

EAP5835 ASE 1 Spring 2016
M, F 9, W 8-9
YON 320

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Course Description

EAP 5835 is a 03-credit course that meets four hours a week to practice the interpersonal, group, and academic communication skills needed within the culture of U.S. higher education. One hour each week is devoted to pronunciation work in a language lab and one hour every other week focuses on academic presentation skills. Fluency building in English as well as in-class and web-based exercises designed to improve prosody/discourse intonation will be regular components of the class. By the end of the semester students will be expected to demonstrate understanding and improved mastery of those features of spoken English that contribute to improved intelligibility in an academic environment (fluency, stress, intonation, segmental pronunciation, organization, clarity.) Progress in this course will be assessed by means of a pre- and post-test assessment of student performance on a standardized test of oral proficiency in English as well as demonstration of the ability to give a short, effective, academic presentation.

This course is recommended for international graduate students who wish to make rapid progress in their oral fluency in English as well as improve some of the communication skills relevant for improved performance on an oral proficiency test (TOEFL-IBT/UF SPEAK test) and/or a teaching assignment.

Text

There is no textbook for this course. Handouts will be provided in class. Lecture slides and other materials will be posted on the class website, typically after the class in which they are used.

Requirements

- Weekly recordings
- Presentations
- Interviews

WEEKLY RECORDINGS: You have several opportunities to record yourself speaking English while focusing on a variety of topics. You will have to submit your recordings to the instructor via email. Many of these recordings can be done in the language lab during class. However, there will also be times where you will need to record yourself outside of class and send it in. To this end, you will need a computer/laptop with a microphone and internet connection. You can also use your smartphone if it records in .wav format.

In addition to weekly recordings, you will also have to call and leave a voice message on the instructor's Google Voice message box. This will give you the chance to practice speaking on the phone, and simulates a real-life situation you will certainly encounter as a student in Gainesville. More information will be given on these assignments during class.

PRESENTATIONS: You will give several short presentations throughout the class. The presentation topics will be related to you and your particular field of study. You will have to choose an academic article or study

that interests you, and present the information in a way that non-experts can understand. You will have several opportunities to present this information, in order to refine your presentation skills. Your presentations will be in front of your classmates and instructors, and sometimes other native English speakers. These are chances for you to put your skills to the test. After your presentations, we will give you individualized feedback, so that you can continue to improve your communication skills.

INTERVIEWS: For some assignments, you will have to interview native English speakers. Many of these assignments will investigate how native English speakers use certain words or phrases, or how they use English to achieve certain goals. We believe that one of the most effective ways to learn a language is by using that language in authentic settings. The interviews are another opportunity for you to use English in a “real” setting. After you conduct your interviews, you will report to the class and share your findings.

Attendance and participation

Attendance and participation are essential. You are unlikely to do well in the course without attending, taking good notes, and being a part of the discussion. If you miss a class, you should review the lecture material, get notes from a classmate, and if necessary come discuss the material in office hours.

Grading

This course is pass/fail. Progress in this course will be assessed by means of a pre- and post-test assessment of student performance on a standardized test of oral proficiency in English as well as demonstration of the ability to give a short, effective, academic presentation. While demonstrable language progress cannot be a requirement to obtain a satisfactory grade in this course, failure to demonstrate improved awareness of individual language problems as well as strategies for continuing to make language progress can result in a grade of unsatisfactory.

General Advice

Improving your spoken English requires time, effort, and **practice**. Simply attending class and then speaking your native language for the rest of the day will not help you. You will need to practice at least 1 hour per day outside of class -- preferably in 5 - 10 minute intervals (i.e. 5 minutes X 12 practice sessions or 10 minutes X 6 practice sessions). You will be recorded and have many opportunities to get feedback and instruction. However, we can only open the door. **YOU** have to walk through it.

Schedule

Below is a tentative schedule of topics to be covered and the corresponding activities/assignments. Based on the needs of the class, the schedule may be subject to change.

Classes on Tuesday are **2 hours**. Note that we will be in the Language Lab (TUR1317) on most Thursdays. These dates are marked (LL) on the schedule.

WEEK	DATES	TOPICS	ASSIGNMENTS/ ACTIVITIES
1	1/06	Course Overview; Intro	
	1/08	Language Learning Strategies & Goals	Group Discussion
	1/08	IPA – Vowel Sounds	Practice the sounds of English
2	1/11	IPA – Consonant Sounds	Practice the sounds of English
	1/13	IPA; Overview of Presentations	Find your target sounds;
	1/15(LL)	How to use Praat to record yourself	Recording 1; Assign presentation topics
3	1/20	Word Stress	Interview Assignment 1
	1/20	Word Stress	Interview Assignment 1, cont.
	1/22 (LL)	Word Stress in a TED talk	Recording 2;
4	1/25	Word Stress	Discuss interview findings

	1/27	Phrasal Stress	Word stress homework 1
	1/29 (LL)	Listen to/produce Phrasal Stress	Recording 3
5	2/01	Phrasal Stress and Thought Groups	
	2/03	Academic Presentations	Presentation 1
	2/05 (LL)	Self-critique of Presentation 1	
6	2/08	Thought Groups	
	2/10	Using Focus in Thought Groups	
	2/12 (LL)	Thought Groups in TED talks	Recording 4
7	2/15	Academic Presentations	Presentation 2 – Group 1
	2/17	Academic Presentations	Presentation 2 – Group 2
	2/19 (LL)	Self-critique of Presentation 2	
8	2/22	<i>No class – Columbus Day</i>	
	2/24	Linking & Reduction	
	2/26 (LL)	Linking and Reduction practice	
9	3/07	Linking & Reduction, cont.	Recording 5
	3/09	Linking & Reduction	
	3/11 (LL)	Linking & Reduction practice	
10	3/14	Request Strategies	Interview Assignment 2
	3/16	Request Strategies	Identify strategies; Roleplay
	3/18	Practice Making Requests	Recording 6
11	3/21	Disagreement Strategies	Interview Assignment 3
	3/23	Refusal Strategies	Identify strategies; Roleplay
	3/25	No class -- Homecoming	
12	3/28	Refusal & Avoidance Strategies	
	3/30	No class – Veteran’s Day	
	4/01	Instruction Strategies	
13	4/04	Instruction Strategies	Identifying instruction strategies in academic English
	4/06	Instruction Strategies	
	4/08 (LL)	Instruction Strategies	Recording 8 Choose a TED Talk over the weekend
14	4/11	TED Talks- Mirroring	How to do the mirroring project
	4/13	TED Mirroring Practice	Mirroring Practice – Small Groups
	4/15	<i>No class – Thanksgiving Break</i>	Mirroring Practice – Small Groups
15	4/18	TED Mirroring Practice	Mirroring Practice – Small Groups
	4/20	TED Presentations	TED Presentations
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