

EAP 5836 -- Fall 2019

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We are always glad to see students by appointment.

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

Course Materials

1. [Gatorlink ID](#)
2. Internet Access (highspeed)
3. [QuickTime Player 7](#) (Free!) Or [VLC Player](#) (Also Free!)
4. USB Flash Drive
5. Looseleaf notebook (recommended)
6. Gorsuch, et. al., English Communication for International Teaching Assistants, 2nd Edition, (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

This course has three basic components:

Individual observation and feedback - Every other week an ASE instructor will observe each ITA's class or lab. Up to seven observations will be videotaped and analyzed. On alternate weeks the ITA will meet with the instructor for feedback on strengths and weaknesses noted during the observation. Individual needs in areas such as pronunciation, grammar, fluency, and clarity will be addressed in the conferences.

Seminar - The seminar meets weekly for two periods. The seminar will address issues of language, culture, and pedagogy which apply to the group as a whole.

Final Evaluation - There is no final exam in this course, and students do not need to take the SPEAK test again. Instead, at the end of the course, representatives of UF departments meet with the ASE instructor to individually review videotapes of students' teaching, evaluate their classroom skills, and decide whether they are qualified to continue teaching or need further coursework in English. Passing the course does not guarantee exemption from further classes in English nor does it ensure future teaching assistantships.

Requirements

The course is graded on an S/U basis. To earn a grade of S, you must:

1. 40% **Attend the seminar** regularly. We expect makeup work for any seminar missed. Three (3) hours of ABSENCES (including seminar and/or conference) will require a meeting with the coordinator and MAY RESULT IN A GRADE OF U.
2. 20% **Attend the individual conferences** with your instructor in which you receive feedback on classroom observations or videotaping. It is your responsibility to notify the instructor well in advance if you cannot attend a scheduled appointment.

3. **Requirements for class attendance** are consistent with university policies that can be found in the online catalogue at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
4. 10% **Complete** all assigned readings, exercises, observations, and other activities. **Contribute** to seminar activities.
5. 30% **Show evidence of improving** aspects of your English and teaching which your instructor asks you to target. This includes improvement in culturally appropriate classroom behavior such as greeting students and using their names, making eye contact while at the board, etc. To this end, you may be asked to complete pronunciation or grammar exercises, transcripts, or other individual work.

Further information on [UF's Grading System](#)

Passing the course does NOT guarantee exemption from further classes in English nor does it ensure future teaching assistantships. Your department and the Graduate School make these decisions. They will take into consideration the EAP 5836 final evaluation. There is no final exam in this course, and you do not need to take the SPEAK test again. Instead, at the end of the course, representatives of your department will meet with your ASE instructor to review videotapes of your teaching, evaluate your classroom skills, and decide whether you are qualified to continue teaching or need further coursework in English.

Students With Disabilities

“Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester.”

Evaluation of Instructors/Course

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

Course Outline

- Week 1 Course Overview, General Introduction, Cultural information about the US and the American Undergrad
- Week 2 Characteristics of a "Good" Teacher
- Week 3 Cross-Cultural Teaching
- Week 4 Questions as a Teaching Tool
- Week 5 Interaction as a Teaching Tool
- Week 6 Prosody - The Music of Language
- Week 7 Testing & Grading / Academic Honesty
- Week 8 Negotiation & Persuasion
- Week 9 Organizing Information & Making Connections
- Week 10 The Interactive Lecture
- Week 11 The American Undergraduate
- Week 12 Diversity & Gender Equity
- Week 13 Encouraging Participation Through Discussion
- Week 14 Perspectives on American Culture

First Week Tips

1. **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?
2. **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.
3. **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.