**ALI 254: Advanced Oral Skills**

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| Instructor: Eric H. Roth | Office: PSD, 106E |
| Classroom: THH 205 | Email: ericroth@usc.edu |
| Class time: 5:00 - 6:20 MW | Office Hours: 12:30- 1:45 MW  and by appointment |
| Midterm Presentation: 9/30, 10/2  | Capstone Presentation: 11/18, 11/2o,  |
| **Semester Holidays: 9/2, 10/17, 10/18,11-27-29** | **Last Day of Class: 12/2/19** |

**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:

* Understand natural conversations in a range of situations
* Summarize & paraphrase other speakers in academic & professional contexts
* use a variety of common American expressions in formal and informal settings
* verify common pronunciation in American English of key vocabulary
* 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, interrupt, 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:**

Additional Materials: - interviews, surveys -videorecordings

 [www.Ted.com](https://blackboard.usc.edu/webapps/blackboard/execute/www.Ted.com%20), [www.thisibelieve.org](http://www.thisibelieve.org) [www.YouGlish.com](http://www.YouGlish.com)

 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 readings/videos

o Introduce a significant figure in your field

o Podcast log

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

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%

* Object Description/ Product Review  10%

o Term Definitions (midterm) 10 %

o Information Interview and Trip Report (capstone)  20%

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

Note: Some minor assignments might be tweaked a bit and modified due to class size. 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.

ACADEMIC INTEGRITY

USC upholds high standards of academic integrity. ALI, in keeping with these university standards, has to ensure that international students, often new to the American university system understand, internalize, and practice academic integrity. Copying another writer’s work, improperly “paraphrasing” or forgetting to mention sources, and getting outside assistance with your work constitute academic dishonesty and can have serious consequences on your status as a student at USC.

In this course, we will discuss ways to demonstrate academic integrity in your work. While I believe in "good mistakes", copying another person’s presentation and claiming that work as your own or “forgetting” to use quotation marks counts as plagiarism, and falls into the "awful mistake" category. Is that clear?

Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct. Questions?

**Statement on Academic Conduct and Support Systems**

Sometimes we all need help. USC provides a wide range of support systems.

Student Health Counseling Services - (213) 740-7711 – 24/7 on call

engemannshc.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call studenthealth.usc.edu

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086 equity.usc.edu, titleix.usc.edu

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

The Office of Disability Services and Programs - (213) 740-0776 dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710 studentaffairs.usc.edu/ssa

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101 diversity.usc.edu

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call dps.usc.edu

Non-emergency assistance or information.

**Use of Technology**

Our class meets in the Fall of 2019. Therefore, deploying smart phones and laptops is encouraged in our 21st century classroom. Remember, however, the importance of being courteous and attentive to the professor and your fellow classmates when they are speaking. Simple translation: enjoy social media on your own time and let’s focus on developing our English language writing skills during our English class. You may be asked to bring your laptop to class during the semester for speaking assignments and group discussions.

**Classroom courtesy:** As a courtesy to your classmates and teacher, please make sure that your cell phones are silent during class time and refrain from personal chit-chat during class. Text-messaging can also be distracting 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 behavior can be uncomfortable to others in the class and undercuts the purpose of being in an English class. Please use English in our English classroom. Okay?

Further , we may discuss a range of topics in class where opinions differ. We will use our skills as writers and speakers in English to express our ideas, provide examples, and respectfully engage with our classmates. Since we do want to both understand and be understood, it also behooves us to remain civil in all of our classroom discussions.

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 IntroductionsCourse Introduction  | Significant FigureI Have a Dream |
| 2  | Exploring Los Angeles- Describing Ourselves Common Job Interview questions | Hometown Interview adviceStart Podcast log |
| 3  | Mock Job Interviews –Trojan Network | Practice interviewUSC Career Profile |
| 4  |  Mock Job Interviews  | Review videoPodcast  |
| 5  | Explaining Our Fields – ArticleSignificant Trends – Graphs and Charts  | Search & ShareReadings |
| 6  | Descriptive Language – Movie ReviewsOpinion vs Fact  | Watch movieInterview -  |
| 7  | Object Descriptions/Product Reviews | PPT- PresentationAmazon/Yelp  |
| 8  | Ted Talks 1 and 2  | Ted Talks |
| 9  | Term Definitions – Word Stress  | 100 Terms - YouGlish |
| 10  | Using Visual Aids in Persuasive PresentationsDisplaying Important Trends (multi-purpose) | Infographics/articles  |
| 11  | Elevator Speeches/Skype Interviews |  USC Career Center |
| 12  | Hedging Language & Uncertainity  Being Persuasive | YouGlish –  |
| 13  | Problem-Solution – It seems to me… | This I Believe |
| 14  | Capstone Project - Informational Interviews  | Create PPT |
| 15  | Informational Interviews  | Rest  |

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