

TIPS ON TEACHER EVALUATIONS

1. Most universities do teacher evaluations, although in many cases you will not know about them. Rarely do our teachers have university people coming into their classes for evaluation purposes. The evaluations are generally done by the students, and more often than not, our teachers will not know the results.

2. Many teachers have found it helpful to conduct their own teacher evaluation with the students. That way you will be able to identify if you are really teaching the students, and in what ways you could tweak your performance to improve. This can be done in several ways.

A. You could ask each student to write what they like and don't like about the class. Obviously this should be done during the class period and should not take a great deal of time.

B. You could have the evaluations turned in anonymously, or you could require names for participation purposes only.

C. You could devise 3, 5, or 10 questions for the students to respond to about the class and your teaching. The answers could be marked on a number scale of 1 – 5. A place could then be left for comments.

D. You could have small groups list plus and minus points about the class.

Each of the above methods has been used successfully by teachers.

3. This is entirely optional. However, it often helps for the students to give input especially if there are aspects of the class they find very unsatisfactory. It also helps you know what is working and what needs to be changed.

13 TIPS ON UNIVERSITY GRADING

1. Ask in your department what is expected in grading for your university . . .and ask several times or several people until you understand the answer.
2. All students need a fair grade based on a percentage system. It is highly unlikely that all students will have 90% or above. Below 60% is failing for undergraduates. That is sometimes raised for graduate students.
3. At university level, all students are graded on performance, not effort alone.
4. Most universities require attendance as part of the grade. No attendance, meaning no participation, would be grounds for failure. If a student misses all classes, then comes and passes the final exam, is it fair that he passes? You need to plan for that possibility when planning your syllabus in the beginning.
5. Be sure your students understand your rubric (list of grading requirements) so they can prepare adequately for each assignment. This is the reason for an adequate syllabus. It lets the students be responsible for their own work under your rules.
6. You should have a rubric for each graded assignment. Are you grading on content? On fluency of language? On organization? Both you and the students need to know.
7. Many teachers seem to have trouble with students who take too long with presentations. Sometimes the students feel more is good and go on and on and on. . . . If you give them a time limit, (3 minutes? 5 minutes?) then the discipline of staying within that time limit should be part of the grade. It works well if you do not let students continue beyond the time limit . . . ring a bell, interrupt, whatever . . . it only takes one or two times and the students will pay attention to that part of the assignment as well. Having a student timer may be less threatening than a teacher timer.
8. If you ask the students to speak loud enough to be heard in the back of the room, you should be in the back to tell if they succeeded in that part of the assignment. Standing in the front and asking them to speak louder for those in the back rarely works, especially since the shy students are speaking for you.
9. If students use a power point in their presentation, they should be expected to face the audience, not the screen. They may need to be trained in this and it surely should be an item on the rubric.
10. The above three items should result in practice before the presentation which is good. When students know it is expected and not just suggested they will work harder to conform.
11. Some universities require more than 50% of the grade to be based on the final exam. This is not the way Americans generally grade. Some teachers have solved this problem by giving part of the final exam as “midterms” one or two and adding the grades together.
12. Often universities will let you count the last class as the time for the “final exam” giving you more time to evaluate and complete your records. You may wish to ask about this possibility.
13. Part of the grading should be immediate feedback. Many CTP teachers are not good with this. “Good job” said to everyone is not critical feedback. The students want to know what is good and what needs to be improved about their own work. If you are uncomfortable with critical analysis, you might consider the “critical sandwich.” This is where you say something positive (maybe even “good job”) followed by a comment on something that needs to be improved followed by another positive comment. Hence the criticism surrounded by positive statements, yet still a specific help for improvement for that student. Critical feedback

shows (1) that you have listened to that student; (2) that you care enough to make suggestions for improvement; and (3) teaches the other students what you expect and how they too might improve. Please learn to use it!

An oral presentation rubric and report form used by some CTP teachers: suggestion only.

DEBATE TOPICS

- Resolved: Protecting the environment is not as important as development.
- Resolved: It is important to pursue space exploration.
- Resolved: Cars do more harm than good.
- Resolved: The benefits of tourism outweigh the costs.
- Resolved: Popular consumerist images of women affect women negatively and should be changed.
- Resolved: Pornography should be banned for moral, religious, feminist, and crime-prevention reasons.
- Resolved: The sale and consumption of alcohol – the world’s favorite drug – should be further restricted, or even banned.
- Resolved: Sports competition in schools should be banned because it encourages competition rather than cooperation.
- Resolved: The assassination of a dictator can be justified.
- Resolved: The sale of human organs should be legalized.
- Resolved: School examinations should be replaced with other forms of assessment.
- Resolved: Schools have the right and should require their students to wear school uniforms.
- Resolved: Governments should not negotiate with terrorists.
- Resolved: Governments in rich countries should relax the laws controlling immigration.
- Resolved: Physical force is a justifiable method of punishing children.
- Resolved: For moral and social reasons divorce should be highly discouraged.
- Resolved: We should live with our “extended” family (parents and grandparents) when we get married and not live alone as a “nuclear” family (husband, wife, child).
- Resolved: A man should share in all the household duties.
- Resolved: Sports stars should be paid millions of dollars for their talents.
- Resolved: It is morally acceptable to experiment on non-human animals to develop products and medicines that benefit human beings.
- Resolved. Television advertisements aimed at children should be banned.
- Resolved: The government should use tax or policy to encourage the use of cars which are not fueled by petrol.
- Resolved: The private lives of public figures should be open to press scrutiny.
- Resolved: China will be able to have enough energy to support its future growth and development.
- Resolved: Women should be allowed on the front combat lines to fight in war.
- Resolved: In the university programs, there are too many English classes in comparison to one’s major classes.
- Resolved: Honesty should not be a factor in gaining a good grade. (e.g. cheating, plagiarism –to take and use ideas or words from another’s work and calling them your own, etc.)
- Resolved: Individuals should have the legal choice of assisted suicide.
- Resolved: Children should be given sex education in the schools rather than leaving it to the responsibility of parents.
- Resolved: Capital punishment is justifiable for some criminals.

Evaluate My Professor (Fall 2008)

Name: _____ (optional)

You have recently taken a course with _____. How did you generally feel about the course?

- Very valuable
- Somewhat valuable
- Marginal
- Waste of time

Please rate the following statements on a scale from 1 -5, where (1) means Completely Disagree (poor) and (5) means Completely Agree (best)

- | | | | | | |
|--|---|---|---|---|---|
| 1. The professor demonstrated significant expertise in the subject matter | 1 | 2 | 3 | 4 | 5 |
| 2. The professor was well organized with class materials and lectures | 1 | 2 | 3 | 4 | 5 |
| 3. The professor created a positive class environment | 1 | 2 | 3 | 4 | 5 |
| 4. Concepts and ideas were communicated clearly | 1 | 2 | 3 | 4 | 5 |
| 5. The professor encouraged class participation | 1 | 2 | 3 | 4 | 5 |
| 6. The professor was enthusiastic with regard to the course subject matter | 1 | 2 | 3 | 4 | 5 |
| 7. I really enjoyed taking this course | 1 | 2 | 3 | 4 | 5 |
| 8. I have learned a lot from the professor | 1 | 2 | 3 | 4 | 5 |
| 9. I would recommend this class to a friend | 1 | 2 | 3 | 4 | 5 |
| 10. I would recommend this professor to a friend | 1 | 2 | 3 | 4 | 5 |

11. Additional comments or suggestions – please feel free to recommend ways to improve this class

Thank you for taking the time to respond to our survey. Thank you for taking this class.

It's been a pleasure working with you.

ORAL PRESENTATION

STUDENT _____ DATE _____ SCORE _____

CONTENT: (subject clearly presented)	1	2	3	4	5
VOICE: (volume, pronunciation, vocabulary)	1	2	3	4	5
PRESENTATION; (poise, confidence, eye contact)	1	2	3	4	5
ORIGINALITY; (clear ideas, interest, support)	1	2	3	4	5
OVERALL: (general impact)	1	2	3	4	5

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Syllabus

Oral English
Mrs. Sherry Cutting
Spring Semester 2013
mrs.cutting2013@gmail.com

Everything that can be counted does not necessarily count; everything that counts cannot necessarily be counted.

–Albert Einstein

Description This course is designed to provide instruction and opportunity in a variety of strategies, purposes, and audiences in order to expand and improve each student's spoken English. Much of the speaking done in class will be based on the ability to think critically, creatively, and reflectively about personal observations, relationships, and experiences.

Outcome Students will strengthen English proficiency as they

- Improve reading, listening, and speaking skills
- Gain confidence in providing and accepting constructive feedback
- Enjoy speaking and listening to English daily
- Draw upon critical thinking skills
- Structure and deliver presentations

Agenda Class Activities may include

- Submission of Weekly Journal Entries
- Group Work
- Pairs Discussion
- Class Discussion
- Quick Writes
- News Reports
- Campus Tour
- Speeches in Groups
- Impromptu Speeches

Texts The class will read two short novels, which provide rich topics for discussion. Please acquire the books immediately and bring the current novel to class.

Fleischman, Paul. *Seedfolks*

Steinbeck, John. *The Pearl*

Grades	Participation/Attendance Weekly Journal Entries Presentations/Group Projects Final Presentation	15% 20% 35% 30%
Attendance	<p>Attendance is required. It is impossible to make up class for Oral English. If you are ill or miss class, you will be responsible to find out what assignments you've missed and make those up, but you cannot make up the listening and speaking that takes place in class. Missing class <i>will</i> affect your grade.</p> <p>If you cannot be present in your assigned class period, it is expected that you will attend another section of class during the week. When doing so, please submit a hand-written note explaining the reason for your absence as well as the day and time of your absence and the day and time of the "make-up" class.</p> <p>Exams are an important part of the academic process. Please be present for your exams. If an exam must be missed, please make arrangements in advance with the instructor.</p> <p>University policy forbids students who have missed in excess of one-third of their class meetings to participate in the final exam. As stated above, <i>attendance is required</i>. http://grs.pku.edu.cn/en/document/20110427163309117170.pdf</p>	
Academic Honesty	<p>A professional standard of performance is expected. Failure to maintain academic ethics/honesty will result in a "zero" grade on the assignment in question. This implies strict avoidance of cheating, plagiarism, collusion, and falsification. Please credit sources in the MLA format (or in the appropriate documentation style for your course of study).</p>	
Classroom Etiquette	<p>Texting, e-mailing, and working on assignments for other classes are not within the scope of this class. Please clean your area of the classroom before leaving. This is an English-only class.</p>	
Homework	<p>Written work is to be submitted in MLA format (or the format proscribed by your academic department) and must contain name, student number, and class meeting day and time. Late work will not be accepted. Please send journal entries with a classmate if you will not be in class.</p>	
Course Handouts and Links	<p>Handouts are obtained by registering on classjump.com as a student, then selecting the class in which you are enrolled. Useful links are also found on ClassJump.</p>	
Contact	<p>mrs.cutting2013@gmail.com</p>	