

**Course:** DMED 540 Pitches and presentations 1

**Term:** Fall semester 2023

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## Course Description

In this course, you will be ushered in the language of presenting and pitching in digital media through contact with authentic digital contexts, guided practice and group and individual tasks. We will focus on spoken language, improving practical skills, formal/informal registers, and designing pitch/presentation slides. The materials will comprise online courses on language analysis and comprehension, brief lectures in information technology and design, authentic digital artifacts, samples of designers' and developers' portfolios and others. You will have ample opportunity to practise your presentation skills in various formats and in front of an audience. Topics include but are not limited to project proposal pitches, user interface design, user experience for web / iOS applications and game design, animation and tools for animation, web graphics, software development, contemporary media theories and social media. The course is structured as follows:

- A. Individual presentations and pitches (lexical items, concepts, and introductory practical skills);
- B. Pair presentations and pitches (practical skills and time management techniques);
- C. Group presentations and pitches (practical skills, group, and teamwork, sharing screen time and combining slides from various team members for a cohesive/coherent pitch)

## Course Objectives

### Throughout the course, you will:

- Acquire a wide range of vocabulary related to media, digital and otherwise, through practical pitching exercises in front of an audience;
- Practise public speaking by presenting/pitching your work in front of an audience and identify your non-verbal style;
- Develop a specific communicative set of skills necessary for the job market in an English-speaking country by interacting with guest speakers and clients in simulated project environments;
- Have a better understanding of your abilities to persuade and convince a particular audience, get feedback and improve according to the feedback;
- Correctly use new lexical items related to contemporary digital media environments by applying the language in presentation slides and formal and informal pitches;
- Better your pronunciation and intonation skills to be able to sound more natural.
- Improve your time management and flow in pitches and presentations.

### Students' goals:

Note: This part will be completed in class during our first week. In groups, you will discuss your personal goals and needs related to this course and articulate five additional goals you would like to achieve throughout the semester.

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## Course Format

The course will run for 13 weeks with 3-hour weekly modules. *This is not a lecture-based course; it is a practical language one; therefore, the materials and activities planned for a class are communicative and involve active learning. The course doesn't intend to teach hard skills and focuses on the operating language in authentic materials.*

## Course pre-requisites

A minimum of intermediate/upper-intermediate English proficiency is required to take this course. i.e. IELTS academic overall - 6.5. You should also have an intermediate ability to operate with Digital Media terms/concepts.

## Tips for successful completion of the course

- The motivation, participation and attendance grade (MPA - 20%) should be taken seriously throughout the semester. Using English as the general communication language is suggested during your in-class and team interactions to develop your spoken skills further.
- For each presentation session, you will receive constructive feedback from the instructor and peers. Consider it carefully and focus on using it to improve your next pitches.
- Try to use all the digital tools recommended throughout the course, even if you have a preferred one. Testing a wide array of applications and design tools will contribute to your development in the field.
- As far as assignments go (graded and ungraded), they must be handed in due time. You can extend **one** assignment **per semester**, and extensions will only be granted for medical and emergency reasons for which you must provide written proof.

## Tasks and assignments

Each week, you will receive a pitching assignment covering the topic discussed. You will complete **graded** and **ungraded** tasks and assignments each focus session and contribute your reflections/ideas about the topic. All weekly homework for this course is **mandatory**,

as you will present it in class. All assignments will be pitches and presentations, including presentation skills management (verbal and non-verbal), slide design and audience management.

## Group Project Simulation

During the fall semester, you will all participate in a group project simulation centred around pitching project proposals as a team with final delivery in the 3rd and last stage of the course. You will be set up into teams of 3 or more. You will experience various roles within the team, going through a project simulation that covers a digital solution for one of Metro Vancouver’s main touristic attractions. This project will include field trips and team meetings in an Agile vocabulary environment. All the pitching materials related to the proposal will constitute the final grade of the Pitching and Presenting I course. You will learn self and peer-assessment techniques and prepare for future MDM projects.

## Schedule

Week	Stage	Focus	Tasks and assignments
1	<i>Individual presentations/pitches</i>	Plan a good individual presentation. Verbal and Non-verbal aspects. [Pitch vs. Presentation. Defining the terms]	N/A
2		Design slides and visuals for an individual presentation/pitch. [The Tweet pitch and the elevator pitch].	In-class pitch/presentation
3		Prioritize time management and engagement in public speaking. [Pitch decks vs. Presentation decks]	In-class pitch/presentation
4		Master your pitch - connect experience with emotion. [The sales pitch]	Project simulation first stage pitch assignment

5	<i>Pair presentations/pitches</i>	Zoom in on technical presentations - pair work and share the audience's attention	In-class pitch/presentation
6		Prioritize content? Prioritize the audience? Which comes first? [The informative pitch]	In-class pitch/presentation
7		Work in pairs to highlight your strengths in line with the idea/product/solution [The product pitch] [Themed pitch decks]	In-class pitch/presentation
8		Receive and give effective feedback, run a successful Q&A [Feedback frameworks]	Project simulation second stage pitch assignment
9	<i>Group presentations/pitches</i>	Group presentations - share slide-content and flow, learn from real-world examples [Verbal and non-verbal aspects]	In-class pitch/presentation
10		Stating the problems and describing the solutions. Examples. [Record/screen-cast your group pitch]	In-class pitch/presentation
11		Be proactive, step in for your team mates, handle team conflict [Effective techniques for conflict resolution and team work]	In-class pitch/presentation
12		When pitches rock - pick the brain of great presenters, experience team bonding - Final pitch project event	Project simulation last stage and final pitch assignment (pitch in front of an audience)
13	<i>Wrap up</i>	Review content, get final feedback.	End of term review - fast pitching practice

## Evaluation

The creation and presentation of the pitch are one of the most important parts of conveying the structure of any digital media artifact to an audience of clients or users. Yet, it is routinely overlooked by designers and producers. Our classes focus on the best slide-writing and pitching practices in the industry. The following criteria will offer you a well-rounded assessment throughout the semester:

### **Motivation, participation and attendance - MPA [weight 20%]**

Throughout the semester, you will be graded according to your willingness to participate in discussions, peer reviews and corrections, complete your formative assignments, and your attitude towards your instructor and peers. You should limit your device time to in-class activity requirements (or during synchronous sessions) and be present and active at all times.

### **Project simulation work (team collaboration) [weight 30%]**

You will conduct self-assessment and peer assessment and receive instructor feedback for your team collaboration during our project simulation pitches - stage 3 of the course.

### **Final Assignment [weight 50%]**

The final assignment will be graded according to task achievement, slide design, effective command of the language, fluency, accuracy, coherence, cohesion, time management and critical thinking. You will receive a rubric with details regarding grade achievement.

*\*The rest of the assignments are formative, and they will not receive a grade per se. They will, however, be accounted for on the base of completion and will contribute to your MPA percentage.*

**Total 100%**

## Grading System

A+	95-100	Very Good, Excellent, or Outstanding Performance
A	90-94	
A-	85-89	
B+	80-84	Good Performance
B	75-79	Satisfactory Performance
B-	70-74	Marginally Unsatisfactory Performance
C+	65-69	Unsatisfactory Performance
C	60-64	
F	0 – 59	Unsatisfactory Performance (students must retake the course)

## Policies (Simon Fraser University)

### Accommodations

The university accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably the first week of class, if you will require any accommodations on these grounds.

The Centre for Accessible Learning (CAL) will make every effort to assist students with disabilities in achieving their educational goals.

<https://www.sfu.ca/students/accessible-learning/establishing-accommodations/accommodation.html>

## Academic Integrity: Your Work, Your Success

SFU's Academic Integrity website <http://www.sfu.ca/students/academicintegrity.html> is filled with information on what academic dishonesty means, where you can find resources to help with your studies and the consequences of cheating.

Each student is responsible for their conduct as it affects the university community. Academic dishonesty, in any form, destroys the university's values. Furthermore, it is unfair and discouraging to most students who pursue their studies honestly. Scholarly integrity is required of all members of the university. <http://www.sfu.ca/policies/gazette/student/s10-01.html>

## Inappropriate use of technology in coursework

If you are using generative AI to produce content that will be part of your graded work in the course, you must be transparent about your tools. Undeclared use of the tool/technology will be considered a violation of the academic integrity policy. Be aware that any tool used will require you to evaluate the output for accuracy and be responsible for making the appropriate corrections.

## Graduate Studies Notes

Important dates and deadlines for graduate students are found here: [http://www.sfu.ca/dean-gradstudies/current/important\\_dates/guidelines.html](http://www.sfu.ca/dean-gradstudies/current/important_dates/guidelines.html).

