

Dear International Teaching Assistant:

We are very pleased that you have chosen to pursue graduate studies at Syracuse University. The University is proud that it counts about 1400 international graduate students from 130 countries among its graduate community. Each of you contributes to the enrichment of the intellectual and cultural diversity of this campus, and the University is a more vital place because of your presence.

Approximately one-quarter of the University's teaching assistants are international students. Having international students as tutors, course and laboratory instructors, and recitation and review session leaders adds immeasurably to undergraduate education. Increasingly, the University must search for new ways to prepare our undergraduates to think globally, and assuredly one of the best ways is to provide opportunities for our students to study and interact with faculty members and teaching assistants from other cultures.

At the same time, universities throughout the United States have been under increasing scrutiny from prospective and current students, their parents, trustees and state legislators to ensure that international faculty members and teaching assistants are proficient in the English language. Many states have passed laws requiring faculty members and teaching assistants to be English language proficient. While no such law exists in New York State at the present time, Syracuse University is determined to provide the highest quality of education for its students. This means that all who have responsibilities involving contact with undergraduates must have a high level of spoken American English language skills.

This publication describes the services available to international teaching assistants at Syracuse University who require assistance in improving their English language proficiency. It also describes the Graduate School's procedures for language testing and evaluation, policies regarding course attendance, and tips for successful interactions with undergraduate students. We hope that you find this information useful and that you make suggestions about improving this guidebook for future international teaching assistants.

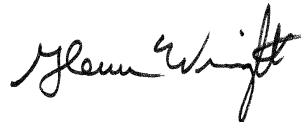
Finally, you should be aware that the Graduate School will keep in close communication with your academic department regarding your level of English language proficiency. To every extent possible, the Graduate School and your academic department work together to ensure that you are given the assistance necessary for success in both academic studies and in your teaching assistantship.

Best wishes for a successful year!

Sincerely,



Gabrielle Chapman
Associate Dean of the Graduate School



Glenn Wright
Assistant Director of Professional
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ELP Coordinator

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The University's Assessment of International Teaching Assistant (ITA) English Language Proficiency

Most new international TAs participate in language testing during the international portion of the TA Orientation program. During orientation, you will participate in a nationally normed examination called the SPEAK test.* You will also interview with a TA Program staff member, an ESOL instructor, a faculty member from your field of study, and an undergraduate student. In addition, you will have a second interview with two Teaching Fellows. During this 15- to 20-minute interview, you will have an informal discussion and perform a language exercise such as reading aloud a short paragraph. The interview will be videotaped. The videotape, the interviews, and the SPEAK test will be used to help assess your language proficiency. (The tapes will then be kept in the Graduate School as a resource.) TA Program staff members, including Teaching Fellows and undergraduate advisors, will also learn about your language skills as you work together during the orientation. Their impressions will help in forming a fair and balanced assessment. Based on all available information, a summary assessment of your language proficiency using a 1-4 rating scale will be made during the Orientation program.

If you miss language testing during the orientation, you must take the SPEAK test and participate in an oral interview upon arrival at the University. Contact Glenn Wright (443-3458; glwright@syr.edu) in the Graduate School, Suite 423 Bowne Hall, to schedule an assessment.

In addition to the spoken American English language proficiency testing, the Board of Graduate Studies asks that all international graduate students with a TOEFL score lower than 600 (or 250 on CBT) take the English Language Assessment Exam (ELEA), also a nationally normed examination. This examination assesses written language proficiency and can indicate that an English course focusing on writing skills (e.g., ENL 211 or 213) may enhance success in graduate coursework. (See Appendix B for a description of these courses.)

During the year, many ITAs will participate in English language classes or conversation groups required by the Graduate School and by their academic departments. If you participate in one of these activities, your progress will be continually assessed and your summary assessment (on the 1-4 scale) will be reevaluated at the end of each language course you take. Occasionally, ITAs will also be asked to meet with a TA Program staff member for a brief, informal interview as part of the reassessment process.

* A practice version of the SPEAK test is available for review during business hours in 423 Bowne Hall. Copies will also be available during ITA registration.

The English Language Proficiency Summary Rankings

These rankings are used to describe your overall level of oral language proficiency. The Graduate School will only recommend those with summary rankings of “1” or “2” to hold TA duties involving contact with undergraduate students. However, your department will undoubtedly consider many other factors aside from your language proficiency when assigning your TA duties. For example, your department may consider your experience in your discipline, prior teaching experience, and your general aptitude for undergraduate teaching.

Descriptors

- 1** ITA communicates with near-native English proficiency, with idiomatic vocabulary and good pronunciation. She or he is ready to teach and needs no additional English study.
- 2** ITA in general communicates effectively in English. She or he has minor problems using grammar, vocabulary and pronunciation, but these do not interfere significantly with intelligibility. While many in this group need no additional study, ENL 640 may be recommended for some students. She or he can hold regular TA responsibilities.
- 3** ITA has inadequate speaking skills for teaching in English. She or he has limited control of grammar and vocabulary (with little or no familiarity of idiomatic expressions). Much of her or his pronunciation requires extra-sympathetic listening. She or he will require a continuing oral language program (e.g., ENL 610). She or he should be given limited TA duties that do not involve direct contact with students (e.g., setting up labs and correcting papers and tests).
- 4** ITA has extremely limited English speaking skills and is difficult to understand. She or he has inadequate knowledge of grammar or vocabulary (including idiomatic expressions). The meaning of many words or phrases is obscured because of poor pronunciation. She or he will be required to enroll in a basic ESOL program and should not hold any teaching responsibilities. She or he should be given only those duties that do not require contact with undergraduates.

Courses Available to Help Improve Spoken and Written English Language Skills

ENL 610: Oral Communication in Teaching

The ESOL Program and the Graduate School are pleased to offer the course ENL 610, which is designed to help ITAs improve their spoken language proficiency. Taught by an ESOL instructor, ENL 610 is a two-semester course consisting of three 55-minute class meetings per week. There is also a weekly 80-minute laboratory led by a graduate student lab instructor, assisted by a carefully selected and trained undergraduate student. The goal of ENL 610 is to help improve your oral language proficiency to prepare you to teach in the American university setting. The three class meetings a week focus on developing listening and speaking skills and understanding aspects of American culture that will help prepare you for successful interaction with undergraduates. The weekly laboratory provides you with opportunities to practice making presentations, practice effective classroom or laboratory questioning techniques, and interact with undergraduate students. (See Appendix A for sample syllabi.) ENL 610 is a zero (0) credit course, but you will receive letter grades for both your class and lab sections that will appear on your Syracuse University transcript. ENL 610 is intended primarily for ITAs with an English-proficiency ranking of “3.” (ITAs with a ranking of “3” who have difficulty with grammar, idiomatic English, and pronunciation may first be required to take a prerequisite ESOL course such as ENL 203 or 207.) ENL 610 may also be recommended for a few ITAs new to the U.S. with a ranking of “2.”

ITAs who need a little extra help in their English language training may be referred to meet weekly with undergraduate conversation partners (see page 5). These students meet one-on-one with ITAs to converse in English and practice those linguistic skills specified by the ENL 610 instructor.

ITAs with a ranking of “2” may be recommended or required to take ENL 640, ENL 211 or ENL 213. ENL 640 is described on the following page. ENL 211 is a composition and reading course for advanced ESOL students. ENL 213 is a one-semester course of intensive practice in critical thinking, reading and writing skills; students in this course write a research paper on a topic in their own field of study.

ITAs with a ranking of “4” are usually required to take a basic ESOL course such as ENL 201 or 203, which focuses on the fundamentals of the English language. ITAs at this level may also be referred to the English Language Institute for intensive study.

See Appendix B for descriptions of all 200-level ESOL courses.

ENL 640: English Conversation for International Teaching Assistants

ENL 640 is a one-hour-per-week conversation group, designed to give you the opportunity to practice and expand your command of English by conversing with others. Outside activities are designed to encourage your use of idioms and idiomatic phrases and your awareness of cultural conventions. You will be asked to tape-record material that will help you improve your pronunciation. Themes that may be discussed in the course include handling situations in class, handling stress, the American legal system, and selected current events. Interactions with undergraduates will also be provided, both in and outside of class. (See Appendix A for a sample syllabus.)

ENL 640 is primarily for ITAs with a ranking of “2” who have taken ENL 610, but who still need practice in developing or maintaining their oral English proficiency. These ITAs will be registered for ENL 640 for zero (0) credits, but will still receive letter grades that will appear on their Syracuse University transcripts.

Enrolling in the Appropriate Course

A letter from the TA Program and your academic department informing you of your recommended or required course will be mailed to your academic department and given to you. In order to register for the appropriate course, you will need to sign up for your choice of class section and lab at the Graduate School (423 Bowne Hall).

Graduate School Tuition Assistance for ESOL Courses

Your 24-credit-hour Graduate School tuition assistantship may be used to cover the cost of enrolling in an ESOL course that is required or recommended by the Graduate School (e.g., ENL 201, 203, 207, 211, or 213). If your tuition scholarship is not sufficient to cover both your ESOL course and your regular academic coursework, the Graduate School may provide you with additional tuition assistance. If you have been required to take a basic ESOL course such as ENL 201 or 203, you should check with your academic advisor to determine whether or not you should take a full academic load.

For more information about tuition assistance, please contact the Office of Graduate Awards, 303 Bowne Hall (443-1501).

Attendance Policy for ESOL (ENL) Courses

If you are required by the TA Program to enroll in any ESOL (ENL) course, you must attend all classes and laboratories. Unless you have a valid medical excuse, your academic department and the Graduate School will be notified if you miss two consecutive sessions (class and/or lab) or any three sessions without first notifying your instructor.

One-on-One Conversation Partners

As an additional service, the Graduate School maintains a roster of undergraduate students trained as one-on-one conversation partners for ITAs. They are available for hour-long, weekly meetings in a relaxed environment on campus so that ITAs can practice conversational English and build confidence communicating with undergraduates. ITAs enrolled in ENL 610 or 640 may be required by their instructors to use the service in order to focus on specific language issues, such as pronunciation or aural comprehension. However, the service is also available by request to any international graduate student with a current TA appointment. These sessions provide helpful opportunities to discuss problems communicating in class or daily life, to learn about student culture and American slang, or to practice and get feedback on upcoming class presentations. ITAs interested in the service should contact Glenn Wright in the Graduate School (443-3458; glwright@syr.edu) for an Undergraduate Conversation Partner Request Form (Appendix E).

Frequently Asked Questions

Will participation in classes and conversation groups alone help me improve my English language proficiency to a satisfactory level?

The Graduate School staff and the instructors of the ESOL program firmly believe that the course or conversation group in which you may be asked to participate will help you improve your English language proficiency. However, the extent to which you improve is really up to you. Our experience has shown that ITAs with a ranking of “3” or “4” who speak a language other than English at home and in informal or social situations do not improve their oral language skills quickly. In addition, you must do much more than simply attend your ESOL class or conversation group if you are to improve your spoken proficiency. You must complete assignments, actively participate in class, and regularly practice what you have learned.

Previous graduate students who successfully improved their English language proficiency offer this advice:

- Speak English at the office, at home, and whenever possible in social situations. If possible, choose roommates who will agree to speak English in everyday situations. Many have found that having an American roommate or living with an American family is the easiest way to improve their speaking skills.
- Join a conversation group at the Office of International Services. There is no charge for participation.

- Seek opportunities to speak English with undergraduate and graduate students in informal social situations.
- Ask your department chair to assign you to an office with someone who can help you with your English.
- Ask your department chair's permission to sit in on a class, lab, or recitation section led by an experienced faculty member or TA. Some departments regularly assign new international TAs to observe classes for one or two semesters while their language skills are improving.

I am concerned that my students may find fault with me because I speak with an accent. What can I do about this?

You will find that most undergraduate students are fair and understanding. You will also find that many SU students have limited experience dealing with individuals from other countries. A few students may complain about an ITA's accent (even if he or she speaks English perfectly) for a variety of reasons: their unfamiliarity with having a teacher from another cultural background; the students' own unpreparedness; or an uninterested, uncaring attitude on the part of the TA.

As many of you already understand, effective teaching means much more than being able to speak the English language correctly. Many TAs (with various accents) win Outstanding TA awards each spring. These TAs are obviously successful in communicating concern for their students in and outside of the classroom.

Here are some tips to consider that may help you improve your relationships with American undergraduates:

- Show interest in your students and call them by name. This is an important sign that you recognize them as individuals.
- In your first class, tell your students about yourself, your background, and your culture. Invite your students to interrupt you in a polite fashion if they are having difficulty understanding a word or expression you have just used. Even if you have adequate spoken English skills, your students may need a little time to adjust to your speech.
- You are usually on the road to success if your students ask questions in class and even challenge your views. Do not be intimidated by students' questions – this is a sign that they are interested!

- Without neglecting your own studies, give your students the time they need. Be available after class for questions, and be in your office and available to students during office hours.
- A smile and a friendly manner help establish a positive atmosphere. Above all, be yourself and take confidence in the fact that you were offered your teaching assistantship because of your department's high estimation of your qualifications and ability.

What will happen if my English language skills do not improve?

Decisions about whether you continue as a TA are made by the academic department with which you are employed. It is possible that if you do not make satisfactory progress in improving your English language skills, your department may discontinue your assistantship. Typically, these decisions are made based on numerous factors, including the availability of funding, your academic progress in your program of study, your potential for succeeding in a teaching assistantship, and your demonstrated progress in improving your English language proficiency. The Graduate School will provide periodic updates about your language skills to your department to aid in their decision making.

Take the goal of improving your English language skills seriously, practice speaking English as much as possible, and you are likely to succeed. Good luck!

Appendix A

Sample ENL Course Syllabi

Appendix A.1: ENL 610 Course Syllabus

ENL 610 Oral Communication in Teaching

Fall 2009

TENTATIVE SYLLABUS

This course is the first semester in a program designed to develop the international teaching assistant's oral communication skills. In addition to attending class three days a week, students will meet once a week in a lab section. The syllabus below lists the basic work that we will be covering. There will be many other in-class and out-of-class activities to enhance your listening, speaking, and teaching skills, including readings on culture and idiomatic language. Oral assignments will focus on your individual pronunciation needs. We will also be using Blackboard with links to NPR and other internet sites, so be prepared to check it regularly.

Learning Outcomes for Students:

- *Communicate effectively in the classroom and on a one-to-one basis.*
- *Speak English clearly, effectively, and accurately using both informal/social and academic English.*
- *Present information clearly in an academic situation.*
- *Comprehend rapid speech easily in both social and academic settings.*
- *Monitor one's own speech and that of others to foster continual improvement of one's oral communication skills.*
- *Become familiar with the cultural and teaching dynamics of the cross-cultural classroom.*

TEXT: RT: Baker, Lida, and Judith Tanka. *Real Talk 2: Authentic English in Context*. White Plains, NY: Pearson/Longman, 2007.

WS: Grant, Linda. *Well Said: Pronunciation for Clear Communication*. 3rd ed. Boston: Cengage, 2010. **You must have the CDs and a text that you can write in.**

August 31 Course/Student introductions - Student info. sheet -- Impromptu presentations

Sept. 2, 4 WS – “To the Student” pp. ix-x; Chapter 1 “Your Pronunciation Profile” pp. 1-8
RT – “To the Student” pp. x-xi; Chapter 1 “Turning Points” Part One pp. 1-8

Sept. 9, 11 WS – Chapter 2 “Using a Dictionary for Pronunciation” pp. 9-18
(9/7 - No classes) RT – Chapter 1 “Turning Points” Part Two pp. 8-14
Culture Topic – Small talk, greetings
WS Supplement 1 “The Phonetic Alphabet” p. 155
9/11 - Oral Assignment 1 due (diagnostic)

- Sept. 14, 16, 18** WS – Chapter 3 “Consonant Sounds and Spellings” pp. 19-36
 RT – Chapter 1 “Turning Points” Part Three pp. 15-20
 Listening Comprehension Test
 Culture Topic/Idioms – Baseball
- Sept. 23, 25** WS – Chapter 3 “Consonant Sounds and Spellings” pp. 19-36 (cont.)
(9/21 - No classes) RT – Chapter 1 “Turning Points” Part Four pp. 21-28
 Culture Topic/Idioms – American football
- Sept. 30** WS Supplement 2 “Voiceless and Voiced Sounds” pp. 156-158
Oct. 2 RT – Chapter 2 “Learning a New Language” Part One pp. 30-36
(9/28 - No classes) **Oral Assignment 2 due**
- Oct. 5, 7, 9** WS - Supplement 3 “Continuants and Stops: /s/ and /t/” pp. 159-160
 RT – Chapter 2 “Learning a New Language” Part Two pp. 37-42
 Mini-presentations, First Exam
- Oct. 12, 14, 16** WS - Supplement 4 “Speech Pathway and the Consonant Chart” pp. 160-162
 RT – Chapter 2 “Learning a New Language” Parts Three, Four pp. 42-56
 Mini-presentations, cont.
- Oct. 19, 21, 23** WS - Chapter 4 – “Syllables and Word Endings” pp. 37-54
 WS - Supplement 5 /θ/-/s/, /θ/-/t/ pp. 162-165
 RT – Chapter 3 “In the Money” Part One pp. 59-65
 Culture topic/Idioms – Elections/debate
 Oral Assignment 3 due
- Oct. 26, 28, 30** WS - Supplement 6 /f/-/p/ pp. 166-169
 RT – Chapter 3 “In the Money” Part Two pp. 65-72
 Culture Topics/Idioms – Halloween, Fall
- Nov. 2, 4, 6** WS - Supplement 7 /ɔ̄/-/s/, /ɔ̄/-/t/ pp. 170-173
 RT – Chapter 3 “In the Money” Part Three pp. 72-78
 Field-specific Presentations (introduction)
 Second Class Exam
- Nov. 16, 18, 20** WS - Supplement 8 /r/-/l/ pp. 174-179
 RT – Chapter 4 “Memories” Part One pp. 90-94
 Field-specific Presentations
 Culture Topic/Idioms – Basketball
- Nov. 23** WS - Supplement 8 /r/-/l/ pp. 174-179 (cont)
 Culture Topic – Thanksgiving
(11/25-29 – Thanksgiving Break – No classes)
- Nov. 30** WS - Chapter 5 – “Stress in Words” pp. 55-68
Dec. 2, 4 WS Supplement 9 /v/-/w/, /v/-/b/ pp. 180-184
 RT – Chapter 4 “Memories” Part Two pp. 94-100
 Oral Assignment 4 due
- Dec. 7, 9, 11** WS - Chapter 5 – “Stress in Words” pp. 55-68 (cont.)
 RT – Chapter 4 “Memories” Part Three pp. 100-105
 Culture Topic – December holidays
- Dec. 14** **Third Exam**

GRADING PROCEDURE:

ENL 610 is a zero-credit course, which means that it will not affect your grade point average; however, a letter grade for this course will appear on your transcript. Your grade will be based on the following:

Class presentations	- 15%
Class participation	- 20%
Exams	- 30%
Homework	- 15%
Oral Assignments	- 20%

Attendance Policy: ITAs required by the ITA Program to enroll in any ESOL course must attend all classes and laboratories. Your academic department and the Graduate School will be notified if you miss two consecutive sessions (class and/or lab) or any three sessions without first notifying your instructor, unless you have a valid medical excuse.

Please Note

1. According to copyright laws in the U.S., it is against the law to copy (Xerox) a book instead of buying it.
2. Academic Honesty: "Syracuse University students shall exhibit honesty in all academic endeavors. Cheating in any form is not tolerated, nor is assisting another person to cheat. The submission of any work by a student is taken as a guarantee that the thoughts and expressions in it are the student's own except when properly credited to another. Violations of this principle include: giving or receiving aid in an exam or where otherwise prohibited, fraud, plagiarism, the falsification or forgery of any record, or any other deceptive act in connection with academic work. Plagiarism is the representation of another's words, ideas, programs, formulae, opinions, or other products of work as one's own either overtly or by failing to attribute them to their true source. (Section 1.0, University Rules and Regulations.)" from <http://thecollege.syr.edu/internal/Sect%206B-SAD%20final.DOC>

Appendix A.2: ENL 610 Lab Syllabus

ENL 610 Laboratory: Oral Communication in Teaching Fall 2008 & Spring 2009

Course Objectives:

The lab of ENL 610 prepares international teaching assistants to communicate effectively to American undergraduates through the practice of skills learned in the classroom portion of the course. To help with this practice, an experienced TA and an undergraduate student will facilitate this lab by general discussion, engaging in a variety of activities involving American culture, conducting microteaching, and providing ways to better understand undergraduate students here at Syracuse University. Specifically, this lab provides instruction and practice in the following:

- I. Interacting effectively within the dynamics of the American classroom culture.
- II. Understanding and dealing effectively with the classroom behavior of undergraduate students.
- III. Learning the roles and responsibilities of being a graduate student/teaching assistant.
- IV. Developing knowledge and techniques for planning, delivery, and evaluation of lessons presented to undergraduate students.
- V. Developing and demonstrating effective communication skills by using the material taught in the classroom sessions to make presentations in the laboratory and/or classroom.
- VI. Developing, preparing, and delivering a presentation for American undergraduate students in a classroom setting.

FIRST SEMESTER

This lab entails discussion, microteaching, and classroom exercises. It meets once a week for 80 minutes. During the Fall semester of ENL 610, there are two microteaching exercises and each of these are videotaped. Your instructor will provide you with a videotape. You are expected to give the instructor a lesson plan before you teach, and to participate in a peer review after the presentation.

Your participation in discussions, presentations, and critiquing others is essential to your learning. The more you participate, the more you and your colleagues will learn and improve. Your grade is based on your presentation and your participation in class discussions.

Grading

Although ENL 610 is a non-credit course, you will earn a letter grade for the class and another for the laboratory section of the course. Both grades will appear on your university transcript. Your grade for the laboratory portion of the course will be determined by the following criteria:

Assignments/class activities	
&	
Class participation	60%
Microteaching and presentation to undergraduate class	40%
Lesson plan (10%),	
Presentation quality (10%),	
Oral communication (10%),	
Critique (10%)	

There are only a few written assignments for the lab. These assignments must be typed.

ATTENDANCE: Because this is a lab, the majority of the work and instruction is done in class. Your participation is critical to improving your skills and to the success of your colleagues. Therefore, you are required to attend all lab sessions. Your academic department and the Graduate School will be notified if you miss two consecutive sessions or any three sessions without first notifying the instructor, unless you have a valid medical excuse.

First Semester Schedule

<u>Date</u>	<u>Topic/Activities</u>	<u>Assignment</u>
9/11	Introduction	
9/18	Microteaching I Give a 5-minute presentation.	Prepare a 5-minute presentation to give to the class on anything you like. Bring your lesson plan.
9/25	Critique of Microteaching I Your videotape will be critiqued by the class.	Review and critique your videotape.
10/2	Games Galore...	Prepare to discuss and/or play a game.
10/9	No Class Yom Kippur	
10/16	Informal Presentations on Holidays	Prepare at least two visual aids on a holiday from your culture.
10/23	Microteaching II Give a 5-minute presentation using at least two visual aids.	Prepare a 5-minute presentation in which you use at least two visual aids. Bring your lesson plan to class.
10/30	Critique of Microteaching II	Review and critique your videotape.
11/6	A Conversation with Undergraduate Students Discussion of Classroom Culture	Prepare three to five questions you would like to ask undergraduate students.
11/13	American Culture- Food- Watch Film	Prepare some food TBA.
11/20	Last Lab-Finish Film- Discussion of American Culture continued	

SECOND SEMESTER

This class builds on the skills of last semester's lab. You will continue to use the skills you learned previously, as well as the new skills that will be taught. Building upon the insights developed so far, this

lab will be taught through a combination of discussion, microteaching and classroom presentations. Reading and writing assignments may be given to assist you in comprehending and integrating various concepts.

There will be one or two microteaching exercises and one classroom presentation during the semester. These will be videotaped. The format of the microteaching exercises will remain the same, including required lesson plans, presentation, self-critique, and peer critique. Lesson plans must be turned in to the instructor before each presentation.

Your participation in discussions, presentations, and critiquing others is essential to your learning. The more you participate, the more you and your colleagues will learn and improve. Your grade is based on your presentation and your participation in class discussions.

Grading

Although ENL 610 is a non-credit course, you will earn a letter grade for the class and another for the laboratory section of the course. Both grades will appear on your university transcript. Your grade for the laboratory portion of the course will be determined by the following criteria:

Class participation	50%
Classroom presentation	30%
-Preparation	
-Lesson plan	
-Oral communication	
-Self-critique	
-Student evaluations	
Microteaching	20%
-Lesson plan	
-Presentation quality	
-Oral communication	
-Self-critique	
-Contributions toward classmates	

Attendance

Because this is a lab, the majority of the work and instruction is done in class. Your participation is critical to improving your skills and to the success of your colleagues. Therefore, you are required to attend all lab sessions. Your academic department and the Graduate School will be notified if you miss two sessions without first notifying the instructor, unless you have a valid medical excuse.

Classroom Presentation

The classroom presentation is the most important assignment that you will complete this semester. You will teach a full-length lecture or lesson to a classroom of undergraduates in your discipline. You must contact other TA's or faculty in your discipline to arrange this presentation. The date and topic of your presentation must be finalized by February 19, 2009. This presentation will be videotaped by your lab instructor or another representative of the Graduate School. You will receive feedback from your lab instructor as well as the undergraduate students that you are teaching. Your lesson plan for this presentation will be due on March 19, 2009. You are expected to schedule this presentation after Spring Break.

Second Semester Schedule
(Assignments are due during class on the day noted.)

<u>Date</u>	<u>Topic/Activities</u>	<u>Assignment</u>
1/22	Introduction	-----

1/29	SU Presentations	Prepare a five-minute presentation to give to the class on an event or issue on campus- you may want to check the SU website or the Daily Orange.
2/5	Microteaching I	Prepare a five-minute Microteaching presentation. <i>Bring your lesson plan to lab!</i>
2/12	Critique of Microteaching I Your videotape will be critiqued by the class.	Review and critique your videotape.
2/19	Critique of Microteaching I Discussion: Lesson Plan Strategies	Select a lecture (must be a lecture attended by undergraduates) to visit during the week of 2/26. Finalize presentation date and topic.
2/26	Visit a Lecture or Seminar (lab will not meet this week).	Review classroom presentation evaluation criteria.
3/05	Discussion: Effective Teaching Strategies.	Evaluate the lecture or seminar you visited, and prepare discussion points.
3/12	***** SPRING BREAK *****	
3/19	Workshop – Classroom Presentations	Prepare a draft of your Classroom Presentation to discuss with the class. Bring your lesson plan.
3/26	Movie: TBA	-----
4/2	Movie: TBA	-----
4/9	Classroom Presentations (lab will not meet this week)	-----
4/16	Individual Consultations (meetings with instructor by appointment)	Prepare to discuss Presentation with lab instructor during consultation.
4/23	Individual Consultations(meetings with instructor by appointment)	Prepare to discuss Presentation with lab instructor during consultation.

NOTE: For the individual consultations, we will set up individual appointments during class time.

Appendix A.3: ENL 640 Syllabus

ENL 640 Class: English Conversation for ITAs Fall 2009

Tentative Class Syllabus

WELCOME to ENL 640, a conversation course for International Teaching Assistants! Most of you have already begun your teaching experience at Syracuse University and therefore I welcome any stories or questions that you may have in the classroom. The schedule below is a TENTATIVE SCHEDULE. I would appreciate that you bring the syllabus to every class to note changes.

GRADING

Presentations	30%
Oral Assignments	30%
Surveys and Homework	20%
Attendance and Participation	20%

TENTATIVE SCHEDULE

Week 1	Introductions Life at SU
Week 2	Syracuse Surroundings <i>Cultural Survey due – Life at SU and in Syracuse</i>
Week 3	American Rhetoric, <i>First Oral Assignment due</i>
Week 4	Partial Movie
Week 5	Classroom Etiquette – What has worked and what hasn't Campus Lingo
Week 6	Syllabus Presentations
Week 7	Media and English, <i>Second Oral Assignment due</i>
Week 8	Idioms in the news
Week 9	Favorite Holiday Presentation, <i>Holiday Survey due</i>
Week 10	Halloween
Week 11	Classroom concerns
Week 12	Thanksgiving and December Holidays, <i>Third Oral Assignment due</i>
Week 13	No Class - Thanksgiving
Week 14	Impromptu Presentations
Week 15	Class Evaluations

Appendix B

ESOL Course Descriptions

ENL 201 (offered in the Fall) is an intermediate, integrated skills course designed to increase the students' competence in both conversational and written English. It is designed for students who have previously studied English but lack command of English structure. The focus is on communicative competence in academic settings and in daily life as well as the fundamental structures and forms of the English language. The course provides opportunities for reading, writing, increasing vocabulary, and speaking in English. This is the first course in a two-semester sequence.

ENL 202 (offered in the Spring) is an intermediate, integrated skills course designed to increase communicative competence in both written and spoken English. It is designed for students already familiar with the fundamentals of English patterns but who need to increase their understanding of its structure, increase fluency, and improve their ability to use English in academic settings and in daily life. The course includes reading, writing, listening, speaking, and vocabulary development.

ENL 203 is a one-semester course designed to help students develop speaking skills and understand and use the stress and intonation patterns of American English, as well as master the pronunciation of individual sounds. The students listen to and take notes on a variety of academic lectures which include general and field-specific vocabulary. In addition, students use conversational English in a variety of cultural situations, e.g. opening and closing a conversation, issuing and accepting invitations, and interrupting politely. Students also become familiar with and learn to use the reduced speech that Americans use daily.

ENL 207 is an integrated skills, high intermediate to advanced ESOL course, with emphasis on written English in academic contexts. Students focus on such principles of academic writing as defining, explaining a process, and outlining. They learn or review complex sentence patterns and work on recurring problems. In addition, students learn to read more skillfully, using techniques such as skimming, scanning, and context clues. Focus is on reading more efficiently with improved comprehension, analysis of organization, and development of ideas. Students also learn about word formation and expand their general vocabulary, including the most common phrasal verbs.

ENL 211 is a composition and reading course for advanced ESOL students. The course is designed to create an awareness of the cultural and discourse expectations in written English and to develop techniques and ideas through reading and writing in English. The students will learn to write with greater fluency, accuracy, variety, and depth.

ENL 213 is a one-semester course of intensive practice in academic English for non-native speakers of English who need to develop advanced critical thinking, reading, and writing skills. The students write an argumentative research paper on an approved topic in their own field of study or on an approved topic of their choice.

Appendix C

ESOL Instructional Staff

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Appendix D

Sample Letters to New International TAs

Appendix D.1: Sample Letter to ITAs Excused from ESOL Courses

Ms. _____
(Department name)
(campus address)
Syracuse University

Dear Ms. _____:

It was a pleasure having you at our recent TA Orientation. We hope you enjoyed the experience and found that it helped you to adjust to Syracuse University and to think constructively about your teaching.

We are pleased to inform you that you are **not required** to take an English language course before you teach. This exemption is based on your successful performance on the SPEAK Test and English language assessment.

Best wishes for a successful Fall semester. We look forward to seeing you at our various TA Program activities throughout the year.

Sincerely,

Glenn Wright, Ph.D.
Assistant Director
Professional Development Programs
The Graduate School

_____, Chair
Department of _____

Appendix D.2: Sample Letter to ITAs Required or Recommended to Take an ESOL Course

Ms. _____
(Department name)
(campus address)
Syracuse University

Dear Ms. _____:

It was a pleasure having you at our recent TA Orientation. We hope you enjoyed the experience and found that it helped you to adjust to Syracuse University and to think constructively about your teaching.

Given the importance of oral communication competence for success in both your teaching assistantship and your program of study, the Graduate School and the Department of _____ **require** you to enroll in an English to Speakers of Other Languages (ESOL) course. Specifically, you must enroll in ENL 610: *Oral Communication in Teaching*. This two-semester course (Fall and Spring semesters) entails classroom and lab components. This requirement is based upon your recent SPEAK test and English language assessments.

To register for ENL 610 this Fall semester, please come to 423 Bowne Hall between August __ and August __. **It is important that you register for this course before classes begin on August __.** If you have any questions about this requirement, please direct them to Glenn Wright in the Graduate School (443-3458 or glwright@syr.edu).

Best wishes for a successful Fall semester. We look forward to seeing you at our various professional development activities throughout the year.

Sincerely,

Glenn Wright, Ph.D.
Assistant Director
Professional Development Programs
The Graduate School

_____, Chair
Department of _____

Appendix E

One-on-One Conversation Partner Request Form

ITA Name:

ITA Department:

Email address:

Phone number:

ENL Course Instructor:

ENL Lab Instructor:

Requested time to meet with conversation partner

First Choice:

Second Choice:

Third Choice:

For office use only

Request recd. on:

Consultant assigned:

Notes: