

CC0001

INQUIRY AND COMMUNICATION IN AN INTERDISCIPLINARY WORLD

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WRITING A CONCLUSION

Ways to frame your conclusion:

- Circle back to your observations and zoom in on a key issue or phrase from that introduction to reflect your updated understanding
 - "Thinking back to the design of Jewel..."
- Quote a relevant figure on your topic - "Prime Minister Lee Hsien Loong once said..."

If you have not done so already:

- Establish your argument in all its complexity.
- Reiterate **key terms or concepts** of the discussion – do not refer to your authors or articles
- Tie up any loose ends or address gaps - "Moving forward, it would also be important to consider the impact of... on women..."

Possible ending:

- Consider how the relevance or significance of your topic may evolve over time or consider wider implications (breadth) - "Given the continued digitisation of our world, it is possible that..."
- Avoid cliches or truisms – it will generalise your argument.

ASSIGNMENT 2

(25%)



A2 INSTRUCTIONS

Grading Rubric:

Content
<ul style="list-style-type: none">• Relevant main claims/key concepts explained or exemplified clearly• Appropriate level of detail• Adherence to time limit
Organisation
<ul style="list-style-type: none">• Appropriate Introduction (including outline), Body, and Conclusion• Use of transitions and signalling devices• Logical development
Presentation Delivery
<ul style="list-style-type: none">• Effective use of voice• Appropriate body language• Establishes rapport with the audience
Visual Aids
<ul style="list-style-type: none">• Appropriate slide design• Appropriate use of text• Appropriate number of slides

- 6-8 minutes presentation** that distills your written op-ed (you will be penalized for going over or under the time limit)
- Accompanied by **8-12 content slides** (excluding title, thank you and reference slides)
- All to submit slides onto NTULearn by **Week 12 Tutorial Day (1pm for T026/64, 3pm for T036/74)**
- Download the “**CC0001 Presentation Feedback Form**” from the Assignments folder, create a Google Document and share the link with me over email on presentation day.

A2 SUGGESTED STRUCTURE

Grading Rubric:

Content
<ul style="list-style-type: none">• Relevant main claims/key concepts explained or exemplified clearly• Appropriate level of detail• Adherence to time limit
Organisation
<ul style="list-style-type: none">• Appropriate Introduction (including outline), Body, and Conclusion• Use of transitions and signalling devices• Logical development
Presentation Delivery
<ul style="list-style-type: none">• Effective use of voice• Appropriate body language• Establishes rapport with the audience
Visual Aids
<ul style="list-style-type: none">• Appropriate slide design• Appropriate use of text• Appropriate number of slides

- Observations, Analysis and Question (~1 min)
- S1 – Source info, 2-3 main ideas and evaluation (>2 min)
- S2 – Source info, 2-3 main ideas and evaluation (>2 min)
- Synthesis (1 min)
- Your final argument and conclusion (~1 min)

Advice: Do not time your script such that you're very close to the maximum of 8 minutes. You may end up going over time due to nervousness. 6 to 7 minutes is a safe gauge.



BASIC ETIQUETTE

As this is an examination with live grading, please maintain silence:

- Do not enter or leave the classroom while someone is presenting (!)
- Do not chit-chat during someone's presentation (!)

Participate actively to encourage each other:

- Respond to their questions
- Clap at the end

You will also be assigned a peer to give verbal feedback to:

- What did you like about the presentation?
 - What is one area for improvement?
-



ASSIGNMENT 3 (40%)

Due 22 April Monday 2359 on NTULearn (10% grade penalty per day missed)

- A completed op-ed of 1200-1400 words**
 - Ensure your cover page is a signed Declaration of Academic Integrity Form. You may use Grammarly or QuillBot to check your grammar (not to write sentences for you). However:
 - Disclose on declaration form & attach AI usage form as Page 2
 - Submit your original version (prior to AI usage) via the "Assignment 3 Original" link
 - Ensure that you have APA in-text citations and a reference page at the end of your essay
 - Ensure you have a title – but this is excluded from word count
-

UNIT 9: LEARNING OUTCOMES



Make strategic choices about the content and organization of your presentation



Increase awareness and control over paralanguage (vocal technique and body language) during your presentation

LET'S LOOK AT THE FOLLOWING PRESENTATION:



Discussion Questions

- What was Thompson's hook? Why was it effective?
- What is Thompson's main research focus?
- According to Thompson, why is his research valuable? How does he persuade his audience on this?
- What are the larger implications or applications of his research?

THOMPSON'S STRATEGIES

- A good hook

- Debunk a myth or common misconception surrounding your topic
 - Food for thought: what are other ways of 'hooking' your audience?

- Relevant data

- Illustrate the severity of an issue or significance of a topic
 - For example, Thompson mentions how 5,000 fingerprint matches are done daily in Australia.

- Relevant examples

- Relevant to your audience (demographic, culture, context) - CSI
 - Relevant to your topic – *Brandon Mayfield's wrongful conviction*
 - Illustrate a worst-case scenario to show the importance of your research – *Brandon Mayfield's wrongful conviction*

LET'S LOOK AT THE FOLLOWING PRESENTATION:



Discussion Questions

- What was Free's hook? Why was it effective?
- How did Free make her presentation more engaging?
- How did Free end her presentation?

FREE'S STRATEGIES

□ A good hook

- Using examples of famous figures to illustrate the importance of your topic
- For example, Free used pictures of famous celebrities with well-known voices such as Morgan Freeman and Beyonce, and then asked the audience to imagine not being able to use their voice – *Can you imagine...?*

□ Manner of delivery – tools at your immediate disposal!

- Using paralanguage (delivery and body language) to reinforce your points
- For example, Free is a vocal therapist and she demonstrated different techniques she may teach her patients – loud sustained voice, lip trills

□ A memorable ending

- Adapting a famous saying for your topic
- For example, she ends the session with "Can a larynx change its spots?" which is a play on "Can a leopard change its spots?"

PARALANGUAGE

REFER TO 96-98

The non-verbal but vocal aspects of communication

Delivery including projection, pronunciation, intonation, and pacing

Body language including gestures, eye contact, facial expressions and confidence level

WHAT TO CONSIDER WHEN CREATING A PRESENTATION

Scope

- How much material from my op-ed should I cover in the stipulated timeframe of 6-8 minutes?
- What is ONE idea that my audience should remember after my presentation?

Audience

- Given that my audience will include people from different disciplines, how much context should I provide?
- Which concepts or frameworks do I need to explain?

Sensory Overload

- How much information do I need to provide in my slides?
- What should I explain using visual aids instead?



TEXT THAT MUST BE INCLUDED

- **Your research question (full sentence)**
 - Source information (author / year / title / publication)
 - Key source ideas & evaluation (main takeaway + your insight)
 - **Final argument that responds to the question and shows a clear development of ideas from DAQ (full sentences).**
 - APA references on final slide – this is not counted as part of the 8-12 slide requirement
-

ADVICE

1

Do not overwhelm
your reader with text.

2

Remember they only
have 30 seconds to 1
minute to process
each slide + your
script.

3

Use a balance of
sentences, bullet
points, diagrams and
animations to get
your message across.

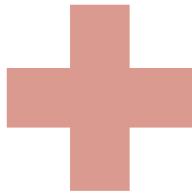
HOW DO I VISUALLY PRESENT INFORMATION?



SYNTHESIS

- **Claim 1:** French toys are a microcosm of the adult world and compels children to accept a prefigured world, rather than to learn to create their own.
- **Claim 2:** The education system has not been adapted to today's digital era that is filled with distractions. As such, it is no surprise that children are unable to concentrate, especially when we are anesthetizing them.
- **Synthesis:** Both Barthes (1984) and Robinson (2010) agree that children are being shortchanged by current systems of the world that are not tailored to their needs. Barthes looks at how toys impose fixed ideas of the world onto children while Robinson looks at how the education system is rigid and set in its old ways despite how much the world has evolved. Going one step further, I would argue that society at large is not interested in change and therefore, only seeks to condition children, rather than nurture them.

French toys
are a
microcosm of
the adult
world.



The education
system is still
based on the
Enlightenment
era.

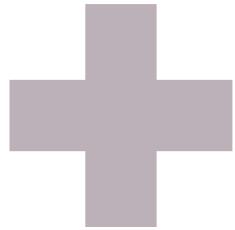


Society is not
interested in
altering existing
systems to better
suit our
children's needs.

-
- Missing heading
 - No citations
 - Issue with colour choice
 - Inconsistent font type
 - ✓ Serif fonts are more suited for print
 - ✓ Sans Serif fonts are more readable for digital (Helvetica, Arial, Gill Sans)

SYNTHESIS

French toys are a microcosm of the adult world.
(Barthes, 1984)



The education system is still based on the Enlightenment era.
(Robinson, 2010)



Society is not interested in altering existing systems to better suit our children's needs.

REFLECT ON YOUR PITCH



Which parts of the pitch (Topic, Observations, Analysis, Question, Source Ideas) were clear?



Which parts of the pitch were unclear?



Was the lack of clarity due to delivery (pacing, pronunciation) or due to the script? How can you revise your delivery or script to improve this?



What was the MAIN takeaway your peers mentioned? Is this worth reinforcing in your slides?



OTHER TIPS

1. Review the following components:

- DAQ**
- Source Info, Summaries, Evaluations**
- Synthesis, Argument and Conclusion**

2. Which of these sections would benefit from being **VISUALLY** presented via a table or diagram instead of as a block of text?

3. What are the key ideas that should be reflected in this visual element?

* You can also refer to the Unit 9 folder on the main CC0001 site for supplementary material on slide design!



STUDENT FEEDBACK ON TEACHING

- Please note that this is feedback only on my teaching, not on CC0001 as a course, i.e., did you enjoy lessons by me? Did you learn about writing?
- If you have feedback regarding CC0001, please provide that within the ICC survey on the course instead.