2025-2026 UESTC1019 English for Engineering Studies B Presentation Task

Intended Learning Outcomes

This assessment is related to the following course ILOs:

- analyse, evaluate and synthesize engineering-related written texts
- participate effectively in formal presentations and team projects using appropriate discourse strategies on technical subjects
- incorporate technical and sub-technical vocabulary with accuracy and flexibility when producing spoken texts

This assessment also works towards meeting the following AHEP 4 criteria:

- C16 Teamwork - Function effectively as an individual, and as a member or leader of a team.
- C17 Communicate effectively on complex engineering matters with technical and non-technical Audiences.

Outline of the assessment

TASK

Work with a partner (or two partners if necessary) to create and deliver a presentation on **the main research achievements and/or engineering innovations of an individual in the field of electronics or electrical engineering.** In this assessment, you are allowed to choose the partner you work with. Your teacher will inform your group if a team of three is required. The purpose of this task is to participate effectively in a formal presentation, using appropriate language and presentation skills.

The audience you are addressing includes people who are familiar with the engineering field but are not engineers. You **must** keep this audience in mind when preparing your presentation.

You must not copy the work of other people **or** use AI to:

- create a script of your presentation
- create textual content on slides
- paraphrase sources
- **OR** generate language for any other part of your presentation

In any case, we strongly recommend **not** writing a presentation script and memorising it. This is likely to lead to inappropriate language and unnatural delivery. Your teacher will guide you on how to avoid this approach.

Your presentation will be graded by two assessors and video-recorded for moderation purposes.

LENGTH

The presentation should last for approximately **8 minutes**, with each of you speaking for approximately 4 minutes. (For a group of 3, it should last approximately **10 minutes**.) After your presentation, you will spend **2 minutes** answering questions from the audience. (For a group of 3, you will have **3 minutes**.)

SLIDES

An appropriate number of slides must be created as a visual aid to your presentation.

- All images must be labelled Image 1, Image 2, Image 3 and so on.
- You must include a slide with the full names (in Pinyin) of each presenter.
- The second last slide must be an Image Sources slide containing full source details for each image.
- The final slide must be a References slide containing details of where the information included in your presentation came from.
- All entries on the Image Sources and References slides should be in IEEE style.
- Save your slides as follows:
  Pres_slides_Student1SurnameGivenName_Student2SurnameGivenName
  eg Pres_slides_ZhangBohan_LiHao (ie no spaces, just capital letters + underscores)
- Upload your slides to Moodle by **11pm on Sunday 21st December (Beijing)**. The slides that you upload are the slides that will be assessed.

CONTENT

- Each presentation must be divided into clear sections with an introduction and conclusion.
- Choose one of the 13 individuals listed below:

CHOICE OF INDIVIDUALS			
Gender	**Family Name**	**Given Name(s)**	**Lived between**
Male	Ampere	Andre Marie	1775-1835
Female	Ayrton	Hertha Marks	1854-1923
Male	Baird	John Logie	1888-1946
Male	Bardeen	John	1908-1991
Male	Faraday	Michael	1791-1867
Male	Franklin	Benjamin	1706-1790
Male	Hertz	Heinrich R	1857-1894
Male	Kilby	Jack St Clair	1923-2005
Female	Lamarr	Hedy	1913-2000
Male	Marconi	Guglielmo	1874-1937
Male	Noyce	Robert	1927-1990
Male	Ohm	Georg Simon	1787-1854
Male	Volta	Alessandro	1745-1827

- Each pair must present on a **different** individual.
- You must focus on their work in **electronics or electrical engineering, not** in other fields.

- Any biographical or personal details about the individual should be very brief. The main focus of the presentation must be on their main achievements in terms of engineering research and/or innovations.

Your presentation should include:
- Some background information on the person
- Some background information about what was happening in the field of electronics or electrical engineering at the time they were working
- Information about the person's main research achievements and/or innovations in the field. It will be sufficient to cover **two** of these. If you feel there is **one** key achievement that should be covered in more depth, you may limit your focus to one.
- The problem(s) the person's work solved, and how
- Evaluation of the impact of the achievement(s) on the field
- Reflection on the impact of the achievement(s) on you personally as young engineers

Don't include too much information in your presentation. It is better to provide less information and present it in an organised way which communicates effectively with the audience.

In CS 33, you will have opportunities to focus on how to prepare for this presentation.

INFORMATION FROM SOURCES
- Any information from sources used (either orally or on slides) must be paraphrased.
- You must use English language sources only.
- You should first try to find information from reliable sources located via the **University of Glasgow Library**, or **IEEE Xplore** databases should be used. You have been introduced to these on the course, so this task allows you to practise making such searches. Information from **English language** academic textbooks in the **UESTC Library** may also be used. You can also use other **English language** websites if necessary, but you should evaluate whether the content is suitable or not. ("Baidu Knows" (ie the English language version of Baidu) is not a suitable source as we don't know who the authors are.)
- If information from **Britannica Academic** is used, then use the following style of reference:
  - if the article has an author (example): I. W. Hunt, "Nikola Tesla," in *Britannica Academic*, Chicago, IL, USA: Britannica Digital Learning, 2017, Accessed: Apr. 27, 2020. [Online]. Available: https://academic-eb-com.ezproxy.lib.gla.ac.uk
  - if the article does **not** have an author (example): Britannica Academic, "Induction Coil," in *Britannica Academic*, Chicago, IL, USA: Britannica Digital Learning, 2017, Accessed: Apr. 27, 2020. [Online]. Available: https://academic-eb-com.ezproxy.lib.gla.ac.uk
- Do **not** use information from general websites, news media or social media websites, company websites, or conference papers.
- To obtain more relevant results when searching databases, try:
  - using the individual's family name and all of their given names (eg *"Jack St Clair Kilby"*, *"Hertha Marks Ayrton"*), but also try searching with just one of their given names (eg *"Jack Kilby"*, *"Hertha Ayrton"*)
  - searching for their discoveries/developments (eg *"history of integrated circuit"*, *"history of electric arcs"*)

o searching for key words/phrases in article titles only.

OTHER NOTES

- We recommend you use **notes** to support you while presenting. However, you must not use an electronic device for your notes or bring in a written script. If you do, this will be taken from you before the presentation begins. Memorising a script will also affect your delivery score.

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Presentation Marking Criteria

Content	Organisation	Language	Delivery
• a presentation on one of the given list of historical figures • a focus on the figure's main research achievements and/or engineering innovations and impact of the achievements • appropriate number of slides that contain appropriate content that supports the presentation • evidence of background reading + sources referred to • appropriate sources used • dealing with audience questions	• appropriacy of organisation: overall structure + structure within sections, including signposting • coherence: flow and clarity of ideas • cohesion: linking within and across ideas • collaboration among presenters: timing of each presenter, handovers • layout and design of slides • overall timing	• range of vocab and grammar, including information on slides • accuracy of vocab and grammar, including information on slides • appropriate paraphrasing of information from sources • academic presentation style	• speed and pace of speaking • engagement with the audience through explanations of any key terms, eye contact and gestures • pronunciation (individual sounds, linking sounds, stress and intonation) • use of notes • use of slides

Content

5 = EXCELLENT expresses content + ideas very well and with clarity; content is relevant throughout, including on visual aids; is able to provide clear explanations + define key terms with ease; shows evidence of appropriate background reading; expresses opinion in a manner which distinguishes it from fact, where appropriate; deals with questions very effectively
4 = VERY GOOD generally expresses content + ideas well; content is mainly relevant throughout, including on visual aids; is generally able to provide explanations + define key terms; shows evidence of background reading; expresses opinion in a manner which distinguishes it from fact, where appropriate, however, this may at times be vague; generally deals with questions effectively
3 = SATISFACTORY manages to express content + ideas, but this may be inconsistent; some content may be irrelevant, including on visual aids; makes an attempt to explain + define key terms, but not always successfully; shows some evidence of background reading; expresses opinion, but is not always able to make clear what is an opinion + what is a fact; deals with questions, but not always effectively
2 = NEEDS WORK makes an attempt to express content + ideas, but this is rarely successful; noticeable irrelevant content, including on visual aids; makes an attempt to explain + define key terms, but not very successfully; shows little evidence of background reading; does not express opinion OR does not distinguish opinion from fact, where this is required; makes an attempt to deal with questions, but not very successfully
1 = WEAK produces minimal content; content mainly irrelevant, including on visual aids; makes no real attempt to explain or define terms; shows very little or no evidence of background reading; expresses no opinion; struggles to deal with questions; very difficult to assess

Organisation

5 = EXCELLENT information is organised extremely well, with logical flow; uses signposting language effectively; manages time effectively; shows evidence of an excellent level of collaboration with co-presenter(s), where required
4 = VERY GOOD information is generally organised well, with logical flow; uses signposting language quite effectively; generally manages time effectively; shows evidence of a good level of collaboration with co-presenter(s), where required
3 = SATISFACTORY information is organised satisfactorily, but may not be logical throughout; uses some signposting language, but may at some points be inappropriate; makes a good attempt to manage time, but may be over or under the time limit; shows at least some evidence of collaboration with co-presenter(s), where required
2 = NEEDS WORK information is organised poorly and/or with little logic; uses very little and/or inappropriate signposting language; does not manage time effectively, ie is over or under the time limit; shows very little evidence of collaboration with co-presenter(s), where required
1 = WEAK information is organised very poorly and/or with no logic; does not use signposting language; does not manage time effectively, ie is over or under the time limit; shows no evidence of collaboration with co-presenter(s), where required

Language

5 = EXCELLENT uses a wide range of vocabulary + grammatical structures, which allows the speaker to present the topic effectively; uses vocabulary + grammatical structures with a high level of accuracy; errors in vocabulary or grammar do not affect comprehension
4 = VERY GOOD uses a good range of vocabulary + grammatical structures, which allows the speaker to present the topic with some effectiveness; uses vocabulary + grammatical structures with a good level of accuracy; errors in vocabulary or grammar rarely affect comprehension
3 = SATISFACTORY uses an adequate range of vocabulary + grammatical structures, which allows the speaker to present the topic satisfactorily; uses vocabulary + grammatical structures with an adequate level of accuracy; errors in vocabulary or grammar sometimes affect comprehension
2 = NEEDS WORK is not able to use an adequate range of vocabulary + grammatical structures to present the topic satisfactorily; does not use vocabulary + grammatical structures with an adequate level of accuracy; errors in vocabulary or grammar often affect comprehension
1 = WEAK range + accuracy of vocabulary + grammatical structures are weak; errors are evident throughout + affect comprehension

Delivery

5 = EXCELLENT uses gestures + eye contact to show interest + engagement throughout; uses notes very effectively; is able to maintain flow of speech + uses only natural hesitation throughout; uses comprehensible pronunciation throughout, including appropriate word stress of key terms + intonation
4 = VERY GOOD generally uses gestures + eye contact to show interest + engagement; uses notes effectively; is generally able to maintain flow of speech, but with some hesitation; generally uses comprehensible pronunciation, including appropriate word stress of key terms + intonation
3 = SATISFACTORY makes an attempt to use gestures + eye contact to show interest + engagement, with some level of success; uses notes, but there may be an over-reliance on them; has some difficulty in maintaining flow of speech + hesitation is noticeable; pronunciation, including word stress of key terms + intonation, can at times cause problems for the listeners
2 = NEEDS WORK uses minimal gestures + eye contact, which conveys a lack of interest + engagement; is over-reliant on notes and/or appears to be reading a script*; has great difficulty in maintaining flow of speech + hesitation is very noticeable; pronunciation, including word stress of key terms + intonation, often causes problems for the listeners
1 = WEAK does not display interest + engagement and this can be seen, eg, by lack of eye contact; shows little ability to use notes or only reads directly from notes; fails to maintain flow of speech + hesitates throughout; pronunciation is poor + makes understanding of the speaker very difficult; very difficult to assess

* This also includes memorising a script.