

## ORAL COMMUNICATION SAMPLE ASSIGNMENT 1

**Course: History of the Modern Middle East (HIS 223)**

### **Allocated Readings in Gelvin, *The Modern Middle East: A History***

The readings in Gelvin, *Modern Middle East: A History* will be allocated among groups so that not everyone in the class has to read all of the chapters.

#### For Thursday March 5

Group 1 will read Gelvin Chapters 2, 3, 4

Group 2 will read Gelvin Chapters 5, 6

Group 3 will read Gelvin Chapters 8, 9, 10

On March 5 and 10 you will have time to prepare presentations for your chapters so that you will teach these chapters to all members of the class on Thursday March 12

#### For Tuesday March 22

Group 3 will read Gelvin Chapters 11, 12

Group 2 will read Gelvin Chapters 13, 15

Group 1 will read Gelvin Chapters 16, 17

On March 22 and 24 you will have time to prepare presentations for your chapters so that you will teach these chapters to all members of the class on Tuesday March 29

#### What do you need to present from these readings?

- a. Discuss each chapter separately within your 15 minute presentation.
- b. Summarize the most important points. You will not be able to discuss all of the points, so you must be selective. Look at the Essay 3 question on “defensive developmentalism” and the final exam question relating to reasons why the Middle East has become a source of instability as a guide. What evidence can you pull from your reading that will help students respond to those questions?
- c. Mention the important players, be they individuals, movements, organizations, countries within and outside of the Middle East. Write difficult to pronounce names on the board or on other visual aids.
- d. Indicate the dates of events. Locate events and movements in particular countries. Maps are always useful visual aids in historical presentations.
- e. Where there are conflicting interpretations of events, mention them. If your group could not agree on an interpretation, indicate that. Those kinds of disagreements usually indicate that you are uncovering something important.
- f. Bring your presentation to a conclusion by indicating why your findings are important. Invite the class to ask questions.

g. Submit a “Works Cited” page as well as a copy of visual aids to me when the presentation is complete.

How is that these assignments fulfill the requirements of an Oral Communications Intensive Course?

In the course of doing this assignment, not only will you have the opportunity to understand and convey the content of the chapters assigned to your group, but to develop knowledge and/or skills concerning the ability to:

1. Conduct an audience analysis and customize your presentation with a clear message and appropriate language that will meet audience needs.
2. Compose and deliver the presentation with an effective introduction, appropriate support and conclusion.
3. Deliver a presentation confidently, with appropriate posture, enunciation, pace, gestures and demeanor.
4. Use visual aids as part of a presentation, including appropriate technologies.

Your group presentation should be about 12-15 minutes in length (no more than that, please!) in which you outline the most important points of the chapters in Gelvin which have been assigned to your group. You will have a good deal of time in the prior class to prepare and of course, you can use time outside of class to work with your group. All members of the group must be familiar with all of the material which has been assigned your group.

Use the “Group Presentation Planning Guide” handout (based on material developed by Prof. Desjardins) to help you develop the presentation. This handout discusses how you interact with the audience as well as the development and use of visual materials. I recommend a practice session in which your group uses this handout as a checklist. Use the materials to plan how you will stand in front of the class and how you will, in general, conduct the session as a group project.

It’s important to get this right because the other members of the class will not have read the chapters to which you have been assigned, yet they will be needing to use the materials in formulating Essay 3 and the final exam.

You will be graded for the presentation in accordance with the “Oral Presentation – Rubric.” Your grades for these presentations count for 10% of your total course grade.

## ORAL COMMUNICATION SAMPLE ASSIGNMENT 2

**Course:** CIS 113 – Data Management

**Criteria:** Students will develop and express ideas by applying the tools of discussion, debate, research and inquiry. They will demonstrate the capacity to listen, speak, read, and write with increasing complexity and sophistication, attending both to purpose and to diversity of audiences, and to communicate their ideas using appropriate oral, written, visual, or technological means.

<b>Learning Outcomes Met:</b>	<b>Criteria:</b>
1. Conduct an audience analysis and customize a speech with a clear message and appropriate language that will meet audience needs	1. Oral communication exercises and assignments must constitute at least 20% of the course grade.
2. Compose and deliver a speech with an effective introduction, appropriate support and conclusion.	2. Frequent class discussions or Q&A sessions, calling on <b>every</b> student (could also be fulfilled by having students provide, e.g., math solutions at the whiteboard or explaining lab experiments/results, findings).
3. Deliver a presentation confidently, with appropriate posture, enunciation, pace, gestures and demeanor.	3. A one-minute group-discussion format presentation of a researched item (brief oral explanation and oral footnote), delivered from the seat in a conference-room style setting with attention paid to content, situationally-appropriate demeanor and non-verbal behavior. The objective of this assignment is to simulate a business-meeting setting and appropriate behavior.
4. Use visual aids as part of a presentation, including appropriate technologies.	4. Five-minute presentation, solo, visual aids optional. The objective of this assignment is to have a student develop and deliver a presentation standing before the class, solo.
	5. A ten-minute presentation incorporating visual aids. This requirement could be satisfied with a longer group presentation in which each participant contributes individually for less than ten minutes but is involved with other parts of the presentation as part of a cohesive group. The objective of this assignment is to work effectively and equitably within a group and deliver an integrated, cohesive presentation rather than individual presentations which could easily stand alone.
	6. A notation must be included on the syllabus indicating speaking assignments will have specific guidelines keyed to rubrics used for evaluation.

### WORKSHOP 1 - Assignment 1

**Criteria:** Students will develop and express ideas by applying the tools of discussion, debate, research and inquiry. They will demonstrate the capacity to listen, speak, read, and write with increasing complexity and sophistication, attending both to purpose and to diversity of audiences, and to communicate their ideas using appropriate oral, written, visual, or technological means. This assignment meets *criteria 1, 2, and 5* and *learning outcomes 1, 2, 3, and 4*.

**Objectives:**

- Demonstrate the ability to express the importance of being able to obtain requested data from a database.
- Explain the rationale behind design of their specific database as it relates to the workplace.
- Teach their peers how to obtain and report data from their database.

**Assignment:** Students will give a group presentation for a “roll-out” of a database they have created. Their presentation will include the following:

- An explanation of their rationale for creating the database
- The importance of being able to obtain the proper data from the database
- Specifically teach how to obtain the proper data
- Teach their fellow students how to format and present the data obtained in a professional manner

## WORKSHOP 2

### Activity 1 – Design Specification Presentation

(Criteria 4)

**Objective:**

- Students will develop a design specification sheet for the database they will create
- Students will present their design in business meeting format
- Students are required to speak for 5 minutes
- Students must create and utilize a Power Point presentation outlining the rationale for the design of their database

### Activity 2 – Feedback sessions for Design Specification

(Criteria 3)

**Objective:**

- Students will complete a written feedback rubric on peer’s presentation
- Students will give oral feedback to peer’s design specification presentations
- Student feedback can include both comments and questions for the presenter
- Student’s feedback will be limited to one minute in a business meeting format

### Activity 3 – Final Database “Roll-Out” presentation Q&A sessions

(Criteria 2)

**Objective:**

- Students will complete a written feedback rubric on peers presentation
- Students will ask at least one question of the presenter during Q & A session
- Students will provide oral commentary feedback on the “roll-out”

## Final Project – Building a Database

### **Criteria 1 & 5**

**Objective:** To develop a database a relational database using Microsoft Access

**Assignment:**

- A. You may choose to design a database for one of the following industries
  - a. Sales – Contact Management/Purchas Orders/ and Inventory
  - b. Education – Students/Instructors/Courses/Room Assignments
  - c. Information Technology – Users/Software Licenses/Hardware/User Credentials
- B. A design specification sheet must be completed and include the following:
  - a. Rationale for designing the database (Why do we need a database)
  - b. List of Tables, potential relationships, queries, and reports

- c. Rational for query design (What data will need to be extracted)
- C. A Power Point Presentation outlining the design specification (What, Why, and How)
  - a. Presentation will be delivered orally in business meeting format in class
- D. A final group presentation that includes:
  - a. An explanation of the rational for creating the database
  - b. The importance of being able to obtain the proper data from the database
  - c. Specifically teach how to obtain the proper data
  - d. Teach fellow students how to format and present the data obtained in a professional manner

### **Design Specification Presentation**

#### **Criteria 4**

**Objective:** To present and “sell” design specification for relational database

- A. Using your Power Point Presentation a visual aid you will try to sell your database design to be built by your team
  - a. Power Point Presentation must contain at least 8 slides
  - b. You must present for at least 5 minutes

### **Design Specification Feed Back Session**

#### **Criteria 3**

**Objective:** To provide feedback to peers’ in response to Design Specification Presentation

- A. Complete the Peer Review Rubric
- B. Speak for a least one minute explaining your feedback
- C. Responses may include both questions and commentary

### **Final Database Presentation “Roll-Out” Q&A Session**

#### **Criteria 2**

**Objective:** To provide feedback in response to peers’ Final Database Presentation

- A. Complete a written feedback rubric on peers presentation
- B. Ask at least one question of the presenter during Q & A session
- C. Provide oral commentary feedback on the “roll out”