



AFFILIATED WITH THE UNIVERSITY OF WATERLOO

RENISON UNIVERSITY COLLEGE

240 WESTMOUNT ROAD NORTH, WATERLOO, ON, CANADA, N2L 3G4

519-884-4400 | fax 519-884-5135 | uwaterloo.ca/renison

Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

EMLS 621R-001—WINTER 2018—COURSE OUTLINE

CLASS SIZE:

To ensure that I can devote adequate time to the individual needs of all students and that all students have several opportunities to practice speaking about their research in front of a reasonably sized audience, the class has an enrolment cap of 15 students.

COURSE DESCRIPTION:

Designed specifically for graduate students whose first language is not English, this course supports students in developing their communicative competence in oral assignments directly related to their graduate thesis work. Through oral-defence scenarios, students will receive extensive feedback on their speaking, listening, and paralinguistic skills to develop greater confidence in their thesis proposals, comprehensive exams, and thesis defences.

It is recommended that students have completed EMLS 601R and be at least at the beginning stage of thesis writing by the time they take EMLS 621R.

COURSE OBJECTIVES:

By the end of this course, successful students will be able to

- understand their pronunciation weaknesses
- use phonetic alphabets and word stress indicators
- pronounce phonemes, word stress, intonation, sentence stress, and connected speech in a comprehensible way
- speak with enhanced accuracy and fluency
- present oral discourse that is typical of graduate thesis work (thesis proposals, comprehensive exams, thesis defences, conference presentations)
- use body language, eye contact, voice control, interactive strategies, and visual aids effectively
- comprehend and produce a broad range of academic vocabulary (both

- multidisciplinary and discipline-specific)
- listen actively and participate professionally as audience members
 - reflect critically on how they speak about their research

COURSE NOTES:

I will provide Course notes on our Waterloo LEARN course website. Students should print these Course notes at home or in their offices and bring them to every class. There will be approximately 40 pages. Students may also view the Course notes on their laptops in class, but I prefer students not to do so on cell phones. There is too much temptation to text on cell phones, and that sort of behavior is not appropriate during class time.

REQUIREMENTS FOR CREDIT:

EMLS 621R is a University of Waterloo graduate credit course, so all students must register officially for this class. No casual or “official” student auditors are permitted. Students who fulfill the requirements (indicated below) will receive an official “CR” (“Credit Received”) on their transcripts. They will not receive numerical grades on their transcripts. However, students will receive unofficial numerical grades for all their assignments.

To receive the “CR” credit, students must

1. complete all three oral assignments (including a written self-review for the third one),
2. complete both tests, and
3. attend at least 75% of the 48 hours of classes (for a minimum total of 36 hours of classes).

If students do not fulfill these three criteria, they will receive an “NCR” (“No Credit Received”) on their transcripts.

To be granted the “CR” credit, students must receive a grade of at least 60% on each of the assignments in categories 2 & 3 above.

Regarding category 2, if students receive less than 60% on a presentation, they will have to come to my office for extra help and then prepare and deliver a mini-presentation (with only me as the audience) to demonstrate some progress.

Regarding category 3, if students receive less than 60% on a test, they must come to my office hours for extra help and then some form of re-test, on which they must earn at least a 60% grade.

Thus, if students are planning to leave Canada before or shortly after the end of the course, they must make special arrangements with me to do their presentation and the

vocabulary test well in advance of their departure date (just in case they do not achieve the 60% pass requirement and thus have to come to my office hours for extra work).

Registering late for the course does not excuse a student from the attendance requirement. Persistent lateness will be treated as absenteeism unless students are attending classes immediately prior on the other side of campus. They should inform me at the beginning of the term if this is the case. Moreover, students should keep track of their absences, including any that they may have missed before joining the class late in the semester, so that they do not go over the limit. If students leave or arrive at the break during the long class, I will mark down their attendance as only 1.5 (not 3) hours.

Presentations:

1. 1st presentation (thesis introduction) (20%) (15 minutes, incl. Q & A)
2. 2nd presentation (thesis methodology) (20%) (15 minutes, incl. Q & A)
3. 3rd presentation (thesis results/discussion) (30%) (20 minutes, incl. Q & A)
4. Self-review of 3rd pres. (5%)

Tests:

1. Listening test (15%) (20 minutes)
2. Vocabulary test (10%) (15 minutes)

PRESENTATION WORKSHOPS:

Students will be divided into three workshop groups of 5 students each. Each group will meet once every three weeks during the 50-minute Monday class. Students will deliver 5-minute micro-presentations with 5 minutes of peer and instructor feedback. These micro-presentations will then be expanded into longer presentations during the following Wednesday class.

Waterloo LEARN:

We will be using the LEARN online course environment frequently in the context of this course. Students use their Quest userids and passwords to access LEARN. I will be adding files to the Course materials > Content tab on a regular basis.

At the end of week 2, I will create “one-on-one with Stefan” discussion forums on LEARN. Whenever I want to send personal notes to individual students, I will use their forums. They are located at the Connect > Discussions tab. Students must check their forums regularly and ALWAYS use them to send notes to me.

Students should subscribe to the forum to receive immediate email notifications when I post a note in their forums. First, they need to click on the down arrow beside their name in the forum, then on “Subscribe,” and then on “Send me an instant notification.” Second, they need to click on their name in the top-right part of their homepage, then click on “Notifications”, and then check off the “Discussions” box. Moreover, on that

same page, students need to check off the two “Announcements” boxes to be notified whenever I send a general note to all students. These announcements are posted on the course homepage.

Students will submit all assignments to the Dropbox on LEARN. The Dropbox does not give a notification when feedback has been posted. Therefore, students must check the Dropbox regularly to see whether I have posted feedback for them.

I will give further instructions in the second week of classes.

VIDEO RECORDINGS:

The second and third presentations will be video-recorded. These recordings will enable me to provide thorough feedback. Furthermore, by receiving the videos and viewing them in light of my feedback, students will gain better insight into their strengths and weaknesses as public speakers in English. I will be transferring the large video files (over 1 gigabyte in size) to students over the UWaterloo Sendit service. I will send the link to the email addresses that are given in the Classlist on LEARN, so students must be sure to check those email accounts regularly. I recommend that students use a wired connection for shorter downloading times. See <http://ist.uwaterloo.ca/sendit/>. (Note: The first presentation will be audio-recorded only.)