

Fall 2020

ENG 340-103: Oral Presentation

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L. Castronova Eng 340 ORAL PRESENTATION FALL, 2020

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Office Hours - Available by appointment online...or email me. Students can also email me their phone numbers, and I will call them for a phone conference if one is requested.

C O U R S E S Y L L A B U S

Required Text: Dan O'Hair, Hannah Rubenstein, and Rob Stewart. *A POCKET GUIDE TO PUBLIC SPEAKING*. 6th Edition. New York: Bedford/St. Martin's, 2016. ISBN: 978-1-319-10278-4 (This is a concise, little handbook. It is available for a reasonable price in the NJIT bookstore or for online purchase.)

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 MAKEUP: 50% assigned student presentations
50% attendance, participation and passing quiz grades
and ONE self assessment based on a videotaped presentation.
Details on this will be given in class before the videotaping
of a presentation.*

HONORS CREDIT REQUIREMENT - There is a detailed, specific HONORS credit requirement. If you are taking this course for HONORS credit, you need to inform the instructor via email. Details will then be forwarded regarding the extra project required for students enrolled for HONORS credit.

C O U R S E C A L E N D A R

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.

Weeks 1 & 2 - Introduction to the course. Student introductions. Communicative exercises. Breathing and its importance. Coping with stress. Breathing exercises. Impromptu speaking exercises, ice breakers, for all students. HOMEWORK 1: Read Chapter 1 in the textbook (pages 1-33) 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. Student readings will begin. TIME for DELIVERY: 5 minutes.

Weeks 3, 4, 5 and 6 What are the qualities of an effective or ineffective speaker? There are many factors to be considered. So...up next? YOU DECIDE! GROUPS OF FIVE USING KALTURA CAPTURE will be used for this assignment. All students in each group need to work remotely together so that ONE presentation moves smoothly into the next. Details will be available on CANVAS.

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. Please work within a 5 minute time frame.

- More relaxation and breath work. Preparation for another

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. Groups of five, with individual presentations via Kaltura Capture.

Reading assignment :

THE SPEECH TO INFORM - pages 158-171

Week 7 & 8- 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.

INFORMATIVE SPEAKING and *The Speech to Inform*. This segment of the presentations will begin.

Student feedback on the presentation experience.

Conclusion of the speeches to Inform.

READING: PERSUASIVE SPEAKING - Pages 171-178 . Debate/discussion in class.

- 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 & 10 THE SPEECH TO PERSUADE (Several sessions will be needed. I will send you details via CANVAS. Once again, groups of five, with individual presentations.)

Week 11-

Homework: Up next? Planning the special event speech OR a speech to entertain. Textbook reference: Speaking on Special Occasions- pages 195-205.

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- IMPROMPTU. Instructor's assistance with the Special Occasion speech and/or the Speech to Entertain (individual conferences) if needed.

Week 13 WED. NOV 25th - NO CLASS. NJIT will follow a FRIDAY schedule.

Week 14 - 15 Speech for a Special Occasion/and or the Speech to Entertain will be delivered. Group improv.

HAVE AN ENJOYABLE SEMESTER!

University Policy on Academic Integrity

Section 1. Purpose

New Jersey Institute of Technology is an institution dedicated to the pursuit of knowledge through teaching and research. The university expects that its graduates will assume positions of leadership within their professions and communities. Within this context, the university strives to develop and maintain a high level of ethics and honesty among all members of its community. Imperative to this goal is the commitment to truth and academic integrity. This commitment is confirmed in this NJIT University policy on Academic Integrity.

The essential quality of this Policy is that each student shall demonstrate honesty and integrity in the completion of all assignments and in the participation of the learning process. Adherence to the University policy on Academic Integrity promotes the level of integrity required within the university and professional communities and assures students that their work is being judged fairly with the work of others. This Policy defines those behaviors which violate the principles of academic integrity, describes a range of appropriate sanctions for offenses, and identifies a method for promoting the principle of academic integrity on campus.

Section 2. Definitions

Terms defined in the Student Code of Conduct also apply to the University Policy on Academic Integrity.

Academic Dishonesty

The list below contains some general parameters that define academic dishonesty. While the definitions include examples, the examples themselves cannot be listed exhaustively. Therefore, the list of examples is not all inclusive.

Cheating is defined as:

Intentionally using, providing or attempting to use or provide unauthorized assistance, materials, information or study aids in any academic exercise, or preventing, or attempting to prevent, another from using authorized assistance and/or materials.

- Copying answers from or looking at another student's exam.
- Using or possessing any material not expressly permitted during an exam, such as notes, books, prohibited calculators.
- Using electronic devices such as cell phones, digital cameras, PDA's, data storage devices, computers, internet, or other electronic devices unless expressly permitted.
- Having someone else take an exam for you or asking someone for answers to a test/exam.
- Possessing tests, notes, materials, or property belonging to or generating from faculty, staff, and students without permission.
- Submission of purchased term papers or projects done by others.

Intentionally or knowingly helping or attempting to help another person commit an act of academic dishonesty.

- Working with others on a take home exam without instructor approval.
- Selling papers or exams.
- Taking an exam for someone else.
- Offering answers or information related to tests, exams, or assignments without prior instructor knowledge.

Fabrication is defined as:

Intentional and unauthorized falsification or invention of any information or citation in any academic exercise.

- Citing nonexistent or irrelevant works.
- Making up citations on a bibliography or works cited page.
- Skewing data in accord with what you think results should be.
- Changing answers after an exam has been returned.

Plagiarism is defined as:

Using or attempting to use written, oral, or graphic work which was authored or prepared by another and submitting it as one's own without appropriate citation or credit.

Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

- Copying from a source without quotations or appropriate documentation.
- Copying from any source and altering a word or phrase to avoid exact quotation.
- Cloning someone else's ideas without attribution.
- Having someone else write a paper for you.
- Utilizing an image for a paper or project without attribution.

Section 3. Reporting, Investigation, and Adjudication Process

1. Faculty members will refer any allegations of Academic Dishonesty to The Dean and Students Office. If at any time, a student makes a charge of a violation of the Academic Integrity Policy concerning another student to an instructor, that instructor is obligated to report the matter to the Dean of Students without delay. If the maximum sanction for the alleged offense is below suspension, the Dean of Students reserves the right to appoint the Faculty member as the Investigator and/or Hearing Officer.
2. Faculty members who observe any cheating will confiscate all materials used in the alleged violation.
3. Dean of Students or designee will investigate the matter to determine whether a violation is likely to have occurred. While the initial report/allegation may be verbal, a signed written statement is required for adjudication.
4. If a student refutes the academic integrity allegation, the Dean of Students or designee will initiate the adjudication procedures. A hearing will proceed as outlined in the Student Code of Conduct.
5. Students who are accused of academic dishonesty will have the option to resolve the matter through an Administrative Hearing or a Hearing Board.

Section 4. Course Failure: XF Sanction System

1. A student who fails a course due to academic integrity violations will be assigned a grade of "XF" in that course and placed on probation for a period to be determined by the sanctioning authority. The "XF" will be treated in the same way as an "F" for the purposes of Grade Point Average, course repeatability, and determination of academic standing.
2. Once the probationary period has passed, the student may petition the Dean of Students Office to remove the "X" portion of the grade after successful completion of

the Academic Integrity Seminar Series. The student will be assigned the series for the semester following the adjudication of the academic integrity allegation. A student will be permitted two attempts to successfully complete the Academic Integrity Series. If a student fails to successfully complete the Academic Integrity Series, the "X" will remain permanently.

3. Notation on the student's transcript shall read, "Failure due to Academic Dishonesty."
4. Students with the "XF" designation will be prohibited from officially representing the university, holding office in a student organization or representative body, and may be relieved from student employment at NJIT.
5. Students receiving more than one "XF" grade may be expelled from the university.

Section 5. Violation Levels and Sanctions

1. Violations Levels/Maximum Sanction

Level 1. These are the most serious violations for which the sanction may result in expulsion from the university. Student organizations engaged in a violation(s) may face revocation of official recognition from the university. These violations of academic integrity generally, but don't necessarily have to, entail advanced planning, may include conspiring with others or involve a substantial part of credit awarded in the course (normally one third or more). Examples may include, but are not limited to:

- a. Premeditated, conspiratorial cheating on any examination.
- b. Taking an examination for another student.
- c. Unauthorized obtaining or transmitting of examination material before an examination.
- d. Plagiarizing, in full or significant/substantial part written, oral or graphic work which was authored or prepared by another.

Maximum Sanction: Expulsion.

Level 2. These are serious violations for which sanctions may result in a suspension for one or two semesters from the university. Student organizations may face temporary suspension from the university. These violations of academic integrity generally, but don't necessarily have to, entail advanced planning or involve a significant part of credit awarded in the course (normally one quarter to less than one-third). Examples may include, but are not limited to:

- a. Premeditated cheating on an examination.
- b. Plagiarizing, in part, written, oral or graphic work which was authored or prepared by another.
- c. Permitting one's work to be submitted by another student for his/her credit.
- d. Giving or receiving unfair aid in the completion of an assignment.

Maximum Sanction: Suspension and educational sanction.

Level 3. These are violations which may result in failure of the course and mandatory attendance to the Academic Integrity Workshop Series.

Examples may include but are not limited to:

- a. Cheating on an examination (not premeditated).

- b. Altering any work after it had been graded, and re-submitting it for further credit.
- c. Copying laboratory projects; falsely reporting, or tampering with laboratory data.
- d. Failing to acknowledge that the work submitted for credit is the work of a collaboration.
- e. Giving or receiving unfair aid in the completion of an assignment.
- f. Permitting another student to copy work during an examination.
- g. Submission of the same work for more than one course without the permission of the instructor(s).
- h. Using material prohibited from the examination, e.g. calculator when prohibited by Instructor.

Maximum Sanction: Failure in the course and/or suspension for one semester

Level 4. These are violations which may result in the failure of the specific work submitted. These violations of academic integrity may occur because of ignorance or inexperience on the part of the individual(s) committing the violation and involve a minor part of the credit awarded in the course.

Examples include:

- a. Copying minor homework assignment(s) and submitting same for credit.
- b. Failure to properly acknowledge or document references on submitted work which represents a minor part of the credits to be awarded in the course.
- c. Impeding student access to reference material, i.e. keeping referenced material
- d. Giving or receiving unfair aid in the completion of an assignment.

Maximum Sanction: Failure in the specific work submitted and educational sanctions.

2. List of Possible Sanctions

Sanctions include, but are not limited to, one of more of the following and may, but need not, involve suspension or expulsion:

- Failure of a course.
- A grade of XF for the course.
- Failure in specific work submitted.
- Disciplinary probation.
- Required attendance to the Academic Integrity Workshop Series.
- Suspension for one or more semesters.
- Permanent expulsion from the University with a permanent notation of disciplinary expulsion on the student's transcript.

Sanctions for a given violation may be imposed differently on those with more or less experience as students. Thus, violations of academic integrity by graduate students may be penalized more severely than the same violations by inexperienced undergraduate students.