

EAP II COMMON SYLLABUS

Topic

This active learning course is designed to build students' confidence in oral English through planning, delivering and evaluating public speaking.

Objectives

- To develop students' skills in planning and delivering informative and opinion speeches.
- To enable students to recognize and evaluate key public speaking skills.
- To develop students' critical thinking.

Learning Outcomes

Students who have completed the course can: (a) plan and deliver informative and opinion speeches, considering aspects related to content, language and delivery; (b) provide critical feedback on their peers' presentations, again in terms of the areas noted above; (c) participate in classroom activities and develop autonomous study skills.

Suggested weekly schedule

Week 1: Introductory Speech, posture & eye contact

Week 2: Informative Speech 1, gesture & stage position

Week 3: Informative Speech 2, projection & enunciation

Week 4: Informative Speech Presentation - 5 minutes per group & feedback

Week 5: Opinion Speech 1, enunciation & intonation

Week 6: Opinion Speech 2, intonation & phrasing

Week 7: Opinion Speech 3, introducing speakers, Q+A

Week 8: Opinion Speech Presentation - 10 minutes per group

*Homework will consist of preparation for the following week's class, e.g. written assignments, presentation practice, preparing visuals, reviewing exercises from the textbook.

Grading Method (Standard rating method)

Grades will be decided holistically as below, based on the following terms/ rates.

S (90% - 100%)

A (80% - 89%)

B (70% - 79%)

C (60% - 69%)

The above grades are indicators of passing. 不可 (less than 60%) is an indicator of failure.

Grading Rate

Continual assessment (participation in in-class activities)	20%
Homework (Including submission of an outline of the final presentation & printout of PowerPoint slides)	20%
Informative speech Presentation (5 min. per group)	20%
Opinion Speech Presentation (10 min. per group)	30%
Peer evaluation (5 % per presentation)	10%

Textbook

Mark D. Stafford, *Successful Presentations: An Interactive Guide*, Cengage Learning, 2012.

Classroom Policy

Plagiarism will not be tolerated, and when found, those who have engaged in such an act will be referred to the University Disciplinary Committee.

If a student arrives late to class, their attendance will be marked as “Late Arrival”. Late students will have marks deducted from their class participation points.

If a student is absent from class three times, his/ her grade will be shown as 放棄 (withdrawal).

Late assignments may be accepted up to one week after the assignment deadline, but will receive 50% of the grade they would otherwise have received.

If a student does not take a final examination, but he or she fulfills the attendance criteria stated above, grades will be decided according to the stated assessment criteria. (Points for the final examination will be counted as 0 points.)

If a student does not take the final examination for a reason which the student regards as legitimate, he/ she can submit the reason to the Gukumu-kakari. The Gakumu-kakari and the head of section will then decide whether the student is eligible to retake the examination.

EAP II COMMON ASSESSMENT TABLE

Presenter's name:

<u>Assessed Criteria</u>	Good	Average	Poor
Eye contact			
Voice projection/ tone			
Gesture/ movement/ posture			
Pace/ Pronunciation			
Organization			

Time	
Comment:	

EAP II TEACHING PLAN

What is fixed?

- Textbook
- Speech types

BUT will be 1.5 hours per week & include preparation for class presentations.

Informative

Opinion

- Assessment content
- Grading %
- Teaching method

Active learning

What is at instructor's discretion?

- Topics/ Themes
- Weekly content

BUT must cover assessed criteria

- Homework content

EAP II SUGGESTED WEEKLY PLAN

Week	Speech type Textbook	Content	Delivery	Language	Optional
1	Introductory Chapter 1/2	Presentatio n structure & component s	Initial impressio n: -Posture & eye contact -Coping with nervousn ess Prompt cards	Self-introduc tion Introducing others	<i>Language for asking & answering simple questions</i>
2	Informati ve Chapter 3/4	Generating ideas & brainstorm ing	Building credibility Showing confidenc e Voice projection	Brainstormin g Informing Explaining	<i>Language for asking & answering simple questions</i>
3	Informati	Preparing	Building	Informing	<i>Language for asking &</i>

	ve Chapter 5	outlines (for peer evaluation)	credibility Showing control Use of pause	Explaining Transition	<i>answering simple questions</i>
4	Informati ve	Midterm Presentation: 5-minute group presentations + peer evaluation			<i>Written reflection on performance in midterm exam Q & A</i>
5	Opinion Chapter 6	Generating ideas Structure & organisatio n	Establishi ng rapport Movemen t & gesture	Expressing opinions Giving reasons Explanation	
6	Opinion Chapter 7	Preparing outlines Logical order (e.g. general to specific)	Drawing audience Showing enthusias m	Expressing opinions Giving reasons Explanation Introduction	<i>Language for agreeing/ disagreeing & counterargu ment</i>
7	Opinion Chapter 8	Effective details (example,	Drawing audience	Expressing opinions	<i>Language for agreeing/ disagreeing &</i>

		anecdote & narrative)	Varying voice	Giving reasons Explanation Conclusion	<i>counterargument</i>
8	Opinion	Final Presentation: 10-minute group presentation + peer evaluation			<i>Q & A</i>

- For teachers unfamiliar with teaching public speaking skills, it is suggested that they visit edX, where free online courses covering much of the content proposed here are available. It can be accessed through the following link:
<https://www.edx.org/course/introduction-public-speaking-uwashington-comm220x2>
- EAP I and EAP II follow loosely similar content, namely informative and opinion passages. Therefore, instructors of EAP I and EAP II teaching the same set of students may cooperate with each other to devise a cohesive lesson plan.