



USC University of Southern California

ALI 274 ADVANCED ACADEMIC AND PROFESSIONAL SPOKEN ENGLISH FALL 2021

Instructor: Tessy Tzoytzoyrakos

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Class ONLINE (on ZOOM)

Office hours by appointment

Course Objective

To improve the ability to teach and/or present field-specific information in grammatically accurate, stylistically appropriate, and well-enunciated spoken academic and professional English.

Course Description

This course is for international students who need to improve their advanced academic and professional spoken English for teaching and presenting. The development of intelligibility, accuracy, and fluency will be emphasized. The class will include instruction in vocabulary and lexical phrases common in academic spoken English and university discourse. Instruction in accuracy, stress, intonation, and pronunciation of major vocabulary specific to each student's field will be provided.

Materials & Technological Proficiency and Hardware/Software Required

Texts and audio materials: Blackboard

USC Technology Support Links

[Zoom information for students](#)

[Blackboard help for students](#)

[Software available to USC Campus](#)

Course Activities

Recordings and presentations will include practice in features of pronunciation and prosody in academic English, and lexis specific to each student's field. Each recording and presentation will be evaluated by student, instructor, and the uSC (undergraduate student consultant) when directed by instructor.

6 Recordings

A major assignment throughout the course will require students to download field-specific texts and audio recordings of those texts, practice them, record the practiced texts, and send them, in MP3 format, to the Assignment Dropbox on Blackboard. Students will receive individualized feedback on these recordings. **These recordings must demonstrate that the student has practiced prior to making the recordings or they will result in no credit for the assignment. Such assignments may not be "made up" later.**

All recordings must be submitted on time. Postponing the recordings defeats the benefit of short, regular practice. Late recordings will not be accepted without either medical documentation or permission of the instructor obtained one week in advance.

9 Presentations

Nine short field-specific presentations will be recorded and evaluated by the student, instructor, and, the uSC starting on WEEK 5. There will also be instruction incorporating the insights of recent research in improving the effectiveness and comprehensibility of professional and teaching slide presentations. The new presentation designs are particularly valuable for enhancing the comprehensibility of professionals whose first language is not English.

1 – 2 Observations

Your lab sections, discussions, and/or office hours will be observed and evaluated. Each of these observations will be video-recorded and you will watch the video, write up an extensive self-evaluation, and engage in a consultation with your instructor.

2 Consultations

Midterm Consultation with instructor and uSC to discuss areas for improvement in Teaching & Language. Final Consultation (w/uSC optional) to discuss ITA Exam.

uSC Program

2 hours/week with a uSC (undergraduate Student Consultant) for 10 weeks: 9/16 – 12/2

Evaluation

This is a credit/no credit class. Success or failure in the course is determined by progress and completion of all assignments and course requirements.

- Attendance, class participation, and homework, 40%.
- All class presentations other than the midterm and final presentation, 40%
- Midterm presentation 10%
- Final presentation 10%

Students must complete ALL course-related assignments, attend ALL meetings with their uSC, and not exceed the maximum number of allowable absences for the course (absences include hours missed with uSC). Students who exceed the hours of absences and/or are at risk of receiving a NC, will have their department notified. Failure to attend the scheduled ITA exam may result in a NC for the course.

Attendance and Punctuality

This is a language course and attendance is mandatory. There is no “make-up” work that adequately substitutes for the instruction or the interaction which takes place in class. No make-up assignments will be provided for undocumented absences and missed assignments will count as a zero. Three absences may result in a grade of Borderline or lower. Four unexcused absences may result in a grade of No Credit.

It is the student’s responsibility to inform the instructor of lateness and to ask to be marked present, after class or during the instructor’s office hours. Three late arrivals will be counted as one absence unless otherwise arranged with the instructor.

Students who have documented absences and wish to make up the homework are responsible for getting the assignments from other students in the class, so choose a partner for this purpose.

However, since we are in a pandemic, we will be flexible with health concerns. From the Provost:

“This includes asking students to stay home if they are ill or need to self-isolate. Students feeling unwell may feel compelled to come to class in spite of their illness to avoid missing an exam, incurring an unexcused absence, or to avoid the feeling that they are falling behind their classmates. To this end, a formal medical excuse will not be required for any student illnesses such as COVID or influenza that, while not necessarily requiring medical care, should preclude that student from entering the classroom.

Given our understandable caution, we will likely see more students absent from class than usual. This may include international students who are having trouble arriving here by the start of classes. I ask that we practice flexibility and understanding around these absences, while providing continuity of education to support the academic progress of students who are following university protocols. Please keep absent students up to date with class materials by sharing lecture notes, providing recordings of lectures (if available), or assigning them additional or alternative readings and exercises.

Our return to on-campus learning offers a unique opportunity to reinvigorate our students’ classroom experience. After more than a year of remote—often asynchronous—classes, let’s find creative ways to engage fully with our students as we come together in person. It is vital that we cultivate a dynamic on-campus academic environment—that we are not merely asking students to return to the classroom as audience members, but as active participants.”

CLASS POLICY ON ZOOM ETIQUETTE if we go back to Zoom (adapted from *USC Center for Excellence in Teaching: Netiquette Considerations*)

- Show Video
- Listen actively and attentively.
- Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the speaker’s comments.
- Be aware of the fact that tone of voice and body language are powerful communicators. Some postures or facial expressions (e.g., crossed arms, eye rolls, loud sighs) can silence, provoke, intimidate, or hurt others. Others (e.g., facing and looking at the speaker, staying quiet, nodding) can show you are listening respectfully
- Make eye contact with other students and refer to classmates by name.

Students with Disabilities

Any student requiring accommodations 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 your instructor as early in the semester as possible. DSP is located in STU 301 and is open 9:00am- 5:00pm, M-F. The DSP phone number is (213) 740-0776.

