

Syllabus Presentation Self-Evaluation

| Introduce yourself | | Did you? | | Comments |
|------------------------------|--|----------|----|----------|
| | | YES | NO | |
| | Help the class to pronounce your name | | | |
| | Acknowledge your English (don't apologize) | | | |
| | Body language matches your words | | | |
| | Tell us your background | | | |
| | Explain your qualifications | | | |
| Introduce your course | | | | |
| | Choose an appropriate course | | | |
| | Show us a syllabus | | | |
| | Focus on key details | | | |
| | 'Sell' us your course | | | |

How was your speed of speaking?

How appropriate was your quantity of information for your time limit?

Overall, how do you think you did?

Presenting a Syllabus: Preparation guidelines and self-evaluation

Time: five minutes (practice carefully!)

--Focus on introducing yourself and introducing the course.

What is the most important thing your students should know about their teacher?

What is the most important thing your students need to know about your class?

--Tell how/help the class to pronounce your name.

Why is this necessary?

What help can you give your students?

--Acknowledge your English but don't apologize

Why is it necessary to talk about this?

What should you tell your students?

--Body language should match your words

What do you want your body language to show?

--Show us a syllabus for a course you could teach

--Don't attempt to talk about every detail on the syllabus

What information is most important?

--Explain your qualifications

How are you qualified to teach your class?

--Tell us your background

What do you want your students to know about you?

Remember: This Is A Commercial! 'Sell' us your course, and yourself as TA.

Questions to answer

| | |
|---|--|
| 1 | How well did you accomplish your goal of self-introduction? How effectively did you "sell" yourself as TA? |
| 2 | How well did you accomplish your goal of introducing the course? Overall, how effectively did you "sell" your course? |
| 3 | How helpful was your explanation of your name? |
| 4 | How effectively did you talk about your accent? a. What do your students know that they should do if they are confused? b. How did you seem while you were talking about this? |
| 5 | What did your body language show? |
| 6 | How persuasively did you explain your qualifications? |
| 7 | How will what you told your students about yourself help them to relate to you? |

Presenting a Syllabus: Self-Evaluation

Name _____

1. **Watch** your presentation.
2. **Write** the time where you begin saying each of the following. 0:00 is probably the starting time for when you began your greeting, for example. *Don't* write the *length* of time.
3. **Circle** the number of points you think you deserve for each of the required elements.
4. **Answer** the questions that are in the last column.

| Time | | None | Minimal | Adequate | Superior | Questions |
|------|-----------------------|------|---------|----------|----------|---|
| 0:00 | Greeting | 0 | 1 | 2 | | |
| | Introduction | 0 | 1 | 2 | | 1. What signal phrase / cue did you use to indicate that this sentence was an introduction? |
| | Name on board | 0 | | 2 | | 2. Did you include a nickname on the board? |
| | How to pronounce | 0 | 1 | 4 | 5 | 3. What did you tell your students to call you? Were you specific? |
| | Background | 0 | 2 | 4 | | 4. What should your students now know about you? |
| | Qualifications | 0 | 2 | 4 | | |
| | Acknowledge English | 0 | 1 | 5 | 7 | 5. Did you use any of the phrases from the Avoid category I gave you? Which phrases from the Use category did you use? |
| | Offer solutions | 0 | 1 | 5 | 7 | |
| | Overview of course | 0 | 2 | 4 | 5 | |
| | Motivation for course | 0 | 2 | 4 | 5 | 6. How successful were you in providing motivation? |
| | Conclusion | 0 | 1 | 2 | 3 | 7. What signal phrase / cue did you use to indicate that this sentence was a conclusion? Did you say " That's all, " too? |
| | | | | | | 8. What impression do you think you made on your students during this presentation? Explain. |
| | | | | | | 9. How effectively did you sell your course? Explain. |
| | | | | | | 10. How effectively did you sell yourself as TA? Explain. |
| | | | | | | |

ORIGINAL GUIDELINES (for reference only)

Time: five minutes (practice carefully!)

--Focus on introducing yourself and introducing the course.

What is the most important thing your students should know about their teacher?

What is the most important thing your students need to know about your class?

--Tell how/help the class to pronounce your name. Write it on the board.

Why is this necessary?

What help can you give your students?

--Acknowledge your English but don't apologize

Why is it necessary to talk about this?

What should you tell your students?

--Explain your qualifications

How are you qualified to teach your class?

--Tell us your background (different from qualifications)

What do you want your students to know about you?

--Show us a syllabus for a course you could teach

--Don't attempt to talk about every detail on the syllabus

What information is most important?

Remember: This Is A Commercial! "Sell" us your course, and yourself as TA.

“1st Day of Class” Presentation: Self-Evaluation Name _____

General Directions:

1. **TYPE** your answers. Do **not** delete the questions.
2. **PRINT** this OR use the **Digital Dropbox**. Do **not** e-mail it.
3. **MAKE** an **APPOINTMENT** with me (**by Mar. 4**) to discuss your presentation.

PART I.

1. **Watch** your presentation.
2. **Insert** the time at which you **began** saying each of the following. 0:00 is probably the starting time at which you began your greeting, for example. **Don’t** write the **length** of time.
3. **Insert** the number of points you think you earned for each of the required elements.
4. **Answer** the questions below.

| Time | | None | Minimal | Adequate | Superior | Your Score |
|--------|-------------------------------|------|---|-----------------------------|--|------------|
| (0:00) | Greeting | 0 | 1 no smile | 2 | | ? |
| | Introduction / Preview | 0 | 1 topic only | 2 preview but no #s | 3 preview w/ #s | ? |
| | Name on board | 0 | | 2 | | ? |
| | What to call you | 0 | 1 repeat my accent OR ambiguous | ↔ | 4 correct approximation, specific | ? |
| | Background | 0 | 1 nationality only | 3 unique | | ? |
| | Qualifications | 0 | 1 major only | 3 detail | | ? |
| | Acknowledge English | 0 | 1 unconvincing | ↔ | 6 nonverbals too | ? |
| | Offer solutions | 0 | 0 “don’t worry” OR confused w/ content Qs OR delayed | ↔ | 6 friendly, relaxed | ? |
| | Overview of course | 0 | 1 too much information | 3 subtopics | | ? |
| | Motivation for course | 0 | 1 no reasons | 3 negative motivation | 5 positive motivation | ? |
| | Conclusion | 0 | 1 “That’s all” | 2 | 3 cue | ? |

| |
|--|
| 1. a) What signal phrase / cue did you use to indicate that your introduction sentence was an introduction? b) What signal phrase / cue did you use to indicate that your conclusion was the conclusion? c) Did you say "That's all," too? |
| 2. a) What did you say that you prefer to be called? b) How specific were you? |
| 3. a) How did you clarify the pronunciation of your name / what reasonable approximation did you give? |
| 4. What did you tell your class so that they will view you as a real and unique person? |
| 5. a) Did you use any of the phrases from the Avoid category? b) Which phrases from the Use category did you use? c) Comment on your acknowledgment of your accent. |
| 6. a) What permission and what power did you offer your class, regarding the "language barrier." b) How believable were you? |
| 7. a) How successful were you in providing motivation? b) Will your students prioritize your course? |
| 8. a) How many times did you rehearse you presentation, actually speaking your sentences? b) What did you notice as you rehearsed? |
| 9. a) Did you rehearse your presentation before an audience? b) If so, who were they? c) What feedback did you receive from them? d) What adjustments did you make as a result of any feedback you received? |
| 10. a) Overall, how satisfied were you by your first presentation? b) Summarize how effectively you feel that you sold your course and sold yourself as the TA. |

PART II.

1. **Show** your video to at least one other person, preferably someone with a different first language, and preferably someone who did not see your rehearsal for this.
2. **Ask** them the following three questions:
 - a. How much **motivation** would students in this class feel to **prioritize** it?
 - b. How much **confidence** would students in this class feel to **trust** you as TA?
 - c. How **believable** and **convincing** was the acknowledgment of English?
3. **Summarize** the answers to these questions, along with your reactions to their answers. Your summary should be **200-250** words in length.

PART III.

LIST ten vocabulary words that you think you pronounced incorrectly:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

TRANSCRIBE five sentences that you feel could have been said more correctly, in terms of grammar, word choice, or general clarity, and then REWRITE them the way you should have said them:

- 1.
- 2.
- 3.
- 4.
- 5.

“1st Day of Class” Presentation: Self-Evaluation

Name _____

General Directions:

1. **TYPE** your answers. Do **not** delete the questions.
2. **PRINT** this OR use the **Digital Dropbox (your name in file name)**. Do **not** e-mail this document.
3. **Then E-mail** me to **MAKE** an **APPOINTMENT (ASAP)** to discuss your presentation.

PART I.

1. **Watch** your presentation.
2. **Insert** the time in the 1st column at which you **began** each of the elements. 0:00 is probably the starting time at which you began your greeting, for example. Write the **length** of time in the 2nd column.
3. **Insert** the number of points you think you earned for each of the required elements.
4. **Answer** the questions below.

| Time | Length | Task | None | Minimal | Adequate | Superior | Your Score |
|------|--------|---------------------------|------|---|-----------------------------|--|------------|
| 0:00 | ? | Greeting | 0 | 1 no smile | 2 | | ? |
| ? | ? | Introduction / Preview | 0 | 1 topic only | 3 preview but no #s | 5 preview w/ #s | ? |
| ? | ? | Name on board | 0 | | 2 | | ? |
| ? | ? | What to call you | 0 | 1 repeat my accent OR ambiguous | ↔ | 7 correct approximation, specific | ? |
| ? | ? | Background | 0 | 1 nationality only | 3 unique | | ? |
| ? | ? | Qualifications | 0 | 1 major only | 3 detail | | ? |
| ? | ? | Acknowledge English | 0 | 1 unconvincing | ↔ | 7 nonverbals too | ? |
| ? | ? | Offer solutions | 0 | 0 “don’t worry” OR confused w/ content Qs OR delayed | ↔ | 7 friendly, relaxed | ? |
| ? | ? | Overview of course | 0 | 1 too much information | 4 subtopics | | ? |
| ? | ? | Motivation for course | 0 | 1 no reasons | 3 negative motivation | 6 positive motivation | ? |
| ? | ? | Conclusion | 0 | 1 “That’s all” | 2 | 4 cue | ? |

| |
|---|
| 1. a) What signal phrase / cue did you use to indicate that your introduction sentence was an introduction? b) What signal phrase / cue did you use to indicate that your conclusion was the conclusion? |
| 2. a) What did you say that you prefer to be called? b) What did you say to stress this? |
| 3. a) What reasonable approximation did you give for the pronunciation of your name? (Include the rhyming words, English sounds, etc.) |
| 4. What did you tell your class so that they will view you as a real and unique person? |
| 5. a) In describing your English, did you use any of the phrases from the Avoid category? b) Which phrases from the Use category did you use? c) <u>Comment on</u> (analysis, reflection) your acknowledgment of your accent, including your non-verbal language. |
| 6. a) What permission and what power did you offer your class, regarding the “language barrier.” b) How believable (evaluate) were you? |
| 7. a) How successful (evaluate) were you in providing motivation? b) Will your students prioritize your course? Why or why not? |
| 8. a) How many times did you rehearse you presentation, actually speaking your sentences? b) What did you notice as you rehearsed? |
| 9. a) Did you rehearse your presentation before an audience? b) If so, who were they? c) What feedback did you receive from them? d) What adjustments did you make as a result of any feedback you received? |
| 10. a) Overall, how satisfied (evaluate) were you by your first presentation? b) Summarize how effectively (evaluate) you feel that you sold your course and sold yourself as the TA (= How Did You Seem?). |

PART II.

1. **Show** your video to at least one other person, preferably someone with a different first language, and preferably someone who did not see your rehearsal for this.
2. **Ask** them the following three questions:
 - a. How much **motivation** would students in this class feel to **prioritize** it?
 - b. How much **confidence** would students in this class feel to **trust** you as TA?
 - c. How **believable** and **convincing** was the acknowledgment of English?
3. **Summarize** the answers to these questions, along with your reactions to their answers. Your summary should be **200-250** words in length.

PART III.

Ask someone, if necessary, and LIST ten vocabulary words that you think you pronounced incorrectly:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

TRANSCRIBE five sentences that you feel could have been said more correctly, in terms of grammar, word choice, or general clarity, and then REWRITE them the way you should have said them:

- 1.
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- 3.
- 4.
- 5.