

Academic Speaking and Listening

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Time and Room: M10:10-13:00

Office Hours: By appointment

Room: General Building II TBA

Course Description

What is academic communication? Academic communication requires a variety of skills, such as identifying a topic, defining terms, summarizing others' viewpoints, and finding one's position. These skills, none the less, can be summed up as having a conversation: when others' have *their say*, I respond with *my say*. To train students with academic English skills, this course applies the idea of a conversation from *They Say, I Say* (2018) to the mundane exercises of academic discussion in class. The course is divided into two parts. The first part probes into the foundation of academic communication with a weekly reading schedule. Although *They Say, I Say* was originally produced for the American university students of a writing course, the templates are directly relevant to any forms of academic discussion, including classroom discussion or online discussion. Having learned the essentials of academic communication, the second part of the class will focus on presentation skills, including content creation, speech delivery, and audience management. Students are required to read several chapters from *TED Talks: The Official TED Guide to Public Speaking* to prepare for discussion in class.

In order to learn productively from this course, students need to complete weekly preparation before they come to class. There is an approximately 20-page reading assignment each week, plus occasional 10-20 minute video viewing assignments. To prepare themselves for discussion, students should take notes of the contents they view. In addition, students will take turns leading discussions throughout the semester. Discussion will center on the weekly reading material. In order to lead discussions, students should prepare a list of keywords and questions before they come to class. Towards the end of the semester, students need to prepare for a presentation based on the skills they learned from the course.

University Student Core Competency Indicators

1. Ability to communicate and express oneself in English 30%
2. Ability to think critically and organize ideas logically in English 20%
3. Knowledge of English learning strategies and techniques 20%
4. Global views of English and multicultural diversity 20%
5. Ability to use existing English learning resources and development of independent self-learning habit 10%

Texts

Anderson C. (2016). *TED Talks: The Official TED Guide to Public Speaking*. New York, NY: Mariner Books.
Birkenstein, C. & Graff, G (2018). *They Say I Say: The Moves That Matter in Academic Writing*. New York, NY: W.W. Norton

Evaluation

- Participation 25%
Participation grade is based one's performance in interactive activities. Students should not only attend the classes, but also actively involve in the discussions. Evaluation of students include their performance at small group, response to others' presentations, and when the whole class discuss as a group. They may participate by attentive listening, asking questions, and contributing comments.
- Leading Discussion 15%
Each student should sign up for two or three weeks to lead small group discussion. These leaders will devise a list of questions to facilitate discussion.
- Note-taking assignments 20%
Note-taking is a significant listening and reading skill. It prepares students for further participation in the academic conversation. Students should submit at least 5 weekly notes (out of ten weeks). These weekly notes should not overlap with the weeks you submit your discussion questions, neither of those weeks when an assignment is required—your other assignments have shown your preparation for the class of that week.
- Other assignments 20%
In order to practice the skills learned in class, four assignments are created to train students to summarize, quote, and conclude one's viewpoint (15%). In those weeks, students do not need to submit notes as the assignments already show their preparation. An additional recording assignment is created for students to practice stressed and unstressed syllable (5%).
- Presentation 20%
Each student should sign up for a 10-15 min. presentation for a topic of their research interest between Week 15 to Week 17.

Course Schedule

9/9	Week 1	Introduction
	Learning objectives	1. Introduction of course design 2. Introduction of academic language

Part I: Entering the Academic Conversation

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| 9/16 | Week 2      | Entering the Conversation                                             |
|------|-------------|-----------------------------------------------------------------------|
|      | Preparation | TSIS p.1~29<br>Video before class: <a href="#">Note-taking Skills</a> |

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|--------------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
|              | Learning objectives | Understanding academic publication and discussion as a conversation                                                                            |
| <b>9/23</b>  | <b>Week 3</b>       | <b>Summarising</b>                                                                                                                             |
|              | Preparation         | TSIS p.30~42<br>Video before class: <a href="#">Industrial Revolution</a>                                                                      |
|              | Learning objectives | Videos in class 1) <a href="#">Industrial Revolution</a> 2) <a href="#">Capitalism</a>                                                         |
|              | Homework            | <b>#1. Use the summary templates we studied in class to sum up the idea of capitalism</b>                                                      |
| <b>9/30</b>  | <b>Week 4</b>       | <b>Quoting</b>                                                                                                                                 |
|              | Preparation         | Video before class: <a href="#">Capitalism and Socialism</a>                                                                                   |
|              | Learning objectives | 1. TSIS p. 43~ 52<br>2. Practicing the skill of quoting others through in-class activity.                                                      |
| <b>10/7</b>  | <b>Week 5</b>       | <b>Yes; No; Okay, But</b>                                                                                                                      |
|              | Preparation         | TSIS p.53~76<br>Video before class: <a href="#">Capitalism and Democracy</a>                                                                   |
|              | Learning objectives | Practicing the templates for accepting and refuting others' viewpoints                                                                         |
| <b>10/14</b> | <b>Week 6</b>       | <b>Why It Matters\</b>                                                                                                                         |
|              | Preparation         | TSIS p.77~100<br><b>#2. Use the templates from TSIS chapter 4 to 7 to prepare for a debate.</b>                                                |
|              | Learning objectives | Practicing defending one's viewpoints<br>Activity: Debate (e.g., nuclear energy)                                                               |
| <b>10/21</b> | <b>Week 7</b>       | <b>Tying Together the Parts</b>                                                                                                                |
|              | Preparation         | TSIS p.101~130                                                                                                                                 |
|              | Learning objectives | Practicing how to connect different parts of one's argument<br>Video in class: Globalization                                                   |
| <b>10/28</b> | <b>Week 8</b>       | <b>Metacommentary</b>                                                                                                                          |
|              | Preparation         | TSIS p.131~161<br><b>#3. Use the templates we study in class to conclude your viewpoint on globalization.</b>                                  |
|              | Learning objectives | Using metacommentary to clarify one's viewpoint<br>Revising one's viewpoint<br>Videos in class: <a href="#">poverty and uneven development</a> |
| <b>11/4</b>  | <b>Week 9</b>       | <b>Class Discussion and Online Discussion</b>                                                                                                  |
|              | Preparation         | TSIS p.162~175<br>Videos before class: <a href="#">GM food</a>                                                                                 |
|              | Learning objectives | Exploring the particularities of class and online discussion<br>Videos in class: <a href="#">GM baby</a>                                       |
| <b>11/11</b> | <b>Week 10</b>      | <b>Presentation Literacy</b>                                                                                                                   |

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|--|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Preparation         | TED p.3~21                                                                                                                                                                                                                 |
|  | Learning objectives | <ol style="list-style-type: none"> <li>1. Introduction to presentation literacy</li> <li>2. What is a/an (academic presentation)?</li> <li>3. Components of a successful presentation</li> <li>4. SWOT analysis</li> </ol> |

## Part II: Presentation Skills

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11/18	Week 11	Narration and Explanation
	Preparation	TED p.63~85
	Learning objectives	<ol style="list-style-type: none"> 3. Learning the skills of narration in presentation delivery 4. Learning the skills of explanation in presentation delivery <p>Video in class: Storytelling and AI</p> <p>Video in class: A Crashcourse on Organic Chemistry</p>
11/25	Week 12	Persuasion and Revelation
	Preparation	TED p.86~112
	Learning objectives	<ol style="list-style-type: none"> 1. Learning the skills of persuasion in presentation delivery 2. Learning the skills of revelation in presentation delivery <p>Video in class: Optimism on Climate Change</p>
12/2	Week 13	Voice I
	Preparation	Video before class: Sounding like a native (in Chinese)
	Learning objectives	<ol style="list-style-type: none"> 5. What is stress 6. English as a time-stressed language 7. Syllables and stresses 8. Audience etiquette
	Homework	#4. Recording assignment (due on 12/9)
12/9	Week 14	Voice II
	Preparation	TED p.198-208
	Learning objectives	Video before class: How to Make Stress Your Friend
12/16	Week 15	Presentations and Talks I
	Preparation	Group 1 Presentations
	Learning objectives	Asking and answering questions
	Assignment	Discussion note due.
12/23	Week 16	Presentations and Talks II
	Preparation	Group 2 Presentations

	Learning objectives	
12/30	Week 17	Presentations and Talks III
	Preparation	
	Learning objectives	Group 3 Presentations
1/6	Week 18	End of Semester Party ☺