21G.237 MIT Out Loud: Public Speaking for Bilingual Students

Fall 2019
MW 9:30-11
Room 14E-310
Office hours TBA.

A. C. Kemp
ackemp@mit.edu
Phone 253-4747
Office 14N-228

Course Description
Develops oral communication skills for bilingual students through the lens of the MIT experience. Speaking assignments in informative and persuasive speech forms draw on examples of popular culture and MIT touchstones such as “alternative” campus tours, MIT 100K pitches and TED talks. Explores the role of voice and body language through improvisation and impromptus. Focuses on spoken accuracy and vocabulary through oral exercises designed for bilingual students. Frequent video-recording will be used for self-evaluation. No listeners.

Prioritizing for enrollments
First priority are undergraduate students who are concentrating in ELS. Next are students who have preregistered for the class. If there are too many students required to take the class, a lottery will be held.

Required materials
- 21G.237 Course Reader Kemp (Copy Tech) Bring this to every class.
- TBA (an inexpensive book on TED Talks will be required but I haven’t decided which one.)
- Handouts folder with pockets. In addition to materials in the course reader, handouts will be distributed in class and posted on Stellar. You should keep all hard copies in a folder and bring them to each class, as they may be used again. Bring this to every class.
- A small spiral notebook or text-based phone app for your Active Language Journal
- An online dictionary

Attendance
Plan to attend every class. Because the majority of the work for this class takes place in the classroom, missing more than two classes for any reason will reduce your grade by one whole letter grade (e.g., A to B). Missing four classes will reduce the grade by another whole letter (e.g., A to C). Missing five classes is automatic failure. If you miss class when you are scheduled to present, you will receive a zero for that assignment. Accommodations may be made for extreme cases. You must be on time for class. Being late 10 minutes for class three times will be considered an absence. Being more than 10 minutes late or needing to leave class early will be considered an absence. If you think that you may be required to come late or leave early for another class, please postpone this class until you have more time.
Preparation & Participation
Students are expected to participate to the best of their abilities. This includes contributing comments in full class discussions, being active in small group discussions and improvis, asking questions and thoughtfully evaluating other students’ speeches in peer review.

No cell phone/electronic device use in class unless specified by the instructor.

Homework Policy
Homework assignments will be given in class. Details will be posted on Stellar (https://stellar.mit.edu/S/course/21G/fa19/21G.237/). Written homework should be submitted on paper in class unless otherwise specified. Missing class is not an excuse for missing an assignment. Students who miss class are expected to find out the assignments for the next class from Stellar. If you miss class, you must send your assignment by email by the due date.

Read the instructions for each assignment carefully and ask for clarification if you are not sure what you should do. To get full credit for an assignment, you must follow the instructions.

Plagiarism
At MIT, you are expected to do your own work. While borrowing ideas and words from others is acceptable in some cultures, it is not in the United States. Plagiarized presentations or homework will not receive credit. Students who plagiarize a second time are likely to fail the class. We will discuss how to avoid plagiarism and cite sources in future classes. In the meantime, do not use speech or text from other sources.

Types of assignments
Work for this class will include

- Written assignments
  - Active Language Journal (ALJ): Students will make a list each week (or select one from the course reader) of 10 items (words, grammatical structures, idioms) that they understand but do not use actively. For each word, they should note at least one instance of when and how and when they used it during the week.
  - Homework: Includes analyses of model videos, answering questions on readings, preparing outline drafts, etc.
  - Speech outlines (to be submitted before each speech is given) with bibliography if appropriate.
  - Self-evaluations of presentations: Following each major presentation, students must review the video of their performance and evaluate their strengths and areas for improvement.

- Speaking assignments
  - Introduction. On the first day, each student will stand to give a brief introduction of themselves (1 minute; videorecorded; not graded)
o **Impromptus** Over the course of the semester, each student will be asked to make two brief, unprepared speeches using clear organization and transitions (1-2 minutes).

o **Nano-presentations.** Students will give brief (1-2 minute) presentations on an assigned topic in order to practice skills taught in a previous class.

o **Demonstration speech.** Students will give a brief demonstration with props (3-4 minutes, videorecorded) to practice gesture, vocal strategies and grammatical accuracy.

o **Alternative Campus Tour.** During a class-led campus tour, each student will give an informative speech (2-3 minutes) about one location based on a theme decided by the class. This speech will build on shorter assignments and will focus on speech structure, speaking styles, projection and gesture.

o **Product Pitch.** Based on MIT’s 100K Challenge, students will give group presentations that pitch a product or service. This speech will focus on more formal language, persuasive speech, answering questions, problem-solution structure, group work, visuals and citations (12-15 minutes per group, videorecorded).

o **Introducing a speaker.** Each student will briefly introduce another speaker for the TIM talk. (1 minute, videorecorded).

o **TIM Talks.** Based on the format of TED talks, students will explain how a life experience led them to an action or insight. This speech will demonstrate skills learned throughout the semester. It will focus on structure, style, storytelling, vivid language (vocabulary, analogies) and visual aids. Students may invite members of the MIT Community to these speeches (7-9 minutes, videorecorded).

### Grading breakdown

<table>
<thead>
<tr>
<th>Category</th>
<th>% of grade</th>
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<tbody>
<tr>
<td>Participation and preparation</td>
<td>15%</td>
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<tr>
<td>Homework</td>
<td>5%</td>
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<tr>
<td>Active Language Journal</td>
<td>5%</td>
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<tr>
<td>Self-evaluations</td>
<td>10%</td>
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<tr>
<td>Impromptus, nano-presentations and introducing a speaker</td>
<td>10%</td>
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<tr>
<td>Demonstration speech (including outline)</td>
<td>10%</td>
</tr>
<tr>
<td>Alternative campus tour (including outline)</td>
<td>10%</td>
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<tr>
<td>100K group presentation (including outline)</td>
<td>15%</td>
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<tr>
<td>TIM talk speech (including outline)</td>
<td>20%</td>
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<td><strong>TOTAL</strong></td>
<td>100.00%</td>
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### Grading

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<tr>
<th>97 &amp; above=A+</th>
<th>93 – 96 =A-</th>
<th>90-92=A-</th>
<th>87-89=B+</th>
<th>83-86=B</th>
<th>80-82=B-</th>
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<tr>
<td>77-79=C+</td>
<td>73-76=C</td>
<td>70-72=C-</td>
<td>60-69=D</td>
<td>Below 60 = F</td>
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21G.237 Draft Syllabus—There may be minor changes made to schedule, readings, videos and/or assignments.
Homework will be assigned grades as shown below. All other homework will receive letter grades.

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<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tr>
<td>✓+</td>
<td>100%</td>
<td>Assignment followed instructions and met all of the requirements.</td>
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<tr>
<td>✓</td>
<td>85%</td>
<td>Assignment followed instructions and met many of the requirements.</td>
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<tr>
<td>✓-</td>
<td>70%</td>
<td>Assignment missed some instructions, was incomplete and/or met only some of the requirements.</td>
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<tr>
<td>X</td>
<td>0</td>
<td>Work did not match the assignment, was late without permission or was not turned in.</td>
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The Writing Center

The WCC at MIT (Writing and Communication Center) offers free one-on-one professional advice from communication experts (MIT lecturers who all have advanced degrees and who are all are published writers). The WCC helps you strategize about all types of academic, creative, job-related, and professional writing as well as about all aspects of oral presentations (including practicing your presentations & designing slides). The WCC also helps with all English as Second Language issues, from writing and grammar to pronunciation and conversation practice, from understanding genre conventions to analyzing what particular journals require. The WCC is located in Kendall Square (E39-115, 55 Hayward Street, around the corner from Rebecca’s Cafe). To register with our online scheduler and to make appointments, go to [https://mit.mywconline.com/](https://mit.mywconline.com/). To access the WCC’s many pages of advice about writing and oral presentations, go to [http://cmsw.mit.edu/writing-and-communication-center/](http://cmsw.mit.edu/writing-and-communication-center/). The Center’s core hours are Monday-Friday, 9:00 a.m.-6:00 p.m.; evening hours vary by semester–check the online scheduler for up-to-date hours.
# 21G.237 Draft Syllabus

There may be minor changes made to schedule, readings, videos and/or assignments.

Schedule subject to change.

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<thead>
<tr>
<th>W</th>
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<th>D</th>
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<th>In class</th>
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</table>
| 1  | 1 | W | Sept 4 | • Introduction to the class  
• How to introduce yourself  
• Student Introductions          | N/A                                                   |
| 2  | 2 | M | Sept 9 | • Impromptu speaking strategies  
• Supporting an assertion  
• Building an active vocabulary | Self-evaluation 1 of Introduction  
• Reading: Active Vocabulary (CR)  
• Watch Susan Talhouk: “Don’t Kill Your Language” (TED) |
| 3  | 4 | M | Sept 10| • Clear speaking: fluency, pace and volume  
• Discussion: Accent and intelligibility  
• Impromptus on language          | Reading: Accent and intelligibility (CR)  
• Watch video excerpts and answer questions. Ronnie Cheung (comedian), Bassem Youssef (comedian), Penelope Cruz (actor) |
| 5  | 6 | M | Sept 18| • Introduction to improvisation  
• Improv: Props; vocabulary  
• Grammar refresher: Verb tenses | Reading: Yes, and…(CR)  
• Homework: Watch Who’s Line is it Anyway? (Youtube) and answer questions |
| 7  | 8 | M | Sept 25| • Clear Speaking: Stress and Linking  
• Improv: You’re studying WHAT?!  
• Grammar refresher: cause and effect  
• Peer review of outline of demonstration presentation | Listen to the recordings and answer questions: Tom Lehrer, The Elements; Samuel L. Jackson, Excerpt from Pulp Fiction; Adele: Set Fire to the Rain  
• Outline of demonstration presentation |
| 5  | 8 | M | Sept 30| • Demonstration Presentations | Final outline of presentation  
• Active Language Journal 3 |
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| 9 | W | Oct 2 | • Clear Speaking: Rhythm  
• Voice and movement  
• Improv: Rhyme time | • Self-evaluation of Presentation 1  
• Listen to recordings and answer questions: James Earl Jones *The Raven*; Benedict Cumberbatch *Jabberwocky*; Jessica Alba *The Cat in the Hat* (all on Youtube) |   |
| 6 | 10 | M | Oct 7 | • Group work 1: Planning your Campus Tour  
• Nano-presentation: poetry | • Read Group Work (CR) and answer questions  
• Active Language Journal 4  
• Prepare nano-presentation |   |
| 11 | W | Oct 9 | • Peer review of outline for alternative campus tour  
• Discussion: Speaking styles  
• Projection  
• Grammar refresher: Politeness in grammar | • Watch video excerpts and answer questions Jim Parsons (The Big Bang Theory) Barack Obama, Eric Lander (MIT) Cameron Russell (TED), Dulce Sloan (The Daily Show) Senator Kamala Harris Active Language Journal 2  
• Outline of presentation  
• Active Language Journal 5 |   |
| 6 | M | Oct 14 | Columbus day holiday |   |   |
| 12 | W | Oct 16 | • **Alternative Campus Tour** *(meet in Lobby 7)*  
|   |   |   |   |   |   |
| 8 | 13 | M | Oct 21 | • Clear Speaking: Intonation  
• Defining terms  
• Grammar refresher: Articles  
• Improv: Questions only | • Self-evaluation of Campus Tour  
• Active Language Journal 6 |   |
| 14 | W | Oct 23 | • Structure of a 100K talk (Problem-Solution)  
• Discussion of videos  
• Improv: Infomercials | • Read Persuasive Speech in CR and answer questions.  
• Watch videos and answer questions: David S. Rose: *How to pitch to a venture capitalist*. (TED) *MIT 100K videos from 2018* (MIT) |   |
| 9 | 15 | M | Oct 28 | • Practice: Visual Aids and Slide Design  
• Using Zotero and Google docs in groups | • Read Visual Aids and Slide Design (CR) answer questions  
• Prepare nano-presentation for silent video ((See MIT Physics Demonstrations from Tech TV))  
• Active Language Journal 7 |   |
| 16 | W | Oct 30 | • Group work 2: Planning your group presentation  
• Online research  
• Grammar refresher: conditional | • Read Group work 2 in CR and answer questions  
• Read Online Research in CR and create a Zotero folder for your group |   |
| 10 | 17 | M | Nov 4 | • Citations 2  
• Peer review of 100K Talk | • Outline of 100K Talk  
• Active Language Journal 8 |   |
| 18 | W | Nov 6 | • **100K talk (Group presentation)** | • Final outline for 100K talk |   |
| 11 | M | Veterans Day holiday |   |   |   |

21G.237 Draft Syllabus 6 Kemp
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| 19 | W | Nov 13 | • Discussion: Structure and style of a TED Talk  
• Storytelling  
• Creative language (metaphor and simile; analogies) | • Self-evaluation of 100K talk  
• Read TED Talks (Chapters: Foundation, Talk Tools)  
• Active Language Journal 9 |
| 12 | M | Nov 18 | • Nano-presentation: Pitch for your TIM Talk  
• Using visual aids for emotional impact  
• Review: Clear speaking | • Prepare pitch for TIM talk  
• Read TED Talks (Chapters: Preparation Process, On Stage) and answer questions |
| 21 | W | Nov 20 | • Introducing a speaker  
• Peer review: TIM Talks Outlines | • TIM Talks speech outline  
• Active Language Journal 10 |
| 13 | M | Nov 25 | • Peer review TIM Talk including visuals | • Outline and visuals for your final talk |
| 23 | W | Nov 27 | • Individual Conferences in Classroom | • Revised outline and visuals for your final talk |
| 14 | M | Dec 2 | • TIM Talks presentations group 1 | • Final outline of TIM Talk |
| 25 | W | Dec 4 | • TIM Talks presentations group 2 | • Self-evaluation of Semester’s work group 1  
• Final outline of TIM Talk |
| 15 | M | Dec 9 | • TIM Talks presentations group 3 | • Self-evaluation of Semester’s work 2 |
| 27 | W | Dec 11 | • Wrap up | • Self-evaluation of Semester’s work 3 |