

英語口語訓練 (二) **Oral Training II**
National Chengchi University, Spring 2021
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Office Hour: By appointment

“All that you touch you change / all that you change, changes you.” (Octavia Butler, The parable of the Sower)

“We are in an imagination battle.” (adrienne maree brown)

Where can we find the courage to start a good conversation? Courage comes from the Old French word for heart (cuer). We develop courage for those things that speak to our heart. Our courage grows for things that affect us deeply, things that open our hearts. Once our heart is engaged, it is easy to be brave. (Margaret Wheatley, Turning to One Another, 29)

Course Overview

This course is designed for students to practice leading meaningful conversations in English-speaking contexts. For this semester, through a collaborative process, we will investigate the art of designing dialogues. Through dialogues, we re-imagine belonging and redefine our relationship with activism. Through dialogues, we create space for personal growth and social change.

Drama-based / art-based strategies will be introduced to activate imagination for creative responses. We will also explore key vocabulary and tools to invite critical thinking. The focus of our work is as follows: to learn about facilitation strategies, to play through collaborative interviews, to co-facilitate short interactive presentations that showcase your research process.

In the practice of storytelling and active listening, we will develop stories of personal histories. We will also develop inclusive language to create a space of belonging to navigate ourselves among different social identities. As there always exist differences among cultures and languages, a portion of the class will be spent in discussing tools to develop cultural awareness and reflexive listening.

Note: This is a course designed for the students in the minor program of the Department of English.

Objectives / Learning Outcomes

The students will...

1. Become more confident in their voices in English-speaking contexts.
2. Become reflexive listeners.
3. Become familiar with the tools to invite meaningful conversations in daily interactions.
4. Develop a box of stories/ narratives of rich and colorful personal histories.
5. Develop tools to invite opinions, critical and creative responses.
6. Develop tools to lead facilitations for the creation of dialogic space in your communities, in the society.
7. Establish creative ways of collaboration and leadership.
8. Develop cultural sensitivity. Develop inclusive language to navigate ourselves among different social identities. The students will identify and interrogate barriers to understanding and help each other to become accountable in this journey.

Q&A

Who is I-Chia Chiu?

I-Chia Chiu is a part-time instructor in the Department of English at NCCU in Taiwan. She often goes by her last name, which is pronounced like "chew". Or, just call her by her first name in Mandarin Chinese: 奕嘉. She enjoys teaching creative writing, playwriting, performance-making, and communication. Her favorite NCCU memories: the rain and 憩賢樓. (For more: <https://ichiachiu.weebly.com/>)

Who are you?

You come with wisdom and knowledge from different disciplines.

You are here now to build a community.

You are going to commit your time to English learning.

You are going to commit your time to the art of communication.

You are storytellers, metaphor-builders, critical thinkers, collaborators.

Grading and Assignment:

Attendance and Participation 20%

You receive participation points for each course session. When you're absent, you don't get the participation points for the week.

Please be on time. Three lateness equals one absence. You will be allowed up to two absences. Every absence after that will result in lowering your final grade by half a letter (e.g. from a B to a B-).

Absences are excused in the case of severe illness, unavoidable personal emergencies, and religious holidays cleared in advance.

Evidence of Active Participation In Class 5%

How often do you make contributions to our class? How often do you speak up? How often do you respond to your colleagues when they share their ideas in class?

Public Contribution to Knowledge and Dialogues 10%

You are required to make two detailed comments to a public resource such as “What’s Going On?” in the New York Times. Other kinds of contribution can be a detailed comment on a news article or another major media outlet.

Observation Journal 20%

We have three different modules for the semester. For each module, you will write an observation journal to document your discoveries.

Reflection and Assessment 10%

You will complete a final course reflection and self-assessment at the conclusion of the course. Details will be given in class. You will submit your Self-Assessment and Reflection no later than the end of the week of our final class.

Facilitation 20%

Through the semester, you will lead two interactive discussions. You will work in groups of 2-3 people (determined by class size) Details and prompts will be given in class. It should demonstrate your abilities of applying the tools of facilitation to topics you’re interested in.

You will be responsible for:

- Discussing with the teacher (me) to develop a written session plan.
- Submit your materials to the shared folder on time.
- Facilitating instructional strategies to involve the class in discussing the material; Templates for conversational games /strategies will be provided.
- This assignment also includes a submission of the following items:
 - Self / Peer/ Teacher’s evaluation rubrics (Templates of the rubrics will be provided.)
 - Group collaboration reflection sheet

Portfolio 15%

Assemble all your materials into a portfolio. This should include your public contributions to knowledge, your notes, your observation journal, your facilitation plans, your evidence of your effort. Please send an electronic copy to me.

Late Work Policy

- Between 16:00 pm and 11:59 pm on the day it's due the assignment can be turned in for up to 75% of the possible points.
 - The next day the assignment can be turned in for up to 50% of the possible points.
 - The next two days the the assignment can be turned in for up to 25% of the possible points.
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Modules for the Semester:

1) Strategy Weeks

During the “Strategy Weeks”, you will study how certain strategies can activate dialogues and encourage people to stay curious in inquiries. ***We will interrogate: How do images invite curiosities? How does a facilitated exploration help us gain more understanding with each other? What expressions can be useful for your English learning?***

Instructions For the Image Exercise:

You will work in groups of three or four. For the Image Exercise, one of the members of your group will bring an “object” to class. It can be a map, photograph, letter, advertisement, quotation, headline from a newspaper, prop or costume piece, public record, phone message, song, etc. For this exercise, you will also have a “leader” in your group. The leader will facilitate a conversation that takes the group into inquiry through the story and the use of the object. After the exploration of the object, you will stage a 3-5 min conversation to share your process with the class.

2) Collaborative Interview Weeks

During the “Collaborative Interview” weeks, you will be assigned an interview partner. You will be given prompts to lead small and playful conversations with each other. Prepare for these prompts. You will also study how people host/conduct interviews to invite stories, memories, and mutual understanding.

We will interrogate: What is belonging and accessibility? How to re-imagine belonging in daily interactions? How to build access to ourselves and others to create moments of belonging?

3) World Exploration Weeks

In these weeks, we will explore the world around us. We will identify ways to create a space for dialogues for change.

You will work in a small group to facilitate an interactive presentation/exploration of a topic you choose. This topic should be connected to your interest in your core values /social practice / acts of activism. (Instructions will be given in class.)

The reflection will include at least one kinesthetic activity, to connect participants’ interpretation to their own lives and/or society. Each

group will turn in ONE facilitation plan (examples provided) on the day they lead the presentation. You will be evaluated on your effort and performance both individually and as a group. Students will also offer feedback on colleagues' participation and effort within the group as well as a self-assessment as part of the final grading.

We will interrogate: How do dialogues shape change? How can we create a space for metaphors to expand our conversations? How do things intersect with one another?

SCHEDULE:

Week 1: Welcome and Introduction to the Course	
2/15	Intro to course and to each other
Week 2: Strategy Week-What is a dialogue? What is a question? What can questions do in dialogues?	
2/22	<p>Prepare</p> <ul style="list-style-type: none"> ● Due: First response on your observation journal (#1) ● Read: <ul style="list-style-type: none"> ○ 1) "What is Dialogue?" (https://www.whatisdialogue.com/about/) ● Watch: (at least one from the following--we assign in class) <ul style="list-style-type: none"> ○ 1) Jenaplan "Asking Questions" (Taiwan Experimental Education Center臺灣實驗教育中心-7 min) https://www.youtube.com/watch?v=bzvZcic1alo ○ 2) "Questioning" (Drama-based Instruction,UT Austin- 6 min) https://dbp.theatredance.utexas.edu/content/questioning ○ In these videos, you will see a few student-teacher interactions. <i>What did they say? What could be useful for your English Learning?</i>
Week 3: Strategy Week-- What strategies can activate dialogues? What can we do to invite curiosity?	
	<p>Prepare</p> <ul style="list-style-type: none"> ● Due: Leave a response on the photo of the week-"What's Going On in This Picture?" (The New York Times). Keep a copy of your response.https://www.nytimes.com/column/learning-whats-going-on-in-this-picture ● All Watch / Read <ul style="list-style-type: none"> ○ 1) Artifact (Drama-based Pedagogy,UT Austin- 4min) https://dbp.theatredance.utexas.edu/content/artifact

- 2) The Arrival by Shaun Tan (Excerpt)--See our shared folder
 - **As you read this book, consider these questions: What are the barriers to listening?**
 - **Take a look at Active Listening Techniques (United States Institute of Peace)--see course packet**
- Bring Your objects for the Image Exercise _____

In-class: Introduce Activating Dialogues Strategies (Drama-based Pedagogy)

Week 4--Strategy Week (Continued.)

Prepare:

- Bring Your objects for the Image Exercise _____
- Listen (choose at least one of the following radio shows/podcasts-we will assign in class)
 - 1) *This American Life*
 - 2) *On Being Project*
 - 3) *The Splendid Table*

In-class: Introduce Activating Dialogues Strategies (Drama-based Pedagogy)

Week 5---Strategy Week (Continued.)

Prepare:

- Bring Your objects for the Image Exercise _____
- Read & Watch:
 - 1) Read Emergent Strategy: Shaping Change, Changing Worlds by adrienne maree brown (2017) (Excerpt 1, 2 pages)
 - 2) Watch Video "Emergent Strategy in Social Justice" Master Class with adrienne maree brown" by UNCA (00:00-8:20' & 13:09'-18:09')

In-class: Introduce Activating Dialogues Strategies (Drama-based Pedagogy)

Week 6: Collaborative Interview Weeks--How can questions bring joy and personal touch into daily interactions?

Prepare:

- Due: Observation Journal #2 (Response to Strategy Weeks)
- Read: “Beautiful Questions Guidelines” by Timeslips Project (p.2-p.5)
- Watch: (at least one episode from the following channels-we will assign in class)
 - 1) Vogue 73 Questions Series (about 15-20min/episode)
<https://www.vogue.com/video/series/73-questions>
 - 2) Special Books by Special Kids Series (about 15-20min/episode)
<https://www.youtube.com/c/SpecialBooksbySpecialKids/videos>
 - **As you watch the interviews, consider these questions:**
 - 1) *What words/questions stand out to you?*
 - 2) *How do questions open up a space for stories, memories, and understanding?*
 - 3) *How do the hosts respond back to their interviewees’ responses?*
 - **Prepare to share 2-3 specific examples from these interviews in class**

Week 7: Collaborative Interview Weeks

- Prepare:
- Bring photos of your objects of “far” and “close” (Instruction will be given in class)
- In-Class: Interview Exercise

Week 8: Class Off! 清明節連假

Prepare for the interview for next week.

Week 9: Collaborative Interview Weeks

- Prepare:
- Group work: Design your Collaborative Interview Question
 - Skim (at least one-we will assign in class)
 - “The 36 Questions That Lead to Love” by Daniel Jones-The New York Times
<https://www.nytimes.com/2015/01/09/style/no-37-big-wedding-or-small.html>
 - “Ungame Questions” (Board game created by Rhea Zakich)
<https://wordwall.net/resource/4208270/ungame-relationship-building-questions-taken-from-ungame-card>
 - As you skim through these materials, consider: *How would you describe your experience with playful conversations? (And what does playful mean? How do questions invite playfulness?)*

Week 10: Collaborative Interview Facilitation	
	Group Present: Your Collaborative Interview Question Facilitation
Week 11: World Exploration Weeks: <i>What is a metaphor? What can metaphors do to shape changes in dialogues?</i>	
	<p>DUE: Observation Journal #3 (Response to Collaborative Interview Weeks) In-class Read: "The Healing Power of Metaphor" by Julie Mariouw (Brick Magazine) https://thebrickmagazine.com/the-healing-power-of-metaphor/</p> <ul style="list-style-type: none"> • <i>As you read, explore these questions: What is a metaphor? How can it support our understanding of ourselves and others?</i> <p>See: <u>Emergent Strategy: Shaping Change, Changing Worlds</u> by adrienne maree brown (2017) (Excerpt)</p> <ul style="list-style-type: none"> • <i>How do dialogues shape change? How can we create a space for metaphors to expand our conversations? How do things intersect with one another?</i> <p>Check in: Grouping for End-of-the-semester Interactive Presentation</p>
Week 12: World Exploration Weeks: <i>What is going on in this world? Let's explore!</i>	
	<p>In-class: Discover Route Exercise Prepare-Watch:</p> <ul style="list-style-type: none"> • "Jenaplan Group Work -Mariska version" (Taiwan Experimental Education Centers臺灣實驗教育中心-11min) https://www.youtube.com/watch?v=Y98gQCxXJ44 <i>Explore: How do we organize questions? How do questions speak to one another?</i> <p>Supplementary material (skim)</p> <ul style="list-style-type: none"> • <u>1) A Natural History of the Senses</u> by Diane Ackerman (中譯－感官之旅:時報出版) • <u>2) The Art of Noticing: 131 Ways to Spark Creativity, Find Inspiration, and Discover Joy in the Everyday</u> by Rob Walker(中譯－觀察的藝術;大塊文化) • <i>Explore: What is the art of observation? How can it support my language learning?</i>
Week 13: World Exploration Weeks-<i>How do we give critical responses to one's creative work?</i>	
	Critical Response Process Exercise

	<ul style="list-style-type: none"> ● Read: “Liz Lerman’s Critical Response Process: The Basics” (p.1-2) ● Watch: <ul style="list-style-type: none"> ○ “New to Critical Response Process?” (Liz Lerman, CRP Resources)-20min (total) https://player.mediaamp.io/p/DgbMgC/HwWRfQrnI14Q/feed/0A5NMookK5RjB?form=html ○ As you watch the video, ask: <i>What vocabulary / words can invite encouragement, constructive criticism, and suggestions? What did they say? What are the languages they used that could be useful for your English Learning?</i>
Week 14: World Exploration Weeks	
	Group Presentation Preparation Prepare: <ul style="list-style-type: none"> ● Check out: Healing through Stories by Anu Yadav (site link) ● <u>Read: Essential Questions: Opening Doors to Student Understanding Book by Grant Wiggins and Jay McTighe (Chapt.1 &3)</u>
Week 15: World Exploration Weeks	
	Group Presentation Preparation
Week 16: World Exploration Weeks- Interactive Presentation #1	
	DUE: All groups submit your presentation slides/materials to our shared folder. Be fully prepared to lead your session at the start of class
Week 17: World Exploration Weeks-Interactive Presentation #2	
	DUE: Be fully prepared to lead your session at the start of class
Week 18: Final Class Day	
	Course Reflection DUE: Group Revised Facilitation Draft to be posted on Shared Folder by 12pm

6/27 Due by 9:00am | Self-Reflection, Assessment, and Portfolio

Supplementary Materials:**Guidelines: Dialogues in Activism & Grassroots-Resources:**

- Healing through Stories by Anu Yadav ([site link](#))
- “Beautiful Questions” from Timeslips ([Site Link](#))
- Anti-Racism Resources for Asian Americans [📄](#) Anti-Racism Resources for Asian Americans
- AAPI Discussion Guide for Black Solidarity-Discussion Guide [📄](#) AAPI Collective for Black Solidarity - Discussion Guide

Books:

- Excerpt of Essential Questions: Opening Doors to Student Understanding by Jay McTighe, Grant Wiggins (Chapt.1, 3)
- Excerpt of Emergent Strategy: Shaping Change, Changing Worlds by adrienne maree brown
- Excerpt of Turning to One Another: Simple Conversations to Restore Hope to the Future by Margaret J Wheatley