**Hong Kong Shue Yan University**

**Department of English Language & Literature**

2nd term, 2021-2022

**Course Title:** Oral English II

**Course Code:** ENG 182

**Year of Study:** 1st

**Number of Academic Credits:** 1

**Number of QF Credits:** 4

**Duration in Weeks:** 15

**Contact Hours Per Week:** 1 Hour

**Pre-requisite(s):** None

**Instructor:** Peter Storey

**Course Aims**

Oral English II is a course designed for first year university students for whom English is not a first language. The course focuses on building conversation, pronunciation, and oral comprehension skills through class discussions and various communicative activities. The course topics focus on both formal and informal conversation on a number of themes ranging from current events, to interview preparation and professional development. The class will also work on building presentation and performance skills. Term two focuses much more on professional development.

**Course Outcomes, Teaching Activities, Assessment and QF Credits**

**Course Intended Learning Outcomes (CILOs):**

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| Upon complete of Oral English I &II, students should be able to: | |
| **CILO 1** | verbally express their thoughts and opinions in English confidently and in a coherent manner; |
| **CILO 2** | construct and justify a persuasive argument in English; |
| **CILO 3** | use context-appropriate vocabulary and differentiate formal and informal English; |
| **CILO 4** | listen critically to academic lectures in English and take appropriate notes; |
| **CILO 5** | deliver succinct but challenging arguments in discussion and offer balanced critiques of those of their peers. |

**Teaching/Learning Activities (TLAs):**

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| **TLA1** | **Oral activities:** A range of enjoyable activities, such as *Think-Pair-Share*, *Information Gap*, *Hot Seat*, *Debate, Peer Survey, Drama activities* and *Role Play,* will be employed to stimulate students to engage in oral communication in pairs and groups. |
| **TLA2** | **Self-Reflection:** Students will be assigned a weekly reference (article, video clip, etc.) Students will present their reflections in a short speech at the beginning of class. The topic will then be covered during class, thus allowing the student to prepare their ideas for the class discussion. |
| **TLA3** | **Panel Discussion:**  A group project, students will coordinate and present a 15-minute panel discussion about a topic of their choosing. The discussion should feature differing roles and perspectives on the topic and be led by a moderator. This will be graded as a midterm activity. |
| **TLA4** | **Listening and note-taking strategies:** Each student will listen to and take notes on an assigned video presentation and take notes on it, working from their notes to present a summary of the video presentation to peers in class |
| **TLA5** | **Oral communication: presentations**  Students will deliver an oral presentation on a topic of their own choice. This task will display a grasp of public speaking skills, the ability to speak spontaneously, to use English appropriately in terms of form and register. |

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| **Assessment Tasks (ATs)** | |  |  |
|  | | **Group** | **Individual** |
| **AT1** | **Participation:**  Student participation is important due to the conversational nature of the class. Students who do not prepare the weekly assignments, regularly attend classes, or do not consistently contribute to class discussions will receive a failing participation grade. Students who are present and attentive but rarely contribute to discussions will receive a passing grade. To receive full marks for participation, students must continuously offer insights during class, and be receptive to classmates’ perspectives. |  | 15% |
| **AT2** | **Mid-Term Exam**  Students will form into small groups of 4 and present a 15-minute panel discussion about a topic of their choosing in week 7. The discussion should feature differing roles and perspectives on the topic and be led by a moderator. | 20% |  |
| **AT3** | **Listening Skills and Note-taking**  Students will listen to an assigned video (e.g. lecture or discussion). take notes, and write a 300-word summary of the main points in week 10. |  | 15% |
| **AT4** | **Class Presentation:**  Students will give a 10-15 minute individual oral presentation on a topic of their choice in week 12-13. Each presentation must showcase the student’s ability to gather information, structure a sound presentation. Students will also be assessed on answering follow-up questions. This task will display a grasp of public speaking skills as well as appropriate use of English language and register. |  | 20% |
| **AT5** | **Final Exam:**  The instructor will test each student’s fluency and accuracy, their ability to organise their thoughts and present them effectively by engaging them in a 12-14 minute one-to-one conversation on topics from a previously distributed list in weeks 14-15. |  | 30% |
|  | TOTAL | 100% | |

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| **Alignment of Course Intended Learning Outcomes, Teaching and Learning Activities and Assessment Tasks** | | |
| **Course Intended Learning Outcomes** | **Teaching/Learning Activity** | **Assessment Task** |
| CILO 1 | TLA 1, 2, 3, 5 | AT 2, 4, 5 |
| CILO 2 | TLA 1, 2, 3, 5 | AT 2, 4, 5 |
| CILO 3 | TLA 3, 4, 5 | AT 2, 3, 4, 5 |
| CILO 4 | TLA 4 | AT 3 |
| CILO 5 | TLA 2, 3, 5 | AT 2, 3, 5, 6 |

**Distribution of Notional Learning Hours/ QF Credits**

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| **Activity** | **Notional Learning Hours (NLHs)** |
| **Contact Hours (a)** | |
| Class | 13 |
| Consultation | 1 |
| **TOTAL:** | **14** |
| **Self-Study Hours (b)** | |
| Preparation for class discussion of weekly readings | 5 |
| Preparation for Mid-Term | 8 |
| Preparation for Listening & Note-taking | 8 |
| Preparation for presentation | 5 |
| **TOTAL:** | **26** |
| **Total NLHs:**  **(a)+(b)** | **40** |
| **QF Credits:**  **(Total NLHs/10)** | **4** |

**Course Outline**

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| **Week** | **Topic/Materials** |
| **1:** | **Course Overview**  “The surest way to prevent yourself from learning a topic is to believe you already know it.” (James Clear, Author of ‘Atomic Habits’)  The instructor will give an overview of the semester, answer any questions, and lead students through verbal warm-ups to get ready for the new semester. |
| **2** | **Popular Culture**  Students will come to class with one piece of English language popular culture (music video, film, book, TV show, etc.) to share with the class. Students will prepare their own perspectives on media, its influence, and their own interests. The class will explore cultural criticism as it relates to pop culture and will construct their own critiques of media. |
| **3** | **Deep Work and Focus Skills**  What makes it so difficult to focus and get work done? Students will consider elements of the modern world that contribute to a culture of procrastination and consider its impact on their own lives. Students will work in groups to prepare a short roleplay where they explore the difference between “important” work and “urgent” work  Cal Newport: *Deep Work* <https://doist.com/blog/complete-guide-to-deep-work/> |
| **4** | **Inequality in our World**  What is equality and how can we as a community as well as a world strive towards it? Students will analyze the ways in which our society and world are wrought with inequality and discuss ways in which we as individuals as well as we as a group can make aims at closing this inequality and bringing about positive change in our lifetime. Students will come to class with a self-reflection on how inequality manifests in their day to day lives, which will be shared to prompt the discussion. |
| **5** | **Current Events**  In addition to weekly Q&A Sessions regarding current events, this week students will have more time to go in-depth with the developments on issues already presented, along with newly introduced ones. Come to class with a current event in mind as well as a series of corresponding conversation questions. Students will start off leading a round table, popcorn style, discussion on their current events. We will prepare for this by quickly addressing current events in the first five minutes of each class. |
| **6** | **Midterm Preparation**  The instructor will share expectations for midterm presentation, and provide exemplars. Students will group up and organize panel discussion on a range of topics. |
| **7** | **Midterm Activity: Panel Discussion**  Students will present their UN Panel Discussions to the class. |
| **8** | **Reading Week** |
| **9** | **Public Speaking and Presentation Skills**  Students will learn and practice skills related to public speaking and how to conduct yourself in front of a large group of people. Students will discuss how body language and gestures affect professionalism as well as discuss factors that make people view you as a persuasive speaker. Students will end with short speeches.  Dale Carnegie: *The Art of Public Speaking* <http://library.umac.mo/ebooks/b17773544.pdf> |
| **10** | **Listening Skills and Note-taking**  Students will listen to an assigned video (e.g. lecture or discussion). take notes, and write a summary of the main points in organised notes. |
| **11** | **Discussion**  Students will discuss a longer text demonstrating their understanding of underlying concepts and the way they are expressed, and considering the implications of the ideas presented.  The Personal Presentations and Final Examination taking place in the final two weeks of the course will be presented. |
| **12-13** | **Final Oral Presentation I: Personal Presentations**  Students will give an individual oral presentation on a topic of their choice. Each presentation must showcase the student’s ability to gather information, structure a sound presentation. Students will also be assessed on answering follow-up questions. |
| **14-15** | **Final Exam**  Students will meet with the instructor one-on-one for an IELTS style interview aimed to assess acquired oral skills. |

**Course Materials**

1. Weekly readings from local and international newspapers and magazines (The New York Times, The New Yorker, The New Republic, The South China Morning Post, The Atlantic and others)

2. TED talks, YouTube videos, websites and other online resources

3. Presentation guides such as <http://step.inpg.fr/GB/docs/Language_of_presentation_v7.pdf> (A Short Guide to Oral Presentation in English) and <http://optimus.hku.hk/home/> (Online project for the improvement of university speaking)

4. Slang Directory<http://www.manythings.org/slang/>

And others

**Academic Honesty**

You are expected to do your own work. Dishonesty in fulfilling any assignment undermines the learning process and the integrity of your university degree. Engaging in dishonest or unethical behavior is forbidden and will result in disciplinary action, specifically a failing grade on the assignment with no opportunity for resubmission. A second infraction will result in an F for the course and a report to University officials. Examples of prohibited behavior include, but not limited to:

* Cheating – an act of deception by which a student misleadingly demonstrates that s/he has mastered information on an academic exercise. Examples include, but not limited to:
  + Copying or allowing another to copy a test, quiz, paper, or project;
  + Submitting a paper or major portions of a paper that has been previously submitted for another class without permission of the current instructor;
  + Turning in written assignments that are not your own work (including homework);
* Plagiarism – the act of representing the work of another as one’s own without giving credit:
  + Failing to give credit for ideas and material taken from others;
  + Representing another’s artistic or scholarly work as one’s own;
* Fabrication – the intentional use of invented information or the falsification of research or other findings with the intent to deceive.

**To comply with the University’s policy, any written work has to be submitted to VeriGuide.**

**Assessment Rubric for Participation**

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|  | **Participation** |
| **Excellent**  A, A- | Assigned homework is completed in full demonstrating commendable effort and conscientiousness in excellent quality work contributing significantly to the lesson prepared for. The student is highly active in contributing to discussion and interaction in class without being dominant, while showing excellent sensitivity to peers’ need to express ideas. |
| **Good**  B+, B | Assigned homework is completed in full demonstrating good effort and conscientiousness in good quality work contributing effectively to the lesson prepared for. The student is active in contributing to discussion and interaction in class without being dominant, while showing good sensitivity to peers’ need to express ideas. |
| **Satisfactory**  B-, C+, C | Assigned homework is completed satisfactorily demonstrating some effort and conscientiousness in work of satisfactory quality enabling the student to contribute to the lesson prepared for. The student contributes satisfactorily to discussion and interaction in class; they may appear dominant at times, or passive at others, but show satisfactory sensitivity to peers’ need to express ideas. |
| **Barely Satisfactory**  C-, D+ | Assigned homework is completed adequately demonstrating the minimum of effort and little conscientiousness in work of barely satisfactory quality which hardly enables the student to contribute to the lesson prepared for satisfactorily. The student contributes to discussion when asked to do so but interaction in class is barely satisfactory; the student may appear dominant at times, and passive at others and sometimes shows insensitivity to peers’ need to express ideas. |
| **Unsatisfactory**  D, F | Assigned homework is not completed adequately and does not demonstrate even the minimum effort or conscientiousness in work of unsatisfactory quality which does not enable the student to contribute to the lesson prepared for satisfactorily. The student only contributes when asked and does so unsatisfactorily; interaction in class is unsatisfactory; the student is generally passive and fails to show sensitivity to peers’ need to express ideas. |

**Assessment Rubric for Midterm and Class Presentation**

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|  | **Organisation** | **Content** | **Fluency** | **Accuracy** | **Presentation Skills** |
| **Excellent**  A, A- | Organises information in a highly logical sequence with excellent time control creating an interesting presentation. | Information is consistently relevant and appropriately elaborated, demonstrating excellent understanding of the subject and excellent ability to respond to questions. | Speaks fluently with occasional language-related hesitation, repetition or self-correction. | Uses a mix of complex and simple structures with some flexibility; mistakes with complex structures do not hinder comprehension. Uses a range of pronunciation features with mixed control; mispronunciation may reduce clarity. | Maintains eye contact with audience, seldom returning to notes; uses relevant and interesting graphics and texts. |
| **Good**  B+, B | Organises information in a logical sequence with good time control creating a consistently easy-to-follow presentation. | Information is relevant and appropriately elaborated, demonstrating good understanding of the subject and good ability to respond to questions. | Usually maintains the flow of speech, but uses repetition, self-correction or slow speech to keep going. | Produces basic sentence forms with reasonable accuracy, but complex structures usually contain errors and may affect comprehension. Able to control a limited range of pronunciation features; mispronunciation reduces clarity. | Maintains eye contact most of the time and occasionally returns to notes; uses relevant graphics and texts. |
| **Satisfactory**  B-, C+, C | Organises information with satisfactory logic and time control creating a presentation which is generally easy to follow. | Information is generally relevant and appropriately elaborated, demonstrating satisfactory understanding of the subject and ability to respond to questions. | May speak slowly, or with frequent repetition and self-correction and noticeable pauses. | Produces basic sentence forms and some correct simple sentences; complex structures are rare; frequent errors affect comprehension. Able to control a limited range of pronunciation features; mispronunciation causes difficulty for the listener. | Eye contact is occasionally used and notes are referred to frequently; visual aids are used to support the presentation. |
| **Barely Satisfactory**  C-, D+ | Information is not organised in a logical sequence and time is not satisfactorily controlled, creating a presentation which is difficult to follow. | Information is often inadequate and irrelevant, with evidence of insufficient understanding of the subject matter and difficulty responding to questions. | Speaks slowly with frequent repetition and self-correction. | Basic sentence forms are marked by frequent errors that affect comprehension. Unable to control pronunciation features; mispronunciation leads to communication breakdown. | Eye contact is barely used or absent, and most of the presentation is read aloud from notes, with poorly prepared, or no visual aids. |
| **Unsatisfactory**  D, F | Organisation is illogical, time control is unsatisfactory, creating a presentation that is incoherent. | Information is inadequate and irrelevant, there is insufficient understanding of the subject matter and the speaker is unable to respond to questions. | Speaks with long pauses; has limited ability to link simple sentences and is frequently unable to convey basic messages. | Attempts basic sentence forms but with limited success or relies on apparently memorised utterances; makes numerous errors except in the memorised utterances. | Eye contact is absent, and the presentation is read aloud from notes, with poorly prepared, or no visual aids. |

**Assessment Rubric for Listening and Note-taking Skills**

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|  | **General Listening Ability** | **Listening for Details** | **Note-taking** |
| **Excellent**  **A, A-** | Can understand with ease virtually everything heard. Has no difficulty in understanding any kind of spoken language, whether live or broadcast, delivered at fast native speed. | Able to understand, with ease and confidence, conventional narrative and descriptive texts of any length as well as complex factual material such as summaries or reports. They are typically able to follow some of the essential points of more complex or argumentative speech in areas of special interest or knowledge. In addition, they are able to derive some meaning from oral texts that deal with unfamiliar topics or situations. Able to comprehend the facts presented in oral discourse and are often able to recognize speaker-intended inferences. Nevertheless, there are likely to be gaps in comprehension of complex texts dealing with issues treated abstractly. | Can summarise information from different spoken sources, reconstructing arguments and accounts in coherent notes. |
| **Good**  **B+, B** | Can understand a wide range of demanding, longer listening texts, and recognise implicit meaning. | Able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things, and narrations about past, present, and future events. The speech is predominantly in familiar target-language patterns. Listeners understand the main facts and many supporting details. Comprehension derives not only from situational and subject-matter knowledge, but also from an increasing overall facility with the language itself. | Produces clear, well-structured and detailed notes. |
| **Satisfactory**  **B-, C+, C** | Can understand the main ideas of complex listening material on both concrete and abstract topics, including technical discussions. | Able to understand short conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven, understanding the main facts and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge. | Produces clear and detailed notes. |
| **3-4**  **Barely satisfactory**  **C-, D+** | Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. | Able to understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts. Comprehension is most often accurate with highly familiar and predictable topics although a few misunderstandings may occur. | Produces simple notes on topics, which are familiar, or of personal interest. |
| **Unsatisfactory**  **D, F** | Can only understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment). | Able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven, showing little or no comprehension of more complex oral texts. | Produces basic and often incomplete notes. |

**Assessment Rubric for Final Oral Exam**

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|  | **Accuracy** | **Lexical Resource** | **Development and Fluency** |
| **Excellent**  **A, A-** | The student demonstrates the ability to use a variety of structures accurately and consistently and is confidently in control of the structures used.  Uses a wide range of pronunciation features. | The student shows enough command of vocabulary to respond with precision. Shades of meaning are achieved and some sophisticated ideas are communicated. | The student shows sustained ability to maintain a conversation and to contribute at some length and can respond to changes in the direction of the conversation. Pronunciation and intonation are clear. |
| **Good**  **B+, B** | Structures will be generally sound but will not be used entirely accurately or with consistent confidence. There will be some errors in attempting to use more complex sentences.  Uses a range of pronunciation features. | The student has a sufficient range of vocabulary to convey information and ideas with competence and some confidence. | The student responds relevantly and at length which makes frequent prompting unnecessary, resulting in a competent conversation. Pronunciation and intonation are generally clear. |
| **Satisfactory**  **B-, C+, C** | The student can use simple structures securely but has difficulty venturing beyond them.  Uses a range of pronunciation features, with mixed control. | Vocabulary conveys simple ideas and information clearly. Errors are noticeable, however, and only partial competence is achieved. | The student makes an attempt to respond to questions and prompts. Effort will need to be made to develop the conversation; only partial success will be achieved.  There is some lack of clarity of pronunciation and intonation, but it is unlikely to impede communication. |
| **3-4**  **Barely satisfactory**  **C-, D+** | Structures will generally be very simple, limited and with errors, which will restrict communication.  Uses a limited range of pronunciation features with frequent mispronunciations. | Vocabulary is not wide or varied and there will be difficulty in conveying simple ideas. There is likely to be hesitation, repetition and searching for words. | Responses tend to be brief and widely spaced. The student has to be encouraged to go beyond short responses and struggles to develop a conversation. Pronunciation and intonation cause some communication difficulty. |
| **Unsatisfactory**  **D, F** | Attempts at structured sentences will rarely achieve communication. However, some attempt at a response will be made during the discussion.  Mispronunciation causes frequent difficulty for the listener. OR Very limited response, which is barely intelligible or no attempt is made at a response. | Vocabulary will generally be inadequate to convey even simple ideas.  OR Completely limited/no attempt at a response. | Responses are so brief that little is communicated. The student hardly engages in conversation. Pronunciation and intonation patterns cause difficulty for even the more sympathetic listener.  OR Completely limited/no attempt at a response. |