

Elocution I

Code: IG-112

Credits: 4

Modality: Quarterly

Prerequisites: IG-115

Major: Teaching of English I and II Cycles:

Quarter: VIII

Major: Teaching of English

Quarter: VI

Nature of the course : Theoretical-practical

Practical hours per week: 2

Hours per week theoretical: 1

Hours of independent study per week: 9

1. General description

The purpose of the course is to provide a theoretical framework that responds to the practical needs within the educational context constructing the appropriate skills to comprehend the subtleties of spoken and written English language with a given cultural context. The acknowledgment of the skills and theoretic framework necessary to both reproduce and teach the pronunciation of the English language are the core of this course.

2. Objectives

2.1 General objectives:

- Provide students the opportunity to express themselves in public, using appropriate to do so, by promoting oral fluency and through mature discussions about various issues techniques.
- Integrate with personal ideas from research conducted or written work to reinforce the use of rhetorical strategies and bibliographical sources in developing well-founded and organized documents.
- Provide a practice space for testing fluency and correct pronunciation in English, to develop skills in the proper management of voice.

2.2 Specific objectives:

- Emphasize fluency in oral communication through the analytical discussion of various topics and literary works.
- To help students to articulate a coherent manner, and according to a professional level, their ideas and opinions in English.
- Organize the development of ideas in a clear and coherent manner, to provide oral and written discourse well founded.
- Promoting the ability to exhibit in public for it using existing techniques.
- Create a forum for serious and mature discussion on current issues, which will acquire self-confidence and eliminate public speaking fears.

3. Contents:

1. Public speaking
 - 1.1 The use of the body in speech
 - 1.2 The use of the voice
2. Improving your speech
 - 2.1 Taking part in conversations
- 2.2 Taking part in discussions
3. Learning parliamentary procedures
 - 3.1 Undertaking individual talks
 - 3.2 Giving explanations and detailed descriptions
 - 3.3 Conducting interviews
 - 3.4 Making oral book reports
 - 3.5 Learning to listen
 - 3.6 Dealing with fact or opinion

4. Teaching methodology

The methodological approach of the course is characterized by a participative atmosphere as a systemic educational perspective. The pedagogical approach views and promotes the construction of knowledge and skills as a group process. The professor is a mediator that promotes and guides the learning process; students develop interactive skills as both a

group member and group presenter in an educational context as well as a social one within a sensitive diversity perspective. A theoretical-practical project is developed in a previously selected community where students apply learnt knowledge and skills.

5. Learning strategies

Analysis of phonetic sounds, implementation and review of exercises related to the symbols and phonetic transcription is developed. Active participation with the English Discoveries Online software aid in pronunciation training. Furthermore, students develop a community project where the thematic content is applied in a creative manner undertaking the basis of the course which should be reflected in the construction of knowledge and skills on the community.

6. Teaching resources:

Materials and equipment: classroom supplies, internet, computer, applications, video beam.

7. Course Timeline

Session	Content	Activities
1.	1. Introduction to course 2. The use of the body in speech	1. Professor presentation 2. Course program presentation
2.	The use of the voice	1. Professor presentation 2. Watch movie excerpts to appreciate different uses of the voice.
3.	Improving your speech	1. Perform public speaking games to develop assigned content. 2. Watch speeches of famous personalities.
4.	Taking part in conversations	1. Professor presentation 2. Perform games to develop assigned content.
5.	Taking part in discussions	1. Professor presentation 2. Discussion and/or debate on International and national issues
6.	First Exam	
7.	Learning parliamentary procedures	1. Professor presentation 2. In prompt speeches: Perform public speaking games to develop assigned content
8.	Undertaking individual talks	1. Professor presentation 2. Perform public speaking games to develop assigned content.

Session	Content	Activities
9.	Giving explanations and detailed descriptions	1. Professor presentation 2. Perform debates, talk shows, interviews to develop assigned content.
10.	Conducting interviews	1. Professor presentation 2. Conduct talk show, job interview, news cast.
11.	Second Exam	
12.	Making oral book reports	1. Professor presentation 2. Select favorite genre to present to the class as audience.
13.	1. Learning to listen 2. Dealing with fact or opinion	1. Professor presentation 2. Watch ad and discuss movie excerpts to appreciate assigned content.
14.	Final Presentation-Community Project	
15.	Final Exam	

8. Evaluation:

First Exam	15%
Second Exam	15%
Final Exam	15%
Oral Presentations	10%
Class Participation	10%
Project	20%
English Learning Software	<u>15%</u>
TOTAL	100%

Note: ED This evaluation (including the use of the English Learning Software) applies only for English Teaching I and II cycles students. For students of other majors, the grade will be based on the 80% of the evaluation items that do NOT include the learning software program portion and the mathematical proportion will be applied with the goal of extrapolating the grade and work one in class to the maximum grade of 100%.

9. Bibliography:

Core bibliography

Douglas, E. & Girimonti S. S. J. (2019). C1 Training up your skills. Extensive English skills practice. Editorial Tébar Flores.

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Complementary bibliography

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<http://www.elocutionsolution.com/wp-content/uploads/2010/07/Self-Assessment1.pdf>

Zabala Peña, M. (2013). English for communications. Macmillan Iberia, S.A.

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www.wisageek.com/what-is-elocution.htm

career.qandas.com/.../what-is-elocution.html

<http://www.indianchild.com/elocution/preparing-for-elocution-competition.htm>

http://www.ehow.co.uk/how_8665787_teach-elocution.html

http://books.google.co.cr/books/about/The_practice_of_elocution.html?id=V_vuDZBqx14C&redir_esc=y

<http://library.osu.edu/find/collections/rarebooks/RBMScollections/TarverCollection/>

<http://www.speechschool.tv/>

http://www.sagepub.com/upm-data/6229_Chapter_5_Hamera_Rev_Final_PDF_3.pdf

10. Evaluation Rubrics:

a. Project (15%)

Instructions: This course includes a project component, where students will prepare a speech on a topic assigned by the teacher; this speech will be presented in a group of students of different courses of the major (students will need to contact the respective professors of the courses based on information provided by the Elocution I course teacher). Once this speech is presented, students will write a written report sharing the experience and mentioning different techniques and elocution aspects put into practice. Finally, they will present these results to their classmates and indicate their experiences.

1. Rubric for the Written Report

Total points: 30

Gotten points: ____

Criteria	Descriptors	Value	Rating (1-5)
1. Structure and Organization	The report has a clear introduction, body, and conclusion, with logical progression of ideas.	15%	
2. Content Relevance	The report clearly explains the speech experience, including techniques and elocution aspects put into practice.	25%	
3. Depth of Reflection	The report includes thoughtful reflections on the experience, challenges, and lessons learned.	20%	
4. Use of Evidence	The report includes specific examples or detailed descriptions of techniques and elocution aspects used.	20%	
5. Language and Mechanics	The report is free from grammatical, spelling, and punctuation errors, and the language is appropriate for an academic report.	10%	
6. Format and Presentation	The report adheres to formatting guidelines (e.g., font size, spacing) and includes any required sections or appendices.	10%	

Rubric for the Oral Presentation of Results

Total points: 30

Gotten points: _____

Criteria	Descriptors	Value	Rating (1-5)
1. Organization	The presentation is well-structured, with a clear introduction, body, and conclusion.	15%	
2. Content Relevance	The presentation effectively conveys the experience, techniques, and elocution aspects from the project.	25%	
3. Delivery	The presenter(s) spoke clearly, confidently, and with effective eye contact and body language.	20%	
4. Engagement with Audience	The presenter(s) interacted with the audience, encouraging questions, discussions, or participation.	15%	
5. Visual Aids	Any visual aids used (e.g., slides) were clear, well-organized, and enhanced understanding.	15%	
6. Teamwork (if applicable)	All group members participated actively and contributed meaningfully to the presentation.	10%	