COMMUNITY COLLEGE OF CITY UNIVERSITY
CITYU UNIVERSITY OF HONG KONG

Information on a Course
offered by Division of Languages and Communication

Course Title: The Art of Speaking
(Chinese)
Course Code: LAC 24724
Credit Units: 3
Level: A2
Medium of Instruction: English
Pre-requisites: None
Pre-cursors: None
Equivalent Courses: None
Exclusive Courses: None
Course Duration: 1 Semester

Course Aims:
This course aims to improve students’ ability to speak in front of a large or unfamiliar audience by making the process of speaking in English less intimidating. This course is designed to give students exposure to and experience in applying the principles of oral speaking in a variety of contexts. This course will: (a) enhance students’ confidence in using the spoken English language and give students expanded opportunities for self-expression and creativity; (b) extend their verbal and nonverbal speaking techniques to create strong impressions, sell their perspectives, and inspire their audiences to act; (c) enable students to research, select, and construct speeches, short dramas as well as debates and impromptu speaking; and (d) give students opportunities to analyse and critique other spoken performances.

Course Intended Learning Outcomes (CILOs)
Upon successful completion of this course, students will be able to:

1. Use the English language to communicate fluently, appropriately and creatively in a professional and academic manner through a variety of speaking contexts;

2. Speak English with reduced incidence of errors in pronunciation, stress, grammar and vocabulary;

3. Debate persuasively and coherently founded upon appropriate research and investigation into relevant social issues; and

4. Prepare oral texts designed to persuade, motivate and establish credibility with a particular audience and for a particular purpose.
### Alignment of the CILOs with the Programme Intended Learning Outcomes (PILOs) of AA in English for Professional Communication:

<table>
<thead>
<tr>
<th>Programme Intended Learning Outcomes (PILOs)</th>
<th>CILOs (Please ✓ if the CILO(s) is/are aligned with the PILO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Use the English language fluently, appropriately and creatively in professional and academic contexts at the level of competence required for articulation to further study, for employment, and to facilitate life-long learning</td>
<td>✓ ✓ ✓ ✓</td>
</tr>
<tr>
<td>II. Analyse and apply the main ideas, key concepts and arguments of complex texts in a range of genres</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>III. Apply digital literacy in order to convey messages effectively to a variety of audiences</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>IV. Identify and critically explore theories and issues in communication and language use</td>
<td>✓ ✓</td>
</tr>
<tr>
<td>V. Relate major ideas in arts and humanities, science and technology, and society and organisations to the study of English for professional and academic communication.</td>
<td>✓ ✓ ✓</td>
</tr>
</tbody>
</table>

### Keyword Syllabus: (a brief description of the course)

**Physical nature of speech**
- The process of breathing and the body
- Expanding breathing capacity
- Awareness of vocal habits and possibilities
- Expanding the range and color of the voice

**Speech production**
- Speaking fluently, appropriately and creatively
- Expressing emotion and attitude through the spoken word
- Speaking English with reduced errors

**Expressive qualities**
- Enhancing the spontaneous and expressive qualities of the speaking voice
- Techniques to encourage active listening, audience engagement and interactivity
- Techniques to enhance clarity, effectiveness and self-expression

**Vocabulary building**
- Using the vocabulary of debate and argument

**Extensive reading**
- Gathering, interpreting, and assessing information; investigation into social issues

**Spoken Performance**
- Designing and delivering basic and complex arguments
- Preparing a text designed to persuade, motivate and establish credibility
- Overdubbing (modelled on the Japanese Afureko) in English
- Speaking poems, prose and shorter texts.
Teaching and Learning Activities (TLAs):

a. Lectures focus on the introduction of key concepts in speaking. Interactive exercises and activities are used to engage students’ interest and increase confidence and ability in speaking English. Questions generated in lectures will be further discussed in tutorials.

b. Tutorials give students the opportunity to apply concepts from lecture into practical and meaningful activities. In-class activities are used to promote creative and professional communication practices. In-class speaking exercises, presentations to small groups and mock debates are used to analyse the components of speaking.

c. Blackboard bulletin boards are used for online discussion of key topics arising from lectures and readings, web-posted drafts of assignments and responses to others’ work.

Suggested Readings:


Teaching Schedule:
Lecture (hr/week): 1       Tutorial (hr/week): 2       Other (please specify) (hr/week): ----

Assessment Tasks/Activities:

<table>
<thead>
<tr>
<th>Type of assessment tasks/activities (%)</th>
<th>Brief Description of assessment tasks/activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Spoken Commentary (30%) (individual)</td>
<td>Students will write and present a 5-8 minute recorded commentary on aspects of life (e.g. cultural, historical, social) in a specific district in Hong Kong.</td>
</tr>
<tr>
<td>II. Radio Drama Play (20%) (individual / group)</td>
<td>Students will adapt an existing reader’s theatre script into a radio play for a ‘local radio station’. The script will be recorded and sound effects/music added for a 5-8 minute broadcast. Individual assessment will be based on performance and group assessment will be based on the overall quality of both broadcast and script.</td>
</tr>
<tr>
<td>III. Formal Debate (30%) (individual / group)</td>
<td>Students will work in small groups and choose a controversial topic from a list of topics suggested by the class to have a formal debate competition. Individual contributions to the debate will include speech, rebuttal and question/response (at least 5 minutes per student). Group assessment will be based on overall presentation of ideas and quality of supporting research. Student votes in the competition will be taken into account in the final assessment.</td>
</tr>
</tbody>
</table>
III. Overdubbing (Afureko) Showcase (20%) (individual)

Students will select a 4-5 minute English video clip re-read (overdub) the characters lines in synchronisation with the video.

**Assessment Schedule** (on the basis of Assessment Tasks/ Activities identified above)

<table>
<thead>
<tr>
<th>Examination (%)</th>
<th>Duration (Hrs)</th>
<th>Coursework (%)</th>
<th>Participation (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>100</td>
<td></td>
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</tbody>
</table>

Grading Mode: Standard

<table>
<thead>
<tr>
<th>CILOs</th>
<th>TLAs (Please ✓ if the TLA(s) is/are aligned with the CILO)</th>
<th>Assessment (Please ✓ if the Assessment(s) is/are aligned with the CILO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Use the English language to communicate fluently, appropriately and creatively in a professional and academic manner through a variety of speaking contexts.</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>Speak English with reduced incidence of errors in pronunciation, stress, grammar and vocabulary.</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>Gather, interpret, and evaluate information so as to design and deliver basic and complex arguments as well as motivational texts clearly, and persuasively.</td>
<td>✓</td>
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<tr>
<td>4</td>
<td>Prepare oral texts designed to persuade, motivate and establish credibility with a particular audience and for a particular purpose.</td>
<td>✓</td>
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