

English 99S: Oral Communication Strategies

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Required Materials

- Well Said: Pronunciation for clear communication, 4th edition (2016) by Linda Grant
- 4Point Speaking for Academic Purposes: Introduction for EAP (2017) by Robyn Brinks Lockwood and Keith S. Folse
- Access to the course website, Blackboard

Class Description

The focus of this class is on the improvement of pragmatic competence and clear pronunciation when orally conversing in academic contexts. Developing oral communication skills (listening and speaking) in English, developing strategies for orally communicating with classmates in both classroom and study contexts, with instructors and teaching assistants during class time and office hours, and with university staff for various purposes will be a few of the benefits of taking this class. Students will develop an understanding of the types of speaking required to successfully complete their classes at the university.

Objectives

- Develop pragmatic speaking skills necessary for communicating with professors, classmates, and university staff
- To develop discussion skills for academic and non-academic situations
- To develop strategies for listening and speaking in academic situations
- To develop listening and note-taking skills
- To develop academic presentation skills

Grading

- 10% Attendance and preparation
- 25% Assignments
- 20% Discussions
- 15% Discussion test 1
- 15% Discussion test 2
- 15% Final Group Presentation

Grading Scale

A 94-100%	C 73-76%
A- 90-93%	C- 70-72%
B+ 87-89%	D+ 67-69%
B 83-86%	D 63-66%
B- 80-82%	D- 60-62%
C+ 77-79%	F 59% & below

Policies

Note: In addition to the student disciplinary regulations established by the Dean of Students Office at Iowa State University, which are available online at the following URL: (<http://policy.iastate.edu/policy/SDR>), the following course-specific policies are in place:

Attendance and Preparation

- ❖ To get full credit for your participation in this class, you must pay attention, participate in activities, and contribute to group discussions. You do not need to use your phone or computer for this class and using such technology inappropriately will cause you to lose participation points for each day of noted use.
- ❖ Students must be punctual and **bring the necessary materials (book, notebook etc.) to class.** Students arriving more than 5 minutes late may be counted as ½ absent for that day.
- ❖ Attendance is required. More than ONE unexcused absence will negatively affect your grade. Participation in required university events (i.e. sports team travel), with official notification, will not count toward this total. The penalties for exceeding one unexcused class are:
 - 2 unexcused absences: - 2% from final grade
 - 3 unexcused absences: - 3% from final grade
 - 4 unexcused absences: - 4% from final grade
 - 5 unexcused absences: - 5% from final grade
 - 6 unexcused absences: - 6% from final grade
 - 7 unexcused absences: - 7% from final grade
 - 8 unexcused absences: automatically fail the course

Assignments

Your homework to do before the next class period unless otherwise noted in the syllabus schedule. It is important to complete the homework to get full participation for your discussions, since most of the homework prepares you for the discussions.

Academic Dishonesty

The class will follow Iowa State University's policy on academic dishonesty. Anyone suspected of academic dishonesty will be reported to the Dean of Students' Office.

<http://www.dso.iastate.edu/ja/academic/misconduct.html>

Plagiarism (copying work from others) is academic dishonesty. At minimum, you will get zero for the assignment grade and will have to complete online academic honesty training. It is also grounds for automatically failing this course and you may be reported to the Dean of Students.

Dead Week

This class follows the Iowa State University Dead Week guidelines as outlined in

<http://catalog.iastate.edu/academiclife/gradingsystem/#examinationsdeadweektext>

For each Fall and Spring semester, the last full week of classes before final examinations is designated as Dead Week. The intent of this policy is to establish a one-week period of substantial and predictable study time for undergraduate students. During the Dead Week period, regular lectures are expected to continue, including the introduction of new content, as deemed appropriate by the instructor. The restrictions established by this Dead Week policy are:

- Due dates for mandatory graded submissions of any kind that fall within Dead Week must be listed on the syllabus provided at the start of the course.
- Mandatory final examinations may not be given during the Dead Week period except for laboratory courses or courses that meet weekly and for which there is no contact during the normal final examination week.

Special Needs (Disability Accommodation)

Iowa State University complies with the Americans with Disabilities Act and Sect 504 of the Rehabilitation Act. If you have a disability and anticipate needing accommodations in this course, please contact (instructor name) to set up a meeting within the first two weeks of the semester or as soon as you become aware of your need.

Before meeting with (instructor name), you will need to obtain a SAAR form with recommendations for accommodations from the Disability Resources Office, located in Room 1076 on the main floor of the Student Services Building. Their telephone number is 515-294-7220 or email disabilityresources@iastate.edu Retroactive requests for accommodations will not be honored.

Religious Accommodation

If an academic or work requirement conflicts with your religious practices and/or observances, you may request reasonable accommodations. Your request must be in writing, and your instructor or supervisor will review the request. You or your instructor may also seek assistance from the Dean of Students Office or the Office of Equal Opportunity and Compliance.

Harassment and Discrimination

Iowa State University strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon race, ethnicity, sex (including sexual assault), pregnancy, color, religion, national origin, physical or mental disability, age, marital status, sexual orientation, gender identity, genetic information, or status as a

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U.S. veteran. Any student who has concerns about such behavior should contact his/her instructor, Student Assistance at 515-294-1020 or email dso-sas@iastate.edu or the Office of Equal Opportunity and Compliance at 515-294-7612.

Daily Schedule, Fall 2017 (tentative)

Week	D a y	Covered in Class	Homework (HW)
Week 1 Architecture: Applied Science	M	Encouraging Discussion, Expressing your Feelings, Using Process Words and Phrases Course Policies & Course Diagnostics	Get familiar with the course, books, website, etc. For next class: Bring a note card with phrases from p. 3-5 on it that you may want to use in the discussion.
		4Point: p. 6-7 Greetings (may photocopy pages for those who don't yet have their books)	
	W	Well Said: p. 3-4, exercise 3, part A, B, and C; p. 4, exercise 4, part A, B (for speaking and listening)	
		4Point: p. 3-5 Encouraging discussion	
		Group Discussion 1	
	F	4Point: p. 9-11; <i>Video Unit 1, p. 12-14, Managing Group Dynamics (3:51)</i>	Homework 1: 4Point , p. 154; Share the social observation report with your group on Monday. Cafés and stores would be good places to observe.
Listening 1: Using process words			
Week 2	M	Encouraging Discussion, Expressing your Feelings, Using Process Words and Phrases	

Architecture: Applied Science		Well Said: p. 7-10 (top): syllables, stressed syllables	
		4Point: Pairs/Information gap: Fill out p. 15-16 , share Homework 1, p. 154	
	W	Well Said: p. 11-13: Vowel sounds in stressed syllables; schwa and consonants	Homework 2: Well Said, p. 14-15.
		4Point: 4Point, p.18-19; Prepare a 1-2-minute process speech (explaining how to do something) using process words and phrases. Work individually for 10-15 minutes. Then, “present” your speech to your groups.	
	F	Well Said Diagnostic: p. 2-3. In groups, read the paragraph on p. 2. Then, record it individually. Help one another upload the recording to BB. Discuss the strategies, challenges that your group faced. Listening 2: (12:39) Feelings, process words, phrases: City life and architecture	
Week 3 Marketing: P roduct Management	M	Giving Advice, Making Introductions, Using Persuasion Words LABOR DAY: September 4, NO CLASS	
	W	Well Said: p. 18-21; voiced and voiceless sounds 4Point: p. 25-30 Discussion p. 27-28; p. 29	
	F	4Point: Product differentiation Listening 3: (16 minutes) Focus: Persuasive Words	Homework 3, 4Point, p. 30; Native Speaker Survey, focusing on words of advice
Week 4 Marketing: Product Management	M	Giving Advice, Making Introductions, Using Persuasion Words Well Said: Ch 3, p.22-26 , communicative practice (p. 25-26) “Evacuate!”	

		<p>4Point: p. 31-33 Making Introductions; work with someone you have never worked with (making introductions).</p> <p>Group Discussion 2: Making Introductions</p>	
	W	<p>Well Said: Ch 4, p. 35-37, grammatical endings</p> <p>4Point: p. 34-38, Marketing mix, Discuss Homework 3</p> <p><i>Video Unit 2, p. 36, Advice giving & Compare/contrast (2:43)</i></p>	<p>Homework 4: Look at the local paper or online advice column i.e. Dear Abby http://www.uexpress.com/dearabby/ Choose one Q/A to bring for the discussion on Friday; print it out.</p>
	F	<p>4Point: Marketing mix (continued) Ranking and Persuasion: p. 39-43 Discussion over Homework 4</p> <p>Listening 4: (9:58) Using Advice Words How to speak so that others will listen</p>	<p>Homework 5: Listening homework (LJ6)</p>
<p>Week 5</p> <p>Earth Science: Earth's Composition</p>	M	<p>Telling a Story, Asking for Clarification, Adding Examples</p> <p>Well Said: Ch 5, p. 42 & 46-47, Stress (communication strategies for numbers and abbreviations)</p> <p>4Point: Global Positioning; Telling a story, p. 48-50</p>	
	W	<p>Well Said: Ch. 6, p. 51-53, stress in words with suffixes (rubber bands needed)</p> <p>4Point: Global Positioning (continued) <i>Speaking on the Phone:</i> In-class Role Play with charts on p. 53</p>	<p>Homework 6, Well Said, p. 54-55; Exercise 5 (a, b, c)</p>
	F	<p>4Point: Earthquakes</p> <p>Listening 5: (10:01) Natural disasters</p>	<p>Homework 7: Go to your 99S instructor's office</p>

		Listening Discussion: 4Point, p. 54-59 . Ask for clarification as students describe their experiences with earthquakes.	hours once in the next two weeks. Prepare questions (ask directed by your instructor) to ask before your meeting.
Week 6 Earth Science: Earth's Composition	M	Telling a Story, Asking for Clarification, Adding Examples Well Said: p. 56-58, includes communicative practice 4Point: Earthquakes (continued): <i>Video Unit 3, p. 60-61, Office hours clarification (3:04). Role plays.</i> Information Gap, p. 63-64; pairs	Homework 8: For next class, bring something that you collect, or collected, (or a picture) to the next class to share with your group.
	W	Well Said: Ch. 7, p. 59-62, rhythm in phrases and sentences 4Point: Types of Rocks Adding Examples, p. 66-67 Discussion p. 68 and p. 70 Group Discussion 3: (Homework 8)	
	F	4Point: Types of rocks (continued) Listening 6: (7:44): <u>Underwater Caves</u> Group Discussion Test 1	Homework 9: Listening practice (LJ2: telescope)
Week 7 U.S. History: Presidents (Week 7-8)	M	Asking for Opinions and Input, Descriptive Language, Change-of-Topic Words Well Said: p. 63-65 (movement and rhythm) 4Point: Abraham Lincoln Introduction, p. 75; recognizing guesses and expressing certainty, p. 76-77. Give history about Abraham Lincoln and the Address. Read the Gettysburg Address (p. 79); p. 78 and 80, group work.	
	W	Well Said: p. 66 (helpful for listening)-68	

		<p>4Point: Abraham Lincoln (continued); p. 81-83, giving your opinion</p> <p>Group Discussion 4: Asking for Opinions and Input, Descriptive Language</p>	<p>Homework 10: 4Point, p. 8; Native Speaker Survey: Pair work: 1 person conducts the interviews; 1 person tapes the interviews.</p>
	F	<p>4Point: Richard Nixon Presenting arguments, p. 85-86 Discussion p. 86 in pairs</p> <p>Share/upload Homework 10 (videos) on class site before class. We will watch several videos and discuss as a whole group.</p> <p>Listening 7: (7:14) John Adams and the King</p>	<p>Homework 11: Class: make a list of current events at your school, in our city, or in the world. Divide into groups and prepare lists of +/-; debate on Monday over topics.</p>
<p>Week 8 U.S. History: Presidents (Week 7-8)</p>	M	<p>Asking for Opinions and Input, Descriptive Language, Change-of-Topic Words</p> <p>4Point: Interrupting, p. 87 <i>Video Unit 4, p. 89-92, Discussing an Issue (2:38). Role plays.</i></p> <p>Debate: Homework 11</p>	
	W	<p>Well Said: Ch 8, p. 73-75, Thought groups</p> <p>4Point: John Kennedy Cause/effect words, p. 94-95 Discussion, p. 97</p>	
	F	<p>Listening 8: (7:33+): Learning from past presidents</p>	<p>Homework 12, Well Said, p. 70; Follow directions and submit mp4 to BB.</p>
<p>Week 9 Chemistry: The Elements (Week 9-11)</p>	M	<p>Recognizing Guesses and Expressing Certainty, Presenting Arguments, Cause-Effect Words</p> <p>Well Said: p. 76 (top)-79</p> <p>4Point: Green chemistry Asking for opinions and input, p. 103-104 Asking for an explanation, p. 105 Discussion, p. 106 (or another idea)</p>	

	W	<p>Well Said: Ch 9, p. 80-82 (rubber bands), focus words</p> <p>4Point: Periodic Table of Elements; p. 108 pre-speaking activities; Painting a picture with language, p. 110-111; Stating Correct/incorrect, p. 112</p>	<p>Homework 13: Well Said, p. 83-85; Exercises 4, 5, 6</p>
	F	<p>4Point: Periodic table (continued) Partner role playing, p. 113 <i>Video Unit 5, p.114-116, Describing and confirming (5:02)</i></p> <p>Listening 9: Expressing certainty, cause/effect words, arguments: Malaria (15:18)</p>	
<p>Week 10 Chemistry: The Elements (Week 9-11)</p>	M	<p>Recognizing Guesses and Expressing Certainty, Presenting Arguments, Cause-Effect Words</p> <p>Well Said: Partners, compare answers to Homework 12. Practice.</p> <p>4Point: Periodic table (continued); p. 117-118 Information gap activity in pairs</p> <p>Group Discussion 5: Recognizing guesses and expressing certainty</p>	<p>Homework 14: 4Point, p. 123; Fill out the 7 questions for the panel discussion next class time.</p>
	W	<p>Well Said: p. 87-89</p> <p>4Point: Ocean acidification p. 119-120; "Change of topic words" Discussion, p. 121 Panel discussion (using Homework 14, p.123)</p>	
	F	<p>4Point: Ocean acidification (continued) Listening 10 (10:00): Save the oceans, feed the world</p>	<p>Homework 15: Listening practice (LJ5)</p>
<p>Week 11 Fine Arts: Art Appreciation (Week 11-12)</p>	M	<p>Asking Questions, Adding Information, Avoiding Stereotypes</p> <p>Well Said: p. 90-92, communicative practice</p> <p>4Point: Sculptures, p. 128 p. 129-130, Asking questions to fuel discussion Role play, p. 131-132, Using questions to get specific information</p>	<p>Homework 16: Well Said, p. 91; Read these sentences. Record yourself and upload an mp4.</p>

	W	<p>Well Said: Pt.VI, p. 119, Vowel sounds, p. 120-126,127-, 132-, 137- (continued on Monday, teacher will choose which to focus on)</p> <p>4Point: Sculptures (continued) Expressing positive or negative reactions, p. 134-135</p> <p>Group Discussion 6: Asking questions & expressing positive-negative reactions</p>	
	F	<p>4Point: Painting; Adding information, p. 137-138; p. 139, making yourself clear.</p> <p>Listening 11: (14:21) Adding information: Finding stories in paintings</p>	
<p>Week 12 Fine Arts: Art Appreciation (Week 11-12)</p>	M	<p>Asking Questions, Adding Information, Avoiding Stereotypes</p> <p>Well Said: Continued from Wednesday (p. 119, Vowel sounds, p. 120-, 127-, 132-, 137-)</p> <p>4Point: <i>Video Unit 6, p. 142-145 Discussing a topic: focus on language, tone, and nonverbal communication (3:03)</i></p>	
	W	<p>Well Said: p. 119 consonant sounds, p. 146, 153, 157, 162, 166, 171 (continued on Monday)</p> <p>4Point: Photography Avoiding stereotypes, p. 146-148 Discussion p. 148-149</p> <p>Assign groups for final presentation</p>	<p>Homework 17: Do light research on one of the Top 10 Most Visited Museums in your country. Prepare a short presentation (with a PPT; 3-5 slides) about one of these museums.</p>
	F	<p>4Point: Photography Listening 12 (12:36): Time in a photo</p>	
<p>Week 13</p>	M	<p>Well Said: p. 119 consonant sounds, p. 146-, 153-, 157-, 162-, 166-, 171- (continued from last Monday)- 15 minutes</p> <p>4Point: Present PPTs, Homework 17, to your groups on personal devices. Practice avoiding stereotypes in your descriptions, using p. 147 as a guide.</p>	

	W	Make recordings of p. 2 Well Said in groups. Upload your recording to BB. Group Discussion Test 2: One on one test (Office hours): May take two days.	Homework 19: Listen to the recordings you made at the beginning of the semester and at the end. Write a short reflection on the improvements you have made and the areas to still focus on.
	F	Listening 13: Before public speaking	
Week 14 Break	M	Thanksgiving Break: November 20-24 No class	
	W	No class	
	F	No class	
Week 15	M	How to Make Academic Presentations Patterns of Organization; Introductions/Conclusions	Homework 20: Well Said , vowel and consonant practice
	W	How to Make Academic Presentations PPT Design	
	F	How to Make Academic Presentations Presentation Tips; Group dynamics **Upload a rough draft of your group's PPT on class website by next Friday, beginning of class**	
Week 16: Dead Week	M		
	W		
	F	Practice presentation day (Group work time, powerpoints should be uploaded before class)	
Week 17		Final Exam: Group Presentations. Two students/group=10 minute presentation; 3 students/group=15 minutes; includes Q&A time.	