

Transcripts for the Videos

Unit 1: Names, Places, and Directions

Names

Scene 1: Names 1

Angie: So you're from where again?

Sun: Uh I'm from South Korea.

Angie: Oh okay okay. Everybody just calls you Sun what's your what's your full name?

Sun: Uh well, people just call me uh Sun but my real, given name is Sun Hyun. Uh normally uh Korean names are composed of uh three characters. So, Park Sun Hyun is actually my name. Park is my family name and Sun- **[Angie: Oh.] [Jean: We've been saying it wrong?]** uh no. *<laugh>* Uh the thing is you know even my aunt is you know pronouncing my name *<laugh>* sometimes incorrectly so, I just found uh you know peop- asking people just call me uh Sun instead of Sun Hyun.

Jean: It's easier.

Sun: Yeah it's easier and I found it uh, friendlier as well. Mhm.

Jean: Uhuh.

Angie: What does it mean?

Sun: Um, so uh my full name's Sun Hyun. Uh, Hyun is a character uh that I share with my brother **[Angie: Okay]** so it's indicating that we are sibling **[Jean: Okay]** and Hyun uh means uh appearance or something and then uh Sun is goodness. Uh so it's **[Angie: Oh okay]** appearance of goodness. In my c- in my brother's case uh her his name is In Hyun, so in that case it's case appearance of uh wisdom or something. So those are given by our grandparents.

Jean: Really? I'm named after my grandmother too um, that's how I got my name and then.

Sun: Jean yeah.

Jean: Jean yeah. And then uh, my mom gave me a really long middle name to make up for the fact that my first name is so small. *<laugh>*

Sun: Ah okay what is it?

Jean: Jean and Alexandra is my-

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Sun: Alexandra. [**Jean:** Mhm.] Yeah.

Jean: What about you?

Angie: Um well my parents wanted to name me after my grandmother but um her name is Ursula, and-

Jean: Like the witch in that movie? <laugh>

Angie: Yeah and I don't know.

Sun: I think it's a German uh first name right?

Angie: Yeah it's a German name [**Sun:** Uhuh.] but they didn't really like the sound of it so, they named me Angela cuz that's closer. <laugh> I mean it's close and it's nicer sounding.

Jean: It's a very pretty name.

Sun: I think so, yeah.

Angie: Thank you. I think it's French.

Sun: Angela?

Angie: Yeah.

Sun: Mhm.

Jean: So is Jean but the way I have it spelled is actually the spelling for the guy's name, [**Angie:** Oh.] so in all the French classes that I've taken the teachers look at me and they're like "are you sure that's the way you want your name to be spelled?" [**Sun:** <laugh>] Yes! <laugh>

Sun: Okay is it very common that uh you uh use this French name as a first or middle name?

Angie: French names?

Sun: I mean in terms of origin uh French name.

Angie: I think, they're-

Jean: Not any more than I think. [**Sun:** Ah okay.]

Angie: Yeah they're about as common as anything else.

Jean: Depending on what your family's background is.

Sun: Mhm.

Angie: Although we're not really all that French. <laugh>

Jean: <laugh> Neither are we.

Sun: <laugh> Me neither. <laughter>

Scene 2: Names 2

Robin: How's it going Chang-Chung (sic)?

Chuang-Chung: Hi good.

Robin: Did I say that right? Sometimes I, don't know the quite the pronunciation.

Chuang-Chung: Yep. Chuang-Chung.

Robin: Chuang-Chung.

Chuang-Chung: Yeah that's good.

Robin: Okay is it really common in Taiwan?

Chuang-Chung: Uh, we don't have a common name in in Chinese. [**Karl:** Hm.] So Chuang-Chung is my first name, [**Robin:** Okay.] and my last name is Hu.

Robin: Okay.

Chuang-Chung: It's the frontier [**Robin:** Oh.] the outside the central area.

Robin: Oh wow.

Chuang-Chung: And Chuang-Chung uh in my native language Chuang means inherit. [**Robin:** Okay.] [**Karl:** Yeah yeah.] Chung means uh China or central area.

Robin: Okay do you guys have middle names?

Chuang-Chung: Uh we don't have middle names.

Karl: Me personally I have like a ton of different middle names. [**Chuang-Chung:** Uhuh.] Like, one of 'em was my mom's maiden name, another one was um a confirmation name, and then one was I think one of my grandfather's names or great grandfather's something like that and middle names or first names. But. Yeah middle names are, big with me. <laugh>

Robin: My middle name is from my, grandmother it was her maiden name, but then my parents decided to change my first name right after I was born so, my first name was Brooke and then it changed to Robin which is actually a boy and a girl's name so.

Chuang-Chung: Oh okay.

Robin: Do you know many boy or girl Robins?

Chuang-Chung: Yeah so so Robin is a name that can, use for boy, and that could [**Robin:** Correct yep yep.] use for girl? okay.

Robin: So kinda different anyway.

Karl: Yeah my first name Karl comes from my uh great grandfather, [**Chuang-Chung:** Whoa.] and uh um yeah and I think I also have a great uncle or something like that, named Karl, [**Chuang:** Mhm.] [**Robin:** Wow.] But it I think and also my grandfather's middle name, was Karl. So it's been in my family it pops up every now and then and, [**Robin:** Yeah.] [**Chuang:** Mhm.] so see it's interesting stuff.

Chuang-Chung: So maybe, uh next few generation you have, [**Robin:** Hm.] other Karl in your family?

Karl: Oh yeah definitely. <laugh> [**Chuang-Chung:** Okay.] It's gonna maybe become a tradition kinda thing.

Chuang-Chung: Oh I see. So there are many similar name in a particu—uh particular family right?

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Karl: Yeah. Sometimes. [**Chuang-Chung:** Okay.] you know names can get passed down uh junior like some if the son takes their father's name exactly, [**Chuang-Chung:** Uhuh.] it would be um something junior, and, the uh the dad would become his name with a senior on the end and.

Robin: My father's a junior yeah.

Chuang-Chung: Oh.

Robin: Mhm.

Karl: Yeah.

Chuang-Chung: So maybe your son can be, Karl Junior?

Karl: Exactly. [**Chuang-Chung:** Okay.] Yeah definitely an option. [**Robin:** Someday.] Someday someday.

Chuang-Chung: Oh that's cool. We we never have un— that uh that the the son and father, have the same name.

Karl: Oh no?

Chuang-Chung: Yeah.

Robin: Oh wow. Huh.

Karl: Interesting stuff.

Scene 3: Names 3

Lb: So Jake have you always been Jake? *<laughter>* Are you really, are you really a Jacob?

Morgan: Yeah.

Jake: No actually uh my first name is Christofer.

Morgan: Really.

Lb: Oh I like Christofer.

Jake: Yeah uh, spelled with an F of all things too they decided to do the unique spelling, [**Lb:** Oh yeah.] cuz people always notice unique spelling when you say your name is Christofer but. They um, they they named me Christofer Jacob they wanted me to have the same initials as my dad. [**Morgan:** Okay.] They always wanted me to go by Jacob. That was that was the name they wanted me to go by from from day one. But they also decided it would be kinda neat to have the same initials as my father. And then I shortened it up from Jacob to Jake when I became an uncle, just cuz for some silly reason to me Uncle Jake sounded better *<laughter>* than Uncle Jacob so. So I just, yeah just, kept shrinking down but yeah. It was just uh one of those things people always ask me why did- why don't you go by your first name why did you choose to go by your middle name. Like I didn't choose I was two years old before I had a say in the thing. *<laughter>*

Lb: That's always what they always called you.

Jake: Yeah yeah just always went by Jacob. How about you?

Morgan: Well I used to hate my name. Cuz my name is Morgan. So it's a unisex name so *<laughter>* when I, when I was a little kid you know I used to get tea- you know Morgan's uh it was a boy name and my mom chose Morgan because it was a unisex name and she liked the fact that, it was of it could be a girl's name but it wasn't a very popular girl's name at the time she wanted me be to be unique so when I meet people I'm like, my name's Morgan. If I'm on the phone I'm like like Freeman or Fairchild? Fairchild cuz Fairchild's a girl and *<laugh>* [**Lb:** Very nice] Morgan Freeman is the guy so. Yeah. [**Jake:** Huh.] Morgan. You? How about you?

Lb: Well I shortened my name when I became an aunt because when my nephew was really little saying Aunt Lisabeth was really long so we shortened it to Aunt Lb. *<laughter>* So that's how it started he started calling me Aunt Lb and then, after that that's just what my family's called me and, my friends have called me that ever since. [**Morgan:** Wow.] Which is nice it's a lot shorter.

Jake: It's kinda funny how the the common thing's, the name is something that you never quite choose, [**Morgan:** Right.] yourself it's always, somebody else in the family or friends that, end up having sort of bearing sway [**Morgan:** Right.] in terms of what you end up being called. [**Morgan:** Right.] I always panic when I'm filling out those forms that have the boxes with the specific number of letters [**Lb:** Yeah.] that you can use I'm like I'm going to run out! *<laugh>*

Lb: Cuz Christofer's long!

Jake: *<laugh>* It's gonna go too long!

Morgan: Maybe it all depends on like what area you're from. I'm from the South so, I have two aunts they're sisters and one's name is Mary Ella and one's name is Mary Ellen. And I'm like. *<laugh>*

Lb: As sisters? *<laugh>*

Morgan: Yes so maybe it's just a *<laugh>* country southern thing I don't know.

Lb: Could be, a lot of people have asked me that are you from the South? [**Morgan:** Yeah.] No. But who knows?

Places and Directions

Scene 1: Restrooms

Robin: 'Scuse me.

Lb: Yeah.

Robin: Can you tell me where the bathrooms are?

Lb: Oh absolutely go down the hallway, [**Robin:** Okay.] um you'll see an office on the right-hand side, [**Robin:** Okay.] pass that take a right, [**Robin:** Okay.] and then the restrooms are on your left.

Robin: On the left. [**Lb:** Right.] great thanks so much.

Lb: You're welcome.

Scene 2: Professor's Office

Angie: 'Scuse me. Um I'm looking for John Swales' office. I think I might be on the wrong floor.

Jake: Oh you wanna go two floors up.

Angie: Okay I was just up there and I couldn't find it.

Jake: Okay did you take the elevator?

Angie: Yeah.

Jake: Okay it's easier if you take the stairs at the far end of the hall.

Angie: Okay. So I'll go up there and

Jake: Just come out the door, turn right, and you're gonna go all the way down to the end of the hall, there's an old water fountain, [**Angie:** Okay okay.] other side of the hall.

Angie: I guess I'll just I'll look for the sign.

Jake: Sure yeah.

Angie: Thank you.

Jake: You bet.

Scene 3: Mailboxes

Chuang-Chung: 'Scuse me? Hi.

Morgan: Hi.

Chuang-Chung: Uh do you know where are the TAs' mailboxes?

Morgan: Oooh I'm not sure but I think if you go to Mason Hall [**Chuang-Chung:** Uhuh.] to the fourth floor, [**Chuang-Chung:** Uhuh.] once you get off the elevator if you make a right [**Chuang-Chung:** Uhuh.] they'll be on your left hand side.

Chuang-Chung: Mason Hall [**Morgan:** Mhm.] fourth floor?

Morgan: Yeah and once you get off the elevator [**Chuang-Chung:** Uhuh.] make a right, and they'll be on your left hand side.

Chuang-Chung: Left hand side.

Morgan: Yeah.

Chuang-Chung: Thank you.

Morgan: No problem.

Chuang-Chung: Thank you so much.

Scene 4: Pizza Place

Karl: Man I'm really hungry. Do you wanna go get lunch?

Sun: Yeah sounds nice. What about pizza?

Karl: Pizza's always good and Pizza House is the best on campus.

Sun: Uh okay well but, I don't know where it is and

Karl: Oh Pizza House it's really close, it's just down on Church Street kinda near the library.

Sun: Uh okay well then, let's have lunch.

Karl: All right let's go.

Sun: Yeah.

Scene 5: Chicago Landmark

Darnell: You've been to, Chicago right?

Lb: Yeah.

Darnell: You know the, big tall spike-y building the

Lb: Sears Tower?

Darnell: Yeah yeah the Sears Tower [**Lb:** Yeah. <laugh>] um, how do you get there uh I'm gonna be going down there next week.

Lb: Okay well where are you coming from?

Darnell: I'll be coming from the airport.

Lb: Oh piece-a cake, you can either take the train from the airport, there's a train station right there it'll take you right into the loop or you can take a cab, take you downtown, and it's on Jackson I think, I'm not a hundred percent sure but it's sort of near the Lyric Opera Building, and not too far up from the Union Station the big train station so if you can even get to either one of those places then you could walk there it's just a couple blocks down.

Darnell: Oh okay sounds easy then.

Lb: Oh yeah it's easy you'll love it.

Darnell: Thanks.

Unit 2: Academic Life: Student and Instructor Roles

Student Life

Scene 1: Student-Instructor Relationships

Morgan: So how's your day been so far Sun?

Sun: Well good um, except that I need to submit this paper eh, by this evening.

Morgan: Ooof. Are you finished with it yet?

Sun: I'm still working on it. [**Morgan:** Oh man oh.] It should be okay though yeah.

Morgan: What what country did you say you were from again, Sun?

Sun: I'm from South Korea.

Morgan: South Korea?

Sun: Yeah.

Morgan: Wow and and, what are the differences between here and America like, how do you like studying here in America?

Sun: Well, um I think I like uh the close relationship uh with my professor here.

Morgan: Close relationship? What do you mean? What are the differences between, here and South Korea?

Sun: Um maybe I can give you an example [**Morgan:** Mhm.] uh right after I came here uh, so I was saying uh professor, and then uh, my professor [**Morgan:** Mhm.] yeah, uh told me well, just just call me John [**Morgan:** Uhuh.] and then uh it felt so awkward <laughter> you know I'd been studying with his book [**Morgan:** Right.] back in my country for a while and he's so established figure in the field, then he insisted uh on it so I started uh to call him uh John. [**Morgan:** Mhm.] And then I think uh it made uh us to close the gap [**Morgan:** Mhm.] uh between uh academic advisor and uh student. [**Morgan:** Mhm.] So that actually helped us to facilitate uh the close relationship and I think I'm enjoying it a lot.

Morgan: So very different. What are the beliefs in South Korea?

Sun: Um, things are changing uh [**Morgan:** Mhm.] but still uh we have a saying that uh your your parents, and king of your na- your country, [**Morgan:** Uhuh.] and then teachers, they're basically uh same <laughter> at the position in the hierarchy.

Morgan: Wow.

Sun: So that's the extent of uh respect you're [**Morgan:** Wow.] expected uh you know as a teacher whether you be high school teacher [**Morgan:** Mhm.] or university professor. So I'd say that's uh very much different uh from my country and United States here.

Morgan: So there's differences but differences can be a good thing.

Sun: Yeah I guess so. [**Morgan:** Yeah.] <laugh>

Morgan: Well I don't wanna hold you too long I want you to finish that paper. [**Sun:** Well. <laugh>] So I'll see you later I gotta [**Sun:** Okay see you maybe.] get to class. I'll see you later Sun.

Sun: I need to back to the paper then yeah bye.

Scene 2: Dorm Life

Jake: I think I'm completely sick of memorizing stuff.

Karl: I feel you man. <laughter>

Jake: Oh dear. So how is it living in the dorms?

Karl: You know, it it wasn't that bad it took some getting used to at first and it was rough in the beginning, but you know, once I learned to live with having people around me all the time and learn to you know do my own laundry and things like that wasn't all that bad.

Jake: Is there any privacy?

Karl: You know m- m-yeah at like two in the morning three in the morning you know it it gets there. But not a lot.

Jake: How much space do you have?

Karl: Well just enough you know you got your desk and your closet and, you know maybe enough room for your bed, but other than that it's kinda cramped.

Jake: There's no like storage or anything you just hafta fit it in the room?

Karl: Not much. You gotta be creative with it fitting it, under beds you know, stacking things high, definitely hafta make the best use to your space.

Jake: Wow that's I don't know living in an apartment you know you get a little bit more used to privacy but I just. Seems like you'd have people walking through all the time. Do you hafta get a meal plan?

Karl: Yeah. Uh most of the time it comes with the dorm contract, but, you know the cafeteria's only open certain hours, so, sometimes you need to adjust your schedule around when you can eat lunch when you can eat dinner, and, you know it's, every now and then you gotta go out and just get rid of the dorm food for a little bit.

Jake: Not like home cooking then.

Karl: Oh no. Nowhere near. Home cooking's a lot better but dorm food on certain nights can be good. You know I- there are some meals I really enjoyed.

Jake: Like what?

Karl: Well, you know the, pizza's always good at the dorms and you know pasta's not bad either and it's consistent. And you can always make your own sandwich if you want.

Jake: Do you can you keep like a, a fridge in the room or

Karl: Yeah. For most places let you keep my your refrigerator in the room and, microwaves also so you can go to the grocery store, get a good selection of food, and bring it back so if you really don't want to the eat the dorm food you can make your own in your room.

Jake: It's probably got a lot of rules though right? I I don't like people telling me what to do.

Karl: Yeah I know I feel you it was tough you know getting used to not making as much noise as I wanted and you know having to not play my music as loud as you know I used to at home, but I guess the big thing with it is you had to be respectful to everyone around you, and

Jake: Is there much to do there? Do they have programs?

Karl: Well, you know the dorm, your uh RA normally organizes things for you to do as a dorm floor. You know like we went ice skating we played football, you know we went to you know basketball games things like that. But you know other than that it's you're really on your own to sort of meet the people in your floor and, you know just, interact with them.

Jake: So it's not like lame stuff like, **[Karl: No.]** rules and so forth and **[Karl: Oh.]** how to be a better, **[Karl: Yeah.]** citizen like, it's actually social things.

Karl: Yeah. Social things I mean of course you know if you're acting out of line or something they'll be there to keep you in line, and you know they'll, make sure you're being respectful to everyone else but other than that you're, you're on your own as far as that stuff as long as you don't break any of the rules.

Jake: Yeah I- living in an apartment you know you only see the landlord when you're paying rent **[Karl: That's right.]** so it's it's seems like it'd be different to have a resident advisor there looking over your shoulder **[Karl: Yeah.]** all the time.

Karl: Making sure you don't do anything wrong you know you're not too loud playing your music too loud, or you know um messing things up it's, can get annoying sometimes if you wanna have fun but, you li- you learn to live with it.

Jake: So was it better or worse than you expected though?

Karl: Well since I went in there with little expectations for it I was really open to you know whatever might come up, but I'm I gotta say that it was better than what I expected just because I made such great friends, friends that I'm gonna have forever, and, friends that I might not have made in any other kind of situation.

Jake: That's cool.

Karl: Definitely I'm I was really pleased with my experience in the dorms.

An Instructor's Day

Scene 1: Professor and Teaching Assistant Workloads

Vera: Oh hello Jake.

Jake: Hi.

Vera: How are you doing?

Jake: I'm okay, **[Vera: Good.]** little overwhelmed you know **[Vera: Okay yeah well.]** super-busy but.

Vera: It's the middle of the semester so I guess, all of us feel like that.

Jake: Yeah.

Vera: Yeah my b- my days will be they have been so busy.

Jake: What do they got you doing?

Vera: Well, it's mid- middle of semester so you know, a lot of midterms grading and things like that and I teach actually three classes this semester so, um the undergraduates classes there's a lot of grading they do essays and they do, midterms and um, and just classes are full so it's been pretty busy with that.

Jake: B- But you're getting ready for that conference too aren't you?

Vera: That's true I know and, so yesterday for example I, came in I prepared for my classes I did some grading um and then I went to tea- I yeah I taught from you know from eleven to twelve, and then since you know we had department meeting meetings yesterday and I had to squeeze in that conference presentation as well so [**Jake:** Yeah.] it's it's been crazy.

Jake: Sounds like it'll be even busier than I am right now and I don't know how I can fit it all in, myself but yeah I've got the the class that I teach in the morning, that uh right after that I have an office hour there's usually several students that just sort of follow me back from from the class that have que- have questions about the material and, you know then there's there's a lot of my own research that I need to do I'm helping one of the other professors on a project, [**Vera:** Mhm.] and on top of that then I have to take my own classes the next day y- know I've got afternoon classes two of them that are just swamping me with with research that I need to do so. It it just feels like I'm juggling a lot. How do you handle the the office hours? I uh do you get swamped with students?

Vera: Well actually I was surprised this semester because um I have my office hours um right after the class because I thought you know that's best time for the students to actually come in right after class maybe they have questions, um and we can deal with them right away, um no I haven't been so busy during my office hours but then I get emails from my students that they would like to come in the evening or early in the morning [**Jake:** Mm.] and um, so I've done some um appointments here and there but um I wish they would come more during the office hours [**Jake:** Wow.] because I'm here I you know for an hour and a half just waiting to be, um used.

Jake: Well that's, that's good they kinda follow me back from class <laugh> to to the office I.

Vera: Well at least they come to the office hours that's good too because if they have questions or.

Jake: Yeah there's just there's there's it's not all of them you know there there's a lot of people that, w- prefer to do email [**Vera:** Mm.] but uh, you know there's there's there's a sort of a small group of them that really want, to get some face-to-face time, work things over and and and get a clarification on the work. Which I you know it's good it it it's just one more thing that's taking up a lot of my time but it's, it's it's all stuff I wanna be doing. I wanna be helping them.

Vera: I know I think I always underestimate how much time the teaching will take, um and even the classes we've taught before it's every semester with a new group of students it's all it's all new and the new questions and the new new problems and um well it's it's exciting too because you don't get to do the same thing over and over again. **[Jake:** Yeah, uh.] That's that's good are you going to the conference?

Jake: Well I'm attending the one that you're gonna be, **[Vera:** Right.] presenting at **[Vera:** Mhm but the later in the year.] but but I not actually going to be doing anything **[Vera:** Mhm.] I'm just I'm just going to be attending I really wanted to do more for it but this semester there's just so much going on, right here in the building.

Vera: Although that paper you wrote last semester I really would like you to turn it into a conference presentation and, **[Jake:** Okay, well thank you yeah.] you know go, go over that somewhere because um it's been a great paper **[Jake:** I will] so. **[Jake:** I'll definitely work on that.] It has future I think.

Jake: Thank you.

Vera: Yep.

Jake: Yep. So.

Vera: Yeah I've been invited to speak at this so I I haven't even looked at the, presentation yet but, **[Jake:** Mhm.] I guess since it's so close I have to really, start doing but it's hard because you know I mean today we also have the Department meeting, and I'm on uh on uh on admissions committee this year so it's we get the applications um we got them actually last week **[Jake:** Mhm.] and we have been reviewing and looking and there's a lot of applications this year and, **[Jake:** Yeah.] it's it's a hard t- uh hard decisions, to make. You know, the class you're teaching I've taught it before so if you have any questions or, if I can be **[Jake:** That would.] of any help you can, you can come to get help with something. **[Jake:** That would be really helpful I, got some some approaches that I wanna talk over with somebody who's done it before.] Yeah great well that'll be good. **[Jake:** That'll help.]

Jake: Alright. Thanks.

Vera: Okay. Yep. You're welcome.

Homework

Scene 1: Homework Challenges

Karl: Um, what'd you do your project on?

Angie: Oh, it is all right here it is, "The Development of Modern English."

Karl: <laugh> Oh, nice.

Angie: Yeah it's like, **[Karl:** Nice.] I don't even know how many pages it is. This is a print-out of my PowerPoint though.

Karl: Okay good.

Angie: It's long. <laugh> **Karl:** Yeah I can see. <laugh> I don't know how I'm going to present it.

Karl: Oh, you'll have fun I mean it, **Angie:** Yeah.] it always works out in the end. **Angie:** Just.] I mean it looks like you have enough information there, you just gotta **Angie:** I'm just glad it's over.] you know put it together. Oh, I feel you on that one. It's tough I mean, last semester I had to do this project where, you know I had to get up in front of the class and give like a ten fifteen minute lecture **Chuang-Chung:** Ah.] about you know something I just didn't even care about but,

Angie: What was it?

Karl: What was it? **Angie:** Yeah what was it?] Oh it was about microcell biology and I don't know about you guys but I'm not a fan of biology so-

Angie: Yeah I mean you are like a sports management major. <laugh>

Chuang-Chung: Yeah. <laugh>

Karl: Yeah yeah and biology's just not really my thing **Chuang-Chung:** Yeah.] but you know I went up there I had my my note cards I had, you know a couple slides that I could look at and it went pretty well you know I got an A on it **Chuang-Chung:** Wow.] **Angie:** Wow that's good.] so I'm pretty pleased. Yeah definitely. Some of the homework assignments I don't know I just don't see the point of them, **Chuang-Chung:** Yeah.] you know. **Chuang-Chung:** Yeah, I can understand.] It's like why do I have to do fifteen problems that are all the same thing over and over **Chuang-Chung:** Yeah.] and over again? **Chuang-Chung:** Yeah.] But, you know if you need if you want that A you gotta, do 'em all and do 'em to the best you know.

Chuang-Chung: I think the biggest problem of mine I think that language is the biggest problem.

Karl: Yeah I was wondering about that.

Chuang-Chung: Yeah because sometimes I, I spend so much time on homework it's not because the homework itself, **Karl:** Right.] it's because the language, **Karl:** Yeah sometimes.] yeah I'm stuck in English so much time.

Karl: Yeah and writing essays must be you know a bit of a

Chuang-Chung: Yeah, uh in the last semester, **Karl:** Mhm.] uh there's a assignment. I have to read a paper. **Karl:** Yeah.] And I wrote a a poin- a p- uh opinion about the paper. **Karl:** Uhuh.] Uh but I read the paper until seven in the morning. **Karl:** Ooooh.] **Angie:** Oh gosh.] I still can't understand what the paper mean.

Karl: Oh man.

Chuang-Chung: And I started cry, <laughter> so it was really-

Angie: I'm sorry.

Karl: Gee. That's so bad but.

Chuang-Chung: It's so painful. <laugh>

Karl: Did you eventually get it all done though?

Chuang-Chung: Yeah no I was a little late. Sometimes I'm so confused about the grammar. [**Karl:** Right, mhm, yep.] Yeah it's I'm so confused about grammar [**Karl:** Yeah.] in the essay, so I have to ask someone else to uh to modify my English.

Karl: Yeah look over your stuff just to make sure it all fits [**Chuang-Chung:** Yeah.] and everything. [**Chuang-Chung:** Yeah.] Yeah I understand that

Chuang-Chung: Do you have a lot of homework before or just in the college you have to do a lot of homework? Like uh in high school you you have s- so much homework?

Karl: Yeah.

Angie: You have a lot of homework in high school too but I think it's it's different it depends on how much you, do outside of school in high school you know, cuz if you spend a lot of time, with other activities then homework gets to be a problem but. It's it's different. It's still a lot though.

Chuang-Chung: Okay.

Karl: Yeah.

Scene 2: Complaining about a Homework Assignment

Jean: You guys, I cannot believe Professor Evans assigned us this project with two weeks left in the semester.

Angie: I know it's so ridiculous.

Jean: I'm swamped. I do not have time for anything else right now.

Karl: I know [**Angie:** Neither do I.] and it's like I I already have to study for two other classes.

Angie: Plus you're working aren't you?

Karl: Yeah. I have a job like every single night.

Jean: Between the three papers the two exams and work I do not have time for this.

Angie: I don't I don't think I can do this. I just don't think I can get it done.

Karl: No it's not even like it's related to what we're studying. It's just [**Jean:** No, not at all.] it's just completely out of nowhere.

Angie: No it's just like, I mean what did he like run out of materials [**Karl:** He must have.] or he just likes to, just pile it all on us I guess.

Karl: Yeah.

Jean: I can't imagine he wants to grade these either which makes it even worse.

Karl: No it's like we just have to do something to do it not even you know we're not learning anything from it.

Jean: There's no point. It's not like we're gonna remember any of this cramming to get it done

Angie: Complete, waste of time.

Karl: Can't believe like he did it again.

Angie: How many hours do you think this is gonna take?

Jean: Way too many.

Karl: Definitely like, y'know we're gonna have to meet about this, come up with like a plan [**Angie:** I don't, don't even don't even make me imagine this right now. It's just.] It's awful.

Scene 3: Complaining about Courses and Instructors

Robin: Jake what are you working on?

Jake: I really wish that I knew. [**Robin:** <laugh>] This is the last time that I take an on-line class. [**Robin:** <sigh>] This, A, he doesn't know how to design a webpage and B, he's obviously just, constructed a homework assignment that shows off his, dissertation. [**Morgan:** Aw.] It- I don't even think I'm gonna get tested on the stuff that this guy's going over. [**Morgan:** Sounds like Mr. Jones.] It makes no sense.

Morgan: Sounds like Mr. Jones. I can't stand him. [**Jake:** <laugh>] Last week he gave me a C on my homework because I didn't annotate one paragraph, one paragraph.

Robin: Oh my gosh. [**Morgan:** <sigh>]

Darnell: That's not the worst though. Miss Thompson, she's, like, she with the final exam we just had, she came totally out of left field with the last question like, it wasn't even stuff we covered.

Morgan: I hate when they do that.

Jake: Well it's probably something that was in the footnotes or something like that.

Morgan: Yeah.

Darnell: Or something useless. <laugh>

Jake: And they she can just turn around and say well that that I wanted to teach you what it's like to be uh, caught off guard you know, that she can, make it all up as she goes along but, yeah this stuff is joke it it makes no sense and I I can't even follow, the lesson plan.

Morgan: I'm still on the same page.

Jake: Half the links don't even work at least you have a book you can look at. I- I'm I'm looking at a blank screen.

Darnell: They always tell you that like online class is gonna be so much easier and you can slack off or whatever because you can do it on your own but it's too much trouble. I I learned last year.

Jake: Nah it's crazy. Well, I'm gonna go do a different class. Anything's better than this. [**Morgan:** <laugh>] You all take care.

Morgan: Yeah, [**Darnell and Robin:** See you.] I'm with him.

Unit 3: Communicating by Email

Scene 1: Email Advice

Angie: Well thanks for meeting with me um I just have one question I need to email uh my professor and I'm not really sure how to how to phrase it like how to start off. **[Jake: Sure]** So, could you, give me some advice?

Jake: Well, it's it's no big deal I know your professor and uh just to just to start off, he likes, students to call him by his first name, **[Angie: Okay.]** so you could say, "Dear Mark." **[Angie: Okay.]** And uh the key thing is just to be to the point you know, professors are really busy but uh they expect they're gonna get emails from the students. So make sure you tell him your name and what class you're in, **[Angie: Right.]** so that he knows, where to reference you as as coming from, and then just be really to the point. What's the question that you have? Go ahead and ask it and, he will reply.

Angie: Okay. And how soon do you think he would reply?

Jake: Oh it shouldn't be too long. They're check- I know he in particular checks his email every day.

Angie: Okay well thank you.

Jake: You're welcome.

Angie: And I'll do that.

Jake: Okay.

Scene 2: Emailing a Professor

Karl: How's that project coming?

Morgan: I'm not gonna finish this by tomorrow.

Karl: No? Did you try asking for an extension or anything?

Morgan: Oh that would have been a good idea but I didn't go to his office hours so it's probably too late now.

Karl: Oh no you could try sending him an email.

Morgan: Oh yeah I forgot all about that.

Karl: Yeah. Doesn't he have his email address in the syllabus **[Morgan: Yeah.]** or something like that?

Morgan: He'd probably get it in a couple of hours too, huh?

Karl: Yeah.

Morgan: Can I uh bring it up? Do you mind if I bring it up?

Karl: Yeah definitely. Look at look up the email address online. Should be there too. There it is.

Morgan: Just ask for an extension.

Karl: Yeah.

Morgan: All right, then.

Karl: Awesome.

Morgan: Thanks Karl.

Karl: Yeah no problem.

Morgan: I'd forgotten all about that.

Karl: Yeah. He should get back to you pretty soon. [**Morgan:** Yeah.] I mean normally professors are pretty good about responding to their students.

Morgan: Yeah.

Karl: You know so, hopefully it works out for you.

Morgan: Hopefully it does.

Karl: <laugh> Yeah.

Unit 4: Interacting with Instructors and Advisors: Office Hours and Appointments

Office Hour Concerns

Scene 1: Question about Grading

Robin: Hey Karl how's it going?

Karl: Hey not bad did you get your test back from the class?

Robin: Yes unfortunately.

Karl: Yeah how did you do?

Robin: Not very well [**Karl:** No.] how 'bout you?

Karl: Me neither I don't understand the way this is graded, it's like I got a check here but not one there and like I wrote you know what I thought I looked in the book and [**Robin:** Yeah.] it didn't seem right you know.

Robin: How did what did you get for ten?

Karl: I got, this I mean it, he gave me half credit so I guess I did something right but

Robin: I got full credit but I have almost the same answer.

Karl: Yeah it doesn't make any sense.

Robin: It's crazy.

Karl: You know we really should go into office hours about this test like just to ask the professor a few questions you know. [**Robin:** Yeah.] What was going on and, see what he can do for us cuz like, you know when we're in the same class you know we expect the same standard of grading all throughout the class right?

Robin: Yeah no absolutely we should definitely check it out. How 'bout Wednesday?

Karl: Yeah we ah you should check online make sure he's got the office hours Wednesday [**Robin:** Okay.] and, yeah it should be either in his syllabus or online [**Robin:** Okay.] um, and if we can't do that I guess we'll have to email him and set up an appointment or something.

Robin: That sounds good. [**Karl:** But.] Alright well maybe we can check it out next week or, do [**Karl:** Yeah definitely] something online.

Karl: Definitely. I'll check out my syllabus because I think I have it somewhere in my dorm room, [**Robin:** Okay.] and if his office hours are listed there I'll let you know the time and stuff cuz we really gotta check this out, like.

Robin: Yeah it just doesn't seem fair.

Karl: No not at all and, you know he seems like a pretty approachable guy and so his office hours it shouldn't be too bad going to 'em at all so.

Robin: Alright.

Scene 2: Concerns about Office Hours

Jean: Hey have you ever gone to office hours before?

Jake: Sure.

Jean: Cuz I don't know if I should go I really didn't do well on this test and I'm a little bit nervous about going but [**Jake:** Well you-] I feel like I should do something.

Jake: You shouldn't be nervous you should go I mean that's why they're there, and it's the whole point of having the office hours to stop by and ask questions.

Jean: And they're not gonna like make fun of me though if I you know ask stupid questions?

Jake: No no th- that, that's the whole point of the office hours for you to be able to show up and ask the professor questions I mean that's why they're there so they're kind of expecting that students are gonna show up. Do you know if uh if they have a sign-up sheet?

Jean: I don't know can I just drop in or do I have to like?

Jake: Yeah you yeah I mean they got the hours set up you can just drop by. If their door's open just poke your head in. If the door's closed it might mean they're already with somebody else [**Jean:** Mhm.] but you can just sort of knock and check.

Jean: So if they're already with someone else I do I have to come back or I can just wait until they're done?

Jake: Oh I would just wait but uh. [**Jean:** Okay.] one of the things that I, I've done in the past if I have to go to an office hours I'll try to get there earlier, [**Jean:** Mhm.] maybe even before the hour starts cuz it's really great if you can get them as they're going through the door. [**Jean:** Mhm.] You're gonna be the first person there.

Jean: Okay, and then what do I say, do you have like a list of questions for them before you get there?

Jake: Might as well but I I just, the key thing is just know what you're going there for. If you have a very specific question about the the test you know just know that in advance [**Jean:** Okay.] what what information are you trying to get from them. [**Jean:** Okay.] Cuz if you just show up and and they don't really know what you want [**Jean:** Mhm.] then that that might be something where they're not as appreciative to have you there. Cuz that's really important time for them as well.

Jean: Mhm. Thanks I feel much better about going now.

Jake: Sure

Appointments with an Advisor

Scene 1: Course Load

Theresa: So you, said you were in Taiwan first and then you went to Tokyo?

Chuang-Chung: Yeah [**Theresa:** Yeah.] I went to Tokyo for one week. [**Theresa:** Yeah yeah.] Uhuh.

Theresa: What did you do was it, work or just fun or, just travel?

Chuang-Chung: Yeah just travel. [**Theresa:** Nothing exciting. Okay.] Yeah. But there are many little district in Tokyo, [**Theresa:** Okay.] so that I have a lot of fun there, [**Theresa:** Okay.] yeah and ate a lot <laugh> too.

Theresa: Okay. Got some good food yeah.

Chuang-Chung: Yeah.

Theresa: Okay well I was I wanted to talk to you today because I noticed that you're signed up for fifteen credits for next semester, [**Chuang-Chung:** Yes.] and it kinda concerned me um, even as a second year student [**Chuang-Chung:** Uhuh.] that's a little bit much. Were you thinking you could do fifteen or?

Chuang-Chung: Yeah I want to take uh fifteen credits [**Theresa:** Yeah.] but I was wondering if it is too much for me?

Theresa: Yeah I was a little bit concerned uh [**Chuang-Chung:** Uhuh.] even as a second year student that's gonna be a lot [**Chuang-Chung:** Uhuh.] um I saw that you had Legal Aspects of Urban Planning [**Chuang-Chung:** Yes.] as a class. [**Chuang-Chung:** Uhuh yes.] that has a lot of reading a lot of [**Chuang-Chung:** Yeah.] um, you know papers [**Chuang-Chung:** Yeah yeah.] I think that's gonna almost feel like two classes for you. [**Chuang-Chung:** Yeah.] Yeah? [**Chuang-Chung:** Yeah.] So do you think you it would be okay to maybe drop one class so you're down to just twelve?

Chuang-Chung: Okay [**Theresa:** Uh.] so maybe I can take the, Urban Theory next semester?

Theresa: Yeah yeah, you could wait and do that one in the winter, [**Chuang-Chung:** Oh.] um and that would put you down to twelve credits that would be good I think.

Chuang-Chung: So there's a Urban Theory in winter semester?

Theresa: Yes it's offered both semesters. [**Chuang-Chung:** Okay.] absolutely. Yeah

Chuang-Chung: Okay. okay.

Theresa: Yeah [**Chuang-Chung:** Okay.] I think that will be a much safer thing.

Chuang-Chung: Yeah [**Theresa:** Okay.] I think I will take uh twelve credits. [**Theresa:** Okay.] It's good for me.

Theresa: That sounds good then we're all set, I'll I'll ma- make a note and then you can go ahead and register.

Chuang-Chung: Thank you. [**Theresa:** Okay, you're welcome.] Thank you so much.

Theresa: Bye.

Chuang-Chung: Bye.

Scene 2: Course Options

Theresa: So the semester's goin' okay?

Karl: Yeah I think I'm doing pretty well this semester. [**Theresa:** Good. That's good.] You know, I like most of my professors and my classes

Theresa: Good good [**Karl:** And.] It's gone fast I bet. Yeah

Karl: Yeah but I still haven't gotten my fi- schedule completely finalized.

Theresa: Okay, yeah I know you wanted to talk about a specific class or?

Karl: Yeah I looked at the website and I was trying to get into History 120 [**Theresa:** Ah okay.] and it said that there were no seats available, [**Theresa:** Right right.] and as you know, I need it for the major. Um

Theresa: Yep, um, that one tends to fill up really quickly cuz [**Karl:** Okay.] everyone has to take it. Um I wouldn't worry too much about it. [**Karl:** Alright.] Uh the good thing is though you can take it um you could take it next year.

Karl: Okay.

Theresa: It really won't matter. It's not like you have to do it before some other classes [**Karl:** So it's it's not a prerequisite of any kind?] **Theresa:** No no. you just have to get it done within the you know within your first, [**Karl:** Okay.] three years but um otherwise it's fine. So I would suggest um waiting, [**Karl:** Okay.] just doing it next year um, do you have something else in mind that maybe could replace it?

Karl: Yeah I was looking at Art History because it's kinda similar [**Theresa:** Yeah.] but

Theresa: That would be great cuz that would also fulfill an elective.

Karl: Right.

Theresa: And then you'll get that one done and then the other class should you know have space the next time around.

Karl: Alright okay yeah I'll check the department website and also log in again and check [Theresa: Mhm. Good.] the stuff online to see if you know anything is open for it.

Theresa: Yeah and then the next time around when you wanna register you know with the online stuff get in there right away [Karl: Okay.] when your appointment opens up sign up for history first thing.

Karl: Okay.

Theresa: Cuz sometimes you wait around, you think about it and then it's full.

Karl: Number one priority for it.

Theresa: Exactly. Yeah. Don't forget it. <laugh>

Karl: Oh yeah definitely not.

Theresa: But otherwise you should be fine. I wouldn't worry about it at all.

Karl: Okay good. I'm not behind schedule or off track [Theresa: Not at all.] or anything?

Theresa: Nope. Nope. [Karl: Alright.] You're doing just great.

Karl: Perfect. All right, thanks.

Theresa: Good. So we'll see you around then.

Karl: Yep. Definitely [Theresa: Okay.] Thank you.

Theresa: No problem. Bye.

Karl: Bye.

Scene 3: *Changing Majors*

Theresa: So the semester's been going pretty well?

Jean: So far.

Theresa: Yeah.

Jean: Um It's pretty busy, but [Theresa: Yeah.] you know [Theresa: Nothing unusual] nothing unusual. <laugh>

Theresa: Yeah okay. But I know you said you wanted to come in and talk to me about something specific, you- Yeah?

Jean: Yeah, I'm thinking of changing my major but I'm, still sort of on the fence about it. [Theresa: Okay] I'm not really sure what I wanna do.

Theresa: So, you're, I think you're doing English, right?

Jean: Yeah, right now

Theresa: And what are you thinking about?

Jean: Engineering

Theresa: Whoa [Jean: Yeah.] That's a change.

Jean: I know it's a big switch but I think it would be a better fit for me.

Theresa: Okay um, d'y' have you thought about all the implications for this there's gonna be prerequisites you'll need for the engineering classes? Yeah?

Jean: Yes, and I'm I've taken some of them and I know it's a big switch but I just think it's gonna be a better fit for me.

Theresa: My biggest concern would be how are you doing with some of the prerequisites you'd need for engineering like your math your you know physics your, stuff like that? Um are you?

Jean: Um, I haven't taken many of them yet but I'm [Theresa: Okay.] um, trying to schedule for next semester [Theresa: Okay.] and think about what I would need to do to make the switch.

Theresa: Okay, so if you do make that switch you really need to go and make an appointment now [Jean: Okay.] with an advisor specifically in Engineering cuz they can really lay out the whole thing. Some of the stuff you've done already's gonna apply, absolutely. [Jean: Calculus and stuff?]

Theresa: Yeah and the other electives [Jean: Okay.] cuz those are, common to everyone. [Jean: Okay]

Theresa: Um, let's see I can't think if there are any other concerns you might have, um

Jean: No, I don't think so um, but can I come back after I talk to the people in engineering?

Theresa: Yep, yeah cuz you will actually have to come back and we might have to do some, you know official paperwork to to transfer you [Jean: Okay] to a different major, um but I think you're gonna be okay.

Jean: Alright.

Theresa: Alright? So you think you got all the steps in place now, you know what to do?

Jean: I think so. [Theresa: Yeah?] So you think I need to talk to people in engineering?

Theresa: Yeah, and you might wanna do that soon. Um.

Jean: Like, like tomorrow?

Theresa: Yeah I think if you could, or you know within a week or so. [Jean: Okay] That that might be a good idea.

Jean: Alright. I think I can handle that.

Theresa: Yeah. Okay.

Jean: Alright. [Theresa: Alright?] Thanks so much.

Theresa: You're very welcome. I think it'll work out okay in the end. Alright. Sounds good and we'll see you around?

Jean: Yep.

Theresa: Alright.

Office Hour Appointments

Scene 1: Unsuccessful Office Hour

Morgan: Ooo. Hey Jake how are you? That's great.

Jake: I'm f- I'm fine. How are you doing?

Morgan: So um do you uh have, a little bit of time?

Jake: I I have a couple of minutes [**Morgan:** Okay that's cool. We'll just-] I have a meeting with a professor that I have to get to and, just [**Morgan:** Okay well I understand so let's gonna get to this quick.] gotta be pretty quick here, but if you have a couple questions sure.

Morgan: Okay yeah I do have a couple actually I, I wrote out a list because I just wanted to make sure I covered everything so, um first our our last exam, I I didn't really do as well as I thought, that I should have. Uh do you have any suggestions or anything that you do?

Jake: I think pretty much you did fine. The thing that you're gonna wanna focus more on is staying on topic with the essay questions [**Morgan:** Okay.] you tended to ramble a little bit you, clearly get you you know the material but, it's it's more about staying on the topic [**Morgan:** Okay.] so if if you do that it's fine. [**Morgan:** Yeah.] Couple more things that you need- [**Morgan:** Yeah yeah actually I I have quite a bit more.] cuz I- I have to head out in another minute.

Morgan: Yeah I understand. So like the homework. I I'm really just having a a problem with with with homework I I really don't understand the material is there like a a time that I can come in to see you like outside of class like, tutoring or anything you?

Jake: Well, uh have you considered you know networking with some of the other students say it if you can maybe bounce some ideas off of them.

Morgan: Yeah that. The students are fine but the students aren't you. [**Jake:** Um.] Can you tutor like my my father could pay you or something?

Jake: I I re- I really don't. [**Morgan:** Yeah.] I I have a lot of things that I'm focusing on obviously. [**Morgan:** Okay.] If I'm not in class with you all I'm I'm doing a lot of my own work working with one of the other professors, [**Morgan:** Right but-] like the one I'm about to go meet with so I'm-

Morgan: Yeah but my father, he has money so he could he could pay you, [**Jake:** Wow.] you know to tutor me if you-

Jake: I I just honestly don't really have the time. [**Morgan:** Okay so, mhm.] The thing that I really recommend and and this really worked for me is you know just network with some of the other students you're gonna find that somebody else in the class has the answer you're looking for

Morgan: Okay. You'll come around, you'll come around.

Jake: Yeah I I need to uh, I need to head along here in a couple minutes.

Morgan: Okay that's great but like [**Jake:** You know what I mean?] the the paper, the paper okay now I just want to know like the last one I didn't really do too well on it but I

just want to know if I came in like early enough could you just look over my papers and you know give me feedback on them?

Jake: Well I can't I can't really make any promises like I said [**Morgan:** Yeah but.] I've got a lot of things on my plate. I would recommend if you can just attach it to a to an email and send me an email then I could look it over when I have a free moment and I can get back to you

Morgan: So if I send you an early email you could look 'em over and then send them. Okay so that's good so I'm gonna I'm gonna just (unclear) send you

Jake: Yeah yeah it's better with email now. Actually I've got this meeting I've I've gotta head to.

Morgan: Okay that's great. So now like the next exam wait just now the next exam.

Jake: I can answer one more one more question and but I really need to move along.

Morgan: Okay lis- Okay I just have two. So the next exam okay the next exam I just want to know like is there is some pre-things I could do to just you know work on.

Jake: You know all, everything you need to know is on the syllabus [**Morgan:** Okay I understand that.] So if you just review that syllabus network with some of the other students if there's something else you really need, to answer you could stop by an office hour or send me an email. *<stands up to leave>*

Morgan: Okay now that's great but um then the next email now email. Do you have a facebook or anything?

Jake: I'm sorry. I really have to go I'm going to be late for a meeting.

Morgan: A facebook at all like? So email is the best way to get you.

Jake: Or the office hours next week.

Morgan: Oh do you have an office number or anything?

Jake: Yeah I I have the office number on the syllabus.

Morgan: Thank you so much.

Jake: You bet.

Morgan: Thank you so much.

Scene 2: Successful Office Hour

Morgan: Hey, Jake.

Jake: Hi.

Morgan: How are you?

Jake: I'm fine. How are you doing?

Morgan: Uh, do you have a couple of minutes. I just have a couple of questions.

Jake: I actually do have a meeting with a professor [**Morgan:** Okay] but yeah I uh a couple of minutes is fine.

Morgan: Okay I I don't wanna take up too much of your time, I just [**Jake:** Okay.] have a lot of questions about the homework. It's something that I'm really struggling with and I just, I wanted to know if there was anything I could do cuz I I'm really just not getting it.

Jake: Uh-huh

Morgan: Yeah

Jake: Well, something that I recommend that I know has always worked [**Morgan:** Mhm.] for me with classes I've taken is to network with the other [**Morgan:** Mhm.] students as much as possible. Figure out who has strengths in which areas of the homework. I I'm sure you'll find uh some of the other students [**Morgan:** Okay.] who can answer questions that you have. You'll find that you'll be able to get most of your answers that way.

Morgan: I understand and I I really, I'm gonna try that I am. Just the problem with working with students is sometimes it's just hard to balance everybody's schedules out and, and the students are also learning from you all so, I just wanted to know is there any other TA or, or any instructor I could go to just because I I'm really just struggling with the homework right now, really.

Jake: Well, you know, there, there's tutoring options available on campus [**Morgan:** Mhm.] uh, those those are really good to look into.

Morgan: Mhm.

Jake: Um, if there's something one thing in particular that you're just not not getting or not finding an answer to, uh you can certainly shoot me an email [**Morgan:** Okay.] that's actually the best way to get a hold of me [**Morgan:** Okay.] cuz my schedule changes from day to day.

Morgan: Okay, I can definitely do that, okay [**Jake:** Okay] yeah, so I'm I'm just gonna try that but uh do you mind if I come in if we set up some more time for me to come in and just you know talk to you and just maybe do constant check-ups or you know

Jake: Well, we we could probably work something out [**Morgan:** Okay] I'm I'm very busy but you are too, we we know how that is [**Morgan:** I understand.] Um if if uh you have some time open the day before class, [**Morgan:** Okay] I'm gonna have to look at my schedule. I can't make any promises right now but uh send me an email in a couple days [**Morgan:** Okay] uh I'll I'll have a better idea of what time I have open and maybe we can check in here at the office [**Morgan:** Okay] the day before class.

Morgan: Okay, okay I and I'm definitely willing to work around your schedule. [**Jake:** Sure] I don't want to take up your time. I just, I just really wanna get this homework together.

Jake: I understand.

Morgan: Okay, so, I'm gonna try the email, I'm gonna network and we'll just, go from there. [**Jake:** Well, good luck.] Thank you so much, Jake.

Jake: You're welcome.

Scene 3: Discussing a Paper

Chris: Uh and in my field we usually don't, uh have to submit a paper when we present at a conference [**Sun:** Uhuh.] so our field is a bit different from a lot of other fields where you have to basically have the completed paper, [**Sun:** Mhm.] ready and submitted before you actually give the paper [**Sun:** Mhm.] give the presentation so, [**Sun:** Mhm.] yeah I have to get used to it but

Sun: But if you if you can I really recommend you go there.

Chris: Yeah, I I think maybe I should go but anyway let's talk about your paper. [**Sun:** Oh okay.] You know I love to chit-chat about stuff with you. Um, so anyway, I think the paper is coming along really well. I've noticed you've made a lot of changes and I think the connections of ideas are good and it's shaping up quite nicely. What I noticed that you've you've now added a quote to [**Sun:** Uh-huh.] the beginning so I I was just curious why you decided at this point to add the quote to the paper.

Sun: Well actually the reason why I included I started out the paper with a quo- quote, uh is the the subject itself is very new, [**Chris:** Mhm.] uh it's um not the conventional uh subjects in my field. [**Chris:** Okay.] So I wanted to have some uh attention, [**Chris:** Right.] of the reader, and I wanted uh to have certain direction of written, [**Chris:** I see. Mhm.] yeah up front, but the thing is uh I'm not really sure uh my advisor uh who is a bit conservative, [**Chris:** Conservative yeah yeah.] yeah uh would agree with my idea.

Chris: Right, yeah, that's, it's a tough question to answer because there's not really a right or a wrong answer [**Sun:** Mhm.] with this so personally it's a really good idea to [**Sun:** Mhm.] add the quote. I I I agree with you. I think it draws the reader into the paper. I think you get focused uh onto your topic right away. [**Sun:** Mhm.] Um, so the question is you know well is it really typical for the field? If it's typical go for it if it's not typical, [**Sun:** Mhm.] um you know then you are taking a bit of a risk. So do you know what's typical in your field uh in terms of quotes at the beginning?

Sun: Um it's not really common um especially in the sociology field um, and they want, uh they expect I'd say uh the author to start with a theory [**Chris:** Theory, mhm.] uh and then go into a specific uh context [**Chris:** Okay.] for empiricals. [**Chris:** Okay.] but if you uh start uh, uh with a quote, then you highlight a certain angle. [**Chris:** I agree.] Yeah, and it's yeah it's, obviously not a conservative approach to this.

Chris: Right, yeah, but you know, my personal opinion is [**Sun:** Mhm.] is that the quote is really is really quite, quite nice [**Sun:** Mhm.] because as I said, it brings your reader into the paper so I I I [**Sun:** Thank you.] like that. And I and I think it's good to take a bit of a risk when you're writing. It is your paper after all. I am concerned, however, that that you have two two quotes [**Sun:** Uhuh.] here. I think that's a little bit awkward. [**Sun:** <laugh>] That I know is unconventional in most fields. [**Sun:** Mhm.] So which one of these do you think might might be the most effective one for grabbing the attention?

Sun: Um, I'd go for the second one.

Chris: Second one?

Sun: Yeah.

Chris: Yeah, I think so too. So what what what were you thinking about the second one?

Sun: Uh, it's uh more specific. [**Chris:** Okay.] Uh it is uh talking about one specific case [**Chris:** Yeah.] of a company and uh it's more focused. [**Chris:** Yeah.] So I agree with you. I absolutely agree with you. I do not start the two quotes [**Chris:** Mhm.] up front uh but if I'm allowed, I'd I'd like to uh go with the second one.

Chris: Yeah. Okay, that sounds really good.

Scene 4: Advice to a Theater Student

Angie: Hi. <laugh>

Lb: Hi, how are you?

Angie: I'm good. How 'bout you?

Lb: Good, thanks. It's good to see you.

Angie: Yeah um, so I'm just now signing up for second-semester classes [**Lb:** Okay.] and, I was just, I guess looking for some advice about, you know what to sign up for and what to do cuz, I dunno I feel like this whole semester has been like I've felt a little bit lost [**Lb:** Mhm.] and I was just wondering if you could, I don't know sort of advise me, what should I sign up for this semester or should I be like changing my focus or, [**Lb:** Okay.] I'm just not really sure what I'm doing.

Lb: That's fine. That is totally, normal.

Angie: Okay.

Lb: Ninety percent of freshmen that come in here sit there and say the exact same thing, so don't even worry about that. So you had Intro to Theater, [**Angie:** Mhm.] right? And did you have Theater History or not yet?

Angie: No um actually I was told that I should take it uh next semester [**Lb:** Perfect.] so

Lb: That's perfect, and then you had, what a monologue class?

Angie: Yeah

Lb: So, how was it? How did you like it?

Angie: <sigh> It was, I I'm really not sure cuz I liked the class but I felt like I had a really hard time, finding material that [**Lb:** Mhm.] fit the criteria and that was in the right time limit and, [**Lb:** Yeah.] I don't know I felt like I was the only one with that problem, everyone else seemed to come in and have everything they needed and I was like really really struggling.

Lb: Probably not. They probably just hid it better than you did. But, what I would say to that is, you have to read, you have to read read read. You just have to read plays. Get, get a play and read it. You could go to the library, there's tons of books that'll say you know best women's monologues of like 2001, 2003, [**Angie:** Mhm.] whatever and those are

great places to start as well but also remember, you're not the only one who's gonna pick those books [**Angie:** Right.] so could be you and ten other women your age are gonna have those same monologues. So I would say, but that's a good place to start, and also read, and the other trick to do is look for something that's not a play. If you're reading a good novel or you've read something, that you like, you can always sort of, create your [**Angie:** Huh.] own monologue out of that. Find a nice piece of dialogue or something that you like and you can kinda piece it together and I guarantee your chances are you're gonna be the only one in an audition who's, doing that.

Angie: Right, wow I [**Lb:** But.] I never I sorry I never really thought about that like [**Lb:** Yeah]. I always just figured you know it had to be all together in a play.

Lb: Hm not necessarily. And that you've got a lot of time to work on that. You don't hafta, you know, nail that your very first year here. So that, don't worry, and that will become easier because you'll just know more plays and [**Angie:** Right.] you'll see material that you like, yeah absolutely.

Angie: Okay, well, thank you. I don't know [**Lb:** Sure.] I just, um, I don't know I've just, I felt like so overwhelmed this entire this entire semester. [**Lb:** Yeah.] So I'm I just I'm kind of like questioning like am I doing the right thing, I mean, am I going in the right direction, like I don't even, know if this is exactly what I wanna do. So.

Lb: Well, you know, a teacher of mine had said to me once, she said, if you can think of something that you would could or would rather do, than act or direct or whatever, [**Angie:** Mhm.] then go do it. And you don't have to decide right now either. You've got, you know, a lot of time to decide and the first year can always be very overwhelming cuz there's just so much. But think I mean it's something to always keep in the back of your head.

Angie: I mean that's just like I can't think of anything else that I would rather do [**Lb:** Mhm.] but at the same time like I've just, I don't know maybe it's just the whole transition into college [**Lb:** Sure.] or something that's made it really hard.

Lb: It is. Most people think *uh* acting it's a piece of cake. You get up there and, but it's not. And what's really good too is that you wanna bec- well I don't know, do you have any interest in like maybe taking a directing class or you should spend time, you know, pounding together sets and painting them and because then you're gonna get a really well-rounded look at, and then you're gonna appreciate more like okay this poor techie who's been slaving all night building my set [**Angie:** Yeah, exactly.] for me to walk on you're really gonna be able to appreciate his work.

Angie: Okay. Well, well thank you, thank you [**Lb:** You're welcome.] for you're your advice I guess. I'm just gonna take next semester and sort of try to evaluate, everything [**Lb:** Sure.] and see what I wanna do [**Lb:** Sure.] and, directing's something that I'm, that I'm definitely interested in [**Lb:** Uhum.] so I'll I guess I'll do that and.

Lb: And you don't even have to do that next semester. You can, you know, get your theater history in for sure [**Angie:** Mhm.] and then, if you wanna even do, there's like a second monologue class.

Angie: I could try that I mean. [**Lb:** Which may be good.] With your advice, I could probably I could probably do better.

Lb: Or, if you wanna take a semester off of that and do like a scene study class, [**Angie:** Mhm.] which is nice, cuz that you can, you know you have to do a s- fair amount of out of class work, but they'll hook you up with a scene partner and you guys go out, work on your stuff, bring it back to class, so you have a class a chance to perform and then you also have a chance to watch, and you can critique other students and you learn a lot just from watching what they're doing.

Angie: I'll take those classes [**Lb:** Good.] and then it's

Lb: Good and if you see me in the hall, you have questions, just stop me or come on in any time at all. You're always always welcome.

Angie: Okay, I guess just thank you. <laugh>

Lb: Well, oh, you're welcome.

Angie: And I'll I'll see you in class.

Lb: Alrighty.

Angie: Alright. Well.

Lb: Take care. [**Angie:** You too.] Go read. Go read a play. [**Angie:** I will.] Alrighty. Bye.

Unit 5: Classroom Interactions

Telling Stories

Scene 1: A Lesson Learned

Morgan: Well I have a story. <clears throat> [**Karl:** All right let's hear it.] 'Bout when I first learned the dangers of cheating. [**Lb:** Oooh.] It was pre-school. [**Karl:** <laugh>] And, we were learning colors that week and for the life of me I could not figure out how to spell purple. I mean red yellow, th-that was fine but purple, it just got me. So we were down to the test and we were taking the test, and long and behold, purple was there and I was like oh purple. So I looked at the girl next to me on her paper this is pre-school, looked at her paper and I saw right next to the color the little color purple. I saw X-P-G-T. And I said "Oh, that makes sense. Pur-ple." So I copied it down. Not only did I get the <laugh> the the answer wrong but I I got in trouble for for cheating. So there you have it. <laugh> Just just know how to spell purple and everything everything will be all right [**Karl:** That's right.]

Lb: A lesson well learned yes at a very young age.

Morgan: I haven't cheated since so I guess it was a good lesson. <laugh>

Karl: Yeah so I have a story to tell [**Morgan:** Oh okay let's-] er relating to cheating a bit. [**Lb:** Oh this'll be good.] <laugh> When I was in high school uh junior year my chemistry class, a whole bunch of kids got caught for cheating. [**Morgan:** Oh no.] What they did

was they thought they had the answers to the multiple choice test, [Morgan: Uhuh] but the teacher, changed them from last year's answers. [Morgan: Oh.] They had last year's answers. And so they all put in last year's answers which weren't the same as this year's answers, and they all got caught because they all got you know thirteen percent on it.

Morgan: Oh my gosh.

Lb: The whole class?

Karl: Yeah everyone that used those answers just got the thirteen percent and of course it's c- very clear to the teacher you know.

Lb: <laugh> Yeah.

Karl: I mean when ten or eleven kids get you know [Morgan: Ridiculous.] under twenty percent on your test uh. And luckily you know, I wasn't the one cheating at all so I was fine but, [Morgan: Woof.] you know I'm sure those kids learned a pretty good lesson not to take that (unclear) so [Morgan: They'd better have. That's ridiculous.]

Karl: Yeah I don't know what happened to 'em but

Morgan: What ever happened to just studying?

Karl: Yeah exactly you know.

Lb: That's hard work. Are you crazy?

Karl: Yeah yeah.

Morgan: Yeah I mean it is school right you know. [Lb: That's right.] Don't wanna study in school.

Karl: Of course not.

Scene 2: Meeting a Famous Person

Jake: So everyone's got their story of when they met a famous person or [Jean: Mhm.] met someone really important. Well the one that I really remember is when I was a little kid I was like maybe in sixth grade. My dad took me to the Air and Space Museum in Washington DC [Jean: Mhm.] which is, like the coolest museum on the face of the earth they have airplanes and uh spacecraft literally hanging from the ceiling. [Angie: Cool.] You can walk inside some of 'em it's just really incredible. But we were walking around and all of a sudden my dad puts his hand on my shoulder and he says see that guy over there and I look over and I just see some old guy standing there he I ne- I didn't recognize him he's like, "that man was an astronaut he was like one of the first people to fly on the shuttle." So instantly I'm wowed by this guy and I totally wanna meet him. And we sorta inch our way over and this guy's talking to a couple a married couple or something and I I had to wait for like four minutes [Jean: <laugh>] and I was just staring up at this man. Um as I remember him he's like seventeen feet tall now [Jean: <laugh>] and I was just like staring up at him and they, finally this couple goes away and he he can see me standing there and so he he walks over and he says "hi" and he shakes my dad's hand

and my hand. And then he looks down and looks me right in the eye and he says “are you gonna be are you gonna grow up and become an astronaut?” And I just like “yes [Jean: <laugh>] I I promise I will become an astronaut.” And of course I didn’t but it’s it’s just one of those moments that’s always stuck with me that he took the time to to talk with me for a minute and try to inspire me, and I may’ve not become an astronaut but I I because it became a hobby of mine I actually managed to get my name on, uh this little disc that they put on one of the probes that went to Mars. [Jean: Mhm.] And so you can just sort of d- be connected to the mission and some day if humans ever land there they’ll be able to read this uh computer disc that’s full of names of people who supported the mission and, it’s just always stuck with me as just one of those things that inspires you to try to do something good with your life.

Angie: Well that’s really cool. You know they’re sending out um a satellite I think next year and they’re like inviting everybody to put in like text, or whatever message they want that’s gonna just go out into space and it’s supposed to return to earth in like fifty million years or something, and apparently there’s enough room on it for like every person in the world to write two pages worth of message like it has [Jake: Wow.] that much, like uh has that much space for that much data on it.

Jean: Wow.

Angie: Yeah.

Jake: That’s awesome.

Angie: Yeah I had to research it for a a project um cuz it was about uh UFOs [Jake: Mhm.] in space. It was actually about Roswell [Jean: Mhm.] but like through like researching alien theories and stuff [Jean: Mhm.] um I came upon that and it was really cool.

Jean: So did you sent in anything to

Angie: No I didn’t [Jean: To put on it?] um. The project was though we were supposed to give a class presentation, [Jean: Mhm.] and so we thought it would be a cute idea to have everybody like put in a message. [Jean: Mhm.] But I don’t know we never really got around to it but there’s a website that you can go to and do it.

Jean: That’s really cool. [Jake: Cool.] [Angie: Yeah.] **Jean:** We could all have our names in space.

Jake: Yeah <laugh>

Gestures, Facial Expressions, and Body Language

Scene 1: Cultural Differences in Non-Verbal Communication

Chuang-Chung: Uh I always see my professor keeps doing this, <quotes gesture> but I dunno why, what’s this?

Sun: Yeah I saw them eh always doing this as <quotes gesture> well and I mean, I really do not know what’s going on and it’s distractive sometime.

Lb: It's distracting? *<laughter>* You know what it is, we say that, either when we're saying like it's the actual word, like in quotes like you know how you read something and something's actually in quotes [**Chuang-Chung:** Uhuh.] when somebody's saying it's the real word, [**Chuang-Chung:** Oh.] or I could say it let's say um, I'm gonna go sneak off to a movie [**Chung-Chung:** Uhuh.] but I tell my husband, oh yeah I'm really I'm going *<quotes gesture>* to work, [**Chuang-Chung:** Oh.] I'm not really going to work but I'm like sneaking off doing something else. [**Chuang-Chung:** Oh I see.] See we do all sorts of like weird crazy gestures. Like- [**Chuang-Chung:** Oh.]

Sun: So we need we need to pay extra attention to this? *<quotes gesture>*

Lb: *<laugh>* To that yeah *<laugh>* cuz they're making a, [**Sun:** Otherwise.] they're making a point. [**Sun:** *<laugh>* Oh okay.] But like this, *<gesture>* do you know what that one is?

Chuang-Chung: Thinking?

Lb: No it's like crazy.

Chuang-Chung: Crazy?

Lb: Yeah if you see somebody doing something you're you can just like uh they're, [**Chuang-Chung:** Oh.] a little loony.

Sun: I think this is universal you know.

Lb: Really?

Chuang-Chung: Really? I never seen this before. *<laugh>*

Sun: Yeah. *<laugh>*

Lb: Well maybe universal for you. [**Sun:** Yeah.] For you, not for you.

Sun: But I I also recognized uh uh American people uh especially uh when I, uh see American students they sometimes uh use their uh fore, uh head part always like a

Lb: Mhm eyebrows a lot?

Sun: [**Chuang-Chung:** Yeah.] Yeah raise their eyebrows.

Lb: Like, [**Chuang-Chung:** Yeah.] if they're like, [**Sun:** Eye rolling.] surprised or, oh yeah if you see especially who's really good at doing this, *<rolls eyes>*uh like teenagers.

Sun: Yeah.

Chuang-Chung: What's that?

Lb: They call it eye rolling.

Chuang-Chung: Eye rolling?

Lb: Eye rolling it's like uh, like if you're like uh disgusted with something [**Chuang-Chung:** So you have a bad feeling?] yeah sort of a bad feeling or a little bit like embarrassed a lot of times like if your parent would do something and you're like uh mom [**Chuang-Chung:** *<laugh>*] and then you're like roll your eyes at them. [**Chuang-Chung:** Oh okay.] Something like that. And like, like your eyebrows go up, you're like *<gesture>* if you're surprised or like they kinda get all furrowed down. [**Chuang-Chung:** Uhuh.] You know we do that like if we're concerned [**Chuang-Chung:** Uhuh.] or confused or

Chuang-Chung: Like this?

Lb: Yeah exactly. <laugh> [**Chuang-Chung:** Oh okay, I see.] Sorta. Sorta like that yeah. Yeah.

Sun: So I I raise my eyebr- eyebrows like, when I get bad grades into the professors?

Chuang-Chung: <laugh>

Lb: That's right you're in shock that you got a bad grade. Exactly.

Chuang-Chung: Oh okay I see. [**Lb:** Exactly.] We never use this this part [**Lb:** That part of your face.] in our country.

Sun: Uh no. This facial expression is not really common.

Lb: No Americans use that. And their whole body's like shoulder shrugging. <laugh> Exactly yeah it's like uh idunno. [**Chuang-Chung:** Oh I dunno. Okay.] Yeah instead of actually saying it just. <shrug>

Chuang-Chung: Oh.

Sun: Is uh, is this sometimes uh, considered uh rude if I do this like that in front of?

Lb: To sh- w- shrug your shoulders? No that wouldn't be rude. I mean there's certain things that would be rude like, um let's say you're in a restaurant, [**Chuang-Chung:** Uhuh.] and you wanna get your waiter's attention if you would be like <snap> like snap your fingers at them so that cuz that's sort of.

Chuang-Chung: Is it rude?

Lb: Yeah because it's almost sort of like you're demanding <snapping> [**Sun:** <snapping>] [**Chuang-Chung:** Okay.] or you're like you're, of a much higher status and you're like <snapping> hey come here come here come here.

Chuang-Chung: Because my dad is always doing that. <laughter>

Lb: Oops.

Chuang-Chung: I dunno it's rude.

Lb: Yeah generally. [**Chuang-Chung:** Okay.] Yeah well do you have anything that would, be considered rude that I, I shouldn't do?

Sun: But you know what uh I saw some students American students do this. <come here gesture> [**Chuang-Chung:** Yeah.]

Lb: Oh yeah like oh come here?

Sun: That'd be rude.

Chuang-Chung: Rude in in Asian country.

Lb: Oh really.

Sun: Really rude.

Lb: So how since we, since I don't wanna do that how would you say to somebody or gesture to somebody, like, <gesture> [**Chuang-Chung:** Come here.] to come here without doing that?

Chuang-Chung: Maybe, come here? *<gesture>*

Lb: Oh yeah like this come here.

Chuang-Chung: Yeah.

Sun: I think it's important uh that your, uh palm actually is um, uh [**Lb:** Facing down?] facing down always. [**Lb:** Ah.]

Chuang-Chung: Yeah we don't use, this way.

Sun: *<gesture>* This is always like, calling your pets, dogs. *<laugh>*

Lb: Oh really? [**Chuang-Chung:** Yeah.] Oh okay. [**Chuang-Chung:** Or.]

Sun: It'd be considered very rude.

Chuang-Chung: Yeah or you want to fight. *<gesture>* C'mon, f- fight with someone.

Lb: Oh, see if we wanted to fight we might do something like that. *<gesture>* c'mon c'mon bring it on. [**Chuang-Chung:** You have to use like this. *<gesture>*] Ah okay well see now it's good to know I won't do that. [**Chuang-Chung:** So.] That and like tapping on the shoulder now would that be, [**Sun:** As a stranger?] to get somebody, yeah or if I was coming from behind you or I wanted to get your attention, and just did that. *<tapping on shoulder>*

Chuang-Chung: If I don't know him I just *<tapping on the shoulder>* tapping is that okay?

Lb: Yeah. [**Chuang-Chung:** Okay.] or even if you knew him. Would that be a way you'd get his attention?

Chuang-Chung: Oh.

Sun: Well I wouldn't uh tap on, someone's shoulder as a stranger I I don't think so. [**Lb:** But if somebody you knew would-] ex— excuse me or, but somebody I know yeah maybe.

Lb: Yeah, yeah. Okay what about so, you said your dad like always does this *<snapping>* [**Chuang-Chung:** Yeah.] like in a restaurant. [**Chuang-Chung:** Yeah.] *<laugh>* Okay so then does he do this? *<writing in the air gesture>*

Chuang-Chung: What's that?

Lb: *<writing in the air gesture>*To get the check?

Chuang-Chung: *<writing in the air gesture>*Oh check?

Sun: Check or bill or. *<writing in the air gesture>*

Chuang-Chung: Ah.

Lb: Yeah like if you're waiting and waiting you see your waiter like off in the distance and you just go. *<writing in air gesture>*

Chuang-Chung: *<writing in air gesture>* Check please. [**Lb:** Yeah.] Oh okay.

Sun: Uh I don't think uh we do that in the restaurant. [**Lb:** Really.] Maybe we just don't, we, I'm not saying your dad is *<laughter>* uh but still this uh, *<snapping>* um, yeah will be considered uh a bit rude in in my coun- in our country sometimes maybe. [**Lb:** Mhm.] We just in check please.

Lb: Mokay.

Chuang-Chung: Check.

Lb: Yeah, yeah. What about this one, < *talking too much gesture* > if somebody's like blabbing on and on and they're talk too much like.

Chuang-Chung: Oh.

Sun: Talkative?

Chuang-Chung: < *talking too much gesture* > Brabrabrabra.

Lb: Exactly. Exactly. Exactly. Blablabla yeah that's good one. That's one of my favorite ones. < *laughter* > Cuz it's so easy to tell people so then if somebody's like < *talking too much gesture* > blablabla and then, < *okay gesture* > okay. [**Chuang-Chung:** < *okay gesture* > Okay.] Yeah okay and thumbs up. < *thumbs up* > [**Chuang-Chung:** < *thumbs up* >]

Sun: < *thumbs up* > Thumbs up yeah [**Lb:** And.] I think that's universal yeah.

Lb: And. Thumbs down. < *thumbs down* >

Chuang-Chung: < *thumbs down* > Bad.

Lb: Yeah thumbs down is bad. < *thumbs down* >

Chuang-Chung: < *thumbs up* > So that means okay? [**Lb:** Yeah.] Or good? [**Lb:** Yeah it's okay it's good.]

Sun: Thumbs up. Excellent.

Lb: Like fingers crossed. < *cross fingers gesture* >

Chuang-Chung: < *cross fingers gesture* > Finger crossed? What's that?

Lb: Yeah for luck.

Chuang-Chung: Luck? [**Lb:** Yeah.] This for luck?

Lb: Yeah it's like or you're making a promise like I'll say, I I will help you on your paper I I promise I promise cross your fingers yes I promise.

Chuang-Chung: Oh.

Lb: We're taught to count like this, usually. < *counting with fingers* >

Chuang-Chung: < *counting with fingers* > One two three four?

Lb: Yeah.

Sun: That's strange we always count from the thumb. [**Lb:** Thumb up?] [**Chuang-Chung:** < *laugh* >] < *counting with fingers* > One two three four five. [**Lb:** Mhm.] [**Chuang-Chung:** Whoa.] and Chinese people sometimes says [**Chuang-Chung:** < *counting with fingers* > One two three four.] [**Lb:** (unclear)] < *counting with fingers* > one two three four. What sort of counting is this, < *laughter* > < *counting with fingers* > one to three four five, always. < *counting with fingers* >

Lb: < *counting with fingers* > Two three four five and then you can say, < *phone gesture* >... [**Sun and Chuang-Chung:** < *phone gesture* > Hello? < *laughter* >] call me yeah call me and then like the surfers do like the hang loose. < *gesture* >

Chuang-Chung: < *gesture* > Hang loose.

Lb: Yes see I'm not from California but yeah. They do hang loose or hang ten. <gesture> [**Chuang-Chung:** Uh huh.] [**Sun:** What's this one?] or rock on. <rock on gesture> [**Sun:** Ah this is like that.] [**Chuang-Chung:** Rock on!] [**Sun:** Rock on.] <laugh> exactly. Exactly. [**Chuang-Chung:** So that's the same? Rock on?] Well rock on and then hang loose is just kinda like this. <gesture> [**Chuang-Chung:** Oh okay.] I think. Which is similar to call me but different.

Chuang-Chung: I saw some people doing this, <I'm watching you gesture> [**Lb:** Oh yeah] What's that?

Lb: <laugh> Oh it's like I'm watching you <I'm watching you gesture> <laugh> [**Chuang-Chung:** Oh that's watching.] Yeah that's a good one, isn't it?

Chuang Chung: is that rude?

Lb: Uh no it's I uh. I'm sure it was taken from a movie and it's just sorta goofy like <gesture> [**Chuang-Chung:** Oh] you know so you don't have to say anything, so if somebody's like way across the room you could tell them without actually, say anything you could just go <watching you gesture>

[**Chuang-Chung:** Watching you <gesture>] Exactly.

Sun: Is pointing in general I think is uh regarded as rude? [**Chuang-Chung:** Yeah I think point someone.] Whether it be like this <gesture> or? <laughter> [**Chuang-Chung:** Yeah.]

Lb: Well yeah cuz like we'll, you know we do a lot of pointing like <pointing> hey can you go put that over there or would that be considered, [**Sun:** I don't think uh.] rude? I mean you said this is definitely rude but would be like, go over there <pointing> or, can you like move that over there is that, [**Chuang-Chung:** So that's okay?] rude? Well yeah we do it a lot I don't think it's always particularly nice or we do this a lot like to scold.

Chuang-Chung: Oh okay. So you can point someone like this?

Lb: Yeah.

Sun: Yeah but I think uh in general uh pointing might be regarded uh rude because uh there's a saying that you know two fingers are pointing someone but three fi- fingers are actually, point, [**Lb:** Pointing back.] pointing back towards you so [**Lb:** Yeah it's generally not such a really nice thing to do.] yeah it's really not a nice thing [**Chuang-Chung:** Ah.] sometimes.

Lb: But we do it a lot. [**Chuang-Chung:** Mhm.] So when people start pointing go stop. Oh no not stop but uh, <laugh> yeah we say that a lot stop or-

Chuang-Chung: Stop. [**Lb:** Don't. That's enough.] Safe?

Lb: Yeah time out <time out gesture> exactly we do that a lot time out.

Chuang-Chung: Time out? Okay.

Lb: Yeah which I'm sure is taken from sports.

Chuang-Chung: What's this? <safe gesture> Safe?

Sun: Yeah from the baseball. <laugh> From baseball.

Lb: Well in sports yeah or it's like you know no it's enough. [**Chuang-Chung:** Oh.] [**Sun:** No way.] Yeah no no no.

Chuang-Chung: Okay. No.

Lb: Yeah. No so. Um or like *<holding up one finger>* one second one second.

Chuang-Chung: *<holding up one finger>* One second?

Sun: *<holding up one finger>* Yeah wait one second. Mhm.

Lb: Like, *<holding up one finger>* hold on hold on.

Chuang-Chung: *<holding up one finger>* Hold on? Hold on?

Lb: Yeah like a *<holding up one finger>* second just a second [**Sun:** Mhm.] I'll be right there. [**Chuang-Chung:** Oh okay.] We do that a lot. [**Chuang-Chung:** Uhuh.] Yeah.

Unit 6: Discussions and Panel Presentations in the Classroom

Groups

Scene 1: Arranging a Meeting Time

Jean: So when can we all meet? The exam is next Tuesday and I'm thinking we're probably gonna wanna meet a couple days before then.

Angie: Well I'm free most of the weekend.

Darnell: I'm swamped [**Angie:** Oh.] all week until [**Angie:** Are you?] like Friday until, five o'clock at night maybe?

Angie: Actually um I'm actually busy Saturday night but other than that I'm good.

Karl: Yeah, Saturday night wouldn't work for me either I got a soccer game.

Jean: Okay how about Sunday afternoon?

Karl: Sunday after

Angie: I think I could do that where do we wanna meet?

Jean: How about in the library? Does that work for everyone?

Karl: Yeah library sounds good. Uh might wanna wait a little bit, because I have something to do Sunday morning but that shouldn't really be an issue.

Darnell: How's twoish?

Karl: Yeah twoish sounds good to me.

Darnell: Okay.

Angie: Can we actually make that two-thirty cuz I think, I might have a lunch date that might run late so, uh would two-thirty work?

Darnell: Sure.

Jean: That would. Okay.

Karl: Alright. Two thirty in the afternoon.

<pause>

Jean: And the library works for everyone in the middle? Central?

Angie: Yeah [**Karl:** Yep yep.] that's good for me.

Karl: And um do you guys have email addresses phone numbers in case one of us is late we can, try and contact or something like that?

Angie: Sure why don't we just, can we all write that down? Would that work?

Karl: Yeah does someone have a [**Jean:** Do you wanna write it on this?] pen or a pencil? Thanks.

Angie: Yeah that works.

Jean: Okay we can send an email to everyone um.

Karl: Okay good.

Darnell: And you already have mine.

Jean: Yeah.

<pause>

Karl: Perfect.

<pause>

Angie: Mokay.

Karl: Awesome yeah then just at the end of the meeting we'll set up a [**Angie:** Does anybody else need this?] a feature. Yeah I do.

Angie: Okay.

Karl: Thanks.

<pause>

Jean: Alright so Sunday at two thirty and I'll send out an email Friday evening.

Karl: Alright.

Angie: Sounds good.

Scene 2: Negotiating Group Project Roles 1

Lb: Alrighty did everybody bring their schedules? [**Sun:** Yeah.] [**Jake:** Yeah.] [**Morgan:** I dunno.] Cuz we have to we gotta figure this out, [**Jake:** I.] before we leave now [**Morgan:** Yeah.] so we know what we're doing cuz.

Jake: I'll remember.

Morgan: Yeah.

Lb: Yeah you said that last time. <laughter> Alrighty.

Morgan: Can we hurry up a little bit cuz I kinda gotta go somewhere.

Jake: I remembered, after a while.

Lb: Alrighty so what do we have to have done?

Jake: I can do the uh.

Lb: Presentation.

Jake: Well I can do the uh, visual aids [**Morgan:** Yeah.] and and if you want the write-up I mean.

Morgan: No I wanna do the presentation.

Lb: 'Kay so we got presentation [**Morgan:** Yeah.] write-up, well there's all the statistic research has to be done.

Jake: I'm no good at that that [**Morgan:** Yeah me either] course that's why if you put me on the visual aids I will have those things ready to go. [**Lb:** Really?] They'll look great. I just don't. Research is not me.

Morgan: Sun.

Lb: Do you wanna do the statistics?

Morgan: Yeah I think you should do it.

Sun: Um yeah, um but-

Morgan: So yeah he said yes so good.

Lb: Yeah I really don't wanna do 'em because I've got another huge exam coming up that I'm way behind in that already so.

Morgan: Yeah.

Sun: Um.

Morgan: Okay we can like kinda hurry it up please cuz.

Sun: Well okay well, yeah.

Lb: Okay so statistics and then, you wanna do all the

Jake: I'll get the presentation visuals.

Morgan: Presentation me.

Sun: But I- I think I- I did the statistics last time as well I mean.

Morgan: No but so that means you have the most like experience with it that's why you should do it then.

Sun: Uh.

Morgan: It's it's perfect it's fine it'll be fine.

Jake: Yeah yeah, wha- you gotta do what you're strongest at that's gonna be best for the group.

Morgan: Yeah exactly it's a group thing you know. [**Sun:** Okay yeah yeah.] It's not a you. [**Sun:** Okay yeah.] It's not a yeah.

Lb: Okay so you're gonna do the presentation and then you're gonna do the, [**Jake:** I'm gonna do the visual aids yeah.] put together the power point. Okay then I'll do presentation with you.

Morgan: Oh okay as long as I can do presentation.

Sun: And uh yeah statistics and research yeah. Um when do you need the numbers then?

Jake: Uh I could really use 'em by Friday, eh I mean if you want stuff to look really good I can add color and a lot of other effects to it that'll really draw it.

Sun: I got a very uh important Econ exam on Saturday.

Jake: I mean, [**Morgan:** Well if you just do this first then.] I just really you know. If if you want it to look good I mean if you if you wait till Saturday [**Morgan:** Yeah.] I'll I'll make it work but if you want the stuff to look really good.

Sun: Okay I'll send you you know the the numbers by by Friday night then.

Jake: Okay cool.

Morgan: Just make sure you guys give it to me in time so I can look over it I don't wanna look stupid.

Sun: Okay Yep.

Lb: Cuz we need it by, when do we do this in class when?

Morgan: Yeah yeah next Wednesday? [**Jake:** Tuesday.] Oh Tuesday okay.

Jake: Tuesday and Wednesday we'll be one of those two days.

Lb: Yikes.

Morgan: Okay well. Doesn't matter.

Lb: Alrighty then.

Jake: Cool.

Morgan: Okay so we're done?

Sun: Yep see you guys.

Morgan: Okay I'll see you guys later.

Sun: Bye.

Lb: Alright Bye.

<Sun and Morgan leave.>

Lb: He always gets stuck doing statistics do you notice?

Jake: He's good at it.

Lb: I don't think he wants to do it.

Jake: Well.

Scene 3: Negotiating Group Project Roles 2

Lb: Alrighty everybody have something to write with? Datebooks whatever?

Jake: I'll remember it.

Lb: Yeah that's what you said last time. *<laugh>*

Morgan: Can we like kinda hurry it up ? Cuz I- I gotta be somewhere soon.

Sun: Oh okay.

Lb: Alrighty so what do we have? We have to do presenters we have to have-

Morgan: That's what I wanna do.

Jake: I'm gonna get the visual aids taken care of.

Lb: Visual aids and statistics.

Morgan: Statistics not me.

Lb: Don't laugh cuz [**Jake:** Visual aids.] there's gonna be a lot of 'em.

Morgan: No I don't wanna do it.

Sun: Well you know what? I did statistics last time you know.

Morgan: Oh that's good so you should.

Jake: You should do it again.

Morgan: Yeah that's great. Ah that's what I'm thinking. I just wanna do presentation that's all that matters.

Sun: Well and this time I don't I I wanna be you know in the presentation.

Lb: That's right you did do 'em last time.

Morgan: Yeah but. I mean.

Jake: We should play to our strengths though you know.

Morgan: Yeah.

Lb: I know but you know what, there, seriously there are s-, that's gonna be a huge part of this project cuz there are s- there's just so, much digging to do.

Morgan: Well I mean that's why I don't think I should do it cuz like I'm not really good at it [**Sun:** Yeah.] I mean we want the statistics to be good so like I mean you've done this in the past, and I mean I think it's only fair that you do it again.

Sun: Yeah but you know I know Morgan I admit Morgan is very good presenter but you know, [**Morgan:** Yeah.] at the end of the day you know it's, the presentation you know show other people in the class and I'm always behind you know the scene, [**Lb:** Mhm.] I always collecting the numbers and I think I'm I'm you know enough done it so. [**Lb:** Okay.] so this time I- I really wanna be in the presentation team and want to be part of the presentation.

Morgan: Okay well then maybe you can do it.

Jake: You got some experience in this.

Morgan: Yeah.

Jake: That research too.

Lb: Oh yeah hm well. Alright I'll do 'em I'll do statistics this time if you help.

Sun: Yeah I can help you, [**Lb:** Okay.] with the database.

Morgan: I guess I can help too.

Lb: Okay you guys do the presentation. [**Morgan:** Yeah.] I'll do the statistics.

Morgan and Sun: I can help you.

Sun: I can help you look at the database yeah.

Lb: And then Mr. Visual Aids [**Jake:** Got 'em taken care of.] Mr. AV Club.

Sun: Yeah.

Lb: Alright. [**Morgan:** Yeah.] Are we all set on that?

Morgan: Yeah. [**Lb:** Alright.] We good? Cuz.

Lb: You got some place to be?

Morgan: Yeah I'll call yeah I got somewhere to go but I can call you or whatever I can help.

Lb: Okay. So I'll get started on it tonight, and then I'll probably email you guys tomorrow saying, please help.

Morgan: Okay.

Sun: Do you want me to uh help you? [**Lb:** Okay.] I mean we can we can work together.

Lb: Okay that would be great [**Sun:** Okay.] Thank you.

Morgan: Alright.

Lb: Alright.

Morgan: We're good.

Lb: Sure you don't wanna write something down?

Jake: I got it all here.

Lb: Alright.

Morgan: Okay I'll see you guys later.

Lb: Alright thanks.

Sun: See you everybody.

Lb: Alright.

Jake: Later.

Visuals

Scene 1: Referring to a Visual 1

Lb: Alright. So we all know academic writing can be kinda tough so here's our approach to it. First we start with an analysis. You have an analysis of the writing and of the text and then after a really good analysis of that you have an awareness. So you can see we have our circular approach here. We've started with our analysis and gone to our awareness. You have a very good awareness of the writing of the words of the material and that leads us to the acquisition. The acquisition of the knowledge that you're gonna need, to become proficient at this, to really, acquire it that's what acquisition is you're acquiring it. You're acquiring all the knowledge you need to get to the achievement but once you reach the achievement, you're going to have to be even better at analyzing and you're gonna do more analyzing so you're gonna come back to our circular approach and you're

gonna do an analysis and an awareness and an acquisition and back to achievement. So basically the approach keeps going on and on. You're gonna, start analyzing become aware you're gonna acquire you're gonna achieve and then it starts all over again. Does anybody have any questions?

Scene 2: Referring to a Visual 2

Jake: Okay now what we're gonna talk about is an approach to teaching academic writing. And what I want you all to notice about this process is how it builds, how each step makes you more prepared and more capable of com- of accomplishing the next task. So we start off of course with analyzing a text. You're gonna take a text you're gonna dig into it and figure out what's going on. Now once you have analyzed the text the next thing that should happen is you should become more aware of what that text is really about. What is it teaching you, what are the themes, what's important. Once you're more aware of the text you can acquire a greater knowledge a greater understanding of what that text has to offer you, as a student or as a teacher, and once you have acquired that knowledge the end result the thing that we're going for is achievement that you have achieved a greater knowledge of the text and how to write about it. This is the key thing. Once you've done all those four steps you're that much more qualified that much more able, to analyze the next text that you go for so it's all about building, we go through this process once we're gonna be that much better the second time we go through. That's the goal. Any questions at this point?

