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<th>Topic</th>
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<tr>
<td><strong>Aggie Disability Awareness</strong></td>
<td>Tuesday, September 4, 9:00 am - 12:00 pm, MSC 2401</td>
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<td>Wednesday, October 3, 9:00 am - 12:00 pm, MSC 2406A</td>
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<tr>
<td><strong>Humanizing Education, Learning, and Leadership On/Offline (HELLO²)</strong></td>
<td>Tuesday, September 4, 1:00 - 2:30 pm, Rudder 402</td>
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<td><strong>Effective Exam Item Creation</strong></td>
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<td><strong>Promoting Active &amp; Inclusive Engagement in the Classroom</strong></td>
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<td><strong>Strategies &amp; Technologies to Promote Active Learning</strong></td>
<td>Wednesday, September 26, 9:00-11:00 am, Heldenfels 004</td>
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<td><strong>Managing Teachable Moments: Building and Maintaining a Positive Classroom Climate</strong></td>
<td>Thursday, October 4, 1:30 - 3:00 pm, MSC 2502</td>
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<td><strong>Principles and Practices of Inclusive Pedagogy: The Many Dimensions of Diversity in Teaching</strong></td>
<td>Tuesday, October 9, 1:30 - 3:00 pm, MSC 2502</td>
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<td><strong>Six Pillars of Student Engagement</strong></td>
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<td><strong>Integrating Technology in Your Teaching to Promote Student Engagement</strong></td>
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<td><strong>Webinar: Effective Exam Item Creation</strong></td>
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<td>Wednesday, November 7, 2:30 - 4:00 pm, MSC 2505</td>
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<td>Wednesday, November 7, 1:30-3:30 pm, Heldenfels 004</td>
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<td>Tuesday, November 13, 9:00-11:00 am, Heldenfels 004</td>
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<td><strong>Webinar: Assessment for Learning: Integrating Formative Assessment in a Course</strong></td>
<td>Wednesday, November 14, 2:00 – 3:30 pm, Online</td>
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SEPTEMBER

Aggie Disability Awareness
Facilitated by: Joe Hartsoe - Disability Services, Dr. Meagan Sumbera - Center on Disability and Development, Dr. Nate Poling - Center for Teaching Excellence
Registration:
Tuesday, September 4th || 9am-12pm || MSC 2401 || Aggie Disability Awareness Registration
Wednesday, October 3rd || 9am-12pm || MSC 2406 A || Aggie Disability Awareness Registration
Thursday, November 8th || 1pm-4pm || MSC 2401 || Aggie Disability Awareness Registration

Aggie Disability Awareness (ADA) Workshop is an interactive 3-hour workshop designed to increase knowledge, awareness, and respect for people with disabilities among faculty at Texas A&M University. The workshop is meant to promote strong dialogue about issues and information surrounding disability. All individuals are welcome to attend but attendance should never be mandated. In doing so, Aggie Disability Awareness will promote positive, equitable, accepting attitudes towards people with disabilities on campus.

Humanizing Education, Learning, and Leadership On/Offline (HELLO²)
Register here: Sep 4: https://ers.tamu.edu/register.aspx?scheduleid=14001
Sep 5: https://ers.tamu.edu/register.aspx?scheduleid=14002
Facilitated by: Dr. Nate Poling - Center for Teaching Excellence, Wendy Clayton - Instructional Technology Services, Shweta Kailani - College of Liberal Arts
Tuesday, September 4, 1:00 - 2:30 pm, Rudder Tower 402
Wednesday, September 5, 10:00am - 11:30pm, Rudder Tower 402
Thursday, September 27, 1:00 – 2:30 pm,

This interactive session focuses on how to ensure classroom instruction is both inclusive and student-centered. Participants will learn about the concept of humanizing teaching and learning, which refers to creating diverse and inclusive student-centered active learning experiences which maximize student motivation and engagement by focusing on creating personalized learner experiences, connecting content to real world examples, conveying realistic expectations, and ensuring communication and dialogue throughout the learning experience are clear and effective. This is the first required session in the HELLO2 Faculty Certificate Program.

Effective Exam Item Creation
Register here: https://ers.tamu.edu/register.aspx?scheduleid=14003
Facilitated by: Dr. Nate Poling - Center for Teaching Excellence
Thursday, September 6, 2:00 - 3:30 pm, Rudder Tower 402

This interactive session describes a process for creating common types of exam questions – multiple choice, true/false, fill-in-the-blank, short-answer, and essay. Designing questions to target different levels of knowledge in the discipline as well as focusing on creating items to test critical thinking will be discussed. Participants will also learn best practices as well as the implications of implicit biases when creating assessments.

Mobile Devices in the Classroom
Register here: https://ers.tamu.edu/register.aspx?scheduleid=14005
Facilitated by: Dr. Nate Poling - Center for Teaching Excellence & Shweta Kailani - College of Liberal Arts
Monday, September 24, 1:30 - 3:30 pm, Rudder Tower 402

Leveraging the power of mobile devices and applications can have exciting implications for student engagement and learning both inside and outside of the classroom. This session will briefly talk about what mobile technologies mean for teaching, learning, content delivery, interactivity, and student engagement.
Promoting Active & Inclusive Engagement in the Classroom
Facilitated by: Dr. Nate Poling, Dr. Adam Smith, Sam Shields, Jean Layne – Center for Teaching Excellence
Tuesday, September 25, 12:00-3:00 pm, Rudder Tower 302, Boxed Lunches will be provided, please note your dietary restrictions in ERS.

This interactive session focuses on different methods and approaches to motivating and engaging students in the learning process to help ensure their success. Participants will learn more about today’s students as well as best practices with regards to diversity and inclusive teaching. They will also explore ways of how they can incorporate, manage, and assess active learning techniques.

Strategies and Technologies to Promote Active Learning
Facilitated by: Shweta Kailani - College of Liberal Arts
Wednesday, September 26, 9:00-11:00 am, Heldenfels 004

The highly interactive session will:
- Introduce you to the research and effective strategies on how to build active learning in your teaching approach
- Share examples and ideas for your class that support your learning goals
- Demonstrate interactive classroom activities like jigsaw groups for cooperative learning, one-minute papers, role-playing, and think-pair-share with technology
- Showcase tools and technologies that can promote active learning and student engagement

OCTOBER

Managing Teachable Moments: Building and Maintaining a Positive Classroom Climate
Facilitated by: Dr. Adam Smith – Center for Teaching Excellence
Thursday, October 4, 1:30 - 3:00 pm, MSC 2502

When it comes to teaching, we may feel comfortable with our content and still be unsure about how class will unfold. Will students respond with enthusiasm? On the other hand, what happens if students get out of hand? How do I manage a classroom that is off-topic, out of bounds, or generally unfocused? What can I do when conflict arises, all without stifling student participation? These concerns and others will be addressed in this informative, discussion-based workshop. Discussion of how to manage courses through the development of policies and dialogue with our students will help us to consider how we can foresee potential teachable moments and how we might handle them both gracefully and effectively. We'll role play a few scenarios, consider the role of classroom policies, and more.

Facilitated by: Dr. Adam Smith – Center for Teaching Excellence
Tuesday, October 9, 1:30 - 3:00 pm, MSC 2502

Diversity and inclusion are at the forefront of many discussions in higher education, yet instructors may wonder what role these issues play in the day to day workings of their classrooms. Rather than viewing inclusive teaching as limited to language or specific practices, it may be helpful to see it as “a realization that traditional pedagogical methods — traditionally applied — have not served all of our students well”
Together we TEACH, Together we LEARN, Together we LEAD

Center for Teaching Excellence | YMCA | College Station, TX | 77843 | 4246 TAMU | 979-845.8392 | CTE.TAMU.EDU

Together we teach, together we learn, together we lead.

Center for Teaching Excellence | YMCA | College Station, TX | 77843 | 4246 TAMU | 979-845.8392 | CTE.TAMU.EDU

(Gannon, 2018). Thoughtful accommodations made through inclusive teaching have the potential to benefit all students. Specific considerations include: managing classroom climate, diversifying assessment methods, managing communication (both informal and formal/academic communications), clear expectations, and addressing potentialities for bias and how we might manage it in our classrooms. Join us for a conversation on how inclusive teaching might look in your classroom and how classroom inclusivity might contribute to a more positive campus climate for all Aggies.

Six Pillars of Student Engagement
Register here: https://ers.tamu.edu/register.aspx?scheduleid=14344
Facilitated by: Shweta Kailani - College of Liberal Arts
Tuesday, October 9, 1:30-3:30 pm, Heldenfels 004

In this session, participants will learn about effective strategies and framework for increasing student engagement in your class to inform your selection of tools and technologies that are appropriate for your course. Given the research and framework for enhancing student engagement by Taylor and Parson (2011), the participants will be able to:
- Describe the six pillars of engagement - Relevance, Interaction, Exploration, Challenging Instruction, Assessment, and Multimedia
- Identify at least one technology tool that aligns best with their learning objectives to engage their students
- Apply the framework of six pillars and create a successful student engagement plan for their courses

Facilitating Effective Small Groups
Register here: https://ers.tamu.edu/register.aspx?scheduleid=14009
Facilitated by: Dr. Nate Poling – Center for Teaching Excellence
Wednesday, October 10, 1:30 - 3:00 pm, MSC 2502

Designing activities for meaningful collaborative group interaction is a challenge, whether for small group learning in traditional face-to-face contexts or in online/blended environments. This interactive session focuses on practical approaches for how to structure and facilitate effective small groups to maximize student learning.

Integrating Technology in Your Teaching to Promote Student Engagement
Register here: https://ers.tamu.edu/register.aspx?scheduleid=14010
Facilitated by: Dr. Nate Poling - Center for Teaching Excellence, Sharon Gibson-Mainka – Instructional Technology Services, Shweta Kailani - College of Liberal Arts
Wednesday, October 17, 1:30 - 3:30 pm, Heldenfels 004 (basement)

This 2-hour, lab-based session will provide you with a rationale and framework that can help guide you in using technology in your teaching to promote collaboration, creation, communication, interest, and engagement. You will learn some important educational technology concepts and will also be introduced to free online Web 2.0 tools. You will also have a chance for hands-on guided practice with some of the tools you just learned. After this workshop, you will have a new working understanding of how technology can fit in to your teaching.

Webinar: Effective Exam Item Creation
Register here: https://ers.tamu.edu/default.aspx?eventid=6002
Facilitated by: Dr. Nate Poling - Center for Teaching Excellence
Thursday, October 18, 10:00 – 11:30 am, a link to the web-based workshop will be provided a few days before the event to registered faculty.

This interactive session describes a process for creating common types of exam questions – multiple
choice, true/false, fill-in-the-blank, short-answer, and essay. Designing questions to target different levels of knowledge in the discipline as well as focusing on creating items to test critical thinking will be discussed. Participants will also learn best practices as well as the implications of implicit biases when creating assessments.

**Effective Communication in the Classroom**
Facilitated by: Dr. Adam Smith – Center for Teaching Excellence
Thursday, October 18, 12:30 – 2:00 pm, Rudder Tower 404

How do we engage students like speakers in viral TED Talk videos, when we may not see ourselves as particularly extroverted? If I’m nervous, how do I get up in front of my class and teach anyways? How can I take steps towards being an (even) more engaging speaker in class, and what role does this play in student learning and engagement? In this interactive session, we will discuss strategies for dealing with the anxiety that many may feel about lecturing in front of a room of students. Participants will also discuss strategies for increasing student engagement while getting the opportunity to deliver an impromptu talk to colleagues while receiving constructive feedback. In a safe environment, we can embrace stage fright while promoting student engagement through some practice with feedback!

**Practice, Practice, Practice: Designing Meaningful In-Class Learning Experiences for Students**
Facilitated by: Dr. Adam Smith – Center for Teaching Excellence
Monday, October 22, 12:30 - 2:00 pm, MSC 2502

There’s an old joke: How do you get to Carnegie Hall? (Practice, practice, practice). While we may know intuitively that we need to practice to attain mastery over skills or a subject area, the questions of how and what we practice are still the subject of scholarly research even today. What does this have to do with our classrooms? In class, we have the opportunity to help our students gain meaningful practice with the opportunity to receive feedback on their progress. Not only can we share content, but we can help students apply and synthesize that content. We can design learning experiences with larger projects, exams, and objectives in mind, and we can help both ourselves and our students experience learning as it happens. In this sessions, we will consider the research basis for this approach and engage in a process of developing small, actionable exercises for students to help prepare them for larger assessments in your course.

**Interactive Teaching Methods**
Facilitated by: Dr. Catharina Laporte, Liberal Arts and Sam Shields, Center for Teaching Excellence
Wednesday, October 24, 1:30 - 3:00 pm, MSC 2502

This interactive session focuses on ways to enhance teaching by incorporating learner-centered instructional approaches into the classroom. Participants will experience interactive teaching in action as different methods and approaches (problem-based learning, active learning, and collaborative learning) are modeled and demonstrated. The session will also include a brief discussion of how to address potential challenges when using the various teaching methods.

**Webinar: Practice, Practice, Practice: Designing Meaningful In-Class Learning Experiences for Students**
Facilitated by: Dr. Adam Smith – Center for Teaching Excellence
Friday, October 26, 10:00 – 11:30 am, a link to the web-based workshop will be provided a few days before the event to registered faculty.
There’s an old joke: How do you get to Carnegie Hall? (Practice, practice, practice). While we may know intuitively that we need to practice to attain mastery over skills or a subject area, the questions of how and what we practice are still the subject of scholarly research even today. What does this have to do with our classrooms? In class, we have the opportunity to help our students gain meaningful practice with the opportunity to receive feedback on their progress. Not only can we share content, but we can help students apply and synthesize that content. We can design learning experiences with larger projects, exams, and objectives in mind, and we can help both ourselves and our students experience learning as it happens. In this sessions, we will consider the research basis for this approach and engage in a process of developing small, actionable exercises for students to help prepare them for larger assessments in your course.

**Helping Today's Students Help Themselves: Connecting the Classroom with Support Services**
Facilitated by: Dr. Nate Poling, Dr. Adam Smith, and Dr. Clint Patterson – Center for Teaching Excellence
Monday, October 29, 2:30 - 4:00 pm, MSC 2501

Who are today’s students? How are they different from students before (or faculty)? How can we help first-year students find resources and succeed at TAMU? One role instructors can play, both in class and on syllabi, is to help connect students to relevant academic and support resources on campus. Supporting student success in class can go beyond connecting students to resources, as we can help get them connected with helpful practices that can improve their learning experiences immediately. When put together, recognizing the differences in today's students, bridging the gap between coursework and academic support services, and supporting student success in class provides a recipe for us to help our students develop habits for success.

**NOVEMBER**

**Transparency in Assignment Design: Communicating Clear Expectations for Student Success**
Facilitated by: Dr. Adam Smith – Center for Teaching Excellence
Wednesday, November 7, 2:30 - 4:00 pm, MSC 2505

When it comes to helping students feel a sense of belonging in the classroom, we may think about how to create a more classroom climate. Yet, what if there’s also something we can within the context of our classroom materials that can both help students feel welcome and make them more likely to succeed? Dr. Mary-Ann Winkelmes asked this question in developing what has become known as the Transparency framework for assignment design. Her work suggests that students who encounter transparently designed assignments not only perform better on them but also report feeling more welcome in class and on campus. In this session, we’ll look briefly at the research around transparent assignments, but we’ll also consider how to implement this framework into our own assignments utilizing a template and consider rubrics to evaluate how clear we can be with students in addressing the what, how, and why of our course assignments.

**Video in Your Classroom**
Facilitated by: Shweta Kailani - College of Liberal Arts
Wednesday, November 7, 1:30-3:30 pm, Heldenfels 004

We will discuss how to use video and multimedia to:
- Record mini lectures from your desk
- Teach with current events, trending videos, and pop culture
• Give audio/video feedback on writing assignments
• Go beyond quizzes - have students create videos for assessments

Webinar: Transparency in Assignment Design: Communicating Clear Expectations for Student Success
Register here: https://ers.tamu.edu/default.aspx?eventid=6004
Facilitated by: Dr. Adam Smith – Center for Teaching Excellence
Monday, November 12, 10:00 – 11:30 am, a link to the web-based workshop will be provided a few days before the event to registered faculty.

When it comes to helping students feel a sense of belonging in the classroom, we may think about how to create a more classroom climate. Yet, what if there’s also something we can within the context of our classroom materials that can both help students feel welcome and make them more likely to succeed? Dr. Mary-Ann Winkelmes asked this question in developing what has become known as the Transparency framework for assignment design. Her work suggests that students who encounter transparently designed assignments not only perform better on them but also report feeling more welcome in class and on campus. In this session, we'll look briefly at the research around transparent assignments, but we'll also consider how to implement this framework into our own assignments utilizing a template and consider rubrics to evaluate how clear we can be in addressing the what, how, and why of our course assignments.

Flipping the Classroom
Register here: https://ers.tamu.edu/register.aspx?scheduleid=14346
Facilitated by: Shweta Kailani - College of Liberal Arts
Tuesday, November 13, 9:00-11:00 am, Heldenfels 004

This session will help you:
• Answer the question - Why flip your class?
• Understand the rationale behind flipping your class
• Identify “flippable” learning moments in your course

Webinar: Assessment for Learning: Integrating Formative Assessment in a Course
Register here: https://ers.tamu.edu/default.aspx?eventid=6005
Facilitated by: Jean Layne – Center for Teaching Excellence
Wednesday, November 14, 2:00 – 3:30 pm, a link to the web-based workshop will be provided a few days before the event to registered faculty.

This session addresses assessment for learning or formative assessment – why it is valuable for instructors and learners, what characteristics define it, and how it can be implemented in a course. Methods for conducting assessment for learning will be shared. Suggestions for building assessment for learning into the syllabus will be offered. The goal is for participants to identify 1-2 ways to incorporate or increase the use of assessment for learning in their course.
GRADUATE PROFESSIONAL DEVELOPMENT IN TEACHING

Face-to-Face Workshops

OCTOBER

Teaching-as-Research (TAR): Stories of Success in the Undergraduate Classroom
Register here: https://ers.tamu.edu/register.aspx?scheduleid=14015
Facilitated by: Panel – TAR Scholars
Thursday, October 11, 12:00 - 1:15 pm, MSC 2501, brown bag – bring your own lunch event

Teaching-as-Research is the deliberate, systematic, and reflective use of research methods by instructors to enhance classroom-teaching practices and support student-learning outcomes. This panel discussion offers graduate students and postdoctoral fellows interested in college teaching a framework for answering compelling research questions regarding which teaching strategies are more effective in enhancing student learning. TAR fellows from various disciplines will discuss their projects, including project design, findings and implications on teaching within their disciplines. The session will conclude with questions from the audience.

NOVEMBER

How-to-Plan a Teaching Demonstration
Register here: https://ers.tamu.edu/register.aspx?scheduleid=14017
Facilitated by: Mr. Keith M. Graham – Center for Teaching Excellence
Thursday, November 8, 11:30 am -12:30 pm, MSC 2405, brown bag – bring your own lunch event

Universities today are looking for candidates that are classroom-ready on day one. In order to evaluate candidates’ teaching skills, committees ask candidates for a teaching demonstration. In this workshop, students will learn how to plan and execute a teaching demonstration that will show the committee they are the perfect candidate for the job.

Designing a High-Impact e-Portfolio
Register here: https://ers.tamu.edu/register.aspx?scheduleid=14016
Facilitated by: Cindy Raisor, Lecturer Bush School of Government & Public Service
Tuesday, November 13, 12:00 - 1:15 pm, MSC 2405, brown bag – bring your own lunch event

An e-portfolio is an electronic collection of work that highlights your experiences in teaching, service, and/or research over a period of time. Having an electronic portfolio allows graduate students and post-doctoral fellows to brand themselves based on skills they would like to display to potential employers. In this workshop, you will be provided with an e-portfolio template; in addition, a number of strategies for creating a polished, reflective, and career-driven e-portfolio will be shared.
Synchronous Online Workshops

An Introduction to College Teaching, Two-Part Session
Facilitated by: Dr. Ra’sheedah Richardson, Assistant Director and Mr. Keith M. Graham – Center for Teaching Excellence

This two part online workshop is designed to introduce participants to core ideas and principles of effective teaching. Through presentations, discussion, and group collaboration, participants will be exposed to the following topics:

**PART ONE:** student-centered classroom, learning outcomes, active learning, and metacognition
Thursday, September 27, 12:00 - 1:15 pm

**PART TWO:** assessment, grading, and self-reflection.
Tuesday, October 30, 11:30 am - 12:45 pm

Career Success and Your Individual Development Plan
Facilitated by: Courtney Lavadia and Chi-Ning (Nick) Chang – Center for Teaching Excellence
Thursday, September 13, 11:30 am - 12:30 pm

An Individual Development Plan (IDP) is a tool used by graduate students and postdoctoral fellows to organize and target their professional and personal development. In this online workshop participants will discuss sections of the IDP, create an IDP draft, and discuss an action plan to facilitate conversations with their faculty advisor about skill development and career goals.

Academy for Future Faculty Workshops

**AFF Orientation** – Thursday, September 6, 5:30 – 6:30 pm, Rudder 501
**Learning Outcomes & the Course Development Cycle** - September 10, 5:00 - 6:30 pm, Rudder 510
**Producing a CV** – September 17, 5:00-6:30 pm, Rudder 510
**Philosophy of Teaching Statement** – Thursday, September 20, 5:00 – 6:30 pm, Rudder 501
**Effective Communication in an International Context: Part 1** – October 1, 5:30 - 6:30 pm, Rudder 510
**Effective Communication in an International Context: Part 2** – October 15, 5:30 - 6:30 pm, Rudder 510
**Writing Effective Exam Questions** - October 25, 5:30 - 6:30 pm, Rudder 510
**Syllabus Design** – November 8, 5:00 - 6:30 pm, Rudder 501
**Microteaching** – November 12 & 15, 5:30-6:30PM, Rudder 510

For more information on this certificate program, go to: [https://cte.tamu.edu/Graduate-Student-Support/Academy-of-Future-Faculty](https://cte.tamu.edu/Graduate-Student-Support/Academy-of-Future-Faculty)
English Language Proficiency Program (CTE-ELP)

The Center for Teaching Excellence’s English Language Proficiency (CTE-ELP) program is a linguistic service provided to international instructors (and prospective instructors) who wish to improve their spoken English skills.

The CTE-ELP supports the University’s commitment to excellence in teaching and learning by encouraging effective oral communication among Texas A&M professors and teaching assistants. Support services are at no cost to the recipient.

Additional CTE-ELP programs:
Private Consultations and Rehearsals
Language Laboratory with Pronunciation Software
Teaching Observations with Feedback
Conversation Partners
Pronunciation Workshops

AUGUST

ELP - Resources for Improving your English while in College Station
Register here: https://ers.tamu.edu/register.aspx?scheduleid=13914
Facilitated by: Ginessa Payne and Brandon Cooper, Center for Teaching Excellence - English Language Proficiency Consultants
Monday, August 20, 3:30 - 4:45 pm, CHEM 100

International faculty, graduate students, visiting scholars, undergraduate students, and guests who are mastering English as a Second (or additional) Language (ESL) are invited to this presentation by English Language Proficiency consultants. In this interactive workshop, you will practice strategies for language acquisition and learn about many resources -- on campus and online – that foster better vocabulary, grammar, reading, writing, listening, and speaking.

SEPTEMBER

American English Vowel System
Register here: Sep 7: https://ers.tamu.edu/register.aspx?scheduleid=13998;
Sep 14: https://ers.tamu.edu/register.aspx?scheduleid=13997
Facilitated by: Ginessa Payne, Center for Teaching Excellence - English Language Proficiency Consultant

The vowel sounds of American English are challenging to non-native speakers because there are so many, and because written English (spelling) does not convey the pronunciation predictably. Increasing one’s phonological awareness will increase one’s listening comprehension and intelligible speech. Through a variety of activities and handouts, attendees will become familiar with each vowel and with resources to practice listening discrimination and pronunciation on their own.

Note: This is a two-part workshop in Evans Library, room 612.
Part 1 is Sept. 7 from 3:00 - 4:15 pm.
Part 2 is Sept. 14 from 3:00 - 4:15 pm; it presumes the information from Part 1. Please sign up only if you can commit to attending both parts.
## Practice Group Sessions

Sessions run three times per week beginning Tuesday, September 18 and ending Wednesday, November 28. This series is ten weeks long. The Tuesday and Friday sessions cover the same topics each week; choose whichever day and time best suits your schedule. All sessions are held in Evans 612. Register at no cost at ERS.TAMU.EDU (search for “English Language”).

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<tr>
<th>Practice Group Session #</th>
<th>Description</th>
<th>Date &amp; Time</th>
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| 1                       | First in a series of intensive practice sessions for international teaching assistants and faculty. Develop a self-introduction with effective volume, rate, and poise. Learn features of American English pronunciation, and reflect on your own speaking. | T (Sept 18) 11:10 AM - 12:10 PM  
F (Sept 21) 11:20 AM - 12:20 PM  
F (Sept 21) 12:40 PM - 1:40 PM |
| 2                       | Second in a series of intensive practice sessions for international teaching assistants and faculty. Use visual aids – and describe them – strategically in your lectures and presentations. Learn and apply a major feature of American English pronunciation: syllable stress. | T (Sept 25) 11:10 AM - 12:10 PM  
F (Sept 28) 11:20 AM - 12:20 PM  
F (Sept 28) 12:40 PM - 1:40 PM |
| 3                       | Third in a series of intensive practice sessions for international teaching assistants and faculty. Interact with a panel of experienced TAs (graduate teaching consultants from the Center for Teaching Excellence). Ask questions and listen to their advice on the topic of effective communication in the classroom. | T (Oct 2) 11:10 AM - 12:10 PM  
F (Oct 5) 11:20 AM - 12:20 PM  
F (Oct 5) 12:40 PM - 1:40 PM |
| 4                       | Fourth in a series of intensive practice sessions for international teaching assistants and faculty. Ensure communication with your audience by checking for comprehension and using appropriate body language. Speak fluently and clearly by pausing between thought groups. | T (Oct 9) 11:10 AM - 12:10 PM  
F (Oct 12) 11:20 AM - 12:20 PM  
F (Oct 12) 12:40 PM - 1:40 PM |
| 5                       | Fifth in a series of intensive practice sessions for international teaching assistants and faculty. Use cues in your presentation to help your audience follow along. Speak fluently and clearly by pausing at the appropriate time and emphasizing the appropriate words. | T (Oct 16) 11:10 AM - 12:10 PM  
F (Oct 19) 11:20 AM - 12:20 PM  
F (Oct 19) 12:40 PM - 1:40 PM |
| 6 | Sixth in a series of intensive practice sessions for international teaching assistants and faculty. Communicate effectively in a “flipped classroom” by asking thought-provoking questions that are grammatically correct and also pronounced with correct intonation. | T (Oct 23) 11:10 AM - 12:10 PM  
F (Oct 26) 11:20 AM - 12:20 PM  
F (Oct 26) 12:40 PM - 1:40 PM |
| 7 | Seventh in a series of intensive practice sessions for international teaching assistants and faculty. Meet American undergraduate students. Through group discussions, TAs and students will gain a better understanding of each other, leading to more effective communication in the classroom, lab, and office hours. | T (Oct 30) 11:10 AM - 12:10 PM  
F (Nov 2) 11:20 AM - 12:20 PM  
F (Nov 2) 12:40 PM - 1:40 PM |
| 8 | Eighth in a series of intensive practice sessions for international teaching assistants and faculty. Practice fielding questions from the audience and repairing communication breakdowns. Use contrastive stress (intonation) to make your message clear. | T (Nov 6) 11:10 AM - 12:10 PM  
F (Nov 9) 11:20 AM - 12:20 PM  
F (Nov 9) 12:40 PM - 1:40 PM |
| 9 | Ninth in a series of intensive practice sessions for international teaching assistants and faculty. Acquire functional language for the classroom or lab, such as phrases useful when facilitating a discussion. Link English words together fluently. | T (Nov 13) 11:10 AM - 12:10 PM  
F (Nov 16) 11:20 AM - 12:20 PM  
F (Nov 16) 12:40 PM - 1:40 PM |
| 10 | Tenth and final intensive practice session for international teaching assistants and faculty. Practice your communication skills by delivering a videotaped micro-lesson. | T (Nov 27) 11:10 AM - 12:10 PM  
W (Nov 28) 11:20 AM - 12:20 PM  
W (Nov 28) 12:40 PM - 1:40 PM |

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