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HUMS1006

Presentation and Communication Skills

Summer // 2019

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Bryoni Trezise	b.trezise@unsw.edu.au		Robert Webster 117	+61 2 9385 4513

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

Email: sam@unsw.edu.au

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.

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.

Course Learning Outcomes

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%	25/01/2019 05:00 PM	1,2
Analytical Report	40%	Not Applicable	1,2
Presentation	40%	31/01/2019 05:00 PM	2,3,4

Assessment Details

Assessment 1: In-class and Online Exercises

Start date:

Length: 2 x 2-3 minute in-class presentations

Details: 2 x 2-3 minute in-class presentations facilitated by online modules (20% total) [due weeks 3 & 5]
Feedback: Rubric indicating level of performance against each assessment criteria, written formative feedback, and percentage grade.

Additional details:

Assessment 1: In-class and Online Exercises

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 22 January 2019**. All students present this live in-class.

Assessment 1.2 presented in tutorial on **Friday 25 January 2019**. You may choose to present this live in-class or pre-recorded on video.

Assessment 2: Analytical Report

Start date:

Length: 3 x 500 word analytical reports

Details: 3 x 500 word analytical reports (40

Additional details:

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 **23 January 2019 by 5:00pm.**

Assessment 2.2 due Sunday **27 January 2019 by 5:00pm.**

Assessment 2.3 due **Friday 1 February 2019 by 5:00pm.**

Turnitin setting: This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Assessment 3: Presentation

Start date:

Length: 6 minute (900 word equivalent) presentation

Details: 6 minute (900 word equivalent) presentation, either live or recorded (40%) [due weeks 8 and 9] Rubric indicating level of performance against each assessment criteria, written formative feedback, and percentage grade.

Additional details:

Assessment 3: Presentation

Start date: 31 January

Length: 6 minutes

Details:

Either recorded or live. 6 minutes. 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 Thursday 31 January 2019.**

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.

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 2 January - 6 January	Online Activity	Online learning available from 7 January 2019. Preparation Questionnaire. Presentation Genres. Presentation Techniques. Disciplines and Professions.
Week 2: 7 January - 13 January	Online Activity	Online learning available from 7 January 2019. Preparation Questionnaire. Presentation Genres. Presentation Techniques. Disciplines and Professions.
Week 3: 14 January - 20 January	Lecture	Lectures, 10am-12pm. Mon: Listening/Engaging. Tue: Speaking/Voicing. Thu: Behaving/Embodying. Fri: Storying/Affecting.
	Tutorial	Workshops, 1pm-3pm or 3pm-5pm. Mon: Listening/Engaging. Tue: Speaking/Voicing (includes Assessment 1.1). Thu: Behaving/Embodying. Fri: Storying/Affecting (includes Assessment 1.2).
	Online Activity	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 4: 21 January - 24 February	Lecture	Lectures, 10am-12pm. Tue: Mediating/Projecting. Thu: Presenting/Responding (includes Assessment 3).
	Tutorial	Workshops, 1pm-3pm or 3pm-5pm. Tue: Mediating/Projecting. Thu: 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.

Submission of Assessment Tasks

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, assessment tasks 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.

For information on how to submit assignments online via Moodle:

<https://student.unsw.edu.au/how-submit-assignment-moodle>

Late Assessment Penalties

Students are responsible for the submission of assessment tasks by the required dates and times. Depending on the extent of delay in the submission of an assessment task past the due date and time, one of the following late penalties will apply unless special consideration or a blanket extension due to a technical outage is granted. For the purpose of late penalty calculation, a 'day' is deemed to be each 24-hour period (or part thereof) past the stipulated deadline for submission.

Work submitted less than 10 days after the stipulated deadline is subject to a deduction of 5% of the total awardable mark from the mark that would have been achieved if not for the penalty for every day past the stipulated deadline for submission. That is, a student who submits an assignment with a stipulated deadline of 4:00pm on 13 May 2016 at 4:10pm on 14 May 2016 will incur a deduction of 10%.

Task with a non–percentage mark

If the task is marked out of 25, then late submission will attract a penalty of a deduction of 1.25 from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline. Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The total possible mark for the essay is 25. The essay receives a mark of 17. The student's mark is therefore $17 - [25 (0.05 \times 3)] = 13.25$

Task with a percentage mark

If the task is marked out of 100%, then late submission will attract a penalty of a deduction of 5% from the mark awarded to the student for every 24-hour period (or part thereof) past the stipulated deadline. Example: A student submits an essay 48 hours and 10 minutes after the stipulated deadline. The essay is marked out of 100%. The essay receives a mark of 68. The student's mark is therefore $68 - 15 = 53$

Work submitted 10 to 19 days after the stipulated deadline will be assessed and feedback provided but a mark of zero will be recorded. If the work would have received a pass mark but for the lateness and

the work is a compulsory course component (hurdle requirement), a student will be deemed to have met that requirement;

Work submitted 20 or more days after the stipulated deadline will not be accepted for assessment and will receive no feedback, mark or grade. If the assessment task is a compulsory component of the course a student will receive an Unsatisfactory Fail (UF) grade as a result of unsatisfactory performance in an essential component of the course.

This information is also available at: <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Supplementary assessments

The form of the supplementary assessment need not be identical to the original assessment but it must assess the same learning outcomes.

A supplementary assessment will be offered to a student who fails an assessment task in either of the following circumstances:

- Supplementary assessment will be offered to any student who fails an assessment task if their request for Special Consideration for that task is approved. The mark awarded for the assessment task will be based solely on the supplementary assessment.
- Where a student fails an assessment task in a course in the final term of their program, but does not have an approved Special Consideration for that task, supplementary assessment will still be offered in cases where passing the task would have resulted in the student passing the course and completing the program.

Schools may choose to offer supplementary assessments under other circumstances than those listed above. Decisions by Schools to offer supplementary assessments under other circumstances than those listed above should be guided by local processes to promote principled and consistent decision-making.

The mark awarded for a supplementary assessment, in the absence of Special Consideration, will be capped:

- Where a supplementary assessment is provided for a student who fails an assessment task in any course, the final mark awarded for the assessment task will be capped at 50%.
- Where a supplementary assessment is provided to a student with a Fail based on the overall course result, the final mark for the course will be capped at 50%.

This information is also available at:

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

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-term 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>

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/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

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>

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

Image Credit

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