Course Description

This course, which is designed for graduate-level students throughout the University whose native language is not English, purposes to improve the communicative ability to approach English fluency for those who wish to become a certified International Teaching Assistant. Students will work to increase vocabulary pertinent to their field of study and to learn from hands-on exposure to the teaching field from their own experiences and from those of their peers. Through various assignments and presentations, the course encourages the development of oral academic dialogue skills in order to gain the confidence and abilities necessary to effectively lead a classroom of American students.

Materials

The course makes principal use of the following textbook: Teaching American Students: A guide for international faculty and teaching assistants in colleges and universities, 3rd Ed by Ellen Sarkisian. The book serves as a guide to handling various classroom situations for those who may encounter language or cultural differences while teaching.

Grading

Students will be assigned required readings, presentations, and recordings that are focused on building skills that are essential to teaching a class. The assignments come from both the textbook and pre-recorded audio files as well as from the general environment; students will be asked to document their personal experiences through noticing journals, which they will eventually compile into a portfolio that they can continually learn from through future teaching endeavors. Students will also prepare presentations that will be evaluated by the instructor, students, and presenter, along with a group discussion that will allow students to put into practice what they have learned from the course. The aim of the assignments is to develop speaking, listening, and leadership skills that will allow the students to effectively interact with their students both formally and informally.

Registration

Registration is by permit only and can be completed by contacting Ms. Elizabeth Gillstrom at egill@sas.upenn.edu.