

Syllabus


IELI 24100 (001) • **Comprehending Lecture Discourse**
MWF 10:30 – 11:20 Ray B. West 113

Fall 2016

Important Dates

Labor Day	M	September 5
Follow the Friday Class Schedule	Th	October 20
Fall Break	F	October 21
Thanksgiving Break	WThF	Nov. 23 - 25
No-test Week	M-F	December 5-9
Last Day of Classes	F	December 9
Final Exam	F	December 16, 9:30-11:20

Instructor: Ann Roemer, PhD
Office: Main 075
Office hours: T W Th 12:30-1:15 (and by appointment)

 Phone: 797-2051
E-mail: ann.roemer@usu.edu

Materials: You will need access to a computer in order to view the online lectures. I will be giving you a lot of handouts, so I recommend that you purchase a three-ring binder. We will be using Canvas (an online learning management system) throughout the semester. Please be sure that your personal information (email, telephone number, etc.) is current in Banner. I summarize each class session and post the homework every week in the "Pages" section of the Canvas course website, so please log into Canvas regularly to keep up with what is happening.

Course Description: This course develops techniques for understanding the planned and spontaneous academic discourse of university classrooms. It focuses on listening to learn from academic lectures. Students learn about language features and organization of academic lectures, note-taking strategies and techniques, and getting important information from university lectures.

Course Goals: The purpose of this course is to help students . . .

- learn how academic lectures are typically structured and how lecturers signal structure
- listen to lectures and use knowledge of structure to take notes on content
- understand lecture content

Learner Outcomes

After listening to a videotaped recording of a university lecture, students will demonstrate . . .

- 1) recognition of various organizational features and discourse structures of the lecture including:
 - a) discourse markers (e.g., topic & subtopic announcements, examples, supporting information, returns to topic after digression)
 - b) organizational sequences (e.g., definition, classification, concept explanation, problem/solution)
 - c) discourse features to be ignored (e.g., digressions, postponements)
- 2) the ability to take notes that reflect organization and content of the lecture. Notes may employ . . .
 - a) key word outlines
 - b) bulleted lists

- c) visual representations
 - d) other self-developed systems
- 3) an understanding of lecture content by completing tasks such as . . .
- a) filling in concept maps
 - b) answering questions
 - c) applying the content to your life and personal experience
 - d) summarizing the content

IDEA Center course evaluations are based on the following objectives:

1. Developing skill in expressing oneself orally or in writing
2. Learning to apply course material
3. Gaining factual knowledge (terminology, classifications, methods, trends)

Course Activities

1. Watching videotaped and live lectures in order to identify and show your understanding of . . .

- topic announcements
- rhetorical development (cause/effect, comparison/contrast, problem/solution, etc.)
- language used to indicate examples, sequence, and definition
- expressions used to check for understanding
- reduced forms of speech
- idioms and phrasal verbs
- changing the topic/transgressing
- rhetorical and interactive questions
- sentence stress

2. Topics: Per the tally of your votes, we will spend two-three weeks on each of the following topics:

- design, engineering, and technology
- health: growth & development, medical conditions, consumer health, public health, nutrition, physical fitness, and emotional health
- the arts: visual arts, performing arts, and the value of the arts
- literature and language: speaking, literature, linguistics, and writing/composition

3. USU lecture observation: There will be at least two required class visitations in regular USU classes. If you are taking an undergraduate class outside of IELI, you may substitute it for one of the class visitations with my approval. These should be mostly lecture classes focusing on the content of the course, e.g., no videos, no guest speakers, no student presentations, and no labs.

4. Summary/reaction papers: These homework assignments will be done for certain assigned video clips that you do for class and for class visits. You should write about the following: 1) the content of the lecture (a short summary), 2) your feelings/opinions about the professor's delivery, i.e., how s/he performs in class, 3) how professors teach differently from those in your native country (or how they are the same) or how the information is different or not different in your view, 4) difficulties you have with understanding the information in the lecture, 5) how you would improve the professor's delivery, and 6) any other information you would like to share. In addition, please hand in the notes that you took during the lecture.

5. Tests and quizzes: There will be short quizzes throughout the semester, as well as tests, e.g., listening to a lecture on a topic we have studied and taking notes using abbreviations and symbols.

Grades: Your final grade will be calculated as follows:

Classwork (participation & homework)	10%
Summary/reaction papers (with notes)	20%

Quizzes & tests	50%
USU lecture observations	20%

University Grading Scale	A	93-100%	C+	77-79%
	A-	90-92%	C	73-76%
	B+	87-89%	C-	70-72%
	B	83-86%	D	60-69%
	B-	80-82%	F	59% and below

According to IELI policy, you must earn a **C- or better** to pass the course.

Class Policies

1. Late assignments and make-up work. If your absence is excusable (you are sick or have an emergency), you need to talk with me. Homework is due at the beginning of class the day specified for each assignment.
2. Illness and emergencies. If you are sick for more than a day or two, or if there is an emergency (please note that for the university, emergencies include a death or serious illness in the family, warfare, jail or legal problems, accidents, etc.), please let me know. You can ask a friend to give me a message, leave a note on my office door, or use voice mail or email.
3. Reporting to SEVIS. SEVIS regulations state that international students who do not make normal progress in their classes will be reported to SEVIS. Please note that attendance is very, VERY important to the government, and too many absences can result in your being deported.
4. Electronic devices. Please turn off all electronic devices, i.e., cell phones, computers, Blackberries, and iPhones. If a phone rings during class time, points will be deducted from your most recent test.
5. Tardiness will result in lowering of in-class grades for that day. Every three times you are late will be counted as an absence, so please be on time to class. For every three 50-minute class hours you are absent, your participation grade will drop a full letter grade (A to B, B to C, etc.).
6. Your participation grade will be based on your involvement in class discussions and activities. If you are paying attention and fully participating (both speaking and listening), you will receive a high grade. If you are not fully participating, you will receive a lower grade. This in-class work is crucial. More than 3 hours of unexcused absences will lower your grade by one letter (i.e., A to B, B to C, etc.).

IELI Attendance Policy

Learning a language requires that you actively attend and participate in your classes. If you do not **regularly attend** classes, you may miss important information and fail the class, not progressing to the next level in the IELI program. For students studying on a visa, if you miss more than a week of class we are obligated to contact the Office of Global Engagement to report your absence. Missing multiple classes and/or failing multiple courses can have serious consequences for some students as it can be grounds for revoking their visa and requiring the students to immediately return to their country. In addition, USU policy states that a student can repeat a class only three times.

Utah State University Policies and Procedures

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 further defines academic freedom and professional responsibilities: <http://personnel.usu.edu/policies/403.htm>.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University

students.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- espouses academic integrity as an underlying and essential principle of the Utah State University community;
- understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- is a welcomed and valued member of Utah State University.

Plagiarism

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf (Article VII. Grievances, pages 25-30).

Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

Students with Disabilities

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.