

EN3321: PUBLIC SPEAKING AND PRESENTATIONS IN CONTEXT

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Public Speaking and Presentations in Context

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

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

Students will describe, analyse and demonstrate knowledge of public speaking contexts and spoken language presentations for professional purposes from various empirical, methodological, and theoretical perspectives, especially within applied linguistics and communication studies traditions.

Upon successful completion of this course, students will also be able to prepare and deliver their own presentations for a variety of practical public speaking contexts; to use and apply different principles of public speaking to create and evaluate their own presentations; and to constructively critique related research as well as 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	Describe and analyse the characteristics of different kinds of contextualised spoken language presentations from various empirical, methodological and theoretical perspectives.		x	x	
2	Plan, design, and deliver different kinds of presentations for a variety of public speaking contexts.			x	x
3	Reflect critically on, analyse, and write up a critique of contextualised examples of spoken language presentations, including one's own.		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.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Students will participate in interactive lectures introducing key concepts, approaches, and methods for studying public speaking and spoken language presentations in context.	1

2	In-class activities and discussions	Students will take part in pair and group discussions to practice describing, analysing, explaining, and peer-teaching about spoken language presentations from various contexts and perspectives.	1, 3	
3	Assigned reading	Students will read and analyse selected texts relevant to public speaking and spoken language presentations to help in consolidation and application of concepts.	1, 3	
4	Practical sessions	Students will prepare, design, practice, deliver, and evaluate different aspects of their and peer's spoken language presentations in class.	2	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Students select, analyse, and discuss a contextualised spoken language presentation with appropriate reference to related research.	1, 3	40	Individual written assignment.
2	Students make individual presentations in class.	2	20	Individual presentations.
3	Students work in groups to create an online resource to educate a target audience about relevant aspects of public speaking and presentations in context.	1, 2, 3	30	Group work.
4	Students will actively contribute to in-class discussions and other learning activities.	1, 2	10	Class participation.

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Individual written assignment.

Criterion

Content, language and style

Excellent (A+, A, A-)

- The topic is extremely well-presented and analysed;
- All relevant information is excellently covered;
- The purpose of analysing and presenting the material is completely achieved;
- Style and tone are highly appropriate

Good (B+, B, B-)

- The topic is competently presented and very well analysed;
- The information is sufficiently covered;
- The purpose of analysing and presenting the material is achieved;
- Style and tone are appropriate

Fair (C+, C, C-)

- The topic is reasonably /sketchily presented and inadequately analysed;
- Only part of/limited information is included;
- The purpose of analysing and presenting the material is partially/not fully achieved at all;
- Style and tone somewhat inappropriate

Marginal (D)

- The topic is marginally presented and marginally analysed;
- The information is marginally covered;
- The purpose of analysing and presenting the material is marginally achieved;
- Style and tone are marginal

Failure (F)

- The topic is highly inadequate in its presentation and is very badly analysed;
- Very limited or inaccurate information is included;
- The purpose of analysing and presenting the material is not achieved in any way;
- Style and tone are completely inappropriate

Assessment Task

2. Individual presentations.

Criterion

Content and organisation; Spoken language interactivity

Excellent (A+, A, A-)

Proposition is highly persuasive; extremely effective use of supporting information; the speech is organised in an extremely effective way; The speech is delivered at an appropriate pace, in high clarity and with a highly varied tone for emphasis and emotion; engaging the audience in a highly effective way; language, use of vocabulary and style are highly appropriate

Good (B+, B, B-)

Proposition is very persuasive; use of supporting information is effective and clear; the speech is organised in an effective way; The speech is delivered at a good pace, with clarity and a varied tone for emphasis and emotion engaging the audience most of the time; language, use of vocabulary and style are appropriate

Fair (C+, C, C-)

Proposition is generally clear; use of supporting information is somewhat clear; the speech is organised in a fairly effective way; The speech is delivered at a somehow appropriate pace and with some clarity; engaging the audience sometimes; language, use of vocabulary and style are somewhat appropriate

Marginal (D)

Proposition is somewhat unclear; use of supporting information is sometimes unclear; organisation of the speech requires improvement; Not quite appropriate pace and volume; very little variation in tone for emphasis and emotion; rarely engaging the audience; language, use of vocabulary and style are generally inappropriate

Failure (F)

Proposition is not clear; mostly irrelevant or unclear use of supporting information; ineffective organisation; Inappropriate pace and volume; lacks variation in tone for emphasis and emotion; not engaging the audience; language, use of vocabulary and style are completely inappropriate

Assessment Task

3. Group Work.

Criterion

Quality of content, use of language, and design/multimodal communication.

Excellent (A+, A, A-)

Excellent content that is rich, specific and clear – demonstrates excellent skills in describing, explaining, analysing, comparing and evaluating information; excellent authentic examples provided. Unique, highly creative, very relevant; multiple-modes (graphics, photos, video, audio and text) used together very effectively and appropriately. Text is very easy to read. Minimal usage errors; effectively organized especially on the paragraph/discourse level; style appropriate to task.

Good (B+, B, B-)

Good content that is mostly rich, specific and clear – demonstrates good skills in describing, explaining, analysing, comparing and evaluating information; good authentic examples provided. Fairly creative and relevant; graphics and texts used together effectively and appropriately. Few usage errors; fairly well organized especially on the paragraph/discourse level; style appropriate to task.

Fair (C+, C, C-)

Adequate content but that may at times be general, insufficiently specific or unclear – demonstrates adequate skills in describing, explaining, analysing, comparing and evaluating information; adequate specific or authentic examples provided. Clearly and adequately designed. Text sufficiently readable. Moderate usage errors; some problems with cohesion/coherence; style not always appropriate.

Marginal (D)

Inadequate content that is very general and abstract – demonstrates very limited skills in describing, explaining, analysing, comparing and evaluating information; no appropriate examples provided on the website. Problems with document design making it moderately to seriously incoherent and difficult to read/maneuver. Many usage errors; serious problems with cohesion/coherence; inappropriate style.

Failure (F)

Extremely general content that fails to demonstrate skills in describing, explaining, analysing, comparing and evaluating information; no examples provided. Seriously ineffective document design and/or unreadable. Usage errors seriously interfere with comprehension.

Assessment Task

4. Participation.

Criterion

Contribution to in-class discussion and task completion.

Excellent (A+, A, A-)

Makes significant contribution to in-class discussion and completes tasks satisfactorily.

Good (B+, B, B-)

Makes occasional contribution to in-class discussion and completes the tasks satisfactorily.

Fair (C+, C, C-)

Seldom makes adequate contribution to in-class discussion and in class tasks.

Marginal (D)

Little evidence of participation in class; completes very few in-class tasks.

Failure (F)

Fails to sufficiently participate in in-class activities (including discussion and other tasks)

Part III Other Information

Keyword Syllabus

Spoken Language, Spoken Discourse, Spoken Communication, Professional Communication, Public Speaking, Rhetoric, English for Academic Purposes, English for Specific Purposes, Language for Specific Purposes, Audience, Voice, Visuals, Gesture, Persuasion, Meaning, Social Communication.

Reading List**Compulsory Readings**

Title	
1	Compulsory readings will be assigned by the professor throughout the course.

Additional Readings

Title	
1	Nil