

DRAFT SYLLABUS – EXPECT CHANGES; VISITORS UNCONFIRMED

PPDE 630: COMMUNITY HEALTH PLANNING

Wednesday, 2:00 to 5:20, RGL 219

4 units, Spring 2018

Professor David Sloane

The syllabus will be more organic than suggested here; topics are not so siloed as suggested. After the first class discussion, I will be adding and subtracting topics and other items to respond to the group's interests. For now, though, the syllabus provides a general outline of how we will proceed, including the assignments. Readings will be modified depending on our first night discussion.

DESCRIPTION

Community health planning is that activity within urban planning in which planners work with architects, public health professionals, and others to create a healthier, safer, more connected city. Concepts that are central to planning – design, resource environments, land use, mobility, environmental hazards and sustainability – are also central to community health planning. While planners have long engaged with these issues, they have become more prominent over the last forty years, and are now viewed as a critical element of planning practice, especially for those interested in social justice. Concerns about tobacco and lead, then obesity, have reinforced theoretical concepts about the role of environment in sustaining individual and collective health.

This course examines the complicated development, conceptualization, and practice of community health planning over the last generation. The course will explore community health planning from a variety of perspectives, including urban design, transportation, equity planning, and economic development. The course assignments reinforce the theoretical lessons by asking students to apply tools and concepts on real life concerns.

LEARNING OBJECTIVES

This course has the following objectives:

- To provide an overview of historical and contemporary perspectives on community health planning;
- To consider social, ethnic, racial, and gender realities as they relate to community health planning;
- To encourage students to think critically about the public health and policy dimensions of community health planning;
- To provide students with an introduction to the tools and experience in utilizing the tools and techniques applied by urban planners involved in community health.
- To illuminate the social justice in our resource environments, and propose interventions to combat current inequities

The course is an elective course in the Master of Planning degree. However, the course can serve the needs of students in degrees related to community development, public health, and other planning, policy, and health related degrees. The course has no prerequisites.

READINGS

The course session readings are on Blackboard or links in the Reading after the Class Schedule. If you have trouble accessing these readings, you need to tell me immediately since a failure to access them is not a reason for not reading them.

Students will also be responsible to read selections chosen by the Case Study teams. These will be uploaded to Blackboard the Monday prior to the Case Study.

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ACADEMIC ACCOMMODATIONS

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open from 8:30 a.m. – 5:00 p.m., Monday - Friday. The DSP phone number is (213) 740-0776.

INTEGRITY: Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Discrimination, sexual assault, and harassment are not tolerated by USC. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu> or to the *Department of Public Safety* <http://capsnet.usc.edu/departments/public-safety/online-forms/contact-us>. This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage <http://sarc.usc.edu> describes reporting options and other resources.

EMERGENCY PREPAREDNESS/COURSE CONTINUITY IN A CRISIS

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Please activate your course in Blackboard. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC’s Blackboard learning management system and support information is available at blackboard.usc.edu.

Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

COURSE FORMAT

This course meets once a week. Attendance is mandatory. I understand that a student might miss one session, but the student is responsible to ensure they have kept up with the topics discussed. The sessions will be a combination of lecture and discussion. You should be prepared to discuss the readings assigned for that day. The class is intended to be an interactive experience, where we all learn from each other. Lecture slides will be uploaded to Blackboard on the day of the lecture.

MPL Class Schedule

This course, as a part of the Price School MPL curriculum, ends on April 18, with the final paper due that Friday (April 20); 2nd year MPL students begin their comprehensive examination the next week.

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SYLLABUS REVISION

The instructor will regularly assess progress and solicit student feedback regarding the course. If necessary the syllabus will be revised to make it more suitable.

OFFICE HOURS

My office is in 313 Ralph and Goldy Lewis Hall. My office phone is (213) 740-5768. My email is dsloane@usc.edu. I check it every day. My office hours will be Monday from 11-12. I am available by appointment. I look forward to talking with all of you.

GRADING

Your grade will be determined by your attendance, participation, and timely completion of written and oral assignments. A person who does not attend class regularly will fail notwithstanding the delivery of written assignments. Grades will be determined using the following numerical guide:

Minimum	Maximum	Grade
951	1000	A
901	950	A-
851	900	B+
801	850	B
751	800	B-
701	750	C+
651	700	C
601	651	C-
551	600	D
0	550	F

ASSIGNMENTS

The assignments have been crafted to ask you to apply critical tools in community health planning. However, please don't consider these assignments simply the mechanical application of the tools. You should be striving to consider the usefulness, limitations, and benefits of the tools you utilize, and your products should reflect that thinking.

A detailed description of each assignment is included after Readings.

Revised Assignments	Points	Due Date
1. In-Class Debates	300	February 14/February 21
250 for debate; 50 for reflection on debate (did the debaters change your opinion?)		
2. Environmental Audit	150	March 7
3a. One Planning Memo	400	March 28/April 4/April 20
50 for draft; 100 for presentation; 50 for draft critique; 200 for final submittal		
3b Two Planning Briefs	400	Feb 28/March 28/April 4/April 20
50 for draft; 100 for presentation; 50 for draft critique; 100 for each final brief		
4. Participation (including in class groups)	150	Throughout

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CLASS SCHEDULE: Readings and Assignments are Due on the Class Date

Readings are pdfs on Blackboard or access them through links in Readings (after Class Schedule)

Role of Urban Planning in Healthy Communities

January 10

The first night we consider the history of the relationship of urban planning and health, especially the fraught connection to public health. What is the role of planning in healthy communities?

Reading: Putnam & Quinn; Magruder

Planning's Early Enemies, Still Problems Today: Toxins and Nuisances

January 17

Planning emerged in the early 20th century due at least partly because of the environmental crisis of the era created by toxins and hazards. Smoke was an especially challenging reality for cities, but so was lead, which remains a continuing problem. Depressingly, we are still working on similar issues.

Readings: CBE

Question: How do we assess community vulnerability?

Planning Healthy Food Systems: Industrial Food System Impacts

January 24

While planners have focused much more attention on physical activity, they have evinced a rising interest in food systems, especially around the disparities in resource environments.

Readings: Agyeman

Question: How do we audit food systems?

Planning Healthy Food Systems: Alternative Systems

January 31

Community gardens and farmer's markets are viewed by many as critical components of an alternative to the industrialized food system. Do they work? Let's talk.

Readings: Raja; Lowery

Question: How do we evaluate the success or failure of food interventions?

Community Assessment Leading to Action

February 7

The first community-base method for understanding how planners aid in the development of healthy places is assessment. We have to identify a community's challenges and opportunities before moving forward with programming. Taking assessments and systematically integrating them into the planning process is very difficult. The Health Impact Assessment originated in Europe, but has spread over the last decade to the US. Tonight we discuss its uses, and limitations.

Readings: Dannenberg et al; Design for Health (link in Readings)

Question: Is the HIA an important addition to planning evaluation of developments?

Planning's First Contact: Health Care Facilities (and Inequalities)

February 14

Access to care is an essential element of a robust resource environment, yet we know that health care resources are not equitably located throughout society. Tonight we consider health care accessibility, during which we will discuss both health care access and the broader meaning of accessibility.

Readings: Betancourt

Question: What is the role of the health care facility in community health planning?

Due: **IN-CLASS DEBATE (mental health)**

Planning for Healthy Public Space

February 21

What is the role of public space in healthy planning, especially in creating spaces for the development of social capital, physical activity, and democracy? Tonight, two recent plans as ways to consider, how do those plans evoke the principles of public space, even when balanced with private rights?

Readings: Los Angeles River Plan

Question: Are better public spaces good for communities of color, or do they propel gentrification?

Due: **FIRST PLANNING BRIEF**

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Designing Mobility: Playing and Parks

February 28

Parks are a central concern of planners, and has been since the beginning of the profession. How are parks and playgrounds designed today in ways that respond to a desire for healthy neighborhoods?

Readings: Day; Lau

Question: Why are parks so good for community health?

Due: IN-CLASS DEBATE (design)

Designing Mobility: Walking, Biking, Safe Routes to School

March 7

Designing the city for alternative transportation modes is a critical way to improve community life and limit the adverse impacts of cars. How do we keep the city a mobile place?

Readings: McDonald; Schlossberg

Due: Environmental audit

Question: How can we remake cities so that students can walk to school again?

Spring Break

March 14

Plans for a Healthy City

March 21

Let's talk about ways that planners implement issues of CHP. They do it through practice (development of specific or community plans), regulation (the implementation of specific regulatory aims) and policy (the advocacy for or legislation of policies related to health concerns).

Reading: City of Los Angeles Health Element

Question: How can communities affect the planning process in ways that improve health?

Creating Coalitions and Making Community Change

March 28

How do we implement the changes we have discussed throughout the class? Do we depend on governments? Do we organize communities? Can communities truly create and sustain change?

Reading: Minkler; Lewis

Question: How do we sustain "learning coalitions" to improve policy advocacy?

Due: DRAFT PLANNING BRIEFS AND MEMOS

March 28

PRESENTATIONS

April 4

Today, students will present their projects. I am not setting the time allotted yet because I want to see how many individuals and groups we have. Please be sure to attend. Not only is it simple courtesy to listen to your fellow students, a failure to attend these presentations will adversely affect your participation grade.

Planning a Safe, Equitable City

April 11

We will talk about the development of social capital and collective efficacy, protective armour for a safe community.

Readings: Lorenc; Diez Roux

Question: What components make communities safer?

Healthy Community Futures

April 18

We will look at the future as we end the class. What three changes would you hope for to create a truly healthy community?

Reading: We shall see, right now, no reading

Question: How can we prepare for the unknown?

Due: FINAL PLANNING PROJECTS

April 20

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Readings

1. Putnam, S & Quinn A. 2006. Jane Jacobs and Urban Health. *Journal of Urban Health: Bulletin of the New York Academy of Medicine*, 84/1.
2. Magruder, KM, McLaughlin, KA, & Borbon, DLE 2017. Truama is a public health issue. *European Journal of Psychotraumatology* 8.
3. Communities for a Better Environment (CBE) 2009. *Cumulative impacts: Changing regulatory culture to address environmental injustice & environmental racism*.
4. Agyeman, J, Schlosber, D, Craven, L, & Matthews, C. 2016. Trends and directons: From Inequity to everyday life, community, and just sustainabilities. *Annual Review of Environmental Resources* 41, 321-40..
5. Raja S, Picard D, Baek, S, & Delgado C. 2014. Rustbelt radicalism: A decade of food systems planning in Buffalo, New York (USA). *Journal of Agriculture, Food Systems and Community Development*.
6. Lowery B, Sloane DS, Payan DD, Illum J, & Lewis LB. 2016. Do farmers' markets increase access to healthy foods? Comparing markets in 24 neighborhoods in LA. *Journal of American Planning Association*.
7. Dannenberg, AL Bhatia, R, Cole, BL, Heaton, SK, Feldman, JD & Rutt CD. **2008**. Use of Health Impact Assessment in the U.S. 27 Case Studies, 1999–2007. *Am Journal of Prev Medicine*, 34/3.
8. Design for Health. 2010. Rapid HIA Assessment Workbook. At: <http://designforhealth.net/hia/hia-rapid-assessment/>.
9. Betancourt, JR, Green, AR, Carillo, JE, & Ananeh-Firempong, O. 2003. Defining cultural competence: A practical framework for addressing racial/ethnic disparities in health and health care. *Public Health Reports* 118, 293-302.
10. City of Los Angeles. XXXX River Revitalization Plan. At <http://www.lariver.org/Projects/MasterPlan/index.htm>
11. Day, K. 2006. Active living and social justice: Planning for physical activity in low income and black and Latino communities. *Journal of the American Planning Association*, 76/1: 88–99.
12. Lau, C. 2017. Nurturing Neighborhoods. *Planning Magazine*, 20-25..
13. McDonald, NC, Steiner, RL, Lee, C, Rhoulac Smith, T, Zhu, X, & Yang, Y. 2014. Impact of the Safe Routes to School Program on Walking and Bicycling. *JAPA* 80/2, 153-167.
14. Schlossberg, M, Paulsen Phillips, P, Johnson, B, & Parker R. 2005. How do you they get there? A spatial analysis of a 'sprawl school' In Oregon. *Planning Practice & Research* 20/2: 147 – 162.
15. Plan for a Healthy Los Angeles 2014, at: <http://healthyplan.la/the-plan/>.
16. Minkler M & Garcia A. 2012. CBPR: A strategy for building healthy communities and promoting health through policy change. PolicyLink and California Endowment.
17. Lorenc T, Clayton S, Neary D, Whitehead M, Petticrew M, Thomson H, Cummins S, Sowden A, & Renton A. 2012. Crime, fear of crime, environment, and mental health and wellbeing: Mapping review of theories and causal pathways. *Health & Place* 18: 757-765.
18. Diez Roux, AV. 2017. Despair as a Cause of Death: More Complex Than It First Appears", *American Journal of Public Health* 107, 1566-1567.

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Assignments

1. Reading Reflection as Planning Brief	150 points	February 3
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One skill that I hope you will begin to develop is the ability to (a) connect readings to relevant community health planning and policy issues, and (b) write about that connection concisely and effectively. In this short assignment, you will adventure into the area of writing for the profession and the public, while still maintaining high academic standards.

The assignment is to take one or more of the earliest class readings, and use them to write about a community health planning and policy issue from a contemporary or historical perspective. One way to start thinking about this assignment is to consider what were the issues or are the current issues confronting Los Angeles or your hometown related to community health planning. Was the city an industrial center that had to deal with smog, pollution, substandard housing, or other historical concerns? Is the city considering new bike paths, worried about sustainability, focusing on creating complete streets, etc.

The key to the assignment is how you use the class reading to illuminate and illustrate that issue. How does the more academic or professional reading that we have in class help us understand the issue – does it change the public discourse or reinforce it? If you were to look at the “comments” at the end of one of the articles in the newspaper or on a blog about the issue, could the article help readers better understand the issue they are commenting on?

The brief should be brief, no more than 2 to 4 pages. As most of you know, I like things to have visual as well as textual elements, and that would be true here as well. The assignment is due very quickly so that it does not conflict with your other reading/writing assignments, especially the case studies.

2. Case Study	250 points	Due date varies by group
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I will form groups. Each group will volunteer for one of the potential Wednesdays in which we will have case study assignments, including topics such as mobility, parks, food systems, and community plans.

The group will be responsible for documenting a related case tied to the evening’s topic. For example (if it was not a class reading!), a group for the class on toxins might have chosen the New Orleans art project by Mel Chin. After deciding on a topic, the group needs to research the topic, prepare materials, and then present their case on the evening in question.

The deliverables include:

- Project description of no more than two pages that will be circulated to the class.
- Bibliography, with one identified reading that will be circulated to the class
- Powerpoint presentation describing the project, how it will adversely or positively affect the project area’s population’s health and well-being
- Set of discussion questions integrated into the Powerpoint presentation on the community health questions raised by the project. These questions will be use by the group to facilitate a class discussion of their project, and its relationship to the evening’s topic.
- Project summary of no more than 4 pages that takes the project description and adds an analytical discussion of the community health planning issues related to the project (due 1 week after the class discussion)

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All materials to be distributed must be in my hands by Monday evening so that I can put them up on Blackboard on Monday for discussion in class on Wednesday. All students in the class are responsible to read the project description and the assigned reading as part of their preparation for the class.

After the class, the group will have one week to revise their project description, bibliography, and discussion questions, while developing the analytical discussion of the project prior to my grading them.

3. Planning Memo 300 points Due March 28/April 20

Choose a state or local community health-planning topic of interest that is currently the subject of legislative (a new law is proposed or moving through the legislative process) or regulatory (administrative agency, i.e., MTA, City Planning, Department of Public Health) action. Check the California Legislative Information Internet site, <http://leginfo.legislature.ca.gov/> or the websites of agencies to find issues currently up for review and/or scheduled for vote. Write a 8-12 page (single-spaced) memorandum describing the legislative or regulatory action, discussing the basis for the action and the goal of the action, and identifying the relevant stakeholders. Argue for or against the proposed legislation or regulatory change. The memos should be illustrated with relevant charts, graphs, maps, and photographs that provide a graphical narrative complementing the one in the text. Draft memos are due March 28 (50 points). Students will present memos to class on April 4 (100 points). Critiques (50 points) are due April 4. Final memos are due April 20 by 5 pm (200 points).

The type of issues that might emerge could be related to transportation (complete streets or bike infrastructure), economic development (financing issues, development costs, Quimby concerns), community development (lack of nearby community groups to lead change, a community plan unfriendly to alternatives), and other elements of planning. Groups have freedom to choose the areas/topic they wish to analyze. I will make some suggestions, but the key is to try out the process, and realize its benefits and challenges.

Students will hand in draft papers on March 28. A student will be assigned to critique each draft for feedback to the students. Students will present their paper topics to the class on April 4. After receiving feedback from the class, students will revise their projects, submitting them on April 20 to me and through Turnitin. The grade for the memo will be a compilation of:

Due:	Draft Memo:	50 Points
	Drafts need to be as complete as possible. They should be uploaded to Turnitin, and one hard copy provided for me.	
	Presentations:	100 Points
	Groups will have 15 minutes with class discussion to follow.	
	Critique	50 points
	Final Memo:	200 Points
	The final version should be delivered to my office no later than 5:00 PM. A second copy should be submitted electronically through Turnitin.	

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4. Participation	150	Throughout
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Actively participating in a class is crucial to its success. Participation is not solely about discussing a reading or answering a lecture question. Participation is about providing insights that help your classmates learn. The reality is that each of you have had life experiences that allow you to see the material we will discuss differently than me or other people in class. Your comments can clarify points, reveal hidden issues, and complete ideas.

The best participant is rarely the person who speaks most (although that does happen). More typically, the student is someone who participates regularly and who makes their points succinctly and efficiently. They may ask a question that opens up new ways of looking at the material. Or, they may work with their group mates to critically assess a reading or project we are discussing in class.

Sloane's Suggestions for Writing Better Papers:

Below are some ideas on how to improve your papers. Make sure you reread them after you have written the paper but before you hand it in.

1. The most important element of any paper is your ideas. Remember, I have read many of the articles and books upon which you are basing your research; don't simply summarize them. I am looking for how you interpret those reading, how you relate them to the topic, and how you create a new idea out of the ideas of others. **Critical thinking** is the basis of your paper. Don't accept your sources uncritically. Examine both sides of the issue you have researched. Then, conclude with your decision about the issue. Making a decision is difficult, but everyday you do it. Do it in your writing as well as your life.

2. **Citations** are essential because they represent the work that you have done to prepare the paper, and the way that you are integrating other ideas into your argument. **Sources need to be provided for every direct quote, non-public information, or idea.** Note that the citation comes after the sentence's period. Some students worry that they will overcite; don't. Any doubts about how to cite a source or whether a citation, feel free to ask. In the body of the paper, provide the author's name, year and page number (Sloane 1991, p. 191).

At the end of the paper, provide a bibliography in alphabetical order with a full citation for each source, including author's name, full book title, publishing information, and the page number. In the bibliography, the author's last name comes first, followed by the first name, and publication information.

3. Many students feel that **long quotes** prove they did the research, and the author must say it better than they could. Actually, most long quotes suggest that the student has only collected information, and not thought through the issues. The better you understand things, The more likely you are to use your own words, inserting small phrases from the quoted sources.

4. Papers and exams are evaluated for **organization** and **clarity**. A great topic supported by great sources will still fail to be a good paper if the paper wanders from idea to idea and sets ideas in unclear language. A well-organized exam flows from idea to idea with transitions tying the ideas together and to the central theme.

5. The **opening paragraph** can be dramatic or didactic, but it should not be a summary of events that will occur in the paper. The **conclusion** is more of a summary, but should extend the argument to a final, concluding point (which is why it is called a conclusion!).

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6. **Paragraphs** are critical. They provide the reader with guideposts to your ideas. Poorly paragraphed papers confuse the reader because they suggest a poorly thought out paper. First sentences are particularly important since they introduce the new idea while tying that idea to previous paragraphs (creating a transition). Try to make them powerful stylistically.
7. “**There were**” and “**because**” are weak ways to begin a paragraph (or any sentence). At times there are no obvious alternatives, but try to recognize the phrase and not use it too often. For instance, a more effective, powerful way to phrase that last sentence is: No alternative may be obvious, but recognizing the phrase will help you use it less.
8. For similar reasons, “**in order that**,” “**in fact**,” and “**on the other hand**” (without first stating, “on the one hand”) are expressly forbidden because they are the result of sloppy sentence structure and unclear conceptualization.
9. Sentences using the passive voice, such as, “**It was necessary** for the animals to be moved,” are also forbidden. Make your sentences declarative, and give them agency. The more direct the language, typically the clearer the ideas.
10. Many students overuse **indefinite pronouns**. Indefinite pronouns are a quick, efficient manner of moving through an idea without constantly repeating a long phrase. **They** must be clearly connected to what has come before. If the indefinite pronoun is not clearly connected, **it** will confuse the reader and lessen the impact of the author's paper.
11. “The decade of the 1970s **witnessed** a significant change in the status of the human rights movement.” I know that this style is quite common, but a decade (an inanimate object) cannot see or witness anything. Objects don't see, feel, hear, emote, or do any of the other crazy things humans and animals do, so let's not blame them.
12. Some of the scribbling you will find on virtually all papers:
- page #s: Never turn in a paper that (1) does not have its pages numbered, (2) does not cite its sources, (3) has not been spell checked, and (4) you have not reread at least once after printing the final draft.
- ≠: Elements of the sentence do not have parallel construction; one is singular and one is plural.
- ¶: Somewhere around here the paper requires a new paragraph. Long paragraphs are often a symptom of loose organization and faulty thinking.
- Style: Signifies a place where the sentence does not flow smoothly, the grammar is incorrect, or the idea does not follow logically.
- sp?: I am not a great speller (thank heaven for spell checkers). If I can use a spell checker, anybody can, and all of you should.
- yikes: I have read something that confuses me, confounds me, or surprises me. Reread the paragraph and tell me what you think.
- word: Signifies a word I feel is used inappropriately.
- timing: The historical timing of the topic is unclear; usually means that I worry that the sentence is using data from one period to provide evidence in another.
- tense: The paper has not set a consistent tense or is using the incorrect tense.
- good: Yes, actually sometimes I tell students when they have done something well. I don't write enough positive remarks because I focus on improving your faults. However, most students are good writers, let me say that for all to read.

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13. **REREAD** your paper prior to handing it in. You would rather find the mistakes than have us find them, right?

Sloane's Presentation Tips [Adapted from Pam Simpson and Greg Hise]

A good presentation is thoughtfully crafted, thoroughly conceptualized, and carefully prepared. When one of these three items is absent, the entire presentation suffers, sometimes terminally. Here, I provide some tips for making sure that your presentation is properly prepared and well delivered.

1. **Set priorities, eliminate unnecessary material.** The most difficult task of a 12- or 15-minute talk is deciding what you are NOT going to talk about. Too many students decide to present their entire project. This strategy is bad because, first, the presentation is too long. Second, the presentation is superficial, with too much information and too few ideas.
2. **Write out your presentation ahead of time.** You don't have to present it exactly, but write enough out to make sure you know its length, substance, and style. Many students use note cards or other aids at the presentation itself. Aids are essential. Do not try to remember your entire presentation. You will end up **reading your Powerpoint**, which is **not a good idea**.
3. **Stick to your script.** Spontaneity is encouraged in a presentation, but it is better if it is actually planned! Speakers should move away from their script, but do it in a structured way. You may not know the exact words you are going to use, but you want to know how long it is going to take and why you are doing it. Going off on a **tangent** can be a **fatal flaw** for a presentation.
4. **Practice** your presentation. If something goes wrong, you will be ready. If someone asks a question, you can adjust your talk to respond. You can do those types of things only if you have practiced the talk. If a talk is too long, you need to know it before you are presenting it. If you haven't figured out why we should care about what you are presenting, it will show. **Try to anticipate questions, controversies, and criticisms.**
5. Use **multiple communication modes** to convey your message. Some people hear words; others read better. Indeed, no matter how one best learns, getting information in multiple ways greatly enhances people's ability to comprehend your ideas. Photographs, text, graphs, stories, and anecdotes are all ways to convey information.
6. Carefully select your **illustrations**. I have a colleague who hates clip art. She would argue that it shows the presenter is sloppy. Another colleague hates cartoons since they typically don't convey the point clearly. Your illustrations should always be moving your ideas forward. If they don't quite fit what you want to say, eliminate or replace them.
7. What impression do you wish to convey. **Don't distract listeners.** Don't wear clanking jewelry, sloppy or really bright clothes. Some color (blouse, tie, shirt) is a good idea for people who want to make an impression. Take coins out of your pocket. Don't play with a pen or pencil at the podium. **Practice** a piece of your presentation in front of a mirror to see if you do anything of which you are unaware, such as constantly tugging at your shirt or standing awkwardly.
8. **Prepare for disaster.** Have a clock so you know how much time has passed. Know what you will do if the computer connection fails or the disk is damaged or the LCD dies or the myriad of other technological mishaps that could occur do occur. You should always prepare for the technological disaster since it will happen remarkably often. **If you can get into the room where you are presenting early – go.** One of the best students I have ever taught found out her Mac talk didn't translate the illustration wouldn't work on the classroom computer as she started her presentation; all

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her illustrations disappeared.

9. **Add helpful hints to your cards/paper.** Very early on in your written material write **[BREATH]** or **[SLOW DOWN]**. Later, repeat these warnings. Also, write in the phrase **[LOOK UP]** or **[LOOK AT THE AUDIENCE]** as ways to reconnect to your audience.

10. Don't look exclusively at your professor. **Include your entire audience in the talk.** Make them want to hear more from you. Any presentation should be an inclusive experience. You want to connect to your audience, hold their attention, and make them feel welcomed.

11. **Please do not read your slides.** Remember, your audience can read (unless you are at a grammar school). Reading from your slides often has two evil consequences. First, you spend more time looking at the slides than the audience. Second, we know what you are going to say before you do! Surprise us with your insights. It will be fun. If you feel you need to read some things off the slides, keep a copy in front of you – **don't stare at the screen!**

12. **Your audience wants you to succeed.** In the end, the audience will be persuaded by your ideas more than your demeanor or your snazzy technology. So, remember the basic criteria that shape the audience's perception: Clarity, Focus, Persuasiveness, Effectiveness, Management, Responsiveness, Manner.

Some additional thoughts:

- At the end of the talk, begin Q & A, but don't close your presentation. Someone may want to take you back to earlier slides.
- Number your slides, so that person can give you a specific slide they want to question.
- Finish the presentation with a summary slide, don't just stop! Don't end with a question slide or a references slide (give your professor a printed copy). End with your recommendations/conclusions; **END WITH YOUR** words!
- Powerpoint and other programs give you ways to highlight text, use them to prioritize your points.
- White backgrounds are very stark. Some people like them; I find them a bit blinding. Go with something a little softer or black with white letters.
- If you have a fuzzy or illegible chart that is crucial, redo it. It doesn't take that long, and the outcome is way better.

Good luck!