**ALI 254: Academic and Professional Speaking Skills IV - 10162**

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| Instructor: Eric H. Roth | Office: online via Zoom |
| Classroom: online | Email: ericroth@usc.edu |
| Class time: 5:00- 6:20 PM P.S.T. MW | Office Hours: 3:30-4:30 MW and by appointment |
| Midterm Presentation: 9/27, 9/29 | Capstone Presentation: 11/17, 11/22, 11/29 |
| **Semester Holidays: 9/6/, 11/24** | **Last Day of Class: 12/3/21** |

**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 other speakers in academic & professional contexts
* use a variety of common American expressions in formal and informal settings
* choose common pronunciation in American English of key vocabulary words
* collect, share, and summarize information
* cite sources in an academically responsible manner in presentations
* describe people, places, and objects with accuracy and precision
* paraphrase podcasts in academic, social, and professional contexts
* 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 relevant evidence
* respond to the content of counter-arguments
* develop situational strategies to assess appropriate vocabulary and tone
* ·improve oral grammar/accuracy and comprehensibility
* present sophisticated, specialized concepts to a general audience of non-specialists
* provide clear, compelling, and persuasive presentations in English

**USC technology rental program**  
We realize that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university’s equipment rental program. To apply, please [submit an application.](https://studentbasicneeds.usc.edu/resources/technology-assistance/) The Student Basic Needs team will contact all applicants in early August and distribute equipment to eligible applicants prior to the start of the fall semester.

**USC Technology Support Links**

[Blackboard help for students](https://studentblackboardhelp.usc.edu/)

[Software available to USC Campus](https://software.usc.edu/)

**Materials:** Computer and/or smart phone. All of our classes and student-professor conferences will be held online via Zoom.

**Textbook: Required**: TED Talks: The Official TED Guide to Public Speaking. Chris Anderson. 2016. Mariner Books. ISBN 978-1-328-71028-4.

Additional Materials: - interviews, surveys -podcasts -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:** 10%

o Partner interviews (intro, interview, elevator pitch)

o Small group (breakout rooms) and class discussions

* Search and share homework readings/videos

  **Project work:** 90%

* Virtual tours: My hometown, Los Angeles and USC
* Introduce a significant figure in your field

o Podcast vlog - 10%

o Short reviews (movie, TED, product, apps) 10%

o problem-solution (field, nation) 10%

* Trend analysis (field, nation) with infographics 10%

o Mock job interview 10%

* Object Description/ Product Review 10%

o Term Definitions (midterm) 10 %

o Capstone project A: It seems to me 20%

o Capstone project B: Information Interview 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, time restrictions, and our online format.

**Synchronous session recording notice**

All synchronous sessions will be recorded and provided to all students asynchronously.

**STUDENT CONFERENCES:**  We will hold a minimum of four 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 an online 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?

**Zoom Etiquette**

* Please try to appear on Zoom if possible and not connect only via audio. We want to see you! ALI classes are also designed to be interactive and you will get much more out of the class if you are able to participate fully. Authentic interpersonal communication often includes more than just disembodied voices.
* When in breakout rooms, try to practice English with your partners. You may sometimes be paired with another speaker of your native language, but the ALI class is a chance to immerse yourself in English, so make the most of the opportunity. Continual practice leads to continual progress.
* Try not to have other devices on or windows open that will distract you from the class. Again, ALI classes are interactive. It behooves you to direct your attention to the instructor and your fellow classmates. We want to be both active listeners and clear communicators.

**Use of Technology**

Our class, for better or worse, meets online in the Fall of 2020. Therefore, deploying smart phones and laptops remains essential 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. Access to Zoom remains essential.

**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. 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, especially since some of our classmates will be joining us from outside the United States. Okay?

Further, we may discuss a range of topics in class where opinions differ. We will use our skills as thinkers 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 living in the United States and while studying and working across the globe. Take advantage of our classroom as a safe place to develop, exercise, and improve your English language 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 - My Hometown | Exploring Los Angeles  Podcast - TT intro,1 |
| 2 | Describing Ourselves  Common Job Interview questions | Interview advice TT 2  Start Podcast portfolio |
| 3 | Mock Job Interviews –  Trojan Network | Practice interview WCP  USC Career Center |
| 4 | Mock Job Interviews  Mother Tongue vs English | Review video WCP  Podcast 2 TT 13 |
| 5 | Explaining Our Fields –  Significant Trends – Graphs and Charts | Search & Share  Readings TT 4, 10 |
| 6 | Descriptive Language – Movie Reviews  Opinion vs Fact | Watch movie  imdb.com TT 6 |
| 7 | Object Descriptions/Product Reviews | PPT- Presentation  Amazon/Yelp TT 7 |
| 8 | Ted Talks 1 and 2 - Persuasion | Ted Talks TT 5,8 |
| 9 | Term Definitions – Word Stress | 100 Terms YouGlish  TT 11, 16 |
| 10 | Using Visual Aids in Persuasive Presentations  Hedging Language & Uncertainty  Being Persuasive | Infographics  OurWorldinData.com  TT 12, 15 |
| 11 | Problem-Solution – It seems to me… | This I Believe TT 9, 17 |
| 12 | Capstone Project - Informational Interviews & It Seems to Me | Create PPT  TT 3,18 |
| 13 | Capstone Project - Informational Interviews | Rest |

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

**Statement on Academic Conduct and Support Systems**

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

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*

[studenthealth.usc.edu/counseling](https://studenthealth.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](http://www.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) 740-9355(WELL), press “0” after hours – 24/7 on call*

[studenthealth.usc.edu/sexual-assault](https://studenthealth.usc.edu/sexual-assault/)

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

*Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298*

[equity.usc.edu](https://equity.usc.edu/), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*

[usc-advocate.symplicity.com/care\_report](https://usc-advocate.symplicity.com/care_report/)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

*The Office of Disability Services and Programs - (213) 740-0776*

[dsp.usc.edu](http://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 Campus Support and Intervention - (213) 821-4710*

[campussupport.usc.edu](https://campussupport.usc.edu/)

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](https://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](http://dps.usc.edu/), [emergency.usc.edu](http://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](http://dps.usc.edu/)

Non-emergency assistance or information.