



Australia's
Global
University



HUMS1006

Presentation and Communication Skills

Summer // 2018

Course Overview

Staff Contact Details

Convenors

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Lecturers

Name	Email	Availability	Location	Phone
Jonathan Bollen	j.bollen@unsw.edu.au		Robert Webster 246D	+61 2 9385 0719

School Contact Information

Room 312, level 3 Robert Webster Building

Phone: (02) 9385 4856

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Website: <https://sam.arts.unsw.edu.au>

The School of the Arts and Media would like to Respectfully Acknowledge the Traditional Custodians, the Bedegal (Kensington campus), Gadigal (City and Art & Design Campuses) and the Ngunnawal people (Australian Defence Force Academy in Canberra) of the lands where each campus of UNSW is located.

Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the SAM attendance protocols, see the SAM policies and guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

Essential Information

All SAM students must make a valid attempt at all assessments in order to pass the course.

For essential student information relating to: attendance requirements; requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential matters, see the SAM Policies and Guidelines webpage: <https://sam.arts.unsw.edu.au/students/resources/policies-guidelines/>

Course Details

Credit Points 6

Summary of the Course

Speaking with confidence, telling a story, pitching a concept, engaging an audience and sharing ideas – these are essential skills for making your mark in the contemporary world. In this engaging course, you will learn presentation skills and communication techniques used by influential leaders, compelling storytellers and effective presenters. You will study examples of great storytelling by actors, motivational speeches by powerful communicators, and public speaking in professional practice. Practical workshops will introduce you to techniques of audience awareness, physical presence and vocal projection. By following examples and rehearsing in class, you will develop the confidence to present your ideas in an authentic voice and communicate your message with clarity and conviction.

At the conclusion of this course the student will be able to

1. describe and evaluate how presenters communicate in a range of genres and contexts
2. analyze and apply presentation techniques in vocal projection, physical presence, audience awareness, and clear communication
3. plan, rehearse and deliver an engaging presentation for an audience
4. respond constructively to presentations given by others

Teaching Strategies

The lectures survey the genres and contexts of oral communication, public speaking and creative presentation in professional practice and social life. They also address key concepts, issues and approaches in creating effective presentations. In this teacher-led strategy, learning will be example-driven, providing a model for how students can develop presentation skills by studying great presentations given by influential leaders, talented performers, and compelling storytellers.

The tutorials provide an interactive learning environment for students to develop presentation skills through practical exercises and immediate feedback. Practical activities taught in a workshop-mode introduce students to techniques of audience awareness, physical presence and vocal projection. By following examples and rehearsing in class, students will develop the confidence to present their own stories in an authentic voice and communicate messages with clarity and conviction. This a practice-based strategy for learning-by-doing. The tutorials also provide the context for the first assessment task: In-class and online exercises, 2 x 3 minute presentations, one recorded (audio or video), one live. Students re-perform a great speech recorded by an actor, politician or leader. In a second task, students improve the performance of a 'bad' presentation. Both task provide opportunities to describe how presenters communicate and embody techniques.

The online content is for personalised, self-directed learning. Students are offered a menu of online content from which they choose a personalised sequence relevant to their own professional context and individual learning needs. Students will complete 12 modules from the menu. The menu will include content and learning activities in three streams: (1) presentation genres (dramatic monologues, great speeches, storytelling, stand-up comedy, political speeches, elevator pitches, keynote presentations, business presentations, ceremonial speeches and so on); (2) aspects of presentation technique (oral rhetoric, vocal projection, acting technique, audience address, speaking to camera, listening and asking questions, improvisation and so on); and (3) examples of presentations, both effective and 'bad', relevant

to the professional contexts and discipline of the students. The online learning feeds into the second assessment task: an analytical report on a case study, 1,500 words. Students write a report analyzing context, genre and techniques in a presentation chosen from a list of live and recorded examples. The report provides an opportunity for students to evaluate how presenters communicate and to analyze their technique.

The final assessment task is a student-led learning strategy. Each student prepares an original presentation in a specific genre, drawing on content that is relevant to them. They deliver the presentation either live in class, or as a recording suitable for online distribution, demonstrating the skills they have acquired during the course. They are also required to respond constructively to presentations given by others and provide feedback to their peers. 6 minute or 900 words equivalent.

Assessment

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
In-class and Online Exercises	20%	08/12/2017 05:00 PM	1,2
Analytical Report	40%	13/12/2017 05:00 PM	1,2
Presentation	40%	12/12/2017 05:00 PM	2,3,4

Assessment Details

Assessment 1: In-class and Online Exercises

Start date:

Length: 2 presentations, between 2 and 3 minutes each

Details: 2 x 3 minute presentations. One recorded (audio or video), one live. Rubric indicating level of performance against each assessment criteria, written formative feedback, and percentage grade.

Additional details:

Assessment 1.1 is presented in tutorial on Tuesday 5 December 2017. All students present this live in-class.

Assessment 1.2 presented in tutorial on Friday 8 December 2017. You may choose to present this live in-class or pre-recorded on video.

Assessment 2: Analytical Report

Start date:

Length: 3 x 500 words

Details: Case study. In-depth analysis. 1,500 words. Rubric indicating level of performance against each assessment criteria, written formative feedback, and percentage grade.

Additional details:

Assessment 2.1 due Wednesday 6 December 2017 by 5:00pm.

Assessment 2.2 due Saturday 9 December 2017 by 5:00pm.

Assessment 2.3 due Wednesday 13 December 2017 by 5:00pm.

Assessment 3: Presentation

Start date:

Length: 6 minutes

Details: Either recorded or live. 6 minutes. This is the final assessment task. Rubric indicating level of performance against each assessment criteria, written formative feedback, and percentage grade.

Additional details:

Assessment 3 is presented in either the lecture (10am-12pm) or the tutorial (1pm-3pm or 3pm-5pm) on Tuesday 12 December 2017. Students will be invited to choose whether to present in the lecture or tutorial. You may choose to present Assessment 3 live in-class or pre-recorded on video. You must present Assessment 3 live in-class if you presented Assessment 1.2 pre-recorded on video.

Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally in SAM there will no longer be any hard-copy submission; assessments must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible it will be stated on your course's moodle site with alternative submission details.

Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- * Prevent you from completing a course requirement,
- * Keep you from attending an assessable activity,
- * Stop you submitting assessable work for a course,

* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

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Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

Collusion: working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices;

Paraphrasing, summarising, essay writing and time management

Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs

- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 4 December - 10 December	Lecture	Lectures, 10am-12pm. Mon: Listening/Engaging. Tue: Speaking/Voicing. Thu: Behaving/Embodying. Fri: StoryingAffecting.
	Tutorial	Workshops, 1pm-3pm or 3pm-5pm. Mon: Listening/Engaging. Tue: Speaking/Voicing (includes Assessment 1.1). Thu: Behaving/Embodying. Fri: StoryingAffecting (includes Assessment 1.2).
	Web	Mon: Persuasive Communication – Preparing for Assessment 1.1. Tue: Orality – Prosody and Rhetoric. Wed: Preparing for Assessment 2.1 – Presentation Techniques. Thu: Body Language – Preparing for Assessment 1.2 – Fri: Storytelling and affecting – Storyboarding. Sat/Sun: Digital space and persona – Preparing for Assessment 3.
Week 2: 11 December - 17 December	Lecture	Lectures, 10am-12pm. Mon: Mediating/Projecting. Tue: Presenting/Responding (includes Assessment 3).
	Tutorial	Workshops, 1pm-3pm or 3pm-5pm. Mon: Mediating/Projecting. Tue: Presenting/Responding (includes Assessment 3).

Resources

Prescribed Resources

All expected resources for students are available through Moodle, the UNSW Library or open access online.

Recommended Resources

The following recommended resources may be available through UNSW Bookshop.

- Patsy McCarthy and Caroline Hatcher, *Speaking Persuasively: The essential guide to giving dynamic presentations and speeches* (Allen & Unwin, 2003) 9781865088112.
- David Crystal, *The Gift of the Gab: How Eloquence Works* (Yale UP, 2016), 9780300226409.
- Carmine Gallo, *Talk like TED* (Panmacmillan, 2017), 9781509867394.

Some optional video resources may be accessed through online subscription to a streaming service such as Netflix or iTunes.

Course Evaluation and Development

We value your feedback. We hope you will share your experience as the course is unfolding and reflect on what you have learnt when you have completed the course. We provide opportunities for reflection and feedback in class. We also invite you to share your experiences online. This course draws on our experiences of leading students in learning how to perform through cycles of rehearsal, presentation and feedback. At the conclusion of the course, you will be invited to complete a formal evaluation of the course. We will use your feedback and reflections to make adjustments as the course is delivered and to develop the course in the future.

Image Credit

HUMS1006 Presentation and Communication Skills, School of the Arts and Media, UNSW.

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