

**Academic Culture for Non-native Speakers of English:
The Language of Teaching & Learning**

Linguistics 480

Summer 2019

Tuesdays/Thursdays 3:30-4:50

Kresge 2-329

Instructors

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Course website: <http://canvas.northwestern.edu>

Course Objectives

By the end of this course, students should be able to:

1. Design and lead an engaging teaching demonstration (a 10-minute lecture on an introductory topic in their discipline).
2. Demonstrate effective impromptu classroom communication by presenting course information (e.g. class policies, schedule, etc.) from a syllabus that the student has not seen before.
3. Evaluate and incorporate feedback from instructors and peers to improve teaching demonstrations.
4. Identify their own strengths and weaknesses when speaking English, and demonstrate progress toward improved proficiency (intelligibility and effectiveness).

Course Description

This course explores effective communication strategies for international graduate students teaching in the American undergraduate classroom. Students will observe, analyze, and practice classroom communication as they develop a short teaching demonstration that highlights their spoken English at its best. Students will have the unique opportunity to receive feedback from instructors affiliated with English Language Programs and the Searle Center for Advancing Learning and Teaching. Those who successfully complete the course will be eligible for the Teaching Demonstration Assessment that will be evaluated toward fulfillment of The Graduate School's English proficiency requirement.

Eligibility and Enrollment

This course is designated for international graduate students who have been nominated by their home department or program, and whose enrollment has been approved by The Graduate School and English Language Programs. It is not open to other students. Only those students with a permission number for the course will be permitted to enroll and participate.

Students who participate in the course will be registered for it, and the class will appear for them in CAESAR. This is a non-credit course: it does not affect your grade point average, and the course load is zero (0).

Technology Policy

To be successful in this class requires active engagement with the course material, instructors, and peers during class time. Please leave your laptops/tablets/phones and other electronic devices in your bag during class. If you have extenuating circumstances that require the use of a device during class, please see one of the instructors to discuss.

Assessment

As with all non-credit courses at Northwestern, a letter grade for this course will not appear on your transcript. Instead, you will receive a grade of "satisfactory" (S) or "unsatisfactory" (U). To determine whether your final grade is S or U, point values will be assigned to each assignment in this course. These grades will be combined for a final course average, weighted by the percentages listed below. To receive a grade of S, your final course average must be 80% or higher (equivalent to a B).

Homework assignments will be evaluated by the instructors, and are due on the date listed. Late homework assignments will not be accepted, except in the case of serious, documented emergencies.

Students will complete weekly **teaching demonstration assignments** to develop a short introductory presentation on a topic in their field for TGS's Teaching Demonstration Assessment (Course Objective 1), and to practice presenting administrative information to a class (Course Objective 2). **Canvas quizzes** will assess how well students have mastered the readings and information about TGS's Teaching Demonstration Assessment (Course Objectives 1, 2). Students will be asked to participate in **individual meetings** with faculty, and to provide **peer feedback** and **self-assessments** of their teaching demonstrations (Course Objective 3). Students will complete

several **recording assignments** to provide samples of their spoken English. They will receive individual feedback from English Language Programs Faculty to identify their strengths and weaknesses when using spoken English, as well as suggested strategies for improvement (Course Objective 4).

Breakdown of final grade

Teaching Demonstration Assignments	50%
Canvas Quizzes	20%
Individual Meeting Assignments	5%
Peer Reviews	5%
Recording Assignments	20%

Attendance

Learning from this course requires active participation, and regular attendance is mandatory. If you cannot attend a class due to illness, a conflict with an academic commitment, or other reason, please contact one of us as soon as possible by email. Students will be allowed a maximum of one excused absence (excused means you have contacted one of the instructors and have made plans to make up the material you have missed). *Any unexcused absences, or more than one excused absence, will result in a grade of "U" for the quarter, and you will not be eligible for the TGS Teaching Demonstration Assessment.*

Teaching Demonstration Assignments (50%)

1. Microteaching topic
Submit a topic for your microteaching presentation.
2. Revised microteaching topic
Incorporate instructor and peer feedback to make any necessary changes to your teaching topic.
3. Microteaching outline
Create an outline for your microteaching presentation.
4. Sample syllabus
Submit a syllabus from an introductory course in your field where your teaching demonstration topic is likely to be covered. Bring three hard copies of the syllabus to class for use during in-class activity.
5. Revised microteaching outline
Incorporate instructor and peer feedback to make any necessary changes to your microteaching outline.
6. Video
Make a video of yourself delivering your microteaching presentation. You should have at least one person in your audience while you present.
7. Video self-assessment

Watch the video of yourself making your microteaching presentation. Submit a reflection where you discuss what went well, and what you think could be improved.

8. Final microteaching presentation

Deliver your microteaching presentation to the full class.

Canvas Quizzes (20%)

You will be required to complete several short quizzes on Canvas. These will test you on important material covered in the readings or in class.

Individual Meeting Assignments (5%)

You will be required to have weekly half-hour meetings with your instructor to discuss the development of your teaching demonstration. You will be assigned a specific instructor for these mandatory meetings. You will receive course credit for coming to the meeting.

Outside of these meetings, you are encouraged to come to office hours or set up appointments with any instructor of your choosing to discuss/practice your teaching demonstration.

Peer Reviews (5%)

In addition to instructor feedback, we will also ask you to provide peer feedback on certain assignments. This will involve both oral feedback as well as written feedback on Canvas. This will allow you to develop your skills in providing feedback (a crucial skill for future TAs), and to benefit from receiving feedback on your own work. Strategies for giving effective feedback will be discussed in class.

Recording Assignments (20%)

1. Self-introduction & reading

Make a recording where you introduce yourself as you would when you enter the room at the TGS Assessment. State your name, where you are from, where you live now, your department, your research area, whether you have any teaching/TA experience, etc. The introduction should last 30 seconds-1 minute. Then, read a given paragraph out loud.

2. Revised self-introduction

Re-record self-introduction based on feedback from Recording Assignment 1.

3. Comparison reflection

Record reflection comparing Recording Assignments 1 and 2; provide self-assessment.

Readings

1. Bain and Zimmerman (2009), Understanding Great Teaching. *Peer Review* (Spring), AAC&U.
2. Cashin, W.E. (2011). Effective Classroom Discussions. *Idea Paper #49*. The IDEA Center

A note on our learning environment

We encourage an open and respectful learning environment. This means you should feel free to ask questions during class of the instructors and your fellow students. A respectful environment is one in which everyone is comfortable making mistakes, knowing this is the key to making progress. Please be respectful of your classmates' questions and comments, and help one another as they develop their presentation and speaking skills. Peer review will be an integral component of this course, and will require a collegial and collaborative approach to providing and receiving valuable feedback.

All speakers of English make occasional errors. Each student will enter this class with different skills and strengths in English, and no one will excel in every area. Errors are inevitable, but they are an asset to learning, not an obstacle! Errors provide an important opportunity for feedback, which will in turn help you to improve your language skills.

Unless we require it for a class activity, please keep your phones and dictionaries in your bag during class, and keep your laptops and tablets closed.

Remember, if you have questions, chances are other students do, too. Please ask!

Course Schedule

(Note: The following is subject to change. Revisions to the syllabus will be posted on Canvas.)

Date	Topic	Reading	Assignment Due BEFORE Class (on Canvas)	In-Class Assignments/Activities
Day 1 Tues, Jun. 25	Introductions & Ice-Breaker TGS Assessment Review Giving Peer Feedback Teaching Demonstration Topics Discussion		<u>Teaching Demo Assignment 1: Microteaching Topic</u> In one paragraph, describe the topic you will teach for your microteaching presentation. Briefly explain the topic and why you chose to focus on it for your presentation. The topic should be a concept that is taught in an <i>introductory</i> course in your discipline. <u>Canvas Quiz 1: TGS Assessment</u> Submit answers to online quiz	Introductions to instructors, students, course, and TGS assessment Discuss guidelines for peer feedback Present teaching topics in groups for peer feedback
Day 2 Thurs, Jun. 27	Understanding Great Teaching Discussion Effective Presentations	Bain and Zimmerman (2009)	<u>Recording Assignment 1: Self-introduction & reading</u> Self-introduction, description of previous teaching/TA experience <u>Canvas Quiz 2: Bain & Zimmerman reading</u> Submit answers to online quiz <u>Individual Meeting Assignment 1</u> Meet with assigned instructor to discuss teaching demonstration topic by Friday at 5pm	Discuss reading Watch TED Talk, analyze Discuss strategies for effective presentations
Day 3 Tues, Jul. 2	Structuring Teaching Demonstrations Engaging Students Asking Meaningful Questions		<u>Teaching Demo Assignment 2: Revised Teaching Topic</u> Incorporate instructor and peer feedback in revised 1-paragraph description of your teaching topic	Discuss effective structuring of presentations. Note expectations of American academic audiences. Watch sample teaching demo from previous TGS assessment Introduce outline structure students can use to develop their own presentations
Day 4	NO CLASS		<u>Canvas Quiz 3: Cashin reading</u> Submit answers to online quiz	

Thurs, Jul. 4	Independence Day		<u>Individual Meeting Assignment 2</u> Meet with assigned instructor to discuss teaching demonstration by Friday at 5pm	
Day 5 Tues, Jul. 9	Developing Teaching Demonstration Outlines	Cashin (2011)	<u>Teaching Demo Assignment 3:</u> <u>Microteaching Outline</u> Provide an outline for how you plan to teach your topic, including an introduction, body, and conclusion. Be ready to present your outline to a small group of peers.	Meaningful questions practice: what are questions you can ask to introduce your topic? How will you engage your audience at the beginning of your talk? Group discussion of your outline with peer review. Can group members follow your presentation?
Day 6 Thurs, Jul. 11	Communicating Administrative Information to Students		<u>Peer Feedback on Teaching Demonstration Outline</u> Submit feedback on Canvas for peer teaching demonstration outlines <u>Teaching Demo Assignment 4: Sample Syllabus</u> Submit a syllabus from an introductory course in your field where your teaching demonstration topic is likely to be covered. Bring three hard copies of the syllabus to class for use during in-class activity. <u>Individual Meeting Assignment 3</u> Meet with assigned instructor to discuss outline by Friday at 5pm	Communicating syllabus information to students discussion Practice presenting a syllabus you selected
Day 7 Tues, Jul. 16	Effective Q&A Sessions		<u>Teaching Demo Assignment 5: Revised Outline</u> Incorporate instructor and peer feedback in revised outline of your teaching demonstration. Include a proposed script of your remarks for each section of the outline.	Q&A discussion, practice? Teaching demonstration practice in small groups
Day 8 Thurs, Jul. 18	Developing Teaching Demonstrations:		<u>Recording Assignment 2: Revised Self-Introduction</u>	Teaching demonstration practice in small groups

	Content & Structure		<p>Re-record self-introduction and description of previous teaching experience based on feedback from Recording Assignment 1.</p> <p><u>Individual Meeting Assignment 4</u> Meet with assigned instructor to discuss outline by Friday at 5pm</p>	
Day 9 Tues, Jul. 23	<p>Impromptu Classroom Communication</p> <p>Communicating Administrative Information to Students</p>		<p><u>Teaching Demo Assignment 6: Video</u> Create a video of yourself delivering your teaching demonstration to 1-2 audience members. Include Q&A with your audience afterward. Submit the video on Canvas.</p> <p><u>Teaching Demo Assignment 7: Video Self-Assessment</u> Watch your presentation video and submit a self-assessment reflection on Canvas: What went well? What could be improved?</p>	Present previously unknown syllabus in groups for peer feedback
Day 10 Thurs, Jul. 25	Teaching Demonstration Practice		<p><u>Recording Assignment 3: Comparison reflection</u> Record reflection comparing Recording Assignments 1 and 2; provide self-assessment.</p> <p><u>Peer Feedback on Video</u> Submit feedback on Canvas for peer videos</p> <p><u>Individual Meeting Assignment 5</u> Meet with assigned instructor to practice demonstration by Friday at 5pm</p>	<p>Discuss self-reflection and peer feedback on presentation video. What are some themes that emerge about ways to improve?</p> <p>Syllabi, teaching demo practice</p>
Day 11 Tues, Jul. 30	In-Class Presentations		<u>Teaching Demo Assignment 8: Final Microteaching Presentation</u>	Deliver teaching demonstration to full class
Day 12 Thurs, Aug. 1	In-Class Presentations		<p><u>Teaching Demo Assignment 8: Final Microteaching Presentation</u></p> <p><u>Individual Meeting Assignment 6</u> Meet with assigned instructor to practice demonstration by Friday at 5pm</p>	Deliver teaching demonstration to full class