

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

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

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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 impromptu. 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 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

- **TED TALKS** by Chris Anderson (Head of TED) \$15.99 retail (\$10.49 on Amazon). Digital version available.
- Handouts folder with pockets. 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 notebook or text-based phone app to take notes in for your Active Language Journal. You’ll be uploading this weekly to Stellar, but you may upload .pdf images of your notebook as long as your handwriting is clear.

Recommended materials

- **Vocabulary Plus Subscription** (Townsend Press) Digital version only. \$11.90. This site allows you to build academic vocabulary at your own pace. If you choose to buy this, go to townsendpress.net and choose MIT/Kemp/237, then purchase Vocabulary Plus. The program is independent study, so you will work on lessons based on a placement test. Each student’s assignments will be individualized. The subscription lasts for 10 months. Detailed instructions on Stellar.

Attendance

Plan to attend every class. Because almost all of the work for this class takes place in the classroom, missing three 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—I'm not a monster! You must be on time for class. Being 10 minutes late for class three times 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, answering impromptu questions, giving nano-presentations (under 1 minute), being active in small group discussions and improv, asking questions and thoughtfully evaluating other students' speeches in peer review. Happily, since this is a public speaking class, you will receive instruction in all of those skills before you are expected to perform them.

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

Homework Policy

The majority of homework will be due on Monday. If homework is due on Wednesday, the instructions will be available a week in advance so that you can do it earlier if you wish.

Homework assignments will be given in class, and details will be posted on Stellar (<https://stellar.mit.edu/S/course/21G/fa19/21G.237/> or <http://bit.ly/mitspeak>). Instructions for homework will explain whether to submit it in class on paper, on Stellar or both. 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 (in class or by email) if you are not sure what you should do. To get full credit for an assignment, you must follow the instructions. If the assignment is due on paper, please do not use staples

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 twice 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**
 1. **Active Language Journal:** Each student will make a weekly list of 10 or more items (e.g., words, idioms) that they understand but do not use actively. During the week, they should note at least one instance of when and how and when they used each one. There will be opportunities to use these words in class as well as in “real life.” Lists may be drawn from things you have heard from friends, professors, television or movies; lists provided on Stellar; and/or Vocabulary Plus lessons.
 2. **Homework:** Includes analyses of model videos, answering questions on readings, preparing speech drafts for peer review and other assignments as deemed necessary.
 3. **Speech outlines** (to be submitted before each speech is given) with bibliography if appropriate.
 4. **Self-evaluations of presentations:** Following each major presentation, students must review the video of their performance and evaluate their strengths and areas for improvement. Videos will be housed on a private server.

- **Speaking assignments (videorecorded)** Although students will be assigned a speech structure, you and/or your team will choose the specific topic for each speech. Length of speeches is approximate and may change depending on the number of students. In other words, you will not be asked to give a longer speech than the times listed here, but may be given the opportunity to do so.)
 5. **Introduction.** On the first day, each student will stand to give a brief introduction of themselves (1 minute; not graded)
 6. **Demonstration speech.** Students will give a brief demonstration with or without props to practice gesture, vocal strategies, transitions and pronunciation (3-4 minutes).
 7. **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.
 8. **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, informative visuals and citations (6-10 minutes per group depending on the number of speakers).
 9. **Introducing a speaker.** Each student will briefly introduce another speaker for the TIM talk. (1 minute).
 10. **TIM Talks.** Based on the format of TED talks, this speech will demonstrate skills learned throughout the semester. It may explain how a life experience led the speaker to an action or insight or use another typical TED structure we have studied in class. It will focus on style, storytelling, vivid language (vocabulary, analogies) and emotionally impactful visual aids. Students may invite members of the MIT Community to these speeches (5-8 minutes).

Grading breakdown

Category	% of grade
Participation and preparation	20%
Homework	7.5%
Active Language Journal	7.5%
Self-evaluations	7.5%
Demonstration speech (including outline)	7.5%
Alternative campus tour (including outline)	10%
100K group presentation (including outline)	15%
Introducing a speaker (including outline)	5%
TIM talk speech (including outline)	20%
TOTAL	100.00%

Grading

97 & above=A+	93 – 96 =A	90-92=A-	87-89=B+	83-86=B	80-82=B-
77-79=C+	73-76=C	70-72=C-	60-69=D	Below 60 = F	

Homework that does not receive a letter grade will be assigned grades as shown below.

✓ +	100%	Assignment followed instructions and met all of the requirements.
✓	85%	Assignment followed instructions and met many of the requirements.
✓ -	70%	Assignment missed some instructions, was incomplete and/or met only some of the requirements.
X	0	Work did not match the assignment, was late without permission or was not turned in.

The Writing Center—I highly recommend this free resource!

The MIT Writing and Communication Center offers **FREE one-on-one professional advice from communication experts**. The WCC is staffed completely by MIT lecturers. All have advanced degrees. All are experienced college classroom teachers of communication. All are published scholars and writers. WCC lecturers have a combined 130 years' worth of teaching here at MIT (ranging from 1 to 26 years). We work with undergraduates, graduate students, post-docs, faculty, staff, alumni, and spouses. The WCC helps everyone strategize about all types of academic and professional writing as well as **oral presentations and slide design**.

The WCC also helps with non-native speaker issues, from writing and grammar to pronunciation and conversation practice. To make an appointment, go to <https://mit.mywconline.com> and register with our online scheduler. The WCC is at **E18-233**, 50 Ames Street.

Schedule (subject to change)

W	#	D	Date	In class	HW DUE
UNIT 1: Thinking on your feet					
1	1	W	Sept 4	<ul style="list-style-type: none"> • Introduction to the class • Introduction to improv • How to introduce yourself • Student introductions (video-recorded) 	<ul style="list-style-type: none"> • N/A
2	2	M	Sept 9	<ul style="list-style-type: none"> • Improv warmups • Building an active vocabulary • Pronunciation: segmentals • Class discussion strategies • Discussion of videos 	<ul style="list-style-type: none"> • Self-evaluation of Introduction • Watch Pronunciation video (8 minutes) and answer questions • Active Vocabulary Reading and list • Watch three short videos on the 2019 Harvard admissions controversy (under 15 minutes total)
	3	W	Sept 11	<ul style="list-style-type: none"> • Improv: Clear speaking • Impromptu speaking strategies • Discussion: Accent and intelligibility. • Pronunciation: Syllable stress rules 	<ul style="list-style-type: none"> • Watch brief video excerpts of Ronnie Cheung (comedian), Bassem Youssef (comedian), Penelope Cruz (actor) and Arnold Schwarzenegger (actor and politician) and answer questions. (maximum 12 minutes)
3	4	M	Sept 16	<ul style="list-style-type: none"> • Small talk practice in class • Improv: Movement 1 • Discussion: Amy Cuddy • Impromptu speaking • Pronunciation: contractions 	<ul style="list-style-type: none"> • Active Language Journal (ALJ) 1 • Reading and videos: Small talk • Watch Amy Cuddy Ted Talk (Your body language may shape who you are), read article refuting Cuddy's findings and answer questions.
UNIT 2: Demonstrations					
	5	W	Sept 18	<ul style="list-style-type: none"> • Improv: Movement 2 • Body language and eye contact practice • Discuss demonstration videos. • Demonstration speech structure • Discussion of TED Talk chapters 1&2 on Presentation Literacy and Idea Building 	<ul style="list-style-type: none"> • Small talk practice outside of class (5 minutes) • Watch videos and answer questions: How to pop and lock; How to tie a tie; How to eat a bowl of ramen. • Read TED Talks book chapters 1&2 (17 pages)

W	#	D	Date	In class	HW DUE
4	6	M	Sept 23	<ul style="list-style-type: none"> • Improv warmups • Process transitions • Introductions and conclusions • Pronunciation: informal vs. formal speaking • Grammar refresher: Verb tenses 	<ul style="list-style-type: none"> • Read TED Talks book Chapters 11&12 (25 pages) • Reading: verb tenses (2 pages) • Active Language Journal 2 • Watch short silent physics demonstration videos (10 minutes total) and take notes
	7	W	Sept 25	<ul style="list-style-type: none"> • Discussion of Julian Treasure • Clear Speaking: Stress and Linking (MIT departments) • Grammar refresher: cause and effect • Peer review of demonstration presentation 	<ul style="list-style-type: none"> • Reading: Linking consonants and vowels. (1 page) • Prepare demonstration presentation for peer review • Video: Julian Treasure (How to speak so that people want to listen)
5	8	M	Sept 30	<ul style="list-style-type: none"> • Improv warmups • Demonstration Presentations (with or without props) 	<ul style="list-style-type: none"> • Final outline of presentation • Active Language Journal 3
UNIT 3: Campus Tour					
	9	W	Oct 2	<ul style="list-style-type: none"> • Improv warm-ups • Clear Speaking: Rhythm (content and function words) • Projection—turning up the volume • Campus Tour brainstorming • How to pitch an idea 	<ul style="list-style-type: none"> • Self-evaluation of Demonstration Presentation
6	10	M	Oct 7	<ul style="list-style-type: none"> • Thought groups and focus words: Shout-a-long! • Nano presentations • Tour idea pitches • Group work 1: Planning your Campus Tour 	<ul style="list-style-type: none"> • Listening: Castle on the Hill (Ed Sheeran) • Prepare nano-presentation: 6-8 line poem or song lyrics (spoken, not sung!) • Prepare a pitch for the campus tour • Read Group Work and answer questions • Active Language Journal 4
	11	W	Oct 9	<ul style="list-style-type: none"> • Discussion: Speaking styles • Peer review of individual outlines and outdoor rehearsal of presentations 	<ul style="list-style-type: none"> • 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. (10-15 minutes total) • Prepare presentation for peer review
6		M	Oct 14	Columbus day holiday	
	12	W	Oct 16	<ul style="list-style-type: none"> • Alternative Campus Tour (meet in Lobby 7). 	<ul style="list-style-type: none"> • Final outline of presentation • Active Language Journal 5

W	#	D	Date	In class	HW DUE
UNIT 4: Product Pitch					
8	13	M	Oct 21	<ul style="list-style-type: none"> • Clear Speaking: Intonation 1 • Discussion of videos • Structure of a 100K talk (Problem-Solution) • Group work: designing a product or service 	<ul style="list-style-type: none"> • Self-evaluation of Campus Tour • Watch videos and answer questions: David S. Rose: <i>How to pitch to a venture capitalist</i>. (TED); two videos from <i>MIT 100K videos from 2018</i> (MIT) • Active Language Journal 6
	14	W	Oct 23	<ul style="list-style-type: none"> • Clear speaking: Intonation 2 • Formal speaking • Plagiarism discussion • Answering questions for an audience 	<ul style="list-style-type: none"> • Read materials on integrity.mit.edu
9	15	M	Oct 28	<ul style="list-style-type: none"> • Discuss 100K videos • Visual Aids and Informative slide design practice • Online research 1, Google docs & Zotero 	<ul style="list-style-type: none"> • Read Visual Aids and Slide Design and answer questions • Watch two videos from <i>MIT 100K videos from 2018</i> (MIT) and analyze slide design • Read Online Research in and create a Zotero folder for your group • Active Language Journal 7
	16	W	Oct 30	<ul style="list-style-type: none"> • Group work: Planning your group presentation • Oral citations • Grammar refresher: conditional 	<ul style="list-style-type: none"> • Read Group Work 2 and answer questions
10	17	M	Nov 4	<ul style="list-style-type: none"> • Peer review of 100K Talk, including slides 	<ul style="list-style-type: none"> • Prepare 100K Talk with your partners • Active Language Journal 8
	18	W	Nov 6	<ul style="list-style-type: none"> • 100K talk (Group presentation) 	<ul style="list-style-type: none"> • Final outline for 100K talk
11		M		Veterans Day holiday	•
UNIT 5: TIM Talk					
	19	W	Nov 13	<ul style="list-style-type: none"> • Discussion: Structure and style of a TED Talk • Storytelling • Creative language (metaphor and simile; analogies) 	<ul style="list-style-type: none"> • Self-evaluation of 100K talk • Watch three short TED Talk videos and answer questions • Read TED Talks Chapters 3-6 (50 pages) • Active Language Journal 9

W	#	D	Date	In class	HW DUE
12	20	M	Nov 18	<ul style="list-style-type: none"> • Improv warmups • Pronunciation: Marked stress • Nano-presentation: Pitch for your TIM Talk • Using visual aids for emotional impact 	<ul style="list-style-type: none"> • Prepare pitch for TIM talk • Read TED Talks Chapters 7-10
	21	W	Nov 20	<ul style="list-style-type: none"> • Introducing a speaker • Peer review: TIM Talks Outlines • Pronunciation Review 	<ul style="list-style-type: none"> • TIM Talk speech outline • Active Language Journal 10
13	22	M	Nov 25	<ul style="list-style-type: none"> • Peer review of TIM Talk including visuals 	<ul style="list-style-type: none"> • Read TED Talks Chapter 13 • Prepare TIM talk and visuals • Bring laptop
	23	W	Nov 27	<ul style="list-style-type: none"> • Individual Conferences in Classroom (each student will receive individual feedback on a rehearsal of their talk) 	<ul style="list-style-type: none"> • Revised outline and visuals for your final talk • Send AC your presentation visuals
14	24	M	Dec 2	<ul style="list-style-type: none"> • Individual Conferences in Classroom (each student will receive individual feedback on a rehearsal of their talk) 	<ul style="list-style-type: none"> • Revised outline and visuals for your final talk • Send AC your presentation visuals • Active Language Journal 11
	25	W	Dec 4	<ul style="list-style-type: none"> • TIM Talks presentations group 1 	<ul style="list-style-type: none"> • Final outline of TIM Talk
15	26	M	Dec 9	<ul style="list-style-type: none"> • TIM Talks presentations group 2 	<ul style="list-style-type: none"> • Self-evaluation of Semester's work group 1 • Final outline of TIM Talk
	27	W	Dec 11	<ul style="list-style-type: none"> • Wrap up 	<ul style="list-style-type: none"> • Self-evaluation of Semester's work group 2