



Co-constructing respect in ITA classroom discourse

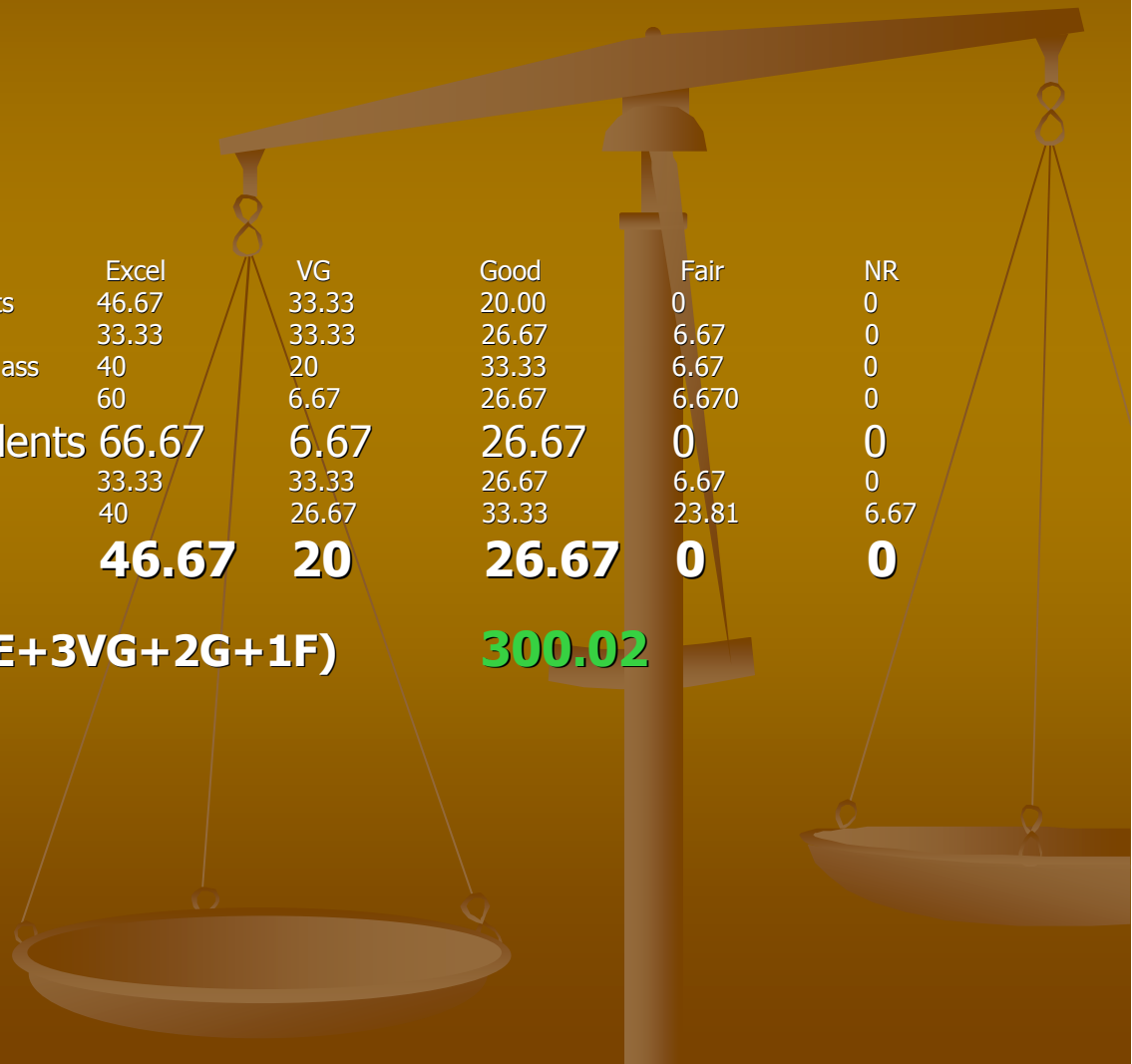
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Sample UF Teaching Evaluation

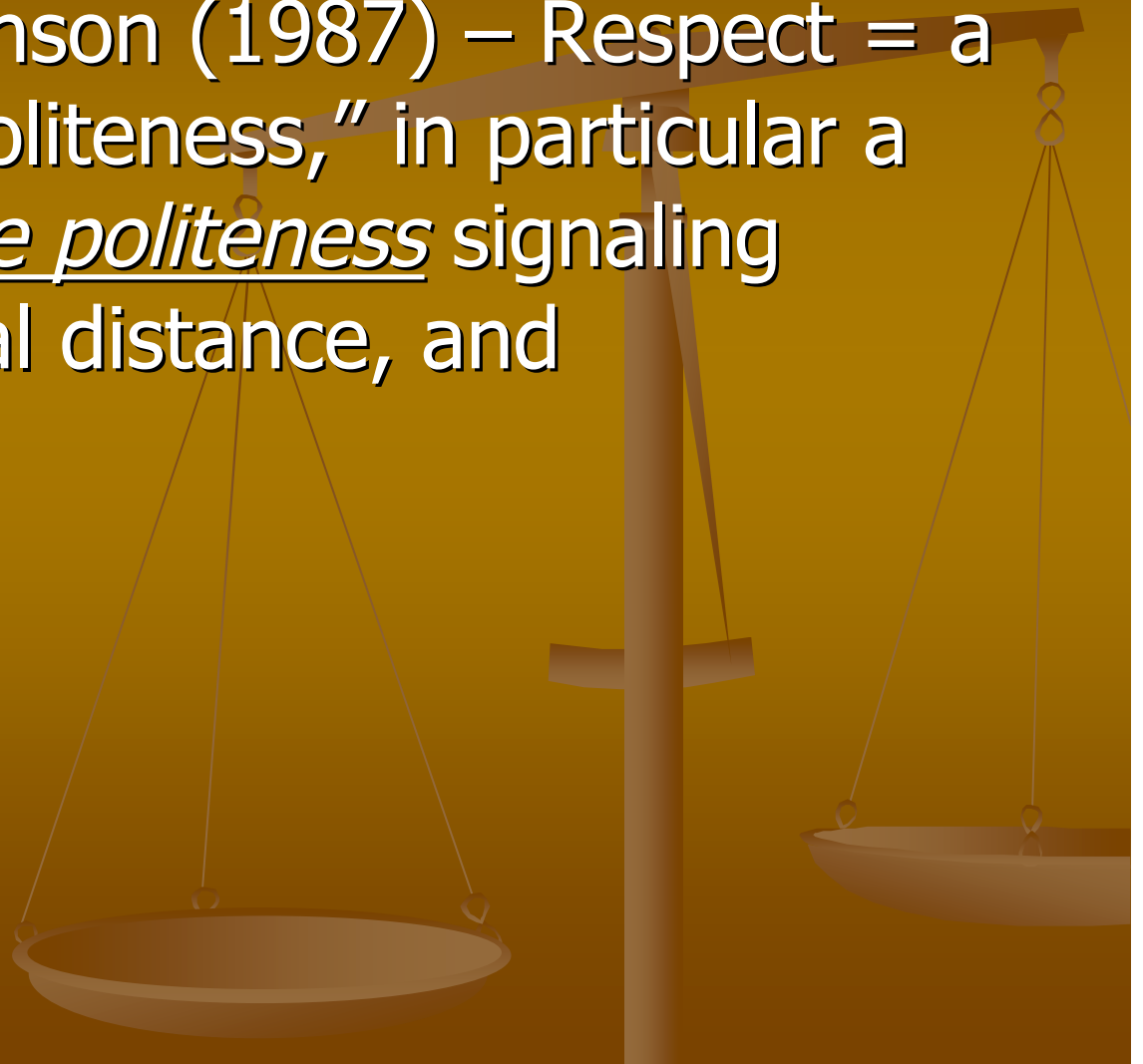
- PHY 2048 - GENERAL PHYSICS
- Instructor: COURTESY INSTRUCTOR
- (Courtesy Instructor)
- Physics
- Liberal Arts & Sciences
- Enrolled: 18 - Responding: 15 (83.33%)
- Section 6654

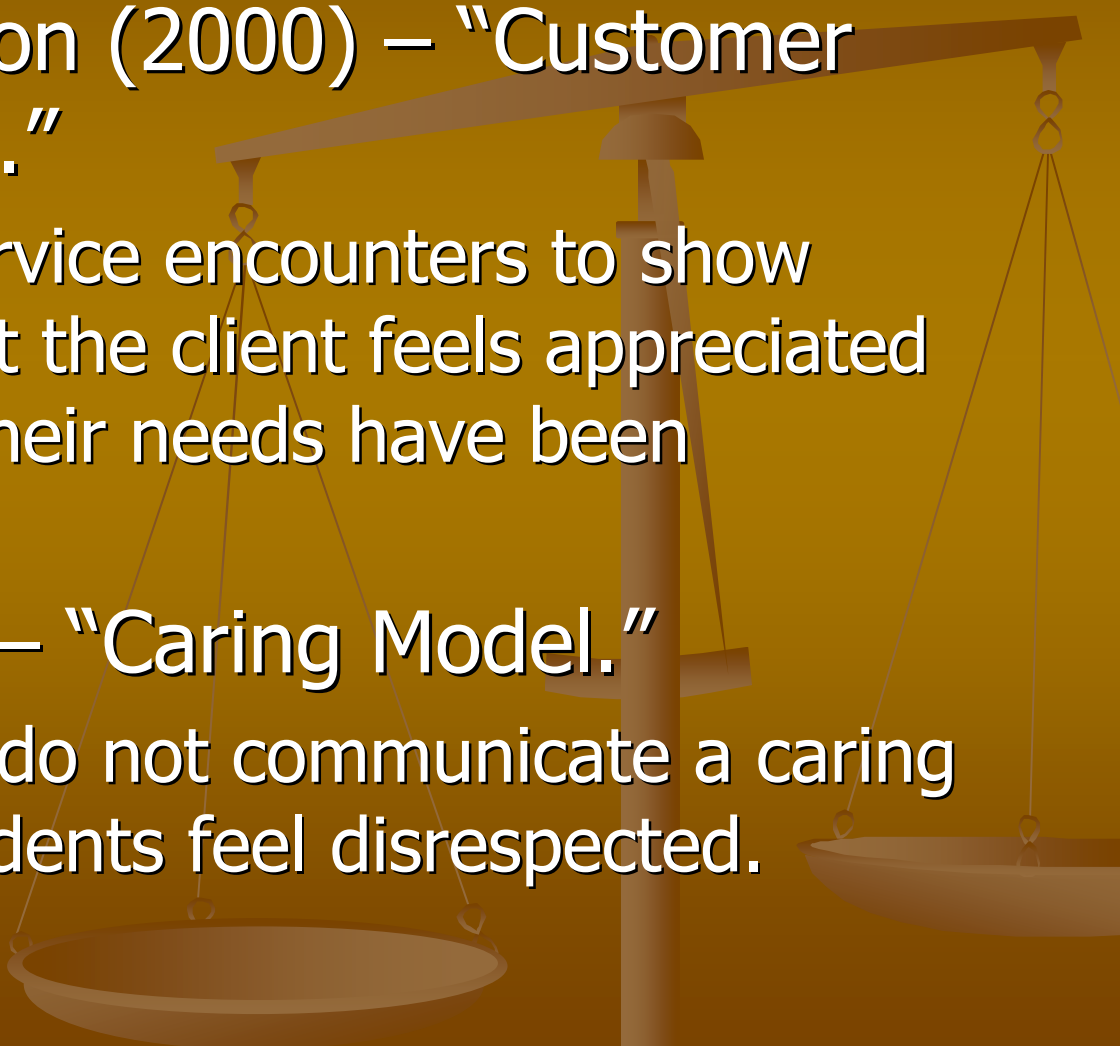
	Excel	VG	Good	Fair	NR
1) Description of course objectives and assignments	46.67	33.33	20.00	0	0
2) Communication of ideas and information	33.33	33.33	26.67	6.67	0
3) Expression of expectations for performance in class	40	20	33.33	6.67	0
4) Availability to assist students in or out of class	60	6.67	26.67	6.670	0
5) Respect and concern for students	66.67	6.67	26.67	0	0
6) Stimulation of interest in course	33.33	33.33	26.67	6.67	0
7) Facilitation of learning	40	26.67	33.33	23.81	6.67
8) Overall assessment	46.67	20	26.67	0	0

▪ *) **Adjusted Teaching Eval (4E+3VG+2G+1F)** **300.02**

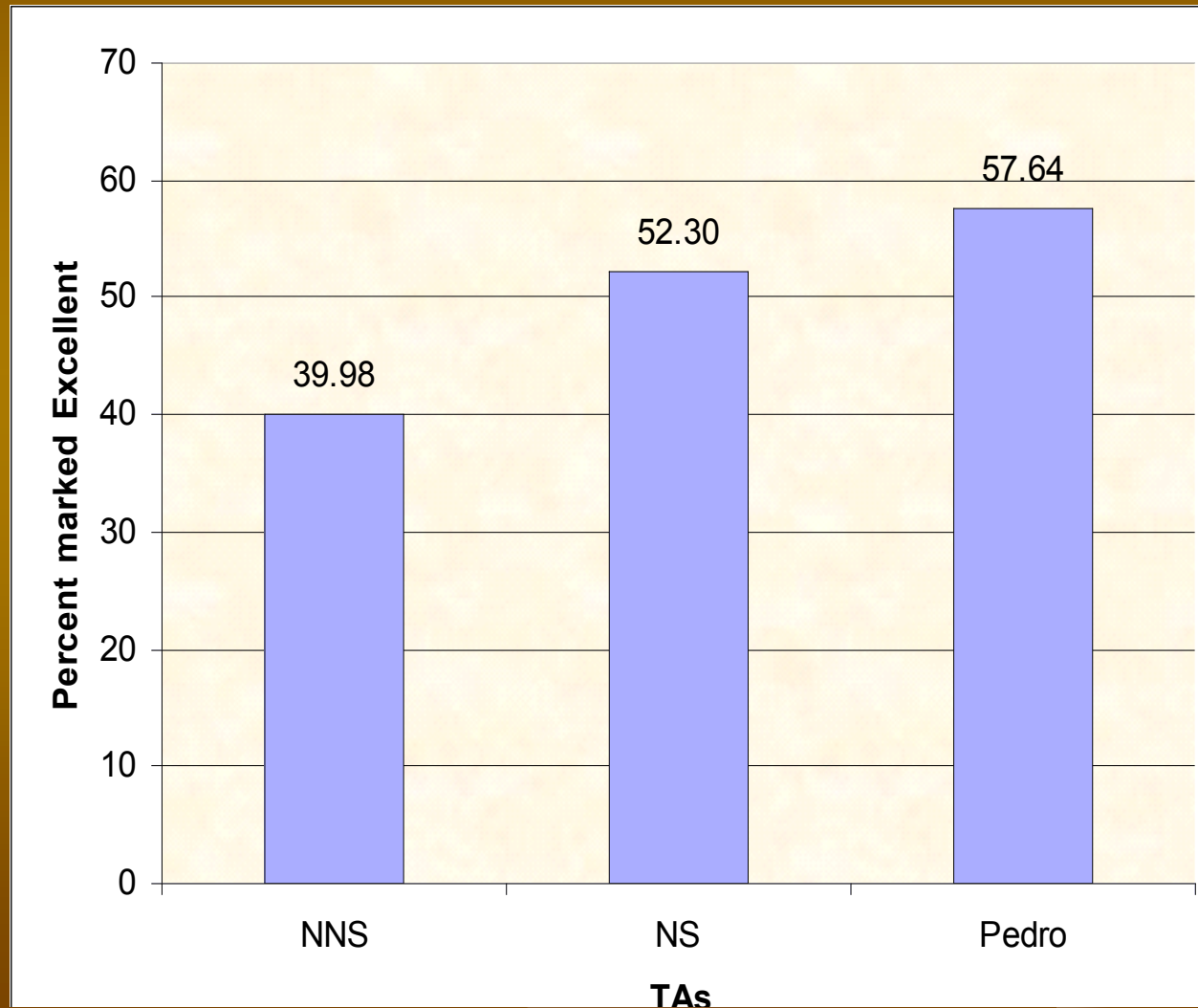


- Brown and Levinson (1987) – Respect = a synonym for “politeness,” in particular a form of negative politeness signaling deference, social distance, and indirectness.



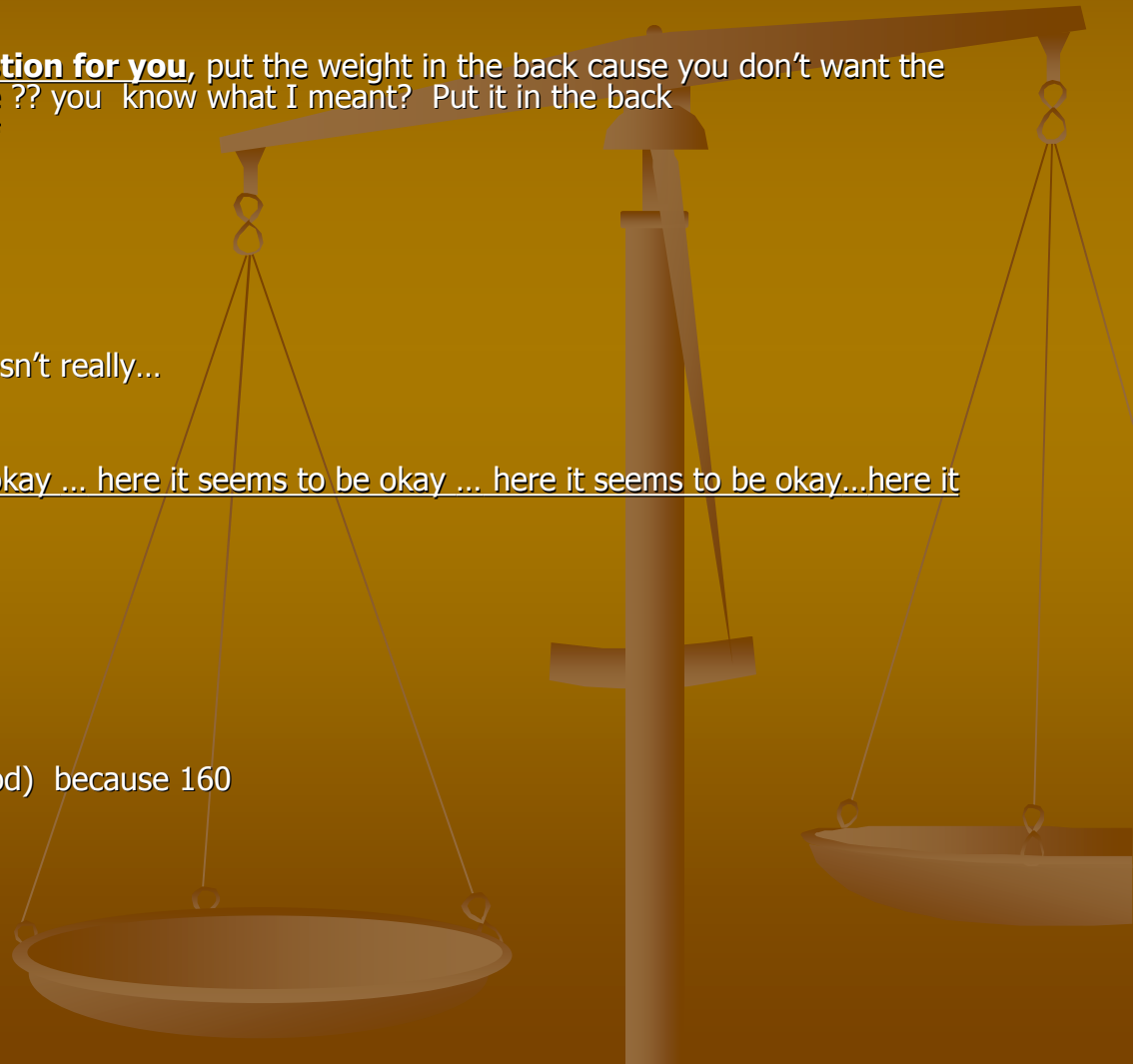
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- Deborah Cameron (2000) – “Customer Care Philosophy.”
 - The effort in service encounters to show empathy so that the client feels appreciated and feels that their needs have been acknowledged.
 - J. Ogbu (2003) – “Caring Model.”
 - When teachers do not communicate a caring relationship students feel disrespected.

Assessment of “respect and concern for students.”



Data and Analysis (1)

- **Video data 9/23/05**
- **12:15-13:45**
- P: okay, you guys, let me **have a suggestion for you**, put the weight in the back cause you don't want the sound to bounce the monitor, on the edge ?? you know what I meant? Put it in the back
- S: also I noticed that ... with the pulley off
- P: yeah...
- S: the track...some places it wasn't even
- P: you say it wasn't even...may be
- S: (demonstrates)
- P: ahha ???? okay, let's see
- S: but that only ?? stop at 160 ?? that doesn't really...
- P: yeah, you know what
- S: ???
- P: okay, look at this, here it seems to be okay ... here it seems to be okay ... here it seems to be okay...here it seems to be okay... here, well...
- S: ??? half 160
- P: and here it doesn't seem to be okay
- S2: (soft voice)
- P: what?
- S2: because of the magnets?
- P: because of the magnets you see?
- S1: (smiles –realizes he had not understood) because 160

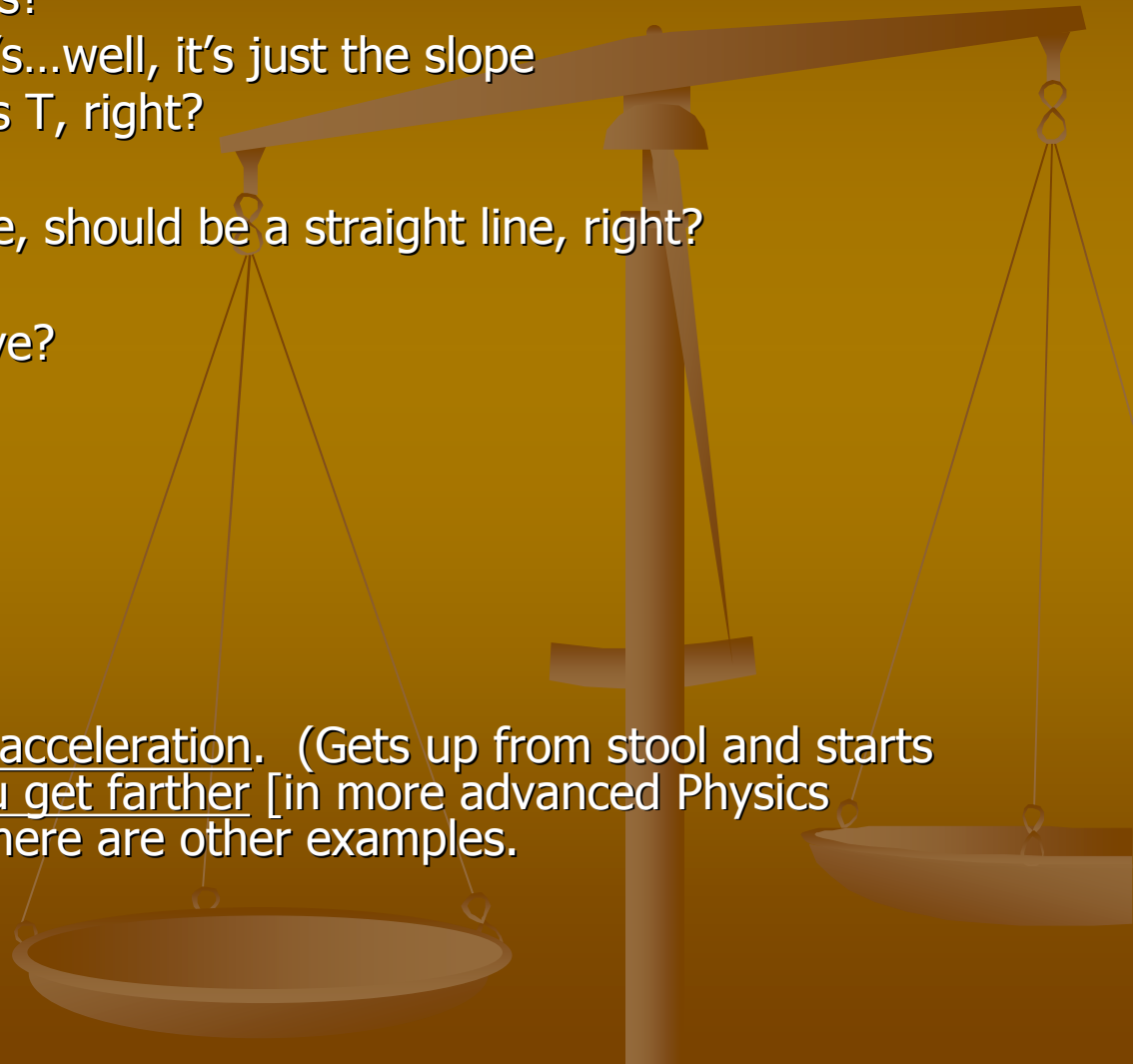


Data and Analysis (2a)

- S: Well I know it's negative, but I just don't know if (trails off.)
- P: So you, let me know if I got your idea, you released the cart from there and the cart started speeding up in this direction and then it rammed the stopper? And that's it? So? How was acceleration, positive or negative?
- S: Negative.
- P: Why?
- S: Uh, that's what I'm stuck on like...I don't think it's negative because of the graph.
- P: Why do you think it's negative? Because of?
- S: The graph.
- P: Because of the graph. Ok, let's see the graph.
- S: Well, I did...I already, did something else now, so.
- P: How was the graph? Like this?
- S: No, that's the velocity. The graph was like....
- P: Ok, so looking at this graph. This velocity graph. How do you expect the acceleration to be? (Looks at equations on the board.) Come on Brad, we said that just a few minutes ago (referring to blackboard.) Look at those graphs on the left.
- S: mmm.
- P: You have two graphs. V versus time. One in the upper part and one in the lower part.
- S: Alright.

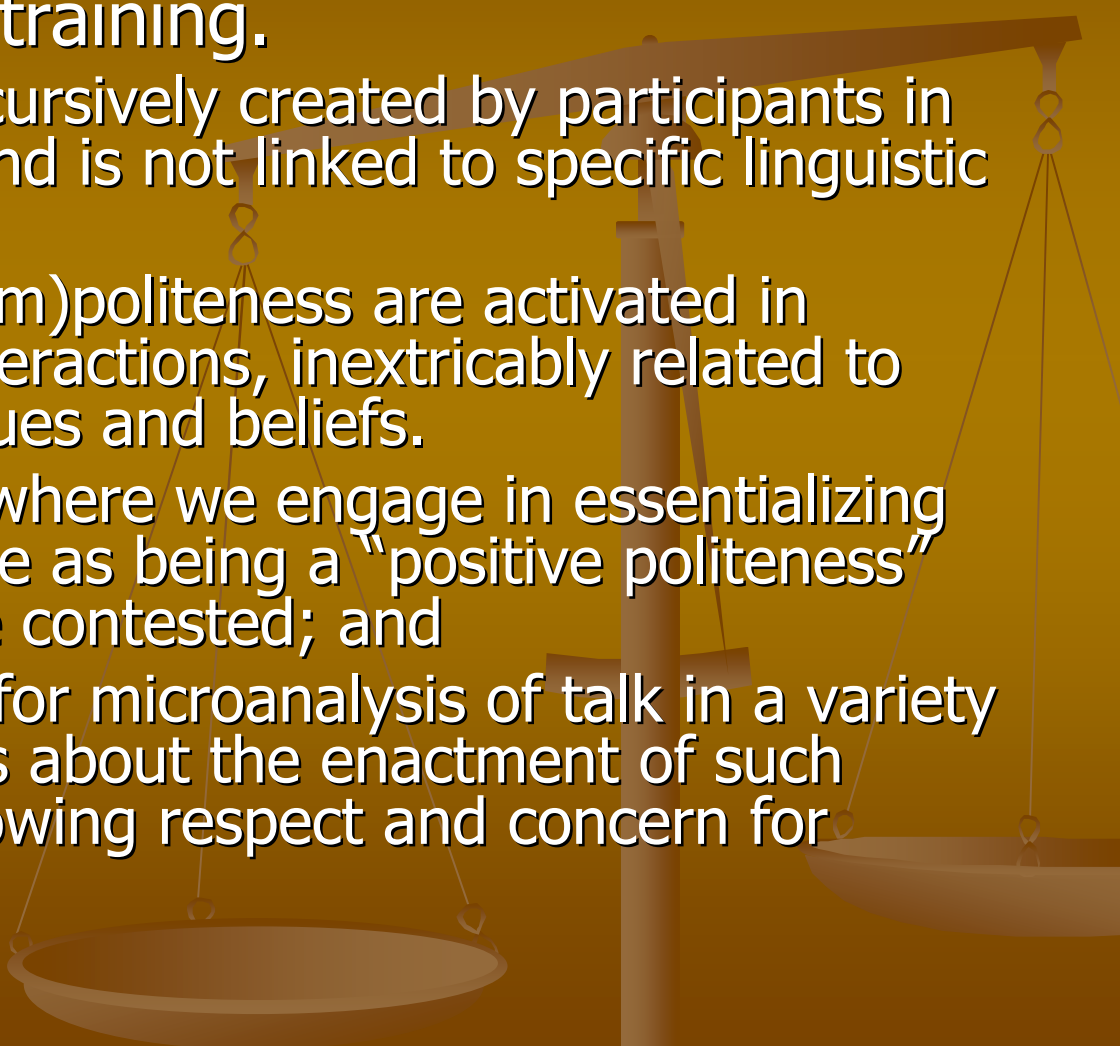
Data and Analysis (2b)

- P: What is A in those graphs?
- S: It's greater than zero...it's...well, it's just the slope
- P: A is the slope of V versus T, right?
- S: Right.
- P: So these, in an ideal case, should be a straight line, right?
- S: Uh huh.
- P: What slope does this have?
- S: Positive.
- P: So?
- S: Alright.
- P: How is acceleration?
- S: Positive.
- ...
- P: You can't have negative acceleration. (Gets up from stool and starts walking away) Eh, when you get farther [in more advanced Physics courses] you will see that there are other examples.



Limitations and Conclusions

Implications for ITA training.

1. Politeness is discursively created by participants in speech events and is not linked to specific linguistic expressions.
 2. Perceptions of (im)politeness are activated in situated local interactions, inextricably related to sociocultural values and beliefs.
 3. Generalizations where we engage in essentializing about one culture as being a “positive politeness” culture are to be contested; and
 4. There is a need for microanalysis of talk in a variety of speech events about the enactment of such behaviors as showing respect and concern for interlocutors.
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References

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Questions/Comments

- Thank you!

