

Critical Listening Practice | Engaging Course Content

- I. **Priming Activity** | Notecards (Activating related knowledge)
- II. **Transfer Activity** | “Last class we...” (Activating prior knowledge; remembering)
- III. **Comprehension Activity** | During-class Listening Guide (Facilitating active listening)
 - a. What components of language were mentioned? (understanding)
 - b. What is the difference between productive and receptive skills? What are the productive skills? What are the receptive skills? (understanding and applying)
 - c. In the research study mentioned, what combination of language skills was the best predictor of long-term academic success? (understanding)
 - d. What are the four domains that Tardy (2009) identifies as necessary for the development of disciplinary expertise? Explain each in your own words. (understanding)
 - e. Based on what you learned today, how might a faculty member use the formal domain as an entry point into the development of disciplinary expertise for students? (applying and analyzing)
 - f. Describe opportunities and challenges with the incorporation of the critical reading guide in your content course. (analyzing)

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- IV. Formative Assessment | Exit Ticket: Collect Listening Guide (assessing comprehension)