

Academic Spoken English 1 (EAP 5835)
Class # 12499 Section 16BD
English Language Institute/Linguistics
College of Arts and Sciences, University of Florida

Course Syllabus

Instructor:	Maya Shastri	Term:	Fall C 2019
Office:	221 MAT or 316 YON	Class Meeting Days:	M/W/F
Phone:	(352) 392-2070	Class Meeting Hours:	3:00-3:50 (period 8)
**E-mail:	mshastri@ufl.edu	Class Location:	YON 320
Office Hours:	3:50-4:40 M/W or by appointment		

***email is the best way to reach me outside of class*

Course Description:

EAP 5835 is a 3 credit course that meets three hours a week to practice the interpersonal and group communication skills needed within the culture of U.S. higher education. Special attention is paid to pronunciation, accent remediation, prosody, intonation, and fluency as well as to academic presentation skills. There will be regular academic presentations in this class. 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.

Required Text: There is no textbook for this class. Handouts will be provided in class. Other materials, powerpoint slides, assignments, etc., will be posted on UF E-learning.

Required Materials: Please bring pencils/pens, eraser, and notebook/paper, and handouts to class everyday.

ASE1 Objectives:

Presentation (Pres):

1. Develop awareness of cultural differences between academic presentations in your culture and American academic presentation styles
2. Develop awareness of the expectations of the American academic audience
3. Practice the language for effective introduction, outline, explanations, examples, summaries, conclusions, and answering questions
4. Develop awareness of different types of academic interactions (presentations, class discussions, small talk, one-one-one discussions, giving directions, etc.) and the degrees of formality and language used
5. Understand and practice the roles of the presenter, discussion leader, and audience in American academic situations

Delivery (Del):

1. Become aware of and reduce any distracting sounds (um, ah, etc.) and/or movements
2. Develop awareness of and practice American speech rate and pausing to improve comprehensibility
3. Develop awareness of your overall volume and how it affects the audience's perception of your confidence
4. Become aware of and practice American patterns of stress, intonation, emphasis and rhythm to improve comprehensibility
5. Become aware of and practice techniques for building rapport with your audience

Pronunciation (Pron):

1. Become aware of how your first language influences your English pronunciation
2. Develop the ability to recognize accent elements that confuse your audience and practice techniques to minimize confusion

Body Language (BL):

1. Learn and practice American norms of eye contact, facial expressions, and gestures
2. Learn and practice American expectations of space and contact

Grades:

This course is graded as satisfactory/unsatisfactory. A satisfactory is based on attendance (20%), participation (20%), assignments (40%), and showing improved understanding of and ability with the objectives of the class (20%).

Attendance (20%): The in-class time provides the basis for improving your English interaction skills. During class time, students will receive the explanation for the target objective, discuss issues related to the target objective, and have exercises for individual and group practice. For this reason, attendance is so important that it is part of your grade. If you miss a class, please review the material and ask another student for a summary or notes. If necessary, we can discuss the material in office hours. THREE hours of absence will require a meeting with the coordinator and may result in a grade of unsatisfactory

Participation (20%): In ASE1, class activities require active participation in practicing the objectives of the class. During class time, students will receive the explanation for the target objective, discuss issues related to the target objective, and have exercises for individual and group practice. For this reason, participation is part of your grade. You can participate by doing the activities, asking questions, volunteering answers, discussing scenarios from individual experience, etc.

Assignments (40%): Here is a tentative list of the assignments for ASE 1:

Mirroring Project: After practicing thought groups, phrasal stress, linking and reduction, focus in thought groups, and non-verbal emphasis in American English and after discussing of some of the social-linguistic elements of presentations, you will analyze and perform 8-10 sentences of a previously recorded presentation, movie, TV show, etc. The goal is to show you understand the American norms by mirroring or mimicking the style and techniques of the presenter. (Objectives targeted: Pres 1; Del 1, 2, 3, 4; Pron 1, 2; BL 1, 2)

Interview a Native Speaker: The interview is designed to practice elements of small talk and one-on-one conversations skills. Your goal as the interviewer is to learn as much of the American college experience as possible. You should learn more about the culture of the American classroom in general and about Gainesville and University of Florida in particular. (Objectives targeted: Pres 2, 4)

Conducting an In-Class Discussion: Discussions are an important part of the American academic experience. Your professors will likely ask you to act as a discussion leader to present an important concept, seminal paper, or key research related to the class. Also, as a teaching assistant, you may be asked to lead discussion groups with students. This project is designed to highlight the norms of the in-class discussion—what is the role of the discussion leader and the role of the audience? For our purpose of practice, you will work with a partner to present a topic of **general** interest to an academic audience. (Objectives targeted: Pres 3, 4, 5)

Academic Presentation: Use everything you have learned in this class to present a paper from your field to a general academic audience. Show your proficiency in our focus skills—presentation, delivery, pronunciation, and body language. (Objectives targeted: Pres 1, 2, 3, 4, 5; Del 1, 2, 3, 4, 5; Pron 1, 2; BL 1, 2)

Giving Instructions: This assignment is designed for practicing the specific interactions between teachers and students. Especially when giving instructions to students, teachers use thought group intonation, focus, and pausing to keep the attention of the students. We will invite Americans to the classroom to follow your instructions. (Objectives targeted: Pres 3, 4, 5; Del 1, 2, 3, 4, 5)

Weekly recordings: Weekly audio recordings allow a quick out of class practice for the topics covered in class. Recordings can be made on a smart phone and submitted to UF E-learning (or emailed to me mshastri@ufl.edu). Recordings can also be recorded directly on UF E-learning. They will be assigned as needed.

Using Feedback (20%):

My goal is to give you feedback based on our focus skills—presentation, delivery, pronunciation, and body language. Feedback may be written, audio recorded, or in consultation. My expectation is that you use the feedback to improve future assignments. Integrating feedback into assignments is key to demonstrating understanding of the objectives.

UF Policies:

UF Religious Holiday Policy

At the ELI, we understand that our students come from a variety of cultural and religious backgrounds. University policy states that you will not be penalized for *planned absences* related to religious observances. For more information, you may view UF's official policy online at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> or talk with a teacher or the ELI office. If you will be absent from class to observe a religious holy day of your faith, please let me know before the day. You can make up any missed exams or assignments, but you must let me know a week in advance.

Accommodations for students with disabilities

Students with disabilities who need academic accommodations can register with the Disability Resource Center (www.dso.ufl.edu/drc/). Requests must be supported by official documentation in English from a physician. After you register with the DRC, you will receive a letter to show your teachers that explains how they can help you succeed in class. A new letter must be obtained for each term you are a student, and it's important to begin this process as early as possible. Please see Victoria Shelly in Matherly 223 for more information.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

Tentative Weekly Schedule:

WEEK	DATES	TOPICS	ASSIGNMENTS/ ACTIVITIES
1	8/21	Language Learning Strategies & Goals Course Overview; Intro	Group Discussion HW: Read the syllabus
	8/23	Diagnostic Assignment	Diagnostic Recording
2	8/26	Pronunciation of vowel and consonant sounds	
	8/28	Word stress	http://www.wordstress.info/exercise/
	8/30	Thought groups	Assign mirroring project
3	9/2	<i>No Class - Labor Day</i>	
	9/4	Thought groups and pauses	Model for mirroring project due
	9/6	Thought groups and focus	
4	9/9	Thought groups and intonation	
	9/11	Unspoken communication: gestures, eye contact, body movement	1 st recording due: mirroring project
	9/13	Small talk	
5	9/16	Making requests	
	9/18	Interview strategies	
	9/20	In-class presentation of mirroring project	Final mirroring project due
6	9/23	In-class interviews	Interview a native speaker about UF, Gainesville, and Florida
	9/25	Interview discussion How to lead a class discussion role of the moderator, leader, and audience	Assign class discussion
	9/27	preparing for discussions	Class discussion topic due
7	9/30	getting a discussion started	
	10/2	moderating and concluding a discussion	
	10/4	<i>No class-Homecoming</i>	
8	10/7	In-class discussion groups	
	10/9	In-class discussion groups	
	10/11	Dealing with difficult questions	
9	10/14	Disagreement strategies	

	10/16	Refusal strategies	
	10/18	Correction strategies	
10	10/21	Making a presentation	Assign presentation topic
	10/23	Parts of a presentation	
	10/25	Transition language in a presentation	Presentation topic due
11	10/28	Using citations in a presentation	
	10/30	Using visuals and talking about graphs and tables in a presentation	
	11/1	The speaker's opinion, argument, assessment, analysis of the material	
12	11/4	Presentations	
	11/6	Presentations	
	11/8	Presentations	
13	11/11	<i>No Class-Veterans Day</i>	
	11/13	Giving instructions	Assign instructions presentations
	11/15	Pausing, intonation, and stress when giving instructions	Instruction topic due
14	11/18	Checking for understanding	
	11/20	Practice in small groups	
	11/22	Instructions presentations	with native speaker guests
15	11/25	Instructions Presentations	with native speaker guests
	11/27	<i>No Class—Thanksgiving</i>	
	11/29	<i>No Class—Thanksgiving</i>	
16	12/2	Course Wrap Up	
	12/4	Course Wrap Up	
	12/6	<i>No Class - Reading Day</i>	