COURSE DESCRIPTION CARD - SYLLABUS

Course name
Effective Presentations in English [S2TCh2E-KiN>UEPwJA]

Course

Field of study
Chemical Technology

Year/Semester
1/1

Area of study (specialization)
Composites and Nanomaterials

Profile of study
general academic

Level of study
second-cycle

Course offered in
English

Form of study
full-time

Requirements
elective

Number of hours

Lecture
0

Laboratory classes
0

Other
0

Tutorials
30

Projects/seminars
0

Number of credit points

2,00

Coordinators

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Lecturers

Prerequisites

Language competence sufficient to understand the content presented during classes and to interact with students and the lecturer (B2 level according to the CEFR). Familiarity with the basic principles and forms of presentations and public speaking. Ability to search for information related to the topic of the presentation and to use appropriate sources.

Course objective

- preparing the student to communicate and professionally present a chosen topic to an audience, either as an individual presentation or as part of a group project - ability to prepare and deliver a presentation or public speech with multimedia elements - be familiar with the structure of a presentation or public speech - ability to deliver an oral presentation tailored to a specific audience - ability to work independently and as part of a team - presenting the chosen topic clearly and effectively

Course-related learning outcomes

Knowledge:
1. The student should know the structure of the presentation and public speech (taking into account the division into individual parts).
2. The student should know the rules of time relation while presenting the topic.
3. The student knows that formal language should be used during the presentation, taking into account the appropriate diction, articulation, tempo and loudness.
4. The student knows that the basic principle of public speaking is to establish a relationship with the audience.
5. The student understands the need for scientific credibility of the presented theses, confirmed by research results.
6. The student knows that body language plays an important role in presentations and public speeches.
7. The student should know the principles of designing and competent use of audiovisual aids.

Skills:
1. The student is able to use information and communication techniques appropriate for the implementation of tasks.
2. The student is able to obtain information from literature, databases and other properly selected sources; is able to integrate the obtained information, interpret it, draw conclusions and formulate and justify opinions.
3. The student has mastered the ability to communicate in a foreign language.
4. The student is able to give a presentation taking into account the division into individual parts.
5. The student is able to monitor the time while presenting the topic.
6. The student uses formal language, taking into account the appropriate diction, articulation, tempo, volume.
7. The student is able to establish a relationship with the audience during public speeches.
8. The student presents theses that are credible and confirmed by the results of scientific research.
9. The student is able to use body language appropriately.
10. The student is able to design and competently use audiovisual aids.

Social competences:
1. The student has the ability to adapt to new and changing circumstances, is able to define priorities in the implementation of tasks defined by himself and others, acting, among others, in the public interest.
2. The student is responsible for the reliability of the results of their work and their interpretation.
3. The student understands the need to protect copyrights and the principles of professional ethics.
4. Studnet is communicative in media presentations.
5. The student has the ability to critically evaluate the results of his own work.

Methods for verifying learning outcomes and assessment criteria
Learning outcomes presented above are verified as follows:

The knowledge acquired during the course is assessed through:

- oral examination of the understanding of the principles of effective presentations and public speaking

- evaluation of the delivered presentation/public speech or group project

- attendance, participation, and engagement – 30%
- delivery of an individual presentation or participation in a group project – 60%
- preparation of an outline – 10%

Programme content

Issues concerning communicative and professional presentation of a
selected issue for a group of students in the form of an individual presentation or a group project.

Course topics

Students will learn how to prepare and deliver presentations and public speeches, taking into account the following principles:

- structure of the speech (introduction, body, conclusion)
- relevance of the content to the topic
- logical and linguistic coherence between different parts of the speech
- delivery with appropriate pace, volume, diction, and articulation
- expressiveness and dynamism in speech
- formal style of public speaking
- establishing contact with the audience
- credibility of the content based on scientific research
- use of body language and persuasive techniques in audience interaction
- skilled and professional design of audiovisual aids

Teaching methods

1. Individual and group presentations
2. Video recording analysis
3. Case studies
4. Diction and breathing exercises
5. Simulations and communication games
6. Pair and group work (peer feedback)
7. Mini-lectures and theoretical presentations
8. Debates and impromptu speeches
9. Individual consultations
10. Written reflections and self-analysis

Bibliography

Basic:
1. Szczuka-Dorna L, Vendome E., 2017. Introduction to Interpersonal Communication, Poznań Publishing House of Poznan University of Technology.
2. Comfort, J. 2008. Effective presentations. Oxford University Press.
3. De Vito, J.A. 2013. The Essentials of Human Communication. Pearson.
4.Hogan, K. 2014. Nauka perswazji - czyli jak w 8 minut postawić na swoim. Rebis.
5.Morreale, S.P. et al. 2008. Komunikacja między ludźmi. PWN
6. McKey, M. et al. 2010. Sztuka skutecznego porozumiewania się. GWP
7. Cialdini, R. 2010. Wywieranie wpływu na ludzi. GWP
8. Gawin, D., et al. 2014. Sztuka debaty. Instytut Kultury Miejskiej
9. Beck, G. 2007. Podręcznik manipulacji - zakazana retoryka. Helion
10. Gesteland R. Richard, 2001. Cross-Cultural Business Behaviour, Copenhagen Business School Press
11. Spencer-OateyH.,Franklin P., 2009. Intercultural Interaction. A Multidisciplinary Approach to Intercultural Communication, Palgrave Macmillan

Additional:
Reynolds, S., Valentine, D. 2006. Guide for Internationals. Culture, Communication and ESL. Pearson
Stringer, D.M., Cassiday, A. 2009. 52 Activities for Improving Cross-Cultural Communication. Intercultural Press
Gibson, R. 2008. Intercultural Business Communication. Berlin Cornelsen
Spencer-Oatey, H., Franklin, P. 2009. Intrtcultural Interaction. Palgrave MacMilan

Breakdown of average student's workload

	Hours	ECTS
Total workload	50	2,00
Classes requiring direct contact with the teacher	30	1,00
Student's own work (literature studies, preparation for laboratory classes/ tutorials, preparation for tests/exam, project preparation)	20	1,00