



ASE2 EAP 5836 Summer 2014

ASE 2 Homepage

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314 Yon Hall
University of
Florida
Gainesville FL
32611-5454
Phone: (352)
392-3286
[Email ASE](#)

Instructor	Email	Office	Office Hours	Phone	Classes
Gordon Tapper	gt@ufl.edu	313 YON	M, W, F 5th period	392-3286	#1105 - T 2-3. Classroom is Yon 320

We are always glad to see students by appointment.

ASE Coordinator: Gordon Tapper, 313 Yon, ASE-Info@ufl.edu (352)392-3286

Course Materials

- [Gatorlink ID](#)
- Internet Access (high speed)
- [QuickTime Player 7](#) (Free!) Or [VLC Player](#) (Also Free!)
- USB Flash Drive
- Looseleaf notebook (recommended)

Course Goal

ASE 2 attempts to ensure the teaching success of international teaching assistants (ITAs) by enhancing their linguistic and cultural competence in the U.S. classroom.



This 3-credit (S/U) course is designed for international students **who scored 45 or 50 on the SPEAK test or 23 - 27 on a TOEFL-IBT Speaking test and are currently teaching a class, lab, or leading a discussion**. Its purpose is to address aspects of the ITAs' spoken English, cross-cultural awareness, and teaching techniques that are likely to cause communication difficulties. *ASE courses do not count toward a graduate degree*. However, they are University of Florida graduate classes, listed in the catalog and eligible for fee waiver. *They do appear on the academic transcript*.

Method



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Course Outline

- Week 1 Course Overview, General Introduction, Cultural information about the US and the American Undergrad. Introduction to Pronunciation resources.
- Week 2 Characteristics of a "Good" Teacher, Cross-Cultural teaching and Handling Questions.
- Week 3 Interaction as a Teaching Tool, Prosody, Testing and Grading.
- Week 4 Negotiation & Persuasion, Organizing Information and the US undergrad.
- Week 5 Diversity & Gender Equity and Discussion.
- Week 6 Wrap Up & Exit Evaluation Preparation

First Week Tips

- **Reflection:** Before you teach your first class, take a few minutes to write about any aspects of class that you are worried about. After you teach, review what happened in class. Pay special attention to those aspects you were concerned about. Were there any surprises? Did any aspects of the class go differently than you anticipated? If you teach this lesson again, what changes would you make? Based on your teaching so far, which of Bailey's teaching styles best describes your teaching? Which did she find most successful? Which skills interest you? Why?
- **Get to know your students as individuals.** Try to identify any student whose behavior you find troubling. Observe where they are sitting and what they look like. Note your observations in your journal. Next class, when you call roll, try to link these students' names with their faces. Note in your journal how successful you are in making these links. Also look for students whose behavior is positive and note it.
- **Actively learn your students' names.** If you are having difficulty with this, plan a lesson such that the students have to do a written assignment for at least 10 minutes. At the beginning of class, pass a paper around the room and ask the students to write down their names, so you can match a name with where the student is sitting. While the students are writing, observe them carefully. Using the sign-up sheet, try to link each face with the person's name.



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