City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2019/20

Part I   Course Overview

Course Title:	Public Speaking and Presentations in English
Course Code:	EN3321
Course Duration:	**One Semester**
Credit Units:	**3**
Level:	**B3**
Proposed Area: *(for GE courses only)*	☐Arts and Humanities ☐Study of Societies, Social and Business Organisations ☐Science and Technology
Medium of Instruction:	**English**
Medium of Assessment:	**English**
Prerequisites: *(Course Code and Title)*	**Nil**
Precursors: *(Course Code and Title)*	**Nil**
Equivalent Courses: *(Course Code and Title)*	**Nil**
Exclusive Courses: *(Course Code and Title)*	**Nil**

Part II   Course Details

1.   Abstract
(A 150-word description about the course)

The course aims to equip students with knowledge of the design, content, organization, structure, language, delivery, audio-visual aids and critical evaluation of oral presentations for professional purposes.

Upon successful completion of this course, students should be able to prepare and present a presentation for a variety public speaking contexts including informative, persuasive and impromptu; understand and apply the principles of effective public speaking to their own presentations; and constructively critique the public speaking of themselves and that of others.

2.   Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Plan and deliver an informative oral presentation.		✓	✓	✓
2.	Plan and deliver and video record a persuasive professional oral presentation.		✓	✓	✓
3.	Plan and deliver an informative and persuasive professional sales group presentation.		✓	✓	✓
4.	Reflect critically and write a critique of a peer's persuasive presentation..		✓	✓	✓
5.	Reflect critically and write a self-critique of a group's informative and persuasive presentation.		✓	✓	✓
If weighting is assigned to CILOs, they should add up to 100%.		100%			

A1:   *Attitude*
> *Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

A2:   *Ability*
> *Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

A3:   *Accomplishments*
> *Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
1	*Informative Presentation* Students prepare and present an informative three-minutes individual presentation with an audible structure consisting of a beginning, middle and end	✓						
2.	*Persuasive Presentation* Students prepare, present and record a persuasive five-minutes individual presentation with three part organization structure and clear use of transitional language		✓					
3	*Persuasive and Informative Group Presentation* Students prepare and present an informative and persuasive group presentation using presentation organization, transitional phrases, verbal and non-verbal communication skills, audio-visuals aids and Q & A			✓				
4.	*Peer Critique* Students write an evaluation of a peer's performance after viewing a peer's presentation on video tape.				✓			
5.	*Self Critique* Students write a self-evaluation of their own group's final presentation after watching themselves on video tape.					✓		

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5			
Continuous Assessment: _100___%								
1. Coursework: Informative Presentation	✓						20%	

Assessment							Weighting	Remarks
The content, organisation and structure, level of information, verbal and non-verbal language for a 3 minute informative oral presentation are assessed								
Coursework: Persuasive Presentation The content, structure, Individual work organisation, verbal and non-verbal language, level of persuasion, use of audio-visual aids for a 5 minute persuasive oral presentation are assessed.	✓						25%	Individual work
Coursework: Final Presentation- Informative and Persuasive Group The content, structure, organisation, verbal and non-verbal language, level of interest, use of audio-visual aids, conduct of questions and answers for a 15 minute oral presentation are assessed.		✓					30%	Individual work
Coursework: Written Peer Critique The accuracy and relevance of the content, organisation, language and format of a written evaluation of a peer's presentation are assessed.			✓				15%	Individual work
Coursework: Written Self-Critique The accuracy and relevance of the content, organisation, language and format of an evaluation of the students' final presentation are assessed.				✓			10%	Group work
Examination: ____% (duration: , if applicable)								

* The weightings should add up to 100%.   100%

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent Grade A+, A, A-	Good Grade B+, B, B-	Fair Grade C+, C, C-	Marginal Grade D	Fail Grade F
Assignment one Presentation	Content & Organization 35%					
	Introduction • Greeting • Attn getter • Topic • Purpose • Preview	Very effectively sets the stage for the presentation. Has all the required elements.	Effectively sets the stage for the presentation. Has most of the required elements.	Somewhat sets the stage for the presentation. Some elements missing.	Somewhat does not set the stage for the presentation. Quite a few elements missing.	Does not set the stage. Most elements missing
	Body	Completely adequate information	Adequate information	Somewhat adequate but just some points glossed over	Somewhat inadequate information. Majority of points glossed over	Inadequate information, all points glossed over
	Conclusion	Concludes very strongly	Moderately strong ending	Somewhat weak ending	Weak ending	No ending
	LANGUAGE 35%	Grade A+, A, A-	Grade B+, B, B-	Grade C+, C, C-	Grade D	Grade F
	Fluency Grammar Pronunciation Transitionals Tone Vocalized pauses (uh, well uh, um)	• Fluent • Grammatically accurate • Natural pronunciation • Transitionals natural • Highly positive & persuasive • No vocalized pauses noticed	• Mostly fluent • Only minor grammar errors • Pronunciation mostly clear • Transitionals adequate • Moderately positive/ persuasive • Hardly any vocalized pauses noticed	• Fairly fluent • Frequent grammatical errors • Pronunciation affects listener comprehension • Moderate use of transitionals • Slightly persuasive • Some vocalized pauses noticed	• Limited fluency • Excessive grammatical errors • Pronunciation unclear • Transitionals barely used • Barely persuasive • Many vocalized pauses noticed	Fluency, accuracy, pronunciation and use of transitional language impede audience comprehension; not persuasive; too many vocalized pauses noticed

Assessment Task	Criterion	Excellent Grade A+, A, A-	Good Grade B+, B, B-	Fair Grade C+, C, C-	Marginal Grade D	Fail Grade F
Assignment one Presentation	DELIVERY 30%					
	Pace	Natural pace	Pace occasionally erratic	Speed interferes with comprehension and/or audience interest	Erratic pace distracts	Pace impedes audience comprehension
	Voice/ volume	Natural volume	Volume occasionally variable	Inaudible at times	Volume inadequate	Volume impedes audiences comprehension
	Cue cards	Unobtrusive use of cue cards	Some dependence on cue cards/notes	Too dependent on cue cards/ notes. Reading in some parts.	Over use of cue cards/notes. Reading in many parts	Totally dependent on cue cards/ notes. Reading all the time.
	Eye Contact	Constant eye contact	Partial eye contact	Periodic eye contact	Minimal eye contact	No eye contact
	Facial Expressions	Very appropriate expression, no deadpan or conflicting expression	Appropriate expressions, Hardly any deadpan or conflicting expressions	Occasionally demonstrates either a deadpan OR conflicting expression during presentation	Occasionally displays both a deadpan and conflicting expression during presentation	Has a deadpan expression and/or shows a conflicting expression during entire presentation
	Gestures	Very natural hand gestures are demonstrated	Natural hand gestures are demonstrated	Hand gestures at times unnatural	Hand gestures unnatural most of the time	No gestures are noticed
	Posture	Stands up straight with both feet on the ground during entire presentation	Stands up straight with both feet on the ground during most of the presentation	Occasionally slums during presentation	Slums quite a lot during the presentation	Slums during whole presentation
	Enthusiasm	Demonstrates a strong positive feeling about topic during entire presentation	Demonstrates a strong positive feeling about topic during most of the presentation	Occasionally shows positive feelings about topic	Shows hardly any interest in the topic during most of the presentation	Shows absolutely no interest in topic during entire presentation
	Time frame	Presentation falls within required time frame			Presentation is more than maximum time	Presentation is less than required time

Assessment Task	Criterion	Excellent Grade A+, A, A-	Good Grade B+, B, B-	Fair Grade C+, C, C-	Marginal Grade D	Fail Grade F
Assignment Two Presentation	Content & Organization 35%					
	Introduction • Greeting • Attn getter • Topic • Purpose • Preview	Very effectively sets the stage for the presentation. Has all the required elements.	Effectively sets the stage for the presentation. Has most of the required elements.	Somewhat sets the stage for the presentation. Some elements missing.	Somewhat does not set the stage for the presentation. Quite a few elements missing.	Does not set the stage. Most elements missing
	Body	Completely adequate information	Adequate information	Somewhat adequate but just some points glossed over	Somewhat inadequate information. Majority of points glossed over	Inadequate information, all points glossed over
	Conclusion	Concludes very strongly	Moderately strong ending	Somewhat weak ending	Weak ending	No ending
	LANGUAGE 35%	Grade A+, A, A-	Grade B+, B, B-	Grade C+, C, C-	Grade D	Grade F
	Fluency Grammar Pronunciation Transitionals Tone Vocalized pauses (uh, well uh, um)	• Fluent • Grammatically accurate • Natural pronunciation • Transitionals natural • Highly positive & persuasive • No vocalized pauses noticed	• Mostly fluent • Only minor grammar errors • Pronunciation mostly clear • Transitionals adequate • Moderately positive/ persuasive • Hardly any vocalized pauses noticed	• Fairly fluent • Frequent grammatical errors • Pronunciation affects listener comprehension • Moderate use of transitionals • Slightly persuasive • Some vocalized pauses noticed	• Limited fluency • Excessive grammatical errors • Pronunciation unclear • Transitionals barely used • Barely persuasive • Many vocalized pauses noticed	Fluency, accuracy, pronunciation and use of transitional language impede audience comprehension; not persuasive; too many vocalized pauses noticed

Assessment Task	Criterion	Excellent Grade A+, A, A-	Good Grade B+, B, B-	Fair Grade C+, C, C-	Marginal Grade D	Fail Grade F
Assignment Two Presentation	DELIVERY 30%					
	Pace	Natural pace	Pace occasionally erratic	Speed interferes with comprehension and/or audience interest	Erratic pace distracts	Pace impedes audience comprehension
	Voice/ volume	Natural volume	Volume occasionally variable	Inaudible at times	Volume inadequate	Volume impedes audiences comprehension
	Cue cards	Unobtrusive use of cue cards	Some dependence on cue cards/notes	Too dependent on cue cards/ notes. Reading in some parts.	Over use of cue cards/notes. Reading in many parts	Totally dependent on cue cards/ notes. Reading all the time.
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	Facial Expressions	Very appropriate expression, no deadpan or conflicting expression	Appropriate expressions, Hardly any deadpan or conflicting expressions	Occasionally demonstrates either a deadpan OR conflicting expression during presentation	Occasionally displays both a deadpan and conflicting expression during presentation	Has a deadpan expression and/or shows a conflicting expression during entire presentation
	Gestures	Very natural hand gestures are demonstrated	Natural hand gestures are demonstrated	Hand gestures at times unnatural	Hand gestures unnatural most of the time	No gestures are noticed
	Posture	Stands up straight with both feet on the ground during entire presentation	Stands up straight with both feet on the ground during most of the presentation	Occasionally slums during presentation	Slums quite a lot during the presentation	Slums during whole presentation
	Enthusiasm	Demonstrates a strong positive feeling about topic during entire presentation	Demonstrates a strong positive feeling about topic during most of the presentation	Occasionally shows positive feelings about topic	Shows hardly any interest in the topic during most of the presentation	Shows absolutely no interest in topic during entire presentation
	Time frame	Presentation falls within required time frame			Presentation is more than maximum time	Presentation is less than required time

Assessment Task	Criterion	Excellent Grade A+, A, A-	Good Grade B+, B, B-	Fair Grade C+, C, C-	Marginal Grade D	Fail Grade F
Assignment Three Presentation	Content & Organization 25%					

	Introduction • Greeting • Attn getter • Topic • Purpose • Preview	Very effectively sets the stage for the presentation. Has all the required elements.	Effectively sets the stage for the presentation. Has most of the required elements.	Somewhat sets the stage for the presentation. Some elements missing.	Somewhat does not set the stage for the presentation. Quite a few elements missing.	Does not set the stage. Most elements missing
	Body	Completely adequate information	Adequate information	Somewhat adequate but just some points glossed over	Somewhat inadequate information. Majority of points glossed over	Inadequate information, all points glossed over
	Conclusion	Concludes very strongly	Moderately strong ending	Somewhat weak ending	Weak ending	No ending
	LANGUAGE 15%	Grade A+, A, A-	Grade B+, B, B-	Grade C+, C, C-	Grade D	Grade F
	Fluency Grammar Pronunciation Transitionals Tone Vocalized pauses (uh, well uh, um)	• Fluent • Grammatically accurate • Natural pronunciation • Transitionals natural • Highly positive & persuasive • No vocalized pauses noticed	• Mostly fluent • Only minor grammar errors • Pronunciation mostly clear • Transitionals adequate • Moderately positive/ persuasive • Hardly any vocalized pauses noticed	• Fairly fluent • Frequent grammatical errors • Pronunciation affects listener comprehension • Moderate use of transitionals • Slightly persuasive • Some vocalized pauses noticed	• Limited fluency • Excessive grammatical errors • Pronunciation unclear • Transitionals barely used • Barely persuasive • Many vocalized pauses noticed	Fluency, accuracy, pronunciation and use of transitional language impede audience comprehension; not persuasive; too many vocalized pauses noticed

Assessment Task	Criterion	Excellent Grade A+, A, A-	Good Grade B+, B, B-	Fair Grade C+, C, C-	Marginal Grade D	Fail Grade F
Assignment Three Presentation	DELIVERY 30%					
	Pace	Natural pace	Pace occasionally erratic	Speed interferes with comprehension and/or audience interest	Erratic pace distracts	Pace impedes audience comprehension
	Voice/ volume	Natural volume	Volume occasionally variable	Inaudible at times	Volume inadequate	Volume impedes audiences comprehension
	Cue cards	Unobtrusive use of cue cards	Some dependence on cue cards/notes	Too dependent on cue cards/ notes. Reading in some parts.	Over use of cue cards/notes. Reading in many parts	Totally dependent on cue cards/ notes. Reading all the time.
	Eye Contact	Constant eye contact	Partial eye contact	Periodic eye contact	Minimal eye contact	No eye contact
	Facial Expressions	Very appropriate expression, no deadpan or conflicting expression	Appropriate expressions, Hardly any deadpan or conflicting expressions	Occasionally demonstrates either a deadpan OR conflicting expression during presentation	Occasionally displays both a deadpan and conflicting expression during presentation	Has a deadpan expression and/or shows a conflicting expression during entire presentation
	Gestures	Very natural hand gestures are demonstrated	Natural hand gestures are demonstrated	Hand gestures at times unnatural	Hand gestures unnatural most of the time	No gestures are noticed
	Posture	Stands up straight with both feet on the ground during entire presentation	Stands up straight with both feet on the ground during most of the presentation	Occasionally slums during presentation	Slums quite a lot during the presentation	Slums during whole presentation
	Enthusiasm	Demonstrates a strong positive feeling about topic during entire presentation	Demonstrates a strong positive feeling about topic during most of the presentation	Occasionally shows positive feelings about topic	Shows hardly any interest in the topic during most of the presentation	Shows absolutely no interest in topic during entire presentation
	Time frame	Presentation falls within required time frame			Presentation is more than maximum time	Presentation is less than required time

Assessment Task	Criterion	Excellent Grade A+, A, A-	Good Grade B+, B, B-	Fair Grade C+, C, C-	Marginal Grade D	Fail Grade F
Assignment Three Presentation	Qs& As (10%)					
	Handling & content	Strong rapport with questioner; Complete answers	Good interaction with questioner; Mostly complete answers	Weak interaction with questioner; Inadequate answer	Questions handled poorly and/or not fully answered	Failed to answer questions
	VISUAL AIDS 10%	Grade A+, A, A-	Grade B+, B, B-	Grade C+, C, C-	Grade D	Grade F
	• Relevance • Design • Handling	Very well executed & managed. Enhances presentation a lot.	Mostly well executed & managed. Enhances presentation.	Partly well executed & managed. Somewhat enhances presentation.	Weakly executed and managed. Adds nothing to presentation.	Poorly executed and managed. Adds nothing to presentation.

Assessment	Criterion	Excellent Grade A+, A, or A-	Good Grade B+, B, or B-	Fair Grade C+, C, or C-	Marginal Grade D	Failure Grade F
	Team Oral Presentation (10%)					
	Time frame	Very well managed	Suitable length	Slightly too short/long	Presentation is too short/ too long	Presentation is far too short
	Teamwork co-operation among team members transition between speakers	Strong teamwork Smooth transition between speakers	Mostly smooth teamwork Mostly smooth transition between speakers	Weak team co-ordination Weak handover between speakers	Interruptions with teamwork Poor handover between speakers	Teamwork very weak No handover between speakers
Assessment Task	Criterion	Excellent Grade A+, A, A-	Good Grade B+, B, B-	Fair Grade C+, C, C-	Marginal Grade D	Fail Grade F
Assignment 4 Peer Evaluation 15%						
	Content Key features	Evident	Mostly evident	Partially evident	Limited	Not evident

	Objective reflection Balanced comments Specific description Constructive advice					
	Organization Logical grouping Logical sequence Coherent linking	Evident	Mostly evident	Partially evident	Limited	Not evident
	Language Accurate Appropriate Clear, concise Helpful, constructive	Evident	Mostly evident	Partially evident	Limited	Not evident

Assessment Task	Criterion	Excellent Grade A+, A, A-	Good Grade B+, B, B-	Fair Grade C+, C, C-	Marginal Grade D	Fail Grade F
Assignment 4 Self Evaluation 10%						
	Content Key features Objective reflection Balanced comments Specific description Constructive advice	Evident	Mostly evident	Partially evident	Limited	Not evident
	Organization Logical grouping Logical sequence Coherent linking	Evident	Mostly evident	Partially evident	Limited	Not evident
	Language Accurate Appropriate Clear, concise Helpful, constructive	Evident	Mostly evident	Partially evident	Limited	Not evident

Part III　Other Information (more details can be provided separately in the teaching plan)

1.　Keyword Syllabus
(An indication of the key topics of the course.)
Oral presentations: planning a presentation, narrowing a topic, audience analysis, informative language, persuasive language, organizing a presentation, transitional words and phrases,　do's and don't of designing and using audio-visual aides, verbal and non-verbal communication, voice delivery techniques, asking and answering questions.

2.　Reading List
2.1　Compulsory Readings
(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Carnegie. D (2017). How to Develop Self-Confidence and Influence People by Public Speaking. Gallery Books, New York.
2.	Comfort, J. (2000). *Effective Presentations*. Oxford, UK: Oxford University Press.
3.	Gall. C. (2009). The Presentation Secrets of Steve Jobs: How to Be Insanely Great in Front of Any Audience. McGraw Hill Books, U.S.A.
4.	Munter, M., & L. Russell.(2014). *Guide to Presentations*.(4 ed.) Upper Saddle River, NJ: Prentice Hall

2.2　Additional Readings
(Additional references for students to learn to expand their knowledge about the subject.)

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2.	
3.	
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