

Course: DMED 540 Pitching and Presenting 2

Term: Spring 2024

Instructor(s): Elisabeta Aida Osian Ph.D

Email: Elisabeta_Osian@thecdm.ca

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, group and individual projects. It builds on the Pitches and Presentations course 1 in the fall semester and leads up to an advanced pitching and presenting model that is tailor-made for MDM studies and your future careers. The focus is on practical pitching skills, formal/informal registers, and designing presentation slides. The materials will comprise language analysis and comprehension from authentic sources, information technology and design lectures, authentic digital artifacts, and samples of designers' and developers' portfolios and others. Topics will include but will not be limited to: 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.

Course Objectives

Throughout the course, you will:

- Learn techniques of embedding metaphors in your speech, using space to your advantage and eliciting states within an audience (in different contexts);
- Practise public speaking by presenting/pitching your work in front of an audience and/or role-play clients and identify your non-verbal style and how it changes in project simulations;
- Improve your emotional and rational response during a pitch or a presentation in such a way as to enable you to get the result you want from the audience,
- Develop a specific communicative set of skills necessary for the job market in an English-speaking country;
- Learn through direct practice how to apply the 4MAT system (e.g. Bernice McCarthy) and elicit states with the audience based on their needs: give reasons, explain, describe, show and tell, explore future consequences;

- Correctly use new jargon terms and buzzwords related to contemporary digital media environments by applying the language in presentation slides/formal and informal pitches;
- Better your pronunciation and intonation skills to be able to sound more natural;
- Improve your remote presentation skills, and build an online culture around pitching projects/products and ideas.

Students' goals:

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

Course Format

The course will run for 13 weeks with 3.15-hour weekly classes. This is not a lecture-based course; it is a functional language one. Therefore the materials and activities planned for the class are communicative and involve active learning. The system doesn't intend to teach hard (technical) skills or digital media concepts; the focus is on the operating language in the authentic materials. **All activities, assessments and materials are subject to change, according to the current group's linguistic needs.**

Course pre-requisites

A minimum of upper-intermediate English proficiency is required to take this course. (i.e. IELTS Academic overall - 6). You should also have an upper-intermediate ability to operate with Digital Media terms.

Tips for successful completion of the course

- The motivation, participation and attendance grade (MPA - 20%) should be taken seriously throughout the semester.
- You will receive constructive feedback from the instructor and your peers for each presentation session. Take it into consideration 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 writing tools will contribute to your development in the field.
- Collaboration and teamwork are essential and learning to listen, ask the right questions and give peer-feedback will guarantee success in the course.
- As far as assignments are concerned, they must be handed in due time. You will have the possibility to extend **one** assignment **per semester**. **Extensions** will only be granted for medical and emergency reasons.

Extra materials

Throughout the course, you will sometimes be assigned reading and listening tasks. Most classes will also contain a connected speech and pronunciation focus and non-verbal practical feedback.

Schedule

Week	Stage	Focus	Tasks and assignments
1	Pitching case studies: modelling through better linguistic examples 1 Project simulation: Fort Langley: Games and Early Canadian History.	Pitching creative ideas - Tyler Mitchell and Jimmy Chin - expressing your passion through image and words.	Pitching assignment, due week 3
2		Pitching creative ideas - verbal and non-verbal elements.	In-class pitching practice
3		1) Pitching creative ideas - in-class pitch delivery and feedback. 2) Fort Langley - discovery stage - project simulation. Client meet-up and project brief.	In-class pitch delivery Pitching assignment, due week 6.
4		Pitching game ideas - Will Wright - modifying your message to connect to your audience. Vocabulary focus.	In-class pitching practice
5	Pitching case studies: modelling through better linguistic examples 2 Project simulation: Fort Langley: Games and Early Canadian History.	Pitching game ideas - project simulation field trip Fort Langley.	Out-of-class project based field trip
6		Pitching game ideas - reacting to client requests. Fort Langley ideas pitch and final selection.	In-class pitch delivery
7		Reading week - classes cancelled	Fort Langley project work
8		Pitching stories and characters - Aaron Sorkin group workshop model. Focus on connected speech, storytelling and lexical expressions that build confidence.	In-class pitching practice
9	Pitching case studies: modelling through better linguistic examples 3 Project simulation: Fort Langley: Games and Early Canadian History.	Mid-term Fort Langley project simulation presentations (in front of a small audience)	In-class pitch delivery
10		Pitching stories and characters - pitching the Fort Langley game project storyline.	In-class pitching practice
11		Leading your audience through stories and creativity. Last stages.	In-class practice
12		Fort Langley final pitch (in front of a larger audience)	Final pitch delivery
13	Wrap up	Final thoughts and feedback.	

Evaluation

You will be evaluated according to your verbal and non-verbal skillsets, collaborative work and final project pitching in front of an audience. You will receive immediate peer and/or teacher feedback on your progress in class, and you will be required to prove you have incorporated the suggestions during the error correction stages. The following methods will offer you a balanced assessment at the end of the term:

Motivation, participation, attendance 20%

Throughout the semester, you will be graded according to your willingness to participate in discussions, peer reviews, self-correction and attitude toward your instructor and peers. You should limit your device time to in-class activity requirements and always be present and active.

Project simulations - teamwork 20%

You will also conduct self-assessment, peer assessment and receive client and instructor feedback for your team/group work involvement during our weekly pitches and project simulations as follows:

1. **Contribution:** the team member carries out the assigned tasks and delivers work on time. (7%)
2. **Time management:** the team member spends a reasonable amount of time (as decided by the team) on meetings and development of their work. Does not exceed the allotted time. (3%)
3. **Self-organizing skills:** the team member shows initiative and organizes their own work, supports others to complete workload. (5%)
4. **Collaboration:** the team member shows a respectful attitude towards peers, clients and instructors, listens to others' ideas, shows good conflict management skills. (5%)

Final pitch 60%

The final assignment will be a group pitch related to our project simulation. It will be delivered in front of a larger audience and graded according to task achievement, adequate command of the language, fluency, accuracy, coherence, cohesion, and critical thinking. You will receive a detailed rubric three weeks before your delivery.

**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.*

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.