Course: **DMED 562: Pitching for Digital Media Professionals 2 (3 units)**

Term: **Spring 2026**

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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 advanced course will expand on Pitching Skills for Digital Media Professionals 1 (fall semester), further developing your industry-ready pitching skills for MDM studies and career success. It emphasizes practical pitching, non-verbal communication, formal/informal registers, slide design, and audience engagement. Activities include project simulations with real-world technical language analysis, pitching practice for creative professionals, storytelling methods, non-verbal communication exercises, body language training, non-verbal delivery techniques, gestural and facial expression exercises, physical presence and engagement training, posture, gestures, and eye contact drills, and non-verbal communication for persuasive pitching. Technical topics cover UI/UX design, web/iOS apps, game design, animation, web graphics, software development, media theories, social media 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

Throughout the course, you will:

• Master using space effectively, and engaging audiences in different contexts.

- Practice public speaking by pitching ideas to role-playing clients and analyzing your non-verbal style in project simulations.

- Enhance emotional and rational responses during pitches to achieve desired audience reactions through storytelling practice.

- Develop essential communication skills (advanced level) for the job market in English-speaking environments.

- Apply the 4MAT system (e.g., Bernice McCarthy) to tailor presentations to audience needs—providing reasons, explanations, demonstrations, and future insights.

- Use industry-specific jargon and buzzwords appropriately in slides and both formal and informal pitches.

- Improve pronunciation and intonation for a more natural and confident delivery.

- Strengthen remote presentation skills and create an online culture for pitching projects, products, and ideas.

Course Format

This 13-week course includes interactive sessions and weekly labs emphasizing practical language experimentation rather than traditional lectures. It focuses on *soft* skills, communication and active learning, not *hard* technical skills. Instead, it explores the lexis used in real-world digital contexts at an advanced level. Activities, assessments, and materials may be adjusted to meet the group's evolving needs.

Week	Stage	Focus	Tasks and as-signments
1	Pitching case studies: modelling through better lin-guistic examples 1 Project simulation	Pitching creative ideas - Tyler Mitchell and Jimmy Chin - expressing your passion through image and words.	In-class pitching practice
2		Pitching creative ideas - verbal and non-verbal ele-ments.	In-class pitch-ing practice
3		Pitching creative ideas - in- class pitch delivery and feedback.	In-class pitch delivery
4		Pitching game ideas - Will Wright - modifying your message to connect to your audience.	In-class pitching practice
5	Pitching case studies: modelling through better lin-guistic examples 2 Project simulation	Pitching game ideas - explaining technical terms.	Out-of-class project based field trip
6		Pitching game ideas - reacting to client requests.	In-class pitch assignment
7		Reading week - classes cancelled	Project work
8		Pitching stories and characters - Aaron Sorkin group workshop model. Connected speech, storytelling and lexical expressions that build confidence.	In-class pitch-ing practice and assignment.
9	Pitching case studies: modelling	Mid-term pitching session in front of an audience	In-class pitch delivery

10	through better lin-guistic examples 3 Project simulation	Pitching stories and characters	In-class pitch-ing practice and assignment de-livery
11		Leading your audience through stories and creativity.	In-class prac-tice
12		Final pitch delivery	Final pitch de-livery 3
13	Wrap up	Final thoughts and feedback.	N/A

Evaluation

Your assessment will be based on pitch delivery (verbal and non-verbal), team collaboration in project simulations, and your final pitch. You'll receive peer and instructor feedback and must demonstrate improvement in error correction stages.

Motivation, Participation, Attendance (20%)
You will be graded on engagement in discussions, peer reviews, self-correction, and professionalism. Device use should be limited to class activities.

Team Pitching Assignments (30%)
Team-based pitches with self, peer, client, and instructor assessments on teamwork and contribution, distributed as follows:

1. Contribution: the team member carries out the assigned tasks and delivers work on time. (10%)
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 (5%).
3. Self-organizing skills: the team member shows initiative and organizes their own work, supporting others to complete the workload. (10%)
4. Collaboration: the team member shows a respectful attitude towards peers, clients and instructors, listens to others' ideas, and shows good conflict management skills. (5%)

4

Final pitch 50%

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 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 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.