UNESA Universitas Negeri Surabaya	COURSE SYLLABUS	Revision Date: _____

Faculty	:	Faculty of Languages and Arts
Study Program	:	S-1 English Education
Subject/Point	:	Academic Speaking
Code	:	8820302002
Semester	:	4
Credit	:	2 / 0
Pre-requisite	:	Fulfilling the required passing grade of Public Speaking
Lecture(s)	:	Nur Chakim, Retno Wulan Dari Him'mawan Adi Nugroho

Programme Learning Outcomes (PLO) :

1. Demonstrate speaking and writing competence at the level of B2 CEFR.
7. Apply critical thinking and analytic skills in solving problems in English instructions.
8. Demonstrate the oral and written skills in communicating knowledge about English instructions.

Course Learning Outcomes (CLO) :

1. Being responsible for performing academic and professional presentations in academic forums about various topics in the area of language learning and education with the spirits of academic and professional development and knowledge dissemination

2. Mastering the rules and techniques in delivering academic and professional presentations for academic and professional forums with proper and effective presentation aids as well as facilitating academic forums and discussions as presenters, moderators, and announcers.
3. Demonstrating fluent and comprehensive oral performances systemically and effectively with the help of presentation aids about relevant topics in the area of language learning and education and sustaining intellectual curiosity and current education paradigm (national and international trends)
4. Presenting relevant materials related to language learning and education in by using effective presentation aids to support a good and fluent oral performance based on the expectation by the forums

Description :

This subject specifically designed to give students the necessary skills and confidence to deliver professional and articulate presentations for academic and professional forums where English is the medium of communication, such as conferences, seminars, poster presentation, etc. The emphasis put on variety, language skills and the balance between input and practice throughout the course will help students become more confident, autonomous and competent speakers of English. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

References :

[1] Taylor, H.M. and A.G. Mears. 1978. *The Right Way to Conduct Meetings, Conferences, and Discussions*. London: Cox & Wayman, Ltd.
[2] Grussendorf, Marion. 2007. *English for presentations*. Oxford: Oxford University Press
[3] Osborn, R.P. & Osborn, S. (1994). *Public Speaking*. Boston: Houghton Mifflin

A. Teaching-Learning Activity

Meetings	Objectives*	Indicators	Materials**	Learning Strategy	Sources/ media	Time Allotment	Learning Experience
1	To understand the concept of Academic Speaking	To be able to: • Explain the importance of professional presentations for academic and professional forums • Explain the importance of effective presentation • Recall examples of professional presentations from video clip	The concept of Academic Speaking	Discussion Lecturing, Question-Answer	[2], video clip from www.youtube.com, ppt	100’	• Explaining the importance of professional presentations for academic and professional forums from book 2 • Explaining the importance of effective presentation from book 2 • Comparing examples professional presentations from video clip
2	To understand the difference between Spoken and Written Language • Sentence & grammatical errors • Active and passive verbs	To be able to: • Explain the difference between Spoken and Written Language • Observe the examples of correct grammar and word choices in Spoken and Written Language • Give example of the correct grammar and word choices in Spoken and Written	The difference between spoken and written language	Discussion Lecturing, Question-Answer	[3], ppt	100’	• Comparing Spoken and Written Language from book 3 • Explaining the difference between Spoken and Written Language from book 3 • Observe the examples of correct grammar and word choices in Spoken and Written Language from book 3 • Give example of the

		Language					correct grammar and word choices in Spoken and Written Language from book 3
3	• To understand the Rules Within A Seminar & Conference • To know the types of Presentation	To be able to: • Explain the Rules Within A Seminar & Conference • Identify the types of Presentation • Observe the types of Presentation through video clip	• The Rules Within A Seminar & Conference • The types of Presentation	Discussion Lecturing, Question-Answer	[1], video clip from www.youtube.com, ppt	100’	• Explaining the Rules Within A Seminar & Conference from book 1 • Identifying the types of Presentation from book 1 • Observing the types of Presentation through video clip
4	To understand the non verbal language used in a presentation • Body language • Appearance	To be able to: • Explain the concept of non verbal communication • Analyze some video clips about body language and appearance • Demonstrate an appropriate body language and appearance in a professional forums	Non verbal language	Discussion Lecturing, Question-Answer, Demonstration	[2], video clip from www.youtube.com, ppt	100’	• Discussing the concept of non verbal communication from book 2 • Observing some video clips about body language and appearance • Demonstrating an appropriate body language and appearance in a professional forums
5	To apply Visual Aids in Presentation	To be able to: • Utilize IT and other kinds of useful media in Presentation • Explore the examples of visual aids for presentation	Visual Aids in Presentation	Discussion Lecturing, Question-Answer, Assignment	[2], video clip from www.youtube.com, ppt	100’	• Utilizing IT and other kinds of useful media in Presentation based on book 2 • Exploring the examples of visual aids for presentation from on

		• Make use of effective power point in presentation					book 2 • Making use of effective power point in presentation
6-7	To analyze the part of a presentation • Introduction • Main Body • Conclusion • Presentation Matrix	To be able to: • Analyze the example of a presentation from a video clip • Identify the Introduction, Main Body and Conclusion • Discuss the parts of presentation • Choose the right expression to deliver each part of presentation • Build a well prepared Presentation Matrix	The part of a presentation	Discussion, Lecturing, Question-Answer, Assignment	[2], video clip from www.youtube.com, ppt	2X 100’	• Analyzing the example of a presentation from a video clip • Identifying the Introduction, Main Body and Conclusion from on book 2 • Discussing the parts of presentation from book 2 • Choosing the right expression to deliver each part of presentation from book 2 • Building a well prepared Presentation Matrix
8-9	To apply the theory into Group Presentation	To be able to: • Perform an effective Group Presentation • Respond another student’s Group Presentation • Discuss the Group Presentation done by the students	Group Presentation	Discussion, Presentation	Students’ performance, Students’ visual aids	100’	• Performing an effective Group Presentation • Responding to another student’s Group Presentation • Discussing the Group Presentation done by the students
10	To apply the concept of Poster Presentation	To be able to: • Illustrate the concept of Poster Presentation	Poster Presentation	Discussion Lecturing, Question-	[1], [2], ppt	100’	• Illustrate the concept of Poster Presentation

		• Build a Poster for presentation • Plan the Poster Presentation		Answer, Assignment			from book 1 • Building a Poster for ppresentation based on the explanation from book 1 • Planning an effective Poster Presentation
11-12	To apply the theory a Poster Presentation	To be able to: • Perform an effective Poster Presentation • Respond another student's Poster Presentation • Discuss the Poster Presentation done by the students	Group Presentation	Discussion, Presentation	Students' performance, Students' visual aids	100'	• Performing an effective Poster Presentation • Responding to another student's Poster Presentation • Discussing the Poster Presentation done by the students
13	To understand the concept of Individual Presentation	To be able to: • Examine the examples of Individual Presentation through video clip • Analyze the topic for Individual Presentation • Analyze the audience • Plan the Individual Presentation	Individual Presentation	Discussion Lecturing, Question-Answer, Assignment	[1], video clip from www.youtube.com, ppt	100'	• Examining the examples of Individual Presentation through video clip • Analyzing the topic for Individual Presentation from book 1 • Analyzing the audience • Planning the Individual Presentation based on the explanation in book 1
14-16	To apply theory into Individual Presentation practice	To be able to: • Perform an effective Individual Presentation • Respond another	Individual Presentation	Discussion, Presentation	Students' performance, Students'	4x100'	• Performing an effective Individual Presentation based on the students'

		student's Individual Presentation • Discuss the Individual Presentation done by the students			visual aids		performances • Responding to another student's Individual Presentation • Discussing the Individual Presentation done by the students

B. Assessment Blue-print

No	Indicator	Assessment			
		Type	Instrument	Criteria	Point (%)
1.	To be able to make presentation matrix	Written	• Make an outline for Group presentation and Individual presentation using presentation matrix (see guidelines in your textbook). A typed full-sentence preparation outline of the speech, including bibliography, is due approximately one week before the speech is presented in class. The speech is to be delivered extemporaneously from a speaking outline. The matrix must be typed, double-spaced, 12 pt. font, and 1" margins all around. Late work will not be accepted more than 24 hours beyond the original due date.	• Needs significant improvement (1-20 points) • Below average (21-40 points) • Satisfactory (41-60) • Good (61-80) • Excellent (81-100 points)	10%
2.	To be able to self-evaluate a speech	Written	• After delivering a presentation, you should spend some time critically reflecting on it. You will need to view a video recording of your presentation	• Needs significant improvement (1-20 points) • Below average	10%

			and fill in the form given by your lecturer to evaluate you presentations. Self-assessments should be thoughtfully composed, clearly expressed, and carefully proofread. Self-assessments are due in class as assigned by your instructor and will constitute a portion of your semester grade.	(21-40 points) • Satisfactory (41-60) • Good (61-80) • Excellent (81-100 points)	
3.	To be able to perform a Group Presentation	Oral Presentation	• Make a group of 4. Choose an article from international journal that related to teaching English (All topics must be approved by your instructor). Prepare a presentation based on the article that you choose. A detailed preparation outline, audience analysis, and reference list with a minimum of two sources must be submitted to the instructor on speech day (see guidelines in your textbook). Perform a 7:00 – 10:00 minute presentation on an article of international journal that related to teaching English that you choose. The matrix and the power point for presentation have to be done three days prior to the presentation day. The presentation will be recorded. The grading sheet for this speech is attached.	• Inadequate (1-25 points) • Adequate (26-50 points) • Good (51-75) • Excellent (76-100 points)	20%
4.	To be able to perform a poster presentation	Written & Oral Presentation	• Work in a pair. Choose an article from international journal that related to teaching English (All topics must be	• Inadequate (1-25 points) • Adequate (26-50	10%

			approved by your instructor). Create a poster based on the article that you choose. You will need to create from 6 to 8 PowerPoint slides and develop a poster from these slides. Prepare an "elevator speech" – a one to two-minute summary of the article that you choose. All students will participate in a poster presentation session. This poster session will be held on ___.	points) • Good (51-75) • Excellent (76-100 points)	
5.	To be able to perform an Individual Presentation	Oral Presentation	• Choose an article for international journal that related to teaching English. Prepare a presentation based on the article that you choose. A detailed preparation outline, audience analysis, and reference list with a minimum of two sources must be submitted to the instructor on speech day (see guidelines in your textbook). Perform a 7:00 – 15:00 minute individual presentation on an article of international journal that related to teaching English that you choose. The presentation will be recorded and the grading sheet for this speech is attached. After the presentation, watch the video and fill in the "VIDEO SELF-VIEWING EVALUATION FORM"	• Needs significant improvement (1-20 points) • Below average (21-40 points) • Satisfactory (41-60) • Good (61-80) • Excellent (81-100 points)	30%
6.	• Participation & Attendance will be given 20% of the overall point • The grading rubric for these criteria is attached below.				

C. Rubric

1. Presentation Matrix Rubric

Element of Evaluation	PERFORMANCE INDICATORS					Score
	Excellent	**Good**	**Satisfactory**	**Below Average**	**Needs Significant Improvement**	
Presentation Matrix	**(81-100 points)**	**(61-80 points)**	**(42-60 points)**	**(21-40 points)**	**(1-20 points)**	
	· Proper outline format (use of Roman numerals, capital letters, and indentation) · Outline in full-sentences · Bibliography in proper format · Appropriate number of sources · Received on or before delivery of speech	Meets any four of the five criteria	Meets any three of the five criteria	Meets any two of the five criteria	Meets only one of the five criteria	

2. Video Self-Viewing Evaluation Form

After viewing your speech on videotape, answer the following questions:
1. How did you adapt your message to your audience's knowledge and interests? Give example(s) to explain your answer.
2. Did you seem to establish a dialogue with your audience? Did you appear sincerely interested in the topic and in talking to your audience? Give example(s) to explain your answer.
3. Did you communicate your message clearly in an organized manner? Why or why not? Give example(s) to explain your answer.
4. Did your voice, gestures, and bodily movement enhance or detract from the message of your speech? Give example(s) to explain your answer.
5. With what aspects of your speech were you pleased? What aspect(s) would you like to improve in your next speech?

3. Poster Presentation Rubric

ELEMENT OF EVALUATION		PERFORMANCE INDICATORS				SCORE
		EXCELLENT	GOOD	ADEQUATE	INADEQUATE	
POSTER	ORGANIZATION AND CLARITY	(10 points)	(7.5 points)	(5 points)	(2.5 points)	
		Logical, smooth flow of information in poster; main points clearly stated and explained	Logical, smooth flow of information in poster; main points clearly stated	Reader can follow poster's flow of information, but some gaps are evident	Poster jumps between disconnected topics; main points unclear	
	CONTENT	(10 points)	(7.5 points)	(5 points)	(2.5 points)	
		Content thoroughly presented/ analyzed in an interesting, knowledgeable way; key points clearly expressed and integrated with logical links; presented appropriate, forward-thinking insights	Content presented/ analyzed in an interesting, knowledgeable way; key points clearly expressed and integrated with logical links; presented appropriate insights	Content presented in an interesting way, some key points linked, but others left "hanging"; poster may lack clear synthesis and/or insight	Content patchy, lacks specific important information; little effort to synthesize key points	
	GRAPHICS	(10 points)	(7.5 points)	(5 points)	(2.5 points)	
		Well-selected graphics, all clearly related to the topic and make it easier to understand	Well-selected graphics; graphics support ideas presented and most make it easier to understand	Graphics related to topic but some do not contribute to understanding of topic	Graphics not connected to topic and/or poorly ordered; too much or not enough detail; distracting	
	MECHANICS (GRAMMAR AND SPELLING)	(10 points)	(7.5 points)	(5 points)	(2.5 points)	
		No or minor errors	Some errors	Numerous errors	Readability significantly impaired by errors	
	OVERALL EFFECTIVENESS	(10 points)	(7.5 points)	(5 points)	(2.5 points)	
		Eye-catching, organized layout; not too busy	Organized layout	Layout mostly acceptable	Layout distracting or disorganized	
ORAL PRESEN	OPENING/INTRO - DUCTION	(10 points)	(7.5 points)	(5 points)	(2.5 points)	
		Clearly, quickly established the focus of the presentation; gained audience attention	Established focus by the end of the intro, but went off on a tangent or two; gained audience attention	Audience had an idea of what was coming, but the intro did not clarify the main focus	Little or no intro, or intro unfocused such that audience did not know the speaker's main focus	
	ORGANIZATION (INCLUDES CONTENT) AND CLARITY	(10 points)	(7.5 points)	(5 points)	(2.5 points)	
		Main points clearly stated and explained; logical, smooth organization	Main points clearly stated; logical, smooth organization	Main points must be inferred by audience; audience can follow presentation, but holes are evident	Presentation jumps among disconnected topics; main points unclear	
	STYLE/DELIVERY	(10 points)	(7.5 points)	(5 points)	(2.5 points)	
		Presentation clearly seen and heard, using appropriate eye contact, gestures, and language; intonation, pauses, and transitions effective	Presentation clearly seen and heard, using appropriate eye contact, gestures, and language; intonation, pauses, and transitions mostly effective	Presentation contained a few distracting gestures or odd language; may be poorly timed; presenter hesitant or uncertain	Presenter spoke to the poster or mostly to one person in the audience; difficult to hear and/or understand; poor timing; presenter appears not	

T A T I O N					to have practiced	
	SYNTHESIS/SUM - MARY	(10 points)	(7.5 points)	(5 points)	(2.5 points)	
		Conclusions clearly stated; summary integrated main points and brought the presentation to a logical and effective closure	Conclusions clearly stated; summary integrated main points and brought the presentation to an appropriate closure	Summary poorly explained by speaker; audience has to summarize main points for themselves	Summary non-existent or very abrupt; lack of synthesis of main points	
	ADDRESSING QUESTIONS	(10 points)	(7.5 points)	(5 points)	(2.5 points)	
		Questions handled with confidence and in a knowledgeable way; speaker clearly demonstrated greater depth of knowledge than just the information in his/her presentation	Questions handled in a knowledgeable way but with some hesitation; speaker demonstrated greater depth of knowledge than just the information in his/her presentation	Speaker made a strong effort to answer questions, with some hesitations; speaker lacked depth of knowledge beyond what he/she presented	Speaker lacked answers to obvious questions the audience would be likely to ask; speaker struggled to link answer to content of presentation	
TOTAL POINTS (OUT OF 100)						

4. Group Presentation Rubric:

ELEMENT OF EVALUATION	PERFORMANCE INDICATORS				SCORE
	EXCELLENT	**GOOD**	**ADEQUATE**	**INADEQUATE**	
CONTENT	(20 points)	(15 points)	(10 points)	(5 points)	
	Presentation had an exceptional amount of valuable material. Subject knowledge is evident throughout.	Presentation had a good amount of material. Information is clear, appropriate and correct.	Presentation had moments where valuable material was presented but as a whole content was lacking. Some information is confusing, incorrect or flawed.	Presentation contained little to no valuable material. Subject knowledge is not evident. Information is confusing, incorrect or flawed.	
COLLABORATION	(20 points)	(15 points)	(10 points)	(5 points)	
	The teammates always worked from others' ideas. It was evident that all of the group members contributed equally to the presentation.	The teammates worked from others' ideas most of the time. And it seems like every did some work, but some people are carrying the presentation.	The teammates sometimes worked from others' ideas. However it seems as though certain people did not do as much work as others.	The teammates never worked from others' ideas. It seems as though only a few people worked on the presentation.	
ORGANIZATION	(20 points)	(15 points)	(10 points)	(5 points)	
	The presentation was well organized, well prepared and easy to follow.	The presentation had organizing ideas but could have been much stronger with better preparation.	There were minimal signs of organization or preparation.	The presentation Lacked organization and had little evidence of preparation or logical sequence.	
PRESENTATION	(20 points)	(15 points)	(10 points)	(5 points)	

	Presenters were all very confident in delivery and they did an excellent job of engaging the class. Preparation is very evident. Presenters used clear voices. Slides were free of spelling/ grammatical errors.	Presenters were occasionally confident with their presentation however the presentation was not as engaging as it could have been. Presenters' voice was clear and audible. Slides had less than two spelling/ grammatical errors.	Presenters were not consistent with the level of preparedness but had some strong moments. Presenters voice was low and audience had difficulty hearing presentation. Slides had three or more spelling/ grammatical errors.	Presenters demonstrated little evidence of planning prior to presentation. Presenters mumbled/ spoke quietly. Presenters read from notes and/or made no eye contact. Slides had four or more spelling/grammar errors.	
ADDRESSING QUESTIONS	(20 points)	(15 points)	(10 points)	(5 points)	
	Questions handled with confidence and in a knowledgeable way; Presenters clearly demonstrated greater depth of knowledge than just the information in their presentation	Questions handled in a knowledgeable way but with some hesitation; Presenters demonstrated greater depth of knowledge than just the information in their presentation	Presenters made a strong effort to answer questions, with some hesitations; speaker lacked depth of knowledge beyond what they presented	Presenters lacked answers to obvious questions the audience would be likely to ask; Presenters struggled to link answer to content of presentation	
TOTAL POINTS (OUT OF 100)					

5. Individual Presentation Rubric

ELEMENT OF EVALUATION	**PERFORMANCE INDICATORS**					**SCORE**
	EXCELLENT	**GOOD**	**SATISFACTORY**	**BELOW AVERAGE**	**NEEDS SIGNIFICANT IMPROVEMENT**	
INTRODUCTION	(15 points)	(12 points)	(9 points)	(6 points)	(3 points)	
	· Gained attention and interest · Introduced speech purpose · Previewed main ideas · Provided a motive for listening · Established credibility	Meets any four of the five criteria	Meets any three of the five criteria	Meets any two of the five criteria	Meets only one of the five criteria	
ORGANIZATION	(10 points)	(8 points)	(6 points)	(4 points)	(2 points)	
	· Clearly stated main points · Used internal transitions between introduction and body · Used internal transitions within body · Used internal transitions between body and conclusion · Used appropriate pattern (e.g., topical, chronological, problem-solution, etc.)	Meets any four of the five criteria	Meets any three of the five criteria	Meets any two of the five criteria	Meets only one of the five criteria	
CONCLUSION	(15 points)	(12 points)	(9 points)	(6 points)	(3 points)	
	· Signaled end of speech	Meets any four of	Meets any three of	Meets any two	Meets only one of	

ELEMENT OF EVALUATION	PERFORMANCE INDICATORS					SCORE
	EXCELLENT	GOOD	SATISFACTORY	BELOW AVERAGE	NEEDS SIGNIFICANT IMPROVEMENT	
	· Summarized main points · Logical ending · Powerful close · Memorable	the five criteria	the five criteria	of the five criteria	the five criteria	
SUPPORT	(10 points)	(8 points)	(6 points)	(4 points)	(2 points)	
	· Quality of research · Used oral citations · Appropriate use of soft evidence · Appropriate use of hard evidence · Appropriate use of visual aids	Meets any four of the five criteria	Meets any three of the five criteria	Meets any two of the five criteria	Meets only one of the five criteria	
PHYSICAL DELIVERY	(10 points)	(8 points)	(6 points)	(4 points)	(2 points)	
	· Appropriate use of gestures · Proper eye contact · Use of movement · Posture · Appropriate dress	Meets any four of the five criteria	Meets any three of the five criteria	Meets any two of the five criteria	Meets only one of the five criteria	
VOCAL QUALITY	(10 points)	(8 points)	(6 points)	(4 points)	(2 points)	
	· Natural delivery style · Avoided use of vocal fillers · Appropriate rate · Appropriate volume · Appropriate tone	Meets any four of the five criteria	Meets any three of the five criteria	Meets any two of the five criteria	Meets only one of the five criteria	
LANGUAGE	(15 points)	(12 points)	(9 points)	(6 points)	(3 points)	
	· Used proper grammar · Incorporated visual imagery · Avoided jargon · Used metaphors, similes, and/or analogies · Avoided offensive language	Meets any four of the five criteria	Meets any three of the five criteria	Meets any two of the five criteria	Meets only one of the five criteria	
OVERALL QUALITY	(15 points)	(12 points)	(9 points)	(6 points)	(3 points)	
	· Topic was appropriate, interesting, and audience centered · Speech informed · Effectively used strategies to enhance audience understanding · Completed within 4-6 minute time	Meets any four of the five criteria	Meets any three of the five criteria	Meets any two of the five criteria	Meets only one of the five criteria	

ELEMENT OF EVALUATION	PERFORMANCE INDICATORS					SCORE
	EXCELLENT	GOOD	SATISFACTORY	BELOW AVERAGE	NEEDS SIGNIFICANT IMPROVEMENT	
	frame · Used active listening skills to listen to fellow classmates deliver speeches					
TOTAL POINTS (OUT OF 100)						

6. Participation/Attendance Rubric

ATTENDANCE		PARTICIPATION	
CRITERIA	SKOR	CRITERIA	SKOR
More than 12	60	More than 12	40
11,12	50	9,10,11,12	30
9,10	40	5,6,7,8	20
7,8	30	3,4	10
Less than 7	20	0,1,2	5

Surabaya, Januari 2019
Dosen pengampu

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