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**TQF 3 Course Specification**

**Course Code:** IGL 2119

**Course Title:** **Public Speaking and Presentation Skills in English**

**Credits:** 3(3-0-6)

**Semester /Academic Year:** 3/ 2017

**Students:** Bachelor Programs

**Lecturer:** Mr. Jeffrey Dickie

International College, Suan Sunandha Rajabhat University

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**Section 1: General Information**

1. **Code and Course Title: IGL 2119** Public Speaking and Presentation Skills in English
2. **Credits:**  3(3-0-6)

**3. Curriculum and Course Category:**

This course is a requirement for the Bachelor Programs at the International College, SSRUIC.

**4. Lecturer:** Mr. Jeffrey Dickie

**5. Year / Semester**

Year 1 / Semester 3/2017

**6. Prerequisite Course**

None

**7. Co-requisite Course:**

None

**8. Learning Location**

Nakhonpathom Learning Center

**9. Last Date for Preparing and Revising this Course:**

1 June 2018

**Section 2: Objectives and Purposes**

**1. Course Objectives**

At the end of this course, students will:

1. Be better communicators.

(2) Understand communication.

(3) Understand about sound and human vocal physiology.

(4) Understand basic phonology and vocal exercises.

(5) Have learned about body language.

(6) Have learned about presence and body language.

(7) Understand about the audience and what they want.

(8) Expand their comfort zone.

(9) Learn how to interact effectively.

(10) Have learned about non-verbal communication and presentation skills.

(11) Learn about good speakers and good speeches.

(12) Learn about how to present material.

(13) Have gained confidence in English communication.

(14) Have learned about the importance of emotional communication.

(15) Have learned about the importance of trust in communication.

(16) Personality development.

**2. Purposes for Developing / Revising Course (content / learning process / assessment / etc.)**

According to TQF5 (Thailand Quality Framework 5: HEd.) for the 2014 academic year, students need to develop abilities as follows:

1. The need to increase case studies about world history in a business context.
2. The need to encourage students’ creativity.
3. The need to increase content about ASEAN.

The students will therefore study and apply theory to current issues. In other words, students will study and apply theory in context and be encouraged to apply concepts outside the classroom. In addition, this course will remain active current by keeping up to date with current issues.

**Section 3: Course Structure**

**1.Course Description**

This course is essentially a communication course as communication involves an exchange of ideas and relationship development between speaker and his audience. The course is designed to stress the importance of process and therefore participation is stressed. This is because one must practice communication in order to improve – Theories must be put into practice to obtain the skill (activity based learning). Topics and case studies are related to world events and business and as much as possible as a result, the student can learn the theory in context. The desired effect is to experience public speaking and presentation rather than just study the concepts. In addition, the students will experience the subject matter in different ways and at different times. The objective of this strategic repetition is to move the students from noticing - to understanding - to using – to enjoying. The subject matter will be taken from text books and you tube and will consist of famous speeches and presentations. In addition, students will create their own speeches and presentations.

**2. Time Length per Semester (Lecture – hours / Practice – hours / Self Study – hours) 3 (3-0-6)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Lecture** | **Practice/**  **Field Work/Internship** | **Self Study** | Remedial Class |
| 45 hours | - | 90 hours | (if needed) |

**3. Time Length per Week for Individual Academic**

**Consulting and Guidance**

1 hour /week

**Section 4: Developing Students’ Learning Outcomes**

| **Learning Standards/Outcomes** | **Learning Activities** | **Learning Assessment** |
| --- | --- | --- |
| **1. Ethics and Morals**  (1) The ability to deliver or to complete a required task at the appointed time.  (2) The ability to understand the right thing according to the values, and beliefs.  (3) The ability to make decisions according to moral concepts and judgments. | (1) Work by self and in groups  (2) Prepared to discussideas:  responsibility & desire to contribute & share ideas  (3) Case study: Talk about situation involving ethics and morals | (1) Class work  (2) Homework  (3) Assignments |
| **2. Knowledge**  (1) The ability to identify communication theory and describe communication theory.  (2) The ability to provide an analysis and solution to real world problems.  (3) The ability to use communication knowledge integrated with other disciplines. | (1)Class work & case studies  (2) Mid-term  (3) Participation | (1)Quiz & homework  (2) Mid-term  (3) Exam |
| **3. Cognitive Skills**  (1) The ability to gather and summarize information, and to conduct research  (2) Self-study and sharing information to the class  (3) The ability to solve problems from case studies. | (1) Group projects  (2) Cooperative learning  (3) case study | (1) Assignments  (2) Oral presentation  (3) Essay answers |

|  |  |  |
| --- | --- | --- |
| **4. Interpersonal Skills and Responsibilities**  (1) The ability to communicate in English.  (2) The ability to use English to solve problems | (1) Talking with the teacher  (2) PBL each student must contribute | (1) Active participation  (2) Question & answer |
| 1. **Numerical Analysis, Communication, Information Technology Skills** 2. Be able to use basic ICT skills and apply them to daily life. 3. Be able to use IT to search for new knowledge and apply numerical analysis in communication with emphasis on practical and real life experiences. | (1) Analyzing information  (2) Getting & using information off the internet | (1) class work & participation in assignment  (2) down load & using information in presentation |

**Section 5: Lesson Plan and Assessment**

**1. Lesson Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Topic/Outline** | **Hours** | **Learning Activities and Medias** |
| **1** | **HAPPY PLACE**  - audience  - material  - speaker  **ANTICIPATORY ANXIETY**   * Don’t * Happy place * Can’t   **INTRODUCTIONS** | 3 | * Pre-test * Lecture * Group discussion * Video: intro -> questions * Write an intro |
| **2** | **PRESENTATIONS**  (introductions)  **AUDIENCE QUESTIONS:** when? Good/bad?  ->Thank, repeat, prepare  QUIZ | 3 | Review  Students present homework  Quiz: question, story, fact?  **HW: elocution?** |
| **3** | Review: 3 places  Review Intro (Purpose?)  Material: Intro, Body,  **CONCLUSION**  Signal, summarize, CTA, thank  QUIZ | 3 | Connect: what connected with you?  How do you end a presentation?  Conclusion words?  Write a conclusion  Present & QUIZ  **HW: simile, metaphor?** |
| **4** | **BODY**  Detail to support Main Idea  (theme)  THEME – audience take-away  Understand & remember  ARGUMENT:  pathos, ethos, logos | 3 | Detail -> HOW?  Story personal example  Statistic -> compare, show  Demonstration  Exhibit  Expert  Simile/metaphor  Std activity -> write body  **HW: prepare & practice** |
| **5** | **PRESENTATIONS**  (intro. & body & conclusion)  AUDIENCE QUESTIONS: when? Good/bad?  ->Thank, repeat, prepare | 3 | Std present  & friend video & ask one question  **HW**  **->Change 3 things**  **->ethos, pathos, logos?**  **->simile / metaphor?**  **->What give to audience?**  **-> What did you do before?** |
| **6** | **Review presentations**  Intro  Body – fact, story, exhibit  Data information & support  Ending –signal word & CTA  Use -> DIRECT LANGUAGE | 3 | Things you liked  Things you did not like  -change  -change  -change  How long?  Simile/metaphor?  (part of the assignment) |
| **7** | **Confidence**  Body Language & Presence  Send out – What people see  Perceived performance/image | 3 | * Student presentation * make question * answer question * watch video * **HW – Power pose** |
| **8** | **Things that can go wrong** | 3 | * Theory * presentations |
| **9** | **Things to do before** | 3 | * Theory * presentations |
| **10** | **Mid-term** | 3 | * Do & correct |
| **11** | **Bio**  **introduction** | 3 | Make a bio & present  Make First page of presentation |
| **12** | **Elocution**  Reading needs emotion | 3 | * Practice readings * See readings   volunteers |
| **13** | **Body language: what you see** | 3 | Student presentation   * Self-study -> present * HW – coffee shop game |

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Topic/Outline** | **Hours** | **Learning Activities and Medias** |
| **14** | Physiology & exercises  Public speaking tips  Good speeches & speakers | 3 | * Presentation * Information gathering * Make questions -> present -> test * Theory -> jig saw |
| **15** | **FINAL**  **PRESENTATIONS** | 3 | * Presentations * Question & answers |
| 16 | review | 3 | Post test |
| 17 | Make-up class |  |  |
| 18 | Final Exam |  |  |
| TOTAL |  | 48 |  |

**2. Learning Assessment Plan**

| **Learning Standards/Outcomes** | **Learning Assessment** | **Time Schedule** | **Proportion for Assessment** |
| --- | --- | --- | --- |
| **1. Ethics and Morals**  (1) The ability to deliver or to complete a required task at the appointed time.  (2) The ability to understand the right thing according to the values, and beliefs.  (3) The ability to make decisions according to moral concepts and judgments. | (1) Class work  (2) Homework  (3) Case studies | Throughout the semester | (1) 10%  (2) S/U |
| **2. Knowledge**  (1) The ability to identify and describe theory.  (2) The ability to apply and solution to real world problems.  (3) The ability to use & integrate theory with other disciplines. | (1)Class work & homework & case studies  (2) Mid-term  (3) Final Exam | (1) throughout the semester  (2) week 8  (3) week 17 | (1) 20%  (2) 10%  (3) 30% |
| **3. Cognitive Skills**  (1) The ability to gather and summarize information, and to conduct research  (2) Self-study and sharing information to the class  (3) The ability to solve problems from case studies. | (1) Assignments  (2) presentations  (3) Essay & spoken answers | (1) Week 4  (2) throughout semester  (3) throughout semester | (1) 10%  (2) S/U  (3) S/U |
| **4. Interpersonal Skills and Responsibilities**  (1) The ability to communicate, presen,t well in English.  (2) The ability to use English to solve problems | (1) Active participation  (2) Question & answer | Throughout the semester | (1)S/U  (2)S/U |
| **5. Numerical Analysis, Communication, Information Technology Skills**   1. Be able to use basic ICT skills and apply them to daily life. 2. Be able to use IT to search for new knowledge and apply numerical analysis in communication situations with an emphasis on practical applications | (1) class work & participation in assignment  (2) down load & using information in presentation | Throughout the semester | (1)S/U  (2)S/U |

**Section 6: Learning and Teaching Resources**

1. **Textbooks and Main Documents**

**Carnegie, Dale. *The Quick & Easy Way to Effective Speaking.* Pocket Books. New York. 1977.**

**Gallo, Carmine . *Talk Like TED*. Pan Books. London. 2015**

**Hybels, Sadra & Weaver, Richard L. *Communicating Effectively (7th ed.).* McGraw-Hill, New York. 2004.**

1. **Important documents for extra study**

**Anderson, Chris. (2014). *TEDs secret to great public speaking*. https://www.ted.com/.../chris\_anderson\_teds\_secret\_to\_great\_public\_speaking**

1. **Suggested Information (Printing Materials/Website/CD/ Others)**

**Ted Talk. (2013) *Amy Cuddy on Power Posing*. Retrieved 2013 from http://www.tedtalkamycuddy.htm.**

**Section 7 Course Evaluation and Revising**

1. **Strategies for Course Evaluation by Students**

Using survey questions to collect information from the students’ opinions to improve the course and enhance the curriculum. Examples of questions:

* 1. Content objectives were made clear to the students.
  2. The content was organized around the objectives.
  3. Content was sufficiently integrated.
  4. Content was sufficiently integrated with the rest of the first year curriculum.
  5. The instructional materials used were effective.
  6. The learning methods appropriate helped the students’ understanding of the content.
  7. Overall, Students were satisfied with the quality of this course.

1. **Strategies for Course Evaluation by Lecturer**

2.1 Lecturer team observes the class and discusses the results as follow:

* 1. The lecturer is well prepared for class sessions.
  2. The lecturer answers questions carefully and completely.
  3. The lecturer uses examples to make the materials easy to understand.
  4. The lecturer stimulated interest in the course.
  5. The lecturer made the course material interesting.
  6. The lecturer is knowledgeable about the topics
  7. The lecturer treats students respectfully.
  8. The lecturer is fair in dealing with students.
  9. The lecturer makes students feel comfortable about asking question.

(10) Course assignments are interesting and stimulating.

(11) The lecturer’s use of technology enhanced learning in the classroom.

2.2 The Director constructs assessment items to evaluate four dimensions of the lecturer’s competencies: teaching skills, organization and presentation of materials, management of the learning environment, and teaching attitudes.

**3. Teaching Revision**

Lecturer revises teaching/learning process based on the results from the students’ survey questions, the lecturer team’s observation, and classroom research.

**4. Feedback for Achievement Standards**

International College Administrator Committee monitor to assessment process and Grading.

**5. Methodology and Planning for Course Review and Improvement**

(1) Revise and develop course structure and process every two years.

(2) Revise and develop course learning process every year.

(3) Assign another lecturer to observe and suggest how to improve methods.