

CURRICULUM AND CLASS OVERVIEW

Speaking Classes

The English Language Support Program (ELSP) endeavors to provide high quality language instruction to ensure that students advance their speaking proficiency during the first year of academic study. Students are provided with an integrated framework for building effective communication skills (constructed around the assessment criteria in ACTFL's Oral Proficiency Interview (accuracy, content, context, text type and global tasks) with additional instruction in presentation skills and paralinguistic cues (non-verbal communication). The curriculum encourages long term development of advanced oral proficiency as well as success in Emory teaching roles and the professional speaking demands in the professional world inside and/or outside the university community.

Objectives

- establish language goals considering the teaching requirements set by the Laney Graduate School for all graduate students
- frame the context and content of courses around professional language usage (particularly in classroom and lab settings)
- recognize and allow for the time constraints for language study of degree-seeking students
- focus on individual learning needs by targeting areas most critical to each student's speech performance
- provide instructional materials and objectives consistent with OPI Guidelines (advancing students through levels of proficiency)
- ensure language growth and the development of confident, public presentation performance within the frame of each student's professional field of study (including the development of language cues for clear organization of materials, voice quality, vocal variety, clear pronunciation, and correct grammar)
- coordinate the development track of students over the sequence of courses
- assure consistency among instructors and avoid material overlap between courses

Graduate students are required to take either the intermediate (505_int, 515_int, 516_int) or advanced (515_adv, 516_adv) sequence of classes; students can elect to enroll in the high advanced (520, 530) sequence. Employees can enroll in the graduate class sequence if their test scores are comparable to graduate students. Two special classes (502 and 503) are offered only for research employees to prepare them for participation in the intermediate sequence for graduate students. A brief description of the classes follows.

Intermediate Sequence (505, 515, 516)

To communicate clearly with paragraph discourse structure

Objectives: The Intermediate Track is designed to improve the communication skills of intermediate (OPI level 2) students. Intermediate speakers can handle many of the speaking exchanges of routine life and work; however, they typically require a sympathetic listener accustomed to speakers whose first language is not English. Intermediate speakers may have difficulty sequencing and/or linking ideas into paragraph-length discourse, maintaining appropriate past, present, and future time frames, sustaining fluency, and/or being readily comprehensible. In the Intermediate Track, students focus on:

language functions:	developing the ability to narrate and describe in major time frames; moving towards supporting opinions
fluency:	improving flow of speech; developing ability to use cohesive devices to connect sentences & paragraphs
grammar:	improving command of word endings, word forms and syntax
pronunciation	improving articulation of sounds; building awareness of/ improving grouping, rhythm, stress, intonation
vocabulary	expanding vocabulary and lexical phrases used in academic speaking tasks
listening:	building awareness of patterns of spoken English to improve comprehension
self-study strategies:	implementing learning techniques outside the classroom, including self-monitoring/self-correcting

Grading: S (satisfactory) - 80 points out of 100 needed to receive an S
U (unsatisfactory)

Intermediate Track Sequence

Fall (ELSP 505)	Spring (ELSP 515)	Summer (ELSP 516)
Connecting sentences (time frame and tense control) Presenting (scripted) Discussing (unscripted)	Building paragraphs Expressing opinions Presenting (semi-scripted w/PPT) Leading discussions (controlled topic)	Using extended paragraphs Expressing conditional & hypothetical Presenting (unscripted w/PPT) Leading discussions (self-selected topic)

Overview of Presentations

Presentations are limited to 2-3 minutes to ensure maintained focus on targeted language features. Presentations move from scripted to unscripted; from simple organizational patterns to more complex patterns; from single paragraphs to multi-paragraphs; from speaking from podiums to more relaxed stance with effective gesturing and body positioning.

Overview of Seminar Discussions

Discussion topics in the fall semester derive from familiar textbook content and move to articles of public interest. Students respond to questions with ‘expanded answers’ for connecting sentences and developing paragraph-level discourse and move to more elaborated responses and remarks while managing and leading discussions. Questions move from those related to personal experience to those of a more abstract and hypothetical nature.

Overview of Audio Activities

Audio activities are 1-2 minute recordings completed outside of class, submitted online, and generally **non-scripted** to help the student develop self-monitoring skills. Each activity reinforces the particular language and/or pronunciation features addressed in the classroom. Students receive individual feedback on their targeted areas as well as the language features, e.g. past tense narration, restatements, stress and grouping, contrasting information with stress and intonation, expressing opinions, solving problems, discussing graphs, charts, and other visual data.

Advanced Sequence (517, 518)

To communicate effectively with your words and your voice

Objectives: The Advanced Track is designed to improve the communication skills of advanced (OPI level 3) students. Advanced speakers can narrate and describe in the past, present, and future time frames in paragraph-length discourse. Although they may have varying degrees of fluency and accuracy, advanced speakers typically can convey their message without confusion and be understood by listeners not accustomed to speakers whose first language is not English. However, they may lack the language to discuss topics extensively, participate in formal and professional conversations, and consistently provide a structured argument in extended discourse. The Advanced Track focuses on:

language functions:	solidifying the ability to easily narrate and describe in major time frames; and advancing the ability to structure, explain, and defend arguments and the ability to construct hypotheses
fluency:	improving the flow and flexibility of speech and the use of cohesive devices to connect extended discourse
grammar:	improving command of word endings, word form, syntax, and advancing control of complex structures
pronunciation:	improving word stress, grouping (pausing, linking, and focus), intonation (vocal variety), rhythm, and English sound articulation (individualized)
vocabulary:	expanding vocabulary from general to more precise and sophisticated word choice
listening:	building awareness of patterns of spoken English to improve comprehension
self-study strategies:	implementing learning techniques outside the classroom

Grading: S (satisfactory) - 80 points out of 100 needed to receive an S
U (unsatisfactory)

Advanced Track Sequence

Fall (ELSP 517 - Advanced)	Spring (ELSP 518 - Advanced)
Solidifying narration and description in major time frames(full cohesive paragraphs) Practicing complex structures Semi-scripted formal academic presentations with field of study content with a controlled organizational pattern using visual support (PPT) Leading and participating in seminar-style discussions – topics derived from textbook Sharing and supporting opinions, structuring arguments	Defending arguments, constructing hypotheses, (extended paragraphs with native like rhythm, stress, intonation) Solidifying the use of more complex structures Unscripted formal academic presentations related to field of study with visual support (PPT) - choice of purpose and organizational pattern Leading and participating in seminar-style discussions of self-selected academic topics Identifying issues, posing potential solutions, evaluating proposed solutions, exploring abstract topics with in-depth analysis of issue

Overview of Presentations

Presentations move from structured and directed organizational patterns to student-selected organizational pattern and purpose, increasing in length (from 2 minutes to 5 minutes) and complexity (extended discourse). Academic presentations are supported by Power Point, as students practice effective integration of increasingly complex graphs/diagrams, formal, precise and concise language of increasing sophistication. Students practice basic body positioning and gestures and move to more complex, natural gesturing and positioning for greater fluency and audience rapport. In the second semester, students are expected to effectively respond to questions using extended discourse and engage in discussions about the presentation.

Overview of Seminar Discussions

Students practice effective and appropriate strategies to open, lead, manage and close a seminar-style academic discussion. Topics are derived from the textbook in the first semester; in the second semester students choose field-related, academic readings appropriate for a diverse scholarly group. Students develop questions to stimulate critical analysis of an abstract topic. Seminar discussions in the first semester focus on structuring and supporting opinions and arguments; discussions in the second semester analyze issues and employ hypothetical structures to explore possibilities.

Overview of Audio Activities

Audio activities consist of **non-scripted** 2-3 minute recordings completed outside of class and submitted online. Each assignment reinforces the particular language feature being addressed in the classroom and allows practice and demonstration of formal academic language with extended discourse. Activities move from personal anecdotes solidifying the control of time frames to synthesizing opinions, structuring arguments, talking about abstract topics, and analyzing issues.

Advanced-High Sequence (520, 530)

To communicate effectively in a real professional speaking event

Objectives: The Advanced-High sequence is designed to improve the academic and professional speaking performance of the Advanced and Superior level students (OPI Levels 3.7-4.0). These speakers can provide a structured argument to support their opinions as well as construct hypotheses; they can explain in detail and narrate fully and accurately in all time frames with linguistic ease, confidence and competence. However, when they are called on to perform complex tasks over a variety of topics, their language may break down or prove inadequate: patterns of error appear, or they may avoid the task altogether. They may resort to simplification through the use of description or narration in place of argument or hypothesis. Although they can, in general, discuss topics abstractly, especially those relating to their particular interests and special fields of expertise, they may be more comfortable discussing a variety of topics concretely.

The classes

- offer support in oral communication concurrent with student's initial teaching experience/professional speaking event
- ensure that students transfer speech patterns such as connected/paragraph discourse, pronunciation, voice quality, and vocal variety to the real teaching experience/professional speaking event
- guide student's in monitoring and reflecting upon their speaking performance
- facilitate the learning and adoption of effective body language, voice, expression and behavior appropriate for American university classrooms, conferences, professional work environment
- provide learning strategies for successful interaction in and out of the class-room that can compensate for weak language areas
- provide an environment in which students practice speaking tasks with self-confidence
- enable students to develop habits and language skills necessary for self-directed growth

Format: This Advanced-High sequence combines group discussion sessions/classroom activities and individual consultations to analyze video-recorded teaching/presenting performance. If applicable, participants will have the opportunity to be observed and/or video-recorded while teaching or presenting. Each observation will be followed by an individual consultation with the ELSP instructor.

Grading: S (satisfactory) - 80 points out of 100 needed to receive an S
U (unsatisfactory)

Fall (520): Seminar in Professional Communication	Spring (530): Laboratory in Professional Communication
<p>Micro-teaching / presentations (3 micro-teaching /conference presentations from field of study with visual support Organization strategies for lectures or presentations Asking and responding to questions Counter-arguing/evaluating arguments Strategies for speaking clearly Explaining visual information Analyses of discussion topics</p>	<p>Presenting (at conferences) Lecturing Discussing Reporting Negotiating Interviewing/Patient Histories Hypothesizing and Analyzing Abstracting, Expanding, Defending Arguments Responding to Questions Organizing Poster Presentations Summarizing Discussing Non-Verbal Visual support</p>

Writing Classes

The ELSP writing classes (ELSP 510 and ELSP 511) prepare graduate students to write effectively for a broad, general academic audience as well as for an audience connected to their individual disciplines. ELSP 510 (4-credits) builds the foundation for writing with the basic elements expected by an English-speaking audience. ELSP 511 (2 credits) expands the students' skills for writing effectively with professional writing conventions displayed in research articles.

The curriculum:

- establishes a workshop/seminar setting for instruction
- frames the instruction around a procedure that models the process of writing used by effective, professional writers
- recognizes the importance for students to analyze writings noting the underlying cultural assumptions of American writers as well as the accepted conventions in their discipline-specific writing communities
- includes practice for students to write a variety of academic assignments for a general, academic audience
- frames the writing assignments to build critical thinking skills and informed views
- provides assignments for students to practice the skills needed to become credible publishers of research
- encourages students to select writing topics related to their research themes and areas of interest
- provides an overview of the basic grammar and syntax needed to improve the readability of writings
- focuses on individual learning by targeting areas most critical for advancement of each student's writing skills
- recognizes that students must analyze, revise and edit their individual writings
- recognizes the need for students to synthesize and document information without plagiarizing
- recognizes the time constraints for language study of degree-seeking students

Overview: ELSP 510 and ELSP 511

	ELSP 510	ELSP 511
Objectives	<p>The purpose of ELSP 510 is to prepare students to write effectively for an academic audience.</p> <p>Students will learn effective writing techniques in a workshop setting. The students will:</p> <ul style="list-style-type: none"> • understand the basics of academic writing • begin to develop a process of writing consistent with that of other academic writers • practice writing a variety of assignments and common structures • analyze their individual patterns of writing • learn how to revise and self-edit • review basic grammar and syntax to improve the readability of writings 	<p>ELSP 511 is designed to expand the written communication skills of graduate students who have a basic understanding of effective academic writing. The purpose of this course is to prepare students for academic research writing. The course will focus on:</p> <ul style="list-style-type: none"> • the synthesis and documentation of information • expanded strategies for rewriting compositions for content, style, cohesion, grammar • the use of critical thinking skills and development of informed views • presentation of research findings in a group publication
Tasks	<p>Students will be required to write 2-3 drafts of a:</p> <ul style="list-style-type: none"> • Brief Research Interest Statement • Biographical Statement • Summary • Comparative Structure • Problem/Solution Text • Commentary <p>Content Areas:</p> <ul style="list-style-type: none"> • Academic Writing Communities and Audience • Paragraphs • Flow of Information • Reader Expectations • Source Citation • Process Writing Strategies • Self-Editing Skills <p>Writing Portfolio</p>	<p>Students will submit research articles to be published in the ELSP 511 Course Journal printed annually by the ELSP 511 classes. The publication will showcase articles focusing on current and relevant research incentives of interest to the students.</p> <p>Students will be expected to work cooperatively with peers (as is often the case in research projects) and to collaborate in open discussion and writing activities. The research theme and topics will relate to students' areas of research interest.</p> <p>Each member will be responsible for at least two roles on the writing team:</p> <ul style="list-style-type: none"> • author of research essay • editor of one or more sections of the publication

Grading

S/U

50% Writing Assignments

50% Final Exam

S/U

50% = Individual Assignments

50% = Final Group Project