



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Academic Presentations in English / Akademiniai pranešimai anglų kalba	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Assist. Prof. Dr Justina Urbonaitė	Department of English Philology

Study cycle	Type of the course unit (module)
BA	Compulsory

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Lectures and seminars	Autumn semester	English

Requirements for students	
Prerequisites: English B1.2-B2	Additional requirements (if any):

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5	130	48	82

Purpose of the course unit (module): programme competences to be developed

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
<p><i>Learning outcomes resulting from the generic competences:</i> students will acquire the knowledge of information technologies; they will develop capability to organize their work autonomously as well as keep track of deadlines and time; they will acquire ability to advance systematically in academic work as well as to evaluate personal achievements properly.</p> <p><i>Learning outcomes resulting from the subject-specific competences:</i> students will obtain the theoretical and practical knowledge of the main types of academic presentations; they will be able to conduct research for, plan, and deliver informative and argumentative/persuasive academic presentations in English and make effective use of visual aids designed in compliance with the requirements of academic integrity; they will be able to employ different patterns of content organisation in academic presentations; they will be able to handle questions professionally and engage in discussion; they will be able to evaluate and provide constructive criticism and feedback on peer presentations.</p>	<p>Flipped classroom, blended learning, group and pair discussion, practical assignments, analysing, preparing and delivering presentations, assessing peer performance, provision and reception of constructive feedback, self-reflection, reading and analysing theoretical resources and other study materials, independent work.</p>	<p>Cumulative assessment: preparation, practice and delivery of academic presentations, written assignments, collaborative assessment (provision of constructive feedback on peer presentations)</p>

The purpose of the course unit is to develop the students' communicative competences in English as well other generic and subject-specific competences of the study programme.

Generic competences:

- analytical, critical, and logical thinking;
- decision-making and problem-solving;
- academic integrity and professional ethics;
- quality orientation;
- ability to use IT skills;
- ability to retrieve and handle information from a variety of sources;
- ability to work autonomously, design strategies, manage time and meet deadlines;
- ability to engage in discussions and develop oral communication;

Subject-specific competences:

- ability to understand and differentiate between different types of presentations to be conducted in academic settings;
- ability to understand the principles underlying the structure and delivery of different types of research-based presentations, focusing on *informative* and *argumentative/persuasive* discourse;
- ability to conduct research for, plan, prepare and deliver research-based presentations;
- ability to understand, recognise and employ different patterns of content organisation in academic presentations;
- ability to adhere to the principles of academic integrity in preparing for a presentation, designing visual aids delivering academic presentations in English;
- ability to design and use visual aids for presentations made in academic settings and to meet the needs of different types of audience members;
- ability to use English that is appropriate and effective for presentation settings and audience;
- ability to understand, analyse and effectively use non-verbal communication in presentations;
- ability to handle questions professionally and engage in discussion following the delivery of an academic presentation;
- ability to actively listen to peer presentations and provide constructive criticism and feedback based on explicit evaluation criteria.

Content: breakdown of the topics	Contact hours							Self-study work: time and assignments	
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work placement	Contact hours	Self-study hours	Assignments, references to study materials
Introduction to the course content, requirements, assessment scheme and overview of the course plan.			2						Homework assignment Preparing a self-introduction speech
Developing formal presentation skills: Students' delivery of a clearly-structured self-introduction speech.			2					4	Study materials: [optional] Hamilton (2015: 4, 6)
Psychology of presenting. Strategies of handling speaker anxiety.			2					4	Study materials: [obligatory] DiResta (2019: Chapter 3) [optional] Hamilton (2015: 25–43) [optional] Van Emden & Becker (2004: 29–32) [optional] Alley (2013: 259–264)
Research skills in academic presentations. Avoiding plagiarism. Presenting data from textbooks, journal articles, chapters of books, edited volumes, online resources, etc. Citing, paraphrasing and referencing.			4					6	Study materials: [obligatory] Katkuvienė & Šeškauskienė (2006: 39-44; 50-52). [obligatory] Pecorari (2008: 4) [obligatory] Gibaldi (2009: 56–61) [optional] Hamilton (2015: 72-77; 130-131). [optional] Davis (2005: 123–127)

Types of (student) presentations delivered in academic settings. Planning an informative academic presentation. Developing and preparing the opening and closing, techniques to make them more attention-grabbing and memorable.	1		4					6	Study materials: [obligatory] Williams (2008: 9–16; 24–25; 30–32) [obligatory] Powell (2010: 6–9) [obligatory] Davis (2005: 35–49) [optional] Alley (2013: 49–58; 69–78) [optional] Hamilton (2015: 123–132; 220–246)
									[optional] Van Emden & Becker (2004: 63–76)
Structure of an informative speech, content and its clarity, structuring. The language of presentations.			1					4	Study materials: [obligatory] Williams (2008: 17–20) [obligatory] Comfort (2001: 18–23; 24–27) [optional] DiResta (2019: Chapter 6)
Extra-linguistic factors in presentations. Body language, effective delivery.			1					6	Study materials: [obligatory] Alley (2013: 229–258) [obligatory] Hamilton (2015: 189–215) [obligatory] DiResta (2019: Chapter 2) [optional] Davis (2005: 151 – 161) [optional] Powell (2010: 26–29)
Visual aids: principles of design and interaction during delivery. Advantages, disadvantages of using downloadable templates.	1		2					6	Study materials: [obligatory] Williams (2008: 36–40) [obligatory] Davis (2005: 163–173) [optional] Alley (2013: 105–212) [optional] Hamilton (2015: 156-160; 174–186) [optional] Duarte (2008) [HW1] Homework assignment: Preparing an extended outline of the informative presentation on a chosen topic.
Handling questions and holding a discussion after a presentation: useful techniques.			2					6	Study materials: [obligatory] Williams (2008: 88–94) [obligatory] Davis (2005: 146–148) [obligatory] Comfort (2001: 44–49) [optional] Alley (2013: 364–268) [optional] DiResta (2019: Chapter 10)
Students' delivery of <i>informative academic presentations</i> (Test I)			10					16	Homework assignment: Preparing an informative presentation to be delivered in class.
Argumentative/persuasive discourse; principles of rhetoric: LOGOS, ETHOS, PATHOS. Structure of a persuasive academic presentation. Elements of an argument. Types of evidence to support arguments and its effective presentation.	2		4					4	Study materials: [obligatory] Hamilton (2015: 57–59; 247-278). [optional] Alley (2013: 89-104) [optional] DiResta (2019: Chapter 7)
Organisational patterns in persuasive presentations. Researching, planning and structuring a persuasive speech.			2					4	Study materials: [obligatory] Hamilton (2015: 134–135; 279–282) [HW2] Homework assignment: Preparing an extended outline of the persuasive presentation on a chosen topic.
Preparing an argumentative/persuasive presentation to be delivered in class,								16	Homework assignment: preparing an argumentative/persuasive presentation to be delivered in class.

Students' delivery of <i>argumentative/persuasive academic presentations</i> (Test II)			8						
Total	4		44					82	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Cumulative assessment			

Test I, Test II, Active participation and work-in-progress	40%	Test I (middle of semester)	<p>Test I (orally) (40% of the course grade):</p> <p>Preparing and delivering an <i>informative academic presentation</i>.</p> <p>The presentation is assessed based on the following criteria:</p> <ul style="list-style-type: none"> • Research quality and academic integrity [40%] • Content structure and organisation [15%] • Delivery and language use [15%] • Design and use of visual aids [15%] • Formal requirements [15%]
	40%	Test II (end of semester)	<p>Test II (orally) (40% of the course grade):</p> <p>Preparing and delivering an <i>argumentative/persuasive academic presentation</i>.</p> <p>The presentation is assessed based on the following criteria:</p> <ul style="list-style-type: none"> • Research quality and academic integrity [20%] • Construction of arguments [20%] • Organisation and application of a relevant persuasive pattern [15%] • Delivery and language use [10%] • Design and use of visual aids [10%] • Handling questions and discussion [15%] • Formal requirements [10%]
	5%	Week 2	<ul style="list-style-type: none"> • Delivering self-introduction speech (orally) [Seminar 2]
	5%	One week before Test I	<ul style="list-style-type: none"> • Submitting an extended outline of the informative presentation (in writing) [HW1 above]
	5%	One week before Test II	<ul style="list-style-type: none"> • Submitting an extended outline of the persuasive presentation (in writing) [HW2 above]
	5%	During Test I and Test II	<ul style="list-style-type: none"> • Provision of constructive feedback in collaborative assessment (in writing) [during the seminars devoted to the delivery of student presentations]

Use of Vilnius University electronic learning system

All of the texts, compulsory and optional study materials, handouts and other relevant course materials will be made available on the webpage of Vilnius University Virtual Learning Environment (VLE) at <https://emokymai.vu.lt>. It is students' responsibility to refer to the course website on a regular basis to be able to access course materials and submit assignments as requested. Unless indicated otherwise by the course instructor, all home assignments must be uploaded in due time on the course website. Schedules of Test I and Test II will be announced on the course website in advance and it is students' responsibility to get familiar with the dates that their presentation is due and to be present on the assigned date.

Academic integrity

All assignments must be completed independently by the students complying with the requirements of academic conventions of fair citing, paraphrasing and referencing. In accordance with the university regulations (see article 53.2 of Study Regulations of Vilnius University ()), a student who commits an act of academic dishonesty (such as plagiarism or any other form of cheating) shall receive a failing grade on the work in which the dishonesty occurred. In addition, any act of academic dishonesty shall result in the failure of the whole module and the student who has committed the act may be subject to the dismissal from the University.

Lateness of task completion

All of the mandatory assignments (Tests) are obligatory for all the students and are carried out only once. The course instructor informs the students beforehand about the time and date of the assessed assignments. In the case of missed classes, it is the student's responsibility to find out the time and the requirements of relevant tasks and to complete them until the set deadline.

Failing to show up for the presentation or any other mandatory in-class task at the assigned time with no justifiable reason results in failing the task (marked 0) with no chance of make-up. To be able to make up for the missed assignment, the student is fully responsible for notifying the course instructor of his/her absence and provide a justifiable reason for it. All documentation must be submitted to the Studies Division of the Dean's Office which will then notify the course instructor of the justified absence. In the case of illness or other justifiable absences, make-up time will be allowed either at the end of the semester or an allocated time during the examination session.

Requirements for passing the course

To get a passing grade for the module, students must get a positive grade (4.5 and above) for the course.

Final grade calculation policy

The final assessment is based on a cumulative grade which is calculated in accordance with the proportions established in the description of this course unit (module) (see Section on Assessment Strategy above). The scores granted for each mandatory assignment (Test) are not rounded up or down. Only the sum of the grades of all mandatory assignments (with the proportions established in the description above) is rounded.

Attendance policy

Students' attendance and consistent participation during seminars and completion of all in-class and homework assignments is expected and recommended. Students attendance on the date that their presentation is due is mandatory and can only be justified by valid documentation (medical documents, etc.).

Course policy regarding the use of electronic devices in class

The usage of electronic devices (laptops, tablets, cell phones, smartphones, e-readers, music players, etc.) during class is only allowed for study and research purposes, when it is required for in-class activities (assigned by the course instructor). All the electronic devices must be put away at all times to facilitate the study process for all participants and to maintain favourable learning environment. Taking photos, videos and making sound recordings in class are forbidden, unless instructed otherwise by the professor or unless students provide documents which outline the requirements for necessary accommodations of the use of electronic devices due to disability or other diagnosed health issues.

List of the learning and teaching resources

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
Compulsory reading				
Alley, M.	2013	<i>The Craft of Scientific Presentations: critical steps to succeed and critical errors to avoid.</i>	2 nd edition	New York: Springer
Comfort, J.	2001	<i>Effective Presentations</i>		Oxford: OUP
Davis, M.	2005	<i>Scientific Papers and Presentations</i>	2 nd edition	San Diego: Academic Press
DiResta, D.	2018	<i>Knockout Presentations</i>		Worcester: Chandler House Press
Duarte, N.	2008	<i>Slide:ology: the art and science of creating great presentations</i>		Beijing: O'Reilly
Gibaldi, J.	2009	<i>MLA Handbook for Writers of Research Papers</i>	7 th edition	New York: The Modern Language Association of America.
Hamilton, C.	2015	<i>Essentials of Public Speaking</i>	6 th edition	Stamford: Cengage Learning
Katkuvienė, E. & I. Šeškauskienė	2006	<i>Research Matters</i>	2 nd edition	Vilnius: Vilnius University Publishing House
Pecorari, D.	2008	<i>Academic Writing and Plagiarism: A linguistic analysis</i>		London & New York: Continuum

Powell, M.	2010	<i>Dynamic Presentations</i>		Cambridge: CUP
Tench, P.	2011	<i>Transcribing the Sound of English</i>		Cambridge: CUP
van Emden J. & L. Becker	2004	<i>Presentation Skills for Students</i>		Basingstoke: Palgrave MacMillan
Williams, E. J.	2008	<i>Presentations in English</i>		Oxford: OUP

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