

Section II-C: Courses Taught as Instructor

Elementary Uyghur A

Harvard University, Fall 2011, (8 students)

Received Harvard University Certificate of Distinction in Teaching

Course Description

Elementary Uyghur is a year-long course that introduces students to the foundations of Uyghur, a Turkic language spoken by over 11 million people in China and Central Asia. I teach Uyghur primarily through the communicative method but with regular explanations of grammar. I find that using a variety of methods helps adult learners find multiple paths into an unfamiliar language. By the end of the year, students have learned the majority of Uyghur grammar. They are prepared to express opinions, accurately describe objects and events, and navigate everyday situations, in accordance with CeLCAR standards for low-intermediate Uyghur.

Students spend most of class time speaking Uyghur, and nearly all of it by the second semester. Homework always involves coming prepared to use the language out loud. In order to provide as full as possible a range of accessible listening and reading materials, I teach through a combination of the *Greetings from the Taklimakan, Uyghur: an Elementary Textbook*, and materials currently under development by instructors in Xinjiang, as well as my self-designed modules.

Final Evaluations

Qualitative

- “I tell everyone that this is my favorite course of the semester. ... I felt like it opened up the entire region.”

Quantitative (Scale of 1-5, 5 being best. No benchmarks provided.)

- Overall: 4.57
- Effective Lectures or Presentations: 4.71
- Facilitates Discussion and Encourages Participation: 4.86
- Accessible Outside Class: 5.00
- Generates Enthusiasm: 4.86
- Gives Useful Feedback: 4.86
- Returns Assignments in a Timely Fashion: 4.86

Elementary Uyghur B

Harvard University, Spring 2012, (8 students)

Received Harvard University Certificate of Distinction in Teaching

Qualitative

- “Our professor was interesting in both determining what our needs and interests were and in adjusting the course, when reasonable, to match.”
- “I learned to speak with a certain degree of comfort and even spontaneity in a language which, before August, I had never heard a word of.”
- “Eric as a very talented instructor practically rewrote all of the grammar points and condensed them in a highly efficient and accessible format which were very helpful to language learning.”

Quantitative (Scale of 1-5, 5 being best. No benchmarks provided.)

- Course overall 4.50
- Materials 4.50

- Assignments 4.33
- Feedback 4.67
- Instructor overall 4.60
- Effective Lectures or Presentations: 4.67
- Facilitates Discussion and Encourages Participation: 4.80
- Accessible Outside Class: 5.83
- Generates Enthusiasm: 4.67
- Gives Useful Feedback: 4.80
- Returns Assignments in a Timely Fashion: 4.80

Elementary Uyghur A
Harvard University, Fall 2013, (2 students)
 (No data.)

Elementary Uyghur B
Harvard University, Spring 2014, (2 students)

Qualitative

- “This course is the exemplar for what a language class should be. ... This course is rigorous, well-structured, and successful in providing a solid foundation for everyday conversation and further study of the language for research projects.”
- “[Eric] made an effort to engage us as much as possible via conversations in Uyghur and consumption of Uyghur media. He also gave very prompt and useful feedback on writing assignments.”
- “Eric as a very talented instructor practically rewrote all of the grammar points and condensed them in a highly efficient and accessible format which were very helpful to language learning.”

Quantitative (Scale of 1-5, 5 being best. No benchmarks provided.)

- Course overall 5.00
- Materials 4.50
- Assignments 4.50
- Feedback 5.00
- Instructor overall 5.00
- Effective Lectures or Presentations: 5.00
- Facilitates Discussion and Encourages Participation: 5.00
- Accessible Outside Class: 5.00
- Generates Enthusiasm: 5.00
- Gives Useful Feedback: 5.00
- Returns Assignments in a Timely Fashion: 5.00