

Intercultural Presentations

MODULE CODE	LE3002 [BAM-IBAM Level 3: Module 1: for Home and International students]
MODULE CREDIT	20 credits
STAFF RESPONSIBLE	
PRE-REQUISITES	Completion of the 2 related Level 2 BAM/IBAM Modules

LEARNING OUTCOMES

- a) Meetings: by the end of this module, students will be able to:
- identify different meeting types and their distinguishing discourse features;
 - identify key features of the interactional structure of chaired meetings;
 - distinguish collaborative and argumentative features of talk;
 - discuss comparatively the interactional differences between meetings in at least two different cultures;
 - record, transcribe and analyse extracts from a business meeting;
 - participate effectively in a variety of meeting types;
 - present and defend a position within the context of a business meeting;
 - chair a meeting;
 - evaluate their own performance and that of others in business meetings.
- b) Presentations: by the end of this module, students will be able to:
- identify rhetorical and linguistic characteristics of business presentations;
 - critically evaluate a variety of presentations;
 - identify and analyse different presentation types;
 - specify different delivery options relevant to these;
 - evaluate and respond to relevant audience characteristics;
 - plan and organise successful presentations, individual and collaborative;
 - use appropriate technology, software and visual aids;
 - utilise appropriate techniques for dealing with stress and anxiety.

INTERNATIONAL DIMENSIONS

The module is designed to help students to become aware of the role played by meetings and presentations within a business context, and to develop the skills necessary to perform effectively in intercultural meetings and presentations.

CORPORATE CONNECTIONS

The module is concerned with the development of students participating in meetings and presentations in an International business context. This is done by the medium of practical exercises based on authentic examples of intercultural business communication.

CONTENT

a) Meetings: The module will introduce students to a range of different meeting types, paying particular attention to the structure of chaired meetings. Students will be introduced to key interactional features of meetings and will be provided with a wide range of authentic data. An important focus in the module will be on the relationship between collaborative and argumentative talk, and students will be expected to develop their skills in both of these in the context of two distinct meeting types. Students will be expected to make recordings of meetings and to analyse extracts from these using techniques introduced in the module. They will also be invited to draw on their own cultural experience of meetings to establish a perspective on cross-cultural differences, examples of which will be provided in the module.

b) Presentations: The module will introduce students to a range of different presentation types. It will present various options in achieving a balance, for example, between information, persuasion and humour. Authentic examples of presentations will be used to raise students' awareness of how successful presentations are structured and delivered. The module will encourage peer evaluation and the development of concrete criteria through which students will improve performance.

METHODS OF TEACHING AND LEARNING

Teaching will involve lectures, tutorials, workshops, individual and group projects, and videotaped simulations and presentations.

a) Meetings: Students will be encouraged to explore aspects of meeting behaviour that are of particular relevance to them and to share their insights with the group.

b) Presentations: Students will be expected to work through mini-presentations and build up to a full-scale presentation at the end of the course. They will be invited to draw on their own cultural experience of different forms of presentations to establish a perspective on cross-cultural differences.

Lectures, Tutorials and Workshops	40 hours
Tutorial/Workshop preparation and reading	80 hours
Research, analysis and written project	40 hours
Research, preparation and assessed presentation	40 hours

Total learning hours	200 hours
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METHOD OF ASSESSMENT

Assessment will consist of:

Participation in class 30%

[in class discussions, meetings, and group presentations; including peer evaluation; during weeks 6-7 and 15-16]

Written Project based on the analysis of an aspect of meeting behaviour 35%

[Research project by candidate number; 4-5000 words; to be submitted by Friday at 12 noon at the end of week 24]

Full-scale presentation based on a topic of student's choice. 35%

[in class; in week 24; 10 mins per individual]

One or two of the class discussions, meetings, group presentations and full-scale presentations will be recorded for moderation by the external examiner.

CORE TEXTS

Comfort, J. & Utlely, D. 1996. *Effective Presentations*. Oxford: OUP. [Not in Lib]

Yamada, H. 1990. Topic management and turn distribution in business meetings: American versus Japanese strategies. *Text* 10/3:271-295. [1 copy in Lib]

FURTHER READING

Antaki, Charles. 1994. *Explaining and Arguing: The social organization of accounts*. London: Sage. [1 copy in Lib]

Bargiela-Chiappini, F. & Harris, S. J. 1999. *Managing Language: The Discourse of Corporate Meetings*. Amsterdam: Benjamins. [1 copy in Lib]

Bilbow, G. 1995. Requesting strategies in the cross-cultural business meeting. *Pragmatics* 5: 45-55. [Not in Lib]

Boden, D. 1994. *The Business of Talk: Organizations in Action*. Cambridge: Polity Press. [1 copy in Lib]

Boyle, R. 1996. Modelling oral presentations. *English for Specific Purposes*,

50(2) Pages: 115 – 126. [Not in Lib]

Buckley, R. 1999. *Indispensable Handbook on Public Speaking*. New York, NY: McGraw-Hill. [Not in Lib]

Coulthard, M. & Montgomery, M. 1981. The structure of monologue. In: M. Coulthard. & M. Montgomery (eds.) *Studies in Discourse Analysis*. London: Routledge. [1 copy in Lib]

Dilts, Robert B. 1994. *Effective Presentation Skills*. New York, NY: Barnes & Noble. [Not in Lib]

Edge, J. 2002. *Continuing Cooperative Development, a discourse framework for individuals as colleagues*. Ann Arbor: The University of Michigan Press. [1 copy in Lib]

Fay, N., Garrod, S. & Carletta, J. 2000. Group discussion as interactive dialogue or as serial monologue: the influence of group size. *Psychological Science* 11/6:481-486. [online in Lib]

Firth, A. (ed.). 1995. *The Discourse of Negotiation: Studies of Language in the Workplace*. Oxford: Pergamon. [1 copy in Lib]

Hargie, O. (ed) 1997. *A Handbook of Communication Skills*. London: Routledge. (2nd edn) [1 copy in Lib]

Hughes, V. & Weller, D. 1992. *Self-presentation Skills*. London: Macmillan. [Not in Lib]

Larrue, J. & Trognon, A. 1993. Organization of turn-taking and mechanisms for turn-taking responses in a chaired meeting. *Journal of Pragmatics* 19/2:177-196. [1 copy in Lib]

Linde, C. 1991. What's next? The social and technological management of meetings. *Pragmatics* 1: 297-317. [Not in Lib]

Mandel, S. 1988. *Effective Presentation Skills*. London: Kogan Page. [1 copy in Lib]

Wilder, C. & Rotondo J. 2002. *Point, Click, Wow! A Quick Guide to Brilliant Laptop Presentations*. (2nd ed). San Francisco, California: Jossey-Bass/Pfeiffer [Not in Lib]

Yeung, L. N. T. 1997. Linguistic forms of consultative management discourse. *Discourse and Society* 9: 81-102. [1 copy in Lib]