



## 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 (e.g. online)

0

Tutorials

30

Projects/seminars

0

### Number of credit points

2,00

### Coordinators

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### Lecturers

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### Prerequisites

Linguistic competence that allows you to understand the content presented in the classes and to interact with students and the lecturer (B2 according to CEFR). The student knows the basic principles and forms of presentations and public speeches. The student knows how to prepare a multimedia presentation or public oral statement. The student has the ability to search for information on the topic of the presentation and use appropriate sources. The student is able to prepare the structure of a presentation or public speech. The student is able to formulate an oral statement for a group of listeners. Ability to work independently and in a team. The student understands the purpose and is prepared to present the presented topic in a clear and communicative way.

### Course objective

The aim of the course is to prepare the student for 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-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. Student 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:

PQF code    Methods for verification of learning outcomes    Assessment criteria

The knowledge acquired during the classes is verified by:

- an oral form of checking the knowledge of the principles of preparing an effective presentation and public speaking
- evaluation of the presented presentation/public speech/group project

Presence, activity and commitment - 30%    30%

Delivering an individual presentation or participating in a 60%  
group project - 60%

Preparation of the handout - 10%    10%

### Programme content

Students will learn the forms of preparing and delivering presentations and public speeches, taking into account the following principles:

- statement organization system (introduction, development, conclusion)
- relevance of the presented content to the topic
- logical and linguistic linking of individual parts of an utterance
- delivering a presentation with appropriate pace, volume, diction and articulation
- expression and dynamics of speech

- formal style of public speaking
- establishing contact with listeners
- credibility of the presented content based on the results of scientific research
- the use of body language and social engineering in contact with the audience
- skilful and professional design of audiovisual aids

## Teaching methods

Search methods (independent research)

- practical methods: practice method, demonstration method

Exposure methods

- show
- drama

## 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-Oatey H., 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. Intercultural Interaction. Palgrave MacMillan

## 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