PPDE 630: COMMUNITY HEALTH PLANNING

4 units, Spring 2015
Instructor: David Sloane, Price School of Public Policy
Time and Classroom: Thursday, 6:00 to 9:20

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.

The course is intended for students in urban planning, public policy, public administration, preventive medicine, sociology, social work, urban studies, and other programs. Planning students in the social and community development concentration are strongly encouraged to take this course as part of their course of study. The course has no prerequisites.

READINGS
The primary readings for this course are:
Articles: placed on Blackboard under “Assignments,” you will have to be within the USC security system to access most links in the Readings
Tools: students will sign up to share a tool with the class. Classmates are responsible for reading them
A few other readings might supplement these, but they will be short and focused
DRAFT SYLLABUS UNTIL CLASS STARTS – EXPECT MINOR CHANGES

COURSE FORMAT
This course meets once a week. Attendance is mandatory. I understand that a student might miss one session, but not more than one. 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.

This course, as a part of the Price School MPL curriculum, ends on April 23, with the final paper due that Friday (April 24); 2nd year MPL students begin their comprehensive examination the next week.

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 Tuesdays from 4:00 to 5:00 pm. I am available by appointment. I look forward to talking with all of you.

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.

INTEGRITY: Students should maintain strict adherence to standards of academic integrity, as described in SCampus (http://www.usc.edu/dept/publications/SCAMPUS/). In particular, the University recommends strict sanctions for plagiarism defined below:

11.11 Plagiarism
A. The submission of material authored by another person but represented as the student’s own work, whether that material is paraphrased or copied in verbatim or near-verbatim form.
B. The submission of material subjected to editorial revision by another person that results in substantive changes in content or major alteration of writing style.
C. Improper acknowledgment of sources in essays or papers.
Note: Culpability is not diminished when plagiarism occurs in drafts that are not the final version. If any material is prepared or submitted by another person on the student’s behalf, the student is expected to proofread the results and is responsible for all particulars.

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.

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.
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:

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<th>Minimum</th>
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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 take that consideration that thinking.

1. Tool Presentation and Discussion (100 points)
Throughout
Students will present a relevant tool related to community health planning to the class. Students will send a description of the tool, and the tool itself to all members of the class on Sunday prior to the presentation so they have time to look at it. We will then have a discussion of the usefulness and application of the tool in class. I will circulate a sign-up sheet in class.

2. Reading Reflection as Planning Brief (150 points)
No later than March 26
Using one or more assigned readings, students will produce a policy/planning brief regarding a community health planning issue of their choice, The brief should employ effective graphical interpretation as well as textual analysis.

3. Assessing Vacant Lots (250 points)
February 19
We will divide into groups and assess the existence of vacant lots in areas in South Los Angeles. Why? Vacant lots represent a potentially key resource for poorer communities, yet are often difficult to use due to zoning, absentee ownership, or other reason. They represent challenges in that they could represent social and physical disorder, opportunities in that they represent vacant spaces that could be filled with community gardens, pocket parks, and other positive uses. Each group will produce a report detailing the location of vacant lots, and providing us with three examples of how they might be used to benefit their community.
4. Complete a Planning/Policy Project (300 points)  Draft, April 6; Final: April 24
Individually or in groups, students will take the findings from their vacant lot analyses and develop a planning or policy that would improve the lives of residents in the surrounding area. I am going to give you leeway in choosing (a) individual or groups, (b) topics for study, and (c) structure of the final product. The grade will be a compilation of: Draft project due (April 2); Students’ presentation of the project (100 points ---April 16 or potentially April 23); Final project (200 points -- April 24)

5. Analysis Critique (50 points)  April 9
Each student will be assigned an project to critique. Suggestions for how to critique an analysis are included at the end of this syllabus.

6. Participation (150 points)  Throughout
All students are responsible every week for participating each week including completing the readings. Reading the assignments is essential to the success of the class, and plays a critical role in the way I teach the class. I have tried to limit the reading since between the tool presentation and the other assignments, everyone will have other things to read. I am happy to provide supplemental readings for anyone who finds a particularly topic fascinating.

CLASS SCHEDULE: Readings and Assignments are Due on the Class Date
Most readings are on Blackboard. If not, I have created links in Readings (right after Class Schedule)

Role of Urban Planning in Healthy Communities  January 15
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:  Corburn #1; Sloane (see link in Readings)

Role of Urban Planning in Healthy Communities  January 22
We will continue our historical examination of the role of urban planning in developing and sustaining healthy communities, focusing on the more recent past, with a special consideration of the rise of “neighborhood effects” and the “social-ecooligical theory,” and the impacts on planning.
Readings:  Corburn #2 & 4; Schulz/Northridge
Guest:  Mark Glassock, Los Angeles Neighborhood Land Trust

Application I:  First Offenders: Toxins and Nuisances  January 29
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:  Corburn #5; Gauderman
Video:  Mel Chin  Guest: Katherine Bray
## Community Health Planning

### Tools: Community Assessment Leading to Action  
**February 5**

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: Corburn #6 & 7; Design for Health (see link in Readings)

### Public and Private Space in the Healthy Community  
**February 12**

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, we will look at 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; Union Station Plan

### Application II: Designing Mobility: Playing and Parks  
**February 19**

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: Powell; Schlossberg

### VACANT LOT ANALYSES  
**February 19**

### Application II: Designing Mobility: Walking, Biking, Safe Routes to School  
**February 26**

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: Boarnet; Day; Talen

Guest: Eric Bruins, Los Angeles County Bicycle Coalition

### Tools: Planning & Policy Development: General/Community Plans  
**March 5**

Let’s take some time to talk about the ways that planners implement issues of community health planning. 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: Corburn #3; Frank; Schilling; City of Los Angeles Health Element

### Application III: Food Systems: Industrial Food System Impacts  
**March 12**

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: Raja; Lewis

Guests: Reanne Estrada and Mike Blockstein, Public Matters

### Spring Break  
**March 19**

### Application III: Food Systems: Alternative Systems  
**March 26**

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: Okvat; Zoellner
READER` REFLECTION DUE NO LATER THAN TODAY

Tools: Coalitions and Community Change
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: Corburn #8; Minkler

DRAFT PLANNING PROJECTS

Application IV: Safety
We may need part of this session for presentations, but I hope we will have time to talk about the critical role that public space plays in community health, especially related to public safety and the development of social capital and collective efficacy, protective armour for a community.
Readings: Durand; Lorenc

STUDENT CRITIQUES

Presentations
Today, each of the HIA groups will present their findings. I am not setting the time allotted yet because I want to see how many 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 affect your participation grade.

Healthy Community Futures
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

FINAL PLANNING PROJECTS

Readings


1. Tool Presentation and Discussion (100 points)  

Community health planning requires a toolbox. That toolbox is filled with general (GIS, epidemiology, policy analysis) and specific tools (survey instruments, HIA models, active living interventions). One hope I have for this class is that you will leave this class with a set of tools that will help you become a better community health planner.

Each week students will present a relevant tool to the class. First, the students assigned that week should send out their tool no later than Sunday prior to Thursday's meeting. Second, the student will make an in-class presentation. The presentation should be brief – no more than 2-3 minutes, after which we will discuss the tool.

I will evaluate the assignment based on (1) the choice of the tool – is it relevant, up-to-date, helpful to members of the class, indicative of current practice, etc.; (2) how you present the tool – are you familiar with it, can you explain it use and usefulness. I will also take into consideration if your peers find the tool compelling enough to want to discuss it.

We will start signing up to present at the first session of the class.

Due: Throughout -- Sunday prior to your presentation, send tool and description to class

2. Reading Reflection as Planning Brief (150 points)  

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 class readings, and use them to write about a current community health planning and policy issue. One way to start thinking about this assignment is to consider what are the current issues confronting Los Angeles or your hometown related to community health planning. 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 or 3 pages. As most of you know, I like things to have visual as well as textual stories, and that would be true here as well.

You may hand in the brief any time throughout the class – the second week if you like. However, March 26 is final due date.

Due: Throughout -- the final day to hand it in is March 26
3. Assessing Vacant Lots (250 points)

Vacant lots have recently become an important issue in community health planning. Given the relatively dense, complete development of many older cities, including Los Angeles, new greenfield development of parks and other health resources is becoming increasingly unlikely. In contrast, most cities have many vacant lots, which have often been sitting vacant for years if not decades.

Vacant lots represent a potentially key resource for poorer communities. A growing movement calls for the appropriation of such spaces, either through guerilla gardening, official community gardens, pocket parks, and other approaches. Yet, vacant lots represent both physical and social challenges and opportunities for communities. They often represent sites of social and physical disorder, with folks hanging out, trash piling up, and crime occurring. Conversely, they represent opportunity -- potentially filled with community gardeners, families playing in a new pocket parks, and other positive uses.

We will divide into groups and assess the existence of vacant lots in areas in South and West Los Angeles. Each group will produce a report detailing the location of vacant lots in their designated areas. They will also provide three examples of how specific parcels might be redesigned to benefit their community.

We will talk more about this assignment in the second class, when we go into groups.

Due: February 19

4. Complete a Planning/Policy Paper (300 points)

Individually or in groups, students will take the findings from their vacant lot analyses and develop a planning or policy that would improve the lives of residents in the surrounding area. I am going to give you leeway in choosing (a) individual or groups, (b) topics for study, and (c) structure of the final product. The grade will be a compilation of: Draft project due (April 2); Students’ presentation of the project (100 points ---April 16 or potentially April 23); Final project (200 points -- April 24)

The paper will emerge from the group’s work on the vacant lot. Did that analysis discover some barrier to planning and developing the group’s idea that you wish to explore and try to understand better? Did the community plan have sections that restricted the use of the lot in ways that made the group’s ideas impossible or improbable to develop? Or, did your experience in analyzing the lot raise an issue only indirectly related to the lot itself but of significant interest to you?

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 ares/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 April 3. Students will present their paper topics to the class on April 17 (or if necessary, April 24). After receiving feedback from the class, students will revise their projects, submitting them on April 26 to me and through Turnitin.

The grade for the Planning and Policy Paper will be a compilation of:

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<th>Due:</th>
<th>Draft Planning/Policy Paper:</th>
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<td></td>
<td>Each student will each read one or more project and give feedback to group members. I have always found that groups who have a substantially developed draft are the ones that tend to do best at the end because they get the best feedback.</td>
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<td>Group Presentations:</td>
<td>April 16 or 23</td>
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<td>Groups will present to the entire class. Depending on how many groups we have, we will either present 12 or 15 minutes with class discussion to follow.</td>
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<td>Final Planning/Policy Paper:</td>
<td>April 24</td>
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<td>The final version should be delivered to my office no later than 5:00 PM. A second copy should be submitted electronically through Turnitin.</td>
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**5. Analysis Critique (50 points)**

I believe that students can help other students improve their presentation and writing skills. I embed into my classes ways that peers can actively help peers. One way is this assignment. Your job is to critique the a person’s or group’s analysis. What does it mean to critique an analysis?

What should you do in the critique? My suggestion is that you consider the following questions:

- Do you find the approach, evidence, and analysis persuasive, engaging, and helpful? Do you it effectively portrays the health issue?
- Are the sources used reasonable, up-to-date, and appropriate?
- Does the analysis fully cover the issue, or does it miss something significant?
- Is the format of the analysis effective, and accessible to readers?
- Are the graphics (tables, charts, photographs, maps, etc.) connected to the text? Do they have a narrative of their own that works with the text?
- Are the graphics legible, and do they aid in the argument or narrative?
- What are the main strengths of the analysis, and what are its weaknesses?

In a page or two, you should write up your critique of the analysis. One copy (with or without your name) to me to present to the person or group, and one copy (with your name on it) to me to evaluate how well you did on the critique. You also need to be prepared to question when the analysis is presented to the class. Whether you put your name on the critique you give the person/group is your choice. Anonymous critiquing is a time-honored practice, so don’t feel any pressure to put your name on the critique – but whether you do or don’t, please be honest in your critique. None of us profits from vague criticisms that don’t help us improve our work.

**Due Date: April 9: Turn into 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!).

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.

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 a 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 her illustrations disappeared.

9. **Add helpful hints to your cards/paper.** Very early on in your written material write [BREATHE] 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!