

University of Tartu

English for Academic Teaching Purposes

Tuesdays 4:15 p.m. - 5: 45 p.m. Lossi 3 141b
Thursdays 4:14 p.m. - 5:45 p.m. Ülikooli 17-322

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| Instructor: Jennifer Uhler | Course Website: eatp.jennu.net |
| E-mail: uhler@ut.ee 223 | Office: Õppeosakond (Küütri 2) Room |
| Phone: 737-6210 | Office hours: by appointment |

Course Description

The primary goal of this language course is to provide university teaching staff with numerous opportunities to develop effective communication skills in English in academic settings. During the next semester, you will work on listening and speaking skills and become more fluent and accurate in formal English, especially in terms of your ability to deliver English lectures within the context of the University of Tartu. Through interactive tasks, observation assignments, topic-specific readings, and individual and group projects, you will develop an awareness of international student issues and academic discourse that will prove essential toward building confidence in spoken academic English. In addition, you will meet the instructor and peer for a classroom visit, including pre- and post-observational conferences. Individual consultations will be included as a form of instructional support as well as part of the process of developing long-term self-improvement study plans for continued learning. We will primarily explore the appropriate use of English as it exists within the academic community; class time will be spent examining authentic language in context, particularly as it applies to participants' experiences as English-speaking lecturers in the Estonian academic community.

Learning Outcomes

Upon successful completion of this course, you will

- demonstrate increased confidence communicating in English, especially in academic settings;
- exhibit an awareness of systematic patterns of spoken academic and social English;
- identify gaps and “trouble spots” in your own English in the areas of pronunciation, oral interaction, and listening comprehension;
- illustrate increased fluency and accuracy in oral/aural English;
- apply new vocabulary knowledge and skills to your academic discourse and independent language study;
- develop pro-active habits of self-study beyond the parameters of our course; and
- increase your awareness and understanding of other international university campus cultures and international student expectations.

Classroom Activities

The content for this course will be explored within the context of the international academic community. You will participate in daily communicative tasks, including structured listening and response activities, small and large group discussions, interviews, lectures, observations, and presentations. The course materials will be developed from your own personal experiences and needs, UT courses, audio and video clips of academic lectures and English-media news broadcasts, interaction with native speakers, and topic-specific readings. Activities and major assignments will be designed in conjunction with your academic areas of interest as much as possible.

Course Assignments

Reflective Audio Journal (RJ): You will keep a digital-based audio journal in which you will practice reflective teaching habits by initiating and responding to critical questions about higher education teaching and learning. Handouts will be provided to assist you in producing your entries.

Dictionary on Disk (DOD): As a group, you will compile a dictionary of new words, expressions, and phrases that you encounter through our in-class interactions. For each week of class meetings, a different member of the class will be asked to record the new vocabulary items, find definitions for them, and post the day's vocabulary file to the course website. Regularly-scheduled discussions and quizzes will help you make these words and phrases a permanent part of your vocabulary study.

Participant Led Academic Discussions (PLAD): Alone or in collaboration with a classmate, you will read an academic-level article on a topic related to the practice of teaching in higher education. You or you and your partner will announce any additional reading or preparation necessary one week prior to your discussion. You will then lead a class discussion on your topic/article to the class. Your discussion may include small role plays, short presentations, audio/visual support, demonstrations of teaching techniques, or other innovative ideas!

Lecture Observation: You will listen to or watch one university-level lecture, preferably related to your field of expertise, and report on your observations. For the purposes of this assignment, you may visit an online course or the course of one of your colleagues or classmates. More information about this assignment will be forthcoming.

Instructor Lecture Visit: You will invite me to visit at least one of your courses taught in English during the term. After scheduling the visit at the beginning of the term, you will provide a brief outline of your course content to me at least 24 hours before the visit. On the day of the visit, you will meet with me for a brief pre-observation conference to discuss a focus for the observation. After the visit, we will schedule a time within the next week to meet for a post-observation conference. You will receive written feedback from me about the class, and we will have a chance to discuss the observation. This observation is meant to be formative and helpful to you in refining your skills as a lecturer in English. My observation notes and our conference are private and will not be used as an evaluative tool in any way.

Classroom Policies

Attendance: Regular attendance is essential to successfully completing EATP. If you are habitually absent from or late to class without a legitimate excuse, this will be reflected in your final evaluation to an appropriate degree.

Participation: Active participation is highly encouraged. Questions, opinions, and ideas are welcomed and encouraged, and the respect and support of your peers in classroom discourse is expected.

Course Website: We will actively use a course website located at eatp.jennu.net to communicate about and submit course assignments. Please mark the course website in your browser so you can monitor our class pages frequently.

Instructor: J. Uhler

Assessment

Active class participation and completion of all assignments is an integral part of success in this course. Please avoid missing classes; the presence and participation of all class members enhance and ensure the best possible learning experience for all of us. If you know you are going to be absent from a class, please let me know ahead of time. Overall course evaluation will be based on the following:

- Successful completion of assignments
- Participant Led Academic Discussion
- Observation invitation and exchange
- Demonstrated progress in accuracy and fluency
- Active class participation and class preparation

Participants who fully participate by preparing the required materials for class and attending 75% course hours will receive a certificate of completion recognizing your time and the types of activities covered.

Course Schedule

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| Tuesday 2/12 | WEEK 1 | Thursday 2/11 |
| Introductions: Six-word memoirs Needs Assessment | Defining teaching and learning Assignments, syllabus, course information <i>Homework due: Post DOD #1 _____ Jennifer _____</i> | |
| Tuesday 2/19 | WEEK 2 | Thursday 2/21 |
| Word work: Dictionary on Disk (DOD) Reading: Changing University Teaching <i>Homework due: RJ test to Jennifer</i> | Chocolate chip cookie rubrics for teaching activities <i>Homework due: Post DOD #2 _____</i> | |
| Tuesday 2/26 | WEEK 3 | Thursday 2/28 |
| Word work: DOD PLAD: Principles and practices of good teaching <i>RJ 1 due via email to Jennifer</i> | Grammar bites Invigorating lectures jigsaw 1 <i>Homework due: Post DOD #3</i> | |
| Tuesday 3/4 | WEEK 4 | Thursday 3/6 |
| Word work: DOD PLAD: The multicultural classroom | Reflections game Listening for conversational patterns <i>Homework due: Post DOD #4</i> | |
| Tuesday 3/11 | WEEK 5 | Thursday 3/13 |
| Word work: DOD PLAD: Reflective practice | Spoken Academic Patterns Invigorating lectures jigsaw 2 <i>Homework due: Post DOD #5</i> | |
| Tuesday 3/18 | WEEK 6 | Thursday 3/20 |
| <i>No class</i> | PLAD: Why lecture? Grammar bites <i>Homework due: Post DOD #6</i> | |
| Tuesday 3/25 | WEEK 7 | Thursday 3/27 |
| Word Work: DOD PLAD: The skills of lecturing <i>RJ 2 due via email to Jennifer</i> | Idioms in Academic Speech Invigorating lectures jigsaw 3 <i>Homework due: Post DOD #7</i> | |
| NO CLASS | | |
| <i>April 1-10</i> | | |
| Tuesday 4/15 | WEEK 8 | Thursday 4/17 |
| Word work: DOD PLAD: Interactive learning | Talking about texts Invigorating lectures 4 <i>Homework due: Post DOD #8</i> | |

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| Tuesday 4/22 | | WEEK 9 | Thursday 4/24 |
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| Word work: DOD PLAD: Evaluating lecturing | | Observation Spoken Academic English Patterns <i>Homework due: Post DOD #9</i> | |
| Tuesday 4/29 | | WEEK 10 | Thursday 5/1 |
| Word work: DOD PLAD: Handouts & pedagogic tools <i>RJ 3 due via email to Jennifer</i> | | Grammar bites Invigorating lectures 5 <i>Homework due: Post DOD #10</i> | |
| Tuesday 5/6 | | WEEK 11 | Thursday 5/8 |
| Word work: DOD PLAD: Effective laboratory teaching | | Pointing with words Observation debrief <i>Homework due: Lecture observation</i> <i>Homework due: Post DOD #11</i> | |
| Tuesday 5/13 | | WEEK 12 | Thursday 5/15 |
| Describing an object PLAD: Effective research and project supervision | | ***PANEL DISCUSSION*** “International learning experiences” <i>Homework due: Post DOD #12</i> | |
| Tuesday 5/20 | | WEEK 13 | Thursday 5/22 |
| Panel discussion debrief Word work: DOD Wrap-up <i>RJ 4 due via email to Jennifer</i> | | Locating language learning resources | |
| Tuesday 5/27 | | WEEK 14 | Thursday 5/29 |
| Course post-test | | Odds & Ends: Course Evaluations Future Study Plans and Goals Celebration of Successes | |

Reading Packet:

| Date due | Article |
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| 2/19 | Biggs, J. (1999). Changing university teaching. |
| 2/26 | Biggs, J. (1999). Good teaching: Principles and practices. |
| 3/4 | UNC Chapel Hill. (1997). Your diversity, the academic culture, and teaching and learning styles |
| 3/11 | Brown, M., Fry, H., & Marshall, S. (2005). Reflective practice. |
| 3/20 | Exley, K., & Dennik, R. (2004). Why lecture? |
| 3/25 | Brown, G., & Atkins, M. (2002). The skills of lecturing. |
| 4/15 | Horgan, J. (2005). Lecturing for learning. Exley, K., & Dennik, R. (2004). Active learning in interactive lectures. |
| 4/22 | Exley, K., & Dennik, R. (2004). Evaluating lecturing. |
| 4/29 | Exley, K., & Dennik, R. (2004). Handouts. |
| 5/6 | Brown, G., & Atkins, M. (2002). Effective laboratory teaching. |
| 5/13 | Brown, G., & Atkins, M. (2002). Effective research and project supervision. |
| TBA | Phillipson, R. (2006). English, a cuckoo in the European higher education nest of languages? |