

## Tamkang University Academic Year 105, 2nd Semester Course Syllabus

|  |                                      |            |   |
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| Course Title   | ORAL PRESENTATION IN ENGLISH         | Instructor | HUANG YUEH-KUEY   |
| Course Class   | TFLXB3I<br>DEPARTMENT OF ENGLISH, 3I | Details    | <ul style="list-style-type: none"> <li>◆ Required</li> <li>◆ 2nd Semester</li> <li>◆ 2 Credits</li> </ul> |
| D e p a r t m e n t a l   A i m   o f   E d u c a t i o n  |                                      |            |   |
| <p>I . Cultivate diverse research specialists with abilities in language, literature, culture, and English teaching.</p> <p>II. Carry on and further the excellent tradition of domestic language instruction and literary research to be a department contributing equally to research and language teaching.</p> <p>III. Foster a holistic learning process by putting equal emphasis on language and literature, theory and practice.</p> <p>IV. Strategies</p> <ol style="list-style-type: none"> <li>1. Train students' abilities in five skills: English listening, speaking, reading, writing and translation.</li> <li>2. Promote technologicalization and internationalization.</li> <li>3. Upgrade the quality and quantity of those students who participate in the Junior Year Abroad program.</li> <li>4. Launch a common English Proficiency Test and enhance students' competitiveness in the job market.</li> <li>5. Enrich international video conferencing.</li> <li>6. Promulgate such areas of research as English and American literature, cultural studies, ecocriticism, and English Teaching.</li> </ol> |                                      |            |   |
| D e p a r t m e n t a l   c o r e   c o m p e t e n c e s  |                                      |            |   |
| <ol style="list-style-type: none"> <li>A. Strengthen students' abilities in English listening, speaking, reading, writing and translation.</li> <li>B. Develop students' critical thinking skills in an English language learning context.</li> <li>C. Strengthen students' workplace English ability.</li> <li>D. Develop students' professional abilities in linguistics and English teaching.</li> <li>E. Develop students' ability to appreciate Anglophone and Western literatures in cultural and historical contexts.</li> </ol>  |                                      |            |   |

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|---------------------|---|
| Course Introduction | <p>The course aims to develop advanced oral skills in the form of public speaking. Students will be introduced to the principles of effective speech focusing on content, organization, language, delivery, audience motivation and stress management. Students are required to research topics and present speeches in the form of informative, impromptu and persuasive talks. Class work and assignments include: reading and discussion of assigned materials; viewing and discussion of sample speeches; speech presentations and feedback; and use of visual aids for effective speech.</p> |
|---------------------|---|

### The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

#### I. Objective Levels (select applicable ones) :

- (i) Cognitive Domain : C1-Remembering, C2-Understanding, C3-Aplying, C4-Analyzing, C5-Evaluating, C6-Creating
- (ii) Psychomotor Domain : P1-Imitation, P2-Mechanism, P3-Independent Operation, P4-Linked Operation, P5-Automation, P6-Origination
- (iii) Affective Domain : A1-Receiving, A2-Responding, A3-Valuing, A4-Organizing, A5-Charaterizing, A6-Implementing

#### II. The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3,C5,and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A,AD, and BEF, list all of the three in the box.)

| No. | Teaching Objectives  | Relevance        |                               |
|-----|--|------------------|-------------------------------|
|     |  | Objective Levels | Departmental core competences |
| 1   | <ul style="list-style-type: none"> <li>to speak with increasing ease and confidence</li> <li>to use media sources to communicate messages in presentations creatively and effectively</li> <li>strategies for making effective speech: voice, delivery, expressions</li> <li>academic report conventions and strategies for participating in academic discourse</li> <li>idiomatic expressions associated with particular contexts</li> <li>to evaluate their own and peers' performances</li> </ul> | A6               | A                             |

### Teaching Objectives, Teaching Methods and Assessment

| No. | Teaching Objectives | Teaching Methods | Assessment |
|-----|---------------------|------------------|------------|
|     |                     |                  |            |

|   |  |   |                       |
|---|--|---|-----------------------|
| 1 | <ul style="list-style-type: none"> <li>• to speak with increasing ease and confidence</li> <li>• to use media sources to communicate messages in presentations creatively and effectively</li> <li>• strategies for making effective speech: voice, delivery, expressions</li> <li>• academic report conventions and strategies for participating in academic discourse</li> <li>• idiomatic expressions associated with particular contexts</li> <li>• to evaluate their own and peers' performances</li> </ul> | Discussion, Appreciation, Simulation, Problem solving | Report, Participation |
|---|--|---|-----------------------|

This course has been designed to cultivate the following essential qualities in TKU students

| Essential Qualities of TKU Students         | Description   |
|---|---|
| ◆ A global perspective                      | Helping students develop a broader perspective from which to understand international affairs and global development.                                   |
| ◆ Information literacy                      | Becoming adept at using information technology and learning the proper way to process information.  |
| ◆ A vision for the future                   | Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.          |
| ◆ Moral integrity                           | Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems. |
| ◆ Independent thinking                      | Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.                                |
| ◆ A cheerful attitude and healthy lifestyle | Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.                      |
| ◆ A spirit of teamwork and dedication       | Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.                         |
| ◆ A sense of aesthetic appreciation         | Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.         |

#### Course Schedule

| Week | Date                     | Subject/Topics   | Note                 |
|------|--------------------------|--|----------------------|
| 1    | 106/02/13 ~<br>106/02/19 | Course Overview; Warm up   |                      |
| 2    | 106/02/20 ~<br>106/02/26 | model of communication-Speech model (pitch, rate, volume, projection, posture, eye contact, facial expressions, body language..) | winning speech video |

|                   |                          |  |                 |
|-------------------|--------------------------|--|-----------------|
| 3                 | 106/02/27 ~<br>106/03/05 | Holiday  |                 |
| 4                 | 106/03/06 ~<br>106/03/12 | News commentary speech (listening & audience analysis)   | Presentation #1 |
| 5                 | 106/03/13 ~<br>106/03/19 | Informative speech: "teach" something you know well (topic, skill, procedure)  | Presentation #2 |
| 6                 | 106/03/20 ~<br>106/03/26 | Informative speech (continued)   | Presentation #2 |
| 7                 | 106/03/27 ~<br>106/04/02 | Persuasive speech  |                 |
| 8                 | 106/04/03 ~<br>106/04/09 | 教學行政觀摩   |                 |
| 9                 | 106/04/10 ~<br>106/04/16 | Course midterm exam  |                 |
| 10                | 106/04/17 ~<br>106/04/23 | Midterm Exam Week  |                 |
| 11                | 106/04/24 ~<br>106/04/30 | Personal narrative: share a personal experience/story to illustrate a quote (deliver, gathering and supporting materials)  |                 |
| 12                | 106/05/01 ~<br>106/05/07 | Personal narrative (continued)   | Presentation #3 |
| 13                | 106/05/08 ~<br>106/05/14 | Debate---current events (preparation & warm up)  |                 |
| 14                | 106/05/15 ~<br>106/05/21 | Debate (feedback/discussion)   |                 |
| 15                | 106/05/22 ~<br>106/05/28 | Speech for special occasions (delivery, language for special occasions)  | Presentation #4 |
| 16                | 106/05/29 ~<br>106/06/04 | Speech for special occasions (continued)   | Presentation #4 |
| 17                | 106/06/05 ~<br>106/06/11 | Course final exam  |                 |
| 18                | 106/06/12 ~<br>106/06/18 | Final Exam Week  |                 |
| Requirement       |                          | You will be assigned individual or pair presentation tasks on regular intervals and are expected to participate in class discussions actively. No make-up presentation/exam is allowed (Note: Please observe the school policy regarding absence due to sickness, official leave, etc.) 1 point will be awarded for each class attended. |                 |
| Teaching Facility |                          | Computer   |                 |
| Textbook(s)       |                          |  |                 |
| Reference(s)      |                          | online sources   |                 |
|                   |                          |  |                 |

|                         |  |
|-------------------------|--|
| Number of Assignment(s) | 4 (Filled in by assignment instructor only)  |
| Grading Policy          | <p>◆ Attendance : 15.0 %    ◆ Mark of Usual : 35.0 %    ◆ Midterm Exam : 25.0 %</p> <p>◆ Final Exam : 25.0 %</p> <p>◆ Other ( ) : %</p>  |
| Note                    | <p>This syllabus may be uploaded at the website of Course Syllabus Management System at <a href="http://info.ais.tku.edu.tw/csp">http://info.ais.tku.edu.tw/csp</a> or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at <a href="http://www.acad.tku.edu.tw/CS/main.php">http://www.acad.tku.edu.tw/CS/main.php</a>.</p> <p><b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b></p> |