# **Syllabus (2020-Fall)**

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| Course Title | Speech and Presentation | | Course No. | 10641-01 |
| Department/ Major | Global Language Education Office | | Credit | 3 |
| Class Time/ Classroom | Wed. 11:00-12:15/.Fri. 12:30-1:45 Posco 454 | | | |
| Instructor | Name: Yoonji Kim | Department: Global Language Education Office | | |
| E-mail: ynjkm@ewha.ac.kr | Telephone: 3277-2823 | | |
| Office Hours/ Office Location | Tue. 2:00~3:30 p.m. & Wed. 9:30~11:00 p.m. & Fri. 11:00-12:00  By appointments. | | | |

Ⅰ. Course Overview

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| 1. Course Description |
| **Why** **do we need to give a presentation (or a speech) in English?** Public speaking has become a crucial part of many professions and is central to career building opportunities. Moreover, living at the heart of digital age, where any individuals are given opportunities to express their ideas on social media not only in writings but increasingly on videos, public speaking in English can be a useful skill for college students to utilize on and offline communication. **Being able to design one’s story to attract a wider audience has become an essential skill to be successful in academia as well as in business and in real life.** **This course prepares students for a variety of situations they would encounter as social, financial and academic participants in which speech and presentations are required.** According to different purposes and settings, students will be required to deliver from simple findings, messages, reports, information, to proposals, strategies, research paper or projects for diverse audience of various backgrounds. In the midst of such rising demands, developing public speaking skills may be one of the most important assets college students can prepare themselves as they explore their future goals and careers as the 4th industrial revolution take place. **To be able to deliver one’s opinions or thoughts clearly and succinctly (in any language) is not easy. It takes practice and preparation yet coming up with interesting contents (stories) also needs practice.** This course will provide you with ample opportunities to create your own stories, contents you want to share, deliver them appropriately in English, and even market them to (un)known audience by designing your materials to be more effective. In other words, students will hone their skills, so their audience can pay attention and be persuaded. |
| 2. Course Format |
| |  |  |  | | --- | --- | --- | | Lecture | Discussion/Presentation | Writing | | 20 % | 70% | 10% |   According to the university’s policy on class models, this course is categorized as to follow **hybrid model**: however**, due to the recent change in the spread of COVID-19, it will be best to have it started online.**  **Since this course is designed as offline discussion-oriented course, it will be live-streaming via Zoom.**  **\*Due to the essential features of giving speech and presentation which requires active interaction between the presenters and audience, we will have to be at the same space, either online or offline on the days of presentations. Tentative dates of such days can be found in the syllabus. Nevertheless, depending on the class size, classroom situations and COVID-19 circumstances, specific dates may be changed and rescheduled. When it does, it will be informed in advance. The mode of class will be announced as the semester starts, but for now, it will be likely to stay online in Zoom.** |
| 3. Course Objectives |
| This is **a performance-oriented course** which intends to familiarize students with the preparation and delivery of speeches in English including informative and persuasive speeches. Students will research, outline and deliver speeches, as well as act as critics of their own, fellow classmates’, and famous speakers’ work. ***The course aims to reduce students’ anxiety in public presentations*** by collaborating speech preparation in pairs and also to enhance public speaking skills by making students better able to evaluate their own performance and that of others. By the end of the semester, students will be able to: 1) become aware of personal speech habits and characteristics, 2) understand how to improve posture, voice, diction and other mechanics of speech, 3) develop speech preparation and presentation techniques, audience awareness and self-awareness, 4) cultivate poise and self-confidence, 5) analyze and critique various speech techniques, content, purpose, strengths and weaknesses, 6) develop good listening and feedback skills. **Students who are not so confident about their English-speaking skills are especially encouraged to enroll, since practice with a purpose and constructive feedback will allow you to find yourself so much more confident in speaking at the end of semester. Speaking in foreign language is always difficult and makes you uncomfortable to speak in front of large crowd, yet it is the skill that would improve most if you practice regularly.** For that reason, grading will be based on how well you master skills and ideas discussed in class, **NOT on the overall sophistication of your English.** This course will give you the opportunity to develop and strengthen skills for effective oral presentations in a variety of situations. It should also sharpen your skills in critical listening. Again, this is a practice-oriented course. Although some of you might find the emphasis on performance in English frightening or frustrating, the rewards for acquiring public skills are many. Through feedback from me and your classmates, you will gain insights into the tactics that work for and against you as a public speaker. |
| 4. Evaluation System |
| \*There are no written exams in this course but series of presentation. Presentations will be marked not by the performance itself on the day of presentation but in relation to how you progress from the stage of outlining to reflecting after your presentation.  Explanation of evaluation system: **Absolute Evaluation**   1. There **won’t be any disadvantages in grades based on the choice of participation** (online or offline). **You will have to do your best in whichever mode you have chosen to fully participate and actively engage in class discussion.**   b. Attendance: more than 9 classes absent = failure, 3 times late = 1 absence  c. 3 times late = 1 absence, more than 30 minutes late = 1 absence |

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| Introductory Speech | Informative Speech | Problem-Solution Speech | Proposal Speech | Analytic Paper | Written Assignments | Participation  & group work | Attendance |
| 5% | 8% | 12% | 15% | 10% | 25% | 15% | 10% |

Ⅱ. Course Materials and Additional Readings

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| 1. Required Materials |
| **Materials will be posted on the cyber campus prior to each class session.** |
| 2. Assignments |
| **I. Speeches:** You will give five prepared speeches (3 individuals and 1 in pairs)  1) introductory speech  2) informative speech  3) Problem-solution speech  4) Business/Idea Proposal Speech  **II. Written Assignments:** Outlines and Self-reflection papers  **III. Analytic Paper:** Critical Analysis of a Speech of your choice |

Ⅲ. Approximate Course Schedule (15 credit hours must be completed.)

| Week | Date | Topics & Class Materials, Assignments | |
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| Class Focus | Writing & Speaking |
| **Week 1** | 9/1 | Introduction  Differences Between Speaking and Writing |  |
| 9/3 | Power of Storytelling in speeches | Reading #1 |
| **Week 2** | 9/8 | Impromptu Speeches A  Descriptive Speech |  |
| 9/10 | Introduction to Introductory Speech |
| **Week 3** | 9/15 | Speech Workshop I  Introductory Speech | Reading #2 |
| 9/17 | Speech Workshop I  Introductory Speech Continued |  |
| **Week 4** | 9/22 | Chuseok (No class)  Introduction to Informative Speech  Impromptu Speech B  Selecting and researching your topic |  |
| 9/24 |
| **Week 5** | 19/29 | Supporting your ideas  Structuring your speech/Outlining |  |
| **10/1** |
| **Week 6** | 10/6 | Structuring your speech/Outlining for target audience  Presentation Workshop II  Informative Speech | Reading #3 |
| 10/8 |
| **Week 7** | 10/13 | Presentation Workshop II  Informative Speech |  |
| 10/15 |
| **Week 8** | 10/20 | Midterm |  |
| 10/22 |
| **Week 9** | 10/27 | Introduction to Problem-Solution Speech  Finding an appropriate topic  Researching on solution Structuring your speech  Adapting to your audience and situation  Becoming a better listener  Presentation Aids |  |
| 10/29 |
| **Week 10** | 11/3 | Problem-Solution Speech Designing a presentation  Impromptu Speech C  Applying storytelling techniques | Reading #4 |
| 11/5 |
| **Week 11** | 11/10 | Presentation Workshop III  Problem-Solution Speech |  |
| 11/12 |
| **Week 12** | 11/17 | Presentation Workshop III  Problem-Solution Speech |  |
| 11/19 |
| **Week 13** | 11/24 | Introduction to business proposals  Impromptu speech D  Research your ideas  Researching topics, structuring and designing for effective delivery | Reading #5 |
| 11/26 |
| **Week 14** | 12/1 | Speaking persuasively and creating one’s own story  Clear designs and preparing for challenges  Persuasion, Evidence Proof and Argument |  |
| 12/3 |
| **Week 15** | 12/8 | Presentation Workshop IV  Business/Idea Proposal |  |
| 12/10 |
| **Week 16** | 12/15 | Presentation Workshop IV  Business/Idea Proposal |  |
| 12/17 |
| Makeup Classes | 9/22 | TBA |  |
| Makeup Classes |  |  |  |

\* The contents of this syllabus are not final—they may be updated.

Ⅴ. Special Accommodations

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| \* According to the University regulation #57, students with disabilities can request special accommodation related to attendance, lectures, assignments, and/or tests by contacting the course professor at the beginning of semester. Based on the nature of the students’ requests, students can receive support for such accommodations from the course professor and/or from the Support Center for Students with Disabilities (SCSD). |