

## **21G.237 MIT Out Loud: Public Speaking for Bilingual Students (subject to change)**

Spring 2022  
TR 3-430 PM  
Room 1-375  
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 undergraduate students who are concentrating in ELS. Next are undergraduate students who have preregistered for the class. If there are too many undergraduate students required to take the class, a lottery will be held. Graduate students may take the class for undergraduate credit if there is space left.

### **Required materials**

- **TED TALKS** by Chris Anderson (Head of TED). \$15.99 retail (\$9.67 on Amazon). Digital version available.
- Handouts folder. Though I will do my best to keep things digital, handouts may be distributed in class. You should keep all hard copies in a folder and bring them to each class, as they may be used again.
- 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.

### **Attendance**

Plan to attend every class. Because almost all of the work for this class takes place in the classroom, you are limited to three absences (excused or unexcused). Missing more than three classes 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) and so on. Missing six classes is automatic failure. If you have an unexcused absence when you are scheduled to present, you will receive a zero for that assignment. 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. Accommodations may be made for extreme cases, but plan on following these rules.

### **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 activities, 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 Tuesday if possible. If homework is due on Thursday, I will try to post the assignments 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 Canvas. Instructions for homework will explain how to submit it. 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 Canvas. If you miss class, you must upload your assignment by email by the due date unless you have received permission from the instructor.

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

**Late assignments will not be accepted unless you have gotten *prior* approval from the instructor.** Permission to turn in assignments late will be given for emergencies. Making work for another class or extracurricular activity a priority over this class is not an acceptable reason for an extension. Other reasons will be decided on a case-by-case basis.

### **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 lexical 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; materials and discussions for this class; or any other useful source.
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.

- **Major 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.)

1. **Introduction.** On the first day, each student will stand to give a brief introduction of themselves (1 minute; not graded)
2. **Demonstration speech.** Students will give a brief demonstration with or without props to practice gesture, vocal strategies, transitions and pronunciation (3-4 minutes).
3. **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.
4. **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).
5. **Introducing a speaker.** Each student will briefly introduce another speaker for the TED talk. (1 minute).
6. **TED 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	15%
Homework	10%
Active Language Journal	7.5%
Self-evaluations	10%
Demonstration speech (including outline)	12.5%
Alternative campus tour (including outline)	12.5%
100K group presentation (including outline)	15%
Introducing a speaker (including outline)	2.5%
TED talk speech (including outline)	15%
TOTAL	100.00%

## Grading (Standard MIT grading scheme)

A+	100 %	to 97.0%	A	< 97.0 %	to 94.0%	A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%	B	< 87.0 %	to 84.0%	B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%	C	< 77.0 %	to 74.0%	C-	< 74.0 %	to 70.0%
D	< 70.0 %	to 61.0%	F	< 61.0 %	to 0%			

## 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

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.

**Spring 2022 Schedule (Subject to change)**

<b>W</b>	<b>#</b>	<b>D</b>	<b>Date</b>	<b>Topics</b>	<b>Homework Due</b>
<b>Unit 1: Thinking on your feet</b>					
1	1	T	Feb 1	<ul style="list-style-type: none"> <li>• Introduction to the class</li> <li>• Introduction to improv</li> <li>• How to introduce yourself</li> <li>• Student introductions (video-recorded)</li> </ul>	<ul style="list-style-type: none"> <li>• Information form (by end of day)</li> </ul>
	2	R	Feb 2	<ul style="list-style-type: none"> <li>• Improv warmups</li> <li>• Building an active vocabulary</li> <li>• Class discussion strategies</li> <li>• Discussion of videos</li> </ul>	<ul style="list-style-type: none"> <li>• Active Language Journal Reading (2 pages) and list</li> <li>• Watch two videos on artificial intelligence (under 30 minutes total) and answer questions</li> </ul>
2	3	T	Feb 8	<ul style="list-style-type: none"> <li>• Improv warmups</li> <li>• Impromptu speaking strategies</li> <li>• Discussion: Accent and intelligibility.</li> <li>• Clear Speaking: segmentals</li> </ul>	<ul style="list-style-type: none"> <li>• Self-evaluation of Introduction</li> <li>• Watch Pronunciation and Vocal Qualities video (12 minutes); read excerpt (3-4 pages) from Avery &amp; Ehrlich; Watch brief video excerpts (15 min max) of Ronnie Chieng (comedian) interviewing Bill Gates (businessman), Sofia Vergara (actor), and Kunal Nayyar (actor), Irina Shayk (model and actor) and answer questions</li> <li>• Active Language Journal (ALJ) 1</li> </ul>
	4	R	Feb 10	<ul style="list-style-type: none"> <li>• Improv warmups: Movement 1</li> <li>• Small talk</li> <li>• Discussion: Amy Cuddy</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and videos on small talk</li> <li>• Watch Amy Cuddy Ted Talk (Your body language may shape who you are) and video refuting Cuddy's findings. Answer questions.</li> </ul>

## Unit 2: Demonstrations

3	5	T	Feb 15	<ul style="list-style-type: none"> <li>• Improv warmups: Movement 2</li> <li>• Body language, gesture and eye contact practice</li> <li>• Discuss demonstration videos.</li> <li>• Demonstration speech structure</li> <li>• Discussion of TED Talk chapters 1&amp;2</li> </ul>	<ul style="list-style-type: none"> <li>• Small talk practice outside of class</li> <li>• Watch demonstration videos and answer questions: A very dry demo; How to tie your shoes; How to control someone else's hand with your brain</li> <li>• Read TED Talks book chapters 1&amp;2 on Presentation Literacy and Idea Building (17 pages)</li> <li>• Active Language Journal (ALJ) 2</li> </ul>
	6	R	Feb 17	<ul style="list-style-type: none"> <li>• Improv warmups</li> <li>• Process transitions</li> <li>• Introductions and conclusions</li> <li>• Nano-presentation: process narration</li> <li>• Grammar refresher: Verb tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Read TED Talks book Chapters 11&amp;12 (25 pages)</li> <li>• Reading: verb tenses (2 pages)</li> <li>• Watch short silent physics demonstration videos (10 minutes total) and take notes</li> </ul>
<b>4</b>		<b>T</b>	<b>Feb 22</b>	<b>No Class: Monday schedule</b>	
	7	R	Feb 24	<ul style="list-style-type: none"> <li>• Discussion of Julian Treasure</li> <li>• Clear Speaking: Stress and Linking (MIT departments)</li> <li>• Grammar refresher: cause and effect</li> <li>• Peer review of demonstration presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Video: Julian Treasure—How to speak so that people want to listen (10 minutes)</li> <li>• Reading: Linking consonants and vowels. (1 page)</li> <li>• Prepare demonstration presentation for peer review</li> <li>• Active Language Journal 3</li> </ul>
5	8	T	Mar 1	<ul style="list-style-type: none"> <li>• Demonstration Presentations (with or without props)</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare demonstration presentation and final outline</li> <li>• Active Language Journal 4</li> </ul>
<b>Unit 3: Campus Tour</b>					
	9	R	Mar 3	<ul style="list-style-type: none"> <li>• Improv warm-ups</li> <li>• Clear Speaking: Rhythm (thought groups; content and function words)</li> <li>• Projection—turning up the volume</li> <li>• Group work: Campus Tour planning 1</li> </ul>	<ul style="list-style-type: none"> <li>• Self-evaluation of Demonstration Presentation</li> <li>• Read Group Work (3 pages) and answer questions</li> </ul>

6	10	T	Mar 8	<ul style="list-style-type: none"> <li>Thought groups and focus words: Shout-a-long!</li> <li>Nano presentations: rhythm</li> <li>Group work: Campus Tour planning 2</li> </ul>	<ul style="list-style-type: none"> <li>Listening: Castle on the Hill (Ed Sheeran)</li> <li>Prepare nano-presentation: 6-8 line poem or song lyrics (spoken, not sung!)</li> <li>Active Language Journal 5</li> </ul>	
	11	R	Mar 10	<ul style="list-style-type: none"> <li>Discussion: Speaking styles</li> <li>Campus Tour: Peer review of individual presentations</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> <li>Prepare individual campus tour presentation for peer review</li> </ul>	
7	12	T	Mar 15	<ul style="list-style-type: none"> <li>Outdoor rehearsal of presentations</li> </ul>	<ul style="list-style-type: none"> <li>Presentation draft</li> <li>Active Language Journal 6</li> </ul>	
	13	R	Mar 17	<ul style="list-style-type: none"> <li>Alternative Campus Tour (meet outdoors).</li> </ul>	<ul style="list-style-type: none"> <li>Prepare Campus tour and final outline of presentation</li> </ul>	
8		T & R	Mar 21-25	No class: Spring Break		
<b>Unit 4: 100K Pitches</b>						
9	14	T	Mar 29	<ul style="list-style-type: none"> <li>Clear Speaking: Intonation 1</li> <li>Discussion of videos</li> <li>Structure of a 100K talk (Problem-Solution)</li> <li>Group work: designing a product or service</li> </ul>	<ul style="list-style-type: none"> <li>Self-evaluation of Campus Tour</li> <li>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)</li> <li>Active Language Journal 7</li> </ul>	
	15	R	Mar 31	<ul style="list-style-type: none"> <li>Formal vs informal speaking style</li> <li>Plagiarism discussion</li> <li>Answering questions for an audience</li> </ul>	<ul style="list-style-type: none"> <li>Read materials on integrity.mit.edu</li> <li>Read “Four-step method to answer questions”</li> </ul>	
10	16	T	Apr 5	<ul style="list-style-type: none"> <li>Discuss 100K videos</li> <li>Visual Aids and Informative slide design practice</li> <li>Online research: Google &amp; Zotero</li> </ul>	<ul style="list-style-type: none"> <li>Read Visual Aids and Slide Design and answer questions</li> <li>Watch two videos from <i>MIT 100K videos from 2018</i> (MIT) and analyze slide design</li> <li>Read Online Research in and create a Zotero folder for your group</li> <li>Active Language Journal 8</li> </ul>	

	17	R	Apr 7	<ul style="list-style-type: none"> <li>Group work: Planning your group presentation</li> <li>Oral citations</li> <li>Grammar refresher: conditional</li> </ul>	<ul style="list-style-type: none"> <li>Read Group Work 2 and answer questions</li> </ul>
11	18	T	Apr 12	<ul style="list-style-type: none"> <li>Peer review of 100K Talk, including slides</li> </ul>	<ul style="list-style-type: none"> <li>Prepare 100K Talk with your partners</li> <li>Active Language Journal 9</li> </ul>
	19	R	Apr 14	<ul style="list-style-type: none"> <li><b>100K talk (Group presentation)</b></li> </ul>	<ul style="list-style-type: none"> <li>Final outline for 100K talk</li> </ul>
<b>Unit 5: TED Talk</b>					
12	20	T	Apr 19	<ul style="list-style-type: none"> <li>Discussion: Structure and style of a TED Talk</li> <li>Storytelling</li> <li>Creative language (metaphor and simile; analogies)</li> </ul>	<ul style="list-style-type: none"> <li>Self-evaluation of 100K talk</li> <li>Watch three short TED Talk videos and answer questions</li> <li>Read <b>TED Talks</b> Chapters 3-6 (50 pages)</li> <li>Active Language Journal 10</li> </ul>
	21	R	Apr 21	<ul style="list-style-type: none"> <li>Improv warmups</li> <li>Clear Speaking: Marked stress</li> <li>Nano-presentation: Pitch for your TED Talk</li> <li>Visual aids for emotional impact</li> </ul>	<ul style="list-style-type: none"> <li>Prepare pitch for TED talk</li> <li>Read <b>TED Talks</b> Chapters 7-10</li> </ul>
13	22	T	Apr 26	<ul style="list-style-type: none"> <li>Introducing a speaker</li> <li>Peer review: TED Talks Outlines</li> <li>Pronunciation Review</li> </ul>	<ul style="list-style-type: none"> <li>TED Talk speech outline</li> <li>Active Language Journal 11</li> </ul>
	23	R	Apr 28	<ul style="list-style-type: none"> <li>Peer review of TED Talk including visuals</li> </ul>	<ul style="list-style-type: none"> <li>Read <b>TED Talks</b> Chapter 13</li> <li>Prepare TED talk and visuals</li> <li>Bring laptop</li> </ul>
			Apr 28-9	<ul style="list-style-type: none"> <li>Individual Conferences outside of class</li> </ul>	<ul style="list-style-type: none"> <li>Revised outline and visuals for your final talk</li> </ul>
14	24	T	May 3	<ul style="list-style-type: none"> <li>TED Talks <b>presentations group 1</b></li> </ul>	<ul style="list-style-type: none"> <li>Final outline of TED Talk</li> </ul>
	25	R	May 5	<ul style="list-style-type: none"> <li>TED Talks <b>presentations group 2</b></li> </ul>	<ul style="list-style-type: none"> <li>Self-evaluation of Semester's work group 1</li> <li>Final outline of TED Talk</li> </ul>
15	26	T	May 10	<ul style="list-style-type: none"> <li>Wrap up</li> </ul>	<ul style="list-style-type: none"> <li>Self-evaluation of Semester's work group 2</li> </ul>