**NEW ENGLAND
CULINARY INSTITUTE** ™

I.   **Course Code:**   HECT1450   **Course Title:** Oral & Multimedia Presentations
Number of Credits: 3 credits

Instructor's name	NECI Email
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II.   Course Description and Rationale

In the course of your career you will have ample opportunity to speak before groups of people. You will prepare for a number of oral and multimedia speech presentations, including: persuasive speeches, commemorative speeches, controversial, motivational, boardroom, internal pitches, public relations, and sales presentations, to name a few. This course will help you build the skills and confidence necessary so you can be an effective presenter. We will study two streams of presentation development: Public Speaking and Business-oriented Multimedia. We will observe best business writing practices that are memorable and impactful.

III.   Course Evidence:

Evidence Descriptions	Associated Standards
Written Expression Portfolio **Part I:** Public Speaking Oral Presentation **Part II:** Multimedia Presentation **Part III:** Hybrid Oral & Multimedia Presentation **Part IV:** Support Documentation and Research **Part V:** Final Presentations	All listed below under course standards
Professionalism Student's professionalism addresses the necessary behaviors and attitudes recognized by the industry for success of an individual. The student accepts that how peers, instructors and others view him/her affects his/her professional opportunities.	AOS PPD Standards and Associated Rubric

IV.   Course Standards

Critical and Creative Thinking Domain
Critical and creative thinking are significant skills required for any professional in the foodservice industry. Students will demonstrate their ability to think critically through their writing and group discussions. Using a disciplined process of thinking, students will take positions on issues affecting the industry while working with diverse groups of people. Students will be expected to empathize with the opinions and positions of others, recognizing that multiple opinions contribute to intellectual conversations and on-going debates. Reading, writing, research methods, analytic reasoning and problem solving, presentation, and language are some of the topics that are introduced within this class.

CCTR **Reading in Contemporary Issues**
The student explores multiple viewpoints on challenging issues with relevance to the food service industry. The student reads selected books including novels, nonfiction, case studies, industry journals and periodicals. The standard is met when the student:

1. Demonstrates an ability to read and analyze written work
2. Identifies key concepts and ideas, supporting arguments, and supporting evidence
3. Interprets implications and consequences
4. Makes connections between multiple works
5. Relates reading to relevant personal perspective and experiences

CCTW Writing

The student writes to demonstrate his/her understanding of the components of good writing in a variety of styles. Through the active process of writing and revising, the student establishes his/her point of view in a disciplined and sophisticated manner. The standard is met when the student:

1. Demonstrates an ability to draft, revise and finalize written work at a professional level by clearly articulating main ideas, providing appropriate supporting information, following an organized structure, using the appropriate tone and maintaining correct sentence-level grammar.
2. Produces critical and creative writing including persuasive essays, reflective writing and descriptive writing
3. Produces business and technical writing.

CCTRM Research Methods

The student uses a variety of research methods to investigate topics and to extract pertinent information to support or dispute ideas. The student uses this information to support written work at a professional level. The standard is met when the student:

1. Engages in research process and demonstrates the ability to access and use information from a variety sources including books, magazines, newspapers, the internet and interviews while discerning the relative value or credibility of a source by identifying bias.
2. Synthesizes cited material into his/her own writing by using citations that are appropriate to his / her overlying argument, incorporating citations into the text with an appropriate introduction and discussion and using citations as determined by the MLA guidelines.

CCTAR Analytic Reasoning and Problem Solving

The student will be able to use observation, research, experience and creativity to develop a critical and careful response to a written work or an observed situation. The standard is met when the student, through his/her writing and discussions:

1. Demonstrates observational skills by reading or reviewing a primary source for context and interviewing a person for their perspective on an issue, topic, or situation.
2. Demonstrates critical reading skills by identifying key concepts in books, journals and other sources.
3. Uses observation, research, experience, and creativity to develop and present a critical and careful solution to a stated issue or an observed situation.
4. Is introduced to using creativity combined with critical thinking to develop innovative responses to specific situations.

CCTP Presentation

Through the preparation and delivery of professional presentations, the student gains knowledge of a specific topic while sharpening communication and oral communication skills. The standard is met when the student prepares and delivers professional presentations by:

1. Drafting and using outlines and notes.
2. Projecting a professional appearance and demeanor
3. Using supporting information and documenting findings of presentation topic
4. Presenting information in a clear and understandable manner.
5. Demonstrates knowledge of topic content.
6. Using visual aids.
7. With some assistance, responds appropriately to questions, comments and criticisms.

V.   Rituals and Routines

Philosophy: For many people business writing and presentations can be an intimidating process. It is my responsibility as your instructor to help you develop your presentation and writing skills and to make the process less intimidating. To that end, I am available to help you complete your writing assignments during class writing time, before class, after class, by appointment, and by e-mail . Please do not hesitate to ask for help. I can be reached via e-mail at darryl.benjamin@neci.edu.   The other valuable educational resource available to you is the Learning Center led by Tristan.

Due Dates: All assignments are due at the beginning of class. If you are absent, you still must get your work to me via e-mail or to the folder at my desk at Alumni Hall on the day it is due.

Classroom Decorum: This class activities require a level of trust and respect among all members of the group.   Interruptions, private conversations, and late entrances all detract from the work at hand. Cell phones must be turned off. If you demonstrate a lack of kindness and consideration for the other members of this writing group, you will be asked to leave class.

Academic Integrity: All assignments must be solely the work of individual students. No copying, whether in part or in whole, of the writing of others is tolerated. The penalty for plagiarism, unauthorized assistance, interference, and multiple submissions is failure in the course.

OTHER NOTES:
Bring paper and pencil/pen with you each day!
Bring a laptop when requested.
Don't wait to the last minute to write—your writing will not be at its best.
Course schedule is subject to change – I will provide a revised schedule if necessary.

Oral & Multimedia Presentation Portfolio

Element of Evidence	Missing Evidence	Below Standard (I)	Meets Standard (C)	Above Standard (B)	Exceeds Standard (A)
Personal and Professional Development		Inconsistent performance failed to demonstrate standard.	Meets majority of PPD standards.	Meets most of the PPD standards.	Meet almost all PPD standards.
Professional Format		Sloppy appearance; Attire not appropriate to public speaking.	Attire appropriate to presentation context and topic	Neat, well-groomed.	Acceptable professional business attire. Creative dress in relation to topic (ex: wine vest during wine presentation)
Written Communication		Inconsistent written work failed to demonstrate standard.	Materials demonstrate the basic elements of effective	Materials are written without grammar, spelling, and punctuation	Materials go beyond in language, format and clarity.

			writing.	mistakes.	
Oral Presentation		Overly nervous to point of interfering w/ presentation. Difficult to hear. Does not make eye contact. Lacks enthusiasm.	Makes eye contact. Voice is clear and audible. Makes minimal effort to engage audience.	Attempts to involve the audience in some way. Displays good verbal and non-verbal communication skills.	Has a comfortable and confident presence. Presents with a good level of energy and enthusiasm.
Multimedia Tools: Visuals Handouts		Fails to use appropriate multimedia correctly.	Materials clearly support the presentation.	Incorporates materials into presentation in a clear manner.	Tools are central to the presentation and greatly improve the audiences understanding. They are creative in the use of graphics, color, and visual appeal.
Conceptual Understanding		Fails to incorporate basic concepts in a clear and organized manner.	Is clear on the main points of the topic.	Clearly explains and illustrates main ideas.	Helps oneself and the audience apply information to personal or professional situations.
Effectiveness & Use of Time and/or Space		Based on feedback from teachers and audience: audience fails to see aim or application of ideas.	The aim of presentation is clear and achieved.	Based on feedback from teachers and audience: audience is able to apply the ideas to real life situations.	Based on feedback from teachers and audience: audience is energized by the ideas presented, how the ideas relate to their development.
Response to Feedback and Questions		Is unable to respond to questions because of lack of understanding and strong	Is able to answer many of the questions asked.	Maintains credibility, even when does not know the answer. Answers clarify and add	Answers most or all questions. Answers demonstrate a strong grasp of the

		foundational information. May be too defensive or closed to questions.		to audience's understanding.	concepts and presentation content.
Effort		Makes little effort to engage in learning.	Is able to engage in classroom discussion and activities.	Goes beyond base expectations.	Takes advantage of learning opportunities and consistently works hard to achieve their academic, personal and professional goals.

Personal & Professional Development Rubric

Elements of Evidence	Missing Evidence	Below Standards (I)	Meets Standards "C"	AboveStandard "B"	Exceeds Standard "A"
Communication Skills		• Communication skills interfere with intent of message • Little or no evidence of student working toward improvement	• Grammar, usage, and mechanical errors do not interfere with presentation of ideas in written communication • Demonstrates some improvement during term in all communication.	• Limited GUM errors in written work; • Demonstrates improvement throughout term in all communication.	• No GUM errors, answers are well written, and/or spoken, and clearly match level of conceptual understanding of theories.
Appearance & Grooming		• Does not practice proper hygiene • Attire is not appropriate to classroom content as outlined in dress code	• Attire is appropriate to classroom context.	• Neat and well groomed; • Attire is appropriate to classroom context.	• Neat and well groomed; • Acceptable professional business attire.
Language & Decorum		• Student frequently speaks and or acts inappropriately • Effort is not made to modify behavior and show improvement	• Developing self-awareness, may act or speak inappropriately at times; • Effort is made to modify behavior and show improvement during term.	• Good self-awareness. • Works to maintain composure; • Uses appropriate tone. • Is respectful and matches behavior to setting.	• Excellent self-awareness and developing group awareness; • Acts as example to others.
Attendance & Punctuality		• Student was absent 20% or more of class • Student was routinely	• Attends class regularly and is punctual; • Makes a concerted	• Attends class regularly and is punctual; • Reports absences properly and	• Excellent class attendance. Attends all classes; • Is not late for class and

		late for class and made no effort to modify behavior	effort to reports absences properly; • Effort is made to modify behavior and shows some improvement during term.	shows concern for collecting work and rescheduling class time/make up work.	often arrives early.
Responsibility		• Work is frequently submitted late • Student could better advocate for themselves when they need additional support	• Shows some difficulty understanding those responsibilities that affect his/her ability to organize effectively; • Effort is made to modify behavior and shows improvement during term.	• Receives and acts on feedback positively; • Actively engages in self-reflection and self-monitoring and works to positively modify behavior; • Comes to class all assignments fully completed.	• Actively seeks out feedback and demonstrates commitment to positive behavior change; • Uses course materials to prepare ahead.
Class Discussions & Activities		• Student makes little or no attempt to participate in class • Student is not prepared enough to participate in group work • Student does not participate in group work • Student routinely does not have a response when called upon	• Waits to be called on before participating; • Limited engagement in discussions & activities • Student is more apt to observe the class than actively participate	• Participates regularly in class discussions and group work; • Asks questions, and initiates discussion relevant to the topic.	• Makes thoughtful and intelligent connections between topics; • Thoughtful references made to text and other readings.
Teamwork		• Routinely places individual goals before class goals • No involvement in class work	• Occasionally places individual goals before class goals; • Limited involvement in class work;	• Actively participates in class activities; • Shows awareness of group dynamics; • Makes	• Works effectively with all class members; • Supports peers to create a positive team environment.

		or group projects • Creates unacceptable working relationships with team members	• Creates acceptable working relationships with team members.	good effort to help class accomplish tasks and function well as a team.	
Leadership		• Does not demonstrate awareness of leadership opportunities • Behaves inappropriately • Contributes to conflict within the group	• Demonstrates awareness of leadership opportunities; first looks to others to step in; • Ignores inappropriate behavior of others rather than addressing conflict.	• Addresses problems with group; • Provides assistance to others; Includes others in decisions that affect the group; • Shares information appropriately; • Ensures tasks are completed on time and according to directions.	• Often takes leadership role in group assignments; • Ensures that all members participate and are heard; • Effectively handles conflict within the group by focusing on problem solving rather than placing blame or appropriately seeks assistance.

VI.   Course Schedule

Every week will include written and/or oral communication projects. These include various types of readings, response formats, trainings, presentations and business writing activities.

VII.   Lesson Topics

⭐ _Student Work and Feedback Archive
📁 Day 1_Intro and Syllabus
📁 Day 2_Elements of Effective Oral Presentations
📁 Day 3_Developing your Oral Presentation
📁 Day 4_Effective Oral Feedback_Part I
📁 Day 5_Effective Oral Feedback_Part II
📁 Day 6_PPT Prep
📁 Day 7_3-to-5 Min Oral Presentations
📁 Day 8_Effective MM Presentations, Part I
📁 Day 9_Effective MM Presentations, Part II
📁 Day 10_Learning Tools
📁 Day 11_Hybrid_Satire or Commemorative
📁 Day 11a_MM Presentation_Editing Video and Audio
📁 Day 12a_MM Presentation_Stitching Your Presentation Together
📁 MM Presentation_Sample Housekeeping

♣ Elements of Effective Oral Presentations
♣ Elements of Effective Multimedia Presentations
♣ Developing a Persuasive Persona
♣ Voice and Communications
♣ Professional Impressions
♣ Developing and Implementing Presentations
♣ Developing and Implementing Trainings
♣ Persuasion and Persuasive Techniques
♣ Nonverbal Communication
♣ Integration of Supporting Information
♣ Visuals
♣ Use of Relevant Technologies

VIII.   Lesson Plans
Lesson 1: Elements of Effective Oral Presentations, Part I
♣ Introduction/Objectives/Methods/E-Portfolio/Evaluation
♣ Questionnaire
♣ Handout 1: Presentation Skills Training
♣ Lecture/PPT: Elements of Effective Oral Presentation Skills
♣ Handout 2: Checklist for Effective Presentation
♣ Workshop: Demonstrate Effective Presentations: TED
♣ Locate one on-line presentation of any nature and send e-mail link to darryl.benjamin@neci.edu

Lesson 2: Elements of Effective Oral Presentations, Part II
♣ Lecture/PPT: Effective Body Language
♣ Lecture/PPT: How to give, take and make sense of feedback
♣ Workshop: Evaluate Effective Presentations sent to me by students

♣ Workshop Assignment: Introduction/Scope/Requirements; Choose a subject (must be approved by me) for your presentation
♣ Assignment: Write one- or two-paragraph description on your presentation topic (bring hard copy to next class)

Lesson 3: Elements of Effective Oral Presentations, Part III
♣ Lecture/PPT: Developing your Oral Presentation: Structure, Rehearsal, Feedback
♣ Lecture/PPT: How to give, take and make sense of feedback
♣ Workshop: Complete 1st draft of First Presentation
♣ Homework: Prepare for delivery of your first presentation

Lesson 4: First Presentation Delivery, Draft 1
♣ Deliver Presentation
♣ Deliver/Receive Feedback
♣ Workshop: Modify presentation based on feedback
♣ Homework: Rehearse!

Lesson 5: First Presentation Delivery, Final
♣ Deliver Presentation
♣ Deliver/Receive Feedback

Lesson 6: Elements of Effective Multimedia Presentations, Part I
♣ Questionnaire
♣ Handout 1: Effective Multimedia Presentations
♣ Lecture/PPT: Elements of Effective Multimedia Presentations
♣ Handout 2: Checklist for Multimedia Presentations
♣ Workshop: Demonstrate Effective Multimedia Presentations
♣ Locate one Effective Multimedia Presentations on-line of any nature and send e-mail link to darryl.benjamin@neci.edu

Lesson 7: Elements of Effective Multimedia Presentations, Part II
♣ Review of student-sent Effective Multimedia Presentation links sent to me
♣ Lecture/PPT: Effective Multimedia Presentation: Structure, Rehearsal, Feedback
♣ Lecture/PPT: How to give, take and make sense of feedback
♣ Workshop Assignment: Introduction/Scope/Requirements; Choose a subject (must be approved by me) for your presentation
♣ Homework: Create Organizational Chart of Your Effective Multimedia Presentation

Lesson 8: Elements of Effective Multimedia Presentations, Part III
♣ Workshop: Complete 1st draft on paper in class
♣ Homework: Refine and submit 1st draft due next class meeting

Lesson 9: Effective Multimedia Presentation Delivery, Draft 1
♣ Deliver Presentation
♣ Deliver/Receive Feedback
♣ Workshop: Modify presentation based on feedback
♣ Homework: Refine!

Lesson 10: Effective Multimedia Presentation Delivery, Final
♣ Deliver Presentation
♣ Deliver/Receive Feedback

Lesson 11: Elements of an Effective Hybrid Presentation – Public Speaking and Multimedia, Part I
♣ Introduction to Elements of a Hybrid Presentation – Public Speaking and Multimedia
♣ Lecture/PPT: Integrating two worlds for most effective presentation
♣ Checklist: Strict Rules of the Effective PowerPoint Presentation

- ♣ Workshop: Choose a subject that lends itself to a Hybrid Presentation (must be instructor approved)
- ♣ Homework: Prepare First Draft

Lesson 12: Effective Hybrid Presentation – Public Speaking and Multimedia, Part II
- ♣ Workshop: Review and completion of First Draft
- ♣ Homework: Refine First Draft and come prepared to deliver next class.

Lesson 13: Effective Hybrid Presentation Delivery, Draft 1
- ♣ Deliver first draft
- ♣ Receive feedback
- ♣ Workshop: Revise first draft
- ♣ Homework: Prepare for second and final Elements of an Effective Hybrid Presentation delivery

Lesson 14: Final Effective Hybrid Presentation Delivery
- ♣ Deliver final
- ♣ Receive feedback
- ♣ Celebrate!