

COURSE INTRODUCTION – CETL 8793: English for International Graduate Students – Spring Semester, 2006

Class Hours: 2:04 – 3:55 p.m., Mondays; a minimum 3 hours of individual tutorials (to be arranged)
Textbook: Colleen Meyers and Sheryl Holt, *Success With Presentations-A Course for Non-native Speakers of English*. Aspen Productions: 2002.
Instructor: Jane Chisholm
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Course Objectives

This class will help students to become more fluent, accurate, and confident in spoken English so that they can participate more effectively in their academic communities.

It will focus on the following:

- 1) Achieving a level of spoken English that results in little or no interference with intelligibility by
 - Pronouncing vowels and consonants clearly
 - Pausing and using rhythm appropriately and effectively
 - Linking words
 - Stressing content words and reducing function words
 - Stressing content words correctly
 - Using intonation to communicate meaning
- 2) Refining oral presentation skills by
 - Organizing content and making clear transitions
 - Producing effective and natural nonverbal language (i.e., gestures, facial expressions, voice quality, eye contact)
 - Acquiring an intelligible level of verbal language
 - Using visual aids appropriately and effectively
- 3) Refining discussion and conversation skills by
 - Giving oral summaries
 - Developing discussion questions
 - Asking and paraphrasing discussion questions
 - Redirecting questions
- 4) Achieving greater confidence in speaking in both academic and social situations by
 - Practicing impromptu speaking
 - Interviewing
 - Learning “small-talk” skills

- January 30: Warm-up activity
Accent reduction
Defining a term (Textbook Unit 4, pp. 42-45)
- Homework: Prepare to give an extended definition of two terms in your field.
- February 6: Warm-up activity
Word endings and linking
Activity with word endings and linking
Explaining a visual (Textbook Unit 6, pp. 56-65)
- Homework: Prepare one visual to explain
- February 13: Warm-up activity
Word stress
Developing a relationship with your listeners—using nonverbal language (Text Unit 8)
- February 20: Warm-up activity
Word stress
Developing a relationship with your listeners—nonverbal language (Text Unit 8)
- Homework: Prepare a 1-2 minute topic (no visuals) and plan to work on nonverbal language when you present.
- February 27: Warm-up activity
Word stress
Effectively beginning a presentation (Text Unit 2 pp. 9-14)
- Homework: Prepare an introduction to a presentation
- March 6: Spring break (instructor)
- March 13: Warm-up activity
Rhythm and reduction
Planning a presentation – a Well-marked road map (Text Unit 3, pp. 21-24)
- March 22: Spring break (students)
- March 27: Warm-up activity
Stress and intonation
Planning a presentation – a well-marked road map (Text Unit 3, pp. 26-34)
- April 3: Warm-up activity
Intonation
Delivery tips (Text Unit 7)
Concluding a presentation (Text Unit 5, pp. 47-52)
- April 10: Warm-up activity
Intonation
Answering questions (Text Unit 9, pp. 87-92)

April 17: Warm-up activity
Intonation – dialogs, practice and perform
Answering questions (Text Unit 9, pp. 93-104)

April 24: Warm-up activity
Interview questions
Small-talk in social situations