

Course Specification

University	Suan Dusit University
Campus/ Faculty/ Field of Study	Faculty of Humanities and Social Sciences English Program

1. General Information

1.1 Course title and code

Course code: 1554606 Course title: In English: English for Presentation Skills
In Thai: ภาษาอังกฤษเพื่อทักษะการนำเสนอ

1.2 Number of Credits

3 (2-2-5) credits

1.3 Program and Course Type

- 1) Program : English Program
- 2) Course type : Specialization Course

1.4 Name of faculty member responsible for the course

Thai Duong (Instructor)

1.5 Semester/year at which course is offered

Semester 1 Academic year 2564 / 4th year students

1.6 Pre-requisites Courses (if any)

None

1.7 Co-requisites Courses (if any)

None

1.8 Location (Campus, building and room number)

Suan Dusit University (Rooms to be determined)

1.9 Date of Course Modification

18 June 2021

2. Aims and Objectives

2.1 Course objectives

1) Morals and Ethics

Practice self-discipline and punctuality in and responsibility for all the assigned work.

Develop problem-solving skills bearing in mind the moral, legal, and ethical considerations of their actions; be open-minded and respectful of opinions, social views, and cultural beliefs others by listening, being able to work harmoniously with others.

2) Knowledge

Acquire the knowledge on various concepts, theories and principles of the English language relevant to the academic discipline and specialized field of study; devise effective problem-solving skills to be self-directed and prepared for lifelong learning; integrate language knowledge with other related sciences to enhance 21st-century skills

3) Cognitive Skills

Compile information and analyze problems and solve them critically, and with much creativity; integrate learned language and academic skills with different job occupations and in various societies and culture; and use innovative technological tools to improve communication and independent learning skills

4) Interpersonal Skills and Responsibilities

Have the initiative to help others, exhibit leadership and cooperative skills to be able to work well with others and collaboratively solve problems through the use of information and communication technology (ICT) tools

5) Analytical, Communicative and IT Skills

Demonstrate computer and basic mathematical skills; be able to distinguish appropriate technological tools to use in retrieving information and criticize different types of information obtained from various resources and its veracity and validity; develop lifelong learning skills by using ICT tools available

2.2 Purposes for course development and modification

To modify and improve the course through the addition of teaching methods that promote active learning. These methods will help ensure that the aims and objectives of the course will be achieved.

3. Course Management

3.1 Course description

พัฒนาการสื่อสารและทักษะภาษาในการนำเสนอด้วยวาจาอย่างมีประสิทธิภาพ ได้แก่ การวิเคราะห์กลุ่มผู้ฟัง การเลือกหัวข้อนำเสนอ การกำหนดวัตถุประสงค์การนำเสนอให้ชัดเจน การจัดลำดับเนื้อหา การนำเสนอ การฝึกการนำเสนอ และการรับมือกับคำถามต่าง ๆ

Development of communication and language skills for the delivery of effective oral presentations; analysis of an audience; selection of topics; clear objectives of presentations; presentation content organization; presentation practice and question responses.

3.2 Teaching Hours per semester

Lecture	Practice	Self Study	Additional
30 hours	30 hours	75 hours	Upon request

3.3 Consultation Hours

- 1) Group and/or individual consultations may be arranged twice a week.
- 2) Consultations may also be done through email and social media messaging.

Contact information:

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4. Student Learning Development

Teaching and Assessment

Learning Domain	Strategy	Assessment Method	Week of Evaluation	Percentage
<p><u>Morals and Ethics</u></p> <p>1. Be self-disciplined, punctual, and responsible for study and assigned work.</p> <p>2. Be able to acquire and apply the knowledge morally and ethically</p> <p>3. Accept other people’s opinions, have public mind, and collaborate with others.</p> <p>4. Be open-minded and have a holistic understanding of the society and the world.</p> <p>5. Solve problems with legal discretion, social norms, and Thai culture.</p>	<p>Promote cooperative learning that can help develop problem solving skills by prioritizing activities that are done by groups to let students learn to share equal responsibility in accomplishing tasks</p>	<p>Students will be observed for their work behavior by the lecturer and will also be evaluated by their peers</p>	<p>1 – 15</p>	<p>15%</p>
<p><u>Knowledge</u></p> <p>1. Have the general and systematic knowledge of the principles, theories, and subject matter of the English language.</p> <p>2. Do researches and improve the knowledge for life – long learning.</p> <p>3. Apply the knowledge of language for individual’s development and solve the problems.</p>	<p>Employ simulation and interactive demonstrations in presenting theories and principles of correspondence and the practical application of these concepts</p>	<p>Written formative and summative assessments (writing exercises, short tests, midterms and final exam) will be given to the students</p>	<p>1 – 15</p>	<p>40%</p>

Learning Domain	Strategy	Assessment Method	Week of Evaluation	Percentage
<p>4. Integrate the knowledge of language with other related field of study for reinforce 21st century skills.</p>				
<p><u>Cognitive Skills</u></p> <p>1. Assess information, analyze cause of problem, and solve problem with suitable solution and creative.</p> <p>2. Integrate the English language skills and understand academic and professional concepts of the English language for future career.</p> <p>3. Apply innovation for communication skill improvement and life-long learning including exchange knowledge with other people.</p> <p>4. Be able to apply the concepts and innovate to aid in continuously developing academic and professional skills.</p>	<p>Organize activities that use the problem-based learning method to allow students to think logically and learn in a more constructive approach</p>	<p>Students will be observed for their work behavior by the lecturer as well as their peers and will also be assessed through written tests and exercises</p>	<p>1 – 15</p>	<p>20%</p>
<p><u>Interpersonal Skills and Responsibility</u></p> <p>1. Have the initiative to help others to solve problems and collaborate with other people creatively.</p> <p>2. Be initiative and creative in analyzing and solving problems with the knowledge of language including technology in present day.</p> <p>3. Show responsibility in learning to achieve personal development and help other people.</p> <p>4. Show leadership skill and be a reasonable follower when collaborating with other people.</p>	<p>Organize activities that employ cooperative learning and problem-based learning to encourage students to work collaboratively</p>	<p>Behavioral observation and peer evaluation for group work or group assignments</p>	<p>1 – 15</p>	<p>20%</p>

Learning Domain	Strategy	Assessment Method	Week of Evaluation	Percentage
<p><u>Analytical, Communicative and IT Skills</u></p> <p>1. Be skillful in computer and basic mathematics.</p> <p>2. Select media and technology suitable with learning and searching information effectively.</p> <p>3. Be able to use technology in acquiring, gather and recommend accurate and correct information for self-development and life-long learning.</p> <p>4. Apply media and technology for communication accurately and appropriately.</p> <p>5. Be able to check and adjust media and technological application suitably and usefully for language communication and life-long learning.</p>	<p>Assign tasks that involve the use of technology in searching for information and encourage students to utilize a variety of technological resources in accomplishing and presenting tasks</p>	<p>Students will be evaluated through written assignments, group presentations and projects</p>	<p>1 – 15</p>	<p>5%</p>

5. Lesson Plan and Evaluation

5.1 Lesson Plan

Week No. (No. of hours)	Topics / Details	Teaching Strategies / Exercises	Assessment and Evaluation (Percentage)	Lecturer
1 4 hours: Lecture (2) Practice (2)	Foundations of Effective Communication <ul style="list-style-type: none"> ● Introduction to public speaking ● Managing nervousness ● Active listening 	Power point presentation, ice-breaking activity, discussion, small group brainstorming and activity	Attendance and Participation – 15% Assignments – 20% Presentations-30%	Thai Duong
2 4 hours: Lecture (2) Practice (2)	The Personal Introduction Speech <ul style="list-style-type: none"> ● Understand your audience ● How to practice your presentation ● Presentation practice tools 	Video and Power point lecture, brainstorming activity, group mingling activity, worksheet assignment, group presentations		Thai Duong
3 4 hours: Lecture (2) Practice (2)	Developing Content for your Presentation <ul style="list-style-type: none"> ● Researching topics ● Understand Purpose, main and supporting ideas ● Organizing the speech ● Outlining the speech 	Video and Power point lecture, worksheet, group brainstorm, discussion and presentation, review quiz	Attendance and Participation – 15% Assignments – 20% Presentations-30%	Thai Duong
4 4 hours: Lecture (2) Practice (2)	Language of Successful Presentations <ul style="list-style-type: none"> ● Phrases and expressions for presentations ● Introduction, conclusion ● Transitions, Q and A 	Video and Power point lecture, group activity and discussion, speaking assignment, online activity, feedback		Thai Duong

5 4 hours: Lecture (2) Practice (2)	Effective Speech Delivery <ul style="list-style-type: none"> ● Non-verbal communication ● Using Power point and visual Aids ● Evaluating speeches 	Video and Power point lecture, review quiz, error identification handout, written assignment	Attendance and Participation – 15% Assignments – 20% Presentations-30%	Thai Duong
6 4 hours: Lecture (2) Practice (2)	The Informative Speech <ul style="list-style-type: none"> ● What is informative speaking ● Preparing an informative speech ● Evaluate an informative speech 	Video and Power point lecture, group activity and discussion, speaking assignment, online activity, feedback		Thai Duong
7 4 hours: Lecture (2) Practice (2)	The Persuasive Speech <ul style="list-style-type: none"> ● What is persuasive speaking ● Preparing a persuasive speech ● Evaluate a persuasive speech 	Video and Power point lecture, online exercises, discussion, homework	Attendance and Participation – 15% Assignments – 20% Presentations-30%	Thai Duong
8 4 hours: Lecture (2) Practice (2)	Monroe’s Motivated Sequence <ul style="list-style-type: none"> ● What are the 5 steps? ● Benefits of the technique ● Evaluating Monroe’s Motivated Sequence in ads 	Video and Power point lecture, group activity and discussion, speaking assignment, online assignment, feedback		Thai Duong
9 4 hours: Lecture (2) Practice (2)	Impromptu Speaking <ul style="list-style-type: none"> ● What is impromptu speaking ● Preparing for an impromptu speech ● Impromptu speaking frameworks 	Video and Power point lecture, discussion, group speaking practice, whole class speaking practice	Attendance and Participation – 15% Assignments – 20% Presentations-30% Project – 15%	Thai Duong
10 4 hours: Lecture (2) Practice (2)	Impromptu Speaking <ul style="list-style-type: none"> ● Impromptu speaking examples ● Answering difficult questions ● Evaluating impromptu speeches 	Video and Power point lecture, group activity and discussion, speaking assignment, online activity, feedback		Thai Duong

11 4 hours: Lecture (2) Practice (2)	Public Speaking for Social Media <ul style="list-style-type: none"> Strategies for presenting on video How to interview on video and podcasts Introduce social media project 	Video and Power point lecture, TED talk video demonstration, listening and evaluation practice, homework		Thai Duong
12 4 hours: Lecture (2) Practice (2)	Storytelling for Presentations <ul style="list-style-type: none"> Why storytelling? Brainstorming storytelling ideas Effective storytelling strategies 	Video and Power point lecture, group activity and discussion, presentation assignment, online activity, feedback	Attendance and Participation – 15% Assignments – 20% Presentations-30% Project – 15%	Thai Duong
13 4 hours: Lecture (2) Practice (2)	Storytelling for Presentations <ul style="list-style-type: none"> Using literary techniques Storytelling in small groups Storytelling presentations and feedback 	Video and Power point lecture, examples on video, group discussion and brainstorm, presentations, feedback		Thai Duong
14 4 hours: Lecture (2) Practice (2)	Speaking on Special Occasions <ul style="list-style-type: none"> The process for special occasion speaking Types of special occasion speeches Preparing and delivering the speech	Video and Power point lecture, examples on video, group discussion and brainstorm, presentations, feedback	Attendance and Participation – 15% Project – 15%	Thai Duong
15 4 hours: Lecture (2) Practice (2)	In-Class Presentations <ul style="list-style-type: none"> Students assigned a specific type of speech to present (3-5 minutes) 	Student individual presentations for evaluation, comments, and feedback		Thai Duong
16 Exam	Final Exam Interviews <ul style="list-style-type: none"> Written submitted online Individual oral examination 	One-on-one interview, written exam	Final Exam – 20%	Thai Duong

5.2 Assessment and Evaluation

1) Grading Breakdown:

Attendance and participation	15%
Written assignments	20%
Presentations	30%
Social media project	15%
Final exam	20%

2) Grade Evaluation: Norm-Referenced Criterion-Referenced

Grading Criteria

Score	Grade
85-100	A
79-84	B ⁺
73-78	B
67-72	C ⁺
61-66	C
55-60	D ⁺
50-54	D
0-49	F

6. Learning Resources

6.1 Required Texts

Duong, Thai. (2021) English for Presentation Skills. Suan Dusit Graphic Site.

6.2 Essential References

1. Harrington, David. LeBeau, Charles. (2009) Speaking of Speech New Edition. Basic Presentation Skills for Beginners. MacMillan.
2. Griffin, Cindy L.. (2009) Invitation to Public Speaking. 3rd Edition. Cengage.
3. Ford-Brown, Lisa A. (2014) DK Guide to Public Speaking. 2nd Edition. Pearson.

6.3 Recommended Books and Reference Material

Authentic online resources

7. Course Evaluation and Improvement

7.1 Student course evaluation strategies

- 1) Confidential teacher evaluation done by the students
- 2) Evaluation of each learning domain done by the students

7.2 Teaching evaluation strategies

- 1) Confidential Teacher Evaluation Form
- 2) Student self-evaluation form

7.3 Teaching Improvement Process

Course and teaching evaluation results will determine appropriate improvements for the course and the teaching strategies

7.4 Standard verification of student achievement

Verification of student learning outcome is done through behavioral observation, test scores, activities and presentations.

Learning Outcome	Evaluation Methods		
	Behavioral Observation	Tests / Exams	Activities / Presentations
Morals and ethics	✓	✓	✓
Knowledge	✓	✓	✓
Cognitive Skills	✓	✓	✓
Interpersonal skills and responsibility	✓	✓	✓
Analytical, Communicative and IT skills	✓	✓	✓

7.5 Action plan for verifying and improving course effectiveness

- 1) Verification is done following the standards in 7.4
- 2) Course effectiveness will be based on student performance and evaluation.

Rubrics for Presentations

Content	Incomplete parts and incomplete details 1point	Barely complete with few important parts missing 2points	Nearly complete, with some details missing 3points	Complete and clear; presented what was required 5points
Organization	Main points are not clear and need a lot of explanation Click to edit level 1point	Main points need clarity and extra explanation level 2points	Main points are somewhat clear; some points not organized 3points	Main points are clear and well-organized 5points
Language Use	Use of language is inappropriate Often mumbles or cannot be understood with more than three mispronounced words 1point	Use of language causes potential confusion, and/or vocalized pauses (um uh er etc.) are distracting Speaks clearly and distinctly most of the time with no more than two mispronounced words 2points	Use of language does not have negative impact, and vocalized pauses (um uh er etc.) not distracting Speaks clearly and distinctly nearly all the time with no more than one mispronounced word 3points	Use of language contributes to effectiveness of the speech, and vocalized pauses (um uh er etc.) not distracting Speaks clearly and distinctly all the time with no mispronounced words 5points
Presentation	The presentation is not complete with multimedia objects and information 1point	The presentation is barely complete with multimedia objects and information 2points	The presentation is somewhat complete with multimedia objects and information 3points	The presentation is complete with multimedia objects and information 5points

Rubrics for Written Work

Criteria	4	3	2	1
Focus & Details	There is one clear, well-focused topic. The main ideas are clear and are well supported by detailed and accurate information.	There is one clear, well-focused topic. The main ideas are clear but are not well supported by detailed information.	There is one topic. The main ideas are somewhat clear.	The topic and main ideas are not clear.
Organization	The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong.	The introduction states the main topic and provides an overview of the paper. A conclusion is included.	The introduction states the main topic. A conclusion is included.	There is no clear introduction, structure, or conclusion.
Knowledge of the content	Extensive knowledge and/or experience with the topic is/are evident.	Knowledge and/or experience with the topic is/are evident.	Knowledge and/or experience with the topic is/are limited.	Knowledge and/or experience with the topic is not evident.
Word Choice	Uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced.	Uses vivid words and phrases. The choice and placement of words is inaccurate at times and/or seems overdone	Uses words that communicate clearly, but the writing lacks variety.	Uses a limited vocabulary. Jargon or clichés may be present and detract from the meaning.
Writing Conventions	All sentences are well constructed and have varied structure and length. Makes no errors in grammar, mechanics, and/or spelling.	Most sentences are well constructed and have varied structure and length. Makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interferes with understanding.	Sentences sound awkward, are distractingly repetitive or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.