Advanced Technical Presentation
Course Syllabus

Course Description

In this course, students will develop the oral presentation skills needed to present scientific and technical research findings in their specialist field to an international conference audience. The course will be divided into four parts. In the first part of the course, there will be general discussion on the macro level aspects of oral presentations that need to be considered during the preparation process. These include purpose, intended audience, organization, flow, style, and delivery. There will also be a discussion on the problems associated with presentation Q&A and effective strategies to deal with these. In the second part of the course, there will be a short tutorial on how presentation software applications can be effectively used to explain the background, methods, results, and conclusions of scientific and engineering studies. In the third part of the course, students will be required to prepare and then give an oral presentation introducing the background to their current research. Students in the audience will be required to ask questions during the question time session, and submit a report on their impressions of the presentation and areas they think could be improved. Following a similar procedure, in part four of the course, students will be required to prepare and give a more complete presentation on the findings of their research similar to that given at an international conference. As in part three, students in the audience will be required to ask questions and submit an evaluation report. After each set of presentations, there will be a general discussion and feedback session that highlights problems and areas for improvement.

Course Goals

- understand the importance of presentations and their inherent problems
- control nerves and deliver a presentation with confidence and authority
- design clear and attractive visual aids
- use popular presentation software packages
- identify the audience, purpose, organization, flow, style, and delivery of presentations
- deliver a presentation from a prepared speech or notes with comprehensible pronunciation and intonation
- use natural-sounding linking phrases and expressions when navigating and explaining presentation content
- understand how to deal with questions from the audience
- learn how to cite and reference presentation resources and data

Reference Book

Anthony, L. (2010) *Presenting Research in Science and Engineering* (2nd Edition).
DTP Publishing, Tokyo, Japan.

Grading

Students will be evaluated based on a portfolio of work comprising of:

1) Materials used to prepare a presentation on a general topic in the student's field.

2) PowerPoint file for the presentation on a general topic in the student's field.

3) Materials used to prepare a presentation on a specific topic in the student's field.

4) PowerPoint file for the presentation on a specific topic in in the student's field.

5) Evaluation reports for other students' presentations.

Course Schedule

Week 1	(1) General Introduction: Aims of course. Evaluation procedure. (2) Overview of Oral Presentations: Importance of oral presentations. Types of oral presentations. Differences between Japanese and English presentations. (3) Introductory-Presentation: Experiencing the problems of talking in front of people (4) Introductory-Presentation: Understanding body language
Week 2	Considerations when preparing an oral presentation - audience, purpose, organization
Week 3	Considerations when preparing an oral presentation - organization, style, flow, delivery
Week 4	(1) Introduction to presentation software (PowerPoint) (2) Slide design in PowerPoint (mastering the master slide) (3) Navigating slides in PowerPoint
Week 5	(1)Overview of Presentation One - Background to current research. (2)General design and format for Presentation One. (3)Guidelines for preparing presentations and completing evaluation reports.
Week 6	Presentation One (session 1) - Background to current research (5 minute presentation, 2 minute question/answer session)
Week 7	Presentation One (session 2) - Background to current research (5 minute presentation, 2 minute question/answer session)
Week 8	Presentation One discussion and feedback.
Week 9	Language of presentations (1) Explaining the Title/Outline/Introduction/Conclusion sections of a presentation
Week 10	Language of presentations (2) Explaining science and engineering methods/processes
Week 11	Language of presentations (3) Explaining data in the form of figures/tables
Week 12	Language of presentations (4) Understanding and answering questions from the audience
Week 13	(1) Overview of Presentation Two - Findings of current research (2) General design and format for Presentation Two. (3) Guidelines for preparing presentations and completing evaluation reports. (4) Group Work
Week 14	Presentation Two (session 1) - Findings of current research (8 minute presentation, 2 minute question/answer session)
Week 15	Presentation Two (session 2) - Findings of current research (8 minute presentation, 2 minute question/answer session)

Other

① Students are required to work individually or in groups, and give a series presentations of increasing sophistication in English during the span of the course. Students are also required to evaluate and submit reports on the presentations of other students in the class. Therefore, attendance and participation are an integral part of the course.

② A basic tutorial on the use of presentation software (Microsoft PowerPoint) will be given, although prior knowledge of such software is desired.

Presentation Grading Rubric

Goal	Weight	Criterion	Pres. 1	Pres. 2
Audience	2	The content fully or mostly addresses the interests and/or needs of the audience.		
	1	The content partially addresses the interests and/or needs of the audience. Some concepts and/or terms are unexplained.		
	0	The content rarely or does not address the interests and/or needs of the audience. Many concepts and/or terms are un explained.		
Purpose	2	The purpose fully or mostly matches the description of the presentation as outlined in the course description.		
	1	The purpose partially matches the description of the presentation as outlined in the course description.		
	0	The purpose rarely or does not match the description of the presentation as outlined in the course description.		
Organization	2	The presentation fully or mostly follows a logical sequence, using standard macro/micro organization patterns.		
	1	The presentation partially follows a logical sequence. Some sections of the presentation seem unrelated to those before or after.		
	0	The presentation rarely or does not follow a logical sequence. Many sections of the presentation seem unrelated to those before or after.		
Flow	2	The presenter fully uses linking expressions and software navigation techniques to guide the audience through the presentation content.		
	1	The presenter partially uses linking expressions and software navigation techniques to guide the audience through the presentation content. Occasionally, the audience will experience confusion regarding the positioning and/or nature of the content being explained.		
	0	The presenter rarely or does not use linking expressions and software navigation techniques to guide the audience through the presentation content. Frequency, the audience will experience confusion regarding the positioning and/or nature of the content being explained.		
Style	2	The presenter fully or mostly adopts a semi-formal, natural sounding, presentation style.		
	1	The presenter sometimes uses an overly formal or presentation style.		
	0	The presenter often uses an overly formal or presentation style.		
Referencing	2	The presenter fully or mostly cites and references source material verbally and/or in slides.		
	1	The presenter partially cites and references source material verbally and/or in slides. Some noticeable citations and/or references are absent.		
	0	The presenter rarely or does not cite and references source material verbally and/or in slides. Many noticeable citations and/or references are absent.		
Delivery (language, grammar)	2	The presenter fully or mostly uses correct language and grammar expressions.		
	1	The presenter partially uses correct language and grammar expressions. Some language/grammar mistakes result in confusion about important aspects of the presentation content.		
	0	The presenter rarely or does not use correct language and grammar expressions. Many language/grammar mistakes result in confusion about important aspects of the presentation content.		
Delivery (slide language/ grammar)	2	Slides are fully spell and grammar checked, and exhibit many good examples of parallelism.		
	1	Slides are partially spell and grammar checked, and exhibit several good examples of parallelism. Some noticeable errors remain that could be detected using standard software tools and/or strategies explained in class.		
	0	Slides are rarely or not spell and grammar checked, and they exhibit few or no good examples of parallelism. Many noticeable errors remain that could be detected using standard software tools and/or strategies explained in class.		
Delivery (text/graphics)	2	Slides fully or mostly demonstrate an effective use text, graphics, and whitespace. All visuals can be easily viewed by the audience.		
	1	Slides partially demonstrate an effective use text, graphics, and whitespace. Some important visuals cannot be easily viewed by the audience.		
	0	Slides rarely or do not demonstrate an effective use text, graphics, and whitespace. Many important visuals cannot be easily viewed by the audience.		
Delivery (eye contact, body language)	2	The presenter fully or mostly displays confidence and authority through good eye contact and body language, resulting in an engaging presentation for the audience.		
	1	The presenter partially displays confidence and authority through good eye contact and body language. At several key points in the presentation, the audience may doubt the confidence and/or authority of the presenter through lack of eye contact and/or body language		
	0	The presenter rarely or does not display confidence and authority through good eye contact and body language. At many key points in the presentation, the audience may doubt the confidence and/or authority of the presenter through lack of eye contact and/or body language.		
Delivery (voice projection)	2	The presenter fully or mostly displays confidence and authority through good voice projection, resulting in an engaging presentation for the audience.		
	1	The presenter partially displays confidence and authority through good voice projection. At several key points in the presentation, the audience may doubt the confidence and/or authority of the presenter through lack of voice projection.		
	0	The presenter rarely or does not display confidence and authority through voice projection. At many key points in the presentation, the audience may doubt the confidence and/or authority of the presenter through lack of voice projection.		

Delivery (pronunciation)	2	The presenter fully or mostly speaks with a pronunciation that is comprehensible to an international audience.
	1	The presenter partially speaks with a pronunciation that is comprehensible to an international audience. Some important words/expression cannot be easily understood by the audience.
	0	The presenter rarely or does not speak with a pronunciation that is comprehensible to an international audience. Many important words/expression cannot be easily understood by the audience.
Q&A	3	The presenter fully handles questions with confidence and authority.
	2	The presenter mostly handles questions with confidence and authority. An occasional question is not understood and/or is answered in a way that is confusing to the audience.
	1	The presenter partially handles questions with confidence and authority. Some questions are not understood and/or are answered in a way that is confusing to the audience.
	0	The presenter rarely or never handles questions with confidence and authority. Many questions are not understood and/or are answered in a way that is confusing to the audience.
Timing	3	The presenter finishes the presentation in or around the allocated time, allowing for questions in the Q&A session.
	2	The presenter finishes the presentation a little early or a little late, causing the Q&A to be extended or shortened by 30% of the allocated time.
	1	The presenter finishes the presentation a little early or a little late, causing the Q&A to be extended or shortened by 50% of the allocated time.
	0	The presenter finishes the presentation a little early or a little late, causing the Q&A to be extended or shortened by 70% or more of the allocated time.

"fully or mostly" = 80-100% of time, "partially" = 50-79% of time, "rarely or does not"=0-49% of time