



ALEC 240 – Presentation and Sales Strategies for Agricultural Audiences

INSTRUCTOR:

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Office Hours: By appointment

Course Time and Location:

Lecture 10:10 AM -11:00 (MWF) – Morgan Hall 226

COURSE DESCRIPTION:

Presentation and Sales Strategies for Agricultural Audiences is a 3 credit course designed to enable students to develop and hone their presentation and sales skills. Through the practical application of course material, students become adept at selecting strategies to implement activities that lead to successful presentations and sales. Furthermore, students become competent in evaluating their presentations and ability to inform, persuade, analyze, and discuss topics they are presenting on. **Satisfies General Education Requirement (Oral Communication)**

COURSE GOALS:

The overall goals for the course are as follows:

1. Utilize different presentation methods to be used with various agricultural audiences.
2. Employ a variety of tools that will enhance the engagement of participants in any given presentation, including persuasive and informative speeches, speaking in small groups, and speeches for analysis and discussion.
3. Develop the ability to think critically.
4. Accurately evaluate the effectiveness of one's presentations.
5. Develop the skills to properly construct a sales presentation and communicate it effectively.

COURSE OBJECTIVES:

At the conclusion of the course, students will be able to:

1. Outline the importance of speaking and listening effectively.
2. Describe the different methods of speech preparation
3. Create an outline for demonstrative and informative speeches.
4. Select a relative topic and purpose, analyze an audience, gather materials, support ideas, organize a speech, and appropriately use visual aids during speech preparation and delivery.
5. Deliver ice breaker, demonstrative, information, one-on-one and small group speeches while effectively using a visual aid. Develop the ability to speak clearly and effectively.
6. Execute a small group presentation.
7. Think critically about the selection and use of visual aids for presentations.
8. Accurately and honestly complete a peer evaluation of a presentation.

COURSE MATERIALS:

Lucas, S.E. (2012). *The Art of Public Speaking*. (12th Ed.). ; additional readings on canvas

CANVAS: All students are expected to check email and class web-site on a regular basis. Please ensure that you have access to this service. Additional handouts, readings and supplemental material and information including your grades will be accessible.

COMMUNICATION RESPONSIBILITIES:

It is the instructor's responsibility to communicate student achievement expectations for each assignment such that the *student understands* the expectations fully and clearly. It is the student's responsibility to clearly communicate to the instructor any questions he/she may have in regard to the expectations for the course or in regard to a particular assignment.

It is also the responsibility of the instructor to clearly communicate, to the student's satisfaction, any deadlines and/or class policies for which the student has questions. Alternatively, it is the responsibility of the student to communicate to the instructor any questions he/she may have in regard to these deadlines/policies

Note: Revisions to this syllabus may be made at the discretion of the instructor. Changes in dates and topics will be announced in class and may not be communicated in writing.

ATTENDANCE POLICY:

Attendance is **mandatory** and will be recorded each scheduled meeting time; however, it is up to you to attend class and make the most of it. If you are not present in class, your grade will suffer because all assignments are turned in during class time. If cause exists to miss a class, please notify the instructor in advance, or at the first opportunity via phone, email, or in person. It is always the student's responsibility to obtain information covered in class. However, the instructor will be glad to meet with the student to explain material and provide any handouts. Ten points will be deducted during each day that you miss class with an unexcused absence.

ACADEMIC INTEGRITY:

We, the members of the University of Tennessee community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

University's Honor Statement

"An essential feature of the University of Tennessee, Knoxville, is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity." [Undergraduate Catalog]

PLAGIARISM:

"Students are also responsible for any acts of plagiarism. Plagiarism is using the intellectual property of someone else without giving proper credit. The undocumented use of someone else's words or ideas in any medium of communication (unless such information is recognized as common knowledge) is a serious offense, subject to disciplinary action that may include failure in a course and/or dismissal from the university.

Specific examples of plagiarism are:

- Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
- Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
- Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
- Collaborating on a graded assignment without the instructor's approval;
- Submitting work, either in whole or in part created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph)."

[Undergraduate Catalog]

Disability Accommodations:

Disability accommodations: If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the Office of Disability Services at 865-974-6087. [Undergraduate Catalog]

Other Issues:

Please see the University of Tennessee Student Guide (<http://tennessee.edu/campus-guide/>) for specific questions concerning your college experience.

ASSIGNMENTS:

All assignments are explained in class or are communicated in depth in the syllabus. It is the student's responsibility to read the material in this packet to better understand each and every assignment. All assignments must be typed or credit will not be awarded.

It has been my experience that students with the greatest degree of confusion about assignments generally have not read the material contained in this packet or have not made an effort to come to class. Please take responsibility for reading the material, but also please feel free to ask as many questions as necessary so that the assignments may be clarified to your satisfaction!

Following an excused absence student may turn in late work without penalty within one class day of the absence. For non-university excused absences, late work will be accepted up to two class days past the due date and will be penalized 25% each day. After which all other assignments will not be accepted.

LECTURE SCHEDULE:

<i>Date</i>	<i>Topic Covered</i>	<i>Assignment Due</i>
January 8	Syllabus Introduction	
January 10	Introduction to class/ Get to know each other	
January 13 and January 15	Chapter 1 Speaking in Public: The Tradition of Public Speaking/ The Speech Community Process	
January 17	Chapters 2 & 3: Ethics in Public Speaking and listening	
January 20	NO CLASS	
January 22	Chapter 4: Giving Your First Speech/ Chapter 5: Selecting a Topic and a Purpose Assigning Presentation #1	Outline
January 24	"About You" Speech	Assignment #1
January 27	"About You" Speech	Assignment #1
January 29	"About You" Speech	Assignment #1
January 31	Chapter 6,7,8: Analyzing the Audience/ Gathering Materials/Supporting Your Ideas	
February 3	Chapters 9 and 10: Organizing the Body of the Speech/ Beginning and Ending the Speech	
February 5	Chapter 11: Outlining the Speech	Outline

February 7	Demonstration Speech	Assignment #2
February 10	Demonstration Speech	Assignment #2
February 12	Demonstration Speech	Assignment #2
February 14	Demonstration Speech	Assignment #2
February 17	Chapters 12,13- Using Language/Delivery	First Critique Due
February 19	Chapter 14: Visual Aids	
February 21	Chapter 15: Speaking to Inform	
February 24	Speaking to inform, Cont'd	Outline
February 26	Information Speech #3	Assignment #3
February 28	Information Speech #3	Assignment #3
March 2	Information Speech #3	Assignment #3
March 4	Information Speech #3	Assignment #3
March 6	Information Speech #3	Assignment #3
March 9	Chapters 16,17- Speaking to Persuade, Methods of Persuasion	
March 11	Mastering Persuasion	
March 13	NO CLASS	Outline *Email to GTA by 5 pm
March 16 – March 20	NO CLASS	
March 23	NO CLASS	
March 25	Persuasive/Sale Speech #4	Assignment #4
March 27	Persuasive/Sale Speech #4	Assignment #4
March 30	Persuasive/Sale Speech #4	Assignment #4
April 1	Persuasive/Sale Speech #4	Assignment #4
April 3	Persuasive/Sale Speech #4	Assignment #4
April 6	Persuasive/Sale Speech #4	Assignment #4
April 8	Chapter 19: Speaking in Small Groups	
April 10	NO CLASS	
April 13	Small Group Work	Outline
April 15	Small Group Speeches Speech #5	Second Critique due, Assignment #5
April 17	Small Group Speeches Speech #5	Assignment #5
April 20	NO CLASS	
April 22	NO CLASS	
April 24	Small Group Speeches	Assignment #5

OUTLINES:

Format: Individual (except group speeches)
Length: **Action Plan template from Canvas**
Value: **50 Points**

Download Action Plan template from Canvas, complete and print it out and turn into class one class period before presentations begin. Outlines must be turned in in person, otherwise they will not be accepted (except excused absences). Outlines are due the day presented on the calendar. **If outlines are not turned in the class period before presentations begin, you will not be allowed to present.** Topics and presentations cannot be changed once an outline is turned in.

ASSIGNMENT #1: Ice Breaker Speech

Format: Individual
Length: **2 minute minimum, 3 minute maximum**
Value: **100 points**

During this assignment you will be required to conduct a 2-3 minute speech about yourself. Use what you have learned in the classroom, thus far, to pick a relative topic that you believe you can elaborate on and keep the audience's attention in the timeframe that you have been given. Once you have chosen your topic make sure you incorporate strategies for maintaining the audience's attention throughout your speech (using gestures, eye contact, etc.).

HINT: One of the biggest mistakes people make during speeches is talking for too long. Practice and time your speech.

ASSIGNMENT #2: Demonstration

Format: Individual
Length: **3 minute minimum, 4 minute maximum**
Value: **100 points**

The demonstration presentation is focused on *how to DO something*. The major purpose of the demonstration is to have the audience *REPLICATE* the demonstration, following your lead and example! The task should be very *simple*, something one would encounter that connects to agriculture (everything connects to agriculture if you eat or wear clothes), and should include definite *STEPS*.

Hint: Make sure you review the chapters we have discussed and follow the guidelines presented. Do something fun, exciting, or humorous – that all members of the audience can do with you.

ASSIGNMENT #3: Informative

Format: Individual
Length: **4 minute minimum 5 minute maximum**
Value: **100 points**

There are many different types of informative speeches. In class, we have discussed speeches regarding objects, processes, events, or concepts. In this speech, you are to pick an agricultural topic where you are able to inform the audience on an object, process, event, or so forth. Do not underestimate what the audience knows about your topic. Be clear and connect with your audience. If there are outside sources of information used during the presentation, those sources should be cited and noted after the speech.

REMEMBER: You do not have time to tell the audience everything about your topic, so choose a specific purpose for your speech. When using outside resources you need to give credit to wherever you found your information through citation.

ASSIGNMENT #4: 1-on-1 Persuasive/Sale

Format: Individual
Length: **10 minute maximum**
Value: **100 points**

Listeners accept a speaker's ideas mostly because of their competence and character. During this assignment, you are to pick an Ag issue (which will need to be approved before you give your speech) that you are familiar with and give a 10 minute presentation with the goal of persuading your audience. In order to persuade, you must support your views with evidence (examples, statistics, and/or testimony). The focus of this presentation is on the selling process, in particular, ***adjusting to a customer's sales/social style***. All students will *sell to an individual* and will determine in advance what sales/social type he/she will be portraying

Hint: Pick an actual product about which you have some knowledge, research it, and then determine how it is best received by the four different sales/social styles. Prepare, practice, and HAVE FUN!

ASSIGNMENT #5: SMALL GROUP PRESENTATION

Format: Group
Length: 18 - 20 minutes
Value: 200 points

The scenario is one in which each group ***is presenting a new idea or concept to a board of directors/CEO/decision-maker(s)*** of some kind. Your group has spent weeks, months, and possibly years developing this product/idea. Now, you have 20 minutes to sell it to those who will make the decision on whether it lives or dies!

Hint: Use a project from another class, or something you have done in the recent past to kick-start this presentation. This presentation is DEMANDING, and you do not have much time (just like the “real” world!). Start early and meet often.

The display you will create HAS TO ACCOMPANY your group sales presentation. Your group must create and use the display to help make the sale to your decision maker(s). The display has no limitations as to size, but must **appropriately complement** your presentation. In other words, if it is too small, it cannot be seen properly. If it is too big, it overpowers the presenters. Remember, visual aids (of any kind) are NOT the focus of the presentation. The PRESENTERS are the focus of the presentation!

Critique of a Formal Presentation

Format: Individual

Value: 50 points/each (2X)

This assignment is designed to demonstrate your growth as an evaluator of presentations. You must critique a formal presentation at the beginning of the semester and then again at the end of the semester. The presentations you critique can be class presentations, guest presentations, or presentations from other events (from clubs, conferences, etc.). Two critique forms are included in the packet, and they DO NOT have to be typed.

Hint: Your “comments” should focus on **why** you rated the category as you did and not merely a restatement of what was done. What do you **think** about what was done? Based on what we have discussed this semester, what are some **suggestions** you might have, as a participant/observer, for this presentation? Grade is based on of **depth of thought** evident in your critique.

GRADING:

The scale used for assigning grades will be as follows:

Grading Scale:

A	90-100	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	Below 60
C	73-76		

<u>Item</u>		<u>Possible Points</u>	<u>Score</u>
Assignment 1	Ice Breaker	100	_____
Assignment 2	Demonstration	100	_____
Assignment 3	Information	100	_____
Assignment 4	Persuasive	100	_____
Assignment 5	Group Speech	200	_____
Critiques 50 x (2)		100	_____
Outlines 50 x (5)		250	_____
Attendance (10 pts/class)		410	_____
Total Possible		1,360	_____