

Professional Spoken Communication

1. Course Information

Course Code and title	PSC 201: Professional Spoken Communication
Credits	1.5 (10 Sessions)
Term and Year	II Term, 2020 – 21
Course Pre-requisite(s)	N/A
Course Requirement(s)	Basic English language skills and 5-10 minutes flip video on the know-how of delivering presentations
Course Schedule (day and time of class)	
Classroom # (Location)	
Course Instructor	
Email	
Telephone Number (for office appointments)	
Student Consultation Hours	e.g. Monday 2:00pm to 4:00 pm
Office location	

2. Course Overview

At work you will be often required to present your ideas, solutions or services to colleagues or clients. Delivering client sales pitches, making presentations to senior managers, communicating with customers or business partners or contributing to formal meetings can all be daunting experiences even when you are confident in your material. This course aims to sharpen your spoken communication in managerial and leadership situations. The course focuses on

developing a structured and modulated process of communicating effectively in different managerial situations. On completion of this course, you will be able to exhibit an understanding of the basics of spoken communication and learn how communication processes enhance the quality of communication outcomes. You will also understand the nuances of non-verbal communication and become more confident with respect to conducting yourself during one to one interactions, group discussions, interviews and presentations. You will be able to understand the nuances of paralinguistic, improve relevant skills and become more confident in using paralinguistic features while speaking. Finally, you will be able to speak with confidence in one-to-many professional communicative situations including seminars, workshops, symposia, class presentations, industry conferences, product launches, press conferences, team presentations, annual general meetings, departmental presentations, and company profile presentations.

We want the students to LEARN	The course will PREPARE them to	They will BECOME
How to plan, structure, organize and deliver effective presentations	Create impactful and creative presentations/ deliveries	Confident, assertive presenters.

3. Course Learning Outcomes

PLO 1: Communicate effectively.

PLO 2: Demonstrate the ability to work in teams to achieve desired goals.

At the end of the course the learners will be able to:

- CLO 1 Deliver effective presentations (APPLYING) (PLO 1)
- CLO 2 Apply communication skills to work together deliver presentations in groups (Applying, PLO 2)

4. Course Content:

Module	VITAL	ESSENTIAL	DESIRABLE
	Spoken Presentation	Body Language and team communication skills	Advanced Presentation Tools (Pecha Kucha, Prezi etc.)

Distribution of Vital, Essential, and Desirable in Course Content

	Vital	Essential	Desirable
VED Ratio	1	1(Partial)	1(Partial)
VED %	50%	33%	17%

5. Topics under Beyond Classroom Learning:

Topics mentioned hereunder need to be covered as part of independent learning by the students. Therefore, it is advisable that students read these topics from various sources and maintain notes for recall, retention, and summarization of ideas. It is strongly advisable that students must form 'study circle' in an online form and meet periodically for discussion and peer learning.

- Advanced Presentation Tools (Prezi, Pecha Kucha etc.)

6. Course Learning Outcomes – KSA Framework

Knowledge (Theoretical)	Knowledge (Application)	Skill	Attitude
--	CLO 1 Deliver effective presentation (APPLYING) (PLO 1)	CLO 1 Deliver effective presentations (APPLYING) (PLO 1) CLO 2 Apply communication skills to work together deliver presentations in groups (Applying, PLO 2)	CLO 2 Apply communication skills to work together deliver presentations in groups (Applying, PLO 2)

Skill

CLO 1 Deliver Effective Presentations

- CLO 2 Apply communication skills to work together deliver presentations in groups (Applying, PLO 2)

Distribution of Knowledge, Skill, and Application in CLOs

	Knowledge	Skill	Attitude
KSA Ratio	1(Partial)	1	1 (Partial)
KSA %	20%	50%	30%

7. Session Plan

Session No.	Topic/Sub Topic	Session Details	
1	Importance of Effective Spoken Communication in Business Context	Text Book/ Reading	Course Outline
		Pedagogy	Online Class discussion
		CLO	1, 2
		SLO*	At the end of the session, the student will comprehend what the Course Outline is all about. The students will also follow the assessment tasks of the course.
2	Basics of Business Presentation AIM (Audience, Intent & Message) Planning, organizing, structuring and preparing a Business Presentation	Text Book/ Reading	Pre-read on Business Presentations: Planning, organizing, structuring and preparing
		Pedagogy	Pre-classroom reading, Online Classroom Discussion, Video
		CLO	1
		SLO*	At the end of the session the students will get acquainted with Business Presentations: Planning, organizing, structuring and preparing.

3	Audience Analysis, Audience Engagement, Use of Storytelling, Humour, Knowing your audience, Hooking your Audience, Handling Questions from audience, Asking relevant questions	Text Book/ Reading	Pre-reads on Delivering a business presentation
		Pedagogy	Pre-classroom reading, Video and Online Classroom Discussion
		CLO	1
		SLO*	At the end of the session the student would learn the art of engaging the audience during presentations.
4	Effective use of audio-visual aids: PPT, Prezi, Pecha Kucha, Keynote & Cloud based applications, use of Visuals & Media	Text Book/ Reading	Pre-reads on Effective use of PPT and audio-visual aids
		Pedagogy	Pre-classroom reading, Student Presentation, Feedback and Classroom Discussion
		CLO	1, 2
		SLO*	At the end of the session the student would get acquainted with the effective use of PPT and other advanced audio-visual tools
5	7 Ways of Structuring a Presentation: Spatial, Chronological, Topical, Climactic, Problem – Solution, Cause – Effect, Fact & Story, Explanation, Structure, Pitch Structure, Drama, Situation – Complication, Resolution, Situation-Opportunity – Resolution, Hook-Meet-Pay Off.	Text Book/ Reading	Pre-reads on Communication in Groups: Group Discussion
		Pedagogy	Pre-classroom reading, Student Presentation, Feedback and Online Discussion
		CLO	1
		SLO*	At the end of the session the student would learn the art of communicating in with a proper structure.

6	Improving your Body Talk & Paralinguistic : Haptics, Chronemics, Chromatics, Kinesics, Proxemics, Artifacts, Tone, Voice Modulation, Volume	Text Book/ Reading	Pre- reads on how to improve your Body Talk with various aspects of it like, Haptics, Chronemics, Chromatics, Kinesics, Proxemics, Artifacts
		Pedagogy	Pre-classroom reading, Student Presentation, Feedback and Online Classroom Discussion
		CLO	1, 2
		SLO*	At the end of this session, the students will reflect improvement in their body talk.
7	Team Communication	Text Book/ Reading	Flip video of 3-4 minutes to sensitize students about the significance of team communication
		Pedagogy	Class discussion about team dynamics, different leadership roles and how a team's communication style differs in a professional setting, tools to improve team communication, characteristics and guidelines for team communication
		CLO	2
		SLO*	At the end of the session, the student would imbibe the different tools of managing effective team communication and learn to apply in everyday context
8	Continuous Assessment: Assessment for Learning 20 Student delivering a speech presentation on the topic assigned by the faculty. Time allotted to each student is 3 minutes. Followed by	Text Book/ Reading	Continuous Assessment Session
		Pedagogy	Continuous Assessment Session, Student Presentation, Feedback and Online Classroom Discussion
		CLO	1, 2
		SLO*	At the end of this session, the students experience giving a professional speech presentation and receive an intensive feedback from their peers and faculty members.

	Intensive Peer & Faculty Feedback, Followed by Discussion		
9	<p>Continuous Assessment: Assessment for Learning</p> <p>20 Student delivering a speech presentation on the topic assigned by the faculty. Time allotted to each student is 3 minutes.</p> <p>Followed by Intensive Peer & Faculty Feedback, Followed by Discussion</p>	Text Book/ Reading	Continuous Assessment Session
		Pedagogy	Continuous Assessment Session, Student Presentation, Feedback and Online Classroom Discussion
		CLO	1, 2
		SLO*	At the end of this session, the students experience giving a professional presentation and receive an intensive feedback from their peers and faculty members.
10	<p>Continuous Assessment: Assessment for Learning</p> <p>20 Student delivering a speech presentation on the topic assigned by the faculty. Time allotted to each student is 3 minutes.</p> <p>Followed by Intensive Peer & Faculty Feedback, Followed by Discussion</p>	Text Book/ Reading	Continuous Assessment Session
		Pedagogy	Continuous Assessment Session, Student Presentation, Feedback and Online Classroom Discussion
		CLO	1, 2
		SLO*	At the end of this session, the students experience giving a professional presentation and receive an intensive feedback from their peers and faculty members.

* Session Learning Outcome

8. Mapping of CLOs with PLOs

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
CLO 1 Deliver effective presentations	H							
CLO 2 Apply communication skills to work together deliver presentations in groups (Applying, PLO 2)		R						
Count	1	1						

9. Mapping of CLOs with GAs

	GA 1	GA 2	GA 3	GA 4	GA 5	GA 6	GA 7
CLO 1 Deliver effective presentations					X		
CLO 2 Apply communication skills to work together deliver presentations in groups (Applying, PLO 2)				X			
Count				1	1		

10. Mapping of CLOs with Key Differentiators

	Key Differentiator 1 Entrepreneurial Mind-set	Key Differentiator 2 Critical Thinking	Key Differentiator 3 Sustainability	Key Differentiator 4 Team Player	Count
CLO 1 Deliver effective presentations		X		X	2
CLO 2 Apply communication skills to work together deliver				X	1

presentations in groups (Applying, PLO 2)					
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11. Course Linkage

- **Before:** After having studied the rudimentary aspects of communication during their undergraduate program, the Professional Spoken Communication serves as a bridge course to nurture students in effective Listening and Speaking Skills.
- **After:** At the end of the course, the student will also understand the nuances of non-verbal communication and become more confident with respect to conducting themselves during one to one interactions, group discussions, interviews and presentations. They will be able to understand the nuances of paralinguistic, improve relevant skills and become more confident in using paralinguistic features while speaking. Finally, the students will be able to speak with confidence in one-to-many professional communicative situations including seminars, workshops, symposia, student presentations, industry conferences, product launches, press conferences, team presentations, annual general meetings, departmental presentations, and company profile presentations.

12. Learning Task and Assessment:

Assessment criteria set out the details by which performance in each task will be judged. This information will give a clear and explicit understanding of the expected standards to be achieved relative to the marks awarded.

	Assessment Task	Assessment Type	Weight age	Session Due
1.	CONTINUOUS ASSESSMENT: 3 minutes individual speech to include any two of the following assessment components Extempore/ Me against myself/ Business stories/ Just a minute/ Half a minute/ Infographics/etc.	Individual The faculty can conduct any one of these components in the class with 20% weightage assigned to each- Extempore/ Me against myself/ Business stories/ Just a minute/ Half a minute/ Infographics	20%*	Continuous
2	CONTINUOUS ASSESSMENT: 6 minutes group presentation on Leadership – II from i-Jaipuria	The groups are to present on a given module	20%	Continuous

		from the Leadership- II course from I - Jaipuria		
2.	SUMMATIVE ASSESSMENT: One-to-one Viva measuring team-work, preparation, and depth of understanding on the topic of Group Presentation	One-to-One Viva on work done for Group presentation	20%	End Term
3	SUMMATIVE ASSESSMENT: Evidence of preparation and presentation tools on mutually agreed cross-sectional topics (companies/brands/ sectors/future tech etc;.)	Group Presentations on Cross Sectorial Topics	40%	End Term

**Language Lab Based Assessment:* The campus can design a Language Lab based assessment with a weightage of 20 – 25%. The assessment would cater to *beyond the classroom* learning needs, fostering *self-initiative* and covering the Desirable part of your course. The students can be informed at the beginning of the trimester and they must be encouraged to practice in their own time. Timely discussion of the progress of preparation should be discussed in the regular classrooms.

Assessment Task 1: Continuous Assessment: Evidence of Preparation & Power Point Presentations

- 1) Assessment Details:
 - a. The students are to present 3-minutes speech on any of the following components advised by their faculty. The components may include Me against myself/ Business stories/ Just a minute/ Half a minute/ Infographics
 - b. The students as groups need to present a 6-minutes presentation on Leadership 2-iJaipuria in the class based on the module that they have been asked to go through.
- 2) Criteria used to grade this task: Clarity of Content, Tone, Ability to connect, Delivery
- 3) Task Assessor: Internal Faculty
- 4) Suggested time to devote to this task: Session 8 - 10
- 5) Submission details: class presentation.
- 6) Feedback and return of work: Intensive Feedback shall be given by Peers and Faculty Members. The student is expected to use the feedback for the SUMMATIVE Assessment.

Assessment Task 2: Summative Assessment: Evidence of Preparation & Power Point Presentations

- 1) Assessment Details:
 - a. Viva – One-to-One interaction on teamwork, preparation and depth of understanding on the topic of presentation
 - b. The students are to prepare Power Point Presentations on mutually agreed mutually agreed Cross Sectorial Topics (Companies, brands, sectors, future technologies etc.)

- 2) Criteria used to grade this task: Clarity of Content, Use of AV, Organization, Depth of Points Covered, Defense of Evidence
- 3) Task Assessor: Internal Faculty
- 4) Suggested time to devote to this task: Beyond 10th Session with End Term of other courses.
- 5) Submission details: Evidence of Preparation and copy of Power Point Presentations.
- 6) Feedback and return of work: Intensive Feedback shall be given by Peers & Faculty Members. The student is expected to use the feedback for the future assignments.

13. Mapping of Assessment Tasks (AT) with CLOs

	Assessment Task	Assessment Type	Weight age	CLOS Mapped
1.	CONTINUOUS ASSESSMENT: 3 minutes individual speech to include any two of the following assessment components Extempore/ Me against myself/ Business stories/ Just a minute/ Half a minute/ Infographics/etc.	Individual The faculty can conduct any two of these components in the class with 20% weightage assigned to each- Extempore/ Me against myself/ Business stories/ Just a minute/ Half a minute/ Infographics/etc.	20% + 20% = 40%	CLO 1
2.	SUMMATIVE ASSESSMENT: Evidence of Preparation & Power Point Presentations on mutually agreed Cross Sectorial Topics (Companies, brands, sectors, future technologies etc.)	Group Presentations on Cross Sectorial Topics – Almost like a Viva but in groups	60%	CLO 1, 2

14. Mapping of Assessment Tasks (AT) with Key Differentiators

	AT 1	AT 2	Count
Key Differentiator 1 Entrepreneurial Mind-set			
Key Differentiator 2 Critical Thinking			
Key Differentiator 3 Sustainability			
Key Differentiator 4 Team Player	X	X	2

15. Mapping of Assessment Tasks (AT) with GAs

	AT 1	AT 2	Count
GA 1 Self-initiative	X	X	2
GA 2 Deep discipline knowledge			0

GA 3 Critical thinking and Problem solving	X	X	2
GA 4 Humility, Team-Building and Leadership Skills	X	X	2
GA 5 Open and Clear Communication	X	X	2
GA 6 Global outlook			0
GA 7 Ethical competency and sustainable mindset			0
GA 8 Entrepreneurial and innovative			0

16. Student Responsibility

It is the responsibility of every student to be aware of the requirements for this course, and understand the specific details included in this document.

It is emphasized that this course requires a significant commitment outside of formal class contact. The learning tasks in this course may include classes (lectures or seminars), required reading, the preparation of answers to set questions, exercises and problems, and self-study. In addition, students may be required to complete an assignment, test or examination.

It is advisable that students maintain a separate Note Book for this course which can be used for keeping class notes, library notes, and notes of other readings. It is important to develop the habit of writing notes of classroom discussions and any readings that the students come across.

The table below is an example of the suggested time allocations for this course.

Classes	2-3 hours per week for 12 weeks	22.5 hours
Reading of Pre-reads before almost every session and making PPTS	Prescribed readings and making PPTS	40 hours
Preparation for classroom assessments	Reading, Preparing, Speaking	30 hours
TOTAL		92.5 hours

17. Referencing

Assignment, Term Paper etc. should have proper referencing in APA format.

18. Attendance and Participation

Refer SECTION.....of STUDENT HANDBOOK

19. Late Submission

Assessment tasks submitted after the due date, without prior approval/arrangement, will be penalized at 10% of the available marks per day. Requests for extension of time must be made with the faculty member concerned and based on Special Consideration guidelines.

20. LMS-Moodle/Impartus

LMS-Moodle / Impartus is used to host course resources for all courses. Students can download lecture, additional reading materials, and tutorial notes to support class participation.

21. Plagiarism

Plagiarism is looked at as the presentation of the expressed thought or work of another person as though it is one's own without properly acknowledging that person.

Cases of plagiarism will be dealt with according to Plagiarism Policy of the institute. It is advisable that students should read Section of Student Handbook for detailed guidelines. It is also advisable that students must not allow other students to copy their work and take care to safeguard against this happening. In cases of copying, normally all students involved will be penalized equally; an exception will be if the student can demonstrate the work as their own and they took reasonable care to safeguard against copying.

Please note that Plagiarism is a serious offence.

22. Planning for Pedagogical Approach

- Broad learning approach-Problem based learning, work integrated learning (WIL-live projects, internships), group based learning, etc.
- Most appropriate and practical learning activities.
- Resources needed to support student learning (readings, cases, etc).
- Real world applications of learning and an approach that encourages students to work regularly and productively with faculty and other students.
- Contribute to the development of Graduate Attributes.

23. Required Course Materials

- Provide specific information about required readings, including title, author(s), edition number and availability (from where they can be purchased or borrowed) and if possible, indicate how each reading relates to a particular topic in the course.
- Course Pack along with print and online links for the materials listed in the course pack.
- Optional course materials-recommended readings, textbooks, etc.

24. Institute's Policy Statements

- Academic Integrity- Consequences of cheating, plagiarism and other academic offences.
- Attendance requirement.
- Any other additional policies governing issues which affect students (mentioned in the students' handbook).

25. Any Additional Information

List of PLOs

PLO1: Communicate effectively
PLO2: Demonstrate ability to work in teams to achieve desired goals
PLO3: Reflect on business situations and apply relevant conceptual frameworks
PLO4: Evaluate different ethical perspectives
PLO5: Comprehend sustainability issues
PLO 6: Exhibit innovative and creative thinking

Prepared by

Reviewed by

Approved by