

## **APPLIED LANGUAGE STUDIES AND LINGUISTICS**

### **ACADENG 103 ACADEMIC PRESENTATIONS (15.0 points)**

#### **SECOND SEMESTER 2016**

##### **Prerequisites**

None

##### **Restrictions**

ACADENG 103. This course is available only to students who speak English as an additional language.

##### **Names and contact**

Course Convenor: John Tomlins

Other teaching staff: None

##### **Class times and locations**

There is one stream for Second Semester. There are two, two hour classes a week.

Stream 41945 Mondays and Tuesdays, 1.00pm – 3.00pm, Arts 1 Building, Room 217

##### **Learning resources**

A course book is provided. Enrolled students can collect a copy from 3<sup>rd</sup> Floor, Arts Assignment Centre, Arts 1 Building. The course book should be brought to all classes as these will be used extensively in class. No readings are required for this course.

##### **Learning and teaching**

ACADENG 103 is a task-based course and so does not follow a lecture / tutorial format. During the course you will be given a variety of tasks to complete to help you to develop presentation skills and strategies. These tasks are essential preparation in developing high quality presentation skills and strategies. Students are also expected to give and receive feedback on the spoken performance of their peers as an important learning strategy for improving **their own** speaking skills and strategies.

##### **Expectations of students**

It is expected that this course will require **10 hours per week**. This includes preparation for class, attending classes and completing assignments. This is essential if you wish to make good progress with your speaking skills.

## Course description

ACADENG 103 Academic Presentations aims to develop student's ability to present on academic topics. It covers how to organise the content of academic presentations, the required skills for effective delivery and deal with questions. In terms of presentation content students give three presentations: an explanation of a process or set of procedures, a description of a problem and evaluation of its possible solution(s) and a description and interpretation of data on student attitudes. **Students of ACADENG 103 are expected to attend all scheduled classes and to actively participate in pair work, small groups and whole class activities in order to develop their academic speaking skills. There is a very close connection between the skills that are developed in each class and what is assessed in the presentations.**

## Aims of the course

### Learning aims

1. develop an understanding of the organisation and delivery of academic presentations, discourse structure and common language patterns found in a variety of academic presentation types.
2. be able to critically evaluate presentation skills and strategies.

### Learning outcomes

1. Understand the various kinds of academic presentation delivery: extemporaneous, impromptu and formal.
2. Analyse the organisation, discourse and language of various presentation text types: process or procedure; problem-solution; data presentation.
3. Present the definition of concepts, explanations of processes or procedures, descriptions of problems and solutions, and give data presentations.
4. Analyse and use academic spoken style for giving academic presentations.
5. Analyse and use informative and persuasive discourse.
6. Analyse and use language for qualifying claims.
7. Understand the needs of the audience in order to communicate ideas effectively.
8. Write outlines to organise presentations using a document camera and PowerPoint.
9. Design visual aids for pictorial, graphical, statistical and textual information.
10. Learn various strategies for developing a presentation opening.
11. Learn various strategies for the coherent development of information and ideas in the presentation body.
12. Learn various strategies for developing a presentation closing.
13. Check for audience understanding.
14. Speak with support from cue cards and visual aids.
15. Use of visual aids.
16. Use of non-verbal communication – eye contact, facial expression, body movement and hand gestures.
17. Use of pronunciation strategies for communicating information and ideas – use of word and sentence stress, intonation and pause to express and emphasize meaning.
18. Design a questionnaire for collecting qualitative and quantitative data.
19. Collate, analyse and interpret data for a data presentation.
20. Organise and deliver spoken data commentaries.
21. Evaluate the presentation skills and strategies of classmates.

## Weekly Teaching and Assessment Schedule (subject to minor changes)

Sessions	Content
Week 1	Session 1: Course overview and assessment, presentation 1 assessment, questionnaire, academic presentation text types Session 2: Types of presentation delivery: formal, extemporaneous and impromptu
Week 2	Session 1: Delivery from an outline for extemporaneous presentations Session 2: Use of visual aids
Week 3	Session 1: Non-verbal communication Session 2: Giving a process or procedure presentation: practice
Week 4	Session 1: Pronunciation: 3 Using pause to emphasise meaning 4 Stressing words in a sentence to emphasise meaning Session 2: <i>For classes of 16 students or less</i> Explanation of a process or set of procedures: practice <i>For classes of 17 students or more</i> <b>Presentation 1: Explanation of a process or set of procedures</b> <b>Peer-evaluations of classmates assessed presentations</b>
Week 5	Session 1: <b>Presentation 1: Explanation of a process or set of procedures</b> <b>Peer-evaluations of classmates assessed presentations</b> Session 2: <b>Presentation 1: Explanation of a process or set of procedures</b> <b>Peer-evaluations of classmates assessed presentations</b>
Week 6	Session 1: Presentation 2 assessment, making a data presentation, the organisation process for a data presentation, giving a data presentation on student attitudes: survey plan and statement of aims Session 2: Giving a data presentation on student attitudes: questionnaire design
	<b>Mid-semester break</b>
Week 7	Session 1: Giving a data presentation on student attitudes: Data commentary ( <b>assessed</b> ) Session 2: Pronunciation: 2 Using pause appropriately 5 Intonation and expressing meaning
Week 8	Session 1: Pronunciation: 6 Word stress and audience understanding 7 Connected speech and audience understanding Session 2: <i>For classes of 16 students or less</i> Description and interpretation of data on student attitudes: practice <i>For classes or 17 students or more</i> <b>Presentation 2: Description and interpretation of data on student attitudes</b> <b>Peer-evaluations of classmates assessed presentations</b>
Week 9	Session 1: <b>Presentation 2: Description and interpretation of data on student attitudes</b> <b>Peer-evaluations of classmates assessed presentations</b> Session 2: <b>Presentation 2: Description and interpretation of data on student attitudes</b> <b>Peer-evaluations of classmates assessed presentations</b>
Week 10	Session 1: Giving a persuasive problem-solution speech Session 2: Persuasive delivery
Week 11	Session 1: Outlining and slide design Session 2: <i>For classes of 16 students or less</i> Presentation 3: Description of a problem and evaluation of solutions: practice <i>For classes or 17 students or more</i> <b>Presentation 3: Description of a problem and evaluation of solutions</b> <b>Peer-evaluations of classmates assessed presentations</b>
Week 12	Session 1: <b>Presentation 3: Description of a problem and evaluation of solutions</b> <b>Peer-evaluations of classmates assessed presentations</b> Session 2: <b>Presentation 3: Description of a problem and evaluation of solution</b> <b>Peer-evaluations of classmates assessed presentations</b>

## Assessment requirements

You will also be given an assessment booklet at the beginning of the course

### Coursework: 100%

Presentation 1:	27.5% Explanation of a process or set of procedures
Presentation 2:	35% Description and interpretation of data on student attitudes
Presentation 3:	27.5% Description of a problem and evaluation of solutions
4 Classroom Tasks:	10% (2.5% for each task) as follows:
	Three peer- evaluation tasks of classmates assessed presentations
	Giving a data commentary

### Assessment dates

Presentation 1:	Week 4 <b>Tuesday 9 August (for classes of 17 students or more)</b>
	Week 5 <b>Monday 15 August and Tuesday 16 August</b>
Presentation 2* <sup>1</sup> :	Week 8 <b>Tuesday 20 September (for classes of 17 students or more)</b>
	Week 9 <b>Monday 26 September and Tuesday 27 September</b>
Presentation 3:	Week 11 <b>Tuesday 11 October (for classes of 17 students or more)</b>
	Week 12 <b>Monday 17 October and Tuesday 18 October</b>

### Classroom Tasks

3 peer-evaluations	Same dates as presentations
Giving a data commentary	Week 7 <b>Monday 12 September</b> (may vary)* <sup>2</sup>

\*<sup>2</sup>Make sure you check with your lecturer for possible changes.

### \*<sup>1</sup> Key dates and process for Presentation 2 (subject to possible changes)

Week 6: <b>Monday 22 August:</b>	Start statement of aims with partner (s)
Week 6: <b>Tuesday 23 August:</b>	Complete statement of aims
	Begin to write questionnaire and finish draft for <b>Monday 29 August</b>
<b>Monday 29 August:</b>	<b>Upload questionnaires on CANVAS: Discussions</b>
<b>Friday 9 September:</b>	<b>Answer all classmates questionnaires on CANVAS: Discussions</b>
	<b>Upload completed questionnaires onto CANVAS: Discussions</b>
<b>From Monday 12 September:</b>	<b>Prepare Assessed Presentation</b>
Week 8: <b>Tuesday 18 September:</b>	<b>Presentations and Peer Evaluations (for classes of 17 students or more)</b>
Week 9: <b>Monday 26 September:</b>	Presentations and Peer Evaluations
Week 9: <b>Tuesday 27 September:</b>	Presentations and Peer Evaluations

## Assessment content

Further details for each assessment will be provided during the teaching of the course.

Learning Outcome	Presentation 1	Presentation 2	Presentation 3	Assignment	Peer-evaluations	Giving a data commentary
1	X	X	X	X	X	
2	X	X	X	X	X	
3	X	X	X	X	X	
4	X	X	X	X	X	
5			X	X	X	
6		X	X	X	X	
7	X	X	X	X	X	X
8	X	X	X	X	X	
9	X	X	X	X	X	X
10	X	X	X	X	X	
11	X	X	X	X	X	X
12	X	X	X	X	X	
13	X	X	X	X	X	X
14	X	X	X	X	X	X
15	X	X	X	X	X	X
16	X	X	X	X	X	X
17	X	X	X	X	X	X
18		X				
19		X				
20						X
21					X	

## Marking criteria

Marking criteria will be provided with the assessments.

## Course Etiquette

- ♦ No eating in class
- ♦ All mobile phones must be switched off at all times
- ♦ Laptops and tablets can only be used for tasks set in class, otherwise they **MUST** be switched off and kept off desks and tables
- ♦ The lecturer will not normally reply to e-mails outside of office hours Monday to Friday (9am - 5pm)

## University of Auckland regulations on cheating

**“The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the world-wide web. A student's assessed work may be reviewed against electronic source material using computerised detection mechanisms. Upon reasonable request, students may be required to provide an electronic version of their work for computerised review.”**

## CLL Assignments Policy: Extensions, Deadlines and Penalties

### TIME MANAGEMENT

Time management is essential to academic success, and it is the responsibility of students to manage their time so all assignments can be submitted on or before the due dates.

### HOW TO SEEK/ REQUEST/APPLY FOR AN EXTENSION

In *serious circumstances*\* beyond the student's control (see below), s/he may request an extension from the course convenor.

The request should...

- be made by email at least 2-3 days BEFORE the due date for the assignment
- provide an explanation of the circumstances
- be supported by a satisfactory medical certificate or other documentation

If an extension is granted, you will be given a new due date.

Only ONE extension can be granted to a student per assignment.

Only in extreme circumstances will late requests for extensions be considered.

\*Serious circumstances means sudden illness (in the case of in-class tests etc.) or long-term illness (for essays etc. done over a week or more). It does NOT mean time management difficulties, part-time jobs, wanting to go on holiday, relatives visiting from overseas, computer breakdowns, etc.

### SUBMISSION OF ALL ASSIGNMENTS

Unless indicated otherwise by the Course Convenor, hard-copies of assignments should be posted in the appropriate assignment box on 3<sup>rd</sup> floor Arts 1 building before 4 pm on the due date. Assignment boxes are cleared at 4 pm and any assignment handed in after 4 pm will not be date-stamped till the next working-day. "Where submission is by electronic copy to Turnitin, the assignment should be uploaded to Turnitin before midnight on the due date. Penalties for lateness (see below) apply from midnight on the due date for Turnitin assignments, and from 4pm on the due date for assignments that do not use Turnitin.

The Reception Area is not open on Saturday or Sunday or during public holidays.

## DEADLINES & PENALTIES FOR LATENESS

**Any work submitted *after* the due date and *without* an extension form or permission in writing from the Course Convenor will be treated as overdue and penalties will apply (see below).**

The mark given to an overdue assignment will be reduced by **up to 5 per cent of the total possible marks for that assignment for each day that it is late up to 5 days** (e.g. for an assignment marked out of 20, deduct 1 mark per day up to a total of 5 marks). Assignments which are due on Friday, or the day before a university holiday, but are not received until the next working day will be counted as TWO days late.

Overdue assignments that are submitted **more** than five days late will **not be marked**; nor will assignments be marked if submitted after the assignment has been marked and returned. Unmarked assignments will be held by the marker until the end of the semester, and in cases where the final grade for the student is borderline (D+), the marker may choose to award a minimal completion mark. **For this reason, it is better to hand in an assignment late than not at all.**

**For presentations, if the student does not appear on the designated day for their presentation and does not contact the teacher the same day with a satisfactory reason, the mark will drop by 3 grades for the whole of that particular assessment. For example a particular assessment which is originally graded B+ would receive a final grade of C+. A medical certificate for the day of the presentation MUST be provided.**

**Please note that delays in presentations limits the time available to teach the course and causes considerable inconvenience to both students and your teacher. It MUST be avoided except in serious circumstances. This does NOT mean time management difficulties, part-time jobs, wanting to go on holiday, relatives visiting from overseas, computer breakdowns, etc.**

## OUT-OF-CLASS ASSESSMENT (i.e. take-home essays/projects/assignments etc.)

When a staff member grants an extension they will set a *new due date*. The completed assignment must be submitted on or before the *new due date* **together with** the medical certificate and other documentation. **If an assignment is submitted after the new due date, penalties for lateness apply as above.**

## IN CLASS TESTS, ELECTRONIC TESTS / PRESENTATIONS

When serious circumstances (e.g. sudden serious illness / accident) cause a student to miss an in-class test/assessed presentations or electronic test it is expected that the student will notify the course convenor at the earliest possible opportunity, if possible *before* the scheduled test or presentation takes place. If the student or their representative makes no contact within five days of the scheduled presentation, they will be awarded a zero grade for that piece of assessment.

Extreme cases will be judged by the course convenor on their own merits. Documentation may be required.

## Plagiarism and Use of Information and Communications Technology

Students need to be aware of University regulations with regard to

### PLAGIARISM

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Students may not translate work from another source without proper acknowledgment and referencing. The use of translation machines to translate and copy texts into the target language of an assignment constitutes academic dishonesty.

The penalties for plagiarism are severe and can range from gaining no marks for the assignment to disciplinary action under the terms of the Examination Regulations.

For further information and advice on University regulations and how to reference appropriately, see:

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<https://www.auckland.ac.nz/en/about/teaching-learning/academic-integrity/tl-about-academic-integrity.html>.

This webpage provides links and information about various aspects of academic integrity: sources of information and advice (e.g. Referen@ite) as well as University regulations (the Student Academic Conduct Statute), and Turnitin.

All students entering the University are required to complete the **Academic Integrity Module**.

### **Students with Impairments**

STUDENTS WITH IMPAIRMENTS are asked to discuss privately with the course convenor (face-to-face and/or by email) any impairment-related requirements regarding delivery of course content or course assessments. Please contact John ([j.tomlins@auckland.ac.nz](mailto:j.tomlins@auckland.ac.nz)) as soon as possible if you have any impairment-related needs.

#### **Academic English Studies Policy: Third Party Assistance**

**As you are being partly assessed on your understanding and use of the English language, you are not permitted to have assistance with writing or re-writing all or any part of your assessed work by third parties. Examples of "third parties" are: fellow students, friends, parents, Student Learning Services/ELE staff, and professional editing services. This applies for the duration of this course.**



### Course Facebook Page

If students in any course wish to set up a Facebook page for the course or to use any other form of ICT, they need to be aware that the University of Auckland Information and Communications Technology (ICT) Statute sets out rules governing use of any ICT hardware or software at or for University activities. It forbids using ICT “to store, display or communicate files containing any text, image that is deceptive or misleading, is abusive or defamatory, contravenes anyone’s privacy or that reproduces all or part of any work in breach of the Copyright Act 1994”. The Statute refers students to the relevant University Disciplinary Statute and the penalties that may apply. It can be found at:  
<https://policies.auckland.ac.nz/student-undergraduate.aspx>

### DELNA services

If your academic English skills are keeping you from performing well in your courses, you should know that there is help available and that it will not cost you anything. DELNA is a free check of your academic English language skills. Your results will not exclude you from courses you are already enrolled in and will not appear on your official academic record. The process begins with a computer-based screening, which may reveal that you need to do a diagnosis. Do this as soon as you can. The diagnosis will give you a finer language profile of your listening, reading and writing skills. You will then be able to discuss these results with a friendly language adviser who will advise the best language enrichment for you on campus. This will put you on track to achieving better academic results!

Note: You only need to do the DELNA screening ONCE (NOT for each course). You will be emailed your results and your faculty will be informed that you have completed this assessment.

### DELNA (Diagnostic English Language Needs Assessment)

Rooms 419, 421, and 425

ARTS, 1 Building 206

T. 3737599 x 88947 / 82427

[delna@auckland.ac.nz](mailto:delna@auckland.ac.nz)

[www.delna.auckland.ac.nz](http://www.delna.auckland.ac.nz)