THE EDUCATION UNIVERSITY OF HONG KONG

As at 3 Apr 2019

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| **Course Outline** |

**Part I**

**Programme Title :** All Full-time Undergraduate Programmes

**Programme QF Level :** 5

**Course Title :** Effective Public Speaking

**Course Code :** GEM1032 *(for 2019/20 cohort and onwards)* | CSL1031

**Department :** Curriculum and Instruction

**Credit Points :** 3

**Contact Hours :** 39

Lectures and writing workshops: 8

Out-of-classroom service-based learning activities: 37.5 *(counted as 25 contact hours)*

Sharing and reflection in groups/ individually: 6

**Pre-requisite(s) :**Nil

**Medium of Instruction :** English / Putonghua

**Course Level :** 1

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**Part II**

The University’s Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short “PEER & I”):

* **P**rofessional **E**xcellence;
* **E**thical **R**esponsibility; **&**
* **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

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| 1. Problem Solving Skills |
| 2. Critical Thinking Skills |
| 3. Creative Thinking Skills |
| 4a. Oral Communication Skills |
| 4b. Written Communication Skills |
| 5. Social Interaction Skills |
| 6. Ethical Decision Making |
| 7. Global Perspectives |

1. **Course Synopsis**

This course equips students with the knowledge and skills necessary to deliver public speeches and provides them with the opportunity to support public speaking skills in Hong Kong schools. Concepts about and approaches for developing, delivering and evaluating public speaking will be covered. Students will be given opportunities to apply these concepts and skills to contribute services in schools by identifying learning needs/problems in public speaking and developing programmes for promoting public speaking skills.

1. **Course Intended Learning Outcomes** (CILOs)

*Upon completion of this course, students will be able to:*

CILO1: Understand and apply concepts of effective public speaking and develop strategies for delivering effective public speeches

CILO2: Apply concepts and strategies to serve schools in prompting students’ public speaking skills in groups and/or individually

CILO3: Reflect on students’ own performance in serving schools in groups and/or individually

1. **Content, CILOs and Teaching & Learning Activities**

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| **Course Content**  | **CILOs** | **Suggested Teaching & Learning Activities** |
| * Definitions of public speaking
* Key elements of developing and delivering public speeches
* Key concepts and criteria of effective public speaking
* Various aspects of developing a public speech, e.g., selection of a topic, identification of purposes of speaking and messages, arrangement of content, organization, selection of writing materials, use of language, awareness of cultural context(s) of an audience
* Various skills and strategies of delivering a public speech, e.g., stage management, use of voices, facial expression, body language, props, visual aids.
* Purposes and benefits of community service learning

(To be covered in the first three workshops of the course) | CILO1 | * Expository teaching methods such as lecturing
* Learning with scripts or videos of public speaking international public speaking champions
* Individual learning, e.g., developing and delivering own speeches
* Collaborative learning, e.g., group work, sharing , discussion and face-to-face peer sharing reflection and evaluation of speeches
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| * Apply concepts and strategies to serve schools in prompting public speaking, skills in groups and/or individually by early identification and training programmes
 | CILO2 | * Individual learning, e.g., developing tailor-made proposals for students’ learning, and self-reflection
* Collaborative learning, e.g., group work, planning, sharing and discussion
* Work as voluntary facilitators in primary school and secondary school to develop students’ public speaking
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| * Performances in serving schools in groups and/or individually
 | CILO3 | * Group/individual reflection during the process of serving schools
* Individual oral presentation of experiences in serving schools
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1. **Assessment**

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| **Assessment Tasks**  | CILO | **Weighting (%)** |
| 1. **Proposals of Service:**Students’ work in groups to identify learning needs/problems of target students’ and proposing strategies and activities for supporting, monitoring and evaluating the development of target students’ public speaking skills in schools.  | CILO1&2,  | 30% |
| **2. Participation in the Course and Performance in Community Service:**Students’ participation in the course and performance in community service will be evaluated, including their attendance in workshops, participation in group discussion and reflections and performances of providing service to schools (30%). Oral or written evaluation from supporting teachers in school service will be collected as evidence of students’ performances (10%).  | CILO1, 2&3  | 40% |
| 3. **Reflection on Performances and Learning:**Students are required to conduct an oral presentation individually on their experience in and learning from the service in the schools, reflecting on own strengths, weaknesses and suggesting strategies for further improvement. The presentation will be assessed in terms of its content, organization, use of language and reflective ability. | CILO1, 2&3  | 30% |

1. **Required Text(s)**

Nil

1. **Recommended Readings**

Beebe, S. A. (2010). *Public speaking handbook* (3rd ed.) Boston, Mass.; Hong Kong: Pearson A&B.

Carnegie, Esenwein, & Esenwein, J. Berg. (2017). *The art of public speaking*. US: Create Space Independent Publishing Platform.

Dale, P., & Wolf, J. (2013). *Speech communication made simple* (4th eds.). White Plains, NY: Pearson Education.

DeVito, J. (2015). *The essential elements of public speaking* (5th ed.). Boston: Pearson Education

Donovan, J., & Amazon.com. (2014). *How to deliver a TED talk: Secrets of the world's most inspiring presentations* (Revised and expanded new Eds.). New York: McGraw-Hill Education.

Gallo, C. (2010). *The presentation secrets of Steve Jobs: How to be insanely great in front of any audience*. New York: McGraw-Hill.

German, K. M. (2010). *Principles of public speaking* (17th ed.) Boston, Mass: Pearson/Allyn and Bacon.

Goldstein, J. (2018). *Public speaking: A meta-communicative approach*. New York, NY: Routledge.

Grice, G., & Skinner, J. (2013). *Mastering public speaking* (8th eds.). Boston, Mass: Pearson.

Griffin, M., & ProQuest. (2015). *Public speaking basics (Revised ed.)*. Lanham, Maryland: University Press of America.

Halbert, D., & Whitaker, H. (2016). *Advocacy and public speaking: A student's introduction*. Chester: University of Chester Press.

Hamiton, C. (2011). *Communicating for success.* Boston: Allyn & Bacon.

Hybels, S., & Weaver, R. (2015). *Communicating effectively* (11th eds.). New York: McGraw-Hill Education.

Lucas, S. (2012). *The art of public speaking* (11th ed.). New York: McGraw-Hill.

Osborn, M. (2009). *Public speaking* (8th ed.) Boston, Mass: Allyn & Bacon.

Patterson, K. (2012). *Crucial conversations: Tools for talking when stakes are high* (2nd ed.). New York: McGraw-Hill.

Simonds, C. (2010). *Public speaking: prepare, present, participate*. Boston, Mass: Allyn and Bacon.

Templeton, M. (2010). *Public speaking and presentations demystified*. New York: McGraw-Hill.

Weissman, J. (2006). *Presenting to win: The art of telling your story* (Updated Ed.). Upper Saddle River, N.J. ; London: Pearson/Prentice Hall.

Weissman, J. (2013). *Winning strategies for power presentations: Jerry Weissman delivers lessons from the world's best presenters*. Upper Saddle River, N.J.: FT Press.

[王红星](https://www.amazon.cn/s/ref%3Ddp_byline_sr_book_2?ie=UTF8&field-author=%E7%8E%8B%E7%BA%A2%E6%98%9F&search-alias=books)譯，Carnegie, Dale著（2011）：《卡耐基：魅力口才与演讲的艺术》，中國，中国华侨出版社。

呂行（2009）：《言語溝通學概論》，北京，清華大學出版社。

[卡邁恩 • 加洛](https://book.douban.com/author/172865/)著，[徐臻真](https://book.douban.com/search/%E5%BE%90%E8%87%BB%E7%9C%9F)譯（2010）：《喬布斯的魔力演講》，中國，中信出版社。

李錦洪（2007）：《溝通演說26式 : 從A至Z教你說得好》，香港，突破出版社。

馬克 • 奧巴馬 • 狄善九（2013）：《舌行天下：上臺演講及當眾講話技巧與方法》，中國，北京大學出版社。

宋學軍（主編）（2007）：《有效提高表達與溝通技巧》，北京，地震出版社。

吳繼良、周沫、塗畫（2012）：《當眾講話：每句話都有力量》，中國，[中國華僑出版社](https://baike.baidu.com/item/%E4%B8%AD%E5%9B%BD%E5%8D%8E%E4%BE%A8%E5%87%BA%E7%89%88%E7%A4%BE)。

[郭鵬](https://book.jd.com/writer/%E9%83%AD%E9%B9%8F_1.html)著（2014）：《好口才是練出來的》，中國，[化學工業出版社](https://book.jd.com/publish/%E5%8C%96%E5%AD%A6%E5%B7%A5%E4%B8%9A%E5%87%BA%E7%89%88%E7%A4%BE_1.html)。

[易書波](https://book.douban.com/search/%E6%98%93%E4%B9%A6%E6%B3%A2)（2014）：《脫稿講話訓練速成：8堂課教你做即興演講高手》，中國，北京大學出版社。

傑瑞 • 魏斯曼著，[尹碧天](https://book.douban.com/search/%E5%B0%B9%E7%A2%A7%E5%A4%A9)譯（2012）：《魏斯曼演講聖經》，中國，中國人民大學出版社。

傑瑞 • 魏斯曼著，[馮顒](https://book.douban.com/search/%E5%86%AF%E9%A2%99) 、[安超](https://book.douban.com/search/%E5%AE%89%E8%B6%85)譯（2013）：《演講中最重要的事》，中國，中國人民大學出版社。

[傑瑞米 • 多諾萬](https://www.amazon.cn/s/ref%3Ddp_byline_sr_ebooks_1?ie=UTF8&text=%E6%9D%B0%E7%91%9E%E7%B1%B3%C2%B7%E5%A4%9A%E8%AF%BA%E4%B8%87&search-alias=digital-text&field-author=%E6%9D%B0%E7%91%9E%E7%B1%B3%C2%B7%E5%A4%9A%E8%AF%BA%E4%B8%87&sort=relevancerank)著，[馮顒](https://www.amazon.cn/s/ref%3Ddp_byline_sr_ebooks_2?ie=UTF8&text=%E5%86%AF%E9%A2%99&search-alias=digital-text&field-author=%E5%86%AF%E9%A2%99&sort=relevancerank)、[安超](https://www.amazon.cn/s/ref%3Ddp_byline_sr_ebooks_3?ie=UTF8&text=%E5%AE%89%E8%B6%85&search-alias=digital-text&field-author=%E5%AE%89%E8%B6%85&sort=relevancerank)譯（2014）：《TED演講的秘密：18分鐘改變世界》，中國，中國人民大學出版社。

凱利 • 派特森著，林宜萱譯（2010）：《溝通聖手 : 立竿見影的對話技巧》，香港，紅投資有限公司。

鄭佩芬（主編）（2008）：《人際關係與溝通技巧》，臺北，揚智文化事業股份有限公司。

董英編（2011）：《演講與口才知識全集》，中國，中國紡織出版社。

黃瑞祺（主編）（2010）：《溝通，批判和實踐 : 哈伯馬斯八十論集》，臺北，允晨文化實業股份有限公司。

1. **Related Web Resource**Dale Carnegie Training: <http://www.dalecarnegie.com/>

《演讲与口才》：<http://www.koucai.com/>

Toastmasters International: <http://www.toastmasters.org/>

Toastmasters Clubs in Hong Kong: <http://www.hongkong-toastmasters.org/>

A Short Guide to Effective Public Speaking: <http://www.school-for-champions.com/speaking/boyd_short_guide.htm>

Quarterly Journal of Speech

Quarterly Journal of Public Speaking

Voice and Speech Review

Communication Education

1. **Related Journals**

Nil

1. **Academic Honesty**

The University adopts a zero tolerance policy to plagiarism. For the University’s policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

1. **Others**

The teaching team has developed strong partnership with local schools, which are willing to accept participants (student teachers) to provide relevant training to students in their schools.