Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land granted to the Six Nations that includes ten kilometres on each side of the Grand River. Our active work toward reconciliation takes place across our campuses through research, learning, teaching, community building and outreach, and is centralized within the work of our Truth and Reconciliation Working Group and the University of Waterloo’s Office of Indigenous Relations.

Fall 2022

Course Code: 8223 (EMLS 601-001)

Course Title: EMLS 601: Speaking English for Professional Purposes

Class Times/Location:

<table>
<thead>
<tr>
<th></th>
<th>Mondays</th>
<th>12:30 PM - 2:20 PM</th>
<th>ONLINE</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Wednesdays</td>
<td>12:30 PM - 2:20 PM</td>
<td>REN 2922</td>
</tr>
</tbody>
</table>

Instructor: Dr. Kent Williams

Office: Renison 2916

Office Phone: Not available

Office Hours: Tuesdays: 11:30 AM – 12:30 PM (*Online)
Thursdays: 10:00 AM – 12:30 PM (In-Person)
Fridays, 10:30 AM – 11:30 PM (*Online)

*Online Office Hours may be booked using the link provided on LEARN

Email: kent.williams@uwaterloo.ca
Course Description

EMLS 601 (Fall 2022) is a blended course: 50% online; 50% in-person. We will meet online on Mondays and in-person on Wednesdays. To prepare for the online classes, students should download the latest version of Zoom by the beginning of the semester.

This course has been created to help you develop the confidence to speak effectively in academic and professional contexts, both virtually and in-person. Designed specifically for graduate students whose first language is not English, this course aims to help students enhance the skills and knowledge required to speak effectively in classes and meetings, at conferences, and when teaching. The course focuses on developing fluency, vocabulary, pronunciation, listening skills, interactional skills, and strategies for speech preparation and presentation.

Course Objectives and Learning Outcomes

By the end of this course, successful students will be able to…

• understand their pronunciation challenges
• pronounce phonemes, word stress, intonation, sentence stress, and connected speech to enhance comprehensibility
• use phonetic alphabets and word stress indicators
• present oral discourse that is typical of graduate studies (presentations in graduate seminars, lessons as undergraduate teaching assistants, formal presentations of research outside of graduate seminars)
• use eye contact, voice control, and visual aids effectively
• listen actively and participate professionally as audience members
• comprehend academic and colloquial oral discourse
• use a broad range of academic and colloquial vocabulary
• speak with enhanced accuracy and fluency

Required Texts and Course Material

There are no required texts for this course. All course material will be posted on LEARN. Weekly materials and quizzes will be released on the Monday of each week. Instructions for major assignments (e.g. presentations) will be released weeks in advance of due dates.

Requirements for Credit

EMLS 601R is a University of Waterloo graduate credit course, so all students must register officially for this class. No casual or “official” student auditors are permitted. Students who fulfill the requirements (indicated below) will receive an official "CR” (“Credit Received”) on their transcripts. They will not receive numerical grades on their transcripts. However, students will receive unofficial numerical grades for all their assignments.
To receive the “CR” credit, students must

1. complete all three presentations
2. complete both tests
3. complete 7 of the 10 quizzes
4. complete both assignments: the Diagnostic Pronunciation Exercise and Introduction to the IPA
5. attend 75% of the classes (online and in-person combined)

If students do not fulfill these five criteria, they will receive an “NCR” (“No Credit Received”) on their transcripts.

Regarding point 1 above, if students receive less than 60% on a presentation, they will have to prepare and deliver a mini-presentation (with only me as the audience) to demonstrate some improvement.

Regarding point 2 above, if students receive less than 60% on a test, they must do some make-up exercises to ensure that they understand the content sufficiently.

Assessments: Values and Descriptions

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation 1</td>
<td>10%</td>
</tr>
<tr>
<td>Presentation 2</td>
<td>15%</td>
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<tr>
<td>Presentation 3</td>
<td>20%</td>
</tr>
<tr>
<td>Test 1</td>
<td>10%</td>
</tr>
<tr>
<td>Test 2</td>
<td>10%</td>
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<tr>
<td>Quizzes x 10</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>3%</td>
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<tr>
<td>Assignment 2</td>
<td>2%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</table>

Presentations: (45%)

1. Presentation 1 (3 – 5 min + 3 min Q & A) (10%)
2. Presentation 2 (9 - 10 min + 5 min Q & A) (15%)
3. Presentation 3 (9 - 10 min + 5 min Q & A) (20%)

Video Recordings

The presentations will be video-recorded. These recordings will enable me to provide thorough feedback. Furthermore, by receiving the videos and viewing them in light of my feedback, students will gain better insight into their strengths and weaknesses as public speakers in English.
**Presentation 1 (3 – 5 min + 5 min of Q & A)**

Students will deliver a group presentation to the entire class requiring them to explain a scientific principle to an imagined non-technical audience. This presentation will take place in-person. Groups will rehearse this presentation online and submit a screen-recording of their rehearsal as part of the assignment. Further information will be provided on LEARN.

**Presentations 2 & 3 (9 - 10 min + 5 min of Q & A)**

Students will deliver these presentations individually to an imagined technical audience. These two presentations must be directly related to your studies here at UWaterloo.

There are three types that you can choose from:
- Type A – Short undergrad lesson
- Type B - Oral summary or summary/critique (in a graduate seminar)
- Type C - Presentation of research

Students will deliver one of these presentations online and the other one in-person. Further information about these presentation requirements will be provided on LEARN.

**Tests: (20%)**

1. Test 1 (10%)
2. Test 2 (10%)

**Test 1:**

Halfway through the course, you will complete a test based on material presented in the first half of the course. Details about this assignment will be provided on LEARN.

**Test 2:**

Near the end of the course, you will complete a test based on material presented in the entire course. Details about this assignment will be provided on LEARN.

**Quizzes: (30%)**

1. Quiz 1 (3%)
2. Quiz 2 (3%)
3. Quiz 3 (3%)
4. Quiz 4 (3%)
5. Quiz 5 (3%)
6. Quiz 6 (3%)
7. Quiz 7 (3%)
Each week, students are required to complete a quiz about the weekly course material. These quizzes usually take about 20 to 30 minutes to complete. You will have multiple tries to complete each quiz. Each quiz consists of two parts: Part A and Part B. Weekly quizzes will be made available on the first Monday of each week.

In **Part A**, you will be required to answer several multiple-choice, true/false, fill-in-the-blank, or short answer questions related to the weekly course materials.

In **Part B**, you will be required to complete a speaking task by using the Bongo Video Assignment feature in LEARN, which will provide you with automated feedback about your speech performance. Further information about using Bongo will be provided on LEARN.

**Assignments: (5%)**

1. Diagnostic Pronunciation Exercise  
   (3% completion grade)
2. Introduction to the IPA  
   (2% completion grade)

**Assignment 1: Diagnostic Pronunciation Exercise**

This exercise will take approximately 20 minutes. This assignment will be completed during class time. You will record your voice onto a sound file. The purpose of this assignment is to help you identify individual pronunciation challenges. Further details about this assignment will be provided on LEARN.

**Assignment 2: Introduction to the IPA**

The purpose of this task is to familiarize you with the International Phonetic Alphabet (IPA) and to help you identify vowels and consonants that you may find difficult to perceive. To complete this task, you will be required to visit the website, [www.englishaccentcoach.com](http://www.englishaccentcoach.com), which is an online pronunciation training tool, and follow specific instructions that will be provided on LEARN. This task will take about 20 minutes to complete. This assignment will be completed during class time. Further details about this assignment will be provided on LEARN.

**Course Schedule**

(next page)
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Due by Tuesday of each week at 11:55 PM, excluding presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sep 7 - 9</td>
<td>Introduction to the Course, the Instructor, and your Classmates</td>
<td>Assignments and Presentations</td>
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<td>Introducing Ourselves and Making Small Talk</td>
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<td></td>
<td>Presentation Skill(s): <em>Using Non-Verbal Communication Effectively</em> (part 1)</td>
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<tr>
<td>2</td>
<td>Sep 12 – 16</td>
<td>Vocabulary Focus: <em>Maintaining Speech Flow using Fillers, Hesitation Devices, and Backchannels</em></td>
<td>Quiz 1</td>
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<tr>
<td></td>
<td></td>
<td>Presentation Skill(s): <em>Developing Fluency</em>; <em>Using Non-Verbal Communication Effectively</em> (part 2)</td>
<td>Assign 1: Diagnostic Pronunciation Exercise</td>
</tr>
<tr>
<td></td>
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<td>Listening and Pronunciation (L/P) Exercises: <em>Pausing, Prominence, and Intonation</em></td>
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<tr>
<td>3</td>
<td>Sep 19 – 23</td>
<td>Vocabulary Focus: <em>Organizing Speech using Transition Phrases</em></td>
<td>Quiz 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentation Skill(s) <em>Developing Audience Awareness</em>; <em>Building Introductions, Transitions, and Conclusions</em></td>
<td>Assign 2: Introduction to the IPA</td>
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<tr>
<td></td>
<td></td>
<td>L/P Exercises: <em>Identifying Problematic Vowels and Consonants using the Phonetic Alphabet</em></td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Vocabulary Focus: Asking and Answering Questions using Q and A Phrases</td>
<td>Presentation Skill(s): Q and A Management Skills</td>
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<td>4</td>
<td>Sep 26 – 30</td>
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<td>5</td>
<td>Oct 3 - 7</td>
<td>Vocabulary Focus: Recognizing and Using Metaphors, Analogies, and Hypothetical Scenarios to discuss scientific concepts</td>
<td>Presentation Skill: Speaking to a Non-Technical Audience</td>
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<td>-</td>
<td>Oct 10</td>
<td>Thanksgiving (no classes)</td>
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<td>Oct 11 - 14</td>
<td>Reading Week (no classes)</td>
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<td>6</td>
<td>Oct 17 - 21</td>
<td>Vocabulary Focus: Speaking about Charts</td>
<td>Presentation 2 (individual presentations)</td>
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<td>Presentation Skill(s): Creating and Using Visual Aids</td>
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<td></td>
<td></td>
<td>L/P Exercises: Review (part 1)</td>
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<td>7</td>
<td>Oct 24 - 28</td>
<td>Review of Vocabulary, and Presentation Skills, and Listening/Pronunciation Exercises (part 2);</td>
<td>Presentation 2 (continued)</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Exercises</td>
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<td>8</td>
<td>Oct 31 – Nov 4</td>
<td>Recognizing and Using Phrasal Verbs in Academic Speech</td>
<td>L/P Exercises: <em>To be Determined (TBD), based on students’ individual needs</em></td>
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<tr>
<td>9</td>
<td>Nov 7 - 11</td>
<td>Recognizing and Using Idioms in Academic Speech</td>
<td>L/P Exercises: TBD, based on students’ individual needs</td>
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<tr>
<td>10</td>
<td>Nov 14 - 18</td>
<td>Identifying and Articulating Job Skills (Workshop)</td>
<td>L/P Exercises: TBD, based on students’ individual needs</td>
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<tr>
<td>11</td>
<td>Nov 21 - 25</td>
<td>Review of Vocabulary and L/P Exercises</td>
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<tr>
<td>12</td>
<td>Nov 28 – Dec 2</td>
<td>Course Review</td>
<td>Course/Professor Evaluation</td>
</tr>
<tr>
<td>13</td>
<td>Dec 5 - 6</td>
<td>Course Review (continued)</td>
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**Late or Incomplete Work**

Students receive a 10% grade reduction for each day that work is submitted past the deadline.

**Policy on Plagiarism**

“Policy 71’s glossary defines plagiarism, in part, as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others (whether attributed or anonymous) as one’s own in any work submitted whether or not for grading purposes”…

The Vice-President Academic and Dean has the authority to assess instances of plagiarism and the resultant penalties that are raised by an instructor. An instructor can propose a grade penalty
to the Vice-President Academic and Dean, who will decide whether to accept the penalty or initiate a formal inquiry.”

For additional information on how plagiarism is dealt with at Renison, review the policy from where the above text is copied: Policy 71 - Student Discipline.

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo’s policy on Fair Dealing is available at uwaterloo.ca/copyright-guidelines/fair-dealing-advisory. Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

If using Turnitin.com add the relevant statement here

**Electronic Device Policy**

For the in-person classes, be sure to do the following:

1. Bring a laptop. You will be required to access documents posted on LEARN during class time in order to participate in classroom activities. However, as mature graduate students, you are expected to only use the laptop for classroom-related activities. You are not permitted to text, send emails, or work on other course assignments during class.

2. Bring a notebook and pen/paper (recommended). I recommend that you bring a notebook and a pen/pencil to make notes, especially for keeping track of new vocabulary.

**Attendance Policy**

To receive credit for this course, students must attend at least 75% of the classes (online and in-person combined).

**Be sure to arrive on-time to both online and in-person classes.** Arriving on time shows respect for the instructor, yourself, and your classmates. Being consistently late is an act of disrespect. Students will be marked as being absent if they are consistently late. Important information is often delivered at the beginning of classes. If you are late, then you will miss it. You will do a lot of group work during class time so if you are late, then you will make your teammates late in starting group work. It is your responsibility to make sure we arrive on-time and it is my responsibility to make sure we end on-time. It may take you some extra time to find the classroom on the first day, so give yourself extra time, especially on the first day, to find the classroom.

**Communication Policy**
Email, using the uWaterloo provided email address, is the approved method of communication for Renison. The Office 365 email that you use to login using your WatIAM login and password is secure and confidential. Take caution when forwarding your WatIAM email to an external email service as confidential information forwarded to a third-party provider could be a data security breach and violation of FIPPA (Freedom of Information and Protection of Privacy Act) under which all students, staff, and faculty are bound by law.

**Communicating through email and Waterloo LEARN:**

If you need to message me, please email me. For assignments, always use the “One-on-one with Kent” discussion forums on LEARN, unless directed otherwise. These forums are located at the Connect > Discussions tab. Students must check their forums regularly for feedback on assignments.

Students should subscribe to the forum to receive immediate email notifications when I post a note in their forums. First, they need to click on the down arrow beside their name in the forum, then on “Subscribe,” and then on “Send me an instant notification.” Second, they need to click on their name in the top-right part of their homepage, then click on “Notifications”, and then check off the “Discussions” box. Moreover, on that same page, students need to check off the two “Announcement” boxes to be notified whenever I send a general note to all students. These announcements are posted on the course homepage.

Please note that once you have successfully completed this course, we may email you about subsequent courses in this subject offered in future terms. If you do not want to be notified about subsequent courses, please email cls@uwaterloo.ca.

**CREDIT FOR FUNDAMENTALS OF UNIVERSITY TEACHING:**

Graduate students who are currently enrolled in the Fundamentals of University Teaching program offered by the Centre for Teaching Excellence (CTE) can use EMLS 601R towards the Fundamentals program to replace one microteaching session. The [Fundamentals website](https://uwaterloo.ca/) has more information. Students must attain a minimum average grade of 70% on the oral assignments (i.e., not on the 2 tests) to qualify to receive this credit. Students should request a letter from me after the course has finished.

**EMLS GRADUATE CERTIFICATE:**

You can earn an EMLS Certificate by successfully completing three EMLS courses. There are four courses to choose from: EMLS 601R, 602R, 621R, and 622R. Please note that not all EMLS courses will be offered each term. Completing the certificate requirements demonstrates a continuous commitment to improving your English language communication skills throughout your degree. For more information, link to this website: [https://uwaterloo.ca/culture-and-language-studies/emls-certificate](https://uwaterloo.ca/culture-and-language-studies/emls-certificate)
Final Examination Policy

For Fall 2022, the established examination period is December 9-23. The schedule is available now. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time. See the Final Examination Schedule at uwaterloo.ca/registrar/final-examinations

Accommodation for Illness or Unforeseen Circumstances

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See www.registrar.uwaterloo.ca/students/accom_illness.html

Academic Integrity, Grievance, Discipline, Appeals and Note for Students with Disabilities

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. See the UWaterloo Academic Integrity webpage at uwaterloo.ca/academic-integrity and the Arts Academic Integrity webpage at uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour for more information.

Renison University College is committed to the view that when a problem or disagreement arises between a faculty member and a student every effort should be made to resolve the problem through mutual and respectful negotiation. Most issues are resolved by a student/faculty meeting to discuss differences of opinion. It is only after this stage, when a common understanding or agreement is not obtained that further actions listed below could be taken.

Discipline: Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check the Office of Academic Integrity website at uwaterloo.ca/academic-integrity for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor or academic advisor. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties check the Guidelines for the Assessment of Penalties.

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70.
Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the Department’s administrative assistant, or Academic Advisor, who will provide further assistance.

**Appeals:** A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to Policy 72, Student Appeals.

**Academic Integrity Office (uWaterloo):** The website can be found at [uwaterloo.ca/academic-integrity/](http://uwaterloo.ca/academic-integrity/)

**Accommodation for Students with Disabilities**

AccessAbility Services is located in Needles Hall, Room 1401, and collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Students are encouraged to register with AccessAbility Services (AAS) at the start of each term if they require accommodations due to a disability. However, some students not connected to AAS may require accommodations later in the term. In that case, you should immediately consult with your instructor and/or your Academic Advisor.

**Intellectual Property**

Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

**Mental Health Support**
All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

**On Campus**

- **Counselling Services**: counselling.services@uwaterloo.ca / 519-888-4096
- **MATES**: one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- **Health Services** – Student Medical Clinic: located across the creek from Student Life Centre

**Off Campus, 24/7**

- **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- **Empower Me**: Confidential, multilingual, culturally sensitive, faith inclusive mental health and wellness service.
- Grand River Hospital: Emergency care for mental health crisis. Phone: 844-437-3247
- **Here 24/7**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME**: set of support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo. Email: ok2bme@kwcounselling.com Phone: 519-884-0000

Full details can be found online at the Faculty of ARTS website

Download [UWaterloo and regional mental health resources (PDF)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information.

**A Respectful Living and Learning Environment for All**

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.
If you feel that you are experiencing the above from any member of the Renison community (students, staff, or faculty), you may contact Melissa Knox, Renison’s external anti-harassment and anti-discrimination officer, by email (mnknox@uwaterloo.ca) or by phone or text (226-753-5669). Melissa is an employment and human rights lawyer and part-time Assistant Crown Attorney for the Ontario Ministry of the Attorney General. Melissa is experienced in case management, discipline and complaints processes, and works with organizations across Canada to foster safe, respectful, and inclusive work and learning environments through policy development, educational workshops, conflict mediation and dispute resolution, and organizational culture audits.

For additional information see Renison’s Harassment, Discrimination, and Abuse policy.