IELI 2410  Comprehending Lecture Discourse

Catalog Description
Focuses and listening and note-taking of academic lectures. Develops strategies for comprehension and organization of information.

Course Goals
Students will . . .
- learn how academic lectures are typically structured and how lecturers signal structure
- listen to lectures and use knowledge of structure to take notes on content
- understand lecture content

Expected Learner Outcomes
After listening to a videotaped recording of a university lecture, students will . . .

1) demonstrate recognition of various organizational features and discourse structures of the lecture including:
   a) discourse markers (e.g., topic & subtopic announcements, examples, supporting information, returns to topic after digression)
   b) organizational sequences (e.g., definition, classification, concept explanation, problem/solution)

2) demonstrate ability to take notes that reflect organization and content of the lecture.
   Notes may employ . . .
   a) key word outlines
   b) bulleted lists
   c) visual representations
   d) other self-developed systems

3) demonstrate understanding of lecture content by completing tasks such as . . .
   a) filling in concept maps
   b) answering questions
   c) applying the content to situations
   d) summarizing the content

Typical Classroom Topics / Activities
- Complete questionnaires about experience in listening to lectures, student questions, instructor questions, style of delivery, etc.
- Create a listening plan
- Predict content or content organization or types from topic announcement or organization
- Read sections of a text or Wikipedia, Google news, etc., for background information and compare them with lecture information
- Extensive listening-to-lecture modules
- Scramble key words of information (or types of information, and/or extra/insufficient information) to put in order
- Fill in skeleton notes
- Add relevant information to partially filled in visual representations (e.g., concept maps, flow charts, tables, etc.) and pictures
- Stop and ask for a summary of the last point or points during a lecture
• Complete individual and pair note-taking activities
• Identify various types of topic announcements
• Identify information types (e.g., definitions, advantages, characteristics, etc.)
• Identify emphasis cues
• Identify discourse features (and its information) of lectures to be paid attention or ignored
• Identify types of student and professor questions as to how to get the content from their sequencing and intent
• Relate topic at hand with overall course content and goals
• Discuss notes, their content and organization
• Compare lecture with readings and decide what is present and what is not
• Reorganize raw notes into visual representations such as flow charts, spider maps, tables, etc.
• Visit university classrooms appropriate to the student's university status
• Write content or delivery summaries or reactions
• Present content summaries or general information types orally
• Write questions (true false, multiple choice, fill in the blank, short answer about content and information types)
• Create a functional lecture language dictionary noting language used for each of the discourse events, discourse structures, etc.
• Apply content to a different situation

MH (02/2022)