Academic English 24 – ESL International Teaching Assistant (ITA) Workshop

Texts:
- *English Communication for International Teaching Assistants (ECITA)* (Gorusch, Meyers, Pickering, Griffee)
- *Longman Advanced American Dictionary* (recommended)
- Academic English 24 Handbook (available at ET 203)

Course Description: Academic English 24 is designed to give international graduate students at the high-intermediate/advanced level additional practice in the reading, writing, speaking and listening skills needed to become effective TAs and to succeed in the academic community. There will be a special emphasis on learning about UCI and the culture of the American university. Students will be required to make academic presentations, at least one of which will be videotaped.

Course Objectives:
In this course, students should expect to:
- Develop skills for TA work by creating quizzes, practicing dialogues with students, presenting a syllabus and explaining key vocabulary, and observing students and teachers in the classroom
- Summarize academic articles
- Practice citing references
- Develop academic vocabulary
- Edit writing for grammar errors
- Analyze and improve pronunciation
- Use email and other eee technology to share information
- Participate in small group discussions
- Report on discussions and research
- Use PowerPoint to create and present a report on their own research

Course Requirements:
- Preparation for and participation in all class activities
- Completion of web activities
- Completion of homework assignments in the Academic English 24 Handbook and any required lab work
- Passing grade on quizzes or extra make-up work in lab
- Satisfactory performance on the final video presentation

Attendance & Participation: Students are expected to attend all class meetings. Because of the interactive nature of this course, full participation is crucial to success. More than 4
unexcused absences and/or failure to complete required work may result in an incomplete (I) or a non-passing (NP) grade.

**Presentations:** Students are required to complete 3–4 presentations in front of the group. Some speeches will be videotaped and reviewed by the tutor and the instructor. Students can also view their videos on the HIRC website so they can evaluate their presentations.

**Outside Class Practice:** Students are required to practice English pronunciation outside of class. **Seven hours of work in the HIRC language lab are required (HH269/207/217).** Digitized practice materials are available in the ESL folder on the desktop. Special materials are also available for those students who need practice for oral proficiency tests.

**Tutoring:** Individual or group tutoring is available through the Academic English AE/ESL Program. Please take advantage of this free service.

**Grading:**
Academic English 24 is a P/NP class only. In order to receive a passing grade, students must complete all work with an average grade of 75%. The grade will be assigned based on:

- Class attendance and participation: 15%
- Homework assignments: 20%
- Quizzes: 10%
- Lab work: 10%
- Oral presentations and e3 work: 30%
- Final presentation: 15%

**Academic English AE/ESL website:** [http://www.humanities.uci.edu/esl/](http://www.humanities.uci.edu/esl/)

**HIRC website:** [https://www.humanities.uci.edu/hirc/languages/index.php](https://www.humanities.uci.edu/hirc/languages/index.php)

**Sample Weekly Schedule for Academic English 24 – ESL ITA Workshop**

- **Note:** For this class students must choose an undergraduate introductory level class in their programs to observe and evaluate. Assignments will be: 1) one required observation of a lecture w/notes; 2) one TA email introduction; 3) one assignment ; 4) one quiz.
- **Ongoing assignments:** at each class session, one student will be responsible for presenting a definition of an academic term and then posting the information on the eee notebook, one student will be responsible for posting the homework on the eee notebook, one student will be responsible for posting class notes on the eee notebook
- **There will be three grammar editing and pronunciation rule quizzes**
Week 1
  - UCI and class overview
  - Analysis of individual language problems
  - Review: phonetic alphabet
  - Assignments: Use the Internet to find one unusual fact about UCI and email it to instructor; call this number 949-824-9318 to leave a phone message introducing yourself;
  - ECITA, ch. 1 and 2 – Discourse Intonation and Thought Groups (3-22)

Week 2
  - Classroom expressions and nonverbal communication
  - Review: compensation strategies in speaking; consonants; s/v agreement
  - Assignments: email introducing yourself as the TA of a class (A); bring syllabus for mini-presentations; readings on campus diversity, summary # 1 due; listening comprehension – taking notes – lecture: US Education
  - ECITA, ch. 3 – Prominence (23-40)

Week 3
  - Teaching styles
  - Review: word stress; vowels; reported speech; comparisons
  - Assignments: get answers to basic info sheet on your department and bring to class; observation form for teacher in an undergraduate class (B); Q & A on video segments from The Mirror Has Two Faces
  - ECITA, ch. 4 and 5 – Pitch Movement, Tone and Key (41-67)

Week 4
  - International TA controversies
  - Review: stress and intonation; relative clauses to expand definitions; number
  - Assignments: mini-presentations of a term with one PPT slide for audio-visual support; listening comprehension on recruiting international graduate students
  - ECITA, ch. 6 – Discourse Intonation and Introducing Yourself (71-84)

Week 5
  - Learning styles; responding to questions
  - Review: reduced vowels; intonation; rhythm and thought groups; linking
  - Assignments: observation form for students in an undergraduate class (C); listening comprehension from Harvard University video: Teaching in America
  - ECITA, ch. 7 – Discourse Intonation, Leading Labs and Classes (85-108)

Week 6
  - Engaging students in a discussion
  - Review: question intonation; word forms
  - Assignments: shortwrite on film segments from Mona Lisa Smile; email assignment to undergraduate class discussion section (D); listening comprehension summary from Columbia University News Video Archive
  - ECITA, ch.8 – Discourse Intonation, Giving Instructions and Advice (109-120)
Week 7
- Audience awareness
- Review: stress and emphasis; consonant clusters; logical connectors; parallelism
- Assignments: hand in lecture notes (E) and quiz (F) for undergraduate discussion class; listening comprehension Q & A from NPR/KPCC The Loh Down on Science; mini-presentation – describing a process related to campus life
- ECITA, ch. 9 – Discourse Intonation, Asking and Answering Questions (121-138)

Week 8
- Presentation skills
- Review: sentence stress and focus; verb forms; passive voice
- Assignments: post video topic to e3 Notebook; post 2 questions under classmates’ topics; summary # 2 due on “No Pardon for Poor English in Science”

Week 9
- Creating a PowerPoint presentation; using PPT recording for practice
- Review: pronunciation of s and ed endings; verb tense
- Assignments: bulleted outline for video due

Week 10
- Hand in word-stress cards for terms in academic fields
- Final exam: video presentations: 5-6 minute video; follow-up quiz; peer evaluations