

IE ACTIVE LISTENING I, II, III: SYLLABUS (21 January 2009)

The new semester-length IE Active Listening course incorporates **(A) IN-CLASS**, regular classroom study led by the teacher, **(B) STUDENT PROJECTS** in which students do research tasks online as homework, then later present their findings either to small groups of 4 or 5 students or as a group presentation to the whole class, **(C) TEACHER-MONITORED SELF ACCESS** in which students access the reallyenglish website to complete units in an online listening course that incorporates listening, reading, and grammar. **(D) SELF-DIRECTED LISTENING** in which students report on their use of language learning websites, and possibly on listening to a film, too. It should be mentioned that students and teachers will need to access these sites and if working at home, a good Internet connection will be helpful. However, students and teachers can also access these sites at the university.

Each level of the new course is divided into 4 themes to match the course to the themes and vocabulary introduced in IE Core and IE Writing. Teachers are welcome to use DVD materials developed for the IE Listening I, II, III courses to supplement the DVDs supplied with the new course, but teachers should try the new materials first as they are more current and the video of better quality. The IE Listening I, II, III midterm and final tests will be retained during a transitional period.

The course goals of IE Active Listening are to assist students in becoming more active language learners, to help them set goals for themselves, and to guide them in identifying useful listening resources outside of the classroom. It is also hoped that students will be encouraged to do more extensive listening on their own time to longer items, such as documentaries and feature films. Our aim is to make the class more dynamic by encouraging greater student interaction, and by integrating listening with reading, vocabulary development, speaking, and a modest amount of writing. These changes have been undertaken in order to harness student interest in the Internet, as well as to make the most of high quality video material that has become available online. Furthermore, these changes have come about as a result of constructive feedback we have received about the IE Listening course from student evaluations, interviews with teachers, surveys of IE students, as well as from some recently conducted student focus groups.

(A) IN-CLASS materials include Summit TV, parts 1 and 2, the Pearson Longman DVD series by Joan Saslow and Allen Ascher, 2006. These two DVDs

consist of ABC News items, such as “On-the-Street” interviews with English speakers around the world, and short documentary TV programs. The IN-CLASS materials also include non-copyright materials from non-profit organizations, and original videos developed by Joseph Dias, Todd Rucynski, and Gregory Strong, with contributions from other teachers in the IE Program.

(B) STUDENT PROJECTS are of 2 types: *INTERACTIONS* and *PRESENTATIONS*. The former are tasks in which individual students investigate Internet websites to find, for example, a favorite song, commercial, or movie trailer, transcribe the material, develop some listening tasks focused on them; and then, in class, make a presentation about the materials they accessed to a small group of classmates. Different students will be assigned to give their presentations each week. During presentation sessions, the teacher should ask the students listening to the *INTERACTIONS* to move to other parts of the class to listen to a 2nd, and, time permitting, a 3rd student presenter. In other words, presentations will be repeated for different audiences as many as three times. This will maximize student exposure to a wide variety of content and give the presenters an opportunity to improve their presentation skills through reiteration, as well as their accuracy, fluency, and confidence. It will also allow the teacher time to move from one group to another and hear a bit from each of the students who are presenting. Depending on class size, each class should have about 6 or 7 students presenting their *INTERACTIONS* at one time. This will take about 35-40 minutes of the class time. Teachers should organize a sign-up calendar in the first class with dates for student *INTERACTIONS* and *PRESENTATIONS*.

The second type of student projects, *PRESENTATIONS*, are group projects in which 4 or 5 students complete a task together by doing such things as using multimedia resources on the Internet to prepare a travel itinerary, or investigating an environmental problem, then presenting an action brief detailing what needs to be done to solve the problem. During their presentations, students may show excerpts of the actual video content they used as their source material. Generally speaking, each *PRESENTATION* should take about 15-20 minutes, with about 3-4 minutes per student in each group.

An evaluation form for teacher use has been developed to assess both the *INTERACTIONS* and *PRESENTATIONS*. These forms are to be filled out while the teacher is listening to the student presenters or to the group presentations. Written notes that students use for their *INTERACTIONS* and *PRESENTATIONS*, which should include URLs of websites which were accessed, should be collected, too.

An explanation of each task, and a database of potential websites for use in the *INTERACTIONS* and *PRESENTATIONS*, is part of this syllabus. Our hope is that, over time, as students and teachers discover more online resources, we will gradually expand this database.

(C) TEACHER-MONITORED SELF ACCESS online listening modules will be provided by the company “reallyenglish.” The English Department will pay for half the costs of this system and students will pay for the other half. User IDs and passwords will be issued during the first week of class, and students will be able to access the materials at any time and from any location using PCs running either Windows or Macintosh OS X operating systems. In the first class, teachers will need to demonstrate the login procedure, have students take the initial diagnostic tests, and go through a few typical units. The reallyenglish program has some 300 lessons in listening, reading, and grammar. Many of the reading and grammar units have listening components. Unit tests automatically award grades to students and give them instant feedback on the accuracy of their responses. Teachers can examine these records to see how much progress students have made throughout the semester. These records will contribute to the students’ final grade.

(D) SELF-DIRECTED LISTENING, the final component in the course, consists of students accessing different language learning websites on the Internet, trying the exercises on them, and then completing a written report using a form provided by the teacher. Teachers do not need to mark these reports in detail, and certainly not take off points for grammatical errors. Grades can be a star for ‘excellent,’ a plus for ‘average,’ and a check for ‘barely acceptable.’ An excellent report should be free of plagiarism and will have some evaluation, and possibly critique, of the content of the listening material and any associated lessons. Written feedback on the students’ reports might include personal comments about the students’ choice of material and the use that they made of it.

Apart from the set of recommended websites, feature-length films can also be used as content for the *SELF-DIRECTED LISTENING*. However, we would like to limit the number of reports based on films to no more than ONE because of the difficulty of determining whether students watched the films without subtitles.

Model listening logs will be distributed to IE Active Listening teachers during the orientation sessions for the new course.

Large classes in IE Active Listening (11 out of 18 sections in the spring semester and 6 out of 9 sections in the autumn semester) will remain a challenge, as they have

been in the IE Listening courses. Recently, we learned that although we can break the class into two parts for instruction, both halves of the class must, unfortunately, remain in the classroom. Therefore, we are suggesting that teachers of large classes divide them in two parts, A and B, on the basis of the class roster. After the first class, the teacher should alternate these groups, so that A, then B the following week, is at the front of the class. The half of the class at the back will be free to access websites and prepare for their *INTERACTIONS* or *PRESENTATIONS*, and if these are finished with those, work on their *TEACHER-MONITORED SELF ACCESS* or *SELF-DIRECTED LISTENING*. Furthermore, because of the size of the class, teachers will only have enough time for students to do a maximum of one, or possibly two, *INTERACTIONS* each; therefore, we will ask those teachers to expect students to do additional units of *TEACHER-MONITORED SELF ACCESS* and more *SELF-DIRECTED LISTENING*.

IE 1 Active Listening

	Pop Culture and Childhood	Food	Urban Life and Social Issues	Travel
(A) IN-CLASS Supplementary materials can be drawn from the IE Listening Program	REAL TALK: Duffy, music SUMMIT TV 1-1#: <u>On-the-Street</u> : “How Would You Describe Yourself?” SUMMIT TV 2-1#: <u>On-the-Street</u> : “Dreams and Goals”, SUMMIT TV 1-8#: <u>Short Documentary</u> : “Being a Better Parent (Discipline), (Setting Limits)”	REAL TALK: Robbins & Vegetarians	SUMMIT TV 1-5#: <u>On-the-Street</u> : “How Do You Feel About Living in the Suburbs?” SUMMIT TV 1-5#: <u>On-the-Street</u> : “How Do You Deal With Money?” SUMMIT TV 2-4#: <u>Short Documentary</u> : “Handling Anger”	SUMMIT TV 2-6#: <u>Short Documentary</u> : “Air Travel: Travelers Beware!”
(B) STUDENT PROJECTS	INTERACTION: Introduce a favorite song to some classmates	INTERACTION: Find the best unusual recipe to share with some classmates	PRESENTATION: Report on a news item on a social issue	PRESENTATION: Choose a city and present a weekend itinerary
(C) TEACHER-MONITORED SELF ACCESS Homework	Students are to complete 15 units per class, or 20 units for large classes. This part of the course is to be done as homework with the teacher setting deadlines for completing the units.			
(D) SELF-DIRECTED LISTENING Homework	Students should complete 5 reports or 3 reports and a movie listening log.			

IE 2 Active Listening

	Technology	Workplace	Biography	Geography
(A) IN-CLASS Supplementary materials can be drawn from the IE Listening Program	SUMMIT TV 2-9#: <u>On-the-Street</u> : New Technology “The problem’s not with the technology”	REAL TALK: Amy Christmas and job satisfaction SUMMIT TV 2-9#: <u>On-the-Street</u> : New Technology “The problem’s not with the technology”	REAL TALK: Cornel West SUMMIT TV 2-3#: <u>On-the-Street</u> : “Frightening Experiences”, SUMMIT TV 1-2#: <u>Short Documentary</u> : “Beck, Musician”	REAL TALK: Oxford RAs Real Talk: SUMMIT TV 1-8#: <u>Short Documentary</u> : “Dr. Torstveit’s Vacation”
(B) STUDENT PROJECTS	INTERACTION: Introduce the funniest/best commercial	PRESENTATION: Explain how to write a resume, take an interview, find a job, etc.	INTERACTION: Celebrate a hero	PRESENTATION: Describe an example of Human Population, Cultural Geography, etc.
(C) TEACHER-MONITORED SELF ACCESS Homework	Students are to complete 15 units per class, or 20 units for large classes. This part of the course is to be done as homework with the teacher setting deadlines for completing the units.			
(D) SELF-DIRECTED LISTENING Homework	Students should complete 5 reports or 3 reports and a movie listening log.			

IE 3 Active Listening

	Relationships /Psychology	Cross-cultural Communication	Media	Environment
(A) IN-CLASS Supplementary materials can be drawn from the IE Listening Program	SUMMIT TV 2-1#: <u>On-the-Street</u> : “Strengths and Weaknesses: I’m Really Good At...”, SUMMIT TV 2-5#: <u>On-the-Street</u> : “Phobias and Superstitions”, SUMMIT TV 1-4#: <u>Short Documentary</u> : “Selling Them Short”	SUMMIT TV 2-8#: <u>Short Documentary</u> : “The Simpsons”	REAL TALK: Philippe, a Photographer in Japan SUMMIT TV 1-7#: <u>On-the-Street</u> : Advertising: “I think there’s too much”; SUMMIT TV 1-9#: <u>On-the-Street</u> : News Sources: “I don’t believe everything I read”	SUMMIT TV 2-10#: <u>Short Documentary</u> : “The Ndoki Rain Forest”
(B) STUDENT PROJECTS	INTERACTION: Describe the videos at Internet sites dealing with anorexia, bulimia, stress, overeating, etc.	PRESENTATION: Introduce video on an aspect of cross-cultural communications	INTERACTION: Introduce your favorite English movie trailer and assign various types of questions to the group	PRESENTATION: Prepare an environmental brief “for action” on an environmental problem
(C) TEACHER-MONITORED SELF ACCESS Homework	Students are to complete 15 units per class, or 20 units for large classes. This part of the course is to be done as homework with the teacher setting deadlines for completing the units.			
(D) SELF-DIRECTED LISTENING Homework	Students should complete 5 reports or 3 reports and a movie listening log.			

Breakdown of Grades:

(B) STUDENT PROJECTS - 2 INTERACTIONS (Only 1 INTERACTION in large classes)	15%
(B) STUDENT PROJECTS – PRESENTATIONS	10%
(C) TEACHER-MONITORED SELF ACCESS (20 units except for large classes doing 30)	30%
(D) SELF-DIRECTED LISTENING	15%
IE Listening Mid-term Test	15%
IE Listening Final Test	15%

In the new Active Listening courses, students will not be given marks for attendance; they must attend class and participate in them. After the first absence, the maximum points that students can be awarded are reduced incrementally. Legitimate excuses consist of serious illnesses (with a doctor's note), or family-related matters, such as attending a funeral. Please warn students of this policy in the first class. Identify students who begin to show a pattern of absences and tardiness and warn them appropriately.

Attendance Policy

Absences	Maximum Grade
1	* No effect on grade
2	Final grade cannot exceed 89
3	Final grade cannot exceed 79
4	Final grade cannot exceed 69
5 or more	Fail

In preparation for the first semester of the course, several pre-service teacher orientations will take place, including one before classes commence in April. At the

end of the Spring semester, students and teachers will be asked to complete surveys on the course, and there will be meetings to adjust the tasks, grading, and evaluation, and to rate the materials.

Draft of a Semester Plan

Class	Lesson	Homework
1	<ul style="list-style-type: none"> - Course overview, description of the 4 components: A, B, C, D. - (B) Describe how an INTERACTION will be done. Show the website from which the video sequences will be taken. Do a song cloze or a recipe or another INTERACTION with the class. Explain the INTERACTION assessment form. Circulate a sign-up list for dates for INTERACTIONS, beginning with next class. - (C) Log-in to Reallyenglish website and demonstrate a unit. - (D) Show the list of language learning websites and the report form and explain these. - (A) IN-CLASS, <u>Summit TV</u> lesson in remaining class time 	<p>(B) work on INTERACTION</p> <p>(C) log-in to Reallyenglish, begin units</p> <p>(D) visit a website and report</p>
2	<ul style="list-style-type: none"> - (B) INTERACTIONS on 1st theme begin, first 7 students - (D) Show the student websites in class and collect the 1st reports; these are to be collected throughout the term - (A) IN-CLASS, <u>Summit TV</u> lesson in remaining class time 	(B), (C), (D)
3	<ul style="list-style-type: none"> - (B) INTERACTIONS on 1st theme - (A) IN-CLASS, <u>Summit TV</u> lesson or other DVD material 	(B), (C), (D)
4	<ul style="list-style-type: none"> - (B) INTERACTIONS on 1st theme - (A) IN-CLASS, <u>Summit TV</u> lesson or other DVD material 	(B), (C), (D)
5	<ul style="list-style-type: none"> - (B) INTERACTIONS on 1st theme - (A) IN-CLASS, <u>Summit TV</u> lesson or other DVD material 	(B), (C), (D)

6	- (B) INTERACTIONS on 2 nd theme - (A) IN-CLASS, <u>Summit TV</u> lesson or other DVD material	(B), (C), (D)
7	- Midterm Test - (B) Explanation and demonstration of PRESENTATION and its assessment form and circulate a sign-up list for dates for PRESENTATIONS.	(B) work on 2 nd INTERACTION (B) start PRESENTATION
8	- (B) INTERACTIONS on 2 nd theme - (A) IN-CLASS, <u>Summit TV</u> lesson or other DVD material	(B), (C), (D)
9	- (B) INTERACTIONS on 2 nd theme - (A) IN-CLASS, <u>Summit TV</u> lesson or other DVD material	(B), (C), (D)
10	- (B) INTERACTIONS on 2 nd theme - (A) IN-CLASS, <u>Summit TV</u> lesson or other DVD material	(B), (C), (D)
11	- (A) IN-CLASS, <u>Summit TV</u> lesson or other DVD material	(B), (C), (D)
12	- (B) PRESENTATIONS	(B), (C), (D)
13	- (B) PRESENTATIONS	(C), (D)
14	- Final Test -Last presentations heard -course evaluation	