Fall 2018

ENG 340-001: Oral Presentation

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Office Hours: MON. 3 - 5 p.m., TUES. 1:30-2:30 p.m., THURS. 10:30 a.m. - 11:30 p.m.

Class meetings are held in 411 Cullimore Hall

COURSE SYLLABUS


COURSE DESCRIPTION- ENG 340 is a course aimed at enhancing or improving a student’s ability to communicate. Students will be asked to present their ideas, in various modes of speaking, and these will range from impromptu interview questions to structured, power point-supported presentations in front of an audience. Students will become more aware of breathing techniques, the power of vocal ability, and the significance of the way they present themselves to others. Interpersonal communication is also a component of the course since, beyond who we are, professionally, we are, first and foremost, human, and the human connection, meaning how we relate to others, is certainly worthy of our consideration. Is it easy for us to relate to others with ease, honesty and grace, or are we blocked by uneasiness, shyness or even hostility?

This area can be categorized as an important segment of the art of communication. Who we are, how we feel about ourselves, how we imagine we come across, and/or how we actually sound and look (as seen on videotape) will enable us to understand our strengths and weaknesses. It is imperative that we develop an understanding of who we are in terms of our presentation skills. One way of relating this identity is through the communication process. THAT is
the focus of this course. Therefore, all students who have decided to enroll are asked to be a PART OF THE CLASS.

ATTENDANCE is MANDATORY. We will be stronger because of our support for each other.

COURSE REQUIREMENTS: In addition to being present AND punctual, students also need to be active participants in class activities, exercises, debates, etc.

New confidence WILL be gained in the art of speaking by being involved in the communicative experience and by being aware of what makes or breaks a speaker and his or her presentation. Various speech topics or speaking situations will be covered. Students will be informed of all projects in advance (with the exception of impromptu exercises), and they will be expected to prepare and practice each presentation before their delivery of it in front of the class audience. FINAL GRADES will be based on the quality and over-all success of each student’s efforts.

All students are responsible for the helpful textbook readings. This handbook is a valuable little guide and should be kept on hand, to be reviewed again and again, beyond the initial reading. The text condenses the essentials of good presentation skills in a very useful format. It will serve as a vital support for the speaker. Being present and a part of the class, preparing and successfully delivering presentations, and reading the handbook for support are all valuable keys to, hopefully, making strides in effective speaking at many levels.

Grade make up: 50% assigned student presentations

40% attendance and participation

10% completion of written self evaluations based on various student presentations which will be videotaped in class. (In a page of self-assessment, what do you observe about your own performance? Consider your own strengths and/or weaknesses in a written response).

COURSE CALENDAR

PLEASE NOTE: This course calendar is a flexible one. Just as in real life, changes may be necessary and wise for various reasons. At the instructor’s discretion, assignments may be added or deleted. The size of the class is also a
factor in terms of time allowed for student presentations. Of course, students will be informed in advance of any changes made.

Week 1- Student introductions. Communicative exercises. Breathing and its importance. Stress! Breathing exercises. Impromptu speaking exercises, ice breakers, for all students. HOMEWORK 1: Read Chapter 1 in the textbook (pages 1-32) And 2: students will be asked to SELECT A READING of their choice. The aim is to read with clarity and awareness. Students will be asked to make a selected passage come to life with 1) a lively and engaging introduction, 2) a meaningful reading of the chosen passage, and then 3) some vital, concluding comments upon the conclusion of the reading. TIME for DELIVERY: 5 minutes.

Week 2- Basic overview of assigned reading from Week 1. Personality and presentation. Breathing and relaxation. Students will then present the reading of their chosen passages in the 3-step structure mentioned above. Audience awareness. Preparing a presentation. NEXT UP? YOU DECIDE! STUDENT CHOICES: Students will select a speaker to assess and admire, OR they can choose one they find to be lacking in communicative ability. Possible places to look? Surely, you have your own favorites, but, if not, (Finding Speeches Online) PAGE 65 of the textbook offers several valuable links for this speaking assignment: Let this presentation (which is actually on someone’s presentation) be a creative one.

Introduce your choice. Let us hear a part of his or her presentation, then give some feedback. What is so GREAT or so INEFFECTIVE about the person you have selected? What should we listen for? Point out what YOU believe to be strengths, weaknesses, oversights, etc. There will be a computer and a projector for your use in Cullimore 417. Please work within a 5 minute time frame.

Week 3- More relaxation and breath work. Students will present their selections in regard to effective (OR ineffective) speakers. Student feedback on various speakers selected by their classmates. Assignment for Week 4:
Speaking Assignment: THE SHARED EXPERIENCE: WHAT I KNOW SO FAR

DIRECTIONS: For this assignment, students will focus on ONE particular time in their lives when a learning experience really had an impact on them. It’s sort of a turning point, a moment of realization, an epiphany of some sort. It might have happened a week ago or way back in childhood. In any case, what occurred was truly a moment of realization, one worth sharing with us. Each speaker will also tell what he or she carried away from that experience, an occurrence on the highway of life.

Use creativity to approach both the actual subject AND your method of presentation. YES, YOU CAN USE TECHNOLOGY to enhance ALL of your presentations, but it is NOT mandatory for this assignment. The grade is given for your verbal skill, NOT the depth of your photographs. Of course, if any photo will enliven your presentation, (those fourth-grade photos!!), please feel free to use them effectively. Quality is MORE important than quantity.

TIME FOR DELIVERY: 5 minutes.

Week 4 - ANY REMAINING STUDENT CHOICE selections will be presented first. Then...we will proceed to the WHAT I KNOW SO FAR student presentations. These will be videotaped, and, once posted for student viewing, students will be asked to view and critique their own work and evaluate it in a written response.

Reading assignment:
THE SPEECH TO INFORM - pages 156-167

Week 5 - Discussion of reading assignment, technique suggestions, formatting ideas, etc. The speech to inform. Instructor will work with each student, individually, in terms of arriving at a topic for the speech to inform.

Week 6 and 7 INFORMATIVE SPEAKING and The Speech to Inform. This segment of the presentations will begin. (Videotaping)
Student feedback on the presentation experience.

Conclusion of the speeches to Inform.

READING: PERSUASIVE SPEAKING - Pages 167-191. Debate/discussion in class.

Week 8 - Expressing opinions. Student exercises. Discussion on
Delivery of the Persuasive Speech. (Instructor will offer suggestions for topics and/or will assist students in finding their voices in regard to this presentation.) Group discussion/debate.

Week 9 - STUDENT CONFERENCES - Attendance mandatory

Week 10 - The Speech to Persuade. (Videotaping)

Week 11 - Continuation of any remaining speeches to persuade if necessary. Up next? Planning the special event speech OR a speech to entertain. Textbook reference: Speaking on Special Occasions pages 192-202. PLEASE NOTE: this assignment can venture beyond the textbook. It can also extend into student’s personal skills and/or talents. (I will discuss this in class with all of you BEFORE you design this speech to ENTERTAIN or... (if you prefer) the speech for a special event.)

Week 12 - Humor and its place. What’s funny? What’s inappropriate, etc? Personal inventory exercises. What strengths and/or weaknesses are observing at this point in the semester? Impromptu. Interviews.

Week 13-15 Instructor will assist students with the last presentation. REMINDERS: For the week of Thanksgiving: TUES. NOV. 21 follows a THURS. schedule. Therefore, we do NOT have a class session on that day. Also, PLEASE NOTE- FYI: the university is closed for Thursday and Friday of that holiday week.

Creative Group (Theatre) exercises

Students will deliver the SPEECH TO ENTERTAIN or they may choose to select THE SPEECH FOR A SPECIAL OCCASION (DETAILS will be given in class).

OUR LAST SESSION for ENG 340 will be on TUES. DEC. 12th (FYI...This is also the last day of regular classes before FINAL EXAMS begin
on FRIDAY, DECEMBER 15th.

HAVE AN ENJOYABLE SEMESTER!