Course: **DMED 561: Pitching for Digital Media Professionals 1 (3 units)**
Term: **Fall 2025**
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Acknowledgement of Coast Salish Peoples and Land

We respectfully acknowledge the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh Úxwumixw (Squamish), səlilwətaɬ (Tsleil-Waututh) peoples on whose unceded traditional territories our campus resides.

Course Description

This course immerses you in the language of pitching in digital media through real-world contexts, guided practice, and hands-on tasks. You'll refine spoken communication, enhance practical skills, and master formal/informal registers while designing effective pitch slides. Activities in-class individual, pair and team pitch assignments, project simulations, and exposure to authentic digital artifacts. You'll have the opportunity to practice presenting in various formats and settings. Topics cover project proposal pitches, UI/UX design, game design, animation tools, web graphics, software development, contemporary media theories, and others.

Note: Students enrolled in DMED 560, 561, 562, and 563 are taking them as part of the Master of Digital Media Technical Communication Bundle. Successful completion of all four courses is required prior to enrolling in other DMED courses.

Course Objectives

By the end of this course, you will:

- Expand your media-related vocabulary through practical pitching exercises.
- Enhance public speaking skills and refine your non-verbal communication.
- Develop essential job-market communication skills through interactions with guest speakers and project simulations.

- Strengthen your ability to persuade, receive feedback, and improve accordingly.
- Apply new digital media jargon in formal and informal pitches.
- Improve pronunciation and intonation for a more natural delivery.
- Develop community-engaged knowledge through immersive field trips and cultural exchanges, fostering real-world experiences, cross-cultural understanding, and meaningful connections with local and global communities.
- Build teamwork skills through project-based learning.

Course Format and Language Prerequisites

This 13-week course includes practical sessions and weekly labs focused on active learning and communication, not traditional lectures or hard skills. It emphasizes real-world language use in digital media. A minimum of intermediate English proficiency (*i.e.* IELTS 6.0) and familiarity with digital media concepts are required.

Tasks and assignments

Each week, you'll complete a pitching assignment on the discussed topic, graded and ungraded tasks. Weekly assignments are mandatory and to be presented in class. Assignments will focus on pitching skills, slide design, and audience management.

Team Project Simulation

During the fall semester, you'll engage in a **Project-Based Learning (PBL)** project simulation, pitching project proposals as a team, with final delivery in the course's last stage. Teams of three or more will rotate roles while developing a digital solution for a major Metro Vancouver tourist or cultural attraction. The project includes field trips, teamwork in an Agile-simulated lexical environment, self, peer and instructor assessments. All pitching sessions will contribute to your final grade, preparing you for future MDM projects.

A. **Individual pitches** – Key concepts, vocabulary, and foundational skills.
B. **Pair pitches** – Practical skills and time management.
C. **Group pitches** – Teamwork, screen sharing, and cohesive slide integration.

Week	Stage	Focus	Tasks and assignments
1	*Individual pitches*	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
3		Time management and engagement in public speaking. [Pitch decks vs. Presentation decks]	In-class pitch
4		Master your pitch - connect experience with emotion. [The sales pitch]	Project simulation - pitch assignment
5	*Pair pitches*	Technical presentations - pair work and sharing the audience's attention	In-class pitch
6		Prioritizing content? Prioritizing the audience? Which comes first? [The informative pitch]	In-class pitch
7		Highlighting your strengths in line with the idea/product/solution [The product pitch] [Themed pitch decks]	In-class pitch
8		Receiving and giving effective feedback, running a successful Q&A [Feedback frameworks]	Project simulation second stage pitch assignment
9	*Group pitches*	Group presentations [Verbal and non-verbal aspects]	In-class pitch
10		Stating problems and describing solutions. [Record/screen-cast your group pitch]	In-class pitch
11		Effective techniques for conflict resolution and teamwork	In-class pitch

12		Final pitch project event	Project simulation - final pitch assignment
13	*Wrap up*	Review course content, get final feedback.	End of term review

Evaluation

Creating and presenting a pitch is crucial for conveying digital media concepts to clients and users but is often overlooked. This course emphasizes industry-best practices in slide design and pitching, continually updated for emerging tech trends. Assessment will be based on the following criteria:

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

This grade will reflect your engagement in discussions, peer reviews, and formative assignments, as well as your professionalism and collaboration with peers and the instructor. Device use should be limited to class activities, and active participation is expected at all times.

Project simulation work (team collaboration) [weight 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 the development of their work. They did not exceed the allotted time. (3%)

3. Self-organizing skills: the team member shows initiative in organizing their own work and supports others to complete the workload. (5%)

4. Collaboration: the team member shows a respectful attitude towards peers, role-play clients and instructors, listens to others' ideas, and shows good conflict management skills. (5%)

Final Assignment [weight 60%]

The final assignment is a graded pitch evaluated on task achievement, slide design, language use, verbal/non-verbal skills, fluency, accuracy, coherence, cohesion, time management, and critical thinking. You will receive a rubric outlining grading criteria.

All other assignments are formative, assessed based on completion, and will inform your MPA grade.

Total 100%

Grading Profile

A+	95-100	Exemplary expectations
A	90-94	Exceeding expectations
A-	85-89	Meet expectations
B+	80-84	Approaching expectations
B	75-79	
B-	70-74	Below expectations
C	60-69	Far below expectations
F	0 – 59	Fail (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 accommodation 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.