香 港 大 學

THE UNIVERSITY OF HONG KONG

Communication-intensive Course (CI Course) Certification Form

The semester and year that the course is expected to be offered as a CI-Badged Course

Course Code	Course Title	Course Coordinator	Expected Offering Year & Semester	Badging Type	
CCST9038	Science and Science Fiction	Prof Aleksandra Djurišić	Sem 2, 2019-2020	☑	New Course
				☐	Renewal

Communication 'Literacies' - In which literacy areas do students on the course develop and demonstrate communication-related *knowledge* (understanding of communication as it relates to human interaction), *skills* (skills in communicating effectively with others, using language and/or other means) and *attributes* (the attributes of effective communicators)? Please select at least two and put a tick (✓) in the boxes.

Ensure that each selected literacy is explicitly taught and assessed in the course

x	***Oral literacy:*** The ability to communicate through spoken texts that are constructed with the appropriate content, structure and language features, fit for their intended academic, social or professional purpose and audience.
x	***Written literacy***: The ability to communicate through written texts that are constructed with the appropriate content, structure and language features, fit for their intended academic, social or professional purpose and audience.
	Visual literacy: The ability to communicate in speech and writing through appropriate visual modes (e.g., diagrams, graphs, charts) and/or visual media (e.g., posters, 3-D printed objects, stage performances).
	Digital literacy: The ability to use appropriate information and communication technologies to find, evaluate, create, and communicate information in speech and writing (e.g., wikis, websites, virtual reality projects).

Course Learning Outcomes – Please list the course learning outcome(s) that relate explicitly to students' learning of communication-related knowledge, skills and attributes. The following are examples from four different courses:

Students will be able to…

Oral literacy: *Apply the basic principle of solution-focused interviewing and counselling and demonstrate interviewing and counselling skills in authentic cases.*

Written/visual literacy: *Conduct an in-depth scientific literature review on a key regional geological issue and present the findings through visuals (e.g., graphs/charts) and an engag...*

Copy and paste from your course outline and modifying to clearly show communication literacies.

Oral/written literacy: *Generate and refine designs into deta... ...le to effectively communicate and defend the project status and technical m...*

Oral/written/digital literacy: *Create design documentation, ...and other pertinent technical documents and present these through a formal pitch presentation and website.*

By the end of the course, students will be able to…
Oral/written literacy [CLO 2]: *Describe and explain the influence of science on science fiction and vice versa using both written and oral formats.*
Oral/written literacy [CLO 3]: *Appraise and evaluate scientific and societal relevance of science fiction works in an argumentative essay and collaborative presentation.*
Oral/written literacy [CLO 4]: *Analyse and present on the possible effects of scientific progress on the evolution of social norms.*

Assessment component – Please list the communication-rich assessment task(s) that measure the communication-related course learning outcomes on the course. Please indicate what proportion of the course grade is allocated to performance on the assessment(s).

Students form groups of 3 or 4 within their tutorial sections. Each group collectively chooses a science fiction book (or book series) or movie from a prescribed list. Upon each group member reading the book/watching the movie, they must complete the assessments below. Support for the development in the communication literacies are highlighted.

Group Presentation (25%)
- **Prompt:** Provide an analysis of the science fiction, drawing parallels between its themes to specific examples in real life. You may include a plot summary, but it should be no longer than five minutes.
- **Support:** Tutors provide a sample 20-minute presentation in the first tutorial.

Please only include the CIC related assessment. Indicate the percentage in brackets and include a brief description of the assessment. More detail given in this example to show the extensive support provided to students.

- **Assessment:** Practice Presentation (5%). Groups will provide a 10-minute presentation based on the prompt in a middle-of-term tutorial.
    - **Support:** Tutor will provide verbal and written feedback in class on how to improve on presentation skills, explanations, argumentation, use of supporting sources etc.
    - **Support:** Peers will be instructed to focus on providing verbal and anonymous written feedback (online)
- **Assessment:** Final Presentation (20%). Groups will provide a 20-minute presentation (for a single book or movie, 30 minutes for a book series) towards the end of the term in tutorial.
    - **Support:** Graded according to presentation rubric (see attached)
    - **Support:** Tutors provide verbal and written feedback on performance, commenting on the potential improvement from the practice presentation, and how to continue further developing in the future.
- Note that the remaining 20% (10% for Q&A Performance and 10% for Tutorial Participation/Discussion) are not attributed towards the Communication Intensive Assessment.

Individual Written Essay (40%)
- **Prompt:** Answer the given prompts found in "Essay Questions List," for your chosen book(s). Analyse the relevance of the themes to society and real life generally in an argumentative essay. This assessment is to be completed individually. The upper limit is 1500 words (and 2500 words if a series was chosen). If a movie was chosen for the presentation, read and answer questions on "The Profession" (available on Moodle).
- **Support:** The teacher will introduce the rubric in lecture, grading and correcting a mid-grade essay from a previous year according to the rubric.
- **Support:** The teacher and a CAES staff member will facilitate an activity in lecture, to grade and correct another mid-grade essay. Students will form groups of 3-5, and are assigned one of five criteria in the analytic rubric (see attached). Tutors will also circulate and support the activity. The facilitators will have a class discussion on the feedback and highlight important aspects.
- **Peer Editing:** In tutorial, students will be required to complete a draft with one of the questions answered. They will form groups of 2-3 and edit each other's drafts.
    - **Assessment/Support: Grade Draft (5%):** Students grade each other's essay and assign a grade according to the rubric. The mark given by the student will be taken for this assessment. If time allows for grading by multiple students, then the average will be taken.
    - **Assessment/Support: Quality of Peer-Editing (10%):** Tutors will grade students on the quality and accuracy of their feedback. Please see the attached Peer Feedback rubric.
- **Final Submission (25%)**
    - **Support:** Tutors provide in-depth feedback on grammar, referencing, argumentation, use of examples etc. in addition to rubric grading.
    - **Support:** If students are not satisfied with their grade, students have the opportunity to resubmit an essay by reading a different book and answering the corresponding questions, prior to the end of the term. The higher of the grades will be taken. Students are still able to improve on their written literacy within the same course.

Total Assessment Components Weighting: 65%

please attach the course syllabus, grade descriptors, and assessment rubrics to this form and submit all documents to the CiC committee for feedback (cics@hku.hk).

Please refer to sample <mark>CiC Syllabus Statements</mark> *to complete this section. After badging approval, this section will appear in your course syllabus and read by students.*

What communication knowledge and skills will students learn in this course?
Students will learn oral and written communication knowledge and skills. Specifically, oral communication knowledge and skills to be learnt include structuring presentations, making logical arguments, effective speaking skills, designing visual aids, and defending arguments orally. Written communication knowledge and skills to be learnt include structuring an essay, making effective arguments concisely, and improving writing mechanics. More generally, students will learn how to find and cite reputable sources, collaborate with other students, provide peer feedback, and uphold academic integrity.

> The answers to these questions will appear in the **CiC Badge**. The CiC Badge **must be included in the course outline** to inform students that they are taking a CiC Course.

How will students learn these? Describe the teaching and learning ... knowledge and skills.
Students will learn these through making presentations in a group, critically analysing issues in science fiction and their parallels to society, writing an argumentative essay supported by instruction from tutors on effective speaking practices, visual aid design, and through practice and written peer and teacher feedback according to a rubric. Students are also trained how to give constructive feedback.
What does a good communicator look like in this course? – Please list the expected communication-related attributes you want your students to have after taking your course (e.g. confidence, openness to diverse perspectives and ways of learning, ability to respond to constructive criticism from peers and the teacher, developing interpersonal skills to collaborate with others to achieve a common goal, collaboration with peers, providing constructive feedback to peers, following the conventions of a genre, and having personal and academic integrity).
At the end of the course, students will have developed the following attributes of an effective communicator: able to work collaboratively in groups, confidence, able to structure presentations and essays in order to have a positive impact on the reader/listener, develop persuasive, convincing and logical arguments for the reader/listener, reflective with a desire to constantly improve, and able to give constructive feedback to peers.

Please attach the following documents with this certification form (tick included items):

	Please tick below
Course Syllabus (track changes version)	✔
Course Schedule (please highlight the CIC components i.e. where and when in the course the students will acquire the specific knowledge, and develop the specific skills required of a good communicator)	✔
Assessment Tasks/Instructions and Rubrics	✔

Submit all documents to the CIC committee (cics@hku.hk).

The University of Hong Kong
CCST9038: Science and Science Fiction
2019 Course Outline

Lecturers
Prof Aleksandra Djurišić   CYP 315   Tel: 2859 7946   E-mail: dalek@hku.hk

Tutors
Dr William Cheung   HOC 220   Tel: 3917 8589   E-mail: willmyc@hku.hk
Dr Rachel Lui   HOC 224   Tel: 3917 4399   E-mail: lui2012@hku.hk
Dr Alex Shum   HOC 223   Tel: 3917 4594   E-mail: alexshum@hku.hk

Course Learning Outcomes

1. Illustrate the use and misuse of science as a plot device.
2. Describe and explain the influence of science on science fiction and vice versa using both written and oral formats.
3. Appraise and evaluate scientific and societal relevance of science fiction works in an argumentative essay and collaborative presentation.
4. Analyse and present on the possible effects of scientific progress on the evolution of social norms.

CiC related CLOs, these must match with CIC Certification form P.1

The following schedules are subject to change.

Lecture Schedule

Date	Topic
Week 1	Introduction to the Course, Assessments, Description of Science Fiction Books
Week 2	Description of Science Fiction Books, Science in Science Fiction
Week 3	Aliens, Space Exploration, Space Travel, Time Travel
Week 4	Aliens, Space Exploration, Space Travel, Time Travel continued
Week 5	Near future fiction - nanotechnology, climate change, disasters, post-apocalyptic fiction
Week 6	Near Future Fiction continued + Grading of Previous Essay
Week 7	READING WEEK – No Lecture
Week 8	Science and Scientists in Science Fiction + Essay Grading Activity
Week 9	Science and Scientists in Science Fiction continued.
Week 10	Science Fiction and Society
Week 11	Science Fiction and Society
Week 12	In-Class Test
Week 13	Discussion of In-Class Test Performance and SETL

The lecture schedule shows how content is taught in the course

Tutorial Schedule

Date	Topic
Week 1	No Tutorial
Week 2	Introduction, Discussion of Plagiarism Policies, Sample Presentation
Week 3	Evaluating Credibility of Resources
Week 4	Finding Credible Resources
Week 5	Identifying and Analysing Logical Fallacies
Week 6	Discussion of Themes in Chosen Science Fiction
Week 7	READING WEEK – No Tutorial
Week 8	Discussion of Themes in Chosen Science Fiction
Week 9	Practice Presentation (All Groups)
Week 10	Peer Editing of Essay Drafts
Week 11	Final Presentation: Group 1
Week 12	Final Presentation: Group 2
Week 13	Final Presentation: Group 3

Assessment

Further descriptions of the assessments are provided on the next page.

Assignment	Weighting	Due Date
Presentation (45%)		
Group Presentation: Practice Presentation	5%	Week 9 in Tutorial
Group Presentation: Final Presentation	20%	Weeks 11-13 (see Tutorial Schedule)
Individual Q&A on the Book Content and Themes	10%	Weeks 11-13 (see Tutorial Schedule)
Individual Participation during Group Presentations Discussion	10%	Weeks 11-13 (see Tutorial Schedule)
Individual Essay (40%)		
Quality of Draft edited by peers	5%	Week 10 in Tutorial
Quality of Peer Editing	10%	Week 10 in Tutorial
Final Essay (Counting best grade of submissions)	25%	1 week after Final Presentation/End of Term for Resubmission
In-Class Test of Science Concepts (15%)	15%	Week 12 in Lecture

Description of Assessments

The Presentation and Individual Essay assessment components depend on choosing either a Science Fiction book (or series of books) or movie from a prescribed list. Please access Part 1 of the Lecture Notes for the complete list. Choices are made on a first-come first-served basis. For more details and additional rules, see the subsection "Movie/Short Story or Book Selection" on Moodle.

Target: Oral Literacy

1) Presentation (Total: 45%):

a) Group Presentations (25%, see below for breakdown):

Prompt: Provide an analysis of the chosen science fiction, drawing parallels between the themes to specific examples in real life. You may include a plot summary, but it should be no longer than five minutes.

Students are given opportunity to practice and be given feedback in low stakes assessment (5%)

Your tutor will provide a sample presentation in the first tutorial.

Practice Presentation (5%). Groups will provide a 10-minute presentation based on the prompt in Week 9 tutorial. See Presentation Rubric for grading. Students will all receive the same grade.
  - The tutor will provide verbal and written feedback on presentation skills, explanations, argumentation, organisation/structure, use of supporting sources etc.
  - Peers will provide verbal and anonymous written feedback (via Google Docs).

Final Presentation (20%). Groups will provide a 20-minute presentation (for a single book or movie, 30 minutes for book series) based on the prompt. See schedule for timing. See Presentation Rubric for grading. Students will all receive the same grade.

Students use teacher and peer feedback from practice presentation to make improvements for final presentation.

  - Material from the 10-minute presentation can be reused, but needs to improved and expanded upon.
  - The order of the presentations will be decided by the teaching team. If there is a movie chosen in the tutorial, that group will present first.
  - Group members will need to submit their slides on the day before the presentation by 16:55.
  - Group members must prepare 3 questions for class discussion.
  - Tutors will provide feedback on performance, commenting on the potential improvement from the practice presentation, and how to further continue developing in the future.

b) Q&A on Science Fiction (10%)
To ensure students have read the book, they will be asked questions individually relating to the themes and content of the book (or movie) after the presentation.

c) Tutorial Participation (10%)
Students will be evaluated individually on participation during the discussion of other groups' presentations.

2) Essay (Total: 40%)

Prompt: Answer the given prompts found in "Essay Questions List," for your chosen book(s). Analyse the relevance of the themes to society and real life generally in an argumentative essay. This assessment is to be completed individually. If a movie was chosen for the presentation, then the essay should be written on the short story "The Profession" which can be found on Moodle. The upper word limits are 1500 for a single book/short story, and 2500 for a series.

- There will be two activities in class (one teacher-led and one student-led) that will help you prepare for peer editing and the essay more generally. We highly recommend (as with all lectures) that you attend these.

a) Peer Editing (15%, see below for breakdown): The prompt above should be followed except for: a minimum of 800 words are required with at least one of the questions should be addressed in detail.

In a large course it may not be possible for the course teacher and teaching assistants to look at drafts. Peer editing is one solution to this.

Draft Graded by Peer (5%): Students will provide feedback for each other's essay and assign a grade based on the rubric. The mark given by peers will be taken for this assessment. If time allows for grading by multiple students, then the average will be taken.

Peer-Editing Quality (10%): Tutors will grade students on the quality and accuracy of their feedback. Please see the Peer Feedback rubric.

b) Final Submission (25%)

See the prompt above. Your essay will be due within 1 week of your Final Presentation by 16:55 on Moodle. **Late submissions will not be graded.** Tutors will provide in-depth feedback on grammar, referencing, argumentation, use of examples etc. in addition on Turnitin within 1 week of your due date.

Note: If you are not satisfied with your grade, you can submit another essay by reading a different book from the list (movies and "The Profession" are not allowed) and answering the corresponding prompts in "Essay Questions List". The higher of the grades will be taken. All submissions must be received by Dec 12, 2019, 16:55.

3) In-class Test on Science Concepts (15%)

You will be tested on explaining the scientific concepts discussed in the lectures. A mock test with some sample questions is provided on Moodle.

Additional tips that will help you succeed in these assessments are provided on Moodle.

Plagiarism will not be tolerated. Cases will be brought forth to the disciplinary committee. You are responsible for knowing what constitutes plagiarism. If you have any doubts, we highly encourage you to ask the teaching team.

CCST9038 Science and Science Fiction

Rubric for Peer Feedback

	4-5	2-3	0-1
Rubric	Comments are relevant and address most or all criteria of the Essay Rubric. Comments targeted at specific rubric criteria consistently refer to examples.	Comments focus on certain areas of the Essay Rubric while ignoring others. Comments targeted at specific rubric criteria sometimes highlight examples	Comments only address one or no criteria from the Essay Rubric. Comments do not refer to specific examples.
Quality of Feedback	An appropriate balance of strengths and weaknesses of the given work is highlighted. Criticism is given constructively and tactfully with suggestions on how to improve. Providing effective overall comments that encapsulates the draft.	The comments are slightly slanted towards strengths or towards weaknesses when not warranted. Constructive criticism given, but suggestions on how to improve are ineffective or lacking. Overall comments describe only specific parts of the draft	Only strengths or only weaknesses are provided. Feedback is given harshly with no suggestions on how to improve. Overall comments are mostly off topic or only address one part of the draft.

Total: (/   10)

Note: Students should follow the Essay Rubric when providing feedback. This is the rubric used by the tutor when assessing the peer feedback given to the student.

CCST9038 Science and Science Fiction
Essay Rubric

	7-8	5-6	3-4	1-2	0
Addressing the Task	Identifies and addresses clearly all the main issue(s) and all the subsidiary, embedded, or implicit aspects in the chosen Science Fiction, addressing their relationships to each other.	Identifies and addresses all the main issue(s) in the chosen Science Fiction, and some of the subsidiary, embedded or implicit aspects.	Identifies and addresses some of the main issue(s) and the subsidiary, embedded or implicit aspects in the chosen Science Fiction.	Identifies some of the main issue(s) in the chosen Science Fiction, and only addresses the issue(s) partially.	Lacks an understanding of the main issue(s) addressed in the chosen Science Fiction or responds inappropriately to the issue(s).
Understanding, Analysis, Synthesis, and Application of Knowledge	Engages in issue(s) and theme(s) always from a critical perspective and based on comprehensive understanding of relevant concepts and theories; the analysis, synthesis and application of knowledge are consistently clear and effective.	Engages in issue(s) and theme(s) sometimes from a critical perspective; some shortcomings in understanding of relevant concepts and theories, but the analysis, synthesis and application of knowledge are mostly clear and effective.	Engages in issue(s) and theme(s) from a general perspective, but essay tends toward rather superficial understanding of relevant concepts and theories, with some inaccuracies in the analysis, synthesis and application of knowledge.	Engages in key issue(s) and theme(s) with a limited perspective; rarely goes beyond reproduction of relevant concepts and theories, impaired in parts by considerable inaccuracies.	No engagement with issue(s), and theme(s). Essay characterized by serious inaccuracies and misunderstandings.
Argumentation	Examines the question(s)/issue(s)/problem(s) from all important aspects. Overall logic is clear. Premises or evidence strongly support conclusions. Counter-evidence or rival positions addressed. Arguments fit together and build a compelling case.	Examines the question(s)/issue(s)/problem(s) from most of the important aspects. Expresses own position, and argumentative structure is clear and logical, but some arguments underdeveloped or some considerations overlooked.	Some important perspective(s) or issue(s) are not recognized. Not all relevant arguments and counter arguments are fully examined. Offers own position but reasoning is sometimes impaired by weak, emotive, or inconsistent argumentation.	Examines things from a single aspect. Only minimal examination of relevant arguments and without counterarguments. Offers own position, but the arguments are not put forward explicitly and not well supported.	Arguments are confused and illogical. Students fail to present and defend a coherent position. Offers own position, but arguments are flawed, disorganized, or difficult to identify or understand.

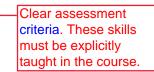|	3	2	1	0
Structure / Organization	Introduction states clearly writer's thesis or position, and conclusion clearly summarizes main arguments. Paragraphing is appropriate at all times with each paragraph containing a central idea which is developed throughout the paragraph with supporting details.	Introduction states writer's thesis or position, and conclusion summarizes main arguments. Paragraphing is appropriate, but some paragraphs lack supporting detail or contain unrelated details.	Introduction and conclusion are included but do not fully capture the essence of the topic and discussion. Evidence of ability to paragraph, but some paragraphs lack a central idea or supporting detail.	Introduction and conclusion are unclear, lack detail or missing altogether. Very little evidence of an ability to organize the essay into paragraphs with one central idea and supporting details.
Mechanics	The language contains very few, if any, errors in grammar and vocabulary. If errors are present, the meaning is still clear. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed meticulously.	The language is mostly accurate but contains a few systematic errors in complex grammar and vocabulary. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are mostly followed.	The language is sometimes inaccurate, although errors, when they occur, are more often in complex grammar and vocabulary. Errors when they occur are distracting but the overall meaning is still intelligible. Conventions of academic writing (e.g. citation, references, footnotes, etc.) show some inconsistencies.	The language contains frequent errors in grammar and vocabulary. Errors are distracting and effort has to be made to understand the main arguments. Does not adhere to the conventions of academic writing (e.g. citation, references, footnotes, etc.).

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Presentation Rubric

	5	4	3	2	1
Addressing the Task	Identifies and addresses clearly all the main issue(s) and all the subsidiary, embedded, or implicit aspects in the chosen Science Fiction, addressing their relationships to each other.	Identifies and addresses all the main issue(s) in the chosen Science Fiction, and some of the subsidiary, embedded or implicit aspects.	Identifies and addresses some of the main issue(s) and the subsidiary, embedded or implicit aspects in the chosen Science Fiction.	Identifies some of the main issue(s) in the chosen Science Fiction, and only addresses the issue(s) partially.	Lacks an understanding of the main issue(s) addressed in the chosen Science Fiction or responds inappropriately to the issue(s).
Understanding, Analysis, Synthesis, and Application of Knowledge	Engages in issue(s) and theme(s) always from a critical perspective and based on comprehensive understanding of relevant concepts and theories; the analysis, synthesis and application of knowledge are consistently clear and effective.	Engages in issue(s) and theme(s) sometimes from a critical perspective; some shortcomings in understanding of relevant concepts and theories, but the analysis, synthesis and application of knowledge are mostly clear and effective.	Engages in issue(s) and theme(s) from a general perspective, but presentation tends toward rather superficial understanding of relevant concepts and theories, with some inaccuracies in the analysis, synthesis and application of knowledge.	Engages in key issue(s) and theme(s) with a limited perspective; rarely goes beyond reproduction of relevant concepts and theories, impaired in parts by considerable inaccuracies.	No engagement with issue(s), and theme(s). Presentation characterized by serious inaccuracies and misunderstandings.
Argumentation	Examines the question(s)/issue(s)/problem(s) from all important aspects. Overall logic is clear. Premises or evidence strongly support conclusions. Counter-evidence or rival positions addressed. Arguments fit together and build a compelling case.	Examines the question(s)/issue(s)/problem(s) from most of the important aspects. Expresses own position, and argumentative structure is clear and logical, but some arguments underdeveloped or some considerations overlooked.	Some important perspective(s) or issue(s) are not recognized. Not all relevant arguments and counter arguments are fully examined. Offers own position but reasoning is sometimes impaired by weak, emotive, or inconsistent argumentation.	Examines things from a single aspect. Only minimal examination of relevant arguments and without counterarguments. Offers own position, but the arguments are not put forward explicitly and not well supported.	Arguments are confused and illogical. Students fail to present and defend a coherent position. Offers own position, but arguments are flawed, disorganized, or difficult to identify or understand.

	5	4	3	2	1
Structure / Organization	The presentation provides an outline which clearly introduces a structure that clearly summarizes the main ideas/arguments. The discussion presents successive ideas in a logical manner so that it is always clear to the audiences how one main idea/argument is related to the next.	The presentation provides an outline which introduces a structure that summarizes the main ideas/arguments. The discussion presents successive ideas in a logical manner so that it is almost always clear to the audiences how one main idea/argument is related to the next. The audiences are mostly able to follow the developments of the main arguments.	The presentation provides an unclear outline which introduces the structure that summarizes the main ideas/arguments. The discussion presents successive ideas in a manner such that it is sometimes unclear to the audiences how one main idea/argument is related to the next. However, the audiences are able to follow the developments of most of the main arguments.	The presentation fails to provide an outline which introduces the structure of the presentation that summarizes the main ideas/arguments. The discussion presents successive ideas in a manner such that it is often unclear to the audiences how one main idea/argument is related to the next. However, the audiences are able to follow the developments of some of the main arguments.	There is no outline or conclusion. The discussion presents successive ideas in a manner such that it is mostly unclear to the audiences how one main idea/argument is related to the next. The audiences are unable to follow the development of most of the main arguments.
Delivery and Timing	Presenter(s) engages audiences at all times through attractive and professional looking visual aids. Speech always clear and comprehensible. No reliance on notes.\n\nAlmost perfect timing (+/-14 seconds).	Presenter(s) engages the audiences through attractive and professional looking visual aids although there are one or two errors. Speech almost always clear and comprehensible. Very little reliance on notes.\n\nAlmost perfect timing (+/-15 to 29 seconds).	Presenter(s) engages the audiences through attractive and professional looking visual aids although one or two are ineffective in parts of the presentation. Speech mostly clear and comprehensible. Notes used for occasional prompting only.\n\nAdequate timing (+/- 30 to 59 seconds.	Presenter(s) attempt to engage the audience through attractive and professional looking visual aids but with limited overall effectiveness. Speech sometimes unclear and incomprehensible. Sometimes dependent on notes.\n\nAdequate timing (+/- 1 to 2 minutes).	Presenter(s) seem to make little attempt to engage the audiences. Visual aids are ineffective in delivering the content of the presentation. Speech often unclear and incomprehensible. Heavy reliance on notes.\n\nPresentation clearly too short or too long (+/- > 2 minutes).