

Interactivity

between a first-year content course
and EAP course assignment
for skill transferability



UNIVERSITY OF
TORONTO

ifp

International
Foundation
Program

Dr. Alexandra Guerson & Tyson Seburn

International foundation program (ifp)

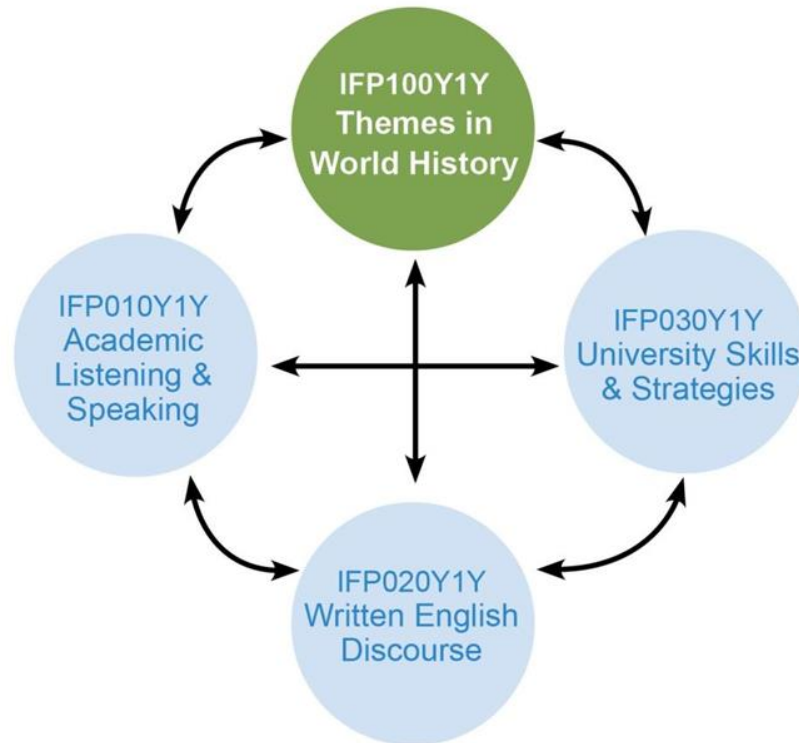
- University of Toronto, New College
- 24 weeks
- faculty conditionally admitted students who meet program's language requirements (IELTS 5.0 - 6.5)
- final grade of 60% in all 5 courses satisfies university language requirement for admission

L1 = Mandarin,
Spanish, Russian,
Cantonese, Japanese,
Korean, Turkish,
Ukrainian, Iranian

course Coherence

a) Synchronic (Wallace, 1991)

b) Sequential (McDonough & Shaw, 2003)



Challenges to student comprehension

in 1st year discipline-specific credit course

Lectures

Listening comprehension

Application of lecture content

Assigned texts

Reading comprehension

Building connection with lectures

Lecture Notes & Response

A discipline-specific course assignment

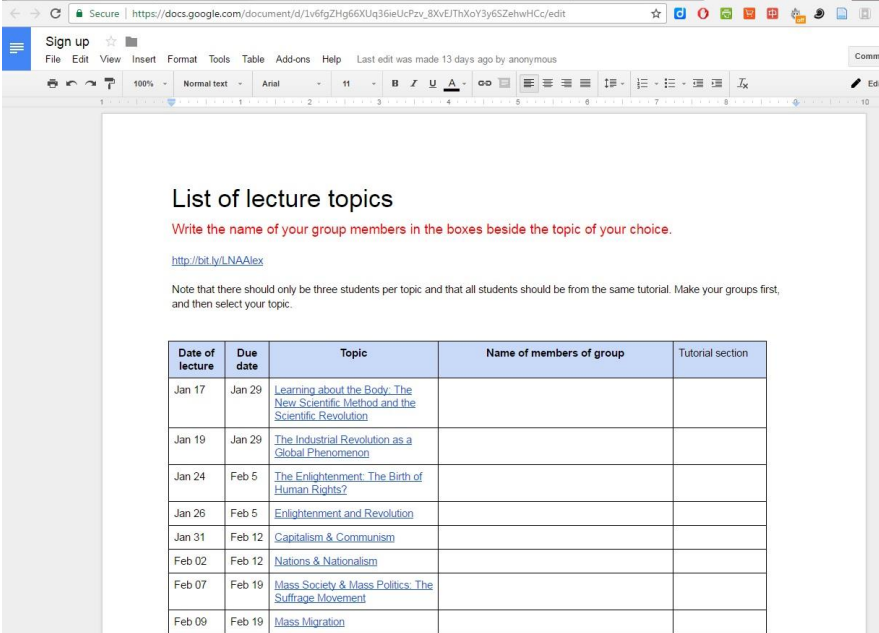
IFP100Y1Y - Themes in World History

Opportunity to synthesize lecture and connect content to discussions and readings

Groups sign up for a specific lecture

Group write a summary of the lecture

Individual students select passages from readings and connect them to the lecture; select terms and explain significance; find visual and connect to lecture



The screenshot shows a Google Docs interface with a document titled "List of lecture topics". The document contains the following text:

List of lecture topics

Write the name of your group members in the boxes beside the topic of your choice.

<http://bit.ly/1NAAlex>

Note that there should only be three students per topic and that all students should be from the same tutorial. Make your groups first, and then select your topic.

Date of lecture	Due date	Topic	Name of members of group	Tutorial section
Jan 17	Jan 29	Learning about the Body: The New Scientific Method and the Scientific Revolution		
Jan 19	Jan 29	The Industrial Revolution as a Global Phenomenon		
Jan 24	Feb 5	The Enlightenment: The Birth of Human Rights?		
Jan 26	Feb 5	Enlightenment and Revolution		
Jan 31	Feb 12	Capitalism & Communism		
Feb 02	Feb 12	Nations & Nationalism		
Feb 07	Feb 19	Mass Society & Mass Politics: The Suffrage Movement		
Feb 09	Feb 19	Mass Migration		

Lecture Notes & Response

A discipline-specific course assignment

IFP100Y 2016-17

Instructions

http://bit.ly/lna_instructions

Sample file

http://bit.ly/lna_sample

Lecture Notes & Response Assignment Winter 2017



Taking good notes is an important skill for any university student to have and you will have extensive opportunities to learn note-taking skills in IFP100Y. One important issue in note-taking is how to synthesize material from class lectures and connect it to discussions and readings. While it is important to record what happened in lecture, what matters most is how to use that information and apply it.

This assignment is both a group project and an individual project. Each group of 3 students is responsible for maintaining a Google Document of class notes for ONE lecture from weeks 2 to 10 of the Winter semester. Your online notes should not simply transcribe what was said in class. They should include:

1. A 250-300 word summary of lecture and discussion. **This is the group part of your assignment.** What was the main point of the class? What were some key themes explored? What were the main examples used? You will meet with your group and discuss this section together and write it together on Google Doc. (This is similar to the Leader role in ARC – in your CRW class)
2. Each member of the group will choose one passage from the readings assigned to tutorial and write an explanation of how they relate to the main point of the lecture. This section is designed to help you see the connections between the tutorials and the lectures. (Connector role in ARC)
3. Each member of the group will provide two key terms and a definition and significance for each. Key terms can be concepts (e.g. legalism or Pax Romana) or people/events/places. This section is designed to help you practice for part 2 of your final exam. (This is similar to the Contextualizer/Highlighter role in ARC)
4. Each member of the group will provide one image that connects to a point made in lecture with a short explanation of how it is connected. You must give a full bibliographic citation of the image that includes its author and date of creation. You can also create your own image. (This is similar to the Visualizer role in ARC)

Lecture Notes & Response

A discipline-specific course assignment

Student-completed example

http://bit.ly/lna_example

Student Info 1

Feb 19, 2017

Lecture Notes & Response Assignment

February 09 - Mass Migration

Component A - Lecture Summary

In the 19th century, the demand for production and labourers because of the abolition of slavery (1807) together with the changes brought by industrialization turned migration into an increasing trend. A form in which migration manifested was through the Coolie system which developed as a response to the lack of cheap labor and the internal changes in China and India. Such a phenomenon consisted in large scale trade in indentured

ARC Study Group Notes

a preceding EAP reading/writing assignment

IFP020Y1Y - Critical Reading & Writing course

Built as one step of a larger research paper

		Due	Value %	Points
Research project				36
	Step 1: Personal reflection	Sep 26	5	
	Step 2: ARC study group notes + proposal	Nov 14	5	
	Step 3: Critical literature review + reflection	Dec 5	10	
Quiz 1	ARC: Comprehension + Short answer	Oct 24-28	12	
Book club	Fall term	ongoing	4	
Quiz 2	Schnell: Comprehension quiz	Jan 9-13	3	
Research project	Step 4: Plan + annotated bibliography	Jan 23	5	54
	Step 5: Provisional partial paper	Feb 13	5	
	Step 6: Final paper + reflection	Mar 13	12	
Book club	Winter term	ongoing	4	
Final Exam		Exam period	25	
Participation		ongoing	10	10
		TOTAL	100	100

ARC Study Group Notes

a preceding EAP reading/writing assignment

Aim:

build into to gaining familiarity with text topics for research in IFP020Y1Y

model similar tasks to be performed in IFP100Y1Y course next term

2. ARC study group notes

You will work together as a group to demonstrate your deep understanding of a model text.

- Perform the ARC roles assigned to you proficiently on the ARC main text.
- Work with your ARC group to complete the [ARC study group notes](http://bit.ly/arc-studynotes) (<http://bit.ly/arc-studynotes>) using your Google account. It is important for your group to work collaboratively on each part, not divided up into individual parts. You will get a group mark for this document.
- Your ARC group must fully complete all three Google docs based on the linked template. One, selected by your instructor, will be formally graded according to the rubric below. **This assignment also prepares you to complete tasks in the IFP100Y1Y Lecture Notes Assignment during the Winter term.**

ARC Study Group Notes

a preceding EAP reading/writing assignment

Instructions

bit.ly/arc-studynotes

Preparation for IFP100Y tasks

Text summary

Highlighter

Contextualiser

Connector

Visualiser

Student-completed example

bit.ly/ARCNR-example

ARC# study group notes

Leader	Visualiser	Connector	Contextualiser	Highlighter
Student name	Student name	Student name	Student name	Student name

Broad topic: <Enter the broad topic of this week's ARC>

Reference

<Enter the bibliographic information of this week's ARC Main text>

Part A: Text summary

Complete the chart below, which demonstrates your group's understanding of the ARC Main text as a whole.

Focus area	<What is the focus area included in this text?>
Main idea	<In a few sentences, what is the author's main idea?>
Paragraph summary	<In ~250 words, use your bulleted section summary to write a fuller summary of the text here.>

Part B: Group notes

Work together as a group to answer the following questions about the ARC Main text below. In your answers, ensure you refer to paragraph #s from within the ARC Main text and provide citations to information you refer to from outside sources.

1. What topical vocabulary does the author use that is important to know (3-5 words)? What does each mean in the context of this focus area? What grammatical form is each? (HIGHLIGHTER)

<type here>

2. Identify and state the significance of one contextual reference in relation to the focus area. (CONTEXTUALISER)

<type here>

3. How does one (or more) point in the text strongly connect to an outside source you already know about? (CONNECTOR)

<type here>

4. What visual can illuminate a concept within the text better than without it? Insert the visual here and explain how it relates to a text concept. (VISUALISER)

<type here>

Student feedback on transferability

Comments on how connects between assignments

Question

What did you find most difficult in writing your Lecture Notes Assignment?

How did your ARC study Group Notes assignment in the CRW class help if at all?

Did the assignment help you understand the lecture or the readings better?

Student feedback on transferability

Comments on how connects between assignments

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Student feedback on transferability

Comments on how connects between assignments

Student A

I think the most difficult part is defining the key terms. This is because I have to understand the background and significance of this event. For the significance, I need to connect it with other events, which means I need to understand this event completely. However, I have been the highlighter in my ARC study group notes of CRW, which made it easier for me to define the key terms. This assignment helped me to understand the lectures better. This is because I needed to spend time in reading textbook and tutorial book and reviewing my lecture notes. By doing these, I attained a deeper understanding about the lectures.

Student feedback on transferability

Comments on how connects between assignments

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Student feedback on transferability

Comments on how connects between assignments

Student B

The biggest problem of writing the lecture note assignment is connecting the points from the lecture as well as the textbooks. ...Therefore, when I was doing the summary and part B, I needed to spend a lot of time on finding out the connections to coherently recount and depict the causes and effects. On other hand, ARC study group actually provides me a sense of how to do this lecture note assignment. ...I applied some strategies that I have used in different ARC roles, such as connecting the reading content with a picture. Through this assignment, it brings my recognition of Second World War to a new level....

Student feedback on transferability

Comments on how connects between assignments

Student B

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Student feedback on transferability

Comments on how connects between assignments

Student C

I think the most two difficulties issues in writing lecture is to summarize the content of the lecture. The reason is that the content of lecture covers many different small topics, and we need to summarize the whole lecture in approximately 300 words. In ARC study group, the work of leader is similar to the summary of lecture notes. Also, we need to write concise and clear sentences for the summary. ... After reading it, I feel that I have a better understanding of the lecture.

Student feedback on transferability

Comments on how connects between assignments

Student C

I think the most two difficulties issues in writing lecture is to summarize the content of the lecture. The reason is that the content of lecture covers many different small topics, and we need to summarize the whole lecture in approximately 300 words. In ARC study group, the work of leader is similar to the summary of lecture notes. Also, we need to write concise and clear sentences for the summary. ... After reading it, I feel that I have a better understanding of the lecture.

References

McDonough, J. and Shaw, C. (2003). Materials and methods in ELT: a teacher's guide (2nd edition). Oxford: Blackwell.

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Contact



UNIVERSITY OF
TORONTO

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Foundation
Program

Dr. Alexandra Guerson

alexandra.guerson@utoronto.ca

Tyson Seburn

tyson.seburn@utoronto.ca