*(Provisional syllabus as of March 6, 2023)*

***Winter 2024***

***EFSLANG 691: Oral Presentation***

*Location: TBA*

*Office hours (by appointment):*

*Zoom ID: 169 014 130 (Passcode: 021713)*

*Instructor: Seth A. Streichler*

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***Descriptions from EFS sources***

Would you like to improve your oral presentation skills in a supportive, low stress environment? This course will help you gain confidence by developing your delivery skills, fluency, and English accuracy. Especially helpful for students preparing for conference presentations, qualifying exams, TA/CA-ships, job interviews, or their dissertation defense. Includes video recording and individual tutorials. Students with 690A, 690B, or 695A requirements must complete them before taking 691.

(EFS Course Announcement)

For advanced graduate students. Practice in academic presentation skills: strategy, design, organization, and use of visual aids. Focus on improving fluency and delivery style, with video-recording for extensive feedback on language accuracy and usage. Prerequisite: 695A or consent of instructor.

 (EFS website: http://www.stanford.edu/group/efs/intnl.html)

**EFS 691** is a course in public speaking for academic purposes, though it also has value for professional development after Stanford. The course includes description, demonstration and analysis of effective speaking techniques, including the use of visual aids. Language work includes a review of discourse-level pronunciation and academic vocabulary common in spoken presentations. Students typically prepare and present at least five talks for both descriptive and persuasive purposes, receive in-class feedback from the instructor and peers, and are regularly videotaped [sic] for self-evaluation and individual tutorials with the instructor. If you plan to take either EFS 691 (oral presentation) or EFS 692 (speaking and teaching in English) and you have a 695A requirement, you *must* complete 695A first, and 695A is recommended preparation for those courses for any student with perceived pronunciation problems irrespective of any requirement.

(EFS website: http://www.stanford.edu/group/efs/speak.html)

***Objectives and areas of emphasis***

Specific areas of emphasis include:

* Designing and organizing content and material for particular audiences and time limitations

* Delivering material using appropriate verbal and non-verbal expression
* Interacting appropriately with the audience and other speakers; responding appropriately to other speakers and providing constructive feedback
* Enhancing speaking proficiency (pronunciation and intonation, word choice, grammar and usage, overall fluency and comprehensibility)
* Providing interactive peer feedback in a constructive and diplomatic manner
* Gaining confidence for purposes of public speaking
* Developing and implementing visual aids effectively

For a more detailed list of objectives, see **Descriptions of Target Student Abilities: Presentation Courses/ English for Foreign Students Program Objectives, 2017 (Stanford Language Center curricular documents):**

https://language.stanford.edu/sites/default/files/site-page/files/2017\_lc\_curricular\_docs\_efs\_presentation.pdf

Please note that there may be some variation in the implementation of objectives regarding emphasis, style, and related factors.

N.B. The Assignments folder of the Canvas site serves as a repository for a range of activities, tasks, and sources of information. Selected assignments will be evaluated during class time. Not every element in the Assignments folder is a graded homework assignment; some of them exist for background information, contextualization, learner information, or for general practice and application. The content of Modules is subject to change.

Following online education procedures, selected portions of the class will be conducted synchronously and other portions asynchronously (details to be explained in class).

Attendance is limited to fully matriculated Stanford graduate students officially enrolled in the course.

***Extended description and philosophy of instruction***

(See also “Provisional overview of major assignments and rubrics”, distributed separately.)

**An advanced level of language proficiency** is generally expected in academic and professional communities. More specifically, it is often assumed that graduate students at a major university are able to communicate with great skill and effectiveness at a genuinely advanced level. In light of these considerations, it is important for international graduate students to master the type of discourse used in academic contexts in the United States. In order to stimulate progress and to familiarize students with sophisticated discourse, **the level of instruction and classroom communication** will be relatively advanced and challenging.

**Extensive practice** is essential for success. Accordingly, students will prepare and deliver several presentations during the term. These presentations will be evaluated by classmates and by the instructor. Each student will also view and evaluate recordings of his or her own presentations. During the term, at least two presentations per student will be recorded as video files for evaluation and feedback.

An additional benefit of 691 is the emphasis on **critical analysis** with respect to preparing, delivering, and responding to oral presentations and other public speaking activities**.** Unless we are dealing with established facts, a variety of opinions may be expressed during class discussions and during peer feedback sessions. Accordingly, it is important to support your point of view with clear and logical evidence when possible.

We will also survey various **foundational and theoretical principles** related to public speaking for scholarly or professional purposes. In terms of developing your own presentations, many examples and models exist, and there is usually more than one way to create and deliver a particular type of presentation.

Our emphasis is largely on **independent student learning with guidance from the instructor**, and the instructor generally will not demonstrate specific examples of oral presentations that you would be required to follow.

Students will be expected to provide **constructive feedback** when evaluating their classmates’ presentations. At times, students will work in feedback committees in order to discuss the performance of a particular presenter (details to be explained in class).

**Student responsibility, initiative, and independent effort** are powerful factors in language learning. In addition to classroom activities, students will be expected to work independently in order to improve their own skills. The instructor will also recommend activities and techniques to help students enhance their own abilities.

***Requirements***

(Course requirements are designed to maximize your success not only as an English language learner and a graduate student, but also throughout your academic and professional career.)

1. **Participation & attendance**
* **Absence and makeup policy (Stanford Language Center)**

Stanford language classes are taught in the target language, with priority given to student production and practice. Class attendance and time on task are essential to acquiring active language skills. If students are to become proficient, they must speak with each other and with their teacher. They must read things in common and discuss those readings, and they must articulate their reactions to discussion and materials in real time.

Students who anticipate missing class during the quarter due to official University-sponsored activities or scheduled medical procedures, for example, should notify their instructor during the first week of class regarding the date(s) of expected absence(s) and the activity involved (or, in the case of medical or family emergency, as soon as they are able).

All students who must be absent for health and safety reasons have the opportunity to make up absences. Absences must be made up by the end of Week 8. Please be in touch with your instructor regarding procedures for making up absences. No makeup sessions may be scheduled during the university end-quarter or final exam periods.

* All attendance is recorded (presence, absence, and tardiness).
* Please avoid ongoing scheduling conflicts; for example, do not enroll in overlapping classes, or arrange a schedule which requires you to arrive late or leave early on a regular basis.
* Please communicate with the instructor concerning attendance and absences. Additional details and unusual considerations, such as illness, will be explained and discussed in class.
* Participate attentively, constructively, and cooperatively in all class activities and projects.
* Students should be familiar with the Honor Code, Fundamental Standard, and Stanford’s Terms of Use for Sites.
1. **Assignments and required activities**
	* Prepare and complete all assignments conscientiously by the posted deadlines, including presentations, readings, and feedback reports (written evaluations of your own presentations and those of your classmates).
	* Prepare, present, and evaluate all assigned presentations for the dates scheduled. It may not be possible to reschedule missed presentations. If you cannot be in class on a day you are scheduled to present, it is your responsibility to find a classmate to exchange dates.
		+ (N.B.: Some deadlines may be flexible and negotiable depending on the particular project, on specific scheduling factors, and on other compelling considerations.)
* Certain homework assignments will be evaluated during class sessions.
* Some assignments will receive greater attention or emphasis than others. In other words, some projects will be discussed in-depth; others will be assigned as background information or for basic recognition, and will not necessarily be discussed extensively in class.
* Make-up work will be arranged at the instructor’s discretion.
1. **Peer feedback**
* When developing skills related to oral presentation and public speaking, it is important to receive feedback from a variety of sources. In addition to receiving feedback from the instructor, students will receive and respond to feedback expressed by their classmates after each presentation. This interactive approach is also valuable for the audience members providing feedback: By analyzing, evaluating, and commenting on the performance of their classmates, students can reflect upon their own oral presentation skills in particular, and also reinforce their own speaking abilities in general. Specific guidelines for peer feedback sessions will be provided later in the term.
1. **Improvement**
* Demonstrate measurable improvement with respect to oral presentation/public speaking skills.
1. **Consultation sessions**
* Attend individual or small-group consultation sessions with the instructor to review discuss progress and performance, receive individualized feedback, practice speaking, etc.
* The standard length of time for these appointments is 20 - 30 minutes, but this can be expanded depending on scheduling factors, student needs and interests, or other considerations.
* Consultation sessions provide a valuable opportunity for students to function as active agents in their own progress. In most instances, it is greatly beneficial for students to participate actively during their appointments rather than serve as passive recipients of the instructor’s explanations.
* View and evaluate your own recorded presentation before attending consultation sessions with the instructor. Whenever possible, plan to arrive at the conference with specific questions about your presentation.
* In rare instances, additional mandatory conferences might be scheduled depending on student needs. It may also be possible to arrange extra consultation sessions on an optional basis based on student request.

***Materials***

* ***Recommended textbook:***

*Making Academic Presentations: What Every University Student Needs to Know*

Author: Robyn Brinks Lockwood

Publisher: University of Michigan Press (2023) (https://press.umich.edu/Books/M/Making-Academic-Presentations2)

ISBN-13: 978-0-472-03962-3 (print); 978-0-472-22150-9 (ebook)

Recently-listed retail price: $25.00

* Misc. handouts, worksheets, articles, links to Web sites, etc., will be provided by the instructor.
* Additional texts (books, manuals, Web sites, etc.) may be recommended or referred to during the term.

***Communication***

* + Stanford e-mail accounts and the Canvas site will be used for announcements, updates, and other messages, so please check these periodically.
	+ Please feel free to communicate with the instructor if you have comments or questions

***Registration and Grading***

* All registration should be completed through AXESS.
* **Grades:** The grade for completion of the course assignments and requirements is Satisfactory (S); the grade for non-completion is No Credit (NC).

***N.B.:*** Additional information may be announced as needed (see **Participation Notes and Class Policies: Additional Details**, distributed separately in class). For additional details and guidelines, please see “Objectives and Policies,” at the English for Foreign Students program (EFS) website: http://www.stanford.edu/group/efs/objectives.htm)

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**Statement on Academic Integrity and Outside Assistance**

All students are expected to read and uphold the [Stanford Honor Code](https://communitystandards.stanford.edu/policies-and-guidance/honor-code) with regard to language course classwork, activities, and assignments. Academic integrity is at the heart of language acquisition; only you are responsible for your own learning and can demonstrate what you can do. Unless specified otherwise, the expectation is that all work is your own without the use of any collaborative tools.

To ensure that you understand how the Honor Code applies to language courses, please carefully review the information below.

**Permitted**

* For collaborative or group work, your instructor will issue guidelines on what is appropriate. Your instructor may also ask you to declare the amount and type of assistance you have received on any written or oral assignment.
* It is always helpful to have another person listen to you practice your oral presentations and provide feedback on your manner of expression. For this reason, assistance in the preparation of oral assignments is encouraged.
* While preparing for oral interviews it is always helpful to practice conversation with native speakers or someone more knowledgeable as a way to increase your comfort level.
* Digital language tools may be helpful if used judiciously and only with the guidance of your instructor.

**Unpermitted**

* Under no circumstances is another person, tool, or service to generate an essay for you or to contribute to the ideas or substantive expression of individual assignments.
* Plagiarism (i.e., unattributed, direct copying of text and/or ideas from a source other than yourself) is not allowable. In language courses, this includes translations of source material into the target language.
* The use of translation services and apps during language exams, including but not limited to tools such as Google Translate, is not allowable. This is considered to be unpermitted aid and a hindrance to student learning.
* Divulging the content of an oral interview and assessments to others is not permitted, as this violates Stanford's Honor Code.

**Students with Documented Disabilities**Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk; phone: 650-723-1066; To get started, or to re-initiate services, please visit **oae.stanford.edu**.

**Statement on Inclusivity**

All language courses at Stanford are inclusive. Everybody has a name and a pronoun. Instructors are committed to referring to students with the correct pronoun. Please feel free to correct the instructor if there is an error.

**Statement of Affective Support – Accommodations in Stressful Times**Language instructors care deeply about your well-being.  Small classes mean individual support in your language learning. Please speak with your instructor if you are having any academic or personal difficulties. It is very important that we stay connected, especially during troubled times. We can be flexible about assignment and project completion dates. However, we want you to continue to attend class. We are a community and we need to support one another.

**Student Health Notice**Your health (physical and mental) is the top priority, so we encourage you to seek care and assistance if you ever feel unwell while you are a student here. Although a class cannot be made up if you do not attend it, we will try our best to assist you if you have been absent due to illness. Two important services available at Stanford include the Vaden Health Center and Counseling and Psychological Services (CAPS), which are available to all students enrolled in the Stanford health plan. For information on services and appointments, visit: <https://vaden.stanford.edu>.

**Language Center Attendance and Make Up Guidelines**

In accordance with [University standards](https://advising.stanford.edu/current-students/advising-student-handbook/attendance-absences), students should plan to attend all class sessions of their language courses and review the respective syllabus for specific details. Language courses are governed by the Language Center guidelines on attendance and make-ups as below, consistent with the Language Center mission.

**Stanford Language Center Course Attendance Guidelines**

Please refer to course syllabi for additional details.

Stanford language classes are taught in the target language. Class attendance and participation are essential to acquiring active language skills through in-person practice of conversation, reading, writing, and listening in real time. Attendance is essential to develop the skills to interact in the language. For this reason, students are expected to attend and actively participate in all class meetings.

Learning begins in the first week of classes. Shopping is not permitted and students will not be permitted to join a class after missing the first full week of instruction.

**Absence and Make-Up Policy**

Given the importance of attendance and participation to student learning, the below policies and expectations have been adopted for all language courses. **If a student expects regular or extensive absences for any reason, the Language Center recommends taking a language class during a different quarter.**

* We provide some flexibility to all students. Students may miss up to two class hours with no penalty. Each subsequent missed class hour counts as a one percent (1%) deduction from the final course grade.
* Students who will miss class for official University-sponsored activities such as athletic competition should notify their instructor during the first week of class, providing a list of anticipated missed class dates. The instructor will then work with the student to make arrangements for the student to make up the missed class. If a student needs to be absent for health reasons or a personal emergency, they should consult with their instructor as soon as possible to consider the number of classes that will be missed and to review options. In some cases, the instructor may make arrangements for the student to make up a missed class.
* When approved by the instructor, absences must be made up within two weeks of the absence date and no later than the end of Week 9; make up sessions are not held during end-quarter or final exam periods.

Students with OAE disability-related academic accommodations that may require absences for medical reasons should consult with the program coordinator for that language prior to enrolling in a language course.

***(Statements provided by Stanford Language Center:*** https://language.stanford.edu/academics/policies***)***

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