

English 2P: “Maximizing your public speaking ability in English”

University of Tokyo; School of Liberal Arts

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Time: Friday, 2nd Period Location: Room 117, Bldg. 1

Overview

This course is a practical skills course in oral presentation in English aimed at a wide range of communicative ability. Students will examine the many features of a good presentation in English for a variety of speaking purposes. They will look at model presentations on video and in print. Students will perform recitations as well as prepare and give regular presentations of their own in front of the whole class and give constructive feedback on their classmates' presentations. The semester will conclude with final presentations of substantial length by every student. The focus of this course is on improving one's public speaking skills in English. Thus, both higher competence speakers and lower competence speakers can benefit from this course by learning how to maximize their public speaking ability using their existing language skills.

Schedule (tentative)

Date	Recitations	Lessons	Presentations
9 Oct.		Guidance	
16 Oct.		Introduction	
23 Oct.	✓	Fundamentals of good presentation	Presentation 1: “Introduce yourself”
30 Oct.	✓	Describing people and things	
6 Nov.	✓	Process and procedure	Presentation 2 preview
13 Nov.		Physical presence	Presentation 2: “Someone you should know / Someplace you should go”
27 Nov.	✓	Identifying problems	
6 Dec.	✓	Cause and consequence	
11 Dec.	✓	Proposing solutions	Presentation 3 preview
15 Dec.		Emotion	Presentation 3: “Propose a solution”
8 Jan.	✓	Discussing data and graphs	
15 Jan.	✓	Handling Q and A sessions	Presentation 4 preview
22 Jan.		→	Presentation 4: “Take a stand!”

Textbook and Materials

- There is no textbook for the course.
- Handouts will be provided by the instructor, as necessary
- Students must have a reliable means to access the Internet (home or school)
- Class web page at my Toudai web site: <http://lecture.ecc.u-tokyo.ac.jp/~crose/>
- Presentation Feedback Web site: <http://lecture.ecc.u-tokyo.ac.jp/~crose/feedback/>

Lessons

Lessons will focus on examining the technical aspects of a good presentation including both the performance and delivery aspects as well as the structure of the content itself. Students will also be engaged in many practice activities by themselves, with partners, or in small groups. Although the pace of the course may go somewhat fast at times, students are encouraged to participate by asking questions, making suggestions, and any other contributions that help each lesson to proceed. In short, the lessons are *learning*-centered, and students are encouraged to take advantage of each lesson as much as possible.

Recitations

As part of their homework assignments, students must watch/listen to samples of speeches (approx. 1-2 min.) given in film or in real life by native speakers of English. Using a script of the speech, students should first watch closely how the original speakers speak, and then practice giving the speech. Each student will be asked to perform a recitation (with script, not memorized) two or three times during the semester. At the beginning of each class, a few students will be asked to perform that week's recitation. Students will not know in advance who will be chosen.

Presentations

The focal point of the course is the four presentations that students will give. The first two presentations are more personal while the last two presentations are more academic and objective. While the broad themes of each presentation will be decided, students are free to choose their own topics of interests within certain constraints. Students will be expected to use PowerPoint slides (or a similar application) in some of their presentations, though advanced knowledge will not be necessary. The details of each presentation will be explained during the semester. Presenters must also give previews of their presentations in class as well as through the online Presentation Feedback Web Site. While challenging, these presentations will be developed in a supportive atmosphere in order to decrease anxiety.

Feedback

Learning is a cooperative effort. Therefore, in addition to giving presentations, students will also give anonymous feedback on each others' presentations. This feedback will be done through the Presentation Feedback Web Site, noted above.

Grades

Students will be evaluated on the basis of attendance, class participation, performance on recitations and in-class presentations, and completion of peer feedback.

