2019 年外研社"教学之星"大赛

教学设计方案

一、基本信息

课程名称	英语公共演讲（English Public Speaking）
课程类别	□大学英语基础课程 □大学英语后续课程 √英语专业课程 □商务英语专业课程 □翻译专业课程
教学对象	英语专业（English Major）
教学时长	32 课时 （32 hours）
教材名称	《演讲的艺术》（*The Art of Public Speaking*）
参赛单元	第___册 第__2__单元 （*单本教材仅填写单元信息）

二、团队信息

三、课程设计方案

1、课程定位（基于院校特色与教学对象特点，介绍本课程的人才培养定位）

1.1 Overall Characteristics of ▆▆▆ and the Teaching Target

The School of Foreign Languages at ▆▆▆▆▆▆▆▆▆▆▆▆▆▆ has a 9-year teaching history on the English Public Speaking course(EPS course for short). Thanks to the support of ▆▆▆ and the Teaching Affairs Office especially, we have implemented EPS course into the curriculum of students of English Major. Generally speaking, students, with one or two years' prerequistite courses like English reading, writing, speaking and listening, are likely to perform better than the freshmen and to be more probable to benefit from the EPS course.

1.2 Course Orientation

Since EPS is an introductory course in English speaking delivery and composition, its purpose is to improve students' skills of writing and presenting effective public speeches in English, with special emphasis on the delivery of informative and persuasive speeches.

The course is designed to teach students the key elements and principles of effective public address and speech composition. From choosing a topic and conducting research, to crafting and revising a compelling message that responds to peer feedback, to the ultimate presentation of a speech and its reception by classmates, students will engage in every step of the English speech composition, delivery, and evaluation process in this course. Students will also learn essential English language skills in written and oral communication that will benefit their future career at ▆▆▆▆▆▆▆▆ ▆▆▆▆ and beyond.

2、教学目标（介绍课程时长、总体目标以及预期达到的成效）

2.1 Course Duration

- ➢ 32 teaching hours within 16 teaching weeks
- ➢ 90- minute class meeting per week (2 class periods with a 10-minute break)

2.2 Course Objectives

The objectives of EPS help students of English majors in ▆▆▆▆▆▆▆▆▆▆▆, especially in the first semester of their second academic year. It fulfills the universities' communication requirements as well as other requirements and benefit students not only in subsequent courses in university, but also in their career as a citizen in the society. The objectives of the course are

announced to the students at the beginning of the course.

- ➤ To build students' self-confidence in English public speaking and cooperation skills.
- ➤ To improve students' ability to write effective English public speeches.
- ➤ To improve students' ability to deliver effective English public speeches.
- ➤ To improve students' ability to think critically and to apply the skills of critical thinking to the analysis of written and oral texts.
- ➤ To improve students' ability to utilize research skills and strategies.
- ➤ To build students' cultural confidence and cross-cultural vision with intercultural communicative skills.

2.3 Student Learning Expectancy

As a required course for English majors, EPS improves students' skills of listening, speaking, reading and writing.

3、教学内容（介绍课程主要内容，以及线下与线上采用的教学资源）

3.1 Main Contents

EPS is composed of **four modules** in which each explores a different type of public address and follows with a classroom performance of the type of speech. Students must complete four major speech assignments in order to pass the course.

Speech	Module	Task
1ˢᵗ speech	**Module 1：Introductory Speech**	A 1-2-minute speech introducing yourself
2ⁿᵈ speech	**Module 2：Informative Speech**	A 3-minute speech informing the audience about an object, process, concept, or event.
3ʳᵈ speech	**Module 3：Persuasive Speech**	A 3-minute speech designed to persuade the audience for or against a question of policy.
4ᵗʰ speech	**Module 4：Commemorative Speech**	A 2-minute speech on a special occasion

As students develop their communicative skills and their understanding of the elements of effective speech making, they will put these elements into practice by writing and presenting a total of four original speeches over the semester that incorporate the concepts and skills learned from their textbook and class discussion.

The schedule below provides information on what topic the course will cover on particular class meetings, what activities are planned for individual section meetings, and what readings and assignments students must complete. It is expected that students will review this schedule in detail at the beginning of the semester to familiarize themselves with the workings of the class.

Tentative Course Schedule

Class Meeting	Text book Resources	Content	Task & Assignment
Module One：Introductory Speech			
1	**Chapter 1 & Chapter 5**	Speaking in Public & Audience Analysis	Reading: Chapter 2-3 Reciting Poems and Speeches
2	**Chapter 2**	Speaking Confidently and Ethically	Preparing for the 1st speech After-class Activities
3	**Chapter 3**	Giving Your First Speech **1st Speech: Introductory Speech**	Peer & Self-assessment Reading: Chapter 4, 6
Module Two：Informative Speech			
4	**Chapter 4**	Writing for Your Speech : topic & material ; Writing a Speech Thesis	Reading: Chapter 7 A survey: Topics for the 2nd speech
5	**Chapter 6-7**	Supporting Your Ideas Organizing the Body of the Speech	Reading: Chapter 8-9 Finding supporting materials
6	**Chapter 8-9**	Beginning and Ending the Speech; Outlining	Reading: Chapter 13 Writing: An outline
7	**Chapter 13**	Types of Speeches (1): Speaking to Inform	Preparing for the 2nd speech
8	**N/A**	**2nd Speech：Informative Speech**	Peer & Self-assessment Reading: Chapter 10
Module Three：Persuasive Speech			
9	**Chapter 10**	Using Language	Reading: Chapter 11 Discussion: Speech analysis I
10	**Chapter 11**	Delivering the Speech	Reading: Chapter 12 Discussion: Speech analysis II
11	**Chapter 12**	Using Visual Aids	Reading: Chapter 14 Discussion: Speech analysis III
12	**Chapter 14**	Types of Speeches (2): Speaking to Persuade	Preparing for the 3rd speech
13	**N/A**	**3rd Speech：Persuasive Speech**	Peer & Self-assessment Reading: Chapter 15
Module Four：Commemorative Speech			
14	**Chapter 15**	Types of Speeches (3): Speaking on Special Occasions	Writing the manuscript Reading: Chapter 16
15	**Chapter 16**	Speaking in Competitions	Preparing for the 4th speech
16	**N/A**	**4th Speech：Commemorative Speech**	Peer & Self-assessment

Students are required to finish four public speeches during class meeting in front of the whole class.

3.2 Teaching Resources

3.2.1 Textbook & Reference Books

[1]　Lucas, Stephen E. (2011). *The Art of Public Speaking*（*10th edition*）. Beijing: Foreign Language Teaching and Research Press.

[2] Howard, Rebecca Moore. (2014). *Writing Matters: A Handbook for Writing and Research (2ⁿᵈ edition)*. New York: The McGraw-Hill Company.

[3] Tao Xi, Niu Chunling & Zhang Pen. (2016). *English Public Speaking,* Beijing: Peking University Press.

[4] Lin Yan. (2014). *Appreciation of Masterpiece English Speeches,* Beijing: Peking University Press.

Besides, students are encouraged to log in regularly on online resources and find their favorite speaking classes and speeches.

3.2.2 Online Resources and Online Learning Platform

We encourage our students to make full use of the online speech resources. During the semester, students are also required to log in our online learning platform to finish in-class and after-class learning tasks.

4、教学组织（介绍课程主要教学理念、教学方法与教学手段）

4.1 Teaching Philosophy of the EPS Course

Our teaching philosophy can be explained explicitly with the following sentence:

English public speaking is not a task; it is a journey of thinking.

EPS course adopts a developmental philosophy in its nature.

Firstly, the course prioritizes students' overall achievements and development. Since our students differ in age, interests, level of proficiency in English, their attitudes to learning English public speaking, preferred learning styles and their personality, the course sets up the idea of "all for the students", and the class activities as well as the assessment is designed accordingly. The teacher of the course is constantly adapting to meet the requirement of the concept of the "whole person".

Secondly, the course focuses on the effectiveness of teaching methodology. Teaching effectiveness does not depend on how much content teachers teach, but on the result of comprehensive consideration of students' learning and learning process in each module. The success of the EPS course relies heavily on the cooperation between students and teachers. Many classroom activities and offline assignments are required to be finished in group work or pair work, which bring to the productivity and effectiveness of the course.

Thirdly, the measurability of the teaching procedures is also very important. With a developmental philosophy in mind, teachers of EPS course rely on the formative assessment rather than on the summative assessment to keep track of each student's achievement and keep it manageable. At the beginning of the semester, students are provided with a list of reading materials and watching lists, of which their real-time reading and watching records are available for the teaching team.

Fourthly, the course requires self-reflection from both the students' perspective and teacher's perspective. We regard teaching as well as learning English public speaking as a journey of thinking, either from teacher' perspective or from the students' perspective. Every teacher should constantly reflect on their daily teaching behavior: "Is my teaching approach effective? " "Is there a better way to teach students content knowledge? " "Am I learning from my students in some ways?" Similar yet different questions are usually posed by the teacher to provoke students' thinking: "What can I learn from my peers and my teacher?" "How can I perform better on stage?" "Where can I find resources to consolidate my argument in the speech?"

Lastly, the course relies on teachers' Technological Pedagogical and Content Knowledge (known as TPACK knowledge) and the ability to design and evolve the course effectively. EPS course is a highly dependable course on the most advanced educational technology, so an overhead projector is absolutely inadequate to meet the needs of students and the rapid development of tertiary education. Teachers should regard the classroom change as a journey to help inspire innovative thinking and, therefore, also thinking about the journey of their teaching experience.

4.2 Methodology

EPS course not only adopts the traditional theory-learning, sample-teaching, and speech-delivering method, but also puts forward a combined methodology, which involves the Communicative Approach, Multimedia-based approach, and Blended learning strategy.

In the meantime, since the process of localization of the course is still in its early stages with regard to public speaking in China, close attention is paid to the balance between the local and global, between Chinese cultural values and traditions and Western values and traditions. We try to help students acquire the skills and sensibilities needed to give effective English speeches in the context of intercultural communication, and keep firm our Chinese identity.

4.3 Methods of Instruction

4.3.1 A Multimedia-Based Blended Learning Approach

Because of the intrinsic characteristics of the public speech, EPS course is a fairly multimedia-depended course. Besides learning from textbooks, students can understand theory from more than one resources on the contemporarily accessible MOOC platform, and get vast quantities of video resources of English public speaking from the internet. For example, TED Speech is one of the most popular application on students' smart devices. Therefore, our EPS teaching team tries to combine the traditional learning process with the multimedia-based blended learning approach into the course.

EPS classes in our university blend online/offline contents in three ways:

[1] Keep **an online portfolio** to facilitate students' online/offline self-reflection. Students' every delivery of speech is recorded, filed, and sent back individually afterwards through a shared on-line cloud drive.

[2] Provide students with textbooks and a great amount of **complementary learning resources** to help students with self-study. Teachers usually pre-upload model speech clips on the learning platform or display them on the big screen during class meetings. However, other multimedia teaching resources, ranging from PPT, pictures, photos to other model public speech video clips, MOOC resources that are related to the class contents are also pre-loaded on the online learning platform.

[3] Keeping track of **online assessment** to have a full view of students' mastery of the basic principle and academic achievement. The assessment of each class meeting also involves an online classroom feedback. The teacher may test students' understanding of the basic principles and main content of the particular class section. The assessment is also implanted in the function of online platform, and students can use any available smart devices to participate in the class online assessment.

4.3.2 Self-Reflection Based Approach

After each speech presentation section, the teacher will give a general feedback on the students' classroom performance, including their understanding of the topic, their mastery of the structure of the speech and the command of English language. However, there is a necessity for students to make a thorough self-reflection on more than one of the above-mentioned perspectives. The self-reflection in the EPS course is usually instructed with the following two main directions：

[1] **A self-reflection is required** after they have finished their classroom presentation. Each student needs to fill in a designed reflection sheet, which involves items around the language, content and delivery skills. Students can watch their own performance individually or in groups. They discuss about their improvements and drawbacks of the speech first, then write their self-reflection down on the self-reflection cards. It is found that these discussions are usually full of laughter, suggestions, encouragements and ideas of future improvement, and are more effective than individual self-reflection.

[2] **Localization** of the English Public Speaking is also considered in the process of self-reflection. The instruction of making a self-reflection also involves the topics they choose, the evidences and examples in their speeches, as well as the validity of their arguments in persuasive speeches. With teachers' instruction, learners, as Chinese university students, try to reflect on the probability and certainty of telling our Chinese stories in their speeches instead of making full remark on the western examples and quotations. This kind of self-reflection helps students develop their cultural confidence, build their identity and form an awareness of commitment in the intercultural communication.

4.3.3 "Presentation-Discussion-Evaluation (PDE)" Teaching Mode

The "PDE" mode of teaching began in the year of 2014, the 4th year of EPS course instruction in our university. Through the preliminary trials on various kinds of class activities, we have evolved into a more mature and manageable class organizational mode. We notice that, for our students, the most difficult part in giving successful public speeches is the nervousness of standing in front of an audience and deliver speeches in English. They usually feel shy and reluctant to keep effective eye contacts; they become less confident when they sense they have unclear pronunciation, and not-so-

authentic intonation; and they are afraid of making mistakes in English grammar. Thus, we found it necessary to give students as many speaking opportunities as possible and apply the exposure therapy in our EPS class.

What is the "PDE" teaching mode?

The first letter "P" means **Presentation**. At the beginning of each class section, the teacher asks students to the front and ask them to imitate famous speeches, recite poems or give topic-related mini-speeches. The purpose of doing so is to help them overcome the nervousness in public speaking. In the meantime, students' presentation provides opportunities for them to share what they have learned about the content knowledge before class in order to reinforce learning, to gain a sense of achievement, and therefore to build self-efficacy step by step.

The second letter "D" means **Discussion**. After the lead-in part and the presentation of the content knowledge, the teacher then asks students to work in pairs or groups to discuss the content-related questions. The questions vary from the factual questions of the concept to the commentary work of the sample speech clips on the video, which are either displayed during class time or pre-watched by the students through online learning platform. Then the teacher asks students to report their discussion in front of the class.

The third "E" means **Evaluation**. At the end of the class meeting, the teacher asks questions or releases an online quiz, which are closely related to the content of the chapter under discussion. Students should answer these questions within limited time. Based on students' answers and achievements, the teacher then gives feedback and further suggestions on their learning. This final step can be conducted with the teacher posing questions in details or pre-setting quizzes into the online learning platform to ask students answer the questions simultaneously during the last minutes of the class.

The "PDE" Mode of EPS course is basically process-focused and student-oriented teaching mode. The theory of English public speaking is distributed in the four modules. At the beginning of each module, the teacher usually helps the students to clarify the basic concepts and specific methods in the preparation for their speeches. Since most of the theory-related content knowledge can be learned in advance from textbooks, or through online resources by adopting the flipped-classroom teaching mode, the time of class meeting can be used much more effectively to provide speaking opportunities for students. The teacher does not dominate the whole class talk. On the contrary, students are required to fully set in the class activities.

5、教学评价（介绍课程的总体评价方式）

5.1 Grade Breakdown

The holistic evaluation of students' performance reflects student's achievements in class activities and classroom public speeches. It is a formative assessment system where students can see whether they have achieved the course objectives. The following table shows how

students are evaluated in the whole semester:

Grade Breakdown

Assignment	Proportion of Final Grade
Participation（online learning, discussion etc.）	10%
Recitation of Model Speeches	10%
1st speech : Introductory Speech	10%
2nd speech : Informative Speech	20%
3rd speech : Persuasive Speech	20%
4th speech: Commemorative Speech	20%
Peer Assessments	5%
Self-Assessments	5%

5.2 The Criteria of the Grading Item

5.2.1 Participation

We usually keep track of students' participation throughout the semester. Students wishing to earn a higher grade for participation should come to class with all materials and having read or completed the work for that day. Students should also contribute to class discussions by answering questions, asking questions, responding positively to classmates' contributions, and participating in class activities. Students who receive a higher grade will have demonstrated a desire to cooperate and participate in class on a daily basis.

5.2.2 Recitation of Model Speeches

People learn from models. Model speeches benefits students in more than one way:

Firstly, by watching and imitating the speaker, they pay more attention to the speakers' tones, articulation and pronunciation. Secondly, they learn from the speaker on how to use hand gestures and how to move confidently and naturally on the stage. Thirdly, they can project a successful image of the speaker on their minds, which will definitely help to build their confidence and visualize themselves in the rehearsal.

Students' recitation is evaluated with the help of a recitation evaluation form, and will be graded by the teacher during the class recitation performance. The teacher's feedback will be handed back to the students to help them understand the quality of the performance.

Recitation Evaluation Form

Speaker: _____   Topic: _____

1. Volume	5 4 3 2 1
2. Pitch	5 4 3 2 1
3. Rate	5 4 3 2 1
4. Pause	5 4 3 2 1
5. Vocal variety	5 4 3 2 1
6. Pronunciation	5 4 3 2 1
7. Articulation	5 4 3 2 1
8. Personal appearance	5 4 3 2 1
9. Movement/gestures	5 4 3 2 1
10. Eye contact	5 4 3 2 1
11. Overall evaluate of the speech	5 4 3 2 1

5-Excellent   4-Good   3-Average   2-Fair   1-Poor

Comments:

_____

_____

5.2.3 The Evaluation of the Speeches

All four speeches in EPS course are graded with different evaluation forms. For example, the following is the evaluation form we use to assess students' informative speeches.

Informative Speech Evaluation Form

Speaker's name _____   Total Score _____

Rate the speaker on each point: 5-Excellent   4-Good   3-Average   2-Fair   1-Poor

Introduction						Delivery					
Gained attention and interest	5	4	3	2	1	Maintained strong eye contact	5	4	3	2	1
Introduced topic clearly	5	4	3	2	1	Articulated words clearly	5	4	3	2	1
Previewed body of speech	5	4	3	2	1	Used vocal variety to add impact	5	4	3	2	1
Related topic to audience	5	4	3	2	1	Avoided distracting mannerisms	5	4	3	2	1
Body						Presented visual aids well	5	4	3	2	1
Main points clear	5	4	3	2	1	**Overall Evaluation**					
Main points fully supported	5	4	3	2	1	Met requirements for assignments	5	4	3	2	1
Organization well planned	5	4	3	2	1	Speech adapted to audience	5	4	3	2	1
Language accurate/appropriate Connectives effective	5	4	3	2	1	Speech completed within time limit	5	4	3	2	1
						Held interest of audience	5	4	3	2	1
Conclusion						**Write your comments here:**					
Prepared audience for ending	5	4	3	2	1						
Reinforced central idea	5	4	3	2	1						
Vivid ending	5	4	3	2	1						

Writer the scorer's name here: _____

The criteria on the evaluation form is distributed and explained to the students before they are assigned to deliver an informative speech. In the process of the speech preparation, students can refer to the evaluation form conveniently. Therefore, they are fully aware of how their speeches will be graded, where to improve and how to evaluate other's speeches.

The speech evaluation form will be printed out and distributed to the all the speakers and peer scorers (a speaker will be scored by at least one of the classmates) on the speech day. During their classmate speech performance, the scorer will give the speaker corresponding scores and written comments on the form. The scorers' name will be signed at the bottom of the form, but soon cut off after class by the teacher. In addition, the peer scoring might not necessarily be taken into the final score of the speech, so the scorers feel comfortable and eager to provide their sincerest comments, encouragements and critiques; and the speaker, on the other hand, is more pleasant to see comments from their peer's perspective.

The teacher will give the feedback on the four speeches with similar evaluation forms while with more detailed and printed feedback notes to help them improve in the next speech. These feedbacks consist of the writing of the speech and the delivery skills of the speech.

5.2.4 Peer Assessments and Self-Assessments

During the semester, all four speeches will be assessed by students themselves and their classroom peers. In each case, students should provide a written assessment that evaluates the delivery and explains major items to be improved upon in the next speech delivery.

Unlike peer assessment, which is given during class time, self-assessment is a much carefully written assessment based on the students' first-hand experience on the stage, the reflection of the whole preparation process, and on the watching of video-recorded speech performance. There is a 30-minute class discussion for each speech task. Students can watch and discuss their speech performance in groups to make improvement. They then write their self-reflection with the self-scored evaluation form and hand it in to the teacher after a week or so.

四、单元设计方案

1、单元教学目标（说明参赛单元的具体教学目标）

1.1 Teaching Unit:
  <u>**Chapter 2: Speaking Confidently and Ethically**</u>

1.2 Teaching Objectives:

In this chapter, students will learn why speakers feel nervous about giving a speech in public and what we can do to overcome stage fright. The teaching objectives of this chapter are:
[1] To understand the nature of stage fright:
  - ➢ To know what stage fright is
  - ➢ To tell the major symptoms of stage fright
  - ➢ To explain reasons for stage fright
  - ➢ To identify at least 4 strategies to deal with stage fright

[2] To know how to speak ethically:
  - ➢ To know the guidelines for ethical speaking
  - ➢ To know what plagiarism is
  - ➢ To know different types of plagiarism in speaking
  - ➢ To know how to avoid plagiarism

2、单元教学内容（说明本单元主要内容、课时分配、设计理念与思路）

2.1 Main Content

Firstly, in this unit, students will learn how to speak confidently and ethically. Besides, the focus of this unit also involves the strategies to overcome stage fright. It is impossible to eliminate trace of stage fright, but they should try to transform it into positive energy.

Secondly, public speaking is a vital means of communication. Therefore, it carries heavy ethical responsibilities. In this unit, which is at the preoperational stage of students' first public speaking, they will be informed with basic ethical guidelines as well as common types of plagiarisms. The main content of this unit can be generally summarized in an outline as follows:

Chapter 2 Speaking Confidently and Ethically

I. Overcome the Fear of Public Speaking
  A. Definition of Stage Fright (Glossophobia)
    1. Definition: Anxiety over the prospect of giving a speech in front of an audience.
    2. Facts About Stage Fright
  B. Symptoms of Stage Fright
    1. Physical Signs: flushed skin, shaking, heavy heartbeats, vocalized pauses

2. Emotional Symptoms: feeling anxious, worried, or upset.

3. Cognitive Signs: negative cognition or thought patterns

C. Causes for Stage Fright

1. Genes

2. Inadequate Preparation

3. Stakes

D. Strategies to Overcome Stage Fright

1. Thinking Positively

2. Preparing

3. Visualizing

4. Acquiring Experiences

II. Becoming an Ethical Speaker

A. Ethics in Public Speaking

B. Guidelines for Ethical Speaking

1. Make Sure the Goals Are Ethically Sound

2. Be Fully Prepared for Each Speech

3. Be Honest in What You Say

4. Put Ethical Principles into Practice

C. Plagiarism

1. Definition: Presenting another person's language or ideas as one's own

2. Four Types of Plagiarism in Public Speaking

a. Global Plagiarism

b. Patchwork Plagiarism

c. Incremental Plagiarism

d. Plagiarism and the Internet

2.2 Time Allotment

The total time allotment of this unit is:

➢ Overcoming the Fear of Public Speaking (1 class period)

➢ Becoming an Ethical Speaker (1 class period)

2.3 Design Conception

In this unit, **a generative instruction concept**, which is based on the original cognitive structure of the learners, is adopted. Teachers should adjust their teaching plan and teaching behavior timely according to the interaction in the classroom teaching. Students, on the other hand, actively participate in the process, actively construct their own interpretation of the study content and make inferences from it. It helps to build the long-term memory and the information processing strategy of the brain.

3、单元教学组织（说明本单元每一节课的教学流程，包括具体步骤与活动等；说明课前、课中与课后如何安排，使用哪些教学资源等）

Week 2	Topic: Speaking Confidently and Ethically	
Section	Activities	
1st class period	Pre-class Activities	1. Read Chapter 2 2. Imitate the famous speeches "I have a dream" by Martin Luther King & "2008 Obama's Victory Speech "
	In-class Procedure	1. **Student's Presentation:** Review Chapter 1 briefly, then invite students to the platform to imitate the speeches; give comments and ask about their feelings of making speeches publicly; lead to the topic of today. (8') 2. **Lead in:** Give students definition of stage fright and clear out the common misunderstanding of stage fright with examples, statistics. (5') 3. **Pair work:** After the display of a video clip "How I beat stage fright", arrange the class into pairs to discuss: the symptoms of stage fright. Remind students to take notes in discussion. Ask students to report their findings after discussion, and based on their report, the teacher summarizes the common symptoms. (5') 4. **Teacher's Presentation:** Analyze reasons of stage fright with examples, and present 4 strategies to overcome stage fright. (8') 5. **Group Discussion:** Display a video clip about students talking about their feelings and ways to overcome stage fright. Ask students to work in groups to discuss their symptoms and methods to overcome stage fright. Invite students to report. (10') 6. **Evaluation:** An online quiz (3') 7. **Assignments** (2')
	After-class Assignments	1. Read textbook Chapter 3; 2. Be prepared to discuss exercises on Page 31; 3. Work in pairs after class preparing for the 1st speech: **Introductory speech;** 4. Interview a friend about how to overcome stage fright.
	Online Resources	1. TED-ed speech: "The Science of Stage Fright" by Mikael Cho 2. Online learning platform: Supplementary reading materials
	Offline Resources	1. Textbook resources 2. Pre-recorded video clips of students talking about their experiences on public speaking

Week 2	Topic: Speaking Confidently and Ethically	
Section	Activities	
2nd class period	Pre-class Activities	1. Read Textbook (Pages 23-30), understand different kinds of plagiarism. 2. Divide the class into groups of 4-5 students, and have them discuss the ethical guidelines related to public speaking and types of plagiarism and how to avoid them in their speeches.
	In-class Procedure	1. **Revision:** Briefly review the content in the 1st period. (2') 2. **Lead in:** Give students definition of ethics and explain the importance of being an ethical speaker. (2') 3. **Student's Presentation:** Based on the pre-class activities, invite students from different groups onto the stage to make a 1-2 minute reports on the guidelines of ethical speaking. The teacher gives brief feedback on their reports, then summarize guidelines of being an ethical speaker. Explain with examples. (10') 4. **Group Discussion:** Hand out four pieces of speech excerpts (designed to represent four types of plagiarism) and ask students to work in groups to identify the ethical issues in each of the situation. Invite the other group representatives to the platform and discuss the issues in the speech excerpts on the handouts. Then the teacher gives feedback on their answers. (10') 5. **Teacher's Presentation:** Have students understand four types of plagiarism through explanation and PPT slides. Highlight the definition of each type with speech excerpts on the handouts and other additional examples. (5') 6. **Pair work:** Have students complete the *Avoiding Plagiarism Worksheet* (The worksheet is designed with speech excerpts and the source material is from *The New York Times*), then work in pairs to discuss their answers, to reinforce students' understanding of plagiarism. (7') 7. **Evaluation:** Check out their answers by a quiz through online platform, then ask students to explain reasons orally. (5') 8. **Assignments** (5')
	After-class Assignments	1. Explain the guidelines and types of plagiarism to a friend; 2. Work in pairs after class and revise the draft for the 1st speech: **Introductory speech**; Bring 4 copies of the manuscript to the next class and post a copy on the learning platform before class.
	Online Resources	1. Watch 3 introductory speeches through online platform; 2. Watch Ted talk: "Great TED Talk" by Chris Anderson
	Offline Resources	1. Textbook Resources 2. Reference Book: *Writing Matters*

4、单元教学评价（说明本单元的评价理念与评价方式）

4.1 Evaluation Guidelines

The **guidelines** of the evaluation in Chapter 2 are:

[1] To promote the overall development of the students and contribute to the attainment of the teaching objectives.

[2] To promote the continuous improvement of teaching practice and indicate directions for future improvement.

4.2 Evaluation Methods

[1] Quantitative method

In this chapter, students would be assessed by their classroom performance, including platform presentation (speech imitation and reports on class discussion) and the answers on the online quiz at the end of each class. The involvement of the classroom learning and the study records on the online platform can be recorded too, and contribute to the student's "Participation" item in the overall assessment. The teacher then may find out if the students have any difficulty in a particular part in this chapter or in a particular task.

[2] Qualitative method

In this chapter, teacher's oral and written feedback to the students who speaks on the platform help the students to improve after speech. It may help students understand their own learning, set standards for their future performance and, in turn, help teacher understand students' achievements and adapt the instruction accordingly.

Based on the evaluation of this chapter, the teacher may adjust the teaching methods and classroom activities to help students learn more effectively in the future classes.

五、教学设计特色

（说明教学设计方案在体现成效导向、满足金课标准等方面的创新特色）

English Public Speaking(EPS) course is supposed to train students in ▊▊ ▊▊▊▊▊▊ to become highly qualified talents with expertise who will have righteous values, correct outlooks to life and the world, enterprising spirit and practical capabilities. Therefore, the design of the course adopts **a result-oriented perspective** to create a more **challenging, innovative and quality course.**

5.1 Blended Learning in Real Classroom

Thanks to online leaning platform, teachers of EPS course have blended online and offline learning strategies in their classrooms. They work efficiently with the sharing of supplementary reading materials and sample speeches, the releasing of the online feedback quizzes, as well as the co-designing and development of the course.

Students, on the other hand, are exposed to all kinds of useful learning materials, employed in a much more convenient method to communicate online with regard to the course learning and topic discussion. They can write more effectively and work on their speech drafts with group members or partners through offline discussion and online seminar.

The Blended Learning Strategy benefits students and provides opportunities for teachers to use modern educational technology to facilitate their classroom management.

5.2 The Innovative Nature of the Course

English Public Speaking course is designed to meet the requirements of the national standards and the needs of a more international, dynamic classroom with localized feature. Therefore, teachers of the course try to adapt the textbook, add analytical theories and implement more up-to-date speech examples. Even though the text book, *The Art of Public Speaking (10th edition),* is especially adapted for Chinese students, and both the teachers and students found it systematic to learn and practice the skills more effectively, the teachers still find room for improvement and adaptation.

[1] **The size of classes** in China is different from that of the western classes. Take ▊▊▊▊▊▊ for example. The English Public Speaking classes are usually very large—some are over 35 students. In order to provide more speaking opportunities for students to practice on the platform, teachers need to simplify complex theory explanation, cut out some chapters and help students to self-study.

[2] Students are usually open-minded and eager to learn and apply **Rhetoric Theories into practice.** For example, students learn how to deliver and assess a persuasive

speech in the third module. They find it interesting to analyze speeches with classic theories such as Aristotle's Theory of Persuasion. However, some of the students are curious about the modern rhetoric theories and their adaptability to analyze contemporary speeches. Therefore, teachers might have massive work to do in preparation for classes and provide related researches to satisfy the curiosity of the students and even guide students to do research themselves. Some of these discussions sparkles inspirations in applying the **funds of the National and Provincial Undergraduate Innovation Projects.**

[3] **The speech examples are also resources for brilliant ideas.** In order to generate excellent ideas for speech topic and provide students with speeches to imitate, our team collect and upload more sample speeches to the online learning platform. The collection of the speeches usually depends on the students' interests, the novelty of the topic and the excellent delivery of the speaker. In fact, some of these speech examples are recommended by students. The winner speeches in "FLTRP Cup" English Speaking Contest also attract students attention. Students are excited to find hundreds of examples and sample speeches online to improve their skills to be successful public speakers.

5.3 The Challenge of the Course

During the whole semester, English Public Speaking course involves at least four formal classroom speeches. These tasks require the comprehensive implement of listening, reading, writing and speaking skills. More often or not, students should finish their research on the topic in order to fulfill the requirement of the speaking task.

These speeches not only form the assessment system of the course, but also give students opportunities to challenge themselves. Because students are fully aware of the course objectives and criteria to assess their academic achievement, they regard these performances as opportunities of personal improvement. At the end of the semester, they will receive a complete portfolio of the course, in which they seek their little-by-little improvement through the videotaped speech records and the feedback sheets given by the teacher.

Generally, the course is an organic integration of adapted content knowledge and methods to solve real life problems innovatively and develop their ability as critical listeners and speakers.