

## Connie Holy, ELAP (English Language for Academic Purposes)

### Many Voices, One College Final Presentation , Spring 2018

**ELAS 990:** I chose ELAS 990 to implement my MVOC lesson. ELAS 990 is an elective course, the highest level speaking/listening course in the ELAP program. I was originally interested in the fellowship because I thought it would be interesting to work with Linguistics 200, but since I was not teaching LING 200 this semester, I decided to work with the ELAS 990 class. ELAS 990 has very broad outcomes, and it is the most open-ended course in our program. Because of the adaptable course outcomes and the fact that my students are all themselves immigrants, aligning the global learning outcomes with the course outcomes worked well.

**ELAS 990 Course Outcomes** Upon completing this course, students will be able to:

- I. Discuss, in a clear and organized manner, a wide range of academic topics
- II. Identify the organizational structure of college-level lectures
- III. Demonstrate note-taking competency
- IV. **Perform speaking tasks demonstrating fluency and control of English grammar**
- V. Use lecture notes to participate in group discussion, oral presentation, and written tasks
- VI. **Use new academic vocabulary in appropriate oral and written contexts**

The course outcomes that the class project reinforced were I, IV, and VI.

**Global Learning Outcomes:** The global learning outcomes that were emphasized in the project were

**Knowledge** (exhibit knowledge and *interpret interconnections of current global issues, processes, trends, and systems*; explain their culture in a comparative context, and demonstrate self-knowledge about global circumstances)

**Skills** (obtain and analyze information relevant to the above knowledge; *communicate effectively in written and verbal form < writing the script and recording their part of the script*)

**Attitudes** (understanding cultural differences, reflect on one's place in the world and connection with humanity, engage in an ethical analysis of issues and *have empathy for one's fellow human beings*)

Because of the broad outcomes of the course, the students were able to engage rather extensively with the Many Voices, One Nation (MVON) exhibit.

The class participated in the Many Voices, One Nation exhibit in the following ways:

- familiarized themselves with the exhibit by discussing and answering questions about the online exhibit
- visited the MVON exhibit together and took many, many pictures
- wrote a script which connected what they learned from the exhibit to their own personal experience
- collaborated on the production of an 8-minute video entitled "E Pluribus Unum: The Motto and the Lived Experience"

I was amazed at how energized students were about this topic and this project. Immigration is at times seen as a worn out theme in English language teaching. However, this exhibit and project energized students. It gave students a deeper understanding of the history of immigration, and the importance of immigration in creating America. I was further amazed at how seriously they took this project, and how proud they were of it in the end. Taking this fellowship has helped me revisit old information in a new way and helped me to think outside the box. I would never have embarked on this time consuming project had I not been participating in MVOC.