Advanced Speaking & Critical Listening Skills: ELS

Sec 1: M,W 8–9:30
Sec 2: T, R 11:30-1:00
Office hours: by appointment

Instructor: Eric Grunwald
egrunwal@mit.edu

Key dates
• Add Date/change to P/D/F: Friday, March 19
• Drop Date/change to listener: Thursday, April 29
• Last class: 5/19 or 5/20—No assignments will be accepted (even for partial credit) after this date.

Who is this course designed for?
Advanced Listening Comprehension & Speaking Skills (21G.232/3) is designed for bilingual students who are relatively comfortable with the complex grammatical structures and vocabulary of English conversation. We will focus on the more formal types of speaking that are central to academic and professional communication in global English. The course is in workshop format, which means that most of our time together will be spent in activities based on preparation (readings, videos, exercises) that you do in advance outside of class time.

What will we work on?
You will receive instruction, practice, and feedback—all grounded in current research—in four main areas:
1. The interactions, including impromptu speaking, job interviews, research presentations, and interactive teaching for which MIT students/graduates will be responsible in their careers;
2. The formulaic vocabulary (gambits) associated with professional communication;
3. The essential pronunciation, stress and intonation patterns for comprehensibility in global English (a listener’s perception of how much effort s/he makes to listen to a speaker) and intelligibility (the extent to which a speaker’s message is understood by a listener);
4. Critical listening skills for professional contexts, including signaling attentiveness, respect, and confidence, as well as interpreting others’ nonverbal language.

Expected learning outcomes
Over the course of the term, you will learn a great deal about yourself as a communicator and as an active listener. You will be responsible for a variety of speaking and listening tasks. We will be considering such topics as effective audience analysis, message structure, gestures and facial expressions, common rhetorical expressions associated with particular contexts, successful Q & A sessions, purposeful visual aids, vocal delivery features, and interpretation of rapid speech. We will also consider the influence of national- and micro-cultures on communication norms.
You will frequently speak about your discipline and research interests in different contexts. This practice will help you develop flexibility in tone and accuracy in expression whether you are speaking impromptu or extemporaneously.

In addition, everyone will practice the critical skill of communicating constructive feedback. You are expected to evaluate each of your major recorded speaking tasks and consider the feedback of your peers as well as the detailed assessments that I will provide you when you hand in each of your self-evaluations. As an active listener in 21G.232/3, you will learn to identify key features of clear, audience-friendly communication, to adapt these features for your own use, and to avoid problems that interfere with communication.

You will also learn how to handle nerves; speak with confidence and honor time constraints; sharpen your active listening skills; minimize your audience’s listening efforts; contribute constructively to group decision-making; integrate verbal and nonverbal language to support a particular message; assess your communication performance, as well as those of your peers; and give and receive honest, realistic and focused feedback in different registers.

**My expectations of students**
The workshop content builds cumulatively; each module, activity, or assignment builds on the one before. **Consistent, constructive participation throughout the semester** is essential to the learning process and the success of the workshop. It is designed for motivated students who are interested in actively taking charge of strengthening their communication skills. You can expect to see improvement in your speaking and critical listening skills only if you come to class and participate regularly, closely follow the syllabus, and do the recommended assignments.

Missing more than three classes will significantly affect your participation grade. If you expect to have difficulty this semester being punctual, preparing for and attending almost every class, and completing assignments on time, you should plan to take 21G.232/3 another semester.

**Required Materials**
All materials to prepare for class, details about homework, and specifications for assignments are available on the course Canvas site (Cvs). These materials are necessary for learning the course content, but they cannot be considered a substitute for the interactions that occur in regular class meetings.

**Always consult the schedule to find out what is due before the next class.** If something is listed in the syllabus, but the materials or instructions are not on Canvas, have a different date, or are unclear, please email me immediately. Also, watch your email for announcements, which I sometimes post and which also appear at the top of our Canvas home page.

**Grade Distribution**
Details about the graded class assignments are provided in the course Canvas site. The weight (for a total of 100%) of each component of the course grade follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance, punctuality, preparation, &amp; participation</td>
<td>25%</td>
</tr>
<tr>
<td>Academic minute</td>
<td>15%</td>
</tr>
</tbody>
</table>
• Self-assessment 5%
Interactive teaching (including self-evaluation) 20%
• Self-assessment 5%
Research presentation (including self-evaluation) 25%
• Self-assessment 5%

You may register to receive grades to reflect your performance in this class or you may register for this class as P/D/E. Letter grades are calculated according to MIT conventions:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>94 &amp; above=A</td>
<td>Exceptionally good performance demonstrating a superior understanding of the subject matter, a foundation of extensive knowledge, and a skillful use of concepts and/or materials.</td>
</tr>
<tr>
<td>90-93=A-</td>
<td>Good performance demonstrating capacity to use the appropriate concepts, a good understanding of the subject matter, and an ability to handle the problems and materials encountered in the subject.</td>
</tr>
<tr>
<td>86-89=B+</td>
<td>Adequate performance demonstrating an adequate understanding of the subject matter, an ability to handle relatively simple problems and adequate preparation for moving on to more advanced work in the field.</td>
</tr>
<tr>
<td>83-85=B</td>
<td></td>
</tr>
<tr>
<td>80-82=B-</td>
<td></td>
</tr>
<tr>
<td>76-79=C+</td>
<td></td>
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<tr>
<td>73-75=C</td>
<td></td>
</tr>
<tr>
<td>70-72=C-</td>
<td></td>
</tr>
<tr>
<td>60-69=D</td>
<td></td>
</tr>
<tr>
<td>Below 60 = F</td>
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**The Writing and Communication Center (WCC)**

The Writing and Communication Center offers free one-on-one professional advice from communication experts with advanced degrees and publishing experience. The WCC can help you further develop your oral communication skills and learn about all types of academic and professional writing. You can learn more about the WCC consultations at [http://cmsw.mit.edu/writing-and-communication-center](http://cmsw.mit.edu/writing-and-communication-center) and register with the online scheduler to make appointments through [https://mit.mywconline.com](https://mit.mywconline.com). Please note that the WCC hours are offered Monday-Friday, 9:00 a.m.-6:00 p.m., and fill up fast. If you can’t get a spot for the day you want, be sure to join the wait list! Spots open up very frequently.

Some faculty already require their students to consult with the WCC’s communication experts on their papers, technical reports, and presentations — doing so is a good way not only to improve the quality of their students’ work but also to help students grow as academic writers and communicators.

The WCC has decades of experience preparing thousands of undergraduate and graduate students, as well as postdoctoral scholars and faculty, for positions in research, academia, and industry. We provide expertise in scientific and engineering writing as well as humanities and social science writing across various genres, including journal articles, scientific posters, dissertations, oral presentations, and slide design.

**Independent Practice of Clear Speech & Critical Listening**

I will make suggestions for each of you, depending on your particular speaking/listening strengths and weaknesses. You can spend time each week this semester working **independently**
on listening, fluency and pronunciation practice in any of the following ways:

1) Spending time using any English materials from the list of recommended materials (below), or any other on-line materials that appeal to you and that you find productive.

2) Listening to the radio (e.g., NPR at 90.9 FM), or watching TV shows and movies on-line (e.g., PBS) at home. For those of you who like TV shows like *Friends, Sex & the City, How I Met Your Mother, or Big Bang Theory*, transcripts of episodes are available on line.

3) Purposefully practicing critical listening during academic conversations, lectures, departmental seminars, or research group meetings.

4) Making a conscious effort in social and academic situations, even when they are remote, to practice critical listening and impromptu speaking, and reflecting on your difficulties and successes.

5) Using MIT’s Language Conversation Exchange. Many MIT students & community members are studying languages other than English. If you would like to meet with someone and help her/him practice your language in exchange for help in fine-tuning your English skills, or learning more about American culture, you have two options:

   a) Ask an instructor of Chinese, French, German, Japanese, Korean, Portuguese, Russian or Spanish, in MIT’s Global Languages Department, to help you contact an interested partner. Find the appropriate instructors’ names and contact information here: http://mitgsl.mit.edu/people

   b) Contact Jennifer Reckley at the MIT community-wide Language Conversation Exchange. For information/applications, contact x3-1614 or visit http://lce.scripts.mit.edu/about.php

More Suggested Resources for Listening and Speaking Self-Study

**Pronunciation**

- American Speech Sounds: [https://djkaiserphd.wordpress.com/2016/02/11/american-speechsounds-ipadiphone-app/](https://djkaiserphd.wordpress.com/2016/02/11/american-speechsounds-ipadiphone-app/)
- Audacity: [https://www.audacityteam.org/](https://www.audacityteam.org/)
- English Accent Coach: [https://www.englishaccentcoach.com/](https://www.englishaccentcoach.com/)
- Forvo: [https://forvo.com](https://forvo.com)
- Rachel’s English: [https://rachelsenglish.com/](https://rachelsenglish.com/)
- University of Iowa, Sounds of Speech: [http://soundsofspeech.uiowa.edu/english/english.html](http://soundsofspeech.uiowa.edu/english/english.html)
- YouGlish: [https://youglish.com/](https://youglish.com/)
Materials on communication strategies

- 2. IEEE Professional Communication resources for engineers: [https://procomm.ieee.org/transactions-of-professional-communication](https://procomm.ieee.org/transactions-of-professional-communication) (free access through MIT library site)

Real Time

- Dickinson College, The Mixer (free site that connects language learners around the world so that everyone is both student and teacher): [http://www.language-exchanges.org/](http://www.language-exchanges.org/)
- MIT’s GCED office, which provides individual help with job application tasks: [https://www.myinterfase.com/mit/Account/LogOn?ReturnUrl=%2fmit%2fstudent](https://www.myinterfase.com/mit/Account/LogOn?ReturnUrl=%2fmit%2fstudent)
- Free on-line private sessions with Writing & Communication Center tutors: [https://cmsw.mit.edu/writing-and-communication-center/](https://cmsw.mit.edu/writing-and-communication-center/)
- Roommates/office mates as teachers: have them teach five new words/expressions per day
- Self-directed impromptu speaking groups within disciplinary communities

Streaming Video (ESL, news programs & general)

- English Learner Movie Guides: [http://www.eshotes.com/](http://www.eshotes.com/)
- Online Newshour: [http://www.pbs.org/newshour/](http://www.pbs.org/newshour/)
- Randall’s ESL Cyber Listening Lab: [http://www.esl-lab.com/](http://www.esl-lab.com/)
- Story Corp: [https://www.storycorps.org/](https://www.storycorps.org/)
- Ted Talks (with transcripts): [http://www.ted.com](http://www.ted.com)

Streaming Video and Audio (news programs/newspapers/magazines, science-focused)

- ScienceHack: “Every science video on ScienceHack is screened by a scientist to verify its accuracy and quality.” Search by categories [http://sciencehack.com/](http://sciencehack.com/)
- Scientific American Frontiers: [http://www.pbs.org/saf/previous.htm](http://www.pbs.org/saf/previous.htm)

Streaming Audio (stories)

- Moth Radio Hour: [http://www.themoth.org/radio/episodes](http://www.themoth.org/radio/episodes)
- This American Life (archives): [http://www.thislife.org/Radio_Archive.aspx](http://www.thislife.org/Radio_Archive.aspx)
# 21G.232/3 Weeks 1-7

<table>
<thead>
<tr>
<th>Week</th>
<th>Class/Date</th>
<th>Topic</th>
<th>Assignments to do before class (Course Notes = CN)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(1) W 2/17</td>
<td>Intro to 21G.232/3 Nomenclature</td>
<td>All materials for readings assignments and readings are on Canvas, and work should be submitted there unless otherwise specified.</td>
</tr>
</tbody>
</table>
|      | (2) M 2/22 | Intro to impromptus Community introductions | 1. Read the syllabus, skim the class topic and homework schedule and explore the Canvas site. Bring questions to class.  
2. **Class Notes #2 (CN)** on Canvas to prepare for this class.  
3. **Exercise: Submit a personal statement on Canvas (instructions there)** |
|      | (3) W 2/24 | Intro to critical listening & constructive feedback | 1. **CN #3** on Canvas to prepare for this class.  
2. Canvas Readings # 2 through #5.  
3. Watch video: *Five ways to listen better.*  
4. **Exercise: Submit your Baseline Pronunciation Profile Audio Recording:** Record two sound files:  
   File 1: Practice reading aloud the passage posted on Canvas; then and record it.  
   File 2. Choose 8-10 disciplinary terms (terms from your field) that you use frequently and record each term alone and then in a sample sentence.  
   • Also submit a document in which you write out your key terms and your sample sentences. |
| 2    | (4) M 3/1  | Workshop #1: Challenging Sound System | 1. **CN# 4** on Canvas to prepare for this class. |
|      | (5) W 3/3  | Verbal Delivery Listenability | 1. **CN #5** on Canvas to prepare for this class.  
2. Watch 2 short Ted Talks: “Mathematics of history” and “Why X is the unknown”  
3. Watch video: (1) “Five public speaking tips from Toastmasters”  
**Optional:** Well Said (WS) on Canvas, Ch. 3 & 4.  
  • Read the materials; listen to the recordings; do the exercises.  
  • Check the answers with the keys provided.  
  • Record WS exercises pp. 36 and 38 and send your recording to Eric as an e-mail attachment. |
### 21G.232/3 Weeks 1-7

<table>
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<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
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</table>
| 4   | Mon (6) T 3/9  (MONDAY SCHEDULE ON TUES.) | Nonverbal Delivery | 1. CN #6 on Canvas to prepare for this class  
2. Watch “Former FBI agent explains how to interpret body language” |
|     | Wed (7) W 3/10 | Introducing your professional self  
Introducing a speaker | 1. CN #7 on Canvas to prepare for this class.  
2. Read “Snapshot dissertation”  
3. Watch video of academic snapshot “Whale Cam Reveals Humpback Habits”  
4. Watch video “Tips for introducing a speaker” |
| 5   | Mon (8) M 3/15 | Individual conferences | Prepare your *academic snapshot*, rehearse, and receive individual feedback. |
|     | Wed (9) W 3/17 | Student presentations:  
Academic snapshots | **1. Major Assignment #1:** Recorded (in class) Academic Snapshots |
| 6   | Mon (10) M 3/22 | HOLIDAY | NO CLASS |
### 21G.232/3 Weeks 1-7

<table>
<thead>
<tr>
<th>6</th>
<th>(10) W 3/24</th>
<th>Workshop #2: Stress &amp; Intonation</th>
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</thead>
</table>
|   |             | 1. **Major Assignment #2: Submit on Canvas**: Self-assessment of Academic Snapshot Assignment  
|   |             | 2. **CN #10** on Canvas to prepare for class.  
|   |             | 3. Practice the Academic Verb List of 3-syllable words.  
|   |             | 4. Read the lyrics of the title song from the Broadway show Hamilton.  
|   |             | 5. Watch the cast sing the song at the White House in 2016.  
|   |             | **Optional: Transcript of Academic Snapshot**  
|   |             | 1. Watch your recorded snapshot and write down exactly what you hear, including pauses, mistakes, repeated words in a *verbatim transcript*.  
|   |             | 2. Read your transcript as you again watch your videotaped academic snapshot and  
|   |             | • Note problems with word choice, subject-verb agreement and verb tense. Circle any problems you find and write the correct expression in the space above.  
|   |             | • Listen for problems with articulation of sounds and/or stress patterns; circle the words or phrases that sound problematic to you.  
|   |             | • Make an appointment to meet with Eric to discuss your academic snapshot in detail.  

<table>
<thead>
<tr>
<th>7</th>
<th>(11) M 3/29</th>
<th>Job Interview (1) Do an in-class activity with the contents of the video #3</th>
</tr>
</thead>
</table>
|   |             | 1. **CN #11**: Read through contents.  
|   |             | 2. Watch three short **Canvas** videos: (1) “Get that job: Making small talk”; (2) “Get that job: Answering tough questions without lying” and (3) “Do’s and Don’t’s of the job interview.”  
|   |             | 3. Complete the tasks in **CN #11** to prepare for in-class discussion and activities.  

<table>
<thead>
<tr>
<th></th>
<th>(12) W 3/31</th>
<th>Job Interviews (2) Simulation</th>
</tr>
</thead>
</table>
|   |             | 1. **CN #12**: Read through contents.  
|   |             | 2. Watch **Canvas** video: Sample job interview.  
|   |             | 3. Complete the tasks in **CN #12** to prepare for in-class discussion and activities.  
|   |             | 4. Prepare to answer a selection of typical interview questions in the interview simulation.  

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Grunwald, Spring 2021
# 21G.232/3 Weeks 1-7

<table>
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<tr>
<th>Week</th>
<th>Class/Date</th>
<th>Topic</th>
<th>Assignments to do before class (Class Notes = CN)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(1)</td>
<td>T 2/16 Intro to 21G.232/3 Nomenclature</td>
<td>All materials for readings assignments and readings are on Canvas, and work should be submitted there unless otherwise specified.</td>
</tr>
</tbody>
</table>
| 1    | (2)        | R 2/18 Intro to impromptus Community introductions | 1. Read the syllabus, skim the class topic and homework schedule, and explore the Canvas site. Bring questions to class.  
2. **Class Notes #2 (CN)** on Canvas to prepare for this class.  
3. **Exercise:** Submit a personal statement on Canvas (instructions there) |
| 2    | (3)        | T 2/23 Intro to critical listening & constructive feedback W2/24 | 1. **CN #3** on Canvas to prepare for this class.  
2. Canvas Readings #2 through #5.  
3. Watch video: *Five ways to listen better.*  
4. **Exercise:** Submit your Baseline Pronunciation Profile Audio Recording:  
   - Record two sound files:  
     - File 1: Practice reading aloud the passage posted on Canvas; then record it.  
     - File 2. Choose 8-10 disciplinary terms (terms from your field) that you use frequently and record each term alone and then in a sample sentence.  
     - Also submit a document in which you write out your key terms and your sample sentences.  
5. **Optional:** *Well Said* (WS) on Canvas, Ch. 3 & 4.  
   - Read the materials; listen to the recordings; do the exercises.  
   - Check the answers with the keys provided.  
   - Record WS exercises pp. 36 and 38 and send your recording to Eric as an e-mail attachment. |
| 2    | (4)        | R 2/25 Workshop #1: Challenging Sound System | 1. **CN# 4** on Canvas to prepare for this class.  |
| 3    | (5)        | T 3/2 Verbal Delivery Listenability | 1. **CN #5** on Canvas to prepare for this class.  
2. Watch 2 short Ted Talks: “Mathematics of history” and “Why X is the unknown”  
3. Watch video: (1) “Five public speaking tips from Toastmasters”  
**Optional:** *Well Said* (WS) on Canvas, Ch. 3 & 4.  
- Read the materials; listen to the recordings; do the exercises.  
- Check the answers with the keys provided.  
- Record WS exercises pp. 36 and 38 and send your recording to Eric as an e-mail attachment. |
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<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 3    | (6)   | Nonverbal Delivery | 1. CN #6 on Canvas to prepare for this class  
|      | R 3/4 |          | 2. Watch “Former FBI agent explains how to interpret body language” |
| 4    | T 3/9 | NO CLASS | (MONDAY SCHEDULE ON TUES.) |
| 4    | (7)   | Introducing your professional self  
|      | R 3/11| Introducing a speaker | 1. CN #7 on Canvas to prepare for this class.  
|      |       |          | 2. Read “Snapshot dissertation”  
|      |       |          | 3. Watch video of academic snapshot “‘Whale Cam’ Reveals Humpback Habits”  
|      |       |          | 4. Watch video “How to Introduce Another Speaker in 3 Steps” |
| 5    | (8)   | Individual conferences | Prepare your academic snapshot, rehearse, and receive individual feedback. |
| 5    | T 3/16|          |       |
| 5    | (9)   | Student presentations:  
|      | R 3/18| Academic snapshots | 1. Major Assignment #1: Recorded (in class) Academic Snapshots |
| 6    | T 3/23| HOLIDAY  | • NO CLASS |
|     |     |     | 1. Major Assignment #2: Submit on Canvas: Self-assessment of Academic Snapshot  
2. CN #10 on Canvas to prepare for class.  
3. Practice the Academic Word List of 3-syllable words.  
4. Read the lyrics of the title song from the Broadway show Hamilton.  
5. Watch the cast sing the song at the White House in 2016.  
Optional: Transcript of Academic Snapshot  
1. Watch your recorded snapshot and write down exactly what you hear, including pauses, mistakes, repeated words in a *verbatim transcript*.  
2. Read your transcript as you again watch your videotaped academic snapshot and  
   - Note problems with word choice, subject-verb agreement and verb tense. Circle any problems you find and write the correct expression in the space above.  
   - Listen for problems with articulation of sounds and/or stress patterns; circle the words or phrases that sound problematic to you.  
   - Make an appointment to meet with Eric to discuss your academic snapshot in detail.  
|     |     |     | 1. CN #11: Read through contents.  
2. Watch three short Canvas videos: (1) “Get That Job: Making Small Talk”; (2) “Get that job: Answering tough questions without lying” and (3) “Do’s and Don’t’s of the job interview.”  
3. Complete the tasks in CN #11 to prepare for in-class discussion and activities.  
|     |     |     | 1. CN #12: Read through contents.  
2. Watch Canvas video: Sample job interview.  
3. Complete the tasks in CN#12 to prepare for in-class discussion and activities.  
4. Prepare to answer a selection of typical interview questions in the interview simulation.
<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 M 4/5</td>
<td>Working with Others (1):</td>
<td>1. <strong>CN #13:</strong> Read through contents.&lt;br&gt;2. Read <strong>HBR,</strong> “Navigating the cultural minefield.”&lt;br&gt;3. Read “Guidelines for effective meetings.”&lt;br&gt;4. Watch <strong>Stellar</strong> video: “10 ways to have a better conversation.”&lt;br&gt;5. Complete tasks in <strong>CN #13</strong> to prepare for in-class discussion and activities.</td>
</tr>
<tr>
<td>13 W 4/7</td>
<td>Working with Others (2)</td>
<td>1. <strong>CN #14:</strong> Read through contents.&lt;br&gt;2. Read on <strong>Stellar:</strong> “Managing your advisor,” “Three highly effective tips to handle criticism,” and “How to respond to an offensive comment at work.”&lt;br&gt;3. Watch <strong>Stellar</strong> video: “Difficult Conversations: Subtle Behavior Issues.”&lt;br&gt;4. Complete tasks in <strong>CN #14</strong> to prepare for in-class discussion and activities.</td>
</tr>
<tr>
<td>14 M 4/12</td>
<td>Vocal Workshop #3: Contrast &amp; Emphasis</td>
<td>1. <strong>CN #15:</strong> Read through contents.&lt;br&gt;2. Complete tasks in <strong>CN #15</strong> to prepare for in-class discussion and activities.&lt;br&gt;<strong>Optional Audio Recording:</strong> Record <strong>WS</strong> pp 117 and 121. Send your recordings as an e-mail attachment.</td>
</tr>
<tr>
<td>15 W 4/14</td>
<td>Interactive Teaching (1): Questionnaire&lt;br&gt;In-class <strong>Stellar</strong> video: Moore, “How to tie your shoes”&lt;br&gt;Be prepared to discuss how he could make this lesson interactive</td>
<td>1. <strong>CN #16:</strong> Read through contents.&lt;br&gt;2. Watch on <strong>Stellar:</strong> Patrick Winston on “How to speak.”&lt;br&gt;3. Read on <strong>Stellar</strong> (1) R. Weir, “Teaching strategies” and Chen et al. “How we survived our first year of teaching as new ITAs.”&lt;br&gt;4. Watch on <strong>Stellar</strong> panel “Is it important to participate in class?”&lt;br&gt;5. Complete tasks in <strong>CN #16</strong> to prepare for in-class discussion and activities.&lt;br&gt;6. Complete &amp; submit worksheet for interactive teaching&lt;br&gt;CN find 5 facts about MIT undergrads that surprise you to discuss in class.&lt;br&gt;Study <strong>CW</strong> 83-87; 94-96 on Q &amp; A.</td>
</tr>
</tbody>
</table>
## 21G.232/3 Weeks 8-14

<table>
<thead>
<tr>
<th></th>
<th>M 4/19</th>
<th>PATRIOTS DAY</th>
<th>NO CLASS</th>
</tr>
</thead>
</table>
| 10 | (17) W 4/21 | Interactive Teaching (2) | 1. **CN #17:** Read through contents.  
2. Watch on Stellar videos of two MIT students teaching: (a) circuits and (b) phase diagrams  
3. Complete tasks in **CN #17** to prepare for in class discussion and activities.  
4. Submit via e-mail *Worksheet on Planning Interactive Teaching (Stellar)* |
|   | (18) M 4/26 | Student-led class sessions | Major assignment #3: Interactive Teaching sessions |
|   | (19) W 4/28 | Student-led class sessions | Major assignment #3: Interactive Teaching sessions |
|   | (20) M 5/3 | Presenting research (1) Handling interactions | 1. **Major Assignment # 4 due:** Assessment of your interactive teaching session.  
2. **CN #20:** Read through contents.  
3. Read on *Stellar* (a) “A compelling presence,” (b) “Improving the Q & A experience,” & (c) “How to get useful feedback: a speaker’s guide”  
4. Watch on *Stellar* video of MIT student research presentation & read the sample self-evaluation with instructor feedback on a 21G.232 final research presentation.  
5. Complete tasks in **CN #20** to prepare for in class discussion and activities. |
|   | (21) W 5/5 | Presenting research (2) Design & use of visual aids | 1. **CN #21:** Read through contents.  
2. Explore on *Stellar* A. Dlugan, “20 guidelines for great presentation slide design”  
3. Explore on *Stellar* M. Alley’s “Using the Assertion-Evidence slide structure”  
4. Complete tasks in **CN #21** to prepare for in class discussion and activities.  
5. **Exercise:** Create two sequential slides that demonstrate best practice. Be prepared to share these slides in class.  

Optional Audio Recording: The History of Thanksgiving (See Stellar)
## 21G.232/3 Weeks 8-14

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
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</thead>
</table>
| 13     | Vocal workshop #4: Linking & Blending     | 1. **CN #22**: Read through contents.  
2. Complete tasks in **CN #22** to prepare for in-class activities.  
3. **Submit** via e-mail **five (5) questions** about your research that a peer audience might ask.  
Optional **Audio Recording**: Record WS pp 151-152. Send your recordings as an e-mail attachment. |
| (22) M 5/10 | Review criteria/checklist                | For research present.                                                                            |
| 14     | Research presentations (A): Q & A Sessions | **Major Assignment #5**: Research presentation with slides and Q & A                               |
| (23) W 5/12 |                                             |                                                                                                   |
| 14     | Research presentations (B): Q & A Sessions | **Major Assignment #5**: Research presentation with slides and Q & A                               |
| (24) M 5/17 |                                             |                                                                                                   |
| 14     | Final class meeting                       | **Major Assignment #6 due**: Self-assessment of your research presentation.                        |
| (25) W 5/19 |                                             |                                                                                                   |
### 21G.232/3 Weeks 8-14

<table>
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<tr>
<th>Week</th>
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<th>Topic</th>
<th>Tasks</th>
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| 8    | T 4/6| Working with Others (1): | 1. **CN #13**: Read through contents.  
2. Read HBR, “Navigating the cultural minefield.”  
3. Read “Guidelines for effective meetings.”  
4. Watch Stellar video: “10 ways to have a better conversation.”  
5. Complete tasks in **CN #13** to prepare for in-class discussion and activities. |
|      | R 4/8| Working with Others (2) | 1. **CN #14**: Read through contents.  
2. Read on Stellar: “Managing your advisor,” “Three highly effective tips to handle criticism,” and “How to respond to an offensive comment at work.”  
4. Complete tasks in **CN #14** to prepare for in-class discussion and activities. |
| 9    | T 4/13| Vocal Workshop #3: Contrast & Emphasis | 1. **CN #15**: Read through contents.  
2. Complete tasks in **CN #15** to prepare for in-class discussion and activities.  
**Optional Audio Recording**: Record WS pp 117 and 121. Send your recordings as an e-mail attachment. |
|      | R 4/15| Interactive Teaching (1): Questionnaire | 1. **CN #16**: Read through contents.  
2. Watch on Stellar: Patrick Winston on “How to speak.”  
3. Read on Stellar (1) R. Weir, “Teaching strategies” and Chen et al. “How we survived our first year of teaching as new ITAs.”  
4. Watch on Stellar panel “Is it important to participate in class?”  
5. Complete tasks in **CN #16** to prepare for in-class discussion and activities.  
6. Complete & submit worksheet for interactive teaching  
**CN find 5 facts about MIT undergrads that surprise you to discuss in class. Study CW 83-87; 94-96 on Q & A.**
## 21G.232/3 Weeks 8-14

<table>
<thead>
<tr>
<th></th>
<th>T 4/20</th>
<th>PATRIOTS DAY</th>
<th>NO CLASS</th>
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</table>
| 10 | (17) R 4/22 | Interactive Teaching (2) | 1. **CN #17**: Read through contents.  
2. Watch on Stellar videos of two MIT students teaching: (a) circuits and (b) phase diagrams  
3. Complete tasks in **CN #17** to prepare for in class discussion and activities.  
4. Submit via e-mail *Worksheet on Planning Interactive Teaching (Stellar)* |
| 11 | (18) T 4/27 | Student-led class sessions | **Major assignment #3**: Interactive Teaching sessions |
|    | (19) R 4/29 | Student-led class sessions | **Major assignment #3**: Interactive Teaching sessions |
| 12 | (20) T 5/4 | Presenting research (1) Handling interactions | 1. **Major Assignment # 4 due**: Assessment of your interactive teaching session.  
2. **CN #20**: Read through contents.  
3. Read on Stellar (a) “A compelling presence,” (b) “Improving the Q & A experience,” & (c) “How to get useful feedback: a speaker’s guide”  
4. Watch on Stellar video of MIT student research presentation & read the sample self-evaluation with instructor feedback on a 21G.232 final research presentation.  
5. Complete tasks in **CN #20** to prepare for in class discussion and activities. |
|    | (21) R 5/6 | Presenting research (2) Design & use of visual aids | 1. **CN #21**: Read through contents.  
2. Explore on Stellar A. Dlugan, “20 guidelines for great presentation slide design”  
3. Explore on Stellar M. Alley’s “Using the Assertion-Evidence slide structure”  
4. Complete tasks in **CN #21** to prepare for in class discussion and activities.  
5. **Exercise**: Create two sequential slides that demonstrate best practice. Be prepared to share these slides in class.  

**Optional Audio Recording**: The History of Thanksgiving (See Stellar)
### 21G.232/3 Weeks 8-14

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<td>13</td>
<td>(22) T 5/11</td>
<td>Vocal workshop #4: Linking &amp; Blending</td>
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<tr>
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<td>Final class meeting</td>
<td>Major Assignment #6 due: Assessment of your research presentation.</td>
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**Optional Audio Recording**: Record WS pp 151-152. Send your recordings as an e-mail attachment.