INDEPENDENCE UNIVERSITY SOUTH BEND
UNDERGRADUATE COURSES

Curriculum Change
(New Course Requests / Course Change Requests / New Program Requests)

CAMPUS ROUTE SHEET

DIVISION/UNIT/DEPARTMENT English

CHANGE ENG. G620. Communication Skills for Graduate Students
REQUESTED: Credit & lecture contact hours from 3 to 4.

SIGNATURES

\checkmark Dept/Unit Chair Elaine TEST Date 10/26/2010

Unit Curriculum Committee Chair Yi Cheng Date 10/29/2010

Dean/Assoc Dean Rebecca TEST Date 11/1/2010

Chair of General Education Committee Date
(if applicable)

Senate Curriculum Committee Chair James TEST Date 11/12/2010

Assoc Vice Chancellor Academic Affairs Date 11/14/11

December 2009

(Read for remembrance)
To: Rebecca Torstrick, Associate Deans, CLAS
From: Yi Cheng, CLAS Curriculum Committee
Subject: ENG-G 020 Proposal (change course credit hours)
Date: October 29, 2010

The proposal of ENG-G 020 to change course credit hours from fixed 3 to variable 3-4 has been approved by the CLAS Curriculum Committee on October 29, 2010.

Because it is a 0 level course, the new online (CARmin) system does not take it. The proposer Anne Magnan-Park contacted Mandy Bartley (bartley@indiana.edu) at Bloomington Student Service. She sent a paper form and said that course change request proposal of a 0 level course needs to fill the form. Anne followed Mandy’s instructions.
Course Change Request

Indiana University

SB Campus

Check Appropriate Boxes: Undergraduate credit [✓] Graduate credit [ ] Professional credit [ ]

1. School/Division  College of Liberal Arts and Sciences  (Department of English)
2. Academic Subject Code  ENG-G
3. Current Course Number  020
4. Current Credit Hours  3
5. Current Title  Communication Skills for Graduate Students
6. Effective Semester/Year for changes listed below:  Fall 2011
7. Instructor:  will vary

Type of Change Requested (Check appropriate boxes and indicate changes)

☐ 8. Change course number to: (must be cleared with University Enrollment Services)
   ________________________________
   Change to: ________________________________
   Recommended abbreviation (optional) ________________________________
   (Limited to 32 characters including spaces)
   Change to credit hours fixed at: 3 or variable from: ___ to ___
   Change to lecture credit hours fixed at: ___ or variable from: ___ to ___
   Change to lecture contact hours fixed at: ___ or variable from: ___ to ___
   Change to non-lecture contact hours fixed at: ___ or variable from: ___ to ___

☐ 10. Current credit hours fixed at: 3 or variable from: ___ to ___
    Change to credit hours fixed at: ___ or variable from: ___ to ___
    Change to lecture contact hours fixed at: ___ or variable from: ___ to ___
    Change to non-lecture contact hours fixed at: ___ or variable from: ___ to ___

☐ 11. Is this course currently graded with S-F (only) grades? Yes __ No [✓]
    Change to S-F (only) grading? Yes __ No [✓]

☐ 12. Does this course presently have variable title approval? Yes __ No [✓]
    Is variable title approval being requested? Yes __ No [✓]

☐ 13. Is this course being discontinued? For all campuses ___ or for this campus only ___

14. Current course description (unchanged)

Change course description to (not to exceed 50 words)

17. Justification for change: to provide additional support to our graduate students with regards to phonetics.
   (Use additional paper if necessary)

18. Are the necessary reading materials currently available in the appropriate library? Yes ___

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be
   overlap of this course with existing courses or areas of strong concern, with instructions that they send comments
   directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus
   consulted.

Submitted by:

Elaine Born  Date  10/26/2010
Department Chairman/Division Director

Approved by:

Date  11/1/2010
Department Chairman/Division Director

Dean of Graduate School (when required)

Chancellor/Vice-President

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining
four copies and attachments to the Campus Chancellor or Vice-President.

University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow;
Department/Division—Pink; University Enrollment Services Advance—White

UPS 725
SAMPLE SYLLABUS

ENG-G 020
Communication Skills for Graduate Students
Section XXX
M, W – 4:00 – 6:00

Instructor  Anne Magnan-Park
            3159 Wiekamp
            (574) 520-4559
            amagnanp@iusb.edu

Office Hours  M&W, 2:00-3:00 & 6:15 – 7:15 and by appointment.
I am always happy to take extra time to help you improve your skills. Do not hesitate to
ask me for help in class and see me during my office hours. If my office hours are not
convenient for you, do not hesitate to make an appointment with me. Walk-ins are
welcome, but I recommend that you schedule an appointment with me so as to secure a
time to talk about your communication skills. Scheduling a Skype conference if you can’t
come to campus is also an option, please discuss this possibility with me via email at
least 24 hours ahead of time.

Course Texts and Required Material

[Note to the Curriculum Committee: textbooks, readings, and themes will vary from one
semester to the next. Some instructors may choose to assign texts that reflect the campus
theme].

Some of the texts and documents we will be using this semester will be available on
Oncourse (see “account set up” below). It is your responsibility to print them and bring
them to class.

Other texts we will be available through the Franklin D. Schurz library’s Electronic
Reserve, through the library’s Periodical Holdings List (*World Englishes* and *TESOL
Quarterly*), and at the library’s periodical collection (*English Today*). I will give you
specific instructions on how to retrieve those documents.

The feature films and documentaries that we will be studying together are placed on
reserve at the Franklin D. Schurz library. Please ask the Circulation Desk to access
reserve materials. For library hours: <http://www.iusb.edu/~libg/about/hours.shtml>.

Please purchase a headset with a microphone that you can plug into your computer. If
you are using the device on your personal computer, please download the following free
software to record your podcasts: “Audacity” for PCs and Mac users. Please check the
Oncourse/Resources folder entitled “How to download Audacity” for detailed
instructions. If you do not own a computer, know that Audacity is available on IUSB’s computers. Please check the Oncourse folder entitled “How to access Audacity on campus” for detailed instructions. For your information, headsets with microphones range from $20 to $50.

Please come to class with a notebook or binder reserved for this class.

**Account set up**
You will also need a username and password to access the IUSB network and your Oncourse account. To establish your accounts please contact the OIT Helpdesk: (574) 520-5555.

**Course Goals**
This intensive course introduces those students who are nonnative speakers of English to ways of communication, collaboration, and knowledge construction that are characteristic of American academic culture. The course addresses group interaction, panel and individual research presentations. An additional component of the course targets individual needs by means of technology and conferencing.

Here are the major course goals for the course:

1. **THINK CRITICALLY**: Students will develop habits of mind that promote analysis, evaluation, application, and construction of knowledge. Critical thinking involves asking good questions—being open and skeptical at the same time—while also increasing the ability to interpret audio, video, and written texts, and to think creatively. Critical thinkers and readers look for ways to connect and synthesize information, including exploring how their own ideas and values connect with those of others.

2. **ENGAGE EFFECTIVELY IN VARIOUS SCHOLARLY SPEAKING FORUMS**: Students will gain confidence and improve skills in oral communication (including active listening, conveying meaningful tone or emphasis, and appropriate organization of content) both inside and outside of the classroom. Forums may include: discussions, debates, research reports, panel presentations, formal and informal presentations, PowerPoint presentations, podcasts, vodcasts, and question and answer sessions.

3. **IDENTIFY PERSONAL SPEECH PATTERNS THAT NEED IMPROVEMENT, AND DEVELOP STRATEGIES THAT DEMONSTRATE PROGRESS**: Students work throughout the semester to identify and strive to correct individual patterns that hinder meaning in pronunciation, word stress, emphasis, intonation, and pace. By the end of the semester, students will show significant improvement in their targeted areas and will demonstrate the ability to communicate clearly and effectively.

4. **ATTEND TO AUDIENCE, TO LISTENER UNDERSTANDING AND ENGAGEMENT**: Students will develop a sense of audience—of who listeners are and of what they need in order to understand. Communicating effectively to listeners includes focusing on skills such as: careful wording of presentation content (proper grammar,
specific vocabulary), appropriate elocution (volume, pronunciation, word stress, emphasis, intonation, and tone) for role, organization, clarity of presentation materials (handouts, PowerPoint slides, clips, etc.), and clear references.

5. LISTEN ACTIVELY AND RESPECTFULLY: Students will learn to listen and respond appropriately partly through observing and practicing: effective body language, responses to cues that others misunderstand, and politeness conventions. Throughout the course, students will also implement listening skills such as: mirroring (finding strategies to mimic someone else’s speech so as to improve one’s pronunciation and overall delivery); devising strategies to infer meaning, with particular emphasis on connected speech, emphasis, tone, intonation, and regional or culture-specific accents; and listening for content and meaning, which includes finding strategies to gather, infer, record, interpret, and communicate information (note-taking, summarizing, asking for clarification, clarifying, formulating questions, giving and taking conversational turns, taking a stance).

6. PLAN AND SHARE WORK RESPONSIBLY: In collaborative work, students will define each student’s role and assign targeted tasks clearly and equitably. Effective communication in group projects also means: giving and taking conversational turns; objecting respectfully; and giving classmates clear, honest, and helpful feedback on their work.

7. USE RESEARCH TO BRING OUTSIDE KNOWLEDGE AND VIEWS INTO CLASS: Students will integrate information from multiple sources of scholarly research with their own knowledge and insightful ideas to develop and support a focused argument. In order to engage in ethical research by American university standards, students will document sources and develop a clear understanding of conventions involving crediting others’ work.

8. DEVELOP A FULLER UNDERSTANDING OF AMERICAN AND UNIVERSITY CULTURE: Students will develop a better understanding of American cultural values and practices, paying particular attention to how these relate to the American university classroom. Students will discuss and implement strategies for academic success such as effective study habits, in-class participation, and the observance of Indiana University’s student codes of conduct.

Please keep in mind that even though this course focuses on oral communication skills, you will have to exercise your reading and writing skills in order to produce engaging discussions and presentations.

Course Requirements
You will be required to give two polished, research-based, and thesis-oriented presentations related to the two main topics discussed in class, namely world Englishes and strategic nonviolent action. You will practice delivering these presentations in class and during our conferences.
You will also be asked to record a podcast every week, starting on week #3, designed to help you improve your oral communication skills based on your personal strengths and weaknesses. You will receive weekly feedback and agree with me on a course of action based on your weekly performance. These podcasts will target a range of skills and communication formats (reading, critical reading, reading response, presentation practice).

Since one can learn through observing and integrating the styles and techniques of professional speakers, you will also be asked to attend at least two public presentations. You will give a critical assessment of the speeches you attended, focusing mainly on the presentation strategies used by the speaker.

Finally, you will be asked to give a brief presentation during an exit interview on week 12. If you do not pass this interview, you will be asked to give another presentation on week 15 where you will try and demonstrate that you have achieved the targeted course goals.

An automatic failing grade will be given to students who fail to give a major presentation, as well as those who do not attend the exit interview.

**Grade Distribution**
The following requirements will be considered to determine your final course grade

- Attendance and participation 100
  These includes attendance to class, and active participation during in-class discussions

- Podcast and vodcasts 200
  A total of 10 graded assignments, which include oral responses to the two public presentations

- Brief presentations and debates 200
  This includes research summary, brief presentations on the readings and documentaries, and in-class debates

- Two formal presentations 400
  This includes preliminary research, your performance during conferences, your active participation during in-class workshops and discussions, and your formal performance

- Exit interviews 100

**Total** 1,000

Your grand total will be divided by ten to get a percentage grade.

Students must receive a C or above in order to pass ENG-G020.

**Grade Scale:**

ENG-G020, Fall 2011
Dr. Anne Magnan-Park
A = 93-100%  B+ = 87-89%  C+ = 77-79%  D = 60-69%
B = 83-86%  C = 73-76%  F = 0-59%
A- = 90-92%  B- = 80-82%  C- = 70-72%

Active and Informed Class Participation, and conferences
Participation is a vital part of this course. All students are strongly encouraged to partake in class discussion and workshops. Failure to do so will significantly affect your grade. Be willing to provide insightful remarks and thought-provoking questions.

Students who do not actively participate and/or fail to do their homework are considered absent.

I am always happy to take extra time to help you improve your skills. Do not hesitate to ask me for help in class and during my office hours. If my office hours are not convenient for you, please make an appointment with me.

Please note that you will be asked to attend a certain number of conferences to prepare for your formal presentations. These are designed to give you additional support to help you succeed. So please, take full advantage of these sessions by being thoroughly prepared for them. I strongly encourage you to go to the Writers' Room before you submit your drafts so that we can concentrate on refining your argument and go over the oral delivery of your ideas. Please note that you can also go to the Writers' Room if you want to practice your oral presentation with a tutor.

Lateness Policy
Late presentations and homework will not be accepted unless you have a valid and documented excuse. If you are absent on the day you are supposed to turn in your assignment or give your presentation you will receive a grade of zero if you cannot provide a valid and documented excuse.

For late arrivals and early departure, subtract five points from your attendance grade after the third occurrence.

Policy on when Attendance Begins
The English Department considers that attendance begins the first day of class. Therefore, students who enroll in a course after the first day of class will be counted absent for initial classes missed.

Policy on Technology in the classroom
Please do not use laptops and any other hand-held computing or electronic devices, including cell phones during class. Turn off your cell phones as you enter the classroom.

Attendance Policy
"The Department of English requires students to attend class. Academic success depends on awareness of the sequence and deadlines of class assignments, preparation for class, and participation in class, whether as an attentive listener and note-taker or as an active
discussant of the content and methodology of the course. The department recognizes that occasional absences from class may be unavoidable. However, academic success depends on regular attendance. More than three absences are excessive. The department expects each student to know the attendance policy, to accept its provisions, and to be responsible for all work assigned and for material covered during absence.” The English Department.

10 points will be deducted from your attendance grade once you miss 3 classes without providing a valid and documented excuse. 6 or more unexcused absences will lead to an automatic failing grade (“F”) for the course.

Attendance to the public speech on strategic nonviolent action is mandatory (TBA). Should you not be able to attend, please present me with a written valid excuse in advance. You will need to find and attend another public speech. Before you attend this alternative public speech, please seek my approval.

UNIVERSITY POLICIES:

Accommodations for religious observances: If any student will require academic accommodations for a religious observance, please provide me with a written request to consider a reasonable modification for that observance by the end of the second week of the course. Contact me after class, during my office hours, or by individual appointment to discuss the issue. If after discussion we reach no consensus, either party or both should seek the advice of the Department Chair or the Dean, and if no consensus is reached, then the advice of the Vice Chancellor of Academic Affairs. Either the instructor or the student may appeal the Vice Chancellor’s decision to the Office of Affirmative Action within ten business days of the determination.

Disabilities Statement: If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of the Office of Disability Support Services (Administration Building, room 113, telephone number 520-4832), as soon as possible to work out the details. Once the Director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for Office of Disabled Student Services (www.iusb.edu/~sbdss/services.shtml).

Academic Honesty Statement: It is the responsibility of the student to know of the prohibited actions such as cheating, fabrication, plagiarism, academic, and personal misconduct, and thus, to avoid them. All students are held to the standards outlined in the code. Please reference the entire code for a complete listing (www.dsa.indiana.edu/Code/). Any violation may result in serious academic penalty, ranging from receiving a warning, to failing the assignment, to failing the course, to expulsion from the University.

The Writers’ Room (formerly The Writing Center)
The Writers’ Room offers free tutoring for writing assignments across the disciplines by appointment and on a walk-in basis. Located in room 122 of the Administration Building,
the center engages students at all phases of the writing process, from understanding assignments and developing ideas to working with citations and identifying patterns of error in order to produce more polished drafts. The Writers’ Room also has several computer terminals where students may work on writing assignments in a supportive environment where help is always available. For writers needing more sustained and consistent attention, the WriteWell program pairs students with a writing coach who designs a semester-long supplemental curriculum tailored to each student’s needs. The Writers’ Room also holds Writers’ Roundtables, which acquaint participants with discipline-specific writing conventions, offer techniques for joining scholarly discussions, and introduce students to the expectations of academic discourse.

In collaboration with the First-Year Writing Program, the Writers’ Room has developed a model for approaching student drafts that supports the program’s goals. Students may expect tutorials to first focus on the components of successful body paragraphs before moving on to patterns of grammatical error, the introductory paragraph, and matters of style, voice, and diction. It is important to understand that the Writers’ Room is not a place where one may come to have a paper proofread. The Writers’ Room’s mission is not simply to help students produce perfect papers; rather, it is to nurture students’ development as writers and help them amass a skill set that will travel to future courses and future writing assignments.

Hours:
- Monday-Thursday: 9 am-6 pm
- Friday: 9 am-1 pm
- Sunday: 1 pm-6 pm
**COURSE GENERAL CONTENT AND MAJOR DEADLINES**

Please use the following grid to record your daily assignments.  
**NB: This schedule is subject to change**

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Content</th>
<th>Homework Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>WEEK 1</strong></td>
<td></td>
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<tr>
<td><strong>Monday</strong></td>
<td>Introduction to the course: objectives and major assignments (interviews; public lectures and presentations)</td>
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<td></td>
<td>Discussion: multilingualism, and English as an international language</td>
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<tr>
<td><strong>Wednesday</strong></td>
<td>Podcast demonstration: how to record a podcast?</td>
<td>- hand in the questionnaire (Oncourse)</td>
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<td></td>
<td>Phonetics: an overview</td>
<td>- Bring your laptops to class</td>
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<td></td>
<td>Tools for research on world Englishes: three key journals and how to use them: <em>World Englishes</em> and <em>TESOL Quarterly</em> (online), <em>English Today</em> (Library)</td>
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<tr>
<td></td>
<td>Please sign up for next week’s conferences (interviews).</td>
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<td></td>
<td><strong>WEEK 2</strong></td>
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<tr>
<td><strong>Monday</strong></td>
<td><strong>Labor Day --No classes</strong></td>
<td>Start researching articles on the world English of your choice or a topic of interest dealing with English as an international language. Put together a bibliography with your research partner. (see Oncourse for detailed homework assignment).</td>
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<tr>
<td><strong>Sept. 7</strong></td>
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<td>- hand in the bibliography for the first formal presentation.</td>
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<tr>
<td><strong>Wednesday</strong></td>
<td>What to expect during the exit interview?</td>
<td>- Phonetics: work on</td>
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<td></td>
<td>Conferences: interview</td>
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</tbody>
</table>
WEEK 3 WORLD ENGLISHES

Monday  World Englishes: “Standard English” and “the internationalization of English”
Discussion and debate
Phonetics: Word stress and the pronunciation of specific problematic sounds

Wednesday  World Englishes: Kachru’s “inner, outer, and expanding circles.” Examples of world Englishes and their characteristics
Discussion and debate

Readings and questions (OnCourse)
Podcast #1 due in your drop box (see assignment:
OnCourse> Podcasts and Vodcasts>
Assignments)
Readings and questions (OnCourse)

WEEK 4 WORLD ENGLISHES

Monday  World Englishes: Kachru’s “inner, outer, and expanding circles.” Examples of world Englishes and their characteristics continued
Phonetics: word stress continued

- Readings and questions (OnCourse)
- Podcast #2 due in your drop box

Wednesday  Tips for an effective oral presentation

Conference on presentation #1: outline, printed articles with highlighted sections of interest, annotations, updated bibliography

WEEK 5 WORLD ENGLISHES

Monday  World Englishes: Language and identity.
Discussion
Phonetics: intonation

- Podcast #3 due in your drop box

Wednesday  TBA

Readings and questionnaire (OnCourse)

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Dr. Anne Magnan-Park
<table>
<thead>
<tr>
<th>Week 6</th>
<th>WORDS ENGLISHES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Postcolonial literature. Discussion - Presentations: podcast #4 due today</td>
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<tr>
<td></td>
<td>Phonetics: recap on pronunciation, word stress, and intonation</td>
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<tr>
<td>Wednesday</td>
<td>Postcolonial literature. Discussion - Presentations: vodcast #5 due today</td>
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<td></td>
<td>Conference: feedback on podcasts(#4)</td>
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<tr>
<th>Week 7</th>
<th>PRESENTATIONS - IN-CLASS PRACTICE</th>
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<tbody>
<tr>
<td>Monday</td>
<td>Presentation #1 – in-class practice - Presentations: vodcast #5 feedback</td>
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<tr>
<td></td>
<td>Phonetics: connected speech</td>
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<td></td>
<td>Sign up for Wednesday conferences</td>
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<table>
<thead>
<tr>
<th>Week 8</th>
<th>PUBLIC PRESENTATIONS</th>
</tr>
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<tbody>
<tr>
<td>Monday</td>
<td>No podcast this week</td>
</tr>
<tr>
<td>Oct. 19</td>
<td>Public presentations (presentation #1) – Faculty lounge – lunch break</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Public presentations (presentation #1) – Faculty lounge – lunch break</td>
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<table>
<thead>
<tr>
<th>Week 9</th>
<th>SNOVA INTRODUCTION</th>
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<tbody>
<tr>
<td>Monday</td>
<td>What is strategic nonviolent action - Podcast #6 due in your drop box</td>
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<tr>
<td>Oct. 26</td>
<td>Listening strategies: an interview with SNOVA’s key figure: Gene Sharp - Preliminary research (Oncourse&gt; list of non-violent conflicts and links)</td>
</tr>
<tr>
<td></td>
<td>Preparing for the exit interview</td>
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<tr>
<td>Wednesday</td>
<td>Strategic non-violent action - Ackerman and Duvall (1-9)</td>
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<td></td>
<td>Ackerman and Duvall (1-9) - Discussion</td>
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<td>Students sign up for the conflict they wish to research and on which they want to present (pair work).</td>
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<tr>
<th>Week 10</th>
<th>SNOVA (GAN)DI</th>
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<tbody>
<tr>
<td>Monday</td>
<td>Strategic nonviolent action - Podcast #7 due in your drop box</td>
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<td>Selecting documents, quoting from documents, situating an historic event - Ackerman and Duvall (61-76)</td>
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<td></td>
<td>Phonetics: Emphasis</td>
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</table>

<p>| Wednesday | Discussion of the documentary film “India: Defying the Crown” - Printed articles, bibliography, and detailed outline due today |
|           | Ackerman and Duvall (61-76) |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic 1</th>
<th>Topic 2</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Ackerman and Duvall (77-110)</td>
<td>- Podcast #8 due in your drop box</td>
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<tr>
<td>Monday</td>
<td>Discussion</td>
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<td></td>
<td>Phonetics: tone</td>
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<tr>
<td>Wednesday</td>
<td>Preparing for the exit interview continued</td>
<td>Ackerman and Duvall (77-110)</td>
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<tr>
<td><strong>Week 2</strong></td>
<td>Ackerman and Duvall: “Denmark: Living with the Enemy”</td>
<td>- Podcast #9 Ackerman and Duvall (177-193)</td>
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<tr>
<td>Monday</td>
<td>Ackerman and Duvall (177-193)</td>
<td>- Ackerman and Duvall (177-193)</td>
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<tr>
<td></td>
<td>Discussion</td>
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<tr>
<td>Wednesday</td>
<td>Exit Interview (Part 1)</td>
<td>- Readings and questions (OnCourse)</td>
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<tr>
<td><strong>Week 3</strong></td>
<td>Debates – topic TBA</td>
<td>- Vodcast #10</td>
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<tr>
<td>Monday</td>
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<td></td>
<td>Conference: individual feedback</td>
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<td>Wednesday</td>
<td>Debates – topic TBA</td>
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<tr>
<td><strong>Week 4</strong></td>
<td>Conference: individual feedback</td>
<td>- Podcast #11</td>
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<tr>
<td>Monday</td>
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<tr>
<td>Wednesday</td>
<td>Final presentation (presentation #2)</td>
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<tr>
<td><strong>Week 5</strong></td>
<td>Final Presentation (presentation #2)</td>
<td>No podcast this week</td>
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<tr>
<td>Monday</td>
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<tr>
<td>Wednesday</td>
<td>Exit interview (Part 2)</td>
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Dr. Anne Magnan-Park