**Hong Kong Shue Yan University**

**Department of English Language & Literature**

2nd term, 2019-2020

**Course Title:** Oral English II

**Course Code:** ENG 182

**Year of Study:** 1st

**Number of Credits:** 1

**Duration in Weeks:** 14**-**15 Weeks

**Contact Hours Per Week:** 1 Hour per Week

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

**Instructor:** Molly Thomas

**Course Description**

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 topics 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 Intended Learning Outcomes (ILOs):**

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| **ILO 1** | Students will be able to verbally express their thoughts and opinions in English confidently and in a coherent manner. |
| **ILO 2** | Students will be able to construct and justify a persuasive argument in English. |
| **ILO 3** | Students will be able to use context-appropriate vocabulary and differentiate formal and informal English. |
| **ILO 4** | Students will be able to demonstrate enhanced listening comprehension skills. |
| **ILO 5** | Students will be able to hold a conversation on a wide range of current topics in English. |

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

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| **TLA1** | **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. |
| **TLA2** | **Think/Pair/Share:** The lecturer gives the class a question or prompt, and students are first given time to think about the topic on their own, and write down some thoughts. Afterwards, students are paired to compare notes, and prepare as a pair to share with the rest of the class. |
| **TLA3** | **Information Gap:** Students are put in pairs and given two different sets of worksheets with missing information. In order to complete the worksheet, the students need to collaborate, asking each other a series of questions until each has filled the sheet with the correct answers. |
| **TLA4** | **Q&A Session:** Like those attended by prominent individuals, students will hold a Q&A session regarding a current event of the student’s choosing. The student will present a very brief overview of the event and will answer questions chosen at random. The instructor may provide an opening question for each student, and the “audience “will ask follow up questions which will be graded along with the student’s answers. |
| **TLA5** | **Cocktail Conversation:** In this activity, multiple discussion prompts are handed out to the class to be discussed at the same time. The class is dispersed across the room in small clusters, much like in cocktail parties. The instructor walks from group to group, checking on the progress of the conversation. To conclude, each group presents the highlights of their discussion to the rest of the class. |
| **TLA6** | **Peer Survey:** The class will be seated in two rows facing each other, and handed short surveys. Students must fill out the survey by asking questions to the person across from them, and move on every few minutes, speed dating style. The students must therefore speak and write quickly. Findings will be compiled at the end of class. |
| **TLA7** | **Pronunciation Drills:** The lecturer will provide song lyrics to the class, and through rhythmic repetition, help students correct pronunciation errors. The continued repetition, and musical tone, helps the student imitate the correct intonation, and reduce ossified errors. |
| **TLA8** | **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. |
| **TLA9** | **Casual Talk:** Students will be asked to share English slang they are familiar with, and to use it in the correct context. The lecturer will provide a list of the most popular idioms. |
| **TLA10** | **Personal Presentation:** Personal Presentations will be held at the end of the semester. Each student will consider the traits and experiences that have shaped them and exemplify them as a human being. Within this presentation they must consider their strengths and weaknesses and examine their future considerations and growth. Students will be asked follow-up questions by their peers and lecturer. The workplace presentation will be graded as a major project. The exact format and topic of this presentation is subject to change. |
| **TLA11** | **Final Speaking Exam:** For the final examination, the lecturer will test the student’s fluency by holding a conversation one-on-one on a previously determined list of topics. |

**Assessment Tasks (ATs):**

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| --- | --- |
| AT 1 | **Self-Reflection:** Students will share their thoughts on a specific theme to spark the classroom discussion. |
| AT 2 | **Classroom Participation:** Students willingness to participate in class activities, as well as consistent contributions to the classroom discussions will serve as the basis of the assessment. |
| AT 3 | **Panel Discussion:** Students will be graded on one midterm assessment activity. |
| AT 4 | **Personal Development Project:** Students will give a short presentation where they holistically assess themselves, their strengths and weaknesses, and their goals for the future. This presentation will include a question and answer session with their classmates. |
| AT 5 | **Final Individual Oral Exam:** A one-on-one “Mock Interview” that will feature a series of standard interview questions aimed at preparing students for future interviews. Students will be graded on fluency, vocabulary and professionalism. |

**Summary:**

The Intended Learning Objectives, Teaching Learning Activities and the Assessment Tasks are intended to provide a framework and promote student learning in the following manner:

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| --- | --- | --- |
| **Teaching/Learning Objective** | **Teaching/Learning Activity** | **Assessment Task** |
| ILO 1 | TLA 1, 2, 4, 5, 9, 10, 11 | AT 1, 2, 3, 4, 5, 6 |
| ILO 2 | TLA 3, 4, 5, 9, 10, 11 | AT 2, 3, 6 |
| ILO 3 | TLA 1, 3, 5, 6, 7, 8, 9, 10, 11 | AT 2, 3, 4, 5, 6 |
| ILO 4 | TLA 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 | AT 2, 3, 4, 5, 6 |
| ILO 5 | TLA 1, 2, 5, 9, 10, 11 | AT 2, 3, 6 |

**Course Overview:**

- Students will explore various discussion topics on a weekly basis, with the added challenge of incorporating new vocabulary and in depth analysis of subject topics.

-Students will be required to support their assertions and comments with real life examples, applications, and evidence.

-On occasion, students will take turns being the “teacher” where they will be responsible for prompting and facilitating class discussion.

-Classroom participation is required and will factor into students’ final grade. ONLY ENGLISH is to be spoken in the classroom.

**Example schedule.** [I withhold the right to change the syllabus at any time]

Every week before class, students will receive an email or see a Moodle post from the professor with links to articles, video clips, audio recording, and/or pictures. Additionally, vocabulary lists may be included for guidance. “Homework” and reflection will be assigned in these emails and is to be completed **prior to the next class** session. Please make a habit of checking your email and feel free to reach out to the professor with any questions.

In addition to weekly readings, students must sign up for two visits with the instructor over the course of the semester. Available time slots will be sent by email the first week of every month. Students may either sign up individually or in a pair. If none of the time slots align with the student’s schedule, please email the instructor for further availability. Failure to sign up will result in a lower participation score for the course. While these meetings will not be graded on perfect grammar and fluency, students must be prepared with adequate reflections on their progress or on class discussion.

**Week 1: Course Overview**

“The surest way to prevent yourself from learning a topic is to believe you already know it.”

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.

**Week 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.

**Week 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/>

**Week 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.

**Week 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 switch 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 leading up

**Week 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.

**Week 7: Midterm Activity: Panel Discussion**

Students will present their UN Panel Discussions to the class. Half of students will present their midterms to the class.

**Week 8: Midterm Activity: Panel Discussion**

Remaining half of students will present midterms to class.

**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 a short speeches.

Dale Carnegie: *The Art of Public Speaking* <http://library.umac.mo/ebooks/b17773544.pdf>

**Week 10: Mental Health and Wellness**

What does it mean to have good mental health? Why is there a seeming epidemic of mental illness and depression in the twenty-first century? Students will consider contributing factors and discuss coping mechanisms in small groups and respond to scenarios.

**Week 11: Personal Branding/Final Oral Presentation Description**

Students will discuss in pairs what it means to “market yourself” and what are effective ways to do so. Students will address questions about maintaining conceptions of authenticity in an age of social media and corporatism affecting all parts of our lives. The final project, the workplace presentation, will be introduced. (Note: exact topic of final presentation may be modified)

**Week 12-13: Final Oral Presentation I: Personal Presentation**

**Week 14: Final Exam Review**

**Week 15: Final Exam: Mock Interview**

Students will meet with the instructor one-on-one for a “Mock Interview” aimed to asses acquired oral skills.

**Grading Scale**

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| --- | --- |
| **Homework:**  Weekly assignment and preparation are designed to help students participate in class discussion; it is therefore essential for all emailed assignments to be completed in a timely manner. Assignments should be completed prior to the start of class. | 10% |
| **Participation:**  Student participation is heavily accounted for in the final grade due to the conversational nature of the class. Students who do not regularly attend classes, or 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. | 25% |
| **Mid-Term Exam:** | 20% |
| **Class Presentation:**  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. | 15% |
| **Final Exam:**  The lecturer will spend one-on-one time with each student for the final examination, during which students will demonstrate their ability to verbally express their thoughts and opinions in English. | 30% |

**Assessment Rubric for Midterm and Final Presentation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | Unsatisfactory (0/1pt) | Acceptable  (2pts) | Good  (3pts) | Excellent  (4pts) |
| Organization | There is no organization of information.  It is almost impossible to understand what the presenter is talking about. | The sequencing of information is poor.  It is difficult to follow what the presenter is talking about. | Presenter presents information in logical sequence.  It is easy to follow what the presenter is talking about. | Presenter presents information in logical and interesting sequence.  It an enjoyment to listen to the presentation. |
| Subject Knowledge/ Preparation | Presenter does not seem to understand the subject s/he is presenting and cannot answer questions about subject. | Presenter is uncomfortable with information and is able to answer only rudimentary questions. | Presenter demonstrates adequate subject knowledge and can answer all questions, but fails to elaborate. | Presenter demonstrates very good understanding of the subject and can answer all questions with explanations and elaboration. |
| Amount of Information & Relevance | Information is inadequate and irrelevant to the topic of presentation. | Content can be enriched.  Some of the information is irrelevant to the topic of presentation. | Information is adequate and basically relevant to the topic of presentation. | Presenter provides adequate and relevant information with elaboration. |
| Visual Aid (audio-visual materials, props etc) | Presenter uses poorly prepared visual aid or no visual aid | Presenter occasionally uses visual aid that rarely supports the presentation. | Presenter uses relevant graphics and texts. | Presenter uses relevant and interesting graphics and texts. |
| Grammar & Spelling | Presenter has made more than 10 misspelling and/or grammatical errors. | Presenter has made less than 10 misspellings and/or grammatical errors. | Presenter has made only a few misspellings and/or grammatical errors. | Presenter has made less than 2 misspellings or grammatical errors. |
| Eye Contact | Presenter reads all of report with no eye contact. | Presenter occasionally uses eye contact, but still reads most of report. | Presenter maintains eye contact most of the time but frequently returns to notes. | Presenter maintains eye contact with audience, seldom returning to notes. |
| Fluency & Clarity | Presenter mumbles, incorrectly pronounces terms and speaks too quietly.  There are too many pauses.  Presenter uses monotone. | Presenter incorrectly pronounces many of the terms.  There are too many pauses.  Presenter uses monotone. | Presenter's voice is clear.  Presenter pronounces most words correctly.  Speech rate is appropriate. | Presenter uses a clear voice and pronounces terms correctly and precisely.  Presenter delivers the message in a confident and enthusiastic fashion.  The volume and rate varies to add emphasis and interest. |
| Length of Presentation | The presentation is either too long or too short (10 or more minutes above or below the allotted time). | The presentation is within 5 minutes of allotted time. | The presentation is within 3 minutes of allotted time. | The presenter has excellent time control. |
|  |  |  | Total Points (8 criteria): | /32 |

**Final Oral Exam Assessment Rubric**

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| --- | --- | --- | --- |
| Mark | Structure | Vocabulary | Development and Fluency |
| 9-10 | The candidate demonstrates ability to use a variety of structures accurately and consistently. The candidate is confidently in control of the structures used. | The candidate shows enough command of vocabulary to respond with precision. Shades of meaning are achieved and some sophisticated ideas are communicated. | The candidate shows sustained ability to maintain a conversation and to contribute at some length. The candidate can respond to change in direction of the conversation. Pronunciation and intonation are clear. |
| 7-8 | 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. | The candidate has a sufficient range of vocabulary to convey information and ideas with competence and some confidence. | The candidate responds relevantly and at length which makes frequent prompting unnecessary, resulting in a competent conversation. Pronunciation and intonation are generally clear. |
| 5-6 | The candidate can use simple structures securely but has difficulty venturing beyond them. | Vocabulary conveys simple ideas and information clearly. Errors are noticeable, however, and only partial competence is achieved. | The candidate 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 | Structures will generally be very simple, limited and with errors, which will restrict communication. | 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 candidate has to be encouraged to go beyond short responses and struggles to develop a conversation. Pronunciation and intonation cause some communication difficulty. |
| 1-2 | Attempts at structured sentences will rarely achieve communication. However, some attempt at a response will be made during the discussion. | Vocabulary will generally be inadequate to convey even simple ideas. | Responses are so brief that little is communicated. The candidate hardly engages in conversation. Pronunciation and intonation patterns cause difficulty for even the more sympathetic listener. |
| 0 | Completely limited/no attempt at a response. | Completely limited/no attempt at a response. | Completely limited/no attempt at a response. |

\* Published on the University of Cambridge International Examinations website as a part of the Cambridge IGCSE English as a Second Language, 2011 Syllabus. Link:<http://www.cie.org.uk/docs/dynamic/30875.pdf>

**Academic Honesty**

You are expected to do your own work. Dishonesty in fulfilling any assignment undermines the learning process and the integrity of your college 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 College officials. Examples of prohibited behavior are:

● Cheating – an act of deception by which a student misleadingly demonstrates that s/he has mastered information on an academic exercise. Examples include:

● 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

**Course Materials**

**1. Newspaper and magazine readings (The New York Times, The New Yorker, and others)**

**2. Videos and other online resources**

**3. Presentation Tips** [**http://step.inpg.fr/GB/docs/Language\_of\_presentation\_v7.pdf**](http://step.inpg.fr/GB/docs/Language_of_presentation_v7.pdf)

**4. Slang Directory** [**http://www.manythings.org/slang/**](http://www.manythings.org/slang/)

**And others**