

**University of Florida  
English Language Institute  
EAP 5836 – Fall C 2022**

<b>Class Section</b>	<b>Class Times/Locations</b>	<b>Instructor</b>	<b>Office</b>	<b>Email/Phone</b>
EAP 5836-2876	Tu 8:30-10:25am TUR 2305	Patrick Klager	MAT 215	<a href="mailto:paklager@ufl.edu">paklager@ufl.edu</a> 352-392-2070
EAP 5836-5252	We 8:30-10:25am TUR 2322	Patrick Klager	MAT 215	<a href="mailto:paklager@ufl.edu">paklager@ufl.edu</a> 352-392-2070
EAP 5836-5362	We 3:00-5:00pm MAT 0004	Gordon Tapper	Yon 431	<a href="mailto:gt@ufl.edu">gt@ufl.edu</a> 352-294-0776
EAP 5836-5363	Th 5:10-7:07pm MAT 151	Gordon Tapper	Yon 431	<a href="mailto:gt@ufl.edu">gt@ufl.edu</a> 352-294-0776

**Office Hours:**

- Gordon Tapper: T/R 1:00-3:00pm, or by appointment
- Patrick Klager: M 8:30-9:30am, or by appointment

**EAP 5836 Coordinator:** Maya Shastri, MAT 221, [mshastri@ufl.edu](mailto:mshastri@ufl.edu)

**Course Description**

The course is designed to familiarize international teaching assistants (ITAs) with academic culture in the US and to help develop specific language skills and interaction strategies needed for effective instruction.

**Course Objectives**

- To increase awareness of cross-cultural differences in educational settings
- To practice presentation skills that are important to classroom instruction
- To develop cross-cultural communication skills and intercultural competence
- To increase awareness of American culture affecting the classroom and students
- To improve communication for instructional purposes, including listening and speaking
- To improve oral fluency

**Recommended Text**

- Gorsuch, et. al., English Communication for International Teaching Assistants, 2nd Edition, (not required)

## Course Prerequisites

The course has 2 prerequisites:

1) Participants must be international students with the following language test scores:

- TOEFL iBT Speaking Section: 23-27
- Or SPEAK: 45-50

2) Participants must be teaching for the first time at UF with contact hours with undergraduate students (lecturing, discussion sessions, lab sessions, Zoom office hours, etc.)

## Method

This course has three basic components:

**1. Seminar** - The seminar meets weekly for two consecutive periods. The seminar will address issues of language, culture, and pedagogy.

**2. Individual observation and feedback** –Your instructor (or the EAP 5836 Coordinator) will visit and record the class you are teaching. Most students will be observed 3 times during the semester, but your teacher may opt for more or fewer observations. Your teacher will review your teaching video and will meet with you one-on-one to discuss strengths and weaknesses noted during the observation. Individual needs in areas such as pronunciation, grammar, fluency, and clarity will be addressed in the conferences.

**3. Final Project and Self-evaluation** - From your teaching videos throughout the semester, you will identify and time stamp important features of classroom communication (which we will identify during the semester) that you have performed proficiently, and you will write a reflection. Your final project is used when representatives of your department want to review your teaching, evaluate your language skills, and determine whether you need further coursework in English.

There is no final exam in this course, and students do not need to take the SPEAK test again.

## Assignments

Assignments may include, but are not limited to the following, and will be determined by your instructor:

- Your observation of another instructor, with a reflection on teaching strategy
- Review and evaluation of your own teaching video
- Prosody projects
- Presentation with instructional language (defining a term, using visuals to explain concepts, and teaching a process)
- Presentation with field-specific content

## Grades and Transcript

The course is graded as Satisfactory/Unsatisfactory (S/U). A grade of Satisfactory (S)\* will be based on the following grading system.

Requirements for Satisfactory (S) grade	Description
Class attendance for 80% of seminar days	In a 15-week semester, 12/15 seminar sessions are required. In other words, you can miss no more than the equivalent of 3 class periods in a 15-week semester.
100% attendance for the one-on-one feedback session after your classroom observation	These are meant to work within your schedule. Notify your instructor well in advance to reschedule individual conferences.
Completion of _____ of _____ assignments.	These will be assigned individually by your instructor. Not completing designated assignments can result in a grade of U.
Final Project and Self-evaluation	Not completing and submitting the final project can result in a grade of U.

EAP 5836 does not count toward a graduate degree. However, they are University of Florida graduate classes, listed in the catalog and eligible for fee waiver. *EAP 5836 appears on the academic transcript.*

*\*A grade of S 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.*

UF attendance policies are available

here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>"

Information on the UF Grading System is available here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> - [hgrades](#)

## Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/get-started/>) by providing appropriate documentation. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

## Evaluation of Instructors/Course

Students are expected to provide professional and respectful 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 <https://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 <https://ufl.bluera.com/ufl/> . Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/> .

## Course Outline

Week 1	<ul style="list-style-type: none"> <li>• Course Overview and General Introduction</li> <li>• The First Day of Class</li> </ul>
2	<ul style="list-style-type: none"> <li>• Characteristics of a "Good" Teacher, Cross-cultural perspectives</li> <li>• Pronunciation Exercises</li> <li>• Instructional Language: Before Class—Small Talk</li> </ul>
3	<ul style="list-style-type: none"> <li>• Cross-Cultural Teaching: Lectures vs. Collaborative Learning vs. Active Learning</li> <li>• Instructional Language: Beginning of Class—Agenda</li> </ul>
4	<ul style="list-style-type: none"> <li>• Questions as a Teaching Tool</li> <li>• Pronunciation and Fluency</li> </ul>
5	<ul style="list-style-type: none"> <li>• Interaction as a Teaching Tool</li> <li>• Developing a Mid-term Evaluation</li> </ul>
6	<ul style="list-style-type: none"> <li>• Prosody - The Music of Language</li> </ul>
7	<ul style="list-style-type: none"> <li>• Testing &amp; Grading / Academic Honesty</li> <li>• Instructional Language: Clarifying, Agreeing, and Disagreeing</li> </ul>
8	<ul style="list-style-type: none"> <li>• Negotiation &amp; Persuasion</li> <li>• Classroom Management Language and Skills</li> </ul>
9	<ul style="list-style-type: none"> <li>• Organizing Information &amp; Making Connections</li> <li>• Idioms and Slang on the University Campus</li> </ul>
10	<ul style="list-style-type: none"> <li>• The Interactive Lecture</li> <li>• Instructional Language: Handling Student Questions</li> </ul>
11	<ul style="list-style-type: none"> <li>• The American Undergraduate</li> <li>• Meaning Beyond Words</li> </ul>
12	<ul style="list-style-type: none"> <li>• Diversity &amp; Gender Equity</li> <li>• Surprises in Teaching, Language for Unexpected Moments</li> </ul>
13	<ul style="list-style-type: none"> <li>• Encouraging Participation Through Discussion</li> </ul>
14	<ul style="list-style-type: none"> <li>• Perspectives on American Culture</li> <li>• Getting Involved on Campus</li> </ul>
15	<ul style="list-style-type: none"> <li>• Reflections on the Semester</li> </ul>