

**City University of Hong Kong  
Course Syllabus**

**offered by Department of English  
with effect from Semester A in 2016 / 2017**

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**Part I Course Overview**

**Course Title:** English Speech and Performance

**Course Code:** EN2716

**Course Duration:** 1 semester

**Credit Units:** 3

**Level:** B2

Arts and Humanities

**Proposed Area:**  
*(for GE courses only)*

Study of Societies, Social and Business Organisations

Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
*(Course Code and Title)* Nil

**Precursors:**  
*(Course Code and Title)* Nil

**Equivalent Courses:**  
*(Course Code and Title)* Nil

**Exclusive Courses:**  
*(Course Code and Title)* Nil

## Part II Course Details

### 1. Abstract

The course aims to help students discover the paradigms of public speaking and performance through critical and creative engagement with the design, content, organization, structure, language, delivery, audio-visual possibilities of the craft. Using theoretical and practical approaches to speaking and performance, students will learn how to prepare, perform and evaluate oral presentations and performances, from corporate lectures to theatre. Through personal discovery and creative interactions with others, students will extend their knowledge of the theories and practices of public speaking and performance.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify the content structure and language of informative and persuasive speech and drama and apply these in class.		✓		
2.	Discuss the elements of a speech or performance using critical vocabulary.		✓		
3.	Generate diverse types of speeches and performances.				✓
4.	Evaluate and critique the oral presentations/performance of others.			✓	
5.	Reflect on and critique one's own oral presentation/performance skills.			✓	
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
1. Class work participation.	Attendance, participation and contribution to in-class discussions and activities Students are assessed according to how actively they engage in and contribute to the weekly in-class discussions and online learning activities.	✓	✓	✓	✓		
2. Informative and Persuasive Speeches.	Students prepare and present three-minute speeches with an audible, articulate structure consisting of a beginning, middle and end	✓	✓	✓	✓		
3. Creative Presentation.	Students prepare and present a group creative performance (short play, poetry reading, etc.) using performance flair, verbal and non-verbal communication skills, audio-visuals, etc.			✓	✓	✓	
4. Self- and Peer Critique	Students write evaluations of their and their classmates' work, to demonstrate their knowledge and application of diverse aspects of performance.	✓			✓	✓	

#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4	5		
Continuous Assessment: 100 %							
Class work participation. Meaningful contribution to discussion, creative initiative and ability during in-class exercises, Cooperative attitude, attendance and punctuality.	✓	✓	✓	✓		20%	
<i>Informative Presentation</i> The content, organisation and structure, level of information, verbal and non-verbal language for a 3-minute informative speech are assessed.	✓	✓	✓	✓		15%	Individual work
<i>Persuasive Presentation</i> The content, structure, organisation, verbal and non-verbal language, level of persuasion, use of audio-visual aids for a 5-minute persuasive speech are assessed.	✓	✓	✓	✓		20%	Individual work
<i>Creative Performance</i> The content, structure, organisation, verbal and non-verbal language, level of creativity, use of audio-visual aids, for a 7-minute group performance are assessed.			✓	✓	✓	30%	Group work
<i>Written Peer and Self-Critique</i> The accuracy and relevance of the content, organisation, language and format of a written evaluation of a peer's final performance are assessed.				✓	✓	15%	Individual work
Examination: _____% (duration: _____, if applicable)						100%	
* The weightings should add up to 100%.							

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Class work participation.		Articulate and perceptive contributions to discussion. Good creative initiative and ability during in-class exercises. Extremely cooperative attitude, excellent attendance and punctuality.	Generally articulate and perceptive contributions to discussion. Generally good creative initiative and ability during in-class exercises. Cooperative attitude, good attendance and punctuality.	Moderately articulate and perceptive contributions to discussion. Some creative initiative and ability during in-class exercises. Cooperative attitude, reasonable attendance and punctuality.	Partially articulate and perceptive contributions to discussion. Occasional initiative and ability during in-class exercises. Generally cooperative attitude, reasonable attendance and punctuality.	Inarticulate and unperceptive. No initiative or ability during in-class exercises. Generally uncooperative attitude, poor attendance and punctuality.
2. Informative presentation and persuasive presentation.		Creative, engaging and relevant. Clearly structured and articulated. Wholly supports purpose. Concludes strongly, reinforces purpose.	Mostly creative, engaging and relevant. Mostly supports purpose. Moderately strong ending. <ul style="list-style-type: none"> <li>• Mostly fluent</li> <li>• Only minor</li> </ul>	Partially creative, engaging and relevant. Partly supports purpose. Weak/incomplete ending. <ul style="list-style-type: none"> <li>• Fairly fluent.</li> <li>• Frequent grammatical</li> </ul>	Much irrelevant information. Barely engages audience. Presentation structure is only barely discernible. Abrupt/unexpected/incomplete ending.	Does not engage the audience, incomplete, not creative. Presentation structure not identifiable. Confusing to the listener. Unmarked ending. <ul style="list-style-type: none"> <li>•Lack of fluency.</li> </ul>

		<ul style="list-style-type: none"> <li>• Fluent</li> <li>• Grammatically accurate</li> <li>• Natural pronunciation</li> <li>• High interest level</li> </ul> <p>Highly positive and persuasive. Steady eye contact w/audience Natural pace. Natural volume. Non-use or unobtrusive use of cue cards/notes. Full rapport with audience throughout presentation.</p>	<p>grammar errors</p> <ul style="list-style-type: none"> <li>• Pronunciation mostly clear</li> <li>• Moderate interest level</li> </ul> <p>Moderately positive and persuasive. Partial eye contact. Pace occasionally erratic. Volume occasionally variable. Some dependence on cue cards/notes. Moderate audience rapport throughout most of presentation.</p>	<p>errors.</p> <ul style="list-style-type: none"> <li>• Pronunciation affects listener comprehension</li> <li>• Limited interest level</li> </ul> <p>Slightly persuasive. Periodic eye contact with part of audience. Pace of delivery interferes with comprehension and audience interest. Inaudible at times; overly dependent on cue cards/notes. Intermittent audience rapport. Limited ability to hold audience attention.</p>	<ul style="list-style-type: none"> <li>• Limited fluency</li> <li>• Excessive grammatical errors</li> <li>• Pronunciation unclear</li> <li>• Interest level weak</li> </ul> <p>Barely persuasive. Minimal eye contact. Erratic pace distracts. Volume inadequate. Overuse of cue cards/notes. Only occasional instances of audience rapport.</p>	<ul style="list-style-type: none"> <li>• Inaccuracy of pronunciation.</li> <li>• Not interesting.</li> </ul> <p>Not persuasive. No eye contact. Pace and volume impede audience comprehension. Totally dependent on reading. Audience rapport absent.</p>
3. Creative Performance		<p>Credible, engaging and nuanced characterisation.</p> <p>Dynamic interaction with</p>	<p>Credible and engaging characterisation.</p> <p>Generally</p>	<p>Partially credible and engaging characterisation.</p> <p>Intermittently effective interaction</p>	<p>Barely credible, generally unengaging characterisation.</p> <p>Little interaction with partners.</p>	<p>Non-credible and unengaged characterisation.</p> <p>No interaction with partners.</p>

		<p>partners.</p> <p>Accurate and articulate vocal delivery.</p> <p>Highly effective use of non-verbal modes of communication.</p> <p>Demonstrated use of imagination and innovation in performance.</p>	<p>effective interaction with partners.</p> <p>Generally accurate and articulate vocal delivery, with a few errors.</p> <p>Generally effective use of non-verbal modes of communication.</p> <p>Some evidence of use of imagination and innovation.</p>	<p>with partners.</p> <p>Intermittently accurate and articulate vocal delivery, with many errors.</p> <p>Limited use of non-verbal modes of communication.</p> <p>Little evidence of use of imagination and innovation.</p>	<p>Poor accuracy and articulation of vocal delivery with many errors.</p> <p>Poor use of non-verbal modes of communication.</p> <p>Little or no evidence of use of imagination and innovation.</p>	<p>Inaccurate and inarticulate vocal delivery.</p> <p>Absence of non-verbal modes of communication.</p> <p>No evidence of use of imagination.</p>
4. Peer and self critiques.		<p>Objective reflection.</p> <p>Balanced and constructive comments.</p> <p>Clear and specific description.</p> <p>Logical and coherent.</p>	<p>Mostly objective reflection.</p> <p>Mostly balanced and constructive comments.</p> <p>Mostly clear and specific description.</p> <p>Mostly logical and coherent.</p>	<p>Partially objective reflection.</p> <p>Partially balanced and constructive comments.</p> <p>Partially clear and specific description.</p> <p>Partially logical and coherent.</p>	<p>Limited objective reflection.</p> <p>Few balanced and constructive comments.</p> <p>Generally unclear and unspecific description.</p> <p>Frequently illogical and sometimes incoherent.</p>	<p>Absence of objective reflection.</p> <p>Absence of balanced and constructive comments.</p> <p>Unclear and unspecific description.</p> <p>Illogical and incoherent articulation.</p>

		<p>Excellent articulation of discoveries.</p> <p>Accurate and appropriate use of language.</p>	<p>Good articulation of discoveries.</p> <p>Mostly accurate and appropriate use of language.</p>	<p>Partial articulation of discoveries.</p> <p>Partially accurate and appropriate use of language.</p>	<p>Limited articulation of discoveries.</p> <p>Intermittently accurate and appropriate use of language.</p>	<p>Inaccurate and inappropriate use of language.</p>
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**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

(An indication of the key topics of the course.)

Informative and persuasive speech

Solo and group oral presentations

Verbal and non-verbal communication

Dramatic performance

Critical analysis

**2. Reading List**

**2.1 Compulsory Readings**

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Munter, M., & L. Russell. (2002). <i>Guide to Presentations</i> . Upper Saddle River, NJ: Prentice Hall.
2.	Elsam, Paul. (2011). <i>Acting characters [electronic resource]: 20 essential steps from rehearsal to performance</i> . London : Methuen Drama.

**2.2 Additional Readings**

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Bovee, C., Thill, J.V., & B.E. (Schatzman, 2003). <i>Business Communication Today</i> . (7 <sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
2.	Beebe, Steven A. and Beebe, Susan J. (2010). <i>Public Speaking Handbook</i> . Boston: Allyn & Bacon.
3.	Comfort, J. (2000). <i>Effective Presentations</i> . Oxford, UK: Oxford University Press.
4.	Video - Body Language BF 637.N66.B58 1993 25 minutes
5.	Video - Delivering Successful Presentations HF 5718.D44 1992 28 minutes
6.	Video - Effective Presentations PN 4121.E34. 1993 20 minutes
7.	Video - Getting It Right Making Your Point Without Saying A Word HD30.3.M353 1991 30 minutes
8.	Video - Speaking With Confidence PN 4121.S644 1994 24 minutes