

# Speaking and Listening course for academic purposes

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## Context (how the instructor conceptualizes the needs of this course)

Deciding to study abroad is a huge, life-changing commitment. Some students meticulously plan out the future study all the way from middle school while others are being impulsive and quit their job and plunge into the pool of to-be-overseas students. Commonly, the first thing they typically do after the big decision making is to register a course for TOEFL and GRE and create a study group with some strangers. These courses are considered a prep course for studying abroad. The truth is it is merely a course to help them to meet one of the requirements to get into college programs. Once students get enough scores for their admission, they feel they are well qualified and suited to study in a university. It is really hard to have a real sense of the differences of academic traditions between Korean universities and US universities before physically experiencing them. Some of self-motivated students might register conversational ESL courses in Korea or in the US before the school starts. Once the school begins, the unidentified struggles begin. As an international student myself, I have witnessed a number of international students struggle with academic performances because of their inadequate English skills and lack of awareness of academic discourses even though most of them are likely to be academically capable in terms of subject matter. It is obvious that the high scores of TOEFL and GRE, the two primary English proficiency tests don't correspondingly affect the academic performances in class. Academics in the US are increasingly concerned about international

students who do not have adequate English skills to cope with their courses because many international students don't optimize their learning experiences and hinder learning among other students. In the worst case, the language challenge results in poor academic achievement and compromising their reputation as a student. It is often as a rite of passage of being an international student with language barrier. More than often, international students struggle because they are not clear about what US universities more precisely their professors expects. They should be able to recognize that those expectations are different from their previous learning experiences and prepare it. Growing pains might be a worthwhile, but we should discern whether it is the positive pain of growth. With strategic preparation and awareness of academic needs, students don't need to risk their academic career and future.

### **Course description**

This course is designed for Korean EFL students who want to focus on the development of the listening and speaking skills in order to study in an American university. It is intended primarily to address immediate academic needs for those who have been already accepted by universities, who are in the application process, or who are in preparation of studying abroad. Students are in high intermediate and advanced levels. It is a 12 week course, and classes are given twice a week for one and half hour. The current status of students is likely to be a high school student, a high school graduate, a college student, a college graduate, a graduate student, or an employee at workforce.

### **Course goals and objectives**

The goal of this course is to improve the listening and speaking skills to address the students' real world academic needs and to meet the demands of a university curriculum. In

addition, the course will prepare the students for cultural understanding and knowledge about a variety of topics. By the end of the course, students are expected to be proficient in academic listening skills such as identifying main ideas, recognizing details, familiarizing with various accents and tones, and making inferences from the given context, making prediction, and taking usable notes in lectures and other listening materials. Students are also expected to be proficient in critical speaking skills such as verbally summarizing, giving effective presentations, participating in group discussion and debate, and engaging in small talk in academia. Students will be expected to be an independent, self-directed learner. Students will develop a sense of the American college cultures and the American cultures in general. Students will get into a life-time habit of learning language in a socio-cultural context. Students are expected to be an independent and self-directed learner in various academic settings.

### **Conceptualizing content**

#### 1. A critical listener in a lecture

- evaluating information

- identify main ideas

- remembering specific details

- organizing information (seeing how ideas relate to each other)

- recognizing language cues

- understand numbers and US matrix

- taking usable notes

- using/recognize abbreviation and signs

## 2. A critical and independent thinker and learner

- drawing conclusion

- making predictions before/during/after

- making inference from context

- thinking carefully about facts and the lecture's interpretation and bias

- looking for ways to combine new and old knowledge

- monitoring and evaluating the quality of one's own learning

## 3. An effective presenter

- recognizing the criteria of a good presentation

- articulating, speaking clearly

- “practice makes perfect.”

## 4. An active member in the community of the academic field

- making small talk in a seminar, conference, or class

- giving elevator speech to professors and potential employers

- carrying out collaborative projects with classmates

-participating in discussion and debate

## Needs assessment

### 1. What college professors expect from students

Below is an excerpt from an online article of College Magazine that encapsulates what professors expect from college students. Even though it may sound too general, it will be a great window to start a needs assessment from a whole different perspective.

*College is a different playing field and professors want students to treat it that way. It's not all about memorizing terms, it's about substantial and sustained learning, says Dr. Ken Bain, Ph.D., author of What the Best College Teachers Do and history professor at Montclair University.*

*"Good teachers help students to take a deep understanding and make meaning out of what they are learning," says Bain. In college, professors expect students to go beyond the basic skills they learned in high school.*

*It's all about taking an interactive approach to learning. According to Bain, students who take this approach are the ones who integrate what they learn in the classroom with their lives and recognize the implications of the ideas they pick up from their study materials.*

*While teachers play an important role in education, Bain says that students play just as important of a role. Dr. Kip Wheeler agrees and says asking questions are not only important but also expected of students. "Ideally, asking questions develops the life-long habit of talking*

*about ideas,” says Wheeler, a habit that trains students to brainstorm with their teachers and peers to help them create their own original ideas.*

*Wheeler also strongly suggests taking advantage of professors’ office hours. It is in the student’s best interest to seek help from their professors, not just to clear up any concern but to show the student’s serious interest in the subject.*

*Professors also expect their students to take advantage of their peers. Exchanging contact information with classmates in the beginning of class is a good way for students to keep up with class should they have any reason to miss class. Students are also expected to keep in touch with their professors and teaching assistants if they need to miss class for any reason.*

*By Alexandria Sese*

## 2. What students (both US and international students) expect from one another

Below is a student’s testimonial comment to the online article, “Whistleblower Warning on Degrees” by Sean Coughlan, News education reporter. The comment of the student contains a powerful message to remind us of the importance of taking responsibility and being learning resources for both themselves and others.

*My MSC Economics class at one of the Russell Group Universities was probably 90% foreign (myself included, although English is my first language). Some of the students’ language skills were extremely lacking – to the point where communication was all but impossible. It was incredibly frustrating, especially when we were split into groups for one course and I was the*

*only one in mine with English as my mother tongue. Talking through our assignments and sharing ideas and knowledge wasn't an option, and I feel robbed the course of a fair portion of its value. Lectures were also affected, with students holding up the entire class with mundane questions about basic meanings. Yes, we foreign students do add value – but please, please institute more rigorous language testing before letting us in (even if we are paying 3 times what local students are).*

***Lauren, London***

\*These two articles above will be read and discussed in class on the first day of the course.

### 3. What the students in this course expect

Pre course assessment is not feasible because the teacher does not have contact with students until the first day of the course. Also, there won't be a preceding placement test for students to register this course, but the specific course description with an example lesson plan will be carefully provided at the time of their registration so as to help them decide whether their needs and expectation fit with the nature of this course.

On the first day of the course, in order to assess each student's listening proficiency, students will be given a diagnostic test in which they will be asked to listen to the following short lectures and take notes.

1. TEDTALK: Jessa Gamble: Our natural sleep cycle (04:01)

[http://www.ted.com/talks/jessa\\_gamble\\_how\\_to\\_sleep.html](http://www.ted.com/talks/jessa_gamble_how_to_sleep.html)

2. TEDTALK: Alisa Miller: The news about the news (04:26)

[http://www.ted.com/talks/alisa\\_miller\\_shares\\_the\\_news\\_about\\_the\\_news.html](http://www.ted.com/talks/alisa_miller_shares_the_news_about_the_news.html)

The student's speaking proficiency will be monitored while each student introduces him/herself to the class and throughout the small group activity where the students work in pair first and present the other partner's opinions to the class on the first day of the class. However, the needs assessment on the students' part will be conducted as an ongoing part of their classes.

To more closely assess how the students feel about their needs and expectations, students will be given a questionnaire to fill out as an assignment after the first class. The Questionnaire will include questions to aim for indentifying both the objective and subjective needs of the students.

Name :

Age :

Profession :

Major/interests you'd like to pursue:

The progress of your application process:

1. Have you taken TOEFL and/or GRE? What are the scores?

2. Which schools have you applied?

3. Have you been accepted? If so, when is your departure date?



4. What do you think is the most challenging part in studying abroad?

5. What is your future plan after finishing your study?

6. Do you any experience in staying, traveling, or studying in a foreign country? If you have, please provide some details.

7. Do you have any speech or lecture that has influences on your life? If so, what are they?

8. How would you describe your listening and speaking levels?

9. What specific challenges do you face when you listen to a lecture in English in general?

10. Rank the following from easiest(1) to hardest (5) for you:

\_\_ listening to informal conversation outside of class

\_\_ listening to in-class discussions

\_\_ listening to audio media (e.g. radio podcasts)

\_\_ listening to lectures with no teacher-student interaction

\_\_ listening to lectures with some teacher-student interaction

11. What specific challenges did you face when you speak in English?

12. Why are you taking this course? What is your short-term goal with this course?

13. What do you expect from this course?

14. Any question or comment?

### **Selecting/adapting materials**

There is no required textbook. The listening materials for this course will be mainly taken from authentic listening sources. Much of listening materials will be taken from TED TALK with a few video clips from various sources such YouTube, NPR (radio), and other online sources. Most of class learning strategy materials will be offered by the instructor and subject to change by the interests and needs of students in question.

At any level, particularly at the advanced level, constant practice of language skills outside of class is necessary. Therefore, this no-textbook approach will give students materials which they can use both in and out of class. Moreover, it will encourage students to get into the habit of finding their own materials in authentic and socio-cultural contexts. Most of class learning strategy materials will be offered by the instructor and subject to change by the interests and needs of students in question.

## **Forms of activities in and out of classroom**

1. One of main tasks is listening to real-life lectures and taking notes.
2. Students will be assigned to record their oral reaction to given prompts ,usually connected to what they have watched or discussed in class, at home and sent it to the instructor via email.
3. Students will have an opportunity to have three different presentations whose difficulty and complexity level will gradually be increased.
  - In the first presentation, Students will give a 3minute long presentation in which each student will bring an object that represents who they are. No guideline or format is assigned, so students are encouraged to be creative as much as they can and have fun to ease the initial reservation.
  - In the second presentation, the students will give a 7 minute long presentation in which each student will read an article, from their choice, beforehand and give an objective overview of the article to the class. Students may prepare a PowerPoint, use the blackboard or be creative. At the end, the students should prepare for the additional 3 minutes for questions/discussion. Students who are the audience should come up with at least one question or comment.
  - In the third presentation, the student will give a 15 minute long presentation in which the students will do research on a topic beforehand and give brief background information of the topic and finally take their stance and opinions. The eligibility for topics will be pre-discussed with the instructor before planning out the outline. During the presentation, the rest of the class will be asked to take notes. 5-10 minute for feedback discussion and a

question-and-answer session will be followed. This time, the use of visual aid will be strongly recommended.

4. As part of the third presentation preparation, an interview with the instructor will be conducted regarding the topic that each student has chosen before the formal presentation. In this activity, the students will be asked to be the interviewer asking questions that are carefully designed to elicit a good conversation and at the same time being spontaneous with the flow of the conversation with the interviewee.
5. Each and every class, discussion and debate in pairs, small groups, or big group will actively take place.
6. Quotation interpretation and cartoon reading will be included as a warm-up activity.
7. If necessary, students will be provided with a transcript for an analysis activity.

## **Evaluation**

Traditional methods like quizzes, exams, and scoring/grading are not part of the evaluation of this course. Instead, each student will receive individualized feedback and comments from the instructor during and after every task, activity, and performance: Audio journal (verbal reactions), 3 presentations, interview, completion of listening comprehension packages, note-taking of lectures, participation and other activities are carefully monitored. It is more of a combination of personal response method and constructed response method.

In addition to the instructor's constant feedback, a self-assessment method will be frequently built around the course as another activity as to give the ownership of their learning and learning outcomes. Also, students will have a chance to be a critical evaluator by creating assessment rubrics in class which will be used as a tool for their own presentation evaluation and peer-evaluation.

**Course schedule and outline**

	Goals and objectives	Content/Topic	Procedure	Homework for next
1 Mon	<p>1.Needs assessment (to evaluate students' listening comprehension and note-taking abilities)</p> <p>2.It will helps students become more aware and purposeful in their learning (adjusting to task-based learning style/recognizing that the task-based course )</p> <p>3. It will emphasize the application of knowledge and skills for task accomplishment and critical thinking rather than the acquisition explicit linguistic knowledge</p>	<p>1. Get to know myself better as an international student</p> <p>2. Get to know each other</p> <p>3.Studying abroad</p> <p>4. Task-based teaching</p>	<p>1 Self-introduction</p> <p>2. Small group activity-talk about how students have been studying to improve speaking and listening skills with a partner and present their partner's thoughts to the class</p> <p>3. Course introduction :</p> <p>-Explain teacher's perspective on the course development</p> <p>-Read two the testimonial comments and discuss students real academic needs</p> <p>-what your future professors will expect from you</p> <p>-what your future classmates will expect from you</p> <p>4. Explain how the course works</p> <p>-go over course schedule</p> <p>-explain task-based teaching style</p>	<p>1.Fill out the questionnaire</p> <p>2. Gettysburg address background Research (5 facts)</p>

			<p>-emphasize the importance of learning responsibility and participation</p> <p>5. Diagnostic test –taking notes(main idea, supporting details, numbers)</p> <p>6. Homework =&gt;</p>	
2 Thurs	<p>1. It will get students to have a real sense of speeches and lectures through reading one powerful speech out loud and group discussion</p> <p>2. Needs assessment</p>	<p>1. Gettysburg address</p> <p>2. Individual conference</p>	<p>1. Pre-discussion based on the research</p> <p>2. Read and understand the speech line by line.</p> <p>3. The instructor delivers the Gettysburg speech.</p> <p>4. Students practice in pair</p> <p>5. Discuss how to deliver the speech and why.</p> <p>6. Each student performs the speech in front of class.</p> <p>7-1. Group discussion (while the instructor does the conference with each student) on speeches and lectures that have been heavily influenced or that will be likely to listen to in students' majors and fields. Write them on</p>	<p>Audio Journal- record Gettysburg address at home</p>

			<p>the board.</p> <p>7-2. Individual conference (with diagnose test result and questionnaire)</p> <p>8. Homework simulation =&gt;</p>	
<p>3 Mon</p>	<p>1.Students will learn how to evaluate information(deciding what is important and needs to be noted, identifying the main idea and important details)</p> <p>2. Students are expected to be aware of the role of note-taking.</p> <p>3. Students will familiarize themselves with an inspirational speech and its discourse features.</p> <p>4. Students will be aware of their strength and weakness in listening to lectures.</p> <p>5. Students will raise awareness of the importance of critical/analytical thinking</p>	<p>1.Lisent to a lecture</p> <p>2.Steve Jobs (an influential figure for young generation, easy to follow, well structured with the explicit cues)</p> <p>3.Inspirational speech</p> <p>4.Take notes</p>	<p>1. Pre lecture discussion about Steve Jobs-prediction and quotation interpretation</p> <p>2.1<sup>st</sup> listen to a lecture Steve Jobs “How to live before you die”-take notes on an empty sheet</p> <p>3.2<sup>nd</sup> listen-with listening points package and fill out with a partner</p> <p>4.Class discussion</p> <p>-Identify challenging spots and revisit</p> <p>-Inspirational speech</p> <p>5. Homework explanation and simulation =&gt;</p>	<p>1. Listen to the lecture again.</p> <p>2. Audio journal-Record your oral reaction to the following prompts.</p> <p>-If Steve Jobs had never dropped out of Reed College what would have happened to his life and the world?</p> <p>-He had made a number of life-changing decisions. Do you have similar experiences? If so,</p>



				explain what and why. If not, talk about the events you believe you should have done.
4 Thurs	<p>1. Students will increase awareness of the structure of a lecture by learning lecture discourses -the use of cues that introduce topics, signal organization, and conclude lectures</p> <p>3. Students will be able to predict information by identifying explicit, implicit discourse cue and nonverbal cues</p>	<p>1. The structure of a lecture and cues</p> <p>2. Steve Job(recycling)</p> <p>3. Dan Ariely “Are we in control of our own decisions?”</p>	<p>1. Preview</p> <p>2. Compare the language of lecturing to the language of writing</p> <p>3. Transcript analysis</p> <p>- What are generic discourse features in the language of lecturing? (Find them in Steve Jobs’ speech )</p> <p>4. Pre lecture talk</p> <p>- Behavioral economist, the author of Predictably Irrational</p> <p>- It's become increasingly obvious that the dismal science of economics is not as firmly grounded in actual behavior as was once supposed.</p> <p>5. Listen to a lecture: Dan Ariely “Are we in control of our own</p>	<p>1. Listen to “Are we in control of our own decisions” again and take notes. Bring it to class.</p>

			<p>decisions?"</p> <p>6. Compare the structure of the two lectures and their discourses.</p> <p>7. Homework =&gt;</p>	
5 Mon	<p>1. Students will be able to evaluate extra information, a digression, so as to better recognize the key points of the academic lecture and to understand the overall organization of the lecture. 2. Students are expected to avoid any distraction and confusion from digressions. 3. Students will learn to identify explicit cues to digression and non explicit and non verbal cues. The student will raise awareness of various contexts such as an inspirational speech style, a different accent, and a non- traditional lecture design.</p>	<p>1. Digressions</p> <p>2. Ken Robinson (different speech style- use lots of episodes and humors, different accents-British)</p>	<p>1. Review the previous lesson</p> <p>2. Discuss things that can make it difficult/easy for listeners to follow a lecture.</p> <p>3. Lesson topic introduction- digressions</p> <p>4. Talk about how we recognize digressions and how we know when they are finished.</p> <p>5. Warm-up activity</p> <p>-Read the lecture excerpt about Maslow's theory. Work with a partner to label each of the circled expressions as a repetition, paraphrase, example, or digression and circle any discourse cues you find.</p> <p>6. Pre discussion before listening to a lecture</p> <p>-Ken Robinson-an creativity expert</p>	<p>1.Prepare the first presentation</p> <p>-Bring an object that represents who you are and explain why it is meaningful for 3 minutes. Be creative as much as you can and have fun.</p>

			<p>-Subject-Creativity and our school system, multiple types of intelligence</p> <p>7. Listen to the lecture and take notes individually.</p> <p>8. Transcript analysis</p> <p>9. Homework explanation</p> <p>-The instructor simulates the task.</p>	
6 Thurs	<p>1. Students will be able to connect ideas that are shared from the different lectures.</p> <p>2. Students will be encouraged to be a critical thinker.</p>	<p>1. Creativity capacity</p> <p>2. Education</p> <p>3. Larry Lessig</p> <p>4. Law</p> <p>5. Presentation</p>	<p>1. Preview Ken Robinson's lecture</p> <p>2. Listen to a lecture and take notes: Larry Lessig "Laws that choke creativity"</p> <p>3. Class discussion- Compare the two lectures under the same topic: differences and similarity</p> <p>4. Each student gives his first presentation.</p> <p>.</p>	<p>1. Listen to Larry Lessig again.</p> <p>2. Audio Journal- record your reaction to the following prompts.</p> <p>-what is your own definition of creativity capacity?</p> <p>-Name anyone who you believe is very creative and original and provide why you think so.</p>

<p>7 Mon</p>	<p>1. Students will learn how to give an effective presentation.</p> <p>2. Students will be able to discern the differences between presentation and papers.</p> <p>3. Self-assessment</p>	<p>1.Presentation examples</p> <p><a href="http://www.youtube.com/watch?v=YivQYeI0vys">http://www.youtube.com/watch?v=YivQYeI0vys</a></p> <p><a href="http://www.youtube.com/watch?v=RikABXXsuLk">http://www.youtube.com/watch?v=RikABXXsuLk</a></p> <p><a href="http://www.youtube.com/watch?v=0gNkUURU9i0">http://www.youtube.com/watch?v=0gNkUURU9i0</a></p> <p><a href="http://www.youtube.com/watch?v=BBthvuOQpKc">http://www.youtube.com/watch?v=BBthvuOQpKc</a></p>	<p>1.Self assessment</p> <p>-Talk about their experiences on the first presentation</p> <p>2. Warm up activity</p> <p>-Compare the textbook paragraph and the lecture excerpt. Explain the ways in which two presentations differ.</p> <p>3. Being an effective presenter</p> <p>-Watch 3-4 short video clips of the examples of poor presentation performances</p> <p>-Identify key points of being an effective presenter and draw up criteria for good presentation.</p> <p>4. Discuss how the content shifts across the introduction, body, and conclusion of the presentation while watching a good presentation video clip.</p> <p>- A presentation about presentation preparation</p> <p><a href="http://www.youtube.com/watch?v=j23nGWcMdbU">http://www.youtube.com/watch?v=j23nGWcMdbU</a></p> <p>5. Talk about how they can make</p>	<p>1. Audio journal</p> <p>-Redo the first presentation while considering what we have discussed in class today.</p>
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			improvement on their presentation 6. Homework =>	
8 Thurs	<p>1. Students will learn some note-taking strategies such as choosing key words to note and using abbreviations and symbols in notes so as to be an analytical listener.</p> <p>2. Students will be able to invent and use their own abbreviations, especially for words or phrases that occur frequently in their subject area.</p>	<p>1. Note-taking strategies Abbreviation and symbols</p> <p>2. Gary Kovacs</p> <p>3. Web tracking and technology and privacy</p>	<p>1. Orientation: What is good note-taking? -compare two different notes and its effectiveness.</p> <p>2. Discuss note-taking strategy and the role of note-taking</p> <p>3. Warm-up activity (in pairs) -Write the symbol or abbreviation for the given ideas/phrase</p> <p>4. Practice: listen to the three short statements and take informative notes as few words as possible and use symbols, abbreviations, indentation, and other strategies where appropriate.</p> <p>5. Pre discussion before listening to a lecture</p> <p>6. Evaluation: Listen to the lecture and take notes. <a href="http://www.ted.com/talks/gary_kovacs_tracking_the_trackers.html">http://www.ted.com/talks/gary_kovacs_tracking_the_trackers.html</a></p> <p>7. Homework =&gt;</p>	<p>1: listen to the lecture again.</p> <p>2. Audio Journal: Record your oral reaction to the following prompts. -What are the assumptions behind the statement “web tracking is not 100% evil?” -What is your reaction to this talk? Agree or disagree? -How much do you think you are sensitive to the privacy issue?</p>

<p>9 Mon</p>	<p>1. Students will be able to accurately note large numbers, fractions, decimal, ratios, statistics, percentages and dates while listening to lectures.</p>	<p>1. numbers</p>	<p>1. Orientation: Discuss what academic subjects would use a lot of numbers. What kinds of numbers are typically mentioned in lectures in that field?</p> <p>2. Practice: Exercise on a dictation of numbers, years, and statistics and listen to numbers in a sentence as the instructor reads out loud and write the numbers.</p> <p>3. Listen to a short movie clip “ Erin Brockovich” <a href="http://michel.barbot.pagespersoorange.fr/hotpot/fig_numbers/erin.htm">http://michel.barbot.pagespersoorange.fr/hotpot/fig_numbers/erin.htm</a></p> <p>4. Evaluation – Listen to a lecture: David McCandless “The beauty of data visualization”</p>	<p>1. Presentation preparation -choose an interesting article for the next presentation and read it thoroughly.</p>
<p>10 Thurs</p>	<p>1. Students will have a chance to review what the course has covered so far and put it together. 2. assessment</p>	<p>1. Listening and presentation</p>	<p>1. Review the listening skills and note-taking strategies.</p> <p>2. Listen to a lecture and take notes(assessment): James Geary, metaphorically speaking</p> <p>3. Review the presentation skills.</p> <p>4. Create a presentation rubric</p>	<p>1. Presentation preparation-read an article and summarize and give an overview to the class for 7 minutes.</p>

			<p>together.</p> <p>Presentation skills?</p> <p>Content?</p> <p>Comments?</p> <p>5. Instructor's presentation simulation</p> <p>6. Homework =&gt;</p>	
11 Mon	<p>1. Students will gain confidence in giving an oral overview to the class.</p> <p>2. Students will "do" what they have learned connecting theory and practice.</p>	<p>1. The role of a presenter</p> <p>2. The role of a listener</p> <p>3. Various topics</p>	<p>1. Student presentation2 (7 min)- After reading an article and give an overview to the class. Students will have an additional 3 minutes for questions/discussion.</p> <p>2. Students who are the audience are subject to come up with at least one question or comment.</p> <p>2.videotaped</p>	<p>The first day presentation group-</p> <p>1. Watch the video and grade yourself according to the rubric that the class has developed.</p> <p>2. Write down the comments and questions from your classmates.</p>

<p>12 Thurs</p>	<p>1. Students will gain confidence in giving an oral overview to the class. 2. Students will “do” what they have learned connecting theory and practice.</p>	<p>1. The role of a presenter 2. The role of a listener 3. Various topics</p>	<p>1.Same as Day 11</p>	<p>The second day presentation group- 1.Watch the video and grade yourself according to the rubric that the class has developed. 2. Write down the comments and questions from your classmates.</p>
<p>13 Mon</p>	<p>1. Students will develop small talk skills to appropriately interact with American peers, professors, and administrators.</p>	<p>1. small talk 2. The Big Bang Theory TV drama 3. Debora Fine- an author, small talk expert, business communication expert</p>	<p>1. Orientation- What is small talk? -Watch part of one episode The Big Bang Theory 2. Presentation –Listen to a lecture about small talk and take notes- The Fine Art Of Small Talk - CBS News 3. Warm up activity -Students are provided with a list of appropriate and inappropriate subjects 4. Extension and assessment : small talk practice and develop into a deeper conversation</p>	<p>1. Read one chapter from Debora fine’s book “Small Talk” and summarize it in 1-2 paragraphs.</p>



			<p>First time: Students circle around the room and make small talk and see how the topics can go in a different or similar direction with a different partner.</p> <p>Second time: Students start with small talk as they do in the first round and then develop the topic into something more personal, engaging, and longer conversation.</p>	
14 Thurs	<p>1. The elevator speech is a helpful tool for marketing students' education and experiences and starting a conversation with an employer at a career fair, during an informational interview, or at an impromptu meeting.</p> <p>2. Self introduction should be targeted to the employer, industry, and job/internship opportunity of interest.</p>	1. Elevator speech	<p>1. The introduction of "Elevator Speech" -Watch a video clip: Don't just stand there!</p> <p>2. Students talk about what they have observed. –definition and usage, and content</p> <p>3. Presentation –creating your elevator speech step by step</p> <p>4. Practice elevator speech in pairs.</p> <p>5. Talk about DONOT list</p> <p>6. Evaluation and extension- Revise your elevator speech in different contexts</p> <p>7. Homework =&gt;</p>	<p>Audio Journal</p> <p>-Practice your elevator speech by recording it then replay your speech and repeat this exercise until it sounds natural.</p>
15 Mon	<p>1. A bridge to the next day activity</p> <p>2. Students will learn another academic discourse-debate</p>	<p>1. Civil debate</p> <p>2. Modern political life</p> <p>3. Michael</p>	<p>1. Preview: Practice elevator speech</p> <p>2. Pre lecture discussion</p> <p>-Quotation interpretation</p>	<p>1. Read, listen, or watch one of the following sources.</p> <p>The instructor</p>

		<p>Sandel  <a href="http://www.ted.com/talks/michael_sandel_the_lost_art_of_democratic_debate.html">http://www.ted.com/talks/michael_sandel_the_lost_art_of_democratic_debate.html</a></p> <p>4. Stewart Brand and Mark Z. Jacobson  <a href="http://www.ted.com/talks/debate_does_the_world_need_nuclear_energy.html">http://www.ted.com/talks/debate_does_the_world_need_nuclear_energy.html</a></p>	<p>“A better way to mutual respect is to engage directly with the moral convictions citizens bring to public life, rather than to require that people leave their deepest moral convictions outside politics before they enter.”</p> <p>- Michael Sandel teaches political philosophy at Harvard</p> <p>3. Watch TEDTalk Michael Sandel: The lost art of democratic debate</p> <p>4. Discussion</p> <p>5. Watch TEDTALK Debate: Does the world need nuclear energy?  Stewart Brand and Mark Z. Jacobson square off over the pros and cons</p> <p>6. Talk about how the debate unravels, how to be an effective debater, and debate tactics/strategies.</p> <p>7. Homework =&gt;</p>	<p>assigned the sources to students.</p> <p>-NY times: An Ugly Toll of Technology: Impatience and Forgetfulness</p> <p>TEDTALK : Kevin Kelly tells technology's epic story</p> <p>-NPR: Have We Grown Too Fond Of Technology?</p> <p>-Opinion piece: Technology Can be Blessing, Curse to students.</p>
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<p>16 Thurs</p>	<p>1. Students will be comfortable and familiar with discussion/debate.</p>	<p>1. Critical thinking 2. Debate 3. Technology dependency</p>	<p>1. The introduction of three sources -NY times: An Ugly Toll of Technology: Impatience and Forgetfulness By Tara Parker Pope June 6, 2010 -TEDTALK : Kevin Kelly tells technology's epic story -NPR: Have We Grown Too Fond Of Technology? -Opinion piece: Technology Can be Blessing, Curse to students <a href="http://today.ucf.edu/technology-can-be-blessing-curse-to-students/">http://today.ucf.edu/technology-can-be-blessing-curse-to-students/</a> e to Students 2. Same resource group discussion 3. Different resource group discussion 4. Each group presents their stance on the issues 5. Homework =&gt;</p>	<p>1. Think about a topic for your third presentation -The eligibility for topics will be pre-discussed with the instructor before planning out the outline. 2. Prepare for the interview-bring a list of questions.</p>
<p>17 Mon</p>	<p>Students will have learning support.</p>	<p>Conference</p>	<p>1. Make some changes in the presentation rubric that the class</p>	<p>1. Reexamine your topic and interview</p>

	Students will learn how to use one of the most essential academic resources, their instructor (or their professors later)	Presentation preparation in class	<p>has developed last time.</p> <p>2. While students prepare their presentation and interview, the instructor conducts a conference. (1:1)</p> <ul style="list-style-type: none"> <li>-University Application progress</li> <li>-Any concerns in general</li> <li>-Any questions about your presentation and interview(topic and a list of questions for the interview)</li> <li>-reminder feedback on the second presentation</li> </ul> <p>3. Talk about what make a good interviewer.</p>	questions.
18 Thurs	<ol style="list-style-type: none"> <li>1. Students will learn how to ask the right questions.</li> <li>2. Students will learn how to ask the questions right.</li> <li>3. Students will be aware of the role of interviewer and interviewee.</li> </ol>		<ol style="list-style-type: none"> <li>1. 1:1 interview with the instructor in preparation for upcoming presentation 3(audio recorded)</li> <li>2. The rest of class observes others' performance. At the end of each interview, give comments.</li> <li>3.</li> <li>3. Homework</li> </ol>	<ol style="list-style-type: none"> <li>1. Listen to your interview and make an interview transcript.</li> <li>2. self-evaluation</li> </ol>

<p>19 Mon</p>	<p>1. Students will learn how to be persuasive and informative in giving a presentation. 2. Students will be able to better communicate with the audience on the spot. 3. Students will become a more confident presenter.</p>	<p>Presentation 3 First day</p>	<p>1. 15 minute long 2. Independent research on the topic before the presentation 3. Topic-something that can indicate your passionate opinions and stance 4. 5-10 minute –Active interaction with the audience 5. The use of visual aid will be strongly recommended. 6. Peer evaluation 7. Videotaped</p>	<p>The first day presentation group- 1. Watch the video and grade yourself according to the rubric that the class has developed. 2. Compare classmates' evaluation with yours.</p>
<p>20 Thurs</p>	<p>Same as day 19</p>	<p>Presentation3 Second day</p>	<p>Same as day 19</p>	<p>Same as day 19</p>
<p>21-24</p>	<p>1. Students will gain more knowledge and confidence in their fields in terms of linguistic and subject aspects. 2. Students will learn to be an independent learner. 3. Students will be able to apply all the learning strategies to a real academic context.</p>		<p>For 4 days, the course intensively focuses on specific academic discourses based on students' academic fields. Students actively participate in choosing topics and finding listening resources and discussion points.</p>	

## **Lesson plan samples(Day3,5, 7, 8, 13, 14)**

### **Day 3: Listening to a lecture**

#### **Goals and objectives**

At the end of the lesson, students...

- will learn how to evaluate information deciding what is important and needs to be noted.
- will learn how to identify a main idea from a real lecture and recognizing important details.
- are expected to be aware of the role of note-taking.
- will familiarize themselves with an inspirational speech and its discourse features.
- will be aware of their strength and weakness in listening to lectures.
- will raise awareness of the importance of critical/analytical thinking.

#### **Materials**

TEDTALK: [http://www.ted.com/talks/steve\\_jobs\\_how\\_to\\_live\\_before\\_you\\_die.html](http://www.ted.com/talks/steve_jobs_how_to_live_before_you_die.html)

A Listening focus package supplied by the instructor

Any recording device for homework

#### **Procedure**

- Orientation : Pre lecture discussion-whole class discussion
  - Who is Steve Jobs? -Brainstorming About Steve Job
  - What is the speech about?-Predicting based on the title of the speech and brainstorming
  - Quotation interpretation from the lecture (pairs=>whole class)
    - “What I stumbled into by following my curiosity and intuition turned out to be priceless later on.”
    - “You have to trust that the dots will somehow connect in your future.”
    - “The heaviness of being successful was replaced by the lightness of being a beginner again.”
    - “Sometimes life’s going to hit you in the head with a brick.”
    - “Death is life’s change agent.”
    - “Stay hungry, stay foolish.”
- First trial on lecture listening and note-taking
  - Before listening to the lecture, talk about the purpose of note-taking.
  - Without explicit guideline or format, have students take notes on an empty sheet the way they used to do.
  - After the first time listening, analyze what they have written and think about what should be noted.

-Possible talking points

- Main ideas and enough subordinate points to clarify understanding.

- Formulae, rules, definitions, and generalizations
  - Inclusion of the speaker's illustrations and examples may help clarify concepts when notes are reviewed.
  - Marginal notes facilitate speedy location of specific items.
  - Instructors usually give clues as to what is important to take down: preview and summaries, materials written on board, other visual aids, repetition, vocal emphasis, questions asked of the class
- Students will be asked to identify the genre/styles of the speech.
  - Get the general overview of main ideas
  - The class discusses what parts are difficult to follow.
  - The class talks about any changes in interpreting the quotations.
- Second trial on lecture listening and note-taking
    - This time, students are given a listening focus package(below) prepared by the instructor in advance to help them focus on important details and encourage them to think in a critical and engaging manner. As they listen, they take additional notes on the same sheet that they first take notes with a different colored pen.
    - After the second time listening, in pairs, students compare their notes with each other and finish the package together based on their notes.
- The class goes over the package as each group presents their answer to the class in turn.
    - When the instructor spots a challenging part in terms of understanding the content, evaluating information and listening proficiency, the instructor plays the problematic part repeatedly.



- Inspirational speech and its discourse features
  - Lecture styles vary greatly from speaker to speaker. Some lecturers are beautifully organized, some ramble, some present an hour of anecdotes and leave the student to determine their significance. It is imperative that students figure out a lecturer's style.
  
- Assignment
  - Assignment1: Listen to the lecture again.
  - Assignment2: Record your oral reaction to the following prompts.
    - If Steve Jobs had never dropped out of Reed College what would have happened to his life and the world?
    - He had made a number of life-changing decisions. Do you have similar experiences? If so, explain what and why? If not, talk about the events you believe you should have done differently.
  - Rules: Do not write a script and read from it.
  - The instructor demonstrates the audio journal assignment.

Questions

name:

**Steve Jobs “How to Live Before You Die”**

1. What is the main idea of the speech?
  
2. Where is the speech delivered?
  
3. Throughout the speech, Steve Jobs talks about three stories from his life. Explain what each story is about.  
  
The first story...  
  
The second story...  
  
The third story...
  
4. Why does he think dropping out of Reed College was one of the best decisions he ever made?
  
5. Is the episode of taking a calligraphy class as a drop-in at Reed College important in his speech? Why? Why not? What is he really trying to talk about?
  
6. If Steve Jobs had never dropped out of Reed College what would have happened to his life and the world?

7. After he got fired from Apple that he started, how did he handle the devastating and humiliating situation? And why did he refer it to as awful-tasting medicine?

8. What is the role of 'death' in his life?

9. What is his overall tone?

## Day 5: What is a digression? Who is Ken Robinson?

### Goals and objectives

The students will be able to evaluate extra information, a digression, so as to better recognize the key points of the academic lecture and to understand the overall organization of the lecture. The students are expected to avoid any distraction and confusion from digressions. The students will learn to identify explicit cues to digression and non explicit and non verbal cues. The student will raise awareness of various contexts such as an inspirational speech style, a different accent, and a non- traditional lecture design.

### Material

-Visual aid- PowerPoint presentation slides

-Ted Talk Ken Robinson says schools kill creativity

-[http://www.ted.com/talks/ken\\_robinson\\_says\\_schools\\_kill\\_creativity.html](http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html)

### Procedure

- Review the previous lesson
- **Orientation** (whole class activity)
  - Discuss things that can make it difficult/easy for listeners to follow a lecture.
    - Possible talking points and answers
      - Accents

- Non-generic structures of lectures
- Unfamiliar topics
- Digressions
- Repetition, paraphrase
- Examples, episodes
- Transitional signals

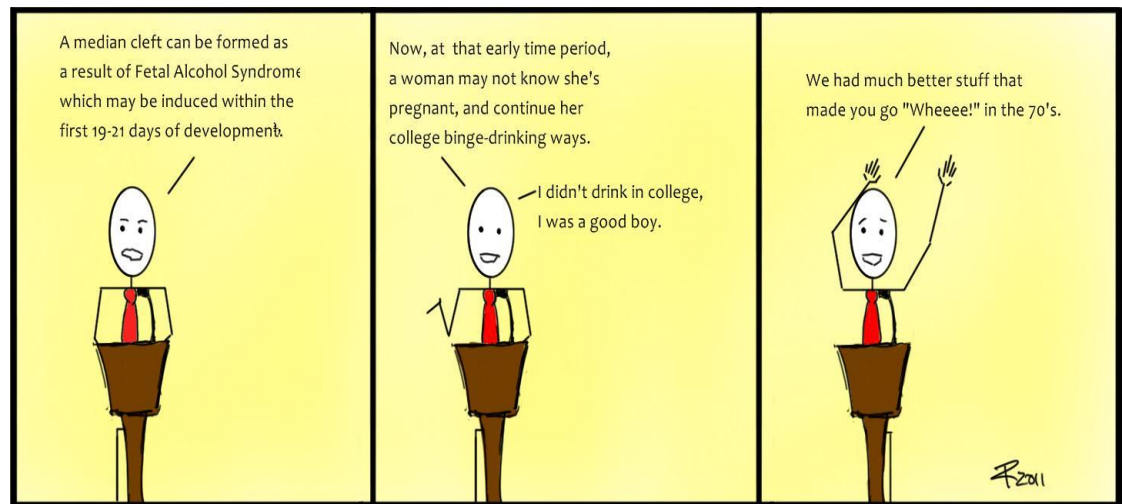
-A trigger question to segue into the topic –“Have you had professors who frequently went off topic and never came back or managed to finish up the less at the last minute?” and “How did you and others react to those digressions?”

- Today’s lesson topic introduction- digressions
  - What is a digression?
    - Read 2 cartoons

Talk about explicit/non-explicit cues, facial expression, gestures, behaviors, voice tones and other subtle changes. (verbal vs. non-verbal)



"YOUR HONOR, IF I MAY DIGRESS FOR A MOMENT, WHO DOES YOUR HAIR?"



- Talk about how we recognize digressions and how we know when they are finished.

-After the discussion, put up the slide of commonly used cues as a reference

#### Before digressions

Now, before I go on...

Now, this brings to mind...

By the way, did I ever tell you about...

This might be a little off-track, but...

Speaking of X,...

That reminds me of a story.

#### After digressions

Now, let's see, where were we?

(Well) anyway, ...

But getting back to...

I seem to have gotten off track...

At any rate,

Now, what were we talking about?

Where did we stop

Now, where did we leave off?

- Warm-up activity (assessment)
  - Review the definition and role of paraphrasing, repetition, and exemplification.
  - Activity direction: Read the lecture excerpt about Maslow's theory. Work with a partner to label each of the circled expressions as a repetition, paraphrase, example, or digression and circle any discourse cues you find.

*Okay, let's move on with Maslow...now if you haven't heard of Maslow's hierarchy of needs you've been living on the moon...(laughter)...hopefully I can give you a little more insight into it...I know...I took an automobile mechanics class on this campus..learn how to work on a car...and he had Maslow's hierarchy of needs in there...(laughter) and you've got to be self-actualized if you're going to be working on a transmission...digression Okay...in Maslow...we're going to talk about some ages and stages...everybody has an individual maximum potential...and the goal of every individual is to reach that individual maximum potential. That's Maslow, Rodgers, some of these infamous humanists...you know everybody's got an individual maximum potential and the goal is to reach that individual maximum potential repetition...by the way which is self-actualization.....that's*

*your individual maximum potential...self actualization...that's it...we're always trying to achieve it. Paraphrase/repetition... but...before you can work on self-actualization you have to go through these other stages first...you can't just go out and get self-actualized paraphrase ...and this is where I'm going to make it come alive and give you some examples here...first of all you have to go through the physical stage...this would be like the caveman days...I mean this is like survival...you've got to have enough air to breathe...you've got to have enough water to drink...you've got to have enough food to eat...and if you don't have that you can't be self-actualized...I mean it's pretty obvious here. You're struggling around as a caveman and the saber-toothed tiger is after you...you know you're stuck there...you're stuck in that physical thing trying to survive exemplification... according to Maslow the next stage would be...*

- Pre discussion before listening to a lecture
  - Content
    - Ken Robinson-an creativity expert
    - Subject-Creativity and our school system, multiple types of intelligence
  - Linguistic aspects
    - British accents
    - Digression, humor, episodes (irrelevant and relevant)
    - Informative speech
    - His speech style
  
- Listen to the lecture and take notes individually. (assessment)



- Evaluate the information whether it is noted or not to find a main idea and supporting details
- Use the discourse features we've covered in class to identify the design of the lecture.
- Pay attention to digressions.
- Transcript analysis
  - In pairs, use different colored pens to identify humor as a digression and humor and episode as relevant to the topic.
- homework explanation
  - Homework-prepare the first presentation
    - The students will give a 3minute long presentation in which each student will bring an object that represents who they are. No guideline or format is assigned, so students are encouraged to be creative as much as they can and have fun to ease the initial reservation.
  - The instructor simulates the task.(modeling)

## Transcript Analysis

Good morning. How are you? It's been great, hasn't it? I've been blown away by the whole thing. In fact, I'm leaving. (Laughter) There have been three themes, haven't there, running through the conference, which are relevant to what I want to talk about. Creativity in and and the range of it. The second is that it's put us in a place where we have no idea what's going to happen, in terms of the future. No idea how this may play out.

**I have an interest in education --actually**, what I find is everybody has an interest in education. Don't you? I find this very interesting. If you're at a dinner party, and you say you work in education --actually, you're not often at dinner parties, frankly, if you work in education. (Laughter) You're not asked. And you're never asked back, curiously. That's strange to me. But if you are, and you say to somebody, you know, they say, "What do you do?" And you say you work in education, you can see the blood run from their face. They're like, "Oh my God," you know, "Why me? My one night out all week." (Laughter) But if you ask about their education, they pin you to the wall. Because it's one of those things that goes deep with people, am I right? Like religion, and money and other things. **(Humor-digression) I have a big interest in education**, and I think we all do. We have a huge vested interest in it, partly because it's education that's meant to take us into this future that we can't grasp. If you think of it, children starting school this year will be retiring in 2065. Nobody has a clue --despite all the expertise that's been on parade for the past four days --what the world will look like in five years' time. And yet we're meant to be educating them for it. So the unpredictability, I think, is extraordinary.

And the third part of this is that we've all agreed, nonetheless, on the really extraordinary capacities that children have --their capacities for innovation. I mean, Sirena last night was a marvel, wasn't she? Just seeing what she could do. And she's exceptional, but I think she's not, so to speak, childhood. What who found a talent. And my contention is, all kids have tremendous talents. And we squander them, pretty ruthlessly. So I want to talk about education and I want to talk about creativity. My contention is that creativity now is as important in education as literacy, and we should treat it with the same status. **(Applause)** Thank you. That was it, by the way. Thank you very much. (Laughter) So, 15 minutes left. Well, I was born ... no. (Laughter)-**(Humor-digression)**

**I heard a great story recently** -- I love telling it --of a little girl who was in a drawing lesson. She was six and she was at the back, drawing, and the teacher said this little girl hardly ever paid attention, and in this drawing lesson she did. The teacher was fascinated and she went over to her and she said, "What are you

drawing?" And the girl said, "I'm drawing a picture of God." And the teacher said, "But nobody knows what God looks like." And the girl said, "They will in a minute." (Laughter)-(Episode-exemplification-relevant)

When my son was four in England --**actually** he was four everywhere, to be honest. (Laughter) If we're being strict about it, wherever he went, he was four that year.-(**Humor-digression**) He was in the Nativity play. Do you remember the story? No, it was big. It was a big story. Mel Gibson did the sequel. You may have seen it: "Nativity II." But James got the part of Joseph, which we were thrilled about. We considered this to be one of the lead parts. We had the place crammed full of agents in T-shirts: "James Robinson IS Joseph!" (Laughter) He didn't have to speak, but you know the bit where the three kings come in. They come in bearing gifts, and they bring gold, frankincense and myrrh. This really happened. We were sitting there and I think they just went out of sequence because we talked to the little boy afterward and we said, "You OK with that?" And he said, "Yeah, why? Was that wrong?" They just switched, that was it. Anyway, the three boys came in --four-year-olds with tea towels on their heads --and they put these boxes down, and the first boy said, "I bring you gold." And the second boy said, "I bring you myrrh." And the third boy said, "Frank sent this." (Laughter)(**Funny episode-exemplification-relevant**)

What these things have in common is that kids will take a chance. If they don't know, they'll have a go. Am I right? They're not frightened of being wrong. Now, I don't mean to say that being wrong is the same thing as being creative. What we do know is, if you're not prepared to be wrong, you'll never come up with anything original --if you're not prepared to be wrong. And by the time they get to be adults, most kids have lost that capacity. They have become frightened of being wrong. And we run our companies like this, by the way. We stigmatize mistakes. And we're now running national education systems where mistakes are the worst thing you can make. And the result is that we are educating people out of their creative capacities. Picasso once said this --he said that all children are born artists. The problem is to remain an artist as we grow up. I believe this passionately, that we don't grow into creativity, we grow out of it. Or rather, we get educated out of it. So why is this?

I lived in Stratford-on-Avon until about five years ago. In fact, we moved from Stratford to Los Angeles. So you can imagine what a seamless transition that was.(Laughter) **Actually**, we lived in a place called Snitter field, just outside Stratford, which is where Shakespeare's father was born. Are you struck by a new thought? I was. You don't think of Shakespeare having a father, do you? Do you? Because you don't think of Shakespeare being a child, do you? Shakespeare being seven? I never thought of it. I mean, he was even at some point. He was in somebody's English class, wasn't he? How annoying would that

be?(Laughter) "Must try harder." Being sent to bed by his dad, you know, to Shakespeare, "Go to bed, now," to William Shakespeare, "and put the pencil down. And stop speaking like that. It's confusing everybody."(Laughter)-(Humor-digression)

Anyway, we moved from Stratford to Los Angeles, and I just want to say a word about the transition, actually. My son didn't want to come. I've got two kids. He's 21 now; my daughter's 16. He didn't want to come to Los Angeles. He loved it, but he had a girlfriend in England. This was the love of his life, Sarah. He'd known her for a month. Mind you, they'd had their fourth anniversary, because it's a long time when you're 16. Anyway, he was really upset on the plane, and he said, "I'll never find another girl like Sarah." And we were rather pleased about that, frankly, because she was the main reason we were leaving the country.(Laughter)-(Humor-digression-irrelevant)

But something strikes you when you move to America and when you travel around the world: Every education system on earth has the same hierarchy of subjects. Every one. Doesn't matter where you go. You'd think it would be otherwise, but it isn't. At the top are mathematics and languages, then the humanities, and the bottom are the arts. Everywhere on Earth. And in pretty much every system too, there's a hierarchy within the arts. Art and music are normally given a higher status in schools than drama and dance. There isn't an education system on the planet that teaches dance everyday to children the way we teach them mathematics. Why? Why not? I think this is rather important. I think math is very important, but so is dance. Children dance all the time if they're allowed to, we all do. We all have bodies, don't we? Did I miss a meeting?(Laughter) Truthfully, what happens is, as children grow up, we start to educate them progressively from the waist up. And then we focus on their heads. And slightly to one side.

If you were to visit education, as an alien, and say "What's it for, public education?" I think you'd have to conclude -- if you look at the output, who really succeeds by this, who does everything that they should, who gets all the brownie points, who are the winners -- I think you'd have to conclude the whole purpose of public education throughout the world is to produce university professors. Isn't it? They're the people who come out the top. And I used to be one, so there. (Laughter) And I like university professors, but you know, we shouldn't hold them up as the high-water mark of all human achievement. They're just a form of life, another form of life. But they're rather curious, and I say this out of affection for them. There's something curious about professors in my experience -- not all of them, but typically -- they live in their heads. They live up there, and slightly to one side. They're disembodied, you know, in a kind of literal way. They look upon their body as a form of transport for their heads, don't they?(Laughter) It's a way of getting their head to meetings. If you want real evidence of out-of-body experiences, by the way, get

yourself along to a residential conference of senior academics, and pop into the discotheque on the final night. (Laughter) And there you will see it -- grown men and women writhing uncontrollably, off the beat, waiting until it ends so they can go home and write a paper about it.

Now our education system is predicated on the idea of academic ability. And there's a reason. The whole system was invented -- around the world, there were no public systems of education, really, before the 19th century. They all came into being to meet the needs of industrialism. So the hierarchy is rooted on two ideas. Number one, that the most useful subjects for work are at the top. So you were probably steered benignly away from things at school when you were a kid, things you liked, on the grounds that you would never get a job doing that. Is that right? Don't do music, you're not going to be a musician; don't do art, you won't be an artist. Benign advice -- now, profoundly mistaken. The whole world is engulfed in a revolution. And the second is academic ability, which has really come to dominate our view of intelligence, because the universities designed the system in their image. If you think of it, the whole system of public education around the world is a protracted process of university entrance. And the consequence is that many highly talented, brilliant, creative people think they're not, because the thing they were good at school wasn't valued, or was actually stigmatized. And I think we can't afford to go on that way.

In the next 30 years, according to UNESCO, more people worldwide will be graduating through education than since the beginning of history. More people and it's the combination of all the things we've talked about -- technology and its transformation effect on work, and demography and the huge explosion in population. Suddenly, degrees aren't worth anything. Isn't that true? When I was a student, if you had a degree, you had a job. If you didn't have a job it's because you didn't want one. And I didn't want one, frankly. (Laughter) But now kids with degrees are often heading home to carry on playing video games, because you need an MA where the previous job required a BA, and now you need a PhD for the other. It's a process of academic inflation. And it indicates the whole structure of education is shifting beneath our feet. We need to radically rethink our view of intelligence.

We know three things about intelligence. One, it's diverse. We think about the world in all the ways that we experience it. We think visually, we think in sound, we think kinesthetically. We think in abstract terms, we think in movement. Secondly, intelligence is dynamic. If you look at the interactions of a human brain, as we heard yesterday from a number of presentations, intelligence is wonderfully interactive. The brain isn't divided into compartments. In fact, creativity -- which I define as the process of

having original ideas that have value --more often than not comes about through the interaction of different disciplinary ways of seeing things.

The brain is intentionally -- **by the way**, there's a shaft of nerves that joins the two halves of the brain called the corpus callosum. It's thicker in women. Following off from Helen yesterday, I think this is probably why women are better at multi-tasking. Because you are, aren't you? There's a raft of research, but I know it from my personal life. If my wife is cooking a meal at home --this is not often, thankfully. (Laughter)But you know, she's doing -- no, she's good at some things --but if she's cooking, you know, she's dealing with people on the phone, she's talking to the kids, she's painting the ceiling, she's doing open-heart surgery over here. If I'm cooking, the door is shut, the kids are out, the phone's on the hook, if she comes in I get annoyed. I say, "Terry, please, I'm trying to fry an egg in here. Give me a break." (Laughter)Actually, you know that old philosophical thing, if a tree falls in a forest and nobody hears it, did it happen? Remember that old chestnut? I saw a great t-shirt really recently which said, "If a man speaks his mind in a forest, and no woman hears him, is he still wrong?" (Laughter)-(**Humor-digression**)

And the third thing about intelligence is, it's distinct. I'm doing a new book at the moment called "Epiphany," which is based on a series of interviews with people about how they discovered their talent. I'm fascinated by how people got to be there. It's really prompted by a conversation I had with a wonderful woman who maybe most people have never heard of; she's called Gillian Lynne --**have you heard of her? Some have. She's a choreographer and everybody knows her work. She did "Cats" and "Phantom of the Opera."**She's wonderful. I used to be on the board of the Royal Ballet in England, as you can see.**(Humor-digression)** Anyway, Gillian and I had lunch one day and I said, "Gillian, how'd you get to be a dancer?" And she said it was interesting; when she was at school, she was really hopeless. And the school, in the '30s,wrote to her parents and said, "We think Gillian has a learning disorder." She couldn't concentrate; she was fidgeting. I think now they'd say she had ADHD. Wouldn't you? But this was the 1930s,and ADHD hadn't been invented at this point .It wasn't an available condition. (Laughter)People weren't aware they could have that.

Anyway, she went to see this specialist. So, this oak-paneled room, and she was there with her mother, and she was led and sat on this chair at the end, and she sat on her hands for 20 minutes while this man talked to her mother about all the problems Gillian was having at school. And at the end of it --because she was disturbing people; her homework was always late; and so on, little kid of eight -- in the end, the doctor went and sat next to Gillian and said, "Gillian, I've listened to all these things that your mother's told me, and I need to speak to her privately."He said, "Wait here. We'll be back; we won't be very long,"

and they went and left her .But as they went out the room, he turned on the radio that was sitting on his desk. And when they got out the room, he said to her mother, "Just stand and watch her." And the minute they left the room, she said, she was on her feet, moving to the music. And they watched for a few minutes and he turned to her mother and said, "Mrs. Lynne, Gillian isn't sick; she's a dancer. Take her to a dance school."

I said, "What happened?"She said, "She did. I can't tell you how wonderful it was. We walked in this room and it was full of people like me. People who couldn't sit still. People who had to move to think." Who had to move to think. They did ballet; they did tap; they did jazz; they did modern; they did contemporary. She was eventually auditioned for the Royal Ballet School; she became a soloist; she had a wonderful career at the Royal Ballet. She eventually graduated from the Royal Ballet School and founded her own company -- the Gillian Lynne Dance Company --met Andrew Lloyd Weber. She's been responsible for some of the most successful musical theater productions in history; she's given pleasure to millions; and she's a multi-millionaire. Somebody else might have put her on medication and told her to calm down. **(Episode-relevant)**

**Now, I think ... (Applause) What I think it comes to is this:** Al Gore spoke the other night about ecology and the revolution that was triggered by Rachel Carson. I believe our only hope for the future is to adopt a new conception of human ecology, one in which we start to reconstitute our conception of the richness of human capacity. Our education system has mined our minds in the way that we strip-mine the earth: for a particular commodity. And for the future, it won't serve us. We have to rethink the fundamental principles on which we're educating our children. There was a wonderful quote by Jonas Salk, who said, "If all the insects were to disappear from the earth, within 50 years all life on Earth would end. If all human beings disappeared from the earth, within 50 years all forms of life would flourish."And he's right.

What TED celebrates is the gift of the human imagination. We have to be careful now that we use this gift wisely and that we avert some of the scenarios that we've talked about. And the only way we'll do it is by seeing our creative capacities for the richness they are and seeing our children for the hope that they are. And our task is to educate their whole being, so they can face this future. By the way -- we may not see this future, but they will. And our job is to help them make something of it. Thank you very much.

## **Day 7: How to give an effective presentation**

### **Previous lesson**

Day6- Students give the first presentation for three minutes about an item that represents who they are. It was more of a diagnostic assessment before today's lesson.

### **Goals and objectives**

1. Students will learn how to give an effective presentation.
2. Students will be able to discern the different academic discourses between presentation and papers.
3. Self-evaluation

### **Procedure**

- Orientation-Self assessment
  - Talk about their experiences on the first presentation
- discern some differences between oral presentation vs. papers
  - Warm up activity
    - Compare the textbook paragraph and the lecture excerpt. Explain the ways in which two presentations differ.
    - Content-Abraham Maslow's "hierarchy of needs" (recycling)

1. Abraham Maslow, along with other humanists, stated that the goal of every individual is to reach his or her maximal potential; that is, "self-actualization." However, before people can reach the self-actualization stage, they must go through other stages. First, they have to meet



physiological and basic survival needs (air, water, food). Next...

2. Okay, let's move on with Maslow...now if you haven't heard of Maslow's hierarchy of needs you've been living on the moon...(laughter)...hopefully I can give you a little more insight into it...I know...I took an automobile mechanics class on this campus..learn how to work on a car...and he had Maslow's hierarchy of needs in there...(laughter) and you've got to be self-actualized if you're going to be working on a transmission...Okay...in Maslow...we're going to talk about some ages and stages...everybody has an individual maximum potential...and the goal of every individual is to reach that individual maximum potential. That's Maslow, Rodgers, some of these infamous humanists...you know everybody's got an individual maximum potential and the goal is to reach that individual maximum potential...by the way which is self-actualization...your individual maximum potential is self-actualization...which means...that's it...that's your individual maximum potential...self actualization...that's it...we're always trying to achieve it...but...before you can work on self-actualization you have to go through these other stages first...you can't just go out and get self-actualized...and this is where I'm going to make it come alive and give you some examples here...first of all you have to go through the physical stage...this would be like the caveman days...I mean this is like survival...you've got to have enough air to breathe...you've got to have enough water to drink...you've got to have enough food to eat...and if you don't have that you can't be self-actualized...I mean it's pretty obvious here. You're struggling around as a caveman and the saber-toothed tiger is after you...you know you're stuck there...you're stuck in that physical thing trying to survive...according to Maslow the next stage would be...

Lecture	Paper, textbook
Listeners	Readers
More informal, repetition, details, examples	Formal language, concise, well structured
Medium-words, pictures, delivery	Medium-only words and pictures
You earn audience attention.	Readers are committed.
Audience interested? You will know!	No direct gauge of audience-interest
You have one chance to get message across.	Multiple readings are possible.
Interactive	Not interactive
You determine audience pace.	Readers set pace.
Audience at speaker's mercy for organizing content	Readers can scan a paper to prepare a mindset.
Audience feedback can be direct.	Audience feedback is remote.

- Being an effective presenter—learning from mistakes
  - Watch 3 short video clips of the examples of poor presentation performances
    - <http://www.youtube.com/watch?v=YivQYeI0vys>
    - <http://www.youtube.com/watch?v=RikABXXsuLk>
    - <http://www.youtube.com/watch?v=0gNkUURU9i0>
    - <http://www.youtube.com/watch?v=BBthvuOQpKc>
  - Identify key points of being an effective presenter and draw up criteria for good presentation.
    - Manage question-and answer time to your benefit
    - Nonverbal verbal expressions
    - Understand your medium (speakers must acknowledge time restrictions and the listener's capacity for attention, memory, and on-the-spot

processing of critical data. e.g. too many details confuse and clutter the key ideas.)

- Use good visual aids and manage your visuals(help the audience follow your presentation and recall important aspects of your message) (the information has to be recast for the new medium)
  - Design your presentation, not your paper
  - Do a professional job of delivering your message (verbal nonverbal behaviors)
  - Discuss how the content shifts across the introduction, body, and conclusion of the presentation depending on the type of the study you have.
    - (e.g. next-step study vs. a trailblazer study)
    - Different field-different style?
  - Watch a video clip and take notes OR re-watch some parts of the lectures used in the previous classes(recycling)
    - Content: presentation preparation for Academic Conference
    - <http://www.youtube.com/watch?v=j23nGWcMdbU>
  - Talk about how students can make improvement on their first presentation
- Homework explanation
    - Audio journal
      - At home, redo the first presentation while considering what we have discussed in class today.

## **Day8: Note-taking: abbreviations and symbols**

### **Goals and objectives**

At the end of the lesson, students will...

- learn some note-taking strategy such as choosing key words to note and using abbreviations and symbols in notes so as to be an analytical listener.
- be able to invent and use their own abbreviations, especially for words or phrases that occur frequently in their subject area.

### **Materials**

TEDTALK: [http://www.ted.com/talks/gary\\_kovacs\\_tracking\\_the\\_trackers.html](http://www.ted.com/talks/gary_kovacs_tracking_the_trackers.html)

Visual aids: PowerPoint presentation slides

### **Procedure**

- Previous lesson review
- Orientation: What is good note-taking?
  - Students are asked to compare two different notes and its effectiveness.

Reading & recitation

1. Passive reading
  - 1) Reading + recitation > using several times (M. Wells, 1989)
  - 2) organized material a technique for better learning
    - learning unbound material @ 80% of study time (in second language schools.)
2. Active Recitation Methods
  - 2.1 Learning cards - Cognitive maps
    - 1) draw structure - thought is organized around it
      - > group of ideas
  - 2.2 Questions
    - 1) organize question-answer periods with comrades (small groups)
      - > students actively organize what is perceived; learning is efficient
3. Active reading and note taking



- Students are asked to talk about the differences between note-takings in English and in their first language.
- Students are asked to think about the role of note-taking in an academic setting.
- Discuss note-taking strategy
  - Recognizing and using key words

Possible talking points

Usually key words	Not usually key words
Nouns, especially names and dates  Active verbs  Adjectives and adverbs	Pronouns  The verb be  Prepositions  Articles  Repeated words or paraphrases  digressions

- Making abbreviations work for you
  - Designing your notes in such a way as to show relationships and the relative importance of information
  - Using note-taking symbols and abbreviations
- Warm-up activity (in pairs)

- Write the symbol or abbreviation you would use for these ideas. Then share your list with your partner.

	is equal to, is the same as		et cetera, so forth
	is different from, unlike, is not equal to		before
	and		or
	is greater than, is more than		especially
	is less than, is smaller than		difference
	because, because of		miles per hour
	from this we can conclude, therefore		Street
	lead to, result in, cause s.th. to happen, create, affect		minimum
	result from, be affected by, as a result of		maximum
	go up, increase, rise		about
	go down, decrease, drop, fall		First, second, third
	with		Reference
	without		question
	within		answer
	someone, somebody, something		month
	everything		Week

	ditto		year
	for example, for instance (also: EX)		hour
	that is, in other words		approximately
	money, dollar (any currency)		information
	percent, percentage		English
	at		number
	number		per

- Practice: listen to the short statements
  - The instruction reads three short statements (below) and students take informative notes as few words as possible. They are reminded to use symbols, abbreviations, key words, indentation, and other strategies where appropriate. When they have finished, they will compare their notes in a small group.

1. As women in developing countries get more education, family size in that group tends to go down.

Notes:



2. There are three important learning styles to consider...and each one of us has preferences or tendencies to learn better using certain styles...those three styles are visual...auditory...and kinesthetic...And let me give you examples of each one...if you tend toward a visual learning style, you like to see things...you learn best through visual means...reading...viewing a movie...If you tend toward an auditory learning style, you like to hear things...You excel at listening to instructions, listening to lectures...And if you have a kinesthetic style, you learn by moving or doing...you do better when you can do something hands-on...a lab experiment for example...

Notes:

3. A poll was taken recently surveying 1200 adults in the United States to find out what they considered important in their lives. Ninety-six percent said that having a good family life was important. Ninety-five percent said that using their mind and abilities was important. This latter quality was most important to women beginning work careers. This priority marks a shift in the type of work people are involved in-moving away from physical labor and toward jobs requiring mental skills.

Notes:

- Pre discussion before listening to a lecture
  - Content
    - Gary Kovacs- the CEO of the Mozilla Corporation, where he directs the development of Firefox
    - Subject-web tracking, personal data
    - Informative style
    - Technology language
- Evaluation: Listen to the lecture and take notes individually.
  - Evaluate the information whether it is noted or not to find a main idea and supporting details
  - Use the discourse features we've covered in class to identify the design of the lecture.
  - Use symbols, abbreviations, key words, indentation, and other strategies where appropriate.
- Assignment
  - Assignment1: listen to the lecture again.
  - Assignment2: Record your oral reaction to the following prompts.
    - What are the assumptions behind the statement “web tracking is not 100% evil?”
    - What is your reaction to this talk? Please provide your critical response.
    - How much do you think you are sensitive to the privacy issue?
  - Rules: Do not write a script and read from it.

## Day 13: Small Talk - Debora Fine or Sheldon

### Goals and objectives

The ability to make small talk comfortably is one of the most requested skills of almost any English student. The function of small talk is the same the world over. However, which topics are appropriate for small talk can vary from culture to culture. This lesson plan focuses on helping students develop their small talk skills, while also addressing the issue of appropriate subjects.

### Materials

- The Big Bang Theory short video clip –  
<http://www.youtube.com/watch?v=KSIg9m1rn9w>
- The Fine Art Of *Small Talk* - CBS News  
*Video* ://www.cbsnews.com/video/watch/?id=917785n

### Procedure

- Orientation-What is small talk?
  - Watch part of one episode The Big Bang Theory in which one of main characters, Sheldon, tries to make small talk with one of his gangs.
    - Background information

Sheldon Cooper is a theoretical physicist possessing a Master's degree and 2 PhDs, and conducts string theory research. While he might claim to be the perfect human specimen, Sheldon does have his faults. He lacks empathy, is unable to discern sarcasm, doesn't like change, and has an inflated ego. He does not understand social norms, and makes little attempt to do so.

- Talk about what is funny about Sheldon and his behaviors.
  - What is small talk? And what is the function of small talk? What is it important?
  - Why is small talk difficult for some English learners?
- Presentation –Listen to a lecture about small talk and take notes
    - The Fine Art Of Small Talk - CBS News
    - Debora Fine- an author, small talk expert, business communication expert
    - Compare the notes with a partner.
    - Discuss how to build small talk skills and topic appropriateness based on the lecture and their own thoughts.
      - Possible talking points
        - Do some research
        - Stay away from sensitive issues
        - Find common interests
        - Be a good listener
        - Go with the flow

- Recognize clues toward opportunities that get into a topic more intensely
- Warm up activity
  - Students are provided with a list of appropriate and inappropriate subjects for small talk.

The One True Path to Eternal Life

The local basketball team

Cars

A product you would like to sell to everyone

The Death Penalty

Your home town

How much you make

Your last holiday

Your favorite movie-star

The correct political party

The weather

Gardening

Your health problems

Your family

Your best friend

The last film you saw

Pets

<p>Rock and roll</p> <p>A magazine</p> <p>Playing tennis</p> <p>Your current job</p> <p>Human cloning</p> <p>Your favorite food</p> <p>Something you've never done, but would like to do</p> <p>Teachers - what you like or don't like</p>
--

- In pairs, students are asked to choose which topics are appropriate for small talk discussions. For those topics which are appropriate, student makes a dialogue with their partner by giving proper reactions, comments, and follow-up questions.. For those topics which are not appropriate, students should be ready to explain why they are not appropriate for small talk.
- A suggested list on the board

Appropriate topics	Inappropriate topics
<p>Weather - boring, but safe</p> <p>Family - general questions, not questions about private matters</p> <p>Media - films, books, magazines, etc.</p> <p>Holidays - where, when, etc. Home town - where do you come from, how</p>	<p>Salary</p> <p>Politics - wait to you get to know the person better</p> <p>Intimate relationships</p> <p>Religion - tolerance is the key</p> <p>Death - we need to face it, but not the</p>

is it different/similar to this town	first time we meet someone new
Job - once again, general questions	Financial
not too specific	Sales - Don't try to sell something to
Latest fashion and trends	someone you have just met.
Celebrities - any gossip you may have	

- Extension and assessment : small talk practice and develop into a deeper conversation
  - First time: Students circle around the room and make small talk with their choice of topics and see how the topics can go in a different or similar direction with a different partner.
  - Second time: Students start with small talk on the surface level as they do in the first round and then develop the topic into something more personal, engaging, and longer conversation. Those topics considered inappropriate are encouraged and challenged to use.
  - After the activity, class talks about their experiences.
- Homework
  - 1. Read one chapter from Debora fine's book "Small Talk" and summarize it in 1-2 paragraphs.

## **Day 14: Elevator Speech and don't just stand there**

### **Goals and objectives**

The elevator speech is a helpful tool for marketing students' education and experiences and starting a conversation with an employer at a career fair, during an informational interview, or at an impromptu meeting. Self introduction should be targeted to the employer, industry, and job/internship opportunity of interest.

### **Material**

- Computer or any types of technology gadget that allows you to access to the Internet
- Video clip: <http://www.youtube.com/watch?v=rbz25q0M9hU>

### **Procedure**

- Orientation-the introduction of "Elevator Speech"
  - Watch a video clip: Don't just stand there!  
<http://www.youtube.com/watch?v=rbz25q0M9hU>
  - Students talk about what they have observed.
    - What is an "Elevator Speech?"
    - Uses for an Elevator Speech

Possible talking points

- ✓ Career fair



- ✓ Receptions
- ✓ Interview introduction
- ✓ Conferences
- ✓ Any networking opportunity
- ✓ Voice mail message
- Small talk vs. elevator speech
- What to include

Possible talking points (depend on contexts)

- I am ... (personal introduction)
  - My interests are (relevant to listener's needs)
  - My skills/ accomplishments are ... (anything that would be considered a selling point for you in this area: I can do what needs to be done)
  - I would like an interview/meeting/referral (I feel confident you will benefit from the meeting)
- Presentation –creating your elevator speech step by step
    - The instructor simulates elevator speech

*"Hello, my name is Sung Huh and I'm a senior in Psychology at Northwestern University. I saw a job listing on your website for an entry level Career Advisor position and I wanted to share with you a little about my experience. Last summer, I interned with University Career Services. Because of my ability to communicate with students and understand their needs, they asked me to stay*

*another quarter to work with them this fall. My experience at UCS reaffirmed my interest in obtaining a position as Career Advisor for a university. I was hoping you would tell me more about the new programming initiatives I saw listed on your website."*

- Students use their computer to do research on their own future study plan and potential employers.
- The instructor walks students through the process of building an elevator speech and gives one-on-one feedback on the spot.

1. I am...

- Name
- Graduating with a \_\_\_\_\_ degree in May from \_\_\_\_\_
- Looking for a position as a \_\_\_\_\_

2. My interests are

- In the field of \_\_\_\_\_
- Providing \_\_\_\_\_ service

3. I know you

- I've researched your company and learned \_\_\_\_\_
- You produce \_\_\_\_\_
- You are a leader in \_\_\_\_\_
- Your lab have done research in \_\_\_\_\_

4. My skills/accomplishments are

- I excel at \_\_\_\_\_
  - I can bring \_\_\_\_\_
  - My previous supervisor/professor said I \_\_\_\_\_
  - I produced
  - In my last position I accomplished \_\_\_\_\_
  - In my dissertation my focus was on \_\_\_\_\_
- Practice your elevator speech with several partners and smooth out the overall flow.
- Talk about DONOT list
  - Possible talking points
    - Don't confuse an elevator speech with a resume.
    - Resist the impulse to exaggerate.
    - Don't use the exact same speech in all situations.
    - Not expressing the value of you and your service
    - Having a long elevator speech
    - Using too much jargon acronyms
    - Using the wrong intonation—tentative, unsure
- Evaluation and extension
  - Think about other contexts that are different from your original elevator speech.
  - Revise your elevator speech accordingly.
- Homework
  - Audio Journal

- Practice your elevator speech by recording it then replay your speech and repeat this exercise until it sounds natural.
- Send it to the instructor