

Curriculum

Subject: SAL, Seminar in English literature - developing English public speaking skills through literature and storytelling

Year: V

Academic year: 2018/2019

Lesson allocation: 2/60

Language: English

Subject profile

The subject increases grammar accuracy, fluency, and range of active vocabulary through public speaking in the context of literature and storytelling in English. It improves verbal and non-verbal communication skills for public speaking and provides practical guidance in preparing talks, speeches, and other speaking engagements in terms of building a solid structure, setting realistic goals, finding and nurturing a unique public speaking persona and ease of style. It does so at C1 level, with the view of attaining C2 language proficiency (CEFR) and uses literature, storytelling, improvisation, and problem-solving in English as springboards for stimulating in-class activities, with supplementary reading comprehension tasks. By the end of the academic year, students will have prepared, delivered, and received practical feedback to a number of in-class talks (min. two per semester) of varying styles, formats, and complexity. They will also have observed other students' work, provided peer-feedback and support, practicing their talents and honing their communication competence. Optional audio and video recording of students' oral output will also be provided for effective self-directed improvement. A successful participant of the course will have found their unique voice as a public speaker in English, and will have put it to good use with increased ease and confidence.

Aims of the subject

- to develop students' English oral skills for public speaking
- to read, interpret, and share a personal appreciation of a number of literary works in English
- to find and develop a unique personal voice and nurture a unique public speaking persona
- to appreciate the value of practical feedback, peer feedback, self-reflection, and self-directed learning
- to encourage creative, critical, and analytical thinking
- to provide a safe, supportive environment where the method of trial and error can freely be applied

Educational strategies

planning, outlining, practicing, and delivering presentations; teacher feedback, peer-feedback, classroom discussion, problem-solving, group work, pair work, individual work; audio and video recording and analysis.

Resources

- "Prepare Your Speakers + Performers." TED: Ideas worth Spreading. TED Conferences, LLC, n.d. Web. 02 Sept. 2016.
- May, Kate Torgovnick, and Emily Ludolph. "A TED Speaker Coach Shares 11 Tips for Right before You Go on Stage." TEDBlog. TED Conferences, LLC, 14 Feb. 2016. Web. 02 Sept. 2016.
- Beyond bullet points blog (<http://beyondbulletpoints.com/>, retrieved on 2 September 2016)
- Col. "Aspects of Prose Fiction", University of Manchester, 2001
- Ruland, Richard & Bradbury, Malcolm, "From Puritanism to Postmodernism", Penguin Books USA, 1992

Assessment: See below.

Contents

Thematic unit – number of lessons: Theoretical foundations for presenting and public speaking, No. of lessons 3					
Aims: to understand and apply basic principles of making presentations and public speaking to give and receive feedback effectively					
Topic:	No of lessons	Educational output A student is to/able to:	Criteria for assessment Students:	Methods and means of assessment	Cross curriculum relations and topics
Public speaking foundations	2	- Apply basic principles of preparing, planning, practicing, and delivering presentations	- Identified and applied basic principles of preparing, planning, practicing, and delivering presentations	- Comprehension questions, evaluated in-class practice, class discussion	Entrepreneurship, project development and public speaking skills
Effective strategies for giving and receiving feedback	1	- Give and receive feedback effectively for self-directed improvement - apply different methods for giving feedback and choose the most appropriate one for the context	- Gave and received feedback effectively and appropriately	- Evaluated in-class practice	Personal and social education; Intercultural education; Entrepreneurship, project development and public speaking skills

Thematic unit – number of lessons: reading and discussing select works of literary fiction in English, 17 lessons					
Aims: to improve reading with comprehension, analytical, and interpretation skills; engage critical and analytical thinking; increase social communicative competences in English					
Topic:	No of lessons	Educational output A student is to/able to:	Criteria for assessment Students:	Methods and means of assessment	Cross curriculum relations and topics
Selected works of literary fiction (prose and poetry) subject to change at teacher's discretion: W. Shakespeare, Sonnets E.A. Poe, The Raven Rudyard Kipling, If W.H. Auden, September 1, 1939 Frank O'Hara, To the Harbormaster F. Kafka, Fragments/short stories Ursula Le Guin, The Ones Who Walk Away From Omelas H. Murakami, Dabchik - student choices agreed at the start of the academic year	17	- Read, analyse and interpret selected works of fiction - Contribute meaningfully in class discussions and activities - Plan, prepare, and conduct classroom activities and talks based on the literary work of their choice	- Read, analysed and interpreted selected works of fiction - Contributed meaningfully in class discussions and activities - Planned, prepared, and conducted classroom activities and talks based on the literary work of their choice	- Comprehension questions - Oral and written tests - Class discussion	Personal and social education; Intercultural education

Thematic unit – number of lessons: Presentation rounds 1, 2 (and optional 3), No. of lessons 40

Aims: to practice and improve public speaking skills, find and develop individual public speaking style, gain confidence in using English in semi-formal and formal public context, give and receive practical feedback and peer-feedback

Topic:	No of lessons	Educational output A student is to/able to:	Criteria for assessment Students:	Methods and means of assessment	Cross curriculum relations and topics
<p>In-class practice: Outlining, practicing, delivering, and evaluating presentations with teacher feedback, peer-feedback, and self-directed feedback</p> <ol style="list-style-type: none"> 1. <i>Finding a voice I: Just A Minute</i> (improvised speaking, fluency practice) 2. <i>Finding a voice II: Read It Out Loud</i> (pronunciation, intonation, stress, diction, and fluency practice) 3. <i>Finding a voice III: Recitals</i> (Extracts, recited) 4. <i>Worth your time.</i> (5-min talks with Q&A on unique/favourite work of art/fiction/non-fiction/location/piece of music/object/person/activity/photo, etc.) 5. <i>The Sales Pitch.</i> (Project pitch to raise funds/get financial backing) 6. <i>Two-Way Argumentation.</i> (10-minute public argumentation, effective presentation of arguments, split in five-minute halves supporting and opposing the same notion) 7. <i>A Panel of Experts.</i> (A specialist class panel discussion with a specialist theme) 	40	<ul style="list-style-type: none"> - outline, practice, and deliver talks in-class using effective strategies for public speaking - speak in front of an audience with good form, with ease, and confidence - provide and receive practical feedback to their own and their classmates' talks - learn from experience and feedback - use teacher, peer-, and self-directed feedback to develop skills 	<ul style="list-style-type: none"> - prepared and delivered the minimum of four presentations with optional audio/video recording - outlined, practiced, and delivered presentations in-class or on video on a chosen topic using effective strategies for public speaking - provided and received practical feedback to presentations - used teacher, peer-, and self-directed feedback to develop their skills further 	<ul style="list-style-type: none"> - evaluated presentations - evaluated written output - recorded audio/video presentations - evaluated peer-feedback - in-class discussion - comprehension questions 	<p>Personal and social education; Intercultural education; Entrepreneurship, project development and public speaking skills</p>

ASSESSMENT POLICY:

The seminar is assessed and attendance is mandatory.

All assessment is entered in the electronic record of marks in the form of percentages (%) representing successful task completion.

In-class oral assignments include a minimum of **two** assessed in-class talks (with optional audio/video recording). The mark for each assignment will be given according to content, grammatical and lexical range and accuracy, fluency, adherence to specific criteria and time limit, and non-verbal communication. **Language practice activities** consist of short-form in-class language in use and oral activities given throughout the semester. Students with insufficient assessment at the end of term will be required to take replacement assessment in the form and time specified by subject teacher. Failing this in the second term means that a board examination will have to be taken in August.

Use of mobile phones and other electronic devices in lessons is only allowed with teacher's permission. Other school code regulations apply.

FINAL ASSESSMENT SCALE:

Scale	Grade	Assessment	Semester 1 & 2
100% - 88%	1	In-class oral assignments	80%
87% - 75%	2	Language practice activities	20%
74% - 61%	3		
60% - 51%	4		
50% - 0%	5		

Approved by the English department on _____ .

Revised for the 2018/2019 academic year by Mgr. Marián Steiner.