



# Effective Communication

## Student Handbook

AY2025/2026 April Semester

Graded 3 CU

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# **EFFECTIVE COMMUNICATION SUBJECT OVERVIEW**

## **SUBJECT SYNOPSIS**

This subject introduces the fundamentals of effective communication. It also covers how to communicate with and convince an audience through writing and speaking tasks. The skills in this subject will include the application of strategies for communication, appropriate vocabulary, language features, visual aids, tone and style. The Message, Audience, Purpose and Strategy (MAPS) framework will also be applied when planning and engaging in written and verbal communication.

## **SUBJECT FORMAT**

This TP Fundamentals subject is a 3-credit unit and graded subject. This subject has a weekly 2hr tutorial and 1hr asynchronous e-learning. Attendance will be taken for all tutorials and students are expected to complete all e-learning tasks.

## **STUDENT'S RESPONSIBILITY**

1. Check TP-student Email Account, TP LMS & MS Teams regularly for announcements and updates pertaining to this subject.
2. Attend tutorials and complete assigned tasks.
3. Participate actively during lessons and discussions.

## ECOMM AY2025 April Semester Subject Schedule

Wk	Date	Tutorial Topic	1-hour E-Learning	Remarks / Assessment Due
1	21 – 25 Apr	<b>Factors Influencing Communication (Face-to-face)</b> <ul style="list-style-type: none"><li>• Overview of ECOMM</li><li>• Importance of effective communication</li><li>• MAPS Analysis (Message, Audience and Purpose)</li></ul>	<ul style="list-style-type: none"><li>• Message, Audience and Purpose</li></ul>	
2	28 Apr – 2 May*	<b>Factors Influencing Communication (Face-to-face)</b> <ul style="list-style-type: none"><li>• MAPS Analysis (Strategy)</li><li>• Communication strategies</li></ul>	<ul style="list-style-type: none"><li>• Completion of Presentation of Message (ProM) template</li></ul>	*1 May 2025 Labour Day PH
3	5 – 9 May	<b>Writing Effectively (Asynchronous)</b> <ul style="list-style-type: none"><li>• Elements of effective communication</li><li>• Types of documents</li><li>• Organising a document</li><li>• Review of Presentation of Message (ProM) template</li></ul>		<b>Asynchronous Week</b>
4	12 – 16 May	<b>Flex Week (Vesak Day 12 May 2025)</b>		
5	19 – 23 May	<b>Presentation of Message (ProM) Assessment (20%) (Face-to-face)</b>	<ul style="list-style-type: none"><li>• Writing the Introduction and Discussion</li><li>• Synthesising, paraphrasing and summarising</li></ul>	<b>Presentation of Message (ProM) Assessment (20%)</b>
6	26 – 30 May	<b>Writing Effectively (Face-to-face)</b> <ul style="list-style-type: none"><li>• Elements of effective writing</li><li>• 5Cs of Writing</li><li>• Writing the Conclusion</li></ul>	<ul style="list-style-type: none"><li>• Adding visuals</li><li>• Completing the Article</li></ul>	
7	2 – 6 Jun	<b>Writing Effectively (Face-to-face)</b> <ul style="list-style-type: none"><li>• Tools to check grammar and plagiarism</li><li>• Review of Article drafts</li></ul>	<ul style="list-style-type: none"><li>• Adding hyperlinks</li></ul>	
8	9 – 13 Jun	<b>Term Test</b>		
9 - 10	16 – 27 Jun	<b>Term Break</b>		
11	30 Jun – 4 Jul	<b>Speaking Effectively (Face-to-face)</b> <ul style="list-style-type: none"><li>• Spoken vs written language</li><li>• Verbal communication strategies</li><li>• Structure of a speech</li></ul>	<ul style="list-style-type: none"><li>• Scripting a speech</li></ul>	<b>Article Submission (30%) – 1 Jul 2025, 11:59pm</b>
12	7 – 11 Jul	<b>Speaking Effectively (Face-to-face)</b> <ul style="list-style-type: none"><li>• Non-verbal communication strategies</li></ul>	<ul style="list-style-type: none"><li>• AI Presenter Coach</li></ul>	
13	14 – 18 Jul	<b>Speaking Effectively (Online via MS Teams)</b> <ul style="list-style-type: none"><li>• Visual aids for presentation</li><li>• Use of digital space</li></ul>	<ul style="list-style-type: none"><li>• Presentation slides</li></ul>	
14	21 – 25 Jul	<b>Flex Week</b>		
15	28 Jul – 1 Aug	<b>Speaking Effectively (Face-to-face)</b> <ul style="list-style-type: none"><li>• Group presentation techniques</li></ul>	<ul style="list-style-type: none"><li>• Handling questions</li></ul>	
16	4 – 8 Aug	<b>Seminar Presentation (Face-to-face)</b>	<ul style="list-style-type: none"><li>• Practice / Feedback</li></ul>	<b>Seminar Presentation (35%)</b>
17	11 – 15 Aug	<b>Seminar Presentation (Face-to-face)</b>	<ul style="list-style-type: none"><li>• Practice / Feedback</li></ul>	
18	18 – 22 Aug	<b>Study Week</b>		

## Effective Communication Assessment Package

**TP Talks** is a seminar series initiated by Temasek Polytechnic to provide a platform for youths to discuss issues that matter to them. It recognises the youths' perspectives on several topics.

This seminar series will be attended by students from various Institutes of Higher Learning (IHLs). Prior to the seminar series, an article will be produced to provide insight into the topic. The article and seminar aim to generate discussions on topics that matter to youths by providing comprehensive information and informed opinions on the selected topics.

You are invited to participate as one of the speakers in **TP Talks**. Select a topic that you are keen to explore.

Topics
1. What is one issue that you would like to discuss with the prime minister/president of your country? Give three reasons to explain your choice.
2. Which non-profit organisation would you volunteer with? Give three reasons to explain your choice.
3. What is one Co-Curricular Activity (CCA)* that can help you in your career? Give three reasons to explain your choice. *Not limited to the CCAs in TP
4. If you could enroll in a short course unrelated to your diploma, what would you choose? Give three reasons to explain your choice.
5. If you could be an entrepreneur, what type of business would you be engaged in? Give three reasons to explain your choice.

This assignment consists of three separate submissions:

Date of Submission	Submission
Week 5 (during class)	Presentation of Message (20%)
Week 11, Tuesday 1 Jul 2025, 11.59pm	Article (30%)
Week 16 & 17 (during class)	Seminar Presentation (35%)

## **Presentation of Message (20%)**

You will begin preparing for your Article and Seminar Presentation by planning your main message. This main message would need to be explained or discussed using three well-supported reasons.

For your Presentation of Message, you should:

1. Form groups of 2 to 4 members and select a topic from the given list. This will be the shared topic for your TP Talks Seminar Series.
2. Ensure that each group member identifies a different focus area of that topic for the Article and Seminar.
3. Conduct preliminary research on your chosen focus area.
4. Analyse the topic using the Message, Audience, Purpose and Strategy (M.A.P.S.) framework and complete every section of the Presentation of Message (ProM) template on page 6.
5. Keep within the word limit for each section of the ProM template.

### **Specifications:**

- Using the Presentation of Message (ProM) template, present your main message and reasons in Week 5.
- You will be assessed on your Main Message and the 3 Reasons used to explain or discuss your message.
- Each group member has a maximum of 3 minutes. Any content presented beyond the allocated 3 minutes will not be assessed.
- You must be appropriately attired for the presentation.

Please refer to the marking scheme for Presentation of Message.

## Presentation of Message (ProM) Template

Name:		Admin No:	Tutorial Group:
Topic:			
Proposed title: (max 15 words)			
Main message: (max 40 words)		<i>[What is the focus of my article? What point am I making?]</i>	
<b>REASON 1</b>	<b>State 1<sup>st</sup> reason as a subheading</b> (max 8 words)		
	Brief explanation of 1 <sup>st</sup> reason (max 30 words)		
	Concrete supporting evidence (max 50 words)		
	Personal opinion / experience / observation (max 50 words)		
<b>REASON 2</b>	<b>State 2<sup>nd</sup> reason as a subheading</b> (max 8 words)		
	Brief explanation of 2 <sup>nd</sup> reason (max 30 words)		
	Concrete supporting evidence (max 50 words)		
	Personal opinion / experience / observation (max 50 words)		
<b>REASON 3</b>	<b>State 3<sup>rd</sup> reason as a subheading</b> (max 8 words)		
	Brief explanation of 3 <sup>rd</sup> reason (max 30 words)		
	Concrete supporting evidence (max 50 words)		
	Personal opinion / experience / observation (max 50 words)		

## Article (30%)

TP will publish articles on its website to tie-in with the TP Talks series of seminars. You must prepare an article for your audience to read about the topic before they attend your group's seminar.

For your article, you should:

1. Use the contents from the Presentation of Message (ProM), and conduct further research on the topic.
2. Include relevant evidence to support your findings.
3. Add your informed personal opinion on the topic.
4. Use effective writing strategies to maximise readability.
5. Organise content into meaningful paragraphs, with appropriate subheadings for each reason in the Discussion section.

### Specifications:

Your submission must have the following:

1. Required Details: Your Name, Admin Number and Title of Article.
2. Sections: Introduction, Discussion (with subheadings for the 3 reasons), Conclusion.
3. List of Sources to document and cite all sources used in your article.
4. Hyperlinks to sources used within the article.
5. A minimum of 2 relevant visuals, with captions and photo credits.

Also, your submission **must**:

1. keep to the word limit of 550 – 650 words\* (include a word count at the end).
2. use Arial, font size 12 with single-line spacing.

\* Word count includes headings (Introduction, Discussion & Conclusion) and subheadings. Does not include the title, captions, photo credit and links. Any content beyond 650 words will not be assessed.

Please refer to the marking scheme for Article.

Late Submission Penalty	
Submission	Penalty
1 calendar day late	10% deduction from maximum marks (deduct 3m)
2 calendar days late	20% deduction from maximum marks (deduct 6m)
3 calendar days late	30% deduction from maximum marks (deduct 9m)
More than 3 calendar days late	No marks awarded

### Warning:

All works must be original, and all sources of ideas and information taken from publications and the Internet must be properly documented. Students found to have plagiarised from any source, **including AI-generated content**, will fail this subject.

## Seminar Presentation (35%)

TP Talks is going live! Your group will speak on your common topic, with each member presenting the content from the article that you have written.

For your seminar presentation, you should:

1. Convert your article into a speech, using language that is suitable for presentations.
2. Employ both verbal and non-verbal presentation techniques.
3. Use visual aids to support your presentation such as Microsoft PowerPoint, infographics, etc. (**Video clips**, if used, should be limited to 10-15 sec long, within your 4 minutes. When **slides** are used, please have a maximum of 8 slides per speaker.)
4. Avoid reading from your scripts.

### Specifications:

- Duration of presentation: 3 to 4 minutes per speaker. Note: Any content presented beyond the allocated 4 minutes will not be assessed.
- Employ effective presentation techniques. Note: Merely reading from the screen / scripts / notes / cue cards will result in an 'F' grade for the criterion **Delivery: Non-verbal**.
- Relevant visual aids must be used to support your presentation.
- Presentations will be held face-to-face, in class, in Week 16 or 17.
- You must be appropriately attired for the presentation.

Please refer to the marking scheme for Seminar Presentation.



### Marking Scheme for Presentation of Message: 20 marks (20%)

Criteria	A (4 – 5)	B (3.5)	C (3)	D (2.5)	F (0 – 2)
<b>Main message</b> /5	<ul style="list-style-type: none"> <li>Totally relevant to the topic and title</li> <li>Very clearly sums up focus of article and speech</li> </ul>	<ul style="list-style-type: none"> <li>Relevant to the topic and title</li> <li>Clearly sums up focus of article and speech</li> </ul>	<ul style="list-style-type: none"> <li>Generally relevant to the topic and title</li> <li>Generally sums up focus of article and speech</li> </ul>	<ul style="list-style-type: none"> <li>Relevant to the topic and title in some parts</li> <li>Sums up focus of article and speech in some parts</li> </ul>	<ul style="list-style-type: none"> <li>Irrelevant to the topic and title</li> <li>Focus of article and speech totally unclear</li> </ul>
<b>Reasons</b> (5 marks each x 3 = 15 marks)  Reason 1: ____/5  Reason 2: ____/5  Reason 3: ____/5  <b>Total for 3 reasons:</b> _____/15	Demonstrates all of the following excellently: <ul style="list-style-type: none"> <li>Alignment of reason to the main message</li> <li>Inclusion of relevant supporting evidence</li> <li>Inclusion of relevant personal input</li> </ul>	Demonstrates most of the following well: <ul style="list-style-type: none"> <li>Alignment of reason to the main message</li> <li>Inclusion of relevant supporting evidence</li> <li>Inclusion of relevant personal input</li> </ul>	Demonstrates some of the following generally: <ul style="list-style-type: none"> <li>Alignment of reason to the main message</li> <li>Inclusion of relevant supporting evidence</li> <li>Inclusion of relevant personal input</li> </ul>	Limited demonstration of the following: <ul style="list-style-type: none"> <li>Alignment of reason to the main message</li> <li>Inclusion of relevant supporting evidence</li> <li>Inclusion of relevant personal input</li> </ul>	Weak or no demonstration of the following: <ul style="list-style-type: none"> <li>Alignment of reason to the main message</li> <li>Inclusion of relevant supporting evidence</li> <li>Inclusion of relevant personal input</li> </ul>

Note:

- Any content presented beyond the allocated 3 minutes will not be assessed.
- Students are to be attired appropriately for the Presentation of Message (ProM) assessment.

### Marking Scheme for Article: 30 marks (30%)

	A (16 – 20)	B (14 – 15.5)	C (12 – 13.5)	D (10 – 11.5)	F (0 – 9.5)
<b>Content</b> /20	<ul style="list-style-type: none"> <li>Information is very well synthesised and is highly relevant to the topic</li> <li>Research material is seamlessly integrated throughout</li> <li>Points are clear, well developed and logical throughout</li> <li>The organisation of ideas is extremely clear throughout</li> <li>Evidence is hyperlinked to the sources throughout</li> <li>Conveys a relevant personal opinion/ experience/ observation throughout</li> </ul>	<ul style="list-style-type: none"> <li>Information is well synthesised and is relevant to the topic in most parts</li> <li>Research material is well integrated in most parts</li> <li>Points raised are clear, well developed and logical in most parts</li> <li>The organisation of ideas is clear in most parts</li> <li>Evidence is hyperlinked to the sources in most parts</li> <li>Conveys a relevant personal opinion/ experience/ observation in most parts</li> </ul>	<ul style="list-style-type: none"> <li>Information is synthesised and is generally relevant to the topic</li> <li>Research material is integrated generally</li> <li>Points raised are generally logical</li> <li>The organisation of ideas is generally clear</li> <li>Evidence is hyperlinked to the sources in general</li> <li>Conveys a relevant personal opinion/ experience/ observation in general</li> </ul>	<ul style="list-style-type: none"> <li>Information is synthesised in some parts</li> <li>Research material is integrated in some parts</li> <li>Points raised are logical in some parts</li> <li>The organisation of ideas is clear in some parts</li> <li>Evidence is hyperlinked to the sources in some parts</li> <li>Conveys a relevant personal opinion/ experience/ observation in some parts</li> </ul>	<ul style="list-style-type: none"> <li>Information is poorly or not synthesised</li> <li>Research material is not integrated</li> <li>Points raised are not logical and vague</li> <li>The organisation of ideas is unclear</li> <li>Evidence is not hyperlinked to the sources</li> <li>Does not convey a relevant personal opinion/ experience/ observation</li> </ul>
	A (4 – 5)	B (3.5)	C (3)	D (2.5)	F (0 – 2)
<b>Language</b> /5	<ul style="list-style-type: none"> <li>Sentence structure is coherent and varied throughout</li> <li>Writing is cohesive with excellent use of connectors</li> <li>No errors in spelling, vocabulary and punctuation</li> <li>Excellent use of appropriate style and tone</li> </ul>	<ul style="list-style-type: none"> <li>Sentence structure is coherent and varied in most parts</li> <li>Writing is cohesive with good use of connectors</li> <li>Minimal errors in spelling, vocabulary and punctuation</li> <li>Good use of appropriate style and tone</li> </ul>	<ul style="list-style-type: none"> <li>Sentence structure is coherent and varied in general</li> <li>Writing is generally cohesive with use of connectors</li> <li>Errors in spelling, vocabulary and punctuation</li> <li>Average use of style and tone</li> </ul>	<ul style="list-style-type: none"> <li>Sentence structure is coherent and varied in some parts</li> <li>Writing is cohesive with some use of connectors</li> <li>Some errors in spelling, vocabulary and punctuation</li> <li>Some inconsistencies in the style and tone</li> </ul>	<ul style="list-style-type: none"> <li>Sentence structure is incoherent</li> <li>Writing is incohesive and has little/no connectors</li> <li>Major errors in spelling vocabulary and punctuation</li> <li>Inappropriate use of style and tone</li> </ul>
<b>Format</b> /5	<ul style="list-style-type: none"> <li>Relevant sections are included and correctly sequenced throughout</li> <li>A list of all sources is included</li> <li>Title, headings and subheadings are included and consistently formatted throughout</li> <li>All supporting visuals are relevant, clear and include captions</li> </ul>	<ul style="list-style-type: none"> <li>Relevant sections are included and correctly sequenced in most parts</li> <li>A list of all sources is included</li> <li>Title, headings and subheadings are included and consistently formatted in most parts</li> <li>Most of the supporting visuals are relevant, clear and include captions</li> </ul>	<ul style="list-style-type: none"> <li>Relevant sections are included and correctly sequenced in general</li> <li>A list of most sources is included</li> <li>Title, headings and subheadings are included and consistently formatted in general</li> <li>Some of the supporting visuals are relevant, clear and include captions</li> </ul>	<ul style="list-style-type: none"> <li>Relevant sections are included and correctly sequenced in some parts</li> <li>A list of some sources is included</li> <li>Title, headings and subheadings are included and consistently formatted in some parts</li> <li>Supporting visuals are irrelevant, not clear or do not include captions</li> </ul>	<ul style="list-style-type: none"> <li>No logical sequencing of the sections</li> <li>No list of sources</li> <li>No title and no headings/ subheadings or headings/ subheadings are inconsistently formatted</li> <li>No supporting visuals and captions</li> </ul>

### Marking Scheme for Seminar Presentation: 35 marks (35%)

	A (8 – 10)	B (7 – 7.5)	C (6 – 6.5)	D (5 – 5.5)	F (0 – 4.5)
<b>Delivery: Verbal</b>  /10	<ul style="list-style-type: none"> <li>Highly conversational style throughout</li> <li>Speech is very clearly signposted making presentation highly coherent</li> <li>Delivery is very clear throughout</li> </ul>	<ul style="list-style-type: none"> <li>Conversational style used most of the time</li> <li>Speech is clearly signposted making presentation coherent</li> <li>Delivery is clear most of the time</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally conversational</li> <li>Average use of signposts making presentation moderately coherent</li> <li>Delivery is occasionally clear</li> </ul>	<ul style="list-style-type: none"> <li>Some use of conversational style</li> <li>Signposts used sporadically making presentation occasionally coherent</li> <li>Delivery is mostly unclear</li> </ul>	<ul style="list-style-type: none"> <li>Little or no use of conversational style</li> <li>Little or no signposts used rendering presentation incoherent</li> <li>Delivery is unclear throughout</li> </ul>
<b>Delivery: Non-verbal*</b>  /10	<ul style="list-style-type: none"> <li>Has an excellent tone, pace, pitch and volume throughout</li> <li>Uses highly appropriate eye contact, dynamic body posture, gestures and facial expression to enhance the verbal message and engage the audience very effectively</li> <li>Speaker projects confidence and comfort with the speaking situation throughout the speech</li> </ul>	<ul style="list-style-type: none"> <li>Has a good tone, pace, pitch and volume</li> <li>Uses appropriate eye contact, body posture, gestures and facial expression to enhance the verbal message and engage the audience effectively</li> <li>Speaker projects confidence and comfort with the speaking situation most of the time</li> </ul>	<ul style="list-style-type: none"> <li>Has a generally appropriate tone, pace, pitch and volume</li> <li>Exhibits occasional eye contact, and limited use of body posture, gestures and facial expression. Moderately effective in enhancing the verbal message and engaging the audience</li> <li>Speaker projects confidence and comfort with the speaking situation occasionally</li> </ul>	<ul style="list-style-type: none"> <li>Has an appropriate tone, pace, pitch and volume in some parts</li> <li>Exhibits reluctance to engage the audience, evidenced by frequent reading from prepared notes, little eye contact and passive body language</li> <li>Speaker projects little confidence and comfort with the speaking situation</li> </ul>	<ul style="list-style-type: none"> <li>Has an inappropriate tone, pace, pitch and volume, making the speaker hard to hear</li> <li>Constantly reads from prepared notes and is disengaged from the audience. Does not use appropriate body language at all or uses inappropriate body language (e.g. posture, gesture and eye contact).</li> <li>Speaker is not confident and is very uncomfortable with speaking situation</li> </ul>
	A (4 – 5)	B (3.5)	C (3)	D (2.5)	F (0 – 2)
<b>Content</b>  /5	<ul style="list-style-type: none"> <li>Excellent organisation of relevant ideas, supported by comprehensive details throughout</li> </ul>	<ul style="list-style-type: none"> <li>Good organisation of relevant ideas, supported by comprehensive details in most parts</li> </ul>	<ul style="list-style-type: none"> <li>Satisfactory organisation of ideas, generally supported by details</li> </ul>	<ul style="list-style-type: none"> <li>Acceptable organisation of ideas and sufficiently supported in some parts</li> </ul>	<ul style="list-style-type: none"> <li>Presentation is unstructured and messy</li> <li>Content is irrelevant and lacks details</li> </ul>
<b>Visual Aids</b>  /5	<ul style="list-style-type: none"> <li>Excellent use of visual aids that support and illustrate the points throughout</li> <li>Visual aids are extremely appealing and clear</li> </ul>	<ul style="list-style-type: none"> <li>Good use of visual aids that support and illustrate the points</li> <li>Visual aids are appealing</li> </ul>	<ul style="list-style-type: none"> <li>Satisfactory use of visual aids that support and illustrate points</li> <li>Visual aids are averagely appealing</li> </ul>	<ul style="list-style-type: none"> <li>Some use of visual aids that support and illustrate points</li> <li>Visual aids have limited appeal</li> </ul>	<ul style="list-style-type: none"> <li>Little / no visual aids used to support and illustrate points</li> <li>Visual aids, if any, are unappealing</li> </ul>
<b>Grooming</b>  /5	<ul style="list-style-type: none"> <li>Attire is highly appropriate</li> <li>Well-groomed and very neat appearance</li> </ul>	<ul style="list-style-type: none"> <li>Attire is appropriate</li> <li>Well-groomed with a neat appearance</li> </ul>	<ul style="list-style-type: none"> <li>Attire is generally appropriate but with few noticeable issues</li> <li>Generally neat appearance and tidy, but with some noticeable areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Attire is somewhat appropriate with multiple noticeable issues</li> <li>Appearance is somewhat neat and tidy, but with much room for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Attire is inappropriate</li> <li>Not well-groomed; untidy</li> </ul>

**Note:**

- Any content presented beyond the allocated 4 minutes will not be assessed.
- Delivery: Non-Verbal\*: Students will receive the 'F' grade for this criterion if they merely read from the screen / scripts / notes / cue cards.

**Participation: 15 marks (15%)**

E-learning: 5 marks											
Marks	5	4.5	4	3.5	3	2.5	2	1.5	1	0.5	0
No. of E-learning activities completed	13 activities	12 activities	11 activities	10 activities	8-9 activities	6-7 activities	4-5 activities	3 activities	2 activities	1 activity	0 activities
Class Participation: 10 marks											
Criteria	A (8-10)		B (7-7.5)		C (6-6.5)		D (5-5.5)		F (0 – 4.5)		
<b>Class Participation</b>  <b>/10</b>	<ul style="list-style-type: none"> <li>Is very attentive and participates very actively during lessons and discussions</li> <li>Demonstrates full engagement in learning and is highly interested</li> <li>Always completes assigned tasks, e.g., drafting of article and speech</li> </ul>		<ul style="list-style-type: none"> <li>Is attentive and participates actively during lessons and discussions</li> <li>Demonstrates much engagement in learning and is very interested</li> <li>Completes assigned tasks, e.g., drafting of article and speech, most of the time</li> </ul>		<ul style="list-style-type: none"> <li>Occasionally participates during lessons though sometimes distracted</li> <li>Demonstrates engagement in learning and shows interest in general</li> <li>Completes assigned tasks, e.g., drafting of article and speech, some of the time</li> </ul>		<ul style="list-style-type: none"> <li>Is often distracted and seldom participates during lessons</li> <li>Demonstrates some engagement in learning and shows some interest</li> <li>Does not complete assigned tasks, e.g., drafting of article and speech, most of the time</li> </ul>		<ul style="list-style-type: none"> <li>Is very distracted during lessons and does not participate</li> <li>Does not demonstrate engagement in learning and is not interested</li> <li>Does not complete assigned tasks, e.g., drafting of article and speech</li> </ul>		

**IMPORTANT NOTICE FOR ALL STUDENTS TAKING BTX1001 / CTX1001 / DTX1001 / ETX1001  
EFFECTIVE COMMUNICATION  
APR SEMESTER AY2025/26**

**TP FUNDAMENTAL SUBJECTS**

BTX1001 / CTX1001 / DTX1001 / ETX1001 EFFECTIVE COMMUNICATION is a graded TP Fundamental subject. You must pass all TP Fundamental subjects in order to graduate.

**ATTENDANCE**

You are required to attend all tutorial sessions starting from Week 1 of the semester, unless otherwise instructed.

If you are absent for a tutorial session without any officially approved Medical Certificate (MC) or Leave of Absence (LOA), your absence will be recorded as 'A', which stands for 'Absent', in the Student Attendance System. All MCs / LOAs are to be submitted via the Full-time Student Portal or the Access TPOSS (available on TP Oei). Late submissions of these documents will not be accepted. For more information, check with your respective schools.

If you turn up for a tutorial session beyond the stated start time, your attendance will be recorded as 'L' (Late) in the Student Attendance System. Note that 'L' carries the same effect as an 'A' i.e. it counts towards non-attendance for a non-graded pass penalty.

When your attendance record shows 'A' or 'L' for 1 or 2 tutorial sessions, a Warning Letter will be sent to you via email (cc. your Care Person and Subject Tutor). A copy of the letter will also be posted to your parent / guardian.

You will have failed to meet the 85% attendance requirement if your attendance record shows 'A' or 'L' for 3 or more tutorial sessions. No further Warning Letter will be sent to you via email.

This may result in a 'P' (Pass) or an 'F' (Fail) grade for the subject, depending on your overall performance in the subject. A 'P' grade is a non-graded pass with a grade point of 1.0 (i.e. equivalent to a 'D' grade). Obtaining a 'P' or an 'F' grade for a subject may affect your Grade Point Average (GPA) adversely.

**MAKE-UP TESTS & PRESENTATIONS**

If you are absent for a test/presentation with an MC/LOA, you will be given a make-up test/presentation.

If you are absent for a make-up test/presentation with or without an MC/LOA, you will get zero (0) for the test/presentation.

**PLAGIARISM**

Plagiarism is a serious offence. The disciplinary action to be taken for students caught for plagiarism will depend on severity, and range from failing the affected component of the subject to removal from course. If your work has been copied by another student with or without your knowledge, you are also liable to receive the same penalty as the student who has copied your work. You are therefore strongly advised not to pass your work to anyone. If caught, you cannot claim ignorance. More information on plagiarism can be found in the TP Plagiarism Policy (Full-time Student Portal - Useful Information - Rules &

## **FREQUENTLY ASKED QUESTIONS ON PLAGIARISM**

**If I state the source in the References List, can I copy text (e.g. sentences, paragraphs) from the source and include it in my work?**

No, this is not acceptable. Copying text from a source even with the source cited in the References List is still considered plagiarism.

**If I state the source in the References List, do I still have to cite it within the body of my essay?**

Yes, proper acknowledgement of sources means (i) citing the source in the body of your essay (i.e. in-text citation) and (ii) writing out the full details of the source in your list of References.

**If I paraphrase the original text by changing a few words here and there (e.g. changing singular nouns to plural nouns, changing the verb form, changing the order of the words, substituting words), is this acceptable?**

If your edited text still looks close to the original text even with some words changed, this is still not acceptable.

**If my classmate(s) and I discuss or work collaboratively on an assignment, can we submit identical responses because all of us contributed to the discussion?**

No, you may not submit identical responses if the assignment is supposed to be submitted individually. You will still have to write up your responses individually without copying from each other.

**If I lend my assignment to a classmate for his/her reference only and he/she copies my work, am I liable to be penalized?**

If your work has been copied by another student with or without your knowledge, you are also liable to receive the same penalty as the student who has copied your work. You are therefore strongly advised not to pass your work to anyone. If caught, you cannot claim ignorance.

## **COPYRIGHT ISSUES**

Copyright is a form of protection that the law provides to the authors of original creations against unlawful copying, whether the work is in writing, drawing, music or art forms or even as sound recordings and film. It is ILLEGAL to violate any of the rights provided by the law to the owner of a copyright. Temasek Polytechnic respects the ownership of intellectual material governed by copyright laws. All TP students are expected to know and comply with the copyright laws that affect them. Here is a list of Do's & Don'ts:

What you CAN do:

- Make reasonable copies of a work/s i.e. 10% of the total number of pages in a physical edition of the work;
- Make no more than 10% of the total number of bytes in an electronic edition of the work; or
- Make copies of not more than 1 chapter of the work (even if 1 chapter is more than 10% of the number of pages or bytes).

What you must NEVER do:

- Photocopy an entire book/work;
- Copy more than 10% of the total number of pages or more than one chapter unless new copies are unavailable within a reasonable time at an ordinary price;
- Copy more than one article from a given periodical, unless they relate to the same subject matter.

If you are in doubt, please feel free to consult your lecturers for clarification. Please do not ASSUME what you are copying is legal. Violation of copyright is a serious offence. For more information, refer to: <https://www.ipos.gov.sg/about-ip/copyright>

## **DISEASE EPIDEMICS & OTHER EMERGENCIES**

If you are required to stay away from campus, you are to check the TP website, your TP email account, or TP Oei for announcements on how teaching / learning will be conducted during the affected period.

## **COMMUNICATION**

HSS will communicate with you via your TP student email account (e.g. 0123456A@student.tp.edu.sg) for important messages regarding your subject. You are advised to check your TP email account as frequently as possible. HSS reserves the right not to entertain emails sent via your personal email account other than your TP email account.

You are to ensure that you keep the School updated of all your contact numbers, in case the tutor needs to contact you urgently regarding subject related matters. You can do that online via the Student Information Update portal (Full-time Student Portal – Other Services – Online Services, Student Admin – Update Student Particulars or TP Oei – Resources - Support Services - Student Info Update System OR Personal Particulars Update (depending on what info needs to be updated).

For other information or enquiries, you may visit HSS website <http://www.tp.edu.sg/hss> or call HSS Hotline 6780 6565 or email [hsshotline@tp.edu.sg](mailto:hsshotline@tp.edu.sg).

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