

# Skyline College

## Official Course Outline

**Date:** December 2008

1. **TITLE:**

Speech 813, Speech for Non-Native Speakers III  
3.0 Units; Three lecture hours.  
Prerequisites: None

2. **COURSE CLASSIFICATION:**

Credit course not applicable to the Associate's Degree

3. **COURSE DESCRIPTIONS:**

**Catalog Description:**

(Pass/No Pass or letter grade.)

Designed to develop fluency in basic presentational skills in spoken English. Practice speaking with others and conversing in varying communication experiences.

Recommended for ESOL 830 or ESOL 831/832 level students. May be repeated twice for credit. (Units do not count toward the Associate Degree.)

**Schedule of Classes Description:**

Designed to help students develop fluency in basic presentational skills in spoken English. Recommended for ESOL 830 or 831/832 level students. Plus one hr/wk by arrangement. May be repeated twice for credit. (Units do not count toward the Associate Degree.)

4. **COURSE JUSTIFICATION:**

This course is for intermediate and advanced Non-Native Speakers of English that want to improve their pronunciation and confidence level when using North American English in presentations.

5. **STUDENT LEARNING OUTCOMES (SLO'S):**

Upon completion of this course, students should be able to:

- Listen to and comprehend a brief oral presentation in English
- Deliver a brief oral presentation in English with audible volume, reasonable rate and understandable English pronunciation
- Apply the International Phonetic Alphabet to their own disfluencies to improve their pronunciation

6. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Students will effectively participate in activities and assignments requiring them to:

- Readily identify and use the symbols and sounds of the International Phonetic Alphabet.
- Use expanded vocabulary, including some slang and idioms.
- Deliver oral presentations with increasing confidence.
- Convert communication apprehension into positive motivation.
- Identify their disfluencies and change their spoken comprehensibility.
- Listen to and comprehend students' oral presentations.

## 7. **COURSE CONTENT:**

The communication model and its relationship to presentations

Tools for oral presentations

Idioms & colloquial expressions

Eye contact

Breath support for confidence and volume

Rate control

Techniques for dealing with nervousness

Listening skills and active listening

The International Phonetic Alphabet

Identify specific IPA sound groups with their categories and correct pronunciations

Plosives

Frictions

Nasals

Affricates

Liquids & Glides

Vowels/ Front, back, Audio identification in polysyllabic words

Diphthongs, standard and complex

“r” vowels & diphthongs

Triphthongs

Use the IPA to identify and allow students to self correct mispronunciations

Various types of speeches and public speaking environments

Introductions

Demonstrations

Explanations & expository

## 8. **REPRESENTATIVE METHODS OF INSTRUCTION:**

A variety of methods will be used, which could include the following:

- Lecture and exercises to review IPA and specify sound environments in words and sentences.
- Small group activities to demonstrate & practice oral presentation tools
- Oral presentations in front of the whole class
- Question & answer sessions to identify specific speech protocol
- Video & audio tapes and DVD's to demonstrate speeches & practice listening
- CD's for repetition and practice of sounds and sentences

## 9. **ASSIGNMENTS:**

Typical assignments could include

- Daily practice of oral exercises--Example:  
With an assigned partner you will be asked to do one homework assignment from the book. You and your partner will then orally present this assignment in class.
- Preparation of various speeches--Examples:
  - Interview your partner and prepare a 3 minute introduction of them.
  - Prepare a 3 minute demonstration of an activity that you are confident in doing. This can be as simple as tying a tie or painting your nails, but you must clearly explain why and how you are doing this.
- Prepare a 3 minute presentation about your plans for this upcoming vacation. If you have no plans, tell us what you would LIKE to be doing. Prepare this for presentation in front of the class.

Oral Reading--Example:

Prepare for class presentation the reading assigned to you. Be particularly conscious of your past tense and plural endings. Also, clarify the pronunciation of polysyllabic words and know their meanings.

Spontaneous, in-class, impromptu presentations: Example:

Today we are going to vote on a topics for a speech and you will be allowed 10 minutes to prepare a 1 minute speech.

Focus on techniques and skills. Ask yourself the following:

- Can we hear you?
- Did you make eye contact with your audience?
- Could your audience understand you?

**10. EVALUATION OF STUDENT PERFORMANCE:**

Grade option

May include:

- Short oral pronunciation and listening discrimination reviews
- Oral and written critique of presentations
- Individual conferencing with instructor
- Classroom participation

**11. RECOMMENDED or REQUIRED TEXT(S):**

Sample class texts could include the following:

Hahner, Solokoff, Salisch, Speaking Clearly; Improving Voice & Diction, 6<sup>th</sup> Ed., Boston, Mass: McGraw Hill, 2002.

Hemmert, N., Public Speaking in American English: A Guide for Non Native Speakers, Cranbury, N.J.: Allyn & Bacon, 2007.

Laskowski, L., 10 Days to More Confident Public Speaking, New York, NY, Warner Books, 2001.

Macinnis, J., The Elements of Public Speaking: How to be Calm, Confident & Compelling. Berkeley: Ten Speed Press, 2007.

Rybold, G., Speaking, Listening and Understanding: Debate for Non native English Speakers.

Vasile, A., Speak with Confidence: A Practical Guide, Cranbury: Allyn & Bacon, 2007.