

Presenting and Debating

FS 2020 Seminar

Tuesday 14-16

SOD-1-101

marie.vanloon@philos.uzh.ch

melanie.sarzano@philos.uzh.ch

Office Hours: please contact us by email to set an appointment.

1. Goals and content

The goal of this course is to learn how to express your ideas in a way that can be conveyed clearly to your interlocuter(s). This involves learning 1) to go from a thought in your head to saying it to someone in a way that is intelligible to them and 2) to use tools that can help you doing that. We will also learn to do this within different sorts of context:

- you might be presenting your work followed by a discussion with your audience afterwards,
- you might be having a discussion with your classmates,
- you might be interviewing for a position/a study program
- you might be writing a philosophy paper
- Etc.

These are all contexts in which you need to convey philosophical ideas clearly. We will think about which elements must be factored in when preparing a presentation or a discussion; what are the challenges we might face and what are the traps to avoid.

2. Requirements

In order to pass the course, you must fulfil the following four requirements:

- (1) give at least one 10 minutes presentation with a piece of support material (e.g. PowerPoint, handout, etc.)
- (2) assess your own presentation
- (3) give feedback at least once on a student presentation
- (4) write a 3-page report on a different article than the one your present

In addition, these requirements must be fulfilled successfully.

3. Assessment criteria

We will assess the above-mentioned tasks based on the following criteria:

Task	Criterion
(1) Presentation	The thesis of the source material is clearly stated.
	The structure and content of the course material is made clear and accessible to the audience.

	The student respects the imparted time limit.
	The student respects the instructions.
	The support material is adapted to the presentation and helps the audience to understand the source material
(2) Self-assessment	Your assessment is detailed and motivated.
	Your assessment is expressed clearly.
	Your assessment is honest and constructive.
(3) Feedback	The feedback is detailed and motivated.
	The feedback is thoughtful and encouraging.
	The feedback is well structured.
	The feedback is expressed clearly.
	The feedback is balanced (-/+)
(4) Report	The report shows your understanding of the source material.
	The report shows thoroughness of research.
	The report is well structured.
	The language of the report is suited for academic context.
	The ideas in the report are clear and accessible.

4. Schedule

18.02 0- Introductory lesson

25.02 1- Content and context

03.03 2- The implicit rules of Q&A

10.03 3- Reading and speaking

17.03 4- Presenting with a handout

24.03 5- Presenting with slides

31.03 6- Making use of the blackboard

07.04 7- Body language and posture

14.04 – *Spring break*

21.04 8- Managing stage fear

28.04 9- Elevator pitch

05.05 10- Video presentation

12.05 11- Critical thinking

19.05 12- Debate: ‘Can we separate the author from their work?’

26.05 13- Disputatio

5. Bibliography

Gallo, C., 2014. *Talk like TED: the 9 public-speaking secrets of the world's top minds*. Macmillan, London.

Heinrichs, Jay. 2008. *Thank You for Arguing*. Crown Publishing Group.

Lush, Edie, and Charlotte McDougall. 2016. *How to Speak with Confidence in Public*. Pan Macmillan.

Mandel, Steve. 2000. *Effective Presentation Skills: A Practical Guide for Better Speaking*. 3rd ed. A Fifty-Minute Series Book. Menlo Park, Calif: Crisp Publications.

McInerny, Dennis Q. 2004. *Being Logical: A Guide to Good Thinking*. 1st ed. New York: Random House.

Saunders, Clare, and Julie Closs, eds. 2007. *Doing Philosophy: A Practical Guide for Students*. London ; New York: Continuum.

Warburton, Nigel. 2008. *Thinking from A to Z*. London: Routledge

Weston, Anthony. 2000. *A Rulebook for Arguments 3rd ed*. Indianapolis: Hackett Pub. Co.