

CENTER FOR TEACHING AND LEARNING

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The Center for Teaching and Learning is a University-wide resource on effective teaching and public speaking for faculty, lecturers, and teaching assistants and on effective learning and public speaking for undergraduates and graduate students.

SERVICES TO UNDERGRADUATES AND GRADUATE STUDENTS

CTL provides resources for students who want to enhance their study approaches and clarify their learning strategies. Through courses, individual counseling, and workshops, CTL helps students build skills that are the foundation for continuous improvement and lifelong learning.

Free tutoring is available to undergraduates in several subjects; see <http://tutoring.stanford.edu> for details on where and when tutors can be found. Students qualified for tutoring may apply to be tutors and, if accepted, may take CTL's course on tutoring; the application process takes place in February.

SERVICES TO FACULTY, LECTURERS, AND TEACHING ASSISTANTS

CTL provides the Stanford community with services and resources on effective teaching. Our goals are: to identify and involve successful teachers who are willing to share their talents with others; to provide those who are seeking to improve their teaching with the means to do so; to acquaint the Stanford community with important innovations and new technologies for teaching; to prepare new teachers for their responsibilities; to contribute to the professional development of teaching assistants; to expand awareness of the role of teaching at research universities; and to increase the rewards for superior teaching.

CTL also has responsibility for helping teaching assistants (TAs) with their preparation for and effectiveness in teaching and for helping departments with designing effective TA training programs. Programs include: videotaping, microteaching, and consultation; small group and other forms of mid-quarter evaluation; workshops and lectures; a handbook on teaching and a library of teaching materials; quarterly teaching orientations; an informative quarterly newsletter; and work with individuals, groups, and departments on their specific needs. For further details, see CTL's teaching handbook or the CTL brochure, both available by calling (650) 723-1326, or see <http://ctl.stanford.edu>.

For questions or requests, email TeachingCenter@stanford.edu.

ORAL COMMUNICATION PROGRAM

The Oral Communication Program at CTL provides opportunities for undergraduates and graduate students to develop or improve their oral communication skills. Courses and workshops offer a comprehensive approach to speech communication, including training in the fundamental principles of public speaking and the effective delivery of oral presentations. The goal is to enhance students' general facility and confidence in oral expression. The program also provides innovative, discipline-based instruction to help students refine their personal speaking styles in small groups and classroom settings. Those interested in individualized instruction or independent study are invited to visit the program's central office in Meyer Library, room 123, where trained student tutors, multimedia, and instructional resource materials are available on an ongoing basis. To schedule an appointment, see <http://speakinghelp.stanford.edu>. For further details, call (650) 725-4149 or 723-1326 or see <http://ctl.stanford.edu>.

COURSES

All courses listed with CTL promote acquisition of public speaking skills and/or teaching excellence.

CTL53. Working Smarter—College-level strategies and skills in time management, reading, speaking, writing, and test preparation. Students explore learning preferences to develop strategies in different academic settings.
2 units, Sum (Townsend, L; Glickman, A)

CTL 56. Building a Successful Academic Career—For freshmen in expanded advising programs. Techniques for honing academic skills for college, and applying those skills to better define intellectual identity in academic pursuits. May be repeated for credit.
1 unit, Aut, Win (Williams, R)

CTL 60/160. Investigating Stanford's Treasures—Private tours of some of Stanford's greatest resources led by Stanford experts; students interview the experts and introduce them to the class at the site. One hour of class discussion per week. Tours may include Jasper Ridge Biological Reserve, Memorial Church, Special Collections, and the Martin Luther King, Jr., Papers Project.
1-2 units, Aut (Moser, J)

CTL112/212. Conquering Speech Fright—Techniques of effective oral presentation and strategies for reducing speech anxiety and enhancing self-confidence and enjoyment.
2 units, given next year

CTL 115/215. Voice Workshop—Focus is on breath, voice production, expansion of vocal range and stamina, and clarity of articulation. Geared toward public speaking including presentations, lectures, and job talks. May be taken in conjunction with CTL 117.
1-2 units, Aut, Win, Spr (Freeland, T)

CTL116A. The Language of Film Noir: From Bogart to Pulp Fiction—The quintessential American film genre which combined femmes fatales, anti-heroes, lost dreams, violence, and a distinct style of expression. Film viewings, student oral presentations, and analyses of films.
1-2 units, Win (Moser, J)

CTL 116B. Screwballs and the Language of Laughter: American Comic Film from Chaplin to Present—A sampling of American comic masterpieces including silent movies, 30s screwball films, and works by Billy Wilder, Woody Allen, and contemporary film makers. Film viewings, student oral presentations, and analyses of films.
1-2 units, alternate years, not given this year

CTL 117/217. The Art of Effective Speaking—The principles and practice of effective oral communication. Through formal and informal speaking activities, students develop skills framing and articulating ideas through speech. Strategies for speaking extemporaneously, preparing and delivering multimedia presentations, formulating persuasive arguments, refining critical clarity of thought, and enhancing general facility and confidence in oral self-expression.
3 units, Aut (Neuwirth, M), Win (Allen, D)

CTL 118. Public Speaking: Romancing the Room—A practical approach to the art of public speaking. Emphasis is on developing skills in speech types including impromptu, personal experience, interviewing, demonstration, persuasive, and special occasion. Materials include videotape, texts of famous speeches, and a final dinner program of speeches. Students evaluate presentations by others. \$55 materials fee.

3 units, Sum (Wagstaffe, J)

CTL 119. Oral Communication Tutor Teaching Practicum—Seminar. For students with a strong background in public speaking who wish to train as public speaking tutors for CTL's Oral Communication Program. Readings, exercises, and supervised teaching refine speaking skills. Preparation to serve as a peer tutor in a variety of academic disciplines. Prerequisite: application and consent of instructor.

1-3 units, Spr (Allen, D; Hennings, J)

CTL 120. Peer Tutor Training—Goal is to help students become effective peer tutors for course material already mastered by articulating aims; developing practical tutoring skills including strategies for drop-in sessions; observing experienced tutors; discussing reading assignments; role playing; and reflecting on experiences as a peer tutor intern. Prerequisite: consent of instructor.

1 unit, Aut, Win (Glickman, A)

CTL 130. Beyond Stereotype Threat: Claiming a Rightful Place in an Academic Community—(Same as PSYCH 125.) Stereotype threat as mitigating the quality of a student's test performance; its impact on academic success at Stanford. How to reduce the impact of stereotype threat on Stanford students.

3 units, Win (Glickman, A)

CTL 177. Performance of Power: Oratory and Authority from the Ancient World to the Postmodern—Speech as action has long been seen as essential to leadership. Theories and examples of oratory, from Aristotle to George W. Bush, assessing each as model of voice-activated authority. The impact of mass media technologies as they transform the public space of oratory. Write-2

4 units, Aut (Freeland, T)

CTL 180/280. Interpersonal and Small Group Communication—Contexts of work, family, and society. Topics include listening, conflict resolution, leadership, power and its implementation, group dynamics, emotions, and cultural influences on interactions. Sources include videos, role playing, interviews, individual and group presentations, and group exercises.

3 units, Win (Neuwirth, M)

CTL 199. Independent Study—Special study under lecturer direction, usually leading to a written report or an oral presentation. Prerequisite: consent of instructor.

1-3 units, Aut, Win, Spr, Sum (Staff)

CTL 201. Science Course Design—(Same as GES 201.) For students interested in an academic career and who anticipate designing science courses at the undergraduate or graduate level. Goal is to apply research on science learning to the design of effective course materials. Topics include syllabus design, course content and format decisions, assessment planning and grading, and strategies for teaching improvement.

2-3 units, Aut (Wright-Dunbar, R)

CTL 219. Oral Communication for Graduate Students—Graduate student speaking activities such as teaching (delivering lectures, guiding discussion, and facilitating small groups), professional presentations and conference papers, and preparing for oral exams and defenses. In-class projects, discussion, and individual evaluation assist students in developing effective techniques for improving oral communication skills.

1-3 units, Spr, Sum (Freeland, T; Staff)

CTL 225. Teaching Development Series—Teaching and academic career topics from CTL's workshops series. Documented participation in a minimum of 10 hours required for credit. Offerings vary quarterly. See <http://ctl.stanford.edu> for current information. May be repeated for credit. Prerequisite: consent of instructor.

1 unit, Aut, Win, Spr (Clerici-Arias, M)

CTL 226. College Teaching in the Humanities—For graduate students in the humanities interested in an academic career. Topics include latest research on teaching and learning, effective humanities teaching practices, designing courses and assignments, writing a teaching statement, disciplinary and interdisciplinary teaching, teaching with technology, and research on early career faculty.

2-3 units, Win (Denman, M)

CTL 299. Independent Study—Special study under lecturer direction, usually leading to a written report or an oral presentation. Prerequisite: consent of instructor.

1-3 units, Aut, Win, Spr, Sum (Staff)

This file has been excerpted from the *Stanford Bulletin, 2007-08*, pages 46-48. Every effort has been made to ensure accuracy; post-press changes may have been made here. Contact the editor of the bulletin at arod@stanford.edu with changes or corrections. See the bulletin web site at <http://bulletin.stanford.edu> for additional information.