



## OLT 528 O1W Introduction to Presentation Design

COURSE SYLLABUS: Fall 2024

### INSTRUCTOR INFORMATION

Instructor: Kathryn Achen, Ph.D. Associate Professor  
Office Location: n/a  
Office Hours: Virtual daily (M–F) by appointment  
Office Phone: 575-649-6368  
University Email Address: Kathryn.Achen@tamuc.edu  
Preferred Form of Communication: email  
Communication Response Time: Within 24 hours on weekdays

### COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

#### ***Required***

Hartman, J. J., & Lemay, E. A. (2001). *Presentation success: A step-by-step approach*. Mason, OH: South-Western.

#### ***Optional***

American Psychological Association. (2010). *Publishing manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

### Course Description

This course is designed to help teachers and trainers move their training and facilitation skills to the next level of performance. Topics cover a wealth of issues including where to begin with online learning. For example, how to use case studies, conduct inventories, exercises, as well as conduct effective and safe demonstrations. The use of technology to develop effective, transformational online learning experiences will also be discussed.

*The syllabus/schedule are subject to change.*

## **Student Learning Outcomes**

1. Describe the strategic importance of presentation design.
2. Identify appropriate guidelines for designing an online learning environment.
3. Examine the requirements for designing effective presentations.
4. Compare various design programs.
5. Discuss strategies to optimize effective presentations in online learning environments.
6. Describe effective strategies for online facilitation principles

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

This is a fully online course. Assignments will be delivered via a Learning/Course Management System. Knowledge of the substantive material covered in the course is of central importance. Grading will include consideration of content as well as grammar, spelling, organization, and explicit use of readings. A serious commitment to mastery of the content and contribution to everyone's learning is expected. An online course inherently requires students to be active, reflective, and contributive learners.

### **Instructional Methods**

Assigned readings are noted within the module overview as well as on the course schedule. Required module readings will serve as a basis for online discussion. Late submissions, one week past the due date **WILL NOT** be accepted, and each day late will incur 10% score deduction. I do understand that sometimes there are circumstances outside one's control that may impact timely submission of assignments, such as jury duty, hospitalization, or death of a family member. In these instances, a student is expected to notify the instructor **BEFORE** the assignment deadline.

### **Student Responsibilities or Tips for Success in the Course**

Discussion board posts will have two due dates. The first post will be your post in response to the discussion prompt, and the second post will be in response to your peers' posts. All posts should be thoughtful, based on reading, personal research and experience, and to stimulate deeper understanding and application. This is done by completing all assigned reading as well as your own research and reflection.

## **GRADING**

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

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C = 70%-79%  
D = 60%-69%  
F = 59% or Below

Total points corresponding to the final letter grades

A = 451- 500 Points  
B = 401- 450 Points  
C = 351- 400 Points  
D = 301- 350 Points  
F = 300 & > Points

### Assessments

**Discussion Boards (1 @ 50 points, and 5 @ 20 points each = 150 points total):**

Each student is required to post an original response to the discussion questions and reply to four original responses posted by classmates.

**Individual Presentation (1 @ 100 points, and 2 @ 150 points each = 400 points total):** You will conduct a total of two presentations one in week two, three, and four.

**(1) Call To Action (Persuasive presentation 100 points):** Each student creates a 5-7-minute presentation for persuasive appeal that ends with a call to action. For example, you may call on your audience to adopt a new work process, sponsor a project, fund a research initiative, join a study group, eat more vegetables, etc. The goal is to help your audience learn from the advice you share.

**(2) Article abstract (article abstract 50 points and presentation 100 points):** HRD professionals should be knowledgeable about the theory and practice of training and non-training intervention and about organizational development and change. Choose a research article relevant to your professional work. The article must be from a peer-reviewed journal that reports results of research studies. Write two single-spaced pages article abstracts to summarize the same topic covered in your oral presentation. Then, develop a 10-minute presentation about the article and present it to your colleagues.

**(3) Career focus (CV and cover letter 50 points and presentation 100 points):** The purpose of this presentation provides an opportunity to practice making a brief speech that condenses your professional career focus by following a PechaKucha format. A PechaKucha “20x20” is a simple presentation format in which the presenter displays and discusses 20 images, each for 20 seconds. Preparing and presenting your PechaKucha demands that you have a clear, concise, and well-articulated message about your personal career focus. Prepare your full CV (Curriculum Vitae) and a cover letter.

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**Peer Feedback (2 at 50 points each = 100 points total):** Each student will assess two classmates' presentations by using a rubric to provide constructive feedback. In addition to completing the rubric, you will also write a critique identifying and explaining the parts of the presentation that were done well and the parts of the presentation that could be improved with suggestions of how this could be accomplished.

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

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## **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

## **Interaction with Instructor Statement**

# **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

## **Course Specific Procedures/Policies**

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

<https://inside.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedures 13.99.99.R0.01](#)

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

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## **Graduate Students Academic Integrity Policy and Form**

### [Graduate Student Academic Dishonesty Form](#)

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

## **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Student Disability Services](#)

<https://www.tamuc.edu/student-disability-services/>

## **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

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Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

### **Mental Health and Well-Being**

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



### **AI use policy [Draft 2, May 25, 2023]**

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware

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of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

## Department or Accrediting Agency Required Content

### COURSE OUTLINE / CALENDAR

Week	Activities
Module 1	<ul style="list-style-type: none"> <li>• Sharing Bio</li> <li>• Module 1 Discussion initial post by Thursday and reply to classmates by Sunday</li> </ul>
Module 2	<ul style="list-style-type: none"> <li>• Module 2 Discussion initial post by Thursday and reply by Sunday</li> <li>• Call to Action Presentation</li> </ul>
Module 3	<ul style="list-style-type: none"> <li>• Module 3 Discussion initial post by Thursday and reply to classmates by Sunday</li> <li>• Article Abstract Assignment</li> </ul>
Module 4	<ul style="list-style-type: none"> <li>• Module 4 Discussion initial post by Thursday and reply to classmates by Sunday</li> <li>• Article Abstract Presentation</li> </ul>
Module 5	<ul style="list-style-type: none"> <li>• Module 5 Discussion initial post by Thursday and reply to classmates by Sunday</li> <li>• CV and Cover Letter Assignment</li> </ul>
Module 6	<ul style="list-style-type: none"> <li>• Module 6 Discussion initial post by Thursday and reply to classmates by Sunday</li> <li>• Two Presentation Critiques</li> <li>• Career Focus Presentation</li> </ul>
Module 7	<ul style="list-style-type: none"> <li>• Use time to submit uncompleted assignments</li> </ul>

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