

EN3321: PUBLIC SPEAKING AND PRESENTATIONS IN ENGLISH

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Public Speaking and Presentations in English

Subject Code

EN - English

Course Number

3321

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

Nil

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

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	1. Coursework: Informative Presentation The content, organisation and structure, level of information, verbal and non-verbal language for a 3 minute informative oral presentation are assessed	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**

Assignment one Presentation

Criterion

Content & Organization 35%

Introduction

- Greeting

- Attn getter
- Topic
- Purpose
- Preview

Excellent (A+, A, A-)

Very effectively sets the stage for the presentation. Has all the required elements.

Good (B+, B, B-)

Effectively sets the stage for the presentation. Has most of the required elements.

Fair (C+, C, C-)

Somewhat sets the stage for the presentation. Some elements missing.

Marginal (D)

Somewhat does not set the stage for the presentation. Quite a few elements missing.

Failure (F)

Does not set the stage. Most elements missing

Assessment Task

Assignment one Presentation

Criterion

Content & Organization 35%

Body

Excellent (A+, A, A-)

Completely adequate information

Good (B+, B, B-)

Adequate information

Fair (C+, C, C-)

Somewhat adequate but just some points glossed over

Marginal (D)

Somewhat inadequate information. Majority of points glossed over

Failure (F)

Inadequate information, all points glossed over

Assessment Task

Assignment one Presentation

Criterion

Content & Organization 35%

Conclusion

Excellent (A+, A, A-)

Concludes very strongly

Good (B+, B, B-)

Moderately strong ending

Fair (C+, C, C-)

Somewhat weak ending

Marginal (D)

Weak ending

Failure (F)

No ending

Assessment Task

Assignment one Presentation

Criterion

Language 35%

Fluency

Excellent (A+, A, A-)

Fluent

Good (B+, B, B-)

Mostly fluent

Fair (C+, C, C-)

Fairly fluent

Marginal (D)

Limited fluency

Failure (F)

Fluency, accuracy, pronunciation and use of transitional language impede audience comprehension; not persuasive; too many vocalized pauses noticed

Assessment Task

Assignment one Presentation

Criterion

Language 35%

Grammar

Excellent (A+, A, A-)

Grammatically accurate

Good (B+, B, B-)

Only minor grammar errors

Fair (C+, C, C-)

Frequent grammatical errors

Marginal (D)

Excessive grammatical errors

Failure (F)

Fluency, accuracy, pronunciation and use of transitional language impede audience comprehension; not persuasive; too many vocalized pauses noticed

Assessment Task

Assignment one Presentation

Criterion

Language 35%

Pronunciation

Excellent (A+, A, A-)

Natural pronunciation

Good (B+, B, B-)

Pronunciation mostly clear

Fair (C+, C, C-)

Pronunciation affects listener comprehension

Marginal (D)

Pronunciation unclear

Failure (F)

Fluency, accuracy, pronunciation and use of transitional language impede audience comprehension; not persuasive; too many vocalized pauses noticed

Assessment Task

Assignment one Presentation

Criterion

Language 35%

Transitionals

Excellent (A+, A, A-)

Transitionals natural

Good (B+, B, B-)

Transitionals adequate

Fair (C+, C, C-)

Moderate use of transitionals

Marginal (D)

Transitionals barely used

Failure (F)

Fluency, accuracy, pronunciation and use of transitional language impede audience comprehension; not persuasive; too many vocalized pauses noticed

Assessment Task

Assignment one Presentation

Criterion

Language 35%

Tone

Excellent (A+, A, A-)

Highly positive & persuasive

Good (B+, B, B-)

Moderately positive/ persuasive

Fair (C+, C, C-)

Slightly persuasive

Marginal (D)

Barely persuasive

Failure (F)

Fluency, accuracy, pronunciation and use of transitional language impede audience comprehension; not persuasive; too many vocalized pauses noticed

Assessment Task

Assignment one Presentation

Criterion

Language 35%

Vocalized pauses (uh, well uh, um)

Excellent (A+, A, A-)

No vocalized pauses noticed

Good (B+, B, B-)

Hardly any vocalized pauses noticed

Fair (C+, C, C-)

Some vocalized pauses noticed

Marginal (D)

Many vocalized pauses noticed

Failure (F)

"Fluency, accuracy, pronunciation and use of transitional language impede audience comprehension; not persuasive; too many vocalized pauses noticed"

Assessment Task

Assignment one Presentation

Criterion

Delivery 30%

Pace

Excellent (A+, A, A-)

Natural pace

Good (B+, B, B-)

Pace occasionally erratic

Fair (C+, C, C-)

Speed interferes with comprehension and/or audience interest

Marginal (D)

Erratic pace distracts

Failure (F)

Pace impedes audience comprehension

Assessment Task

Assignment one Presentation

Criterion

Delivery 30%

Voice/ volume

Excellent (A+, A, A-)

Natural volume

Good (B+, B, B-)

Volume occasionally variable

Fair (C+, C, C-)

Inaudible at times

Marginal (D)

Volume inadequate

Failure (F)

Volume impedes audiences comprehension

Assessment Task

Assignment one Presentation

Criterion

Delivery 30%

Cue cards

Excellent (A+, A, A-)

Unobtrusive use of cue cards

Good (B+, B, B-)

Some dependence on cue cards/notes

Fair (C+, C, C-)

Too dependent on cue cards/ notes. Reading in some parts.

Marginal (D)

Over use of cue cards/notes. Reading in many parts

Failure (F)

Totally dependent on cue cards/ notes. Reading all the time.

Assessment Task

Assignment one Presentation

Criterion

Delivery 30%

Eye Contact

Excellent (A+, A, A-)

Constant eye contact

Good (B+, B, B-)

Partial eye contact

Fair (C+, C, C-)

Periodic eye contact

Marginal (D)

Minimal eye contact

Failure (F)

No eye contact

Assessment Task

Assignment one Presentation

Criterion

Delivery 30%

Facial Expressions

Excellent (A+, A, A-)

Very appropriate expression, no deadpan or conflicting expression

Good (B+, B, B-)

Appropriate expressions, Hardly any deadpan or conflicting expressions

Fair (C+, C, C-)

Occasionally demonstrates either a deadpan OR conflicting expression during presentation

Marginal (D)

Occasionally displays both a deadpan and conflicting expression during presentation

Failure (F)

Has a deadpan expression and/or shows a conflicting expression during entire presentation

Assessment Task

Assignment one Presentation

Criterion

Delivery 30%
Gestures

Excellent (A+, A, A-)

Very natural hand gestures are demonstrated

Good (B+, B, B-)

Natural hand gestures are demonstrated

Fair (C+, C, C-)

Hand gestures at times unnatural

Marginal (D)

Hand gestures unnatural most of the time

Failure (F)

No gestures are noticed

Assessment Task

Assignment one Presentation

Criterion

Delivery 30%
Posture

Excellent (A+, A, A-)

Stands up straight with both feet on the ground during entire presentation

Good (B+, B, B-)

Stands up straight with both feet on the ground during most of the presentation

Fair (C+, C, C-)

Occasionally slumps during presentation

Marginal (D)

Slumps quite a lot during the presentation

Failure (F)

Slumps during whole presentation

Assessment Task

Assignment one Presentation

Criterion

Delivery 30%

Enthusiasm

Excellent (A+, A, A-)

Demonstrates a strong positive feeling about topic during entire presentation

Good (B+, B, B-)

Demonstrates a strong positive feeling about topic during most of the presentation

Fair (C+, C, C-)

Occasionally shows positive feelings about topic

Marginal (D)

Shows hardly any interest in the topic during most of the presentation

Failure (F)

Shows absolutely no interest in topic during entire presentation

Assessment Task

Assignment one Presentation

Criterion

Delivery 30%

Time frame

Excellent (A+, A, A-)

Presentation falls within required time frame

Marginal (D)

Presentation is more than maximum time

Failure (F)

Presentation is less than required time

Assessment Task

Assignment Two Presentation

Criterion

Content & Organization 35%

Introduction

- Greeting
- Attn getter
- Topic
- Purpose
- Preview

Excellent (A+, A, A-)

Very effectively sets the stage for the presentation. Has all the required elements.

Good (B+, B, B-)

Effectively sets the stage for the presentation. Has most of the required elements.

Fair (C+, C, C-)

Somewhat sets the stage for the presentation. Some elements missing.

Marginal (D)

Somewhat does not set the stage for the presentation. Quite a few elements missing.

Failure (F)

Does not set the stage. Most elements missing

Assessment Task

Assignment Two Presentation

Criterion

Content & Organization 35%

Body

Excellent (A+, A, A-)

Completely adequate information

Good (B+, B, B-)

Adequate information

Fair (C+, C, C-)

Somewhat adequate but just some points glossed over

Marginal (D)

Somewhat inadequate information. Majority of points glossed over

Failure (F)

Inadequate information, all points glossed over

Assessment Task

Assignment Two Presentation

Criterion

Content & Organization 35%

Conclusion

Excellent (A+, A, A-)

Concludes very strongly

Good (B+, B, B-)

Moderately strong ending

Fair (C+, C, C-)

Somewhat weak ending

Marginal (D)

Weak ending

Failure (F)

No ending

Assessment Task

Assignment Two Presentation

Criterion

Language 35%
Fluency

Excellent (A+, A, A-)

Fluent

Good (B+, B, B-)

Mostly fluent

Fair (C+, C, C-)

Fairly fluent

Marginal (D)

Limited fluency

Failure (F)

Fluency, accuracy, pronunciation and use of transitional language impede audience comprehension; not persuasive; too many vocalized pauses noticed

Assessment Task

Assignment Two Presentation

Criterion

Content & Organization 35%
Grammar

Excellent (A+, A, A-)

Grammatically accurate

Good (B+, B, B-)

Only minor grammar errors

Fair (C+, C, C-)

Frequent grammatical errors

Marginal (D)

Excessive grammatical errors

Failure (F)

Fluency, accuracy, pronunciation and use of transitional language impede audience comprehension; not persuasive; too many vocalized pauses noticed

Assessment Task

Assignment Two Presentation

Criterion

Content & Organization 35%
Pronunciation

Excellent (A+, A, A-)

Natural pronunciation

Good (B+, B, B-)

Pronunciation mostly clear

Fair (C+, C, C-)

Pronunciation affects listener comprehension

Marginal (D)

Pronunciation unclear

Failure (F)

Fluency, accuracy, pronunciation and use of transitional language impede audience comprehension; not persuasive; too many vocalized pauses noticed

Assessment Task

Assignment Two Presentation

Criterion

Content & Organization 35%
Transitionals

Excellent (A+, A, A-)

Transitionals natural

Good (B+, B, B-)

Transitionals adequate

Fair (C+, C, C-)

Moderate use of transitionals

Marginal (D)

Transitionals barely used

Failure (F)

Fluency, accuracy, pronunciation and use of transitional language impede audience comprehension; not persuasive; too many vocalized pauses noticed

Assessment Task

Assignment Two Presentation

Criterion

Content & Organization 35%
Tone

Excellent (A+, A, A-)

Highly positive & persuasive

Good (B+, B, B-)

Moderately positive/ persuasive

Fair (C+, C, C-)

Slightly persuasive

Marginal (D)

Barely persuasive

Failure (F)

Fluency, accuracy, pronunciation and use of transitional language impede audience comprehension; not persuasive; too many vocalized pauses noticed

Assessment Task

Assignment Two Presentation

Criterion

Vocalized
pauses (uh, well uh, um)

Excellent (A+, A, A-)

No vocalized pauses noticed

Good (B+, B, B-)

Hardly any vocalized pauses noticed

Fair (C+, C, C-)

Some vocalized pauses noticed

Marginal (D)

Many vocalized pauses noticed

Failure (F)

"Fluency, accuracy, pronunciation and use of transitional language impede audience comprehension; not persuasive; too many vocalized pauses noticed"

Assessment Task

Assignment Two Presentation

Criterion

Delivery 30%
Pace

Excellent (A+, A, A-)

Natural pace

Good (B+, B, B-)

Pace occasionally erratic

Fair (C+, C, C-)

Speed interferes with comprehension and/or audience interest

Marginal (D)

Erratic pace distracts

Failure (F)

Pace impedes audience comprehension

Assessment Task

Assignment Two Presentation

Criterion

Delivery 30%

Voice/ volume

Excellent (A+, A, A-)

Natural volume

Good (B+, B, B-)

Volume occasionally variable

Fair (C+, C, C-)

Inaudible at times

Marginal (D)

Volume inadequate

Failure (F)

Volume impedes audiences comprehension

Assessment Task

Assignment Two Presentation

Criterion

Delivery 30%

Cue cards

Excellent (A+, A, A-)

Unobtrusive use of cue cards

Good (B+, B, B-)

Some dependence on cue cards/notes

Fair (C+, C, C-)

Too dependent on cue cards/ notes. Reading in some parts.

Marginal (D)

Over use of cue cards/notes. Reading in many parts

Failure (F)

Totally dependent on cue cards/ notes. Reading all the time.

Assessment Task

Assignment Two Presentation

Criterion

Delivery 30%

Eye Contact

Excellent (A+, A, A-)

Constant eye contact

Good (B+, B, B-)

Partial eye contact

Fair (C+, C, C-)

Periodic eye contact

Marginal (D)

Minimal eye contact

Failure (F)

No eye contact

Assessment Task

Assignment Two Presentation

Criterion

Delivery 30%

Facial Expressions

Excellent (A+, A, A-)

Very appropriate expression, no deadpan or conflicting expression

Good (B+, B, B-)

Appropriate expressions, Hardly any deadpan or conflicting expressions

Fair (C+, C, C-)

Occasionally demonstrates either a deadpan OR conflicting expression during presentation

Marginal (D)

Occasionally displays both a deadpan and conflicting expression during presentation

Failure (F)

Has a deadpan expression and/or shows a conflicting expression during entire presentation

Assessment Task

Assignment Two Presentation

Criterion

Delivery 30%

Gestures

Excellent (A+, A, A-)

Very natural hand gestures are demonstrated

Good (B+, B, B-)

Natural hand gestures are demonstrated

Fair (C+, C, C-)

Hand gestures at times unnatural

Marginal (D)

Hand gestures unnatural most of the time

Failure (F)

No gestures are noticed

Assessment Task

Assignment Two Presentation

Criterion

Delivery 30%

Posture

Excellent (A+, A, A-)

Stands up straight with both feet on the ground during entire presentation

Good (B+, B, B-)

Stands up straight with both feet on the ground during most of the presentation

Fair (C+, C, C-)

Occasionally slumps during presentation

Marginal (D)

Slumps quite a lot during the presentation

Failure (F)

Slumps during whole presentation

Assessment Task

Assignment Two Presentation

Criterion

Delivery 30%

Enthusiasm

Excellent (A+, A, A-)

Demonstrates a strong positive feeling about topic during entire presentation

Good (B+, B, B-)

Demonstrates a strong positive feeling about topic during most of the presentation

Fair (C+, C, C-)

Occasionally shows positive feelings about topic

Marginal (D)

Shows hardly any interest in the topic during most of the presentation

Failure (F)

Shows absolutely no interest in topic during entire presentation

Assessment Task

Assignment Two Presentation

Criterion

Delivery 30%

Time frame

Excellent (A+, A, A-)

Presentation falls within required time frame

Marginal (D)

Presentation is more than maximum time

Failure (F)

Presentation is less than required time

Assessment Task

Assignment Three Presentation

Criterion

Content & Organization 25%

Introduction

- Greeting

- Attn getter

- Topic

- Purpose

- Preview

Excellent (A+, A, A-)

Very effectively sets the stage for the presentation. Has all the required elements.

Good (B+, B, B-)

Effectively sets the stage for the presentation. Has most of the required elements.

Fair (C+, C, C-)

Somewhat sets the stage for the presentation. Some elements missing.

Marginal (D)

Somewhat does not set the stage for the presentation. Quite a few elements missing.

Failure (F)

Does not set the stage. Most elements missing

Assessment Task

Assignment Three Presentation

Criterion

Content & Organization 25%
Body

Excellent (A+, A, A-)

Completely adequate information

Good (B+, B, B-)

Adequate information

Fair (C+, C, C-)

Somewhat adequate but just some points glossed over

Marginal (D)

Somewhat inadequate information. Majority of points glossed over

Failure (F)

Inadequate information, all points glossed over

Assessment Task

Assignment Three Presentation

Criterion

Content & Organization 25%
Conclusion

Excellent (A+, A, A-)

Concludes very strongly

Good (B+, B, B-)

Moderately strong ending

Fair (C+, C, C-)

Somewhat weak ending

Marginal (D)

Weak ending

Failure (F)

No ending

Assessment Task

Assignment Three Presentation

Criterion

Language 15%
Fluency

Excellent (A+, A, A-)

Fluent

Good (B+, B, B-)

Mostly fluent

Fair (C+, C, C-)

Fairly fluent

Marginal (D)

Limited fluency

Failure (F)

Fluency, accuracy, pronunciation and use of transitional language impede audience comprehension; not persuasive; too many vocalized pauses noticed

Assessment Task

Assignment Three Presentation

Criterion

Language 15%

Grammar

Excellent (A+, A, A-)

Grammatically accurate

Good (B+, B, B-)

Only minor grammar errors

Fair (C+, C, C-)

Frequent grammatical errors

Marginal (D)

Excessive grammatical errors

Failure (F)

Fluency, accuracy, pronunciation and use of transitional language impede audience comprehension; not persuasive; too many vocalized pauses noticed

Assessment Task

Assignment Three Presentation

Criterion

Language 15%

Pronunciation

Excellent (A+, A, A-)

Natural pronunciation

Good (B+, B, B-)

Pronunciation mostly clear

Fair (C+, C, C-)

Pronunciation affects listener comprehension

Marginal (D)

Pronunciation unclear

Failure (F)

Fluency, accuracy, pronunciation and use of transitional language impede audience comprehension; not persuasive; too many vocalized pauses noticed

Assessment Task

Assignment Three Presentation

Criterion

Language 15%

Transitionals

Excellent (A+, A, A-)

Transitionals natural

Good (B+, B, B-)

Transitionals adequate

Fair (C+, C, C-)

Moderate use of transitionals

Marginal (D)

Transitionals barely used

Failure (F)

Fluency, accuracy, pronunciation and use of transitional language impede audience comprehension; not persuasive; too many vocalized pauses noticed

Assessment Task

Assignment Three Presentation

Criterion

Language 15%

Tone

Excellent (A+, A, A-)

Highly positive & persuasive

Good (B+, B, B-)

Moderately positive/ persuasive

Fair (C+, C, C-)

Slightly persuasive

Marginal (D)

Barely persuasive

Failure (F)

Fluency, accuracy, pronunciation and use of transitional language impede audience comprehension; not persuasive; too many vocalized pauses noticed

Assessment Task

Assignment Three Presentation

Criterion

Language 15%

Vocalized pauses (uh, well uh, um)

Excellent (A+, A, A-)

No vocalized pauses noticed

Good (B+, B, B-)

Hardly any vocalized pauses noticed

Fair (C+, C, C-)

Some vocalized pauses noticed

Marginal (D)

Many vocalized pauses noticed

Failure (F)

"Fluency, accuracy, pronunciation and use of transitional language impede audience comprehension; not persuasive; too many vocalized pauses noticed"

Assessment Task

Assignment Three Presentation

Criterion

Delivery 30%

Pace

Excellent (A+, A, A-)

Natural pace

Good (B+, B, B-)

Pace occasionally erratic

Fair (C+, C, C-)

Speed interferes with comprehension and/or audience interest

Marginal (D)

Erratic pace distracts

Failure (F)

Pace impedes audience comprehension

Assessment Task

Assignment Three Presentation

Criterion

Delivery 30%
Voice/ volume

Excellent (A+, A, A-)

Natural volume

Good (B+, B, B-)

Volume occasionally variable

Fair (C+, C, C-)

Inaudible at times

Marginal (D)

Volume inadequate

Failure (F)

Volume impedes audiences comprehension

Assessment Task

Assignment Three Presentation

Criterion

Delivery 30%
Cue cards

Excellent (A+, A, A-)

Unobtrusive use of cue cards

Good (B+, B, B-)

Some dependence on cue cards/notes

Fair (C+, C, C-)

Too dependent on cue cards/ notes. Reading in some parts.

Marginal (D)

Over use of cue cards/notes. Reading in many parts

Failure (F)

Totally dependent on cue cards/ notes. Reading all the time.

Assessment Task

Assignment Three Presentation

Criterion

Delivery 30%
Eye Contact

Excellent (A+, A, A-)

Constant eye contact

Good (B+, B, B-)

Partial eye contact

Fair (C+, C, C-)

Periodic eye contact

Marginal (D)

Minimal eye contact

Failure (F)

No eye contact

Assessment Task

Assignment Three Presentation

Criterion

Delivery 30%

Facial Expressions

Excellent (A+, A, A-)

Very appropriate expression, no deadpan or conflicting expression

Good (B+, B, B-)

Appropriate expressions, Hardly any deadpan or conflicting expressions

Fair (C+, C, C-)

Occasionally demonstrates either a deadpan OR conflicting expression during presentation

Marginal (D)

Occasionally displays both a deadpan and conflicting expression during presentation

Failure (F)

Has a deadpan expression and/or shows a conflicting expression during entire presentation

Assessment Task

Assignment Three Presentation

Criterion

Delivery 30%

Gestures

Excellent (A+, A, A-)

Very natural hand gestures are demonstrated

Good (B+, B, B-)

Natural hand gestures are demonstrated

Fair (C+, C, C-)

Hand gestures at times unnatural

Marginal (D)

Hand gestures unnatural most of the time

Failure (F)

No gestures are noticed

Assessment Task

Assignment Three Presentation

Criterion

Delivery 30%

Posture

Excellent (A+, A, A-)

Stands up straight with both feet on the ground during entire presentation

Good (B+, B, B-)

Stands up straight with both feet on the ground during most of the presentation

Fair (C+, C, C-)

Occasionally slumps during presentation

Marginal (D)

Slumps quite a lot during the presentation

Failure (F)

Slumps during whole presentation

Assessment Task

Assignment Three Presentation

Criterion

Delivery 30%

Enthusiasm

Excellent (A+, A, A-)

Demonstrates a strong positive feeling about topic during entire presentation

Good (B+, B, B-)

Demonstrates a strong positive feeling about topic during most of the presentation

Fair (C+, C, C-)

Occasionally shows positive feelings about topic

Marginal (D)

Shows hardly any interest in the topic during most of the presentation

Failure (F)

Shows absolutely no interest in topic during entire presentation

Assessment Task

Assignment Three Presentation

Criterion

Delivery 30%

Time frame

Excellent (A+, A, A-)

Presentation falls within required time frame

Marginal (D)

Presentation is more than maximum time

Failure (F)

Presentation is less than required time

Assessment Task

Assignment Three Presentation

Criterion

Qs& As (10%)

Handling & content

Excellent (A+, A, A-)

Strong rapport with questioner; Complete answers

Good (B+, B, B-)

Good interaction with questioner; Mostly complete answers

Fair (C+, C, C-)

Weak interaction with questioner; Inadequate answer

Marginal (D)

Questions handled poorly and/or not fully answered

Failure (F)

Failed to answer questions

Assessment Task

Assignment Three Presentation

Criterion

VISUAL AIDS 10%

- Relevance

- Design

- Handling

Excellent (A+, A, A-)

Very well executed & managed. Enhances presentation a lot.

Good (B+, B, B-)

Mostly well executed & managed. Enhances presentation.

Fair (C+, C, C-)

Partly well executed & managed. Somewhat enhances presentation.

Marginal (D)

Weakly executed and managed. Adds nothing to presentation.

Failure (F)

Poorly executed and managed. Adds nothing to presentation.

Assessment Task

Assignment Three Presentation

Criterion

Team Oral Presentation (10%)

Time frame

Excellent (A+, A, A-)

Very well managed

Good (B+, B, B-)

Suitable length

Fair (C+, C, C-)

Slightly too short/long

Marginal (D)

Presentation is too short/ too long

Failure (F)

Presentation is far too short

Assessment Task

Assignment Three Presentation

Criterion

Team Oral Presentation (10%)

Teamwork co-operation among team members

Excellent (A+, A, A-)

Strong teamwork

Good (B+, B, B-)

Mostly smooth teamwork

Fair (C+, C, C-)

Weak team co-ordination

Marginal (D)

Interruptions with teamwork

Failure (F)

Teamwork very weak

Assessment Task

Assignment Three Presentation

Criterion

Team Oral Presentation (10%)

Teamwork transition between speakers

Excellent (A+, A, A-)

Smooth transition between speakers

Good (B+, B, B-)

Mostly smooth transition between speakers

Fair (C+, C, C-)

Weak handover between speakers

Marginal (D)

Poor handover between speakers

Failure (F)

No handover between speakers

Assessment Task

Assignment 4 Peer Evaluation 15%

Criterion

Content Key features Objective reflection Balanced comments Specific description Constructive advice

Excellent (A+, A, A-)

Evident

Good (B+, B, B-)

Mostly evident

Fair (C+, C, C-)

Partially evident

Marginal (D)

Limited

Failure (F)

Not evident

Assessment Task

Assignment 4 Peer Evaluation 15%

Criterion

Organization Logical grouping Logical sequence Coherent linking

Excellent (A+, A, A-)

Evident

Good (B+, B, B-)

Mostly evident

Fair (C+, C, C-)

Partially evident

Marginal (D)

Limited

Failure (F)

Not evident

Assessment Task

Assignment 4 Peer Evaluation 15%

Criterion

Language Accurate Appropriate Clear, concise Helpful, constructive

Excellent (A+, A, A-)

Evident

Good (B+, B, B-)

Mostly evident

Fair (C+, C, C-)

Partially evident

Marginal (D)

Limited

Failure (F)

Not evident

Assessment Task

Assignment 4 Self Evaluation 10%

Criterion

Content Key features Objective reflection Balanced comments Specific description Constructive advice

Excellent (A+, A, A-)

Evident

Good (B+, B, B-)

Mostly evident

Fair (C+, C, C-)
Partially evident

Marginal (D)
Limited

Failure (F)
Not evident

Assessment Task

Assignment 4 Self Evaluation 10%

Criterion

Organization Logical grouping Logical sequence Coherent linking

Excellent (A+, A, A-)
Evident

Good (B+, B, B-)
Mostly evident

Fair (C+, C, C-)
Partially evident

Marginal (D)
Limited

Failure (F)
Not evident

Assessment Task

Assignment 4 Self Evaluation 10%

Criterion

Language Accurate Appropriate Clear, concise Helpful, constructive

Excellent (A+, A, A-)
Evident

Good (B+, B, B-)
Mostly evident

Fair (C+, C, C-)
Partially evident

Marginal (D)
Limited

Failure (F)
Not evident

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