

# COMMUNICATING IN THE AMERICAN UNIVERSITY CLASSROOM FOR INTERNATIONAL GRADUATE TEACHING ASSISTANTS

FALL 2003

GRAD 310 (SECTIONS 001, 002, 003, 004)

REQUIRED TEXT: COMMUNICATE, SMITH, MEYERS AND BURKHALTER

## I. Goals of the Course

- A. Improve English Pronunciation and Grammar
- B. Create an Awareness of Cross-Cultural Differences and Improve Cross-Cultural Communication
- C. Become Familiar with and Improve Basic Teaching Skills in the American Classroom

## II. Syllabus

- A. Introducing Yourself to the Classroom **Aug. 26 – Sept. 9**
  - a. **Student Presentations (Video taped)**
  - b. Communicate, pp. 1-9
  - c. Instructor will prepare notes re: Common Pronunciation Problems for each student
  - d. Compare characteristics of a good teacher in different cultures
- B. Nonverbal Communication and Teacher Presence in the Classroom; Classroom Expressions and Terms **Sept. 11 & 16**
  - a. Communicate, pp. 11-18; pp. 21-27
  - b. Choose ten (20) field specific words (especially words you know you have trouble pronouncing), look up each word in an English Dictionary and write (and practice pronunciation of) each word with stress indicated. The words will be turned in with the Conversation Log.

- C. Introducing a Syllabus **Sept. 24 – 30**
  - a. **Student Presentations (Video taped)**
  - b. Communicate, pp. 19-21
  - c. Interview an experienced TA re: classroom management (p.27)
  - d. Conversation Log to be turned in along with 20 field-specific words (see Appendix) with the stress indicated – **Sept. 30**
- D. Word Stress; Emphatic Stress; Levels of Directness; Manner of Speaking; General Compensation Strategies **Oct. 2**
  - a. Communicate, pp. 44-51
- E. Fielding Questions in the Classroom **Oct. 7, 9**
  - a. Communicate, pp. 69-71; pp. 90-106
- F. Organizational Cues **Oct. 14**
  - a. Communicate, pp. 55-60
- G. Explaining a Visual **Oct. 14 – 30**
  - a. **Student Presentations (Video taped)**
  - b. Communicate, pp. 30-43
- H. Stress and Intonation in Thought Groups; Sentence-Final Intonation **Nov. 4, 6**
  - a. Communicate, pp. 61-65
- I. Defining a Term in the Classroom and Using Relative Clauses **Nov. 6-13**
  - a. **Student Presentations (Video taped)**
  - b. Communicate, pp. 53-54; pp. 66
- J. Interaction in the Classroom **Nov. 18**
  - a. Communicate, pp. 71-77
- K. Teaching a Process using Interaction **Nov. 20**
  - a. **Student Presentations**
  - b. Communicate, pp. 77-88
  - c. **Conversation Logs and 20 field-related terms with stress indicated to be turned in**

- L. Presenting a Lecture – teaching using interaction **Nov. 25-Dec. 4 (Dec. 8 is the last day of classes)**
  - a. **Student Presentations (Video taped). Faculty and undergraduate students will be invited to attend.**

### III. Grading Policies

- A. This is a Pass/Fail Course: Grading will be based on attendance, completion of assignments and class participation. Since much of the course will consist of student presentations in class, each student will be expected to give his/her presentation upon request. Five (5) of the six (6) students presentations will be video taped. Assignments will also include keeping a log/diary of English conversations with conversation partners. These Conversation Logs will be collected at the end of each month. Each student is expected to have a conversation partner with whom they can speak and practice their conversational English. Conversation partners must be American speakers. Students may obtain their own partners, or they may request a partner from the International Organization on campus (962-5661).
- B. Each student is permitted two (2) unexcused absences: any other absence must be excused by the Instructor prior to the class missed. **More than two (2) unexcused absences will be grounds for failing this course.**
- C. It is expected that each student will strictly adhere to the Honor Code.

### IV. Instructors

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