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ENG 340-012: Oral Presentation

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L. Castronova Eng 340 ORAL PRESENTATION Spring, 2019

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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. 5th Edition. New York: Bedford/St. Martin's, 2016. ISBN: 978-1-4576-7040-4 (This is a concise, little handbook. It is available for a reasonable price in our NJIT campus bookstore).

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

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).

HONORS CREDIT REQUIREMENT: Since this ENG 340 section is comprised of many HONORS students, there is a special assignment in regard to receiving HONORS credit for this course. The challenge?

The instructor will divide the HONORS students into two groups. Each group will put on a play. (Both groups will give a presentation in the form of a play which is to be a creative, original theatrical piece—written and performed by students.

1st: *Writing is everything! So, a script has to be carefully put together so that every group member taking the class for HONORS credit will have a speaking role. We will probably use CULLIMORE 411 (our classroom) for this performance, but there are other performance venue possibilities that I will look into for these two student plays. (Further details on the plays will be discussed in class).*

Length of each play: 30 to 40 minutes. Date for performances: TBA

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 1-32) 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. Student readings will begin. TIME for DELIVERY: 5 minutes.

Week 3-4 What are the qualities of an effective or ineffective speaker? There are many factors to be considered. So...up next? 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. Please work within a 5 minute time frame.

Weeks 5 & 6- 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.

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 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. (Videotaping)

Student feedback on the presentation experience.

Conclusion of the speeches to Inform. *READING: PERSUASIVE SPEAKING - Pages 167-191 . 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- *SEMESTER BREAK. (Have a good one!)*

Week 10- 11 *The Speech to Persuade. Videotaping. (Several sessions needed)*

Homework: 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- Continuation of *Speeches to Persuade* and assistance with the *Special Occasion speech* and/or the *Speech to Entertain*

Week 13- 15 *HONORS STUDENTS WILL PRESENT TWO PLAYS.* Instructor will also assist students with the *special occasion speech* and/or *speech to entertain.* Students will deliver the speech in this category. Students will deliver the *SPEECH to ENTERTAIN* or they may choose *THE SPEECH FOR A SPECIAL OCCASION.* (DETAILS WILL BE GIVEN IN CLASS) FYI...please note that...

OUR LAST SESSION for ENG 340 will be on THURS. May 2nd. TUESDAY, MAY 7th will be the official last day of classes, but on that day, NJIT will be following a Friday Schedule. (SO—TUES. MAY 7th = Friday schedule)

HAVE AN ENJOYABLE SEMESTER!