Speaking with Impact
LANG2068
3 credits
Pre-requisites: Either LANG1406/1407/1408/1409, or LANG1403/1404.
Co-requisites: N/A

Name of Course Coordinator: Martin Eastwood
Email of Course Coordinator: lcmeastwood@ust.hk
If you have any questions, your first point of contact should be your section instructor. Please find their email address on Canvas.
Office Hours of Course Coordinator: Available by appointment only.

Course Description

LANG2068 Speaking with Impact is an Advanced Communication (AC) course open to all students who have completed any of the pre-requisite courses.

Course objectives: a) to develop your ability to craft and deliver compelling speeches to audiences in different contexts; b) to enhance your linguistic dexterity; c) to boost your confidence in public speaking; d) to cultivate personal attributes for greater stage presence.

Course content: throughout the course you will learn various techniques for analysing an audience, improving your delivery skills (verbal and non-verbal) and persuading an audience in both online and face-to-face contexts.

Key topics:

- **Module 1: Foundations of Public Speaking**
  Includes: the basics of public speaking (audience, purpose, context, and communication process), tailoring messages to specific audiences, and strategies for speaking confidently and overcoming stage fright.
- **Module 2: Delivering Impactful Messages**
  Includes: the strategic organization and structure of concise speeches (e.g., elevator pitches), storytelling and persuasion techniques for short speeches, and the effective use of voice and body language in public speaking.
- **Module 3: Online Presentations and Persuasive Speaking**
  Includes: classical and modern approaches to rhetoric, advanced strategies for persuasion, adapting public speaking for virtual settings, and techniques for building presence on camera, including the use of visuals.
- **Module 4: Inspirational Speaking**
  Includes: strategies for influencing live audiences, advanced storytelling techniques for inspirational speeches, integrating visuals effectively, and advanced delivery techniques for compelling presentations.

Methods of instruction: active learning will be supported through interactive activities, group discussions, speech practices, and peer/instructor feedback.

Intended Learning Outcomes (ILOs)

By the end of this course, students should be able to:

1. Employ strategic persuasive techniques and rhetorical skills to construct compelling arguments and speeches.
2. Demonstrate awareness of audience by constructing content targeted to audience demographics and cultural considerations.
3. Apply verbal skills, including tone, pitch, and pacing, to improve speech clarity and engagement.
4. Utilize non-verbal communication skills to enhance the effectiveness of speech delivery.
5. Engage in, and reflect on peer learning to continuously improve one's and peers' verbal and non-verbal public speaking skills, such as vocal tone, body language and stage presence.

Assessment and Grading

This course will be assessed using criterion-referencing and grades will not be assigned using a curve.

Assessments

Assessment Task	Contribution to Overall Course grade (%)	Due date
A1: Elevator Pitch	20%	Week 6*
A2: Influencer Advocacy Video	25%	Week 9*
A3: Persuasive PechaKucha	35%	Week 13*
A4: Learning Portfolio	10%	Post-term, Week 14*
A5: Peer Evaluations	5%+5%	Weeks 7 & 13*

* Specific due dates are posted on Canvas.

Mapping of Course ILOs to Assessment Tasks

Assessed Task	Mapped ILOs	Explanation
A1: Elevator Pitch	ILO1, ILO2, ILO3, ILO4	This task assesses students' ability to tailor concise, persuasive messages to a specific audience (ILO1 + ILO2) and apply appropriate verbal (ILO3) and non-verbal (ILO4) techniques to enhance their speech delivery.
A2: Influencer Advocacy Video	ILO1, ILO2, ILO3, ILO4	This task assesses students' ability to construct a compelling speech with the use of strategic persuasive techniques (ILO1), tailor messages to a specific audience (ILO2) and apply appropriate verbal (ILO3) and non-verbal (ILO4) techniques to enhance their speech delivery.
A3: Persuasive PechaKucha		This task assesses students' ability to construct compelling arguments

	ILO1, ILO2, ILO3, ILO4	with the use of strategic persuasive techniques (IL01), tailor messages to a specific audience (ILO2) and apply appropriate verbal (ILO3) and non-verbal (ILO4) techniques to enhance their speech delivery.
A4: Learning Portfolio	ILO5	This task assesses students' ability to document their self-improvements through self-evaluation tools, peer and teacher feedback, speech practice and journaling (ILO5).
A5: Peer Evaluations	ILO5	These evaluation tasks assess students' ability to provide meaningful peer feedback on verbal and non-verbal communication techniques (ILO5).

Grading Rubrics

Detailed rubrics for each assignment are provided on Canvas. These rubrics clearly outline the criteria used for evaluation. Students can refer to these rubrics to understand how their work will be assessed.

Final Grade Descriptors

Grades	Short Description	Elaboration on subject grading description
A	Excellent Performance	Content: Demonstrates sophisticated synthesis of well-developed ideas from quality sources with skilful coherence. Communication: Uses nuanced language and non-verbal communication with sustained awareness of target audience/reader, context, purpose.
B	Good Performance	Content: Demonstrates synthesis of well-developed ideas from quality sources with effective coherence. Communication: Uses effective language and non-verbal communication with very high awareness of target audience/reader, context, purpose.
C	Satisfactory Performance	Content: Demonstrates synthesis of relevant ideas from quality sources with mostly clear coherence. Communication: Uses appropriate language and non-verbal communication with some awareness of target audience/reader, context, purpose.
D	Marginal Pass	Content: Synthesizes relevant ideas with some analysis, somewhat coherently. Ideas may be superficial, repetitive, missing or inadequate. Communication: Use some appropriate language and non-verbal communication with little awareness of target audience/reader, context, purpose. Communication is often inadequate or awkward.

F	Fail	Content: Does not synthesize, develop or organize ideas sufficiently. Ideas are very superficial, repetitive, irrelevant, inadequate, and/or lacking. Communication: limited awareness of audience, context, purpose; limited control of language.

Course AI Policy

We encourage students to utilize tools that can enhance their communication skills. Throughout the term, we will explore various GenAI tools designed to offer valuable assistance. These tools are particularly useful for guiding you in creating engaging visuals, as well as providing feedback on verbal and non-verbal elements of your practice speeches.

We expect all students to adhere to the highest standards of academic integrity. It is crucial to note that while GenAI tools may be beneficial for suggesting/tweaking content or helping improve your presentation skills, they should not be a used to substitute your own effort, content and creativity.

By responsibly integrating GenAI tools into your learning process, you can enhance your public speaking skills effectively while maintaining the integrity of your own work.

For some general guidance, GenAI tools can be very useful for:

- Brainstorming ideas and suggesting sources BUT the information provided may not be accurate or relevant to your assignment.

- Giving suggestions about improving the organization of your speech BUT GenAI tends to suggest very formulaic patterns which may not fit the assignment requirements.

- Giving suggestions about improving your language BUT GenAI may make suggestions for language changes which are not appropriate for the intended context, purpose and/or audience.

- Suggesting simple ways of expressing complex concepts BUT these explanations may be unfamiliar or inappropriate for your specific audience.

- Providing summaries of long texts BUT important information may be omitted, particularly if the original text is not well-written.

In short, GenAI provides opportunities to enhance your use of English and contains pitfalls which you need to be aware of. Ultimately, there is no penalty for using or not using GenAI; it is a matter of personal choice for each student.

Communication and Feedback
Assessment marks for assessed tasks will be communicated via Canvas within ten working days of submission. Feedback on assignments will include strengths and areas for improvement where relevant. Students who have further questions about the feedback including marks should consult the instructor within five working days after the feedback is received.

Resubmission Policy

Resubmissions are not accepted, except in exceptional circumstances.

Required Texts and Materials
Course materials and additional resources are provided via Canvas.

Academic Integrity
Students are expected to adhere to the university's academic integrity policy. Students are expected to uphold HKUST's Academic Honor Code and to maintain the highest standards of academic integrity. The University has zero tolerance of academic misconduct. Please refer to Academic Integrity | HKUST – Academic Registry for the University's definition of plagiarism and ways to avoid cheating and plagiarism.

Plagiarism
In CLE assignments, students should not copy from others nor submit the same work for multiple courses. Source materials must be explicitly acknowledged.
Assignments with evidence of plagiarism may score a zero and be followed up with your department's Dean. To demonstrate academic integrity and avoid plagiarism, you are expected to:
• paraphrase, summarize, reference and synthesize ideas from sources
• refrain from copying expressions and ideas directly from any source (e.g. from another student, or from a video, or from an article, etc.) without proper acknowledgement