

# EN2298: EFFECTIVE PRESENTATIONS FOR PROFESSIONALS

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## Effective Term

Semester A 2022/23

## Part I Course Overview

### Course Title

Effective Presentations for Professionals

### Subject Code

EN - English

### Course Number

2298

### Academic Unit

English (EN)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

A1, A2 - Associate Degree

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

EN3321 Public Speaking and Presentations in English

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

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.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Plan and deliver an informative oral presentation.		x	x	x
2	Plan and deliver and video record a persuasive professional oral presentation.		x	x	x
3	Plan and deliver an informative and persuasive professional sales group presentation.		x	x	x
4	Reflect critically and write a critique of a peer's persuasive presentation..		x	x	x
5	Reflect critically and write a self-critique of a group's informative and persuasive presentation.		x	x	x

#### 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.

### Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Informative Presentation  Students prepare and present an informative three-minutes individual presentation with an audible structure consisting of a beginning, middle and end	1	

2		<p>Persuasive Presentation</p> <p>Students prepare, present and record a persuasive five-minutes individual presentation with three part organization structure and clear use of transitional language</p>	2	
3		<p>Persuasive and Informative Group Presentation</p> <p>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 &amp; A</p>	3	
4		<p>Peer Critique</p> <p>Students write an evaluation of a peer's performance after viewing a peer's presentation on video tape.</p>	4	
5		<p>Self Critique</p> <p>Students write a self-evaluation of their own group's final presentation after watching themselves on video tape.</p>	5	

**Assessment Tasks / Activities (ATs)**

	ATs	CILO No.	Weighting (%)	Remarks
1	<p>Coursework: Informative Presentation</p> <p>The content, organisation and structure, level of information, verbal and non-verbal language for a 3 minute informative oral presentation are assessed</p>	1	20	

2	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.	2	25	Individual work
3	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.	3	30	Individual work
4	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.	4	15	Individual work
5	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.	5	10	Group work

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

Assignments 1 and 2

**Criterion**

Task fulfilment 10%

**Excellent (A+, A, A-)**

All requirements of the task are fully and sufficiently addressed.

**Good (B+, B, B-)**

All of the requirements are appropriately addressed.

**Fair (C+, C, C-)**

The task is addressed with quite a few minor irrelevances and/or minor omissions.

**Marginal (D)**

The task is completed with one or more major omissions.

**Failure (F)**

Misinterpretation of the task is evident.

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**Assessment Task**

Assignments 1 and 2

**Criterion**

Content &  
Organization 30%

**Excellent (A+, A, A-)**

Content and organisation are excellent. Information is rich, detailed, and insightful. No elements are felt to be lacking.

**Good (B+, B, B-)**

Content and organisation are very good or good. Information is rich, detailed, and/or insightful in parts. Some elements could have been stronger or are lacking.

**Fair (C+, C, C-)**

Content and organisation are fair. Information is not very rich, detailed, and/or insightful. Some elements are weak or lacking.

**Marginal (D)**

Content and organisation are marginal. Information is not rich, detailed, or insightful. Parts of the presentation are incomplete.

**Failure (F)**

There is little content and basic aspects of organisation are missing.

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**Assessment Task**

Assignments 1 and 2

**Criterion**

Language 30%

**Excellent (A+, A, A-)**

Spoken language is excellent, including fluency, grammar, pronunciation, tone of voice, and discourse markers/transitionals

**Good (B+, B, B-)**

Spoken language is very good or good. There might be a number of issues with fluency, grammar, pronunciation, tone of voice, and/or discourse markers/transitionals but these in no way impeded understanding

**Fair (C+, C, C-)**

Spoken language is fair, but a number of issues with fluency, grammar, pronunciation, tone of voice, and/or discourse markers/transitionals impeded audience understanding

**Marginal (D)**

Language is marginal, including many serious problems with fluency, grammar, pronunciation, tone of voice, and discourse markers/transitionals. Some parts may be difficult to understand.

**Failure (F)**

Language is highly problematic across fluency, grammar, pronunciation, tone of voice, and discourse markers/transitionals. Many parts may be difficult to understand.

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**Assessment Task**

Assignments 1 and 2

**Criterion**

Delivery 30%

**Excellent (A+, A, A-)**

Communication with the audience is consistently sustained and spontaneous without lifted verbatim from slides/notes. Clear signs of preparation. Gestural communication is wholly meaningful and engaging. Very confident throughout.

**Good (B+, B, B-)**

Communication with the audience is generally sustained and spontaneous without lifted verbatim from slides/notes. Signs of preparation. Gestural communication is quite meaningful and engaging. Quite confident.

**Fair (C+, C, C-)**

Communication with the audience is in general not sustained or spontaneous, and may be often lifted verbatim from slides/notes. Some/adequate signs of preparation. Gestural communication is limited in terms of meaning and engagement. Has some confidence.

**Marginal (D)**

Communication with the audience is often hesitant and disjointed, as well as being lifted verbatim from slides/ notes. Few signs of preparation. Gestural communication is artificial or problematic. Lacks confidence in general.

**Failure (F)**

Failure to genuinely communicate with the audience. Evident lack of preparation. Felt absence of meaningful or engaging gestural communication. Has no confidence.

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**Assessment Task**

Assignment 3

**Criterion**

Group performance 20%

**Excellent (A+, A, A-)**

Excellent balance (no major overlaps and in right proportions).  
Smooth and effective transitions among all members.  
A strong sense of group coherence and identity.  
Demonstrates professionalism and team spirit/effort.  
There is some minor imbalance and/or overlap  
Smooth and effective transitions among most members.  
A sense of group coherence and identity.  
Often demonstrates team spirit/effort.

**Good (B+, B, B-)**

There is some minor imbalance and/or overlap  
Smooth and effective transitions among most members.  
A sense of group coherence and identity.  
Often demonstrates team spirit/effort.

**Fair (C+, C, C-)**

Some major imbalance and/or overlap.  
Effective transitions among some members.  
Some members are not enthusiastic.  
Minimal group coherence and/or identity.  
Team spirit/effort is struggling.

**Marginal (D)**

Presentation is imbalanced.  
Ineffective transitions among members.  
Most members are not enthusiastic.  
Lacking group coherence and/or identity.  
Team spirit/effort is palpably negative.

**Failure (F)**

Imbalance or overlap ruins presentation.  
Lack of transitions among members.  
Lack of team spirit/effort.  
Lack of coherence and/or identity.

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**Assessment Task**

Assignment 3

**Criterion**

Content &  
Organization 20%

**Excellent (A+, A, A-)**

Content and organisation are excellent. Information is rich, detailed, and insightful. No elements are felt to be lacking.

**Good (B+, B, B-)**

Content and organisation are very good or good. Information is rich, detailed, and/or insightful in parts. Some elements could have been stronger or are lacking.

**Fair (C+, C, C-)**

Content and organisation are fair. Information is not very rich, detailed, and/or insightful. Some elements are weak or lacking

**Marginal (D)**

Content and organisation are marginal. Information is not rich, detailed, or insightful. Parts of the presentation are incomplete.

**Failure (F)**

There is little content and basic aspects of organisation are missing.

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**Assessment Task**

Assignment 3

**Criterion**

Language 20%

**Excellent (A+, A, A-)**

Spoken language is excellent, including fluency, grammar, pronunciation, tone of voice, and discourse markers/transitionals

**Good (B+, B, B-)**

Spoken language is very good or good. There might be a number of issues with fluency, grammar, pronunciation, tone of voice, and/or discourse markers/transitionals but these in no way impeded understanding

**Fair (C+, C, C-)**

Spoken language is fair, but a number of issues with fluency, grammar, pronunciation, tone of voice, and/or discourse markers/transitionals impeded audience understanding

**Marginal (D)**

Language is marginal, including many serious problems with fluency, grammar, pronunciation, tone of voice, and discourse markers/transitionals. Some parts may be difficult to understand.

**Failure (F)**

Language is highly problematic across fluency, grammar, pronunciation, tone of voice, and discourse markers/transitionals. Many parts may be difficult to understand

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**Assessment Task**

Assignment 3

**Criterion**

Delivery & visuals 20%

**Excellent (A+, A, A-)**

Communication with the audience is consistently sustained and spontaneous without lifted verbatim from slides/notes. Clear signs of preparation. Excellent use of slides including choice and showing of visuals. Gestural communication is wholly meaningful and engaging. Very confident throughout.

**Good (B+, B, B-)**



Communication with the audience is generally sustained and spontaneous without lifted verbatim from slides/notes. Signs of preparation. Good use of slides including choice and showing of visuals. Gestural communication is quite meaningful and engaging.

Quite confident

**Fair (C+, C, C-)**

Communication with the audience is in general not sustained or spontaneous, and may be often lifted verbatim from slides/notes. Some/adequate signs of preparation. Adequate use of slides including choice and showing of visuals. Gestural communication is limited in terms of meaning and engagement.

Has some confidence.

**Marginal (D)**

audience is often hesitant and disjointed, as well as being lifted verbatim from slides/ notes. Few signs of preparation. Limited use of slides including choice and showing of visuals.

Gestural communication is artificial or problematic. Lacks confidence in general.

**Failure (F)**

Failure to genuinely communicate with the audience.

Evident lack of preparation.

Poor use of slides including choice and showing of visuals.

Felt absence of meaningful or engaging gestural communication.

Has no confidence.

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**Assessment Task**

Assignment 3

**Criterion**

Q&A 20%

**Excellent (A+, A, A-)**

Excellent management of Q/A session, including handling and answering of questions as well as rapport with questioner.

**Good (B+, B, B-)**

Good or very good management of Q/A session, including handling and answering of questions as well as rapport with questioner.

**Fair (C+, C, C-)**

Satisfactory to fair management of Q/A session, including handling and answering of questions as well as rapport with questioner.

**Marginal (D)**

Major problems with management of Q/A session, including handling and answering of questions as well as rapport with questioner.

**Failure (F)**

Failed management of Q/A session, including handling and answering of questions as well as rapport with questioner. Some questions might be abandoned midway or ignored completely.

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**Assessment Task**

Assignments 4 and 5

**Criterion**

Content 30%

**Excellent (A+, A, A-)**

Document includes all key features. Reflection is exceptionally insightful and/or helpful, and comments show excellent balance. Description is specific and the advice is constructive. All information is accurate and relevant.

**Good (B+, B, B-)**

Document includes most key features. Reflection is largely insightful and/or helpful, and comments show very good or good balance. Description is largely specific and the advice is constructive on the whole. Most information is accurate and relevant.

**Fair (C+, C, C-)**

Some key features of the document are missing or weak. Reflection may be fairly insightful and/or helpful in parts, and comments show some balance. Description is fairly specific and the advice is fairly constructive. At least some information is accurate and relevant.

**Marginal (D)**

Document includes few key features. Reflection has little insight and/or helpfulness, and comments show poor balance. Description is too general or vague and the advice is marginally constructive. Much information is only marginally accurate or relevant.

**Failure (F)**

Most key features lacking. Reflection lacks insight and/or helpfulness, and comments show bias or other major problem. Description and advice fail to make sense. Little information is accurate or relevant.

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**Assessment Task**

Assignments 4 and 5

**Criterion**

Organization 30%

**Excellent (A+, A, A-)**

Format is excellent. Grouping and sequencing of content is exceptionally or very logical and coherent.

**Good (B+, B, B-)**

Format is good. Grouping and sequencing of content is mostly logical and coherent.

**Fair (C+, C, C-)**

Format is fair. Grouping and sequencing of content is fairly logical and coherent.

**Marginal (D)**

Format is marginal. Grouping and sequencing of content is only marginally logical and coherent.

**Failure (F)**

The format is not recognizable or has several major problems. Grouping and sequencing of content are neither logical nor coherent.

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**Assessment Task**

Assignments 4 and 5

**Criterion**

Language 40%

**Excellent (A+, A, A-)**

Written language is excellent. Wide range of sentence structures with accurate grammar and only non-intrusive errors or slips. Excellent vocabulary in range and precision. Tone fully consistent and appropriate.

**Good (B+, B, B-)**

Written language is good. Good range of sentence structures with good grammar and mostly non-intrusive errors or slips. Good vocabulary in range and precision. Tone consistent and appropriate.

**Fair (C+, C, C-)**

Written language is fair. Somewhat limited range of sentence structures. Grammar is fairly accurate though some serious mistakes may appear. Range and precision of vocabulary somewhat limited. Tone fairly consistent and appropriate.

**Marginal (D)**

Written language is marginal. Weak range of sentence structures with grammatical errors. Vocabulary is marginal in range and precision. Tone often inconsistent and inappropriate.

**Failure (F)**

Intrusive errors frequently exist in grammar and punctuation. Errors detract from the overall meaning. Only the most basic vocabulary. Tone may be totally inappropriate or inconsistent.

## Part III Other Information

### Keyword Syllabus

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.

### Reading List

#### Compulsory Readings

Title	
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

#### Additional Readings

Title	
1	Nil