

IELI 2410 Comprehending Lecture Discourse

Catalog Description

Focuses on 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

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