

ALI 234 Advanced Intermediate Oral Skills

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Office hours:
or by appointment

USC'S UNDERGRADUATE AND GRADUATE ADMISSIONS REQUIREMENT: According to the University, "[a]cademic success in the United States depends on your ability to communicate effectively in English,"¹ and the "ability to communicate effectively in English—to read, write and speak the language fluently—is vital to your success as a university student."²

PREREQUISITES: Students are placed into ALI 234 based on the results of the International Student English (ISE) Exam³ or a previous ALI oral skills course.

COURSE DESCRIPTION: This course is designed to help you meet the above requirement by improving your oral communication skills. More specifically, you will work on

- grammatical accuracy
- clearer pronunciation
- intonation
- fluency
- vocabulary use
- cultural awareness
- listening comprehension

These language skills will be addressed in the process of doing various academic communicative activities, such as:

- listening to excerpts from lectures
- summarizing talks on a topic
- leading and participating in discussion
- creating research questions
- conducting a survey
- analyzing, graphing, and reporting data
- giving presentations

¹ International applicants. *University of Southern California: Undergraduate admissions*. Retrieved on January 4, 2013, from http://www.usc.edu/admission/undergraduate/apply/inter_students.html

² Proficiency in English. *University of Southern California Graduate Admissions: International students*. Retrieved on January 4, 2013, from <http://www.usc.edu/admission/graduate/international/englishproficiency.html>

³ <http://dornsife.usc.edu/ali/ise/>

COURSE MATERIALS: All handouts will be made available through Blackboard. Please be sure to print out your materials before each class.

ALI ATTENDANCE POLICY: More than **3** hours of absence will be reported to the ALI student advisor. More than **6** hours of absence will result in a course grade of **NC** (no credit). Absence is counted for *any* reason, including illness, emergencies, and conference attendance. (Athletes, please note that a written excuse for absence due to competitions must be filed with the ALI Student Advisor.)

TARDINESS POLICY: Attending class on time is important since tardiness is an inconvenience to your classmates. Coming to class late will also count towards the number of hours missed.

ACADEMIC INTEGRITY: ALI and USC are very diligent in keeping students honest about their work. Copying another writer's work, improperly paraphrasing or citing a source, and getting "editorial revision by another person that results in substantive changes in content or major alteration of writing style" constitute academic dishonesty and can have serious consequences on your status as a student at USC.⁴

Please note: This is a credit/no credit (CR/NC) class, which means that you will not receive a final letter grade (A/B/C/F) on your USC transcript. Since this is a proficiency-based course designed to help improve your oral skills, your proficiency in these oral skills at the *end* of the course determines whether you will be advised to take an additional class or not. Therefore, it is in your own interest to do your best to participate fully in every assignment.

MAJOR ASSIGNMENTS: There will be three major assignments in this course.

Group Presentation: You will conduct a survey in groups and present your findings.

Freedom Presentation: You will have the opportunity to share a term from your field.

Group Chat: This will be a group discussion you will hold in groups in which you discuss a topic/s of your choice.

Additional details on each assignment will be provided during the semester.

⁴ Behavior violating university standards and appropriate sanctions. University of Southern California: SCampus student guidebook. Retrieved on January 4, 2013, from <http://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>

CONFERENCING AND OFFICE HOURS: During the semester I will be meeting with you individually/in groups to discuss your progress and strategize with you to help you reach your personal goals in English communication. In addition, please feel free to stop by during my office hours to practice your English.

STUDENTS WITH DISABILITIES: Any student requiring accommodation based on a disability is required to register with the Disability Services and Programs office (DSP) each semester. A letter of verification for approved recommendations can be obtained through DSP. Please be sure the letter is delivered to me as early in the semester as possible. For more information, see http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html.

CLASSROOM COURTESY: As a courtesy to your classmates and teacher, please refrain from chit-chat when others are talking. Use of technology (e.g., smart phones, iPads) is permissible when looking up information or checking the definition of a word; however, text-messaging is distracting and takes your attention from class discussion, so it is forbidden during class. Also, while it is understandably easier to speak your native language to others from your home country, this can be uncomfortable to others in the class who don't speak your language and certainly defeats the purpose of being in an English class, so please use English only in the classroom.

HOW CAN I IMPROVE MY SPEAKING SKILLS?: Most of you have already studied English for many years, and you have a great deal of passive knowledge; in other words, you know a lot of grammar and vocabulary, but you just have a difficult time using it fluently. In this class, we will give you information and practice to help you improve your pronunciation, intonation, and fluency, but without lots of practice outside of class, you will not see much improvement. One cannot play piano or basketball by just learning about the instrument or sport; hours and hours of practice are necessary. The same is true about language learning. Just physically being in the US will not improve your English (there are people who have lived in Los Angeles for over 20 years who can hardly speak English). If you really want to improve your English communication skills while you are at USC, make sure you are using English the majority of the time you are speaking. Do your best to find opportunities to converse with others in English. Nothing will help you more.

OTHER SOURCES: Duolingo, Elevate, Illuminate, Google Voice/Siri, Rachel's English (YouTube Channel), ALI Conversation Groups (details TBA).

Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism—presenting someone else’s ideas as your own, either verbatim or recast in your own words—is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, Behavior Violating University Standards, <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity, <http://equity.usc.edu/>, or to the Department of Public Safety, <http://capsnet.usc.edu/departments/public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community—such as a friend, classmate, advisor, or faculty member—can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men, <http://www.usc.edu/student-affairs/cwm/>, provides 24/7 confidential support, and the Sexual Assault Resource Center webpage, <https://sarc.usc.edu/>, describes reporting options and other resources.

Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute, <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international students. The Office of Disability Services and Programs, http://sait.usc.edu/academic-support/center-programs/dsp/home_index.html, provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information, <http://emergency.usc.edu/>, will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.

COURSE SCHEDULE:⁵

Week	Topics/Activities	Assignments
1	Course introduction; Assessments Discussion –Language Learning Experiences	Daily Speaking Practice Transcribe and correct 1min of speaking assessment
2	MARTIN LUTHER KING JR. Language Learning Experiences -Discussion Review of Assessments	Daily Speaking Practice Assessment Self-Evaluations – transcriptions and corrections
3	Continue Review of Assessments TED Discussions -Introduction Language Learning Survey Topics and Groups Progress Consultation #1	Daily Speaking Practice Group Surveys Prepare TED Discussion #1
4	Question Formation –and intonation Vowels Survey Preparation TED Discussion #1	Daily Speaking Practice Group Surveys –draft and conduct TED Discussion #1 -Transcribe and Correct
5	Presenting Data/Making Presentations Stress (word and sentence) Vowel Length and Nasalization	Daily Speaking Practice Group Survey Results
6	Midterm Assessments Review Survey Presentations Assessments	Daily Speaking Practice Prepare for Assessments Survey Presentation-Transcribe & Correct
7	PRESIDENTS' DAY Midterm Consultations -Transcripts/Questions	Daily Speaking Practice
8	"Independence" and "Freedom" Introduce TED Discussion #2 Pronunciation: r-coloring Word stress and reduced vowels	Daily Speaking Practice TED #2 Preparation History.com –"American Revolution"
9	Sketch Review and Selection "Independence" and "Freedom" Question formation review Rhythm and Stress / T-variation	Daily Speaking Practice TED Discussion #2 Preparation Mirroring and Pronunciation Exercises ("Non-Stop")
10	SPRING RECESS	
11	Sketch Analysis (segments and adjustments) Adjustments in Connected Speech Thought Groups TED Discussion #2	Daily Speaking Practice TED#2 –Transcribe and Correct Practice Sketches and "Non-Stop"
12	Sketch Analysis (rhythm, stress, thought groups) Practice Sketches and "Non-Stop" Practice Assessments	Daily Speaking Practice Practice Sketches and "Non-Stop"
13	Sketch and "Non-Stop" Presentations Feedback -Consultations	Daily Speaking Practice Begin Original Sketches/Presentations
14	Final Listening Assessments Group Chat Preparations	Daily Speaking Practice Chat and Presentation Preparation
15	Original Presentations and Chats	Videos –recorded and/or submitted
16	Individual / Group Consultations as Needed	

⁵ Subject to change at the Instructor's discretion.

