

**Spring 2022**  
**State University of New York, Korea**  
**OAE 585 - Advanced Oral Academic English**

**Course Instructor: Dr. Hyunju Kim**  
**Email: hyunju.kim@stonybrook.edu**  
**Class Hours: Fridays 9:00 – 11:50 AM**  
**Classroom: Academic Building TBA**  
**Office: Academic Building RM A514**  
**Office Hours: M/W 5:00-6:00 pm and by appointment**

**COURSE DESCRIPTION:**

The emphasis of this course is threefold: to further develop presentation/teaching skills, cultural awareness and improve the supra segmental aspects of English. Intonation is taught with self-monitoring strategies and compensation skills. The teaching skills examine questions in detail, characteristics of good teaching, rhetorical issues related to lesson development along with compensation strategies. 150 field specific vocabulary need to be pronounced with 95% accuracy. Video recording of teaching/presenting is examined.

**LEARNING OUTCOMES:**

By the end of this course, you will be able to

- Use comprehensible rhetoric
- Use interactive methods while listening, teaching or presenting
- Maintain good eye contact throughout teaching or presenting
- Develop awareness of non verbal communication
- Show good control of word stress in sentences related to new information, important information and contrastive information
- Develop native-like rhythm in English
- Be aware of linking in spoken discourse
- Recognize and use academic idioms/phrasal verbs
- Understand American values and be able to contrast them to their own cultural values

**Course Pre-requisites**

IELTS of 6.5, iBT TOEFL of 21-22 or an A/A- from OAE 581 or B or higher from OAE 583 is the prerequisite for this level.

**COURSE REQUIREMENTS:**

**Attendance and Make up Policy**

Attendance is mandatory. Absences (excused or unexcused) from class will reduce your class participation/homework grade one grade. Three lates equal one absence. Missing more than two weeks of classes will result in an automatic B- for the course.

Material handed in 24 hours late will result in a lower grade (An A will be an A-; an A- becomes a B+; a B+ becomes a B and a B becomes a B-). Late material will not be accepted after the next class meeting.

**Materials and Assignments**

Course materials such as readings or worksheets will be provided on Blackboard. All required materials provided online should be printed and brought to class.

**Sound Files** are assigned on a regular basis.

**Class Presentations** occur regularly throughout the semester.

**Exams**

**Midterm Presentations**

You need to present a topic from your field that would be appropriate for an undergraduate audience for 10 minutes with another 5 minutes for questioning. In a future class, you need to be ready to

give a 3 minute self-evaluation of your mid-term presentation which you have already video recorded. Feel free to get feedback from others before you present your self-evaluation to the class.

### **Final Presentations: Last week of class**

You will need to read aloud 10 words from your 150 Field Specific Word List that you had some trouble with. You will present a topic of comparing or contrasting two terms from your field that would be appropriate for an undergraduate audience for 10 minutes with another 5 minutes for questioning.

### **GRADING:**

Grades range from A to B-. **Students must repeat this course if they do not receive a B or better.**

Pronunciation in class participation, sound files and homework: 25%

Pronunciation in oral presentations in class: 25%

Mid Term Presentation: 15%

150 Field Specific Word List Pronounced with 95% accuracy: 10%

Final Presentation: 25%

### **CLASS PROTOCOL:**

#### **(COVID-19) Classroom Mask Policy**

Everyone participating in this class during in-person sessions must **wear a mask** at all times or have the appropriate documentation for medical exemption. Any student not in compliance with this policy will be asked to leave the classroom. If students need to drink or eat, they should step out of the classroom to do so.

Please silence your cell phone during class meeting times.

### **DISABILITY SUPPORT SERVICE (DSS) STATEMENT**

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Academic Affairs, Academic Building A201, (82) 32-626-1117. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential. In addition, this statement on emergency evacuation is often included, but not required: Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Academic Affairs.

### **ACADEMIC INTEGRITY STATEMENT**

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. The faculty is required to report any suspected instance of academic dishonesty to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at <http://www.stonybrook.edu/uaa/academicjudiciary/>

### **CRITICAL INCIDENT MANAGEMENT**

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment and/or inhibits students' ability to learn.

### **Electronic Communication**

E-Mail and especially email sent via Blackboard (<http://blackboard.stonybrook.edu>) is one of the ways faculty officially communicates with you for courses. It is your responsibility to make sure that you read your email in your official university email account. For most students that is Google Apps for Education (<http://www.stonybrook.edu/mycloud>), but you may verify your official Electronic Post Office (EPO) address at (<http://it.stonybrook.edu/help/kb/checking-orchanging-your-mail-forwarding-address-in-the-epo>). If you choose to forward your official university email to another off-campus account, faculty are not responsible for any undeliverable messages to your alternative personal accounts. You can set up Google Mail forwarding using these DoIT-provided instructions found at <<http://it.stonybrook.edu/help/kb/setting-up-mail-forwarding-in-google-mail>>. If you need technical assistance, please contact Client Support at (631)632-9800 or [supportteam@stonybrook.edu](mailto:supportteam@stonybrook.edu).

## WEEKLY SCHEDULE

Week	In class	To do
W1	<ul style="list-style-type: none"> <li>Warm up!</li> <li>Overview</li> <li><b>Introducing Yourself (PDF)</b></li> <li><b>Diagnostics (PDF)</b></li> </ul>	<ul style="list-style-type: none"> <li>- Speech Profile</li> <li>- 150 word list of field specific vocabulary</li> </ul>
W2	<ul style="list-style-type: none"> <li>Phonetic Symbols</li> <li>Reading passage review</li> <li>Presentation about your partner</li> <li><b>Culture of US Universities (PDF)</b></li> </ul>	<ul style="list-style-type: none"> <li>- Sound file of 20 words; a paragraph reading</li> </ul>
W3	<ul style="list-style-type: none"> <li>Review of the Phonetic Alphabet and Vowels</li> <li><b>Defining a Term (PDF)</b></li> </ul>	<ul style="list-style-type: none"> <li>-Sound file of 20 words; a paragraph reading</li> </ul>
W4	<ul style="list-style-type: none"> <li>Consonant Sounds</li> <li><b>Defining a Term, Handout</b></li> </ul>	<ul style="list-style-type: none"> <li>-Sound file of 20 words; a paragraph reading</li> <li>- Defining a Term: Choose a term to be defined</li> </ul>
W5	<ul style="list-style-type: none"> <li>Vowel Sounds</li> <li><b>Rhetoric (PDF)</b></li> <li>Worksheet (Presentation Guidelines; Planning and Practicing Your Introduction)</li> </ul>	<ul style="list-style-type: none"> <li>-Sound file of 20 words; a paragraph reading</li> <li>-Defining a Term: Introduction</li> </ul>
W6	<ul style="list-style-type: none"> <li>Pronunciation Profile: Peer review using the analysis form</li> <li>Defining a Term: worksheet (Transitions integrated into the body; body outline); Conclusion</li> <li><b>Fielding Questions (PDF)</b></li> </ul>	<ul style="list-style-type: none"> <li>- Sound file of 20 words; a paragraph reading</li> <li>- Defining a Term: Body outline; Presentation Slides (10min)</li> <li>- Midterm Presentation (4/21)</li> </ul>
W7	<ul style="list-style-type: none"> <li>Presentation Practice</li> <li>Peer Evaluation</li> <li>Quiz on vocabulary terms</li> </ul>	<ul style="list-style-type: none"> <li>-Prepare a 10 min mini lecture on a topic relevant to STs' major field for midterm presentation.</li> </ul>
W8	<ul style="list-style-type: none"> <li>Midterm Presentations</li> </ul>	Self-evaluation sheet
W9	<ul style="list-style-type: none"> <li>Stress</li> <li><b>Teaching a Process (PDF)</b></li> </ul>	<ul style="list-style-type: none"> <li>-Sound file of 20 words; a paragraph reading</li> <li>-Prepare Presentation2 on a topic from your field</li> </ul>
W10	<ul style="list-style-type: none"> <li>Phrasal Stress</li> <li>Presentation2</li> <li>Peer evaluation</li> <li><b>Powerpoint Pitfalls (PDF)</b></li> </ul>	<ul style="list-style-type: none"> <li>-Sound file of 20 words; a paragraph reading</li> </ul>
W11	<ul style="list-style-type: none"> <li>NO CLASS (Adjustment Day)</li> </ul>	
W12	<ul style="list-style-type: none"> <li>Rhythm in Phrases and Sentences</li> <li><b>Presenting a Topic of General Interest (PDF)</b></li> <li>Quiz on stress</li> </ul>	<ul style="list-style-type: none"> <li>-Sound file of 20 words; a paragraph reading</li> <li>-Prepare Presentation3 on a topic from your field</li> </ul>
W13	<ul style="list-style-type: none"> <li>Thought Groups and Focus Words</li> <li>Presentation3</li> <li>Peer evaluation</li> </ul>	<ul style="list-style-type: none"> <li>-Sound file of 20 words; a paragraph reading</li> </ul>
W14	<ul style="list-style-type: none"> <li>Intonation</li> <li>Quiz on vocabulary terms</li> </ul>	<ul style="list-style-type: none"> <li>- Prep for a final presentation: choose a term for the final; prepare a presentation; outline</li> </ul>

W15	<ul style="list-style-type: none"><li>▪ Connected Speech</li><li>▪ Final review</li></ul>	
	<ul style="list-style-type: none"><li>▪ <b>Final Presentation</b></li></ul>	