VIPP Course Descriptions: SPRING 2020

Notes:
1. Total 19 courses are offered;
   a. 3 full semester courses
   b. 8 first half semester courses
   c. 8 second half semester courses
2. Courses are worth 3 credits for full semester courses and 1.5 credits for half semester courses, unless otherwise specified.
3. Class size has been limited to 30 students, except the followings:
   a. VIP 817 Writing for Publication – 15
   b. VIP 417 Writing Skills for Academic & Business Purpose – 16
   c. VIP 422 Academic Reading – 16
   d. VIP 685 Public Speaking – 16
   e. VIP 414 Idioms – 22
   f. VIP 415B Conversation B – 22
   g. VIP 423B Critical Reading Strategies B - 22
   h. VIP 441 Pronunciation and Presentation Skills – 22
   i. VIP 664 Business Expo – 22

FULL SEMESTER (1/13 – 4/24)

VIP 415B Conversation II
Instructor: Ingrid Gharai
Full Semester (January 13 – April 24); 3 Credit Hours
Conversation B is designed as a continuation of the fall semester Conversation I class though the fall semester class is not a prerequisite. As in Conversation A, the main focus of the class is improving oral and aural proficiency and increasing overall confidence. Outside of class, participants are encouraged to attend community events and to keep up on current issues via news reports on TV and radio, or in newspapers and magazines (focusing on their weaker skill area in either listening or reading) and report back to the class. A part of most classes is partner work and/or small group discussion of topics of interest. Each pair and small group is organized so as to be as culturally diverse as possible given the class demographics in order to create opportunities for cross-cultural sharing and an atmosphere that stimulates real communication. In Conversation B, the topics for discussion will include love and marriage in today’s world, religious diversity in the U.S., aging societies, travel, technology in modern life, the environment, the workplace, etc. My goal in teaching a Conversation class is to stimulate real and interesting communication among participants. Therefore, my choice of topics to be discussed is responsive to the needs and interests of each group, and the above list of discussion topics is tentative. I am always open to suggestions from participants.

VIP 441 Pronunciation & Public Speaking
Instructor: Ian Leighton
Full Semester (January 13 – April 24); 3 Credit Hours
The purpose of this course is to give you the skills you need to become a more skilled, dynamic presenter in English. The overall aim of this class is to develop your ability to present academic material in English, and to do this with confidence. Specifically this means that you will practice developing your presentation from a simple idea through to a valuable, informative and interesting talk. We will study and practice various types of presentations; do activities to overcome stage-fright; study body language, proper voice projection and usage, eye contact, posture, using visual aids, and of course, we will practice
presenting a great deal with several short (3-5 minute) presentations. These presentations are designed to be light and fun. They should not require too much outside preparation time. Though, they will take some time. My philosophy is that students need to practice a lot, as opposed to studying about presentations in a book. However, we will use sections of a book at times. Though you may be an experienced presenter / teacher, there is always more that you can learn. Perhaps you’ve been presenting almost every day of your professional life. By studying and with guidance, you can learn to become a more dynamic presenter. We will also study English pronunciation. I plan on studying this for 20-30 minutes (longer if needed). There will be some graded activities associated with pronunciation. We are teaching these skills together, as we believe that proper pronunciation in English will help you present better, and with more confidence.

VIP 842 Current Economic Issues in the U.S.
Instructor: Kiwon Kang
Full Semester (January 13 – April 24); 3 Credit Hours
*** Begins Friday, 10am on 1/17, at Room 9 International Center ***
This course is designed for professionals who are interested in the economics field. It is a hybrid course which merges a lecture-style EC 201 (Introduction to Microeconomics; every Tuesday and Thursday; 5:00pm-6:20pm) with a seminar-style special lectures (some Fridays). The purpose of this course is to give participants a thorough understanding of current economic issues in a real world as well as the basic microeconomic theory. At the end of semester, participants are required to make a presentation on their project/paper. In order to enroll this course, participants have to consult Dr. Kang in advance.

FIRST-HALF SEMESTER (1/13 – 2/28)

VIP 414 Idioms
Instructor: Sandra Hou
First Half Semester (January 13 – February 28); 1.5 Credit Hours
Native speakers commonly use idioms in both speaking and to a lesser extent writing to add color and interest to their communications. Idioms can be confusing to non-native speakers because they often haven’t studied idioms in their traditional textbooks and English coursework. So, in this course, we will use authentic materials to study the colloquial uses of idioms in their contexts. Additionally, we will explore the connections between the literal and figurative meanings of many common American idioms in order to help students better remember idioms and be able to figure out meanings of new idioms. We will practice idioms through listening, speaking, reading, and writing activities within many common American cultural situations.

VIP 417 Writing Skills for Academic & Business Purpose
Instructor: Teresa Svec
First Half Semester (January 13 – February 28); 1.5 Credit Hours
**** Maximum enrollment is limited to 16! *****
This course will introduce the fundamentals of academic and professional writing in the United States. This class is intended for students who wish to learn about the written discourse conventions used for academic and business purposes in the United States, while still improving the skills needed to communicate effectively in writing, such as grammar, sentence structure, and vocabulary. Participants will learn about essay structure and commonly utilized writing styles, and will practice writing for a particular purpose and audience. Participants will learn how to combine content, mechanics, and organization in order to clearly express their ideas. Participants will also gain strategies for ensuring the professionalism and quality of their work based on standards used in academics and business in the U.S.,
including revising, formatting, and appropriately citing source materials. Class sessions will include instruction, as well as writing practice, in order to apply skills taught in the course.

**VIP 423B Critical Reading Strategies B**  
**Instructor:** Laura Bowman  
**First Half Semester (January 13 – February 28); 1.5 Credit Hours**  
Being able to read critically and fluently are two essential academic language skills as they form the basis for research, writing and discussion. This course aims to introduce and develop critical reading strategies to enhance comprehension, analysis, and interpretation. Students will engage in discussions of course readings for much of the class time. The various topics of course readings include American culture (specifically the Civil Rights Movement) and topics chosen by students. Through in-class activities and discussions, students will develop and apply essential critical reading skills including predicting, skimming, scanning, drawing inferences, identifying bias, and applying and evaluating information. Expanding students’ receptive and productive vocabulary base through a knowledge of word stems, affixes and use of context clues is another goal of this course. In addition to skimming for specific information, students will draw conclusions and make judgments by asking questions such as “Do I agree with this statement?”, “What inferences can be drawn?”, and “What previous knowledge do I have?” Students will also engage in activities aimed at increasing their reading fluency (reading rate).

**VIP 475 Design Thinking**  
**Instructor:** Ritu Bajaj  
**First Half Semester (January 13 – February 28); 1.5 Credit Hours**  
Design Thinking uses human-centered mindset and methods to solve problems and create new solutions for the world. The solutions include products, services, environments, systems, and modes of interactions. Design Thinking is a discipline for everyone and can be applied to any complex problem in the business or the society. The process is non-linear, iterative, and requires many learning cycles. It moves back and forth from real to abstract thinking and understanding to making activities. Design Thinking course starts with a specific design challenge and goes through three main phases: Inspiration, Ideation, and Implementation. During the Inspiration phase, you will develop a deeper understanding of people through observing and listening to them, explain their behaviors, pain-points, and needs to the stakeholders. In the Ideation phase, you will work together in a workshop format to translate what you hear from people into frameworks, opportunities, solutions, and prototypes. The Implementation phase, you will begin to realize your solutions through capability assessment, piloting, and creating a pitch. The goal of the design thinking course is to help participants create tangible solutions that are desirable to people, technically feasible, and financially viable. The course will apply the methods from DesignKit and Field Book on Human Centered Design by IDEO.org

**VIP 483 Organizational Behavior**  
**Instructor:** Erika Butler  
**First Half Semester (January 13 – February 28); 1.5 Credit Hours**  
This course assumes that students are working professionals who have some academic and personal experience with organizations and how they function. The course will review classic western based organizational behavior theory from a macro and micro perspective. We will review theories of motivation in the work environment and how organizational design influences these processes. We will also review leadership, decision making and power theories. This course will be a condensed form of a master’s level foundational course in Organizational Behavior.
VIP 488 Personnel Training and Development  
Instructor: Todd Bradley  
First Half Semester (January 13 – February 28); 1.5 Credit Hours  
This is a foundational program outlining human resources, training and personal development that fits under the umbrella of Talent Management. Basic knowledge of organization behavior, professional development, systems, data collection, networking, communication, assessment and reporting will be explored. The goal of this program is to engage participants in an interactive experience with exposure to the functions of Central Human Resources, and the expertise of individual campus units. Engagement in program presentations/lectures with a high priority of campus networking. Upon completion of VIP 488, participants will be able to

- Understand the dynamics of Personal Development  
- Identify best practices in Leadership Development  
- Understand the dynamics of Organization and Staff Development  
- Learn concepts for Positive Communication  
- Explore best practices in Managing Personal and Professional Life

VIP 856 Pedagogy of University Teaching  
Instructor: Sonja Wang  
First Half Semester (January 13 – February 28); 1.5 Credit Hours  
This course intends to provide learning and professional development opportunities to international educational professionals, especially college and university professors from non-native English speaking countries. Drawing on theoretical, empirical, and philosophical discussions from cognitive science and teacher education, I work with professionals to explore the essential questions of intelligence, knowledge, teaching and learning, as well as critical and creative thinking. Furthermore, I invite participants to consider how understandings of contrastive cultural perspectives inform our teaching and learning practices. Together, we will practice and develop procedures for designing, implementing, and evaluating curricular at the senior college level, including identifying and articulating learning outcomes, crafting course syllabus, designing activities, lessons, units, and assignments, and implementing effective assessment tools.

VIP 860 Teaching and Learning in Higher Education Certificate Program  
Instructor: Deborah DeZure  
First Half Semester (January 13 – February 28); 1.5 Credit Hours  
**** 24 hours for 7 weeks, but starting from January 10 ****  
Develop your own teaching practice with this series on active and interactive learning, curriculum design, assessment and documentation of learning and teaching and effective leadership and faculty mentoring practices in higher education. Certificate will be given upon your completion. If you have any question, please contact Xiaoying Chen.

Friday, Jan. 10, 10:30am-12:30pm: US Higher Education, Dr. Baldwin  
Friday, Jan. 17, 10:30am-12:30pm & 1:30pm-3:30pm: Active and Interactive Learning, Dr. DeZure  
Friday, Jan. 24, 10:30am-12:30pm & 1:30pm-3:30pm: Curriculum Design and Assessing Student Learning, Dr. DeZure  
Friday, Jan. 31, 10:30am-12:30pm: Technology and Higher Education, Dr. Weiland  
Friday, Feb 7, 10:30am-12:30pm & 1:30pm-3:30pm: Documenting and Evaluating Teaching, Dr. DeZure  
Friday, Feb. 14, 10:30am-12:30pm & 1:30pm-3:30pm: Effective Leadership in Higher Education, Dr. DeZure
SECOND-HALF SEMESTER (3/12 – 4/27)

VIP 422 Academic Reading
Instructor: Ruth Mendel
Second Half Semester (March 9 – April 24); 1.5 Credit Hours
**** Maximum enrollment is limited to 16! *****
This course is a companion course to Academic and Professional Writing. Students who have taken the writing course are free to take this reading course as there is only minimal overlap; this reading course is also suitable for students who have not taken the VIPP writing course. Academic Reading uses a variety of readings to achieve the following objectives:
- Using strategies to read more attentively, effectively and efficiently and reduce the stress of heavy reading loads*
- Improving skills of critical analysis
- Increasing familiarity with the structure of academic journal articles
- Acquiring new vocabulary
- Learning how to summarize materials effectively
- Using reading to improve writing by noting particular linguistic features.
- Exploring cross-cultural differences in academic work
This course will not have extensive reading materials: magazine articles will be 1-2 pages and, when academic journals are used, students will generally be reading only excerpts from it, not the entire journal article. There will be 2-3 brief (1 page) writing assignments to respond to readings, and students will receive extensive individualized feedback on their work. Students’ vocabulary logs will be compiled and a master list with explanations will be prepared for students at the end of the term.

*It should be noted that Academic Reading is not a course in how to read more rapidly; it is not a speed reading course. That is a separate field, and there are mixed reviews about how useful it is. At the same time, strategies taught here may help improve reading efficacy and make reading easier.

VIP 451D American Culture: History, Race and Immigration
Instructor: Laura Bowman
Second Half Semester (March 9 – April 24); 1.5 Credit Hours
This integrated skills course aims to provide an overview of the founding of the United States, the ways that immigration and racial diversity have shaped the U.S., and how these continue to influence American Culture. Topics that will be introduced and discussed include key American values, the Pre-colonial period, the Plymouth Colony, the Colonial period, the founding of the government of the United States, Tocqueville's classic work, "Democracy in America", westward expansion, immigration, and racial diversity. Participants will be discussing historical events seeking to understand their significance both at the time when they took place and as they continue to be reflected in current American society. In addition to gaining perspectives on the history and culture of the United States, participants will strengthen key language skills. Through readings, online-videos, in-class discussions and presentations, participants will build reading, vocabulary, listening, speaking, writing and presentation skills.

VIP 474 Leadership through Change and Innovation
Instructor: Keith Niblett
Second Half Semester (March 9 – April 24); 1.5 Credit Hours
Leadership in the Western world is a constant continuum of changing styles. In the last one hundred years Leadership style, and therefore how change occurs in organizations through innovation, intrapreneurship, and sometimes entrepreneurship has radically altered. Key leadership models and methods mirror this, and they also mirror the changing cultures that are predominant at the time. The 1920’s are nothing like the 2020’s, and yet some remnants of 1920’s Leadership styles remain. Then there is a question of differences in International culture. Leadership styles in India is different from Leadership styles in Germany. Leadership therefore also reflects the predominant culture of the country in which the organization principally resides in, and we will find international organizations will constantly wrestle with those scuttle but often substantial differences. Change is happening at a pace that is faster than ever before, and much of this change is caused by continuous innovation, intrapreneurship and entrepreneurship. Organizations today must develop leaders who are comfortable with fast paced continuous change. This course will take participants through a journey that will visit many of the organization leadership styles of the last one hundred years, and enable participants to ask the question ‘What is the predominant management style in my organization today?’ Participants will learn to recognize different leadership styles and to make judgements about what is the most appropriate leadership style depending upon the situation and against a backdrop of rapid continuous change. Every participant will take the Myers Briggs (MBTI) assessment (the most researched inventory in the world, with over 70 years of collected data from over 100 countries attached to it). MBTI will help participants experientially understand their own leadership style preferences and which organizational leadership culture they feel most comfortable in. Using MBTI, each participant will understand how they will be able to adapt and adopt leadership styles, methods and processes to enable them to lead change, promote innovation and recognize and understand entrepreneurial behavior. In the final section of the course, all will know that change through innovation and spotting opportunities in the market leading to entrepreneurial behavior happens best in teams. Using the Jones/Belbin team preference inventory all participants will fully understand their own personal team preferences, and as a result of that understand how they can create a performing, creative, innovative team that will promote change and not resist it.

VIP 482 Professional Career Development
Instructor: Melissa Bankroff
Second Half Semester (March 9 – April 24); 1.5 Credit Hours
This 6-week course helps you move your career forward by addressing important skills and competencies that are highly regarded in today’s modern workplaces. Whether you are a professional who works at a university, a company, or in a public institution, you will benefit from this course. Each week will focus on one skill-set essential to your successful career development.

- Week 1: Self-Branding and Managing your Digital Portfolio
- Week 2: Professional Networking at Events, Conferences, and Exhibitions
- Week 3: Resume Makeover and Interview Strategies
- Week 4: Workplace Leadership Competencies
- Week 5: Workplace Communication and Intergenerational Interaction
- Week 6: Career Planning and Unpacking your International Experience

Learn how to create a resume and digital presence that shines, build a strong professional network, maximize your conference attendance, use feedback professionally and strategically, negotiate successfully, achieve a work-life balance, and develop a strategic career plan with purpose and confidence.
VIP 487 Int’l Perspective on Educational Psychology and Schools
Instructor: David Wong
Second Half Semester (March 9 – April 24); 1.5 Credit Hours
The goal of this course is to help participants gain a better understanding of how education is similar and different in various countries. The course focuses on educational psychology - that is, it focuses on students’ learning. Topics include: intercultural competence, teacher education, creativity and innovation, diversity and equity, parents and education, and English language learning.

VIP 664 Business Expo
Instructor: Teresa Svec
Second Half Semester (March 9 – April 24); 1.5 Credit Hours
This course is suitable both for students who have already taken VIP 464: Business English and for those who have not. A major focus of this course will be on preparing a professional presentation for a business expo or academic conference. Students will have the opportunity to work in teams, using active learning strategies to hone presentation skills and give and receive feedback. Topics related to presentations in academic and business settings will be explored, such as public speaking, proposal writing, networking strategies, and PowerPoint skills. Additionally, in this course we will continue to practice and develop skills from Business English, including writing for professional purposes, formal verbal skills, and teamwork in business settings.

VIP 685 Public Speaking
Instructor: Rachael Gates
Second Half Semester (March 9 – April 24); 1.5 Credit Hours
**** Maximum enrollment is limited to 16! *****
This low-pressure series of workshops will equip you with the skills and tools needed to present yourself as believable and compelling public speaker of English. All will participate in fun improvisations, short presentations, and discussions in a comfortable setting. Presentations will be around 5-7 minutes long and should take about an hour outside of class time to prepare. Our time together will be both practical and creative as we practice techniques to overcome stage fright, learn to use body language and eye contact to our advantage, and develop our voice’s potential for effective delivery. I will be video and/or audio recording everyone’s work to track progress. Please be prepared to have fun, be a little silly, and take minor risks.😊

VIP 817 Writing for Publication
Instructor: Matt Kessler
Second Half Semester (March 9 – April 24); 1 Credit Hours
**** Maximum enrollment is limited to 15! *****
Publishing papers in top international journals and presenting work at conferences has become a crucial criterion for faculty to meet their performance requirements and be promoted. Getting your work published requires not only high quality original work; how you present it also plays an important role. Editors and reviewers of top journals typically receive hundreds of submissions. Content is not the only important component of your paper. Your style, structure, language and presentation can catch the editors’ attention the reviewers’ imaginations. This highly practical course will provide you with an insight into academic publishing, and make you more aware of your audience (e.g., your immediate research community, the general public, and reviewers and editors). In this course you will learn from experienced authors and publication professionals and you will have the opportunity to review and improve your own paper for publication.
Prerequisite: Four weeks before the semester commences, participants will be asked to submit a draft of a research paper that they would like to publish in the near. The screening committee will select maximum 15 participants to enroll in this course based on those submissions.