



Course Code:	1512LHS
Course Name:	Communication Performance
Trimester:	Trimester 1, 2019
Program:	Diploma of Arts and Communication
Credit Points:	10
Course Coordinator:	Shanene Ditton
Document modified:	24/5/19

Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Shanene Ditton: Shanene.Ditton@griffithcollege.edu.au

Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the “myTimetable” link.

Prerequisites

There is no assumed background required to undertake this course.

Brief Course Description

This course enables students to explore and develop introductory performance and presentation skills that contribute to the understanding and practice of basic communications processes. The course introduces students to foundational communication techniques necessary to developing voice, non-verbal communication and public 'performance' skills. The course explores the essential physical and vocal processes necessary in a range of journalism and strategic communication settings.

Rationale

This course encourages you to explore, discover and develop physical and vocal techniques appropriate for work in professional communication fields. You are required to employ a range of presentation and communication techniques suitable for professional practice.

Aims

This practical course explores a range of introductory presentation skills relevant to effective communication. Topics include: body awareness, voice work and non-verbal communication. You will learn the basic principles of presentation including: principles of warm-up techniques, the development of vocal and physical communication skills, text analysis, improvisation and the presenter's relationship to an identified audience.

Learning Outcomes

After successfully completing the course you should be able to:

1. Demonstrate skilled and controlled use of the body and voice.
 2. Respond with confidence and integrity through rehearsal and execution of prepared material.
 3. Experiment with appropriate modes of communication to meet the goals of the presentation.
 4. Effectively utilise a range of presentation and communication techniques to facilitate the creation of meaning for an intended audience.
 5. Demonstrate ability to work collaboratively to create effective and coherent presentations.
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Texts and Supporting Materials

Required readings will be posted on My Study.

Organisation and Teaching Strategies

Class Contact Summary

Workshops: 4 hours per week (weeks 1-12)

Common Time: 3 hours per week (weeks 1-12)

Attendance

Your attendance, engagement and participation in all tutorials are critical to achieving the learning outcomes for this course. If you are unable to attend tutorials you should communicate your absence to the course coordinator.

Preparation and Participation in Class

This is a highly practical class. You are required to build on practical skills each week and provide a critique on communication styles in the class discussions. There are no lectures in this course. Students will be inducted into the spaces and the use of equipment by a Technical Officer.

Timetable and Common Time

Timetabling for this course includes a weekly 4-hour workshop and a weekly 3-hour common time (rehearsal). Students are required to attend both workshop and common time each week.

Common time is the designated development/rehearsal time required to complete this course and therefore students are advised to attend all common times as they would a workshop/tutorial. Students should be aware that as common time is officially timetabled they are required to attend.

Students may also be required to schedule rehearsal time outside the timetabled hours. Students may contact the technical production officer in the drama area to book rehearsal space.

Independent Study

For this 10 CP course, you will need to spend at least 10 hours per week engaged in activities that will help your learning and fulfil the course objectives. Thus, provided you have well used the formal contact hours each week, you would then complete any remaining hours engaged in independent study.

Consultation Times

Attendance during consultation times is optional and students are encouraged to use this extra help to enable you to meet the stated learning outcomes.

Course Materials

Students are encouraged to Bring Your Own Device (BYOD).

Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 in any trimester [please see Griffith College Policy Library - Program Progression Policy - for more information].

Content Schedule

Weekly Teaching Schedule

Week	Activity	Learning Outcomes
1	Communication Styles (General Contact): Individuals - personality and communication styles Presentation of Self Target audience Storytelling - purpose/form/audience/preparation. Providing and Accepting Constructive Criticism Critique and Discussion	1,3,4
2	Presentation skills (General Contact): Understanding the voice theory and practice. Understanding the body, physical expression and non-verbal skills (theory and practice) Focus Understanding the space - physical use of space and how it affects the communication outcomes. Voice and physical warm up methods for use each week. Critiquing and Discussion	1,4,5
3	Communication Styles (General Contact): Working with text for presentation. Breaking down text into beats, actions, emotions to develop the story. Cite reading Critique and Discussion	1,2,3
4	Presentation skills (General Contact): Preparation and practice - using appropriate voice, rhythm, beats, and actions. Presentation and Feedback Critique and Discussion	1,2,4
5	Work in Progress Development (General Contact): Developing Presentations	1,2,3,4
6	Assessment 1 (Presentation): Presentation of Assessment Item 1.	1,2,3,4
7	Styles (General Contact): Communication Styles	1,3,5
8	Communication (General Contact): Group delivery and Focus points Self and peer critical reflection (constructive criticism) Feedback for consideration for development of assessment item 1	4
9	Group Performance Research Project - prep (Group Work): Presentation and Communication Techniques Presentation styles for various communication environments. Context and Purpose Target Audience	1,2,3,5
10	Group Performance Research Project - prep (Group Work): Presentation and Communication Technique Continuation and Development from Week 9 Presentation styles for various communication environments.	1,2,3, 5

	Context and Purpose Target Audience	
11	Rehearsal presentation and Feedback (Group Work): Rehearsal and Tutor Feedback on Communication of Assessment Item 2 Context Style Form	1,2,3,4,5
12	Assessment Item 2 (Group Work): Assessment Item 2 Presentation	1,2,3,4,5

Assessment

This section sets out the assessment requirements for this course.

Summary of Assessment

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Date
1	<i>Performance</i> Individual Report/Story	40%	1, 2, 3, 4	Week 6
2	Group Presentation (including individual mark)	60%	1, 2, 3, 4, 5	Week 12

Assessment Details

Assessment Item 1

Title: Individual Report/Story

Type: Presentation

Due Date: Week 6 (in Class)

Weight: 40%

Task Description:

Individual Report/Story— 3 minutes in duration

Assessment Task:

You will rehearse and present an individual text (monologue, story, current affairs report). You will be able to choose from a range of texts that will be provided by the course coordinator/ tutor or write your own piece in negotiation with your tutor. You will be assessed on your developing skills in specific areas of voice, story construction, communication skills and techniques.

Criteria and Marking: Students should demonstrate through this assessment task their ability to:

- Demonstrate skilled and controlled use of the body and voice.

- Respond with confidence and integrity through rehearsal and execution of prepared material.
- Experiment with appropriate modes of communication to meet the goals of the presentation.
- Effectively utilise a range of presentation and communication techniques to facilitate the creation of meaning for an intended audience.

This assessment item:

1. is a school based activity
2. is an individual activity
3. does not include a self assessment activity

Assessment Item 2

Title: Group Panel Presentation

Type: Presentation

Due Date: Week 12

Weight: 60% (30% group, 30% individual)

Task Description:

Students will work together in groups of 4 to demonstrate practical applications of communication techniques in a 12-minute live and pre-recorded presentation designed for television (e.g. *The Project*). Students must investigate, explore and choose appropriate presentation and communication styles and consider space, location, voice, physicality and appropriate meaning making for a specified target audience. Pre-recorded material must be contextual and appropriate to the context of the assessment task.

Within the presentation each group must include 2 pre-recorded excerpts and/or interviews – these should be no longer than 3 mins per segment. Thus, total presentation time of 12 minutes will be broken up into approximately 6 minutes of pre-recorded stories/interviews and 6 minutes live discussion/interviews. Students should ensure that the opportunity to demonstrate presentation skills is distributed equally across the group.

Individuals will take on the role of media/journalist (e.g. co-host of the program) or a strategic communicator (e.g. a guest, as a spokesperson for Greenpeace). You will research and write the stories/segments to be presented. These must be based on real events and may be local or international. These could be political, community, sporting and/or entertainment events. You must collaborate with your tutor to confirm your choices.

Groups must also submit on the day any accompanying filmed excerpts or recorded interviews in a readable file format.

Individuals must also submit on the day of presentation a 300-400-word outline of their preparation for the group presentation, demonstrating an understanding of their role, the purpose of their contribution, target audience and their communication presentation styles.

Criteria & Marking: Students should demonstrate through this assessment task their ability to:

Individual

- Demonstrate skilled and controlled use of the body and voice as appropriate to presentation context.
- Respond with confidence and integrity through rehearsal and execution of prepared material (beats, actions, emotion, pace, focus, energy).
- Effectively contribute to class discussions, rehearsals and preparation for group presentation. (includes the written component)

Group

- Experiment with appropriate modes of communication to meet the goals of the presentation. (Interview, direct to camera, co-hosting, structured improvisation, storytelling)
- Effectively utilise a range of presentation and communication techniques to facilitate the creation of meaning for an intended audience (space/location, style appropriate to content, structured to make meaning)
- Demonstrate ability to work collaboratively to create an effective and coherent presentation. (evidence of rehearsal/time/even allocation of tasks/group cohesion)

Requirements to pass the course:

In order to pass this course, students must:

1. attempt and submit ALL assessment items, AND
2. achieve a minimum cumulative total of 50% from all graded assessments.

Submission and Return of Assessment Items

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Extensions

To apply for an extension of time for an assessment item you must submit a written request to your lecturer at least 48 hours before the date the assessment item is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. medical certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Penalties for late submission without an approved extension

Penalties apply to assignments that are submitted after the due date without an approved extension. Assessment submitted after the due date will be penalised 10% of the TOTAL marks available for assessment (not the mark awarded) for each day the assessment is late. Assessment submitted more than five days late will be awarded a mark of zero (0) For example:

- > 5 minutes and <= 24 hours 10%
- > 24 hours and <= 48 hours 20%
- > 48 hours and <= 72 hours 30%
- > 72 hours and <= 96 hours 40%
- > 96 hours and <= 120 hours 50%
- > 120 hours 100%

Note:

- Two-day weekends will count as one day in the calculation of a penalty for late submission.
- When a public holiday falls immediately before or after a weekend, the three days will count as one day in the calculation of a penalty for late submission.
- When two public holidays (e.g. Easter), fall immediately before or after, or one day either side of a weekend, the four days will count as two days in calculating the penalty for late submission.
- When a single public holiday falls mid-week, the day will not be counted towards the calculation of a penalty.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

Assessment Feedback

Marks awarded for assessment items will also be available on the on-line grades system on the Student Website within fourteen [14] days of the due date.

Generic Skills

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills	Taught	Practised	Assessed
Written Communication		Yes	Yes
Oral Communication	Yes	Yes	Yes
Information Literacy	Yes	Yes	Yes
Secondary Research		Yes	
Critical and Innovative Thinking	Yes	Yes	Yes
Academic Integrity		Yes	Yes
Self Directed Learning	Yes	Yes	Yes
Team Work	Yes	Yes	Yes
Cultural Intelligence	Yes	Yes	Yes
English Language Proficiency		Yes	Yes

Additional Course Generic Skills

Additional Course Information

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations on the Griffith College portal whenever these are available.

Student feedback on their courses can be found by going to ‘Student Feedback’ under Support in the Griffith College Student Portal.

Academic Integrity

Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual’s and the College’s reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of a breach of academic integrity made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the [Griffith College Academic Integrity Policy](#); this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Academic Integrity Policy on the Griffith College website – Policy Library.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

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