

Subject Code	ENGL5006
Subject Title	Oral Language Arts
Credit Value	3
Level	5
Pre- / Co-requisite / Exclusion	N/A
Objectives	This course focuses on developing students' oral English skills through in-class participation, performance, and reflection. Class members will also learn how to ethically use Generative AI to brainstorm and develop speeches in conjunction with taking ownership via careful fact-checking, revision, and referencing. Class members will extensively practice and be assessed on what they have learned in both prepared and impromptu situations as individuals and in teams.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <p>Category A: Professional/academic knowledge and skills</p> <ol style="list-style-type: none"> a. Demonstrate the ability to speak clearly and engage with diverse audiences effectively by using excellent eye contact, posture, gestures, voice projection, intonation, and overall confidence b. Generate AI prompts to brainstorm and develop content for oral performances c. Evaluate AI suggestions critically and take ownership of the final product d. Assess oral performances in an evaluative essay <p>Category B: Attributes for all-roundedness</p> <ol style="list-style-type: none"> e. display critical and creative thinking f. develop skills and strategies for lifelong learning including autonomous and collaborative learning and computer literacies g. enhance self-understanding and understanding of others
Subject Synopsis/ Indicative Syllabus	This subject will introduce various spoken genres and their language components, and then focus on practicing them so that students gain a satisfactory level of communicative competency. Speech types may include individual poetry readings, group poetry readings, readers' theatre, theatre games, scenarios and simulations, role plays, debates, as well as persuasive, impromptu, informational, explanatory, demonstrative, after-dinner, farewell, explanatory, funeral, motivational speeches, etc.
Teaching/ Learning Methodology	Interactive seminars and lectures, supported by interactive and small group oral exercises exploring and practising relevant techniques.

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed						
			a	b	c	d	e	f	g
	1. In class participation and performance	10%	✓	✓	✓		✓	✓	✓
	2. Group presentation	30%	✓					✓	✓
	3. Individual presentation	40%	✓	✓	✓		✓	✓	✓
	4. Written project	20%		✓	✓	✓	✓	✓	✓
Total	100%								
	<ol style="list-style-type: none"> 1. In class participation and performance gives students the opportunity to demonstrate active engagement in the classroom 2. The group presentation engages students in collaborative learning and performance which may involve group poetry readings, group scenarios or simulations, role plays, readers' theatre, debate, etc. 3. The individual presentation may involve one or more presentations of the following type: persuasive, impromptu, informational, explanatory, demonstrative, after-dinner, farewell, explanatory, funeral, motivational speeches, etc. 4. The written project will allow students to integrate and reflect on the experiences and materials covered in the subject, including the ethical use of GenAI. 								
Student Study Effort Required	Class contact:								
	▪ Lecture-seminar		39 Hrs.						
	Other student study effort:								
	▪ Assessment preparation		45 Hrs.						
	▪ Content preparation		28 Hrs.						
	Total student study effort		112 Hrs.						
Reading List and References	Aravani, E. (2012). The role of teaching poetry in developing literacy in Greek primary school: A case study. <i>Australasian Journal of Early Childhood</i> , 37(4), 51-58.								

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	<p>from https://www.polyu.edu.hk/ar/docdrive/polyu-students/Student-guide-on-the-use-GenAI.pdf</p> <p>The Rundown AI. (2024, January 15). The AI Starter Kit. Retrieved from: https://vaulted-polonium-23c.notion.site/The-AI-Starter-Kit-22796eeba17f44e69445e1f63ca3a247 through Debate.” <i>English Journal</i> 94.1: 34-40, 2004.</p> <p>Tuan, Y. F. (2001). Space and Context (Enacting space). In C. Counsel & L. Wolf (Eds.), <i>Performance Analysis: An Introductory Coursebook</i> (pp. 156-163). Routledge.</p> <p>Wretch, J., Goding, A., Johnson, D. & Bernardo, A., L. (2012). <i>Public Speaking: Practice and Ethics v. 1.0</i>.</p> <p>Yellin, D., Blake, M. E., & DeVries, B. (2007). <i>Integrating the language arts</i>. Holcomb Hathaway.</p>
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Revised as of January 2024
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