

Co-constructing respect in ITA classroom discourse

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Sample Teaching Evaluation

PHY 2048 - GENERAL PHYSICS
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” is a synonym for politeness, in particular a form of *negative politeness* signaling deference, social distance, and indirectness.

Transcript 1 (negative face, neutral interrogative intonation.)

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....

Transcript 2 (negative face, customer-care philosophy)

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.

References.

Brown, Penelope and Levinson, Stephen C. (1987). *Politeness: Some Universals in Language Usage*. Cambridge: Cambridge University Press.

Cameron, Deborah (2000). *Good to Talk?: Living and Working in a Communication Culture*. London: Sage Publications.

Coppock, Liz (2005). "Politeness Strategies in Conversation Closings." Web article – <http://www.stanford.edu/~coppock/face.pdf>

Gabriele, Joe (2000). "Polar Politeness," in *Psychology Today* (Sep/Oct 2000.) Web article -- <http://psychologytoday.com/articles/pto-20000901-000011.html>

Gee, James Paul (2005). *An Introduction to Discourse Analysis": Theory and Method*. New York/London: Routledge.

Ogbu, J. (2003). *Black American Students in an Affluent Suburb: A Study of Academic Disengagement*. Mahwah, NJ: Lawrence Erlbaum.

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