**ALI 254: Advanced Oral Skills**

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| Instructor: Eric H. Roth | Office: PSD, 106E |
| Classroom: SOS B43 | Email: ericroth@usc.edu |
| Class time: 3:30-4:50 TuTh | Office Hours: 1:00- 2:00 MW and by appointment |
| Midterm Presentation:  10/4 & 10/6 | Capstone Presentation:  11/17, 11/22, |
| **Semester Holidays:**  11/24/16 | **Last Day of Class:**  12/1/16 |

**According to USC:**

"*The ability to communicate effectively in English-to read, write and speak the language fluently-is vital to your success as a university student, and may also serve as a vital tool in your future academic and professional success. USC graduate students are therefore expected to demonstrate proficiency in English at all levels of graduate study."*

(http://www.usc.edu/admission/graduate/international/english.html  Retrieved on August 23, 2012)

**COURSE DESCRIPTION**: This oral skills course will equip advanced English language learners with the vital skills they need to be successful in different academic, professional and social situations and fulfill the university requirement listed above. The diverse-speaking assignments in this advanced English course are designed to help students improve fluency, effectiveness, and comfort in speaking English inside and outside the classroom.

Naturally, speaking skills improve with practice. We learn, as the cliché goes, by doing. So we will conduct professional interviews, converse in small groups, lead discussions, questin classmates, and both give and hear several short academic presentations. We will also interview a professional in our field, tell stories, share opinions, evaluate options, and reflect on our language use. We will also give three longer formal presentations (product review, term definition, problem-solution) that will be recorded for self-review, peer review, and instructor evaluation.

Finally, we will also examine barriers to effective oral communication in academic, professional, and social situations for non-native English speakers. These barriers include language issues such as limited vocabulary, oral grammar, pronunciation patterns, and listening comprehension. We will systematically identify and reduce these barriers to verbal success – in English – in a wide variety of academic, professional and social contexts that emphasize fluency and natural language experiences.

**COURSE OBJECTIVES:**

At the completion of this advance oral skills course, students should be able to:

* use a variety of common American expressions in formal and informal settings
* collect, share, and summarize information
* cite sources in an academically responsible manner in presentations
* describe people, places, and objects with accuracy and precision
* deploy a range of conversation moves and discussion strategies
* explain a problem, explain options, and advocate for a recommended solution
* express beliefs and illuminate concepts as a public speaker
* demonstrate competency in giving directions and guiding groups
* fully participate in group meets and assist the group in making a decision
* give appropriate peer feedback on presentations
* display interactive conversation strategies and techniques (elaborate, interupt, clarify, summarize, exit)
* provide accurate, detailed descriptions of objects, places, and events
* expand and upgrade our working vocabulary for academic and professional purposes
* lead academic discussions of self-selected readings and videos
* articulate ideas, explain arguments, and defend concepts
* support positions with clear arguments and respond to counter-arguments
* develop situational strategies to assess appropriate vocabulary and tone
* ·improve oral grammar/accuracy and pronunciation
* provide a clear, compelling, and persuasive speech in English
* present sophisticated material from a discipline to a general audience

**Materials:**

**Required textbook:** Giving Academic Presentations , Second Edition by Susan M. Reinhart (University of Michigan Press), 2013

What Color is Your Parachute? Rethinking Reseumes by Richard N. Bolles (Ten Speed Press), 2014.

Additional Materials:

- interviews and surveys - videorecordings of class presentations

 [www.Ted.com](https://blackboard.usc.edu/webapps/blackboard/execute/www.Ted.com%20) video recordings, [www.thisibelieve.org](http://www.thisibelieve.org) podcasts, and worksheets

- Discussion board forums - curated readings

**GRADING:**

Upon completion of this course, students will receive a grade of Credit (CR) or No Credit (NC). The final grade will be based on the following criteria:

 **Classroom participation:** 50%

o Partner interviews (intro, Skype interview, elevator pitch)

o Small group and class discussions

* Search and share homework worksheets

o Introduce a significant figure in your field

o Virtual tour: USC, Los Angeles and/or My hometown

o Short reviews (movie, TED, apps, restaurants)

o problem-solution (field, nation)

* Trend analysis (field, nation) with infographics

  **Project work:** 50%

o Mock job interview 10%

o Object Description/ Product Review  10%

o Term Definitions (midterm) 10 %

* Problem-Solution (Field, nation)

o Information Interview and Trip Report (captstone)  20%

**Your projects will be videotaped for self-evaluation and instructor analysis.**

Note: Some minor assignments might be tweaked a bit and modified. Undergraduates will also be offered an alternative capstone presentation.

**STUDENT CONFERENCES:**  We will hold a minimum of three student-instructor conferences to review your academic performance, provide individual feedback, confirm conversation skills, and develop individual learning plans for further progress on specific issues for each student.

**ATTENDANCE**: 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). If you are late to class, that will also count towards the number of hours missed.In the event you cannot make a class, be sure to check with a classmate for the assignment missed.

**USC 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/department/department-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 [sarc@usc.edu](mailto: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 graduate students.  *The Office of Disability Services and Programs* <http://sait.usc.edu/academicsupport/centerprograms/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/*](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.

**Classroom courtesy:** As a courtesy to your classmates and teacher, please make sure that your cell phones are off during class time and refrain from chit-chat when others are contributing to class discussions. Text-messaging can also be distracting and takes your attention from class discussion, so it is also 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 and certainly defeats the purpose of being in an advanced English oral skills class. So let’s make this an English-only zone during class.

This class shares the belief that speaking English matters for international students doing their stay in the United States and while working across the globe. Take advantage of our classroom as a safe place to develop and exercise your speaking skills for academic, professional, and social purposes.

Please speak to me if you have any questions about our course.

Shall we begin?

**ALI 254 Course Schedule\***

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| **WEEK** | **TASK** | **HOMEWORK** |
| 1 | Personal and Professional Introductions  Course Introduction | Unit 1 - Significant Figure  Watch “I have a dream” |
| 2 | Exploring Los Angeles-  Describing Ourselves  Common Job Interview questions | Unit 2 Rethinking Interviews – I Have a Dream |
| 3 | Mock Job Interviews – Dr. King “I Have a Dream” – Personal Conferences | Unit 1 – Trojan Network  Rethinking Interviews (2) |
| 4 | Mock Job Interviews | Unit 1 – Video Review |
| 5 | Explaining Our Fields – Article  Significant Trends – Graphs and Charts | Unit 3 – Article Review |
| 6 | Descriptive Language – Movie Reviews  Opinion vs Fact | Round robin discussions |
| 7 | Object Descriptions/Product Reviews | PPT- Presentation |
| 8 | Ted Talks 1 and 2 | Unit 3 Ted Talks |
| 9 | Term Definitions – Word Stress | Unit 4 |
| 10 | Using Visual Aids in Persuasive Presentations  Displaying Important Trends (multi-purpose) | Unit 4  Infographics/articles |
| 11 | Elevator Speeches/Skype Interviews | Trojan Network |
| 12 | Leading Discussions – Hedging Language  Dealing with Uncertainity & Being Persuasive | Unit 5 |
| 13 | Problem-Solution – It seems to me… | Unit 5 |
| 14 | Capstone Project - Informational Interviews | Create PPT |
| 15 | Informational Interviews | Rest |

*\*Subject to change at instructor’s discretion*