

## University of Houston-Downtown

**Course Prefix, Number, and Title:** ENG 1306: Workplace Presentations

**Credits/Lecture/Lab Hours:** 3/3/0

**Foundational Component Area:** Component Area Option-Oral Communication Focus

**Prerequisites:** None

**Co-requisites:** None

**Course Description:** This course teaches students to recognize, understand, and perform effective communication in settings common to business and the professions. Students will learn how to research, compose, deliver and critique multimodal presentations that are common in the workplace,

**TCCNS Number:** N/A

**Demonstration of Core Objectives within the Course:**

| <b>Assigned Core Objective</b>     | <b>Learning Outcome Students will be able to:</b>   | <b>Instructional strategy or content used to achieve the outcome</b>   | <b>Method by which students' mastery of this outcome will be evaluated</b>  |
|------------------------------------|---|--|---|
| Critical Thinking<br>Communication | Prepare an outline and text for presentations in which there is a clear thesis; an engaging introduction; multiple, focused supporting points; a logical and effective organization of ideas; and a conclusion that opens up the argument to wider application. | Through teacher lectures and team activities, students will learn invention strategies for identifying potential presentation topics.<br><br>The teacher will present model outlines to demonstrate strategies for drafting and revising comprehensive outlines. | Culminating assignments:<br><br>Presentation outline for technical presentation and presentation outline for proposal presentation. |
| Critical Thinking<br>Communication | Use and cite sources appropriately.   | Direct instruction will teach students how to use and cite sources appropriately. The instructor will identify secondary sources and demonstrate how to cite the sources.  | Culminating assignments:<br><br>Source annotations for technical presentation and source annotations for proposal presentation.     |
| Critical Thinking                  | Use research and analysis to  | Through teacher lectures and   | Culminating   |

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| <p>Communication</p>                       | <p>develop an oral presentation.</p>  | <p>team activities, students will learn purposes and methods for research, research strategies, ways to gather appropriate data including primary and secondary sources, and selection and synthesis of sources</p> <p>Reading assignments and in-class instruction will cover topics such as conventions of oral communication, writing for oral situations, fundamentals of rhetoric, invention (determining your message), arrangement and style.</p> | <p>assignments:<br/>multimodal technical presentation, technical presentation source annotations, proposal presentation source annotations and multimodal proposal presentation.</p> |
| <p>Critical Thinking<br/>Communication</p> | <p>Use non-verbal communication (gestures, dress, eye content, visuals etc.) to reinforce communications and engage the audience.</p> | <p>Reading assignments on delivery and non-verbal communication including topics such as memory, delivery, and situational presence. Peer reviewed rehearsals of draft presentations. Instructors and peers will provide students with feedback on the non-verbal aspects of their delivery at least eight times in a semester: one time for the rehearsal of each speech in peer groups, and one time for each of the four graded speeches.</p>         | <p>Culminating assignments:<br/>multimodal technical presentation and multimodal proposal presentation.</p>  |
| <p>Critical Thinking<br/>Communication</p> | <p>Assess the impact of oral and visual communication during presentations and provide feedback.</p>                                  | <p>Through lecture and team activities, students will learn how to interpret and apply criteria from rubrics to evaluate oral and visual presentations. Students will be taught to use audience and teacher feedback to make appropriate revisions in final presentations.</p>   | <p>Culminating assignments: technical presentation written peer assessment and written proposal presentation.</p>  |
| <p>Critical Thinking</p>                   | <p>Use active listening to respond to questions,</p>  | <p>Direct instruction will teach students how to conduct post-</p>   | <p>Culminating assignments:</p>  |

|                               |  |   |  |
|-------------------------------|--|---|--|
| Communication                 | summarize, clarify and facilitate understanding.   | presentation Q&A. The instructor will model listening and response strategies during regular class discussions to show students the appropriate moments for responding to a speaker and the standards for dialogue in a professional setting.   | multimodal technical presentation, technical presentation written peer assessment, multimodal proposal presentation, and proposal presentation written peer assessment.  |
| Critical Thinking<br>Teamwork | Identify strategies for presenting in alternative delivery situations, such as, culturally diverse audiences, teams, and distance presentations. | Through lectures, readings, and class discussion, instructors teach students how to analyze culturally diverse audiences; through solo and team exercises, instructors teach students multimodal presentation methods.  | Culminating assignments: multimodal technical presentation, technical presentation cover page, technical presentation written peer assessment, multimodal proposal presentation, proposal presentation cover page and proposal presentation written peer assessment.                 |
| Personal Responsibility       | Connect choices, actions, and consequences to ethical decision-making.   | Through reading and solo/team exercises, instructors will teach the ethical dimensions of participation in a democratic society.<br>Through instruction, tests, and/or exercises, instructors will teach students how to use sources according to the standards of American higher education.<br>Instructors will model ethical strategies for engaging in public dialogue about difficult differences. | Culminating assignments: multimodal technical presentation, technical presentation source annotations, written technical presentation peer assessment, multimodal proposal presentation, proposal presentation source annotations and written proposal presentation peer assessment. |

**Additional Course Outcomes:** N/A

**Course Outline:**

- The roll of communications in business and the professions
- Meanings are not inherent, they are applied
- Listening and feedback in organizational relationships
- Individual application survey of listening skills and a plan for improvement

- Preparing and delivering presentations
- Technical presentations
- The structure in professional writing
- Multimodal technical presentations
- Technical presentation thesis development and rough draft/outline
- Strategies for locating and assessing secondary sources
- Credible sources
- Boolean search
- Summarizing and integrating secondary sources
- Source annotations
- Creating and using visual aids
- Critiquing and improving visual images
- Microsoft PowerPoint tutorial
- Peer assessment
- Developing Proposal Presentations
- Multimodal proposal presentation
- Proposal presentation thesis, rough draft and outline
- Considering audience feedback
- Audience analysis
- The persuasive proposal
- The structure of persuasion
- Ethics and professional persuasive communications
- Developing the client-centered message

**Grading/Course Content which Demonstrates Student Achievement of Core Objectives:**

| Course Grade | A: 90-100                                | B: 80-89 | C: 70-79 | D: 60-69                         | F: 0-59 |
|--------------|--|----------|----------|----------------------------------|---------|
|              | <b>ASSESSMENTS</b>                       |          |          | <b>POINTS</b>                    |         |
|              | <b>Project 1: Technical presentation</b> |          |          | <b>40 points possible</b>        |         |
|              |  |          |          | 5                                |         |
|              |  |          |          | 5                                |         |
|              |  |          |          | 10                               |         |
|              |  |          |          | 5                                |         |
|              |  |          |          | 5                                |         |
|              |  |          |          | 10                               |         |
|              | <b>Project 2: Proposal presentation</b>  |          |          | <b>60 points possible</b>        |         |
|              |  |          |          | 10                               |         |
|              |  |          |          | 10                               |         |
|              |  |          |          | 10                               |         |
|              |  |          |          | 5                                |         |
|              |  |          |          | 5                                |         |
|              |  |          |          | 20                               |         |
|              |  |          |          | <b>100 total points possible</b> |         |