**GELCT 620/ DESGN-614: English Communication for Graduate International Students**

**Instructor**: David Skolnick

**Meeting** **Time**: Wednesday 8:30-11:30

**Classroom**: Room 103 Main Building

**E-mail:**  dskolnick@cca.edu

**Office**: Wherever is convenient

**Office Hours**: Wednesday 11:30-12:30

**Phone**:

**Course Description:**

In this class, you will develop your English reading, writing, listening, speaking, and presentation skills and become more culturally integrated into the Graduate Design program at CCA. You will use the skills and strategies we practice in class to interview and write about other students and faculty and ultimately produce your own TED (Technology, Entertainment, and Design) talk, which you will present in front of students and faculty. We will explore the role design, art, and critical thinking play in society and how they interact with each other to provide source material for English vocabulary, grammar, and speech. The goal of this class is to improve your ability to communicate your ideas clearly to your classmates and professors which is necessary for your success in this program and in your future career.

**Required Texts:**

Online reader – you will have to print out handouts and exercises as we go along (located on Moodle in the resources folder) and bring them to class in your 3 ring binder.

Moodle account – sign in as a student after first class

***Check your CCA email every day for hw assignments and messages!***

**Required Course Materials:** (bring to class every day)

3 ring binder divided into labeled sections:

Syllabus

Handouts

Class notes

Short assignments and vocabulary

Research/Presentations/Essays (including all drafts)

Loose – leaf paper.

Highlighters, Colored pencils or pens

**Grades\*:**

Final Presentation: 35%

Short assignments/homework 35%

Short Presentations 20%

Class participation 10%

100-99=A+, 98-93=A, 92-90=A-, 89-87=B+, 86-83=B, 82-80=B-, 79-77=C+, 76-73=C, 72-70=C-

\*Your final grade is determined by the total number of points you accumulate throughout the semester. The above percentages represent, roughly, the proportion of points in each area, so your final grade may not exactly match those percentages.

**Class participation:**

This portion of your grade is based on the **quality** *and* **quantity** of your participation in class and Moodle discussions, group work, peer review, and conferences. However, your input should be thoughtful and truly contribute to the class discussion rather than the first thing that pops into your head.

**Attendance:**

As this is an intensive seminar, we will be doing a great deal of collaborative group and class work, and so attendance and punctuality are crucial for both you and the class. **If you must miss a class, you are responsible for giving me advance notice**, making up any missed assignments, and getting class notes and handouts from your classmates. **Arriving to class 10 minutes late is considered an absence**, and three late arrivals (up to 10 minutes late) equal one absence. **Missing any classes will affect your final grade, and missing three or more classes could result in a failing grade for the semester.**

**Classroom Etiquette:**

As a courtesy to your classmates and teacher, all cell phones and similar devices which interrupt class with annoying noises must be turned off. This also means that you should not be talking into one of these devices, checking for messages, or texting during class. Violation of this rule will result in your early departure from class and an irate teacher. Eating should be done before or after class, or during the break, though of course drinking water is fine anytime. We may break this rule as a class on special occasions.

**Office Hours and Academic Coaches:**

I highly recommend you take advantage of a coach’s help. Free coaching is available at the Learning Resource Center (LRC), located on the Oakland campus in room 207, Irwin Hall, for writing, visual studies, math, and software. Coaches (in one-on-one, one hour sessions) assist students in developing strategies for note-taking, active reading, study practices, time management and computer skills. Please contact Virginia C. Jardim at [vjardim@cca.edu](mailto:vjardim@cca.edu) or call (510) 594-3756 to make an appointment.

**Learning Disabilities:** Students with a documented learning disability or students who suspect a documented learning disability should let me know as soon as possible to discuss needs and goals for succeeding here at CCA. To get the support that will lead to your success, please contact Access & Wellness Services to discuss your specific disability and to inquire about the documentation needed in order to determine your eligibility for academic accommodations. Contact Director of Access and Wellness Services Suzanne Raffeld at 510.594.3775, or [sraffeld@cca.edu](mailto:sraffeld@cca.edu), to schedule an appointment. DO NOT WAIT!

I also encourage you to take advantage of my office hours, and feel free to email me with questions or make appointments to see me. Getting feedback from a variety of sources and **asking questions will be absolutely necessary for you to do well in this course**, so don't be shy. Also, we will schedule a mandatory initial one on one conference in the second week to talk about the class and your specific needs. If you are having trouble with your essays, coming to my office hours will help you clarify your ideas and could help your final participation grade.

**Writing Requirements:**

**All essays should be typed in 12 point Times New Roman or Arial font, on double spaced, numbered pages, stapled together, with your name on each page, and a title on the first page. *Failure to follow this format will result in a lower grade on the assignment*.**

You must complete all assignments (**typed, unless otherwise noted**)—homework, journals, essays, in-class writing—and turn them in on time. All drafts, whether exploratory or final, are due at the beginning of class on the date assigned. In order to pass the class you must turn in all assignments when they are due**. It is not possible to pass the class by turning in a batch of assignments at the end of the semester**. If you cannot turn in an assignment on time, complete the assignment anyway, as not doing so will make the following assignments that much more difficult for you. In order to get complete credit for each assignment, you must bring a draft on peer review or draft workshop days. If you do not complete a draft on time, the grade on your final draft will be lowered. **I will not accept a final draft without having seen previous drafts before the final due date**. **Never miss class because your work isn't done – come to class anyway.**

Keep a clean copy of all the writing you turn in, and also keep all the writing that is returned to you, including, freewrites, brainstorming, rough drafts, revisions, etc. **Save all written work.**

**Cheating or Plagiarism:**

Plagiarism and cheating are serious violations of the rules and standards of the university, and I do not tolerate it. Spotting plagiarism is surprisingly easy, and **I will not hesitate to give you an "F" on the plagiarized assignment and, in some cases, give you an "F" for the semester.**  We will discuss this issue further in class. If you are in doubt about what constitutes plagiarism, see me and read the following Academic Integrity Code:

CCA students are expected to maintain standards of academic integrity. The college defines four types of academic dishonesty:

* Cheating, or the intentional use or attempted use of unauthorized materials, information, or study aids in any academic or studio exercise
* Fabrication, or the intentional and unauthorized fabrication or invention of any information or citation in any academic or studio exercise
* Plagiarism, or the intentional or knowing representation of words, images, concepts, or ideas of another as one's own in any academic or studio exercise
* Facilitating academic dishonesty, or intentionally or knowingly helping or attempting to help another to violate any provision of this code

**Course Schedule (subject to change):**

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| --- | --- | --- |
| **Week** | **Classwork** | **Homework** |
| 1 | Introduction to each other and the class.  Find someone who…  Set goals.  Go over reading strategies.  Read Linda Flower’s “Writing for an Audience” and practice reading strategies.  Brainstorm biography questions.  Get biography partners. | Read Donald Murray’s “Reading as a Reader” and do a double entry journal.  Read Fan Shen’s “The Classroom and the Wider Culture” and write a 1-2 page response.  Interview biography partner.  Begin **vocabulary journal** – **post on moodle 10 new entries each week from texts, video, audio, conversation, etc.** |
| 2 | Pronunciation – vowel key word chart.  Discuss Murray and Fan Shen articles.  Watch speeches and analyze – brainstorm what makes an effective presentation.  Put together a presentation assessment rubric.  Introduce biography partners to class without notes and use presentation rubric to critique.  Discuss summary.  **Begin filling in your grammar error logs and continue doing so for the rest of the semester**. | Begin researching TED talks and find 1 that interests you. Write 3 paragraphs explaining why you chose that topic, what the presenter does well AND how the presenter could have improved the presentation, and what you learned from the presentation. Be ready to present a summary and your opinion to the class without notes.  Read Hughes and Duhamel’s “Rhetorical Qualities of Words” and do a double entry journal.  Write down 3 things in your daily life that really bother you. Bring to class. |
| 3 | Pronunciation practice.  Present TED talk that you chose to the class.  Watch film clip and transcribe dialogue.  Pairs work together to correct transcriptions.  Discuss what it means to define and know a word/term/phrase.  Discuss the 3 things that really bother you.  Brainstorm topics for your own TED talk – none can be the same. | Memorize dialogue and be ready to perform in class.  Choose another TED talk that you like, post on the moodle forum to make sure no one else has chosen it, and write a summary. Then choose 4 consecutive paragraphs to begin to memorize. Create a vocabulary list that your classmates will need to understand the talk and do full vocabulary entries, including illustrations.  Read the text on Definitions in the Course Reader and be ready to discuss in class.  Begin doing research for your final TED talk. |
| 4 | Pronunciation practice.  Vocabulary sharing/teaching.  Do a 3-5 minute presentation about the TED talk you chose without notes.  Discuss the Definitions reading. In groups, choose one vocabulary term to do an extended definition of. | Read Anne Lamott’s “Shitty First Drafts” and write a summary.  Read Richard Straub’s “Responding, Really Responding, to Other Students’ Writing”.  Do a shitty first draft of your final TED talk that refers to at least one scholarly source. Polish it up a little and bring 3 copies to class.  Memorize the 4 paragraphs you chose from the 2nd TED talk. Practice by imitating the voice and mannerisms of the speaker in the TED video. |
| 5 | Pronunciation practice.  Watch the TED talk sections you’ve memorized and then present them yourselves.  Class critiques presentations.  Peer review not so shitty first and a half drafts. | Continue doing research for your final TED talk – have an annotated bibliography with at least 3 sources.  Revise your TED talk draft and bring 3 copies to class in week 7.  Read definition of Critical Thinking and write a 1-2 page response about how this applies to your life. |
| 6 | Pronunciation practice.  Groups create an extended definition of design as it relates to critical thinking.  Watch a TED talk and take notes. Pairs will role play interviewer and presenter – develop questions and answers that demonstrate critical thinking. | Read Birk and Birk’s “Selection, Slanting, and Charged Language”.  Define each of the three types of slanting.  Choose an example of design – in 3 paragraphs, describe that example in a positive, negative, and neutral light, just as was done in the article.  Read Colombo, Lisle, and Mano’s “Establishing Expectations: Writing for Readers or Super-readers” and write a summary. |
| 7 | Pronunciation practice.  Compare object descriptions in groups.  Do showing vs telling exercise.  Go over the Rhetorical Triangle.  Peer review TED talk 2nd drafts. | Read Adam Bessie’s “A Great Interview”.  Connect with a native speaking Grad Design student, a non-Grad Design faculty, or an outside designer/artist. Interview this person with a focus on what is most exciting in the design/art world (for him/her) and how that relates to the person’s past, present, and future. Collect images related to the information you get and prepare a presentation.  Continue doing research for your TED talk – have an annotated bibliography with at least 3 sources.  Revise TED talk – have your 3rd draft by week 9 |
| 8 | Pronunciation practice.  Do sentence focus workshop.  Bring a copy of your TED talk to work on sentence focus.  Do a 4-6 minute presentation of your native speaker interviewee.  Class critique of presentation style. | Finish TED talk 3rd draft and bring 3 copies to class. |
| 9 | Pronunciation practice.  Practice eliminating wordiness  Peer review 3rd draft of TED talk. | Final revisions of TED talk.  Put together images, video, audio and/or whatever other media/realia you want to use during your presentation. |
| 10 | Pairs brainstorm a famous design problem from history and write a dialogue between 2 people who are part of the problem/solution. | Pairs practice their dialogue. Be ready to present your very dramatic reenactment.  Begin practicing your TED talk. |
| 11 | Wiggle room | Continue practicing your TED talk. |
| 12 | Practice pronunciation.  Pairs practice TED talk with each other and give feedback on grammar, pronunciation, and effectiveness of presentation. | Practice your TED talk. Record yourself with video if possible and critique yourself. Also practice your talk in front of other people and ask them to critique you. |
| 13 | Thanksgiving break – no class | Practice your TED talk and be aware of body language, pronunciation, projection, and skillful use of visuals. |
| 14 | Student TED talks – film and critique | Course evaluations |
| 15 | Student TED talks – film and critique |  |

**Learning Outcomes:**

* Students will become more familiar and comfortable with the art/design culture within and outside CCA.
* Students will learn the conventions of U.S. academic culture – writing summaries, essays, responses, citing sources, etc.
* Students will learn to communicate clearly and effectively with their instructors and peers in both writing and speech.
* Students will learn grammar self-editing and vocabulary acquisition strategies in order to facilitate their independent linguistic and academic growth.
* Students will synthesize the skills and strategies learned in class to create a presentation modeled on a TED talk.

**Document Release Form**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, hereby give my permission to have the work I produced in this class, GELCT 620/DESGN 614 fall of 2013, be used for classroom teaching and academic research purposes. I understand that my work will remain anonymous and that my name will never be attached to any of my reproduced work.

Signed:

Date