of the course.

**Absences**

Since this is a hands-on course with practice and feedback, attendance is critical to the student’s development. Students must attend the first two classes since they are the basis of the entire course. Although some practice sessions can be made-up, the student must present their final formal presentation in class. Dates for that will be assigned in class. If for any reason a student must be late or absent, he or she should contact the instructor in advance if at all possible to discuss alternative arrangements.

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**Course Evaluation**

As part of the overall course grade, students also are required to complete an evaluation form at the end of each term. If the evaluation form is not received, an “I” or incomplete grade will be reported to the Office of Enrollment Services. The Evaluation is designed to monitor the effectiveness of the lectures and other course activities. The results will be used to make any needed modifications for the following year of the course. This information also will be relayed to a separate committee that oversees the course. ALL STUDENTS are required to complete the evaluation forms. **Anonymity will be preserved with this online survey.**

**Disability/Special Accommodations Statement** It is the policy of the University of Texas Medical Branch (UTMB) at Galveston to comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and state and local requirements regarding students and applicants with disabilities. Under these laws, no otherwise qualified and competitive individual with a disability shall be denied access to
or participation in services, programs, and activities of UTMB-Galveston solely on the basis of the disability.

The University of Texas Medical Branch is committed to equal opportunity for students with disabilities. If you have a documented disability or would like to obtain information regarding services for students with disabilities, a complete copy of the “Student with Disabilities: Guidelines for Compliance” may be obtained from the Office of Equal Opportunity and Diversity.

**UTMB Honor Pledge**
On my honor, as a member of the UTMB community, I pledge to act with integrity, compassion and respect in all my academic and professional endeavors.

**Student Conduct and Discipline**

*Student Conduct and Discipline* policy in the *Institutional Handbook of Policies and Procedures (IHOP)*, Section 7.1.3 ([http://www.utmb.edu/policy/ihop/search/07-01-03.pdf](http://www.utmb.edu/policy/ihop/search/07-01-03.pdf)). “General Responsibilities: It is the responsibility of every student, faculty member and administrative official to initiate a disciplinary complaint when scholastic dishonesty or other misconduct is involved” UTMB IHOP Section 7.1.3. *Student Conduct and Discipline: General Responsibilities.*

**Telecommunication Devices:** I expect that you will be responsible and turn off all personal electronic telecommunication devices (cell phones, beepers, etc.) when entering our classroom. I require that you do so.

**Recommended Sequence**

- **Week 1** – Discuss syllabus, overview on public speaking basics and the importance of making a positive first impression, discuss how nervousness impacts a presentation, and an overview of vocal and visual energy. Students will conduct a 1 minute presentation on a topic familiar to them. This presentation will be videotaped and used as a benchmark of their current skills and their growth during the course.
- **Week 2** – Continued discussion and practice focusing on visual and vocal energy and controlling nervousness. Students will conduct a 2-3 minute coached presentation on an assigned topic demonstrating the use of visual and vocal energy skills. This presentation will be videotaped. Introduction to using visual aids in presentation.
- **Week 3** – Discuss and practice designing student’s final formal presentation. Practice delivering components of presentation in small groups.
- **Week 4** – Practice complete final presentation with visual aids.
- **Week 5** – Deliver final formal presentation in class and receive feedback. This presentation will be videotaped.
- **Week 6** – Complete final formal presentations from previous week (if needed). Discuss how to best respond to and manage audience questions.

**Suggested Future Readings:**
