CETL 8801-ITA:
International Graduate Teaching Assistant Preparation

Welcome to CETL 8801-ITA! This course is for International Teaching Assistants (ITAs) and is designed to familiarize you with the American academic classroom environment. You will learn important skills needed to be an effective TA at Georgia Tech. Some of the benefits you will gain from successfully completing this course include:

> An introduction to the essential skills & strategies needed as an International Teaching Assistant
> Improved communication in English for instructional purposes
> An enhanced understanding of American university classroom culture
> Assistance with English listening comprehension & American pronunciation

As a TA, you play an important role in our educational mission. We hope that you will find this course a useful and enriching experience.

Instructor and Contact Information:

Instructor: Morag C. Burke, Ph.D.

> Email: mo.burke@esl.gatech.edu
> Phone: 404-894-2425
> Office: O'Keefe 110
> Office Hours: Monday & Wednesday, 11:00-12:00, and by appointment

Course Schedule:
January 10-April 26, 2012.
This course meets twice per week: Tuesdays & Thursdays. 1:35-2:55 p.m.

Room:
Clough 323 & other locations on campus as assigned. Notice of other meeting locations will be discussed in advance.

Required Course Texts:

1. *Teaching American Students: A Guide for International Faculty and Teaching Assistants in Colleges and Universities* (3rd ed.). Sarkisian, Ellen. 2006. Available in the Bookstore.

2. *Teaching at Georgia Tech: A Handbook for Faculty, Instructors, and Teaching Assistants*. This is available free of charge to all new TAs and will be distributed at the campus TA orientation. In addition, it is available online (see the CETL homepage for the link).

Course Description and Learning Outcomes:
This course helps students who are International Graduate Teaching Assistants (ITAs) at Georgia Tech develop the skills and strategies they need in order to carry out teaching responsibilities for their departments and communicate more effectively with undergraduate students in their classes. The course focuses on language use for instructional purposes and provides an orientation to American classroom culture and basic pedagogy. Language goals for the participants include clearer pronunciation, appropriateness in presentation of information, interaction and rapport with students, and improved listening comprehension. By the end of the course, students will be expected to successfully complete a number of teaching-related assignments.

The Learning Objectives for CETL 8801-ITA are as follows:

1. To understand fundamental instructional methods and concepts related to teaching and learning in American academic classrooms.
2. To develop specific skills required for teaching in an American academic setting.

3. Increased understanding of American academic culture, and broader cultural issues that impact the classroom experience fir ITAs.
4. Improved communication in English for instructional purposes, including speaking and listening.
5. Improved English pronunciation.

Course Requirements and Grading:
This course is graded on a Satisfactory/Unsatisfactory basis. To receive a Satisfactory grade you must attend 90% of the scheduled classes (27 out of 30 classes), you must participate in class activities, and you must complete all course assignments. Detailed descriptions of these activities will be provided throughout the semester.

If you will be absent from a class, please notify me in advance by email. Please talk to another student in the class to find out what was covered in the class you missed.

Assignments:

Classroom Observation:
You will get permission from a GT professor whose teaching style you like and want to learn from. Your advisor in your department may help you to set up the observation, or I will help you make these arrangements. You will complete an observation reflection paper and be prepared to discuss your experience in class.

Micro-teaching:
You will prepare a 10-minute lesson covering material of your choice. This can be a lesson that you have already delivered to students. You will teach this lesson to our class who will act as mock students. You will demonstrate teaching skills covered in the CETL 8801-ITA class. A rubric for this assignment will be provided to you in advance.

Peer Observation:
You will work with a partner and arrange to observe each other teaching. Partners will assist each other by videotaping the teaching, and give structured feedback to each other using a format that I will provide to you both. You will write a 1-2 page reflection paper discussing what you learned from this experience.

Interview a Professor
You will interview a professor whose teaching style you like and want to learn from. This must be a different professor from the one you observed for the *Classroom Observation* assignment. I will provide you with a list of suggested questions and you may also want to compose some of your own questions. You will write a 1-2 page reflection paper discussing what you learned from this experience.

Mid-Term Evaluation
All students who are teaching will have their students complete midterm evaluations. Instructions for these evaluations will be given during the class. You will complete a 1-2 page reflection paper that discusses the results for the Mid-Term evaluation.

Students who are not teaching will complete a 1-2 page reflection paper that discusses the teaching style of a professor of their choice.

WEEKLY: You are responsible for attending the scheduled classes ON-TIME, and keeping your class for the entire class period. If you have an emergency and cannot make it to class, it is YOUR responsibility to make sure that you notify me in advance by email, and that you pick up any materials that were missed.

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Course Schedule:

The schedule and materials covered in this syllabus are subject to change. The planned course will be adapted to meet the specific needs of the students registered for this course.

Date	Topic	Readings/ Materials/ Assignments
<u>Week 1</u> Jan. 10	Introductions & orientation to the course	
Jan. 12	• 5-minute Presentations/ language assessment • Assumptions That Affect Teaching in the American Classroom.	• *TAS*: Introduction & Chpt. 1 • Prepare a 5-minute mock teaching demonstration • Begin arranging Classroom Observation Assignment: *TAS* p. 60 • Overview: rhythm, stress, intonation
<u>Week 2</u> Jan. 17	• Assumptions That Affect Teaching in the American Classroom (cont'd)	• *TAS*: Introduction & Chpt. 1 (cont'd)
Jan. 19	Instructional Language	• Individual meetings
<u>Week 3</u> Jan. 24	• The First Day of Class • Using T-Square as an organizational & instructional tool	• *TAS:* pp. 55-59
Jan. 26	Instructional Language	• Small talk topics • Pronunciation problems addressed ***Classroom Observation Reflection Paper due.**
<u>Week 4</u> Jan. 31	Lectures vs. Collaborative Learning	• Reading provided.
Feb. 2	Instructional Language	• Clarification, agreeing, disagreeing
<u>Week 5</u> Feb. 7	Bridging the Gap: Approaching Your Students & Helping Them Approach you.	*TAS*: Chpt. II
Feb. 9	Instructional Language	• Using Transitional Expressions • Signposting ***Interview a Professor Reflection Paper due**
<u>Week 6</u> Feb. 14	Giving Presentations that Students Can Understand	*TAS*: Chpt. IV
Feb. 16	Instructional Language	• Commenting on visuals • PowerPoint- an American perspective
<u>Week 7</u> Feb. 21	Leading a Discussion: Providing Direction & Continuity	*TAS*: Chpt. V ***Mid-Term Evaluation this week.**
Feb. 23	Instructional Language	• Using hooks • Concluding • Stating priorities
<u>Week 8</u> Feb. 28	Understanding Meanings Beyond Words	*TAS:* Chpt. VI
Mar. 1	Instructional Language	• Handling students questions ***Reflection on Mid-Term Evaluation paper due**
<u>Week 9</u> Mar. 6*	Peer Observation	Peer Feedback Rubric
Mar. 8*	Peer Observation	Peer Feedback Rubric

CETL 8801-ITA:
International Graduate Teaching Assistant Preparation

Week 10 Mar. 13	Holding Office Hours	*TAS*: pp.62-66
Mar. 15	Instructional Language	• More small talk • Putting others at ease ***Peer observation Reflection paper due**
NO CLASSES Mar. 20 Mar. 22	GT SPRING BREAK – no classes	
Week 11 Mar. 27	Problems, Pitfalls & Surprises in Teaching	Readings provided in class
Mar. 29*	Instructional Language	• Language for unexpected moments • Survival Tactics
Week 12 Apr. 3	Classroom Management Skills	Readings provided in class
Apr. 5*	Instructional Language	• Openings • Acknowledgments • Capping discussion • Moving on…
Week 13 Apr. 10	**Micro-teaching Assignment** – Videotaped	
Apr. 12	**Micro-teaching Assignment**– Videotaped	
Week 14 Apr. 17	Individual meetings to review micro-teaching	
Apr. 19	Individual meetings to review micro-teaching	
Week 15 Apr. 24	Defining Your Teaching Style	Readings provided in class.
Apr. 26	Final Wrap-up.	