



The Dean's Musings

Graduate Growth in CLAS

We are beginning an important paradigm shift in CLAS. Briefly stated, the president's new UF growth plan over the next eight years calls for steady-state undergraduate enrollments, balanced by significant growth at the graduate level. It is a model that offers great opportunity for research enhancement that could move this university into its target group among the public AAU institutions. At the same time, we must be vigilant in CLAS that our growth plan proceeds within the best academic quality interests of the disciplines. It is a transition that we will make with a great deal of discussion and faculty input.

Let's review where we are and where we are scheduled to go by the president's plan. UF enrollment targets have been set for each year through 2005-06. Currently the UF headcount stands at 32,440 undergraduate, 8540 graduate, and 1077 professional students for a total of 42,057. By 2005 the plan calls for undergraduates to increase slightly to 33,936, professionals to remain fixed at 1085, and graduate students to increase by 40% to 11,950. UF would then have a student body count of 46,971.

Comparing UF with other public AAU universities, we currently have a lower fraction of graduate students than such high reputation institutions as Wisconsin, Illinois, and Michigan. It is the president's intention that UF will add 250 new graduate FTEs (equivalent to a headcount of roughly 330) each year over the eight year plan. It is fairly obvious that CLAS will have responsibility for a significant fraction of the graduate growth, given the large number of graduate programs in this college. For the university to succeed in this goal, CLAS must play a leading role, thus providing us with both an exciting opportunity and a daunting task.

A lot of good things could result from this plan. We would need to add

—See Musings, page 12

Academic Spoken English

Advanced Training Courses for International Students

In the 1980s, due in part to the worldwide changing economic and political climate, increasing numbers of foreign students began enrolling in American universities. UF's growing reputation in research made it no exception to this trend. Although visiting students added much to UF in terms of international scholarship, as teaching assistants, they raised eyebrows among students and parents concerned about the intelligibility of their instruction (in turn fueling an already heated controversy about the general quality of undergraduate instruction at research institutions). Newspaper editorials and local debate on the subject culminated in Gainesville's state senator establishing a hotline for reporting supposed cases of inadequate classroom communication skills. Eventually, the Florida legislature enacted a statute requiring instructors at state universities to "be proficient in the oral use of English, as determined by a satisfactory grade on the Test of Spoken English (TSE)."

Enter the Academic Spoken English (ASE) program, established in 1986. Funded by the Graduate School and designed by the Linguistics Program (with collaboration from the College of Education), ASE screens incoming international graduate students before they are given teaching appointments to make sure they are proficient enough with spoken English to be effective instructors. "There's a real advantage to being taught by these very talented, highly selected individuals from all around the world," says ASE Coordinator Kathy Kidder, "and it's our job to help ensure that these bright international TAs are successful in the classroom."

Minimum scores on the Test of English

as a Foreign Language (TOEFL) and the GRE exam are required of all international applicants, and as a result, UF foreign grad students generally have an advanced reading knowledge of English. Since these tests don't include oral components, however, high scores can't guarantee a student's ability to speak clearly or understand the varieties of American English. "Some of our international TAs (ITAs) get to UF and find out that the 12 or 13 years of English they'd studied in their countries doesn't do them any good



Academic Spoken English (ASE) Coordinator, Kathy Kidder, evaluates the teaching tape of an international TA.

if they can't make themselves understood here," Kidder says. "Many were taught by teachers with poor accents...or maybe they did lots of grammar, reading and writing but had little practice speaking."

To remedy this situation, ten times a year ASE gives the locally administered and scored version of the Test of Spoken English, called SPEAK, to all international students. Prospective ITAs passing this test at the highest level are free to teach without further language training. Those

—See ASE, page 11

Around the College

DEPARTMENTS

COMMUNICATION SCIENCES & DISORDERS

Geralyn M. Schulz has been invited to present a workshop on the "Efficacy of Treatment for Parkinson's Disease" to the Voice Foundation's 27th Annual Symposium: Care of the Professional Voice June 5, 1998 to be held in Philadelphia, PA. This symposium brings together prominent national and international researchers from the medical, speech pathology and vocal arts fields.

ENGLISH

Norm Holland gave a lecture entitled "Books, Bodies, and Brains" at Bogazici University in Istanbul, Turkey on May 26.

Debra Walker King won two national award competitions for the 1998-99 school term: a Ford Foundation Research Fellowship (officially called a Post Doc Fellowship) and a Schomburg Research grant (for their Scholars-in-Residence program). The awards were granted based upon a proposal for her next book project, "African Americans and the Culture of Pain."

GEOGRAPHY

Grant Ian Thrall has been elected to the board of directors of the American Real Estate Society (ARES). ARES is the professional association for university professors and corporate practitioners in land economics and real estate.

Peter Waylen presented a talk entitled "From Medicine Hat to Manaus: Hemispherical Factors Controlling the Effects of El Niño on Hydrologic Extremes in Central America" as an invited keynote speaker at the Canadian Geophysical Union Annual Meeting in Québec City.

HISTORY

R. Hunt Davis has been awarded a Fulbright fellowship to teach next year (Jan- Dec 1999) at the University of Capetown in South Africa.

Betty Smocovitis has been awarded a National Science Foundation Fellowship for 1998-99.

Bertram Wyatt-Brown has been named a National Humanities Fellow for 1998-99.

MATHEMATICS

Neil White gave an invited talk entitled "Symplectic Matroids" at the Conference on Algebraic Combinatorics held at Oakland University, Rochester, MI, May 1-3.

SOCIOLOGY

Mike Radelet was interviewed on ABC Nightly News, and on May 19 was a guest on Nightline, discussing the execution of mentally ill death row inmates.

Computers and Writing Conference



The 14th Computers and Writing Conference was held at UF May 28-31. The emphasis of the conference was on "disciplines where computers and writing intersect, including composition studies, hypermedia design, literary criticism, ESL, creative writing, cultural studies, and literature." The conference featured panelists and speakers from all over the country, in addition to providing a forum for UF professors and graduate students. Phil Wegner (English, right) and Stephanie Tripp (English PhD candidate, left) were among the 5 panelists in a session entitled "Academic Labor and the Shock of Technology" moderated by Patricia Ventura (English PhD candidate).

Chemist Named Cottrell Scholar

Chemistry professor Jeffrey Krause has just been named a 1998 Cottrell Scholar. The award, given annually by the Research Corporation to only 13 academics nationwide, seeks to recognize faculty who excel in both teaching and research. The award comes with a \$50,000 stipend to further recipients' work.

Departments, continued

STATISTICS

Alan Agresti was invited to visit the University of Paris, France, for a month this spring. He presented seminars and conducted research.

Malay Ghosh presented an invited talk entitled "The Fieller-Creasy problem Revisited" at the ISI-Bernoulli Society International Conference held in ISI, Calcutta on December 29, 1997. He was also elected to the Executive Board of the International Society for Bayesian Analysis for 1998-1999.

Around The College

CLAS Deans Receive Matheson Historic Preservation Award

The 1998 Matheson Award will be presented to Dean Will Harrison and Associate Dean Chuck Frazier on Tuesday, June 23. The Matheson Historical Center presents the annual award to individuals and/or organizations that have made important contributions to the heritage and history of Alachua County.



**Griffin-Floyd
(before)**

A Matheson Center press release announcing the upcoming ceremony explains that Dean Harrison "brought more than a distinguished academic and scientific reputation with him when he became Dean of the College of Liberal Arts and Sciences... he also brought a passion and appreciation for the historic structures that make up the UF campus." The Center credits Dean Frazier for working "side-by-side with Dean Harrison in this campaign to renovate and resuscitate UF's older buildings and enhance the beauty, quality, and integrity of the historic campus."

The presentation will take place in the Ruth McQuown room at 6:00 PM and is open to the public. The program will consist of slides showing before-and-after views of the historic renovations to Dauer, Griffin-Floyd, Anderson and Leigh Halls,

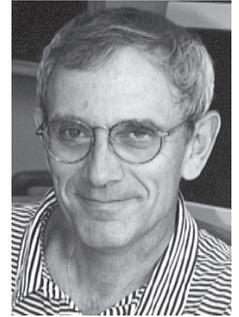


**Griffin-Floyd
(after)**

and proposed restorations to Flint Hall and the Women's Gym. Refreshments and a walking tour of the historic campus led by Sam Proctor and Murray Laurie will follow.

Ramond, Thompson and Opdyke Elected to the American Academy of Arts and Sciences

Three CLAS faculty were among the 146 new Fellows and 22 Foreign Honorary Members recently elected into the American Academy of Arts and Sciences (AAAC). John Thompson (Math), Pierre Ramond (Physics) and Neil Opdyke (Geology) will be inducted into the Academy, which was founded during the American Revolution by individuals who contributed prominently to the philosophical foundations of the new nation and to the establishment of its government and institutions.



**Pierre Ramond
(Physics)**



**Neil Opdyke
(Geology)**

John Adams, later to become the second President of the United States, initiated the chain of events that led to the formation of the Academy.

The 62 men inducted at the Academy's founding were expected to "determine the uses to which the various natural productions of the country may be applied; to promote and encourage medical discoveries; mathematical disquisitions; philosophical inquiries and experiments; astronomical, meteorological, and geographical observations; and improvements in agriculture, arts, manufactures, and commerce; and, in fine, to cultivate every art and science which may tend to advance the interest, honor dignity, and happiness of a free, independent, and virtuous people."

Today, the Academy serves a dual function, "to honor achievement in science, scholarship, the arts, and public affairs and to conduct a varied program of projects and studies reflecting the interests of its members and responsive to the needs and problems of society."

Of the Academy's 3,300 Fellows and 550 Foreign Honorary Members are 168 Nobel Prize laureates and 58 Pulitzer Prize winners. Elected scholars and professionals include George Soros, founder of the Soros Foundation and business leader; Beverly Sills, opera singer and Director of the New York City Opera; E. Donall Thomas, Nobel laureate in medicine; Steven Milihauser, Pulitzer Prize winning author; John Wilford, science editor of the New York Times; Susan Berresford, President of the Ford Foundation; and portraitist Chuck Close.

Only five UF faculty members have been elected AAAC fellows in the past. David Green (Psychology) was the lone CLAS inductee before this year's election.



**John Thompson
(Math)**

International Issues in Pedagogy

Roger M. Thompson (English) serves as the undergraduate coordinator for the Program in Linguistics and as the coordinator for both the graduate Teaching English as a Second Language (TESL) Certificate and the undergraduate minor in TESL.

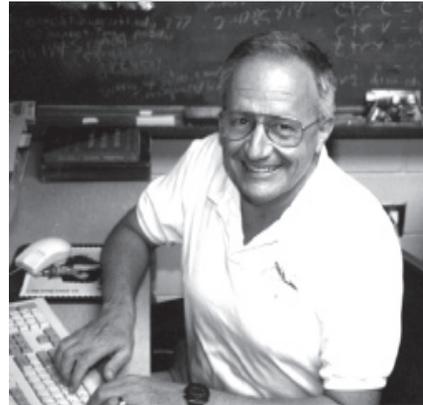
Teaching English as a Second Language (TESL) training has been a main focus of the Program in Linguistics since its inception in 1968. A few years ago, the undergraduate minor was developed for the many University of Florida students who wish to teach English overseas to finance a summer or a year-long adventure after graduation. It is especially popular with English and foreign language majors.

The graduate TESL Certificate is open to graduate students in any major. Many combine it with an MA or PhD to make teaching English as a second or foreign language their careers. Others use it so they can teach English overseas to support their PhD research in foreign languages or social sciences. Some 10 to 20 graduate students finish the TESL Certificate each year. In spite of the university's push to increase graduate enrollment, Linguistics is considering restricting access to this popular TESL program in order to reduce the size of graduate courses and to reduce the demands on a limited faculty. Students and faculty interested in TESL may want to access my web page ["Tman's TESOL Page"] <<http://web.nwe.ufl.edu/~thompson/>> which is designed to help undergraduates and graduates get overseas jobs and to supply them with teaching resources.

In addition to working with TESL training, I conduct research in sociolinguistics and second language acquisition with an emphasis on identifying which social and cognitive factors make languages easier or harder to learn. I have also been involved in preparing language training materials and providing training for the Peace Corps. Besides studying Americans learning German in Germany, Mexicans learning English in Texas, Italians learning Spanish in Mexico, Americans learning Cakchiquel in Guatemala, and Mexicans, Hungarians, and Filipinos learning English in their native

countries, I have enjoyed studying my own ten children learning Spanish and Hungarian through immersion in local schools while accompanying their father on sabbaticals.

Based on my research, I've developed a series of teacher-training workshops which use Hungarian as the language of instruction to illustrate how certain principles of second language acquisition hasten language acquisition. On a recent sabbatical to the Philippines, where I served as a Fulbright consultant to the Department of Education, Culture, and Sports, I had the opportunity to present these Hungarian workshops to more than 4,000 English, science, and math teachers throughout the country to demonstrate how teaching language in a real life context rather than from a book improves language skills for both the teacher and the student.



**Roger Thompson
(English)**

"...teaching language in a real life context rather than from a book improves language skills for both the teacher and the student."

This is especially important in the Philippines since all math and science classes are taught in English from first grade on up. Most teachers, especially in provincial schools, speak limited English and are reluctant to use the language. As a result, the Filipinos from rural schools do not learn enough English to be successful in secondary schools or in universities.

Many experienced language teachers need help learning how

modern research can be applied in their classes, and often, they resist new approaches based on research because they are comfortable with the old way. On an earlier sabbatical in Mexico, I was responsible for revising the foreign language curriculum at a large private university and then convincing teachers with many years of experience that newer approaches and a new curriculum would work better. In a later sabbatical in Hungary during the fall of communism,

I retrained Russian language teachers to be English teachers. I had my

work cut out for me convincing these teachers that Western approaches were more efficient than Soviet approaches. In both cases it was evident that traditional training programs based on reading and discussing research studies did not work. Teachers have to experience the learning process as the students do so they can understand why teaching strategies need to change.

This especially holds true for teachers integrating technology into the classroom. While in the Philippines, I trained more than 800 English teachers how to use e-mail, homepages, and the internet to enrich language teaching. Many of the teachers in these workshops were nearing retirement and were using computers for the first time.

At present, I am working on a research grant to study Taglish, the mixture of Tagalog and English which is developing in the Philippines. In the fifty years since independence from the United States, the Philippines has promoted English in business, in government, and in technology as the language of national and international development. Tagalog (also known as Filipino) has been promoted as

Thompson, continued on page 9

Phonetics and Phonology

The Unwritten Rules of Language Systems

an Interview with Caroline Wiltshire

Assistant Professor of Linguistics Caroline Wiltshire received her BA in math from Yale University and her MA and PhD in Linguistics from the University of Chicago. She taught for a year each at Yale and Brown before accepting her present position at UF three years ago. Although Wiltshire grew up in Massachusetts, she frequently visited Gainesville as a child since her grandfather, John Henry Davis, was a UF botany professor (he retired in the late 1960s). Her grandmother still lives here in Gainesville.

Cn: You work in phonetics and phonology. What's the difference between these two areas?



CW: Phonetics is the actual physical articulation of each sound and the physical acoustics that result from the articulation. Phonology is a little more abstract. It involves looking at sound systems, sound patterns and the way that languages differ in their sound patterns. We examine what sets of sounds are permissible, and what sounds are meaningful in one language versus in another.

Phonology is also looking for what features different languages have in common. For example, all language seems to have syllable structure, and all languages have some restrictions on what can be a valid syllable.

This is what I do most of my work on. It's important because all languages use syllables as a way of organizing their sound systems. Native English-speakers know without anyone ever telling them that an English word can't start with a "tl" sound, like "tlick." That has to do with English syllable structure; you can't start a syllable with a "t" sound and an "l" sound together. So, when we borrow words from other languages, we change them according to our own rules. For example "Tlingit," a Native American language spoken in the northwest of Canada and in Alaska, was first pronounced and recorded in English as "Klingit."

Or, if you listen to Japanese speakers, their syllables often go consonant-vowel-consonant-vowel. That's why when they use English words they tend to add vowels. If a native speaker of Japanese tries to say "street" in Japanese, s/he might end up saying something like "si-too-ree-too" instead.

Cn: What other projects are you working on?

CW: I'm doing phonetic research with Louis Goldstein, a colleague in New Haven, Connecticut who I started

working with when I was at Yale. He's got phonetic equipment called an articulometer that lets you attach tiny pellets to someone's tongue as they're speaking. By generating a magnetic field around the subject's head, the tongue's movements are recorded exactly as the person is speaking. We did this with someone who speaks Tamil [a South Indian language that Wiltshire works with] and we recorded her tongue as she produced vowel-consonant-vowel sequences for different consonants and vowels. This equipment lets us look at speech discrepancy levels that are even more fine tuned than you could possibly hear.

Cn: So, instead of having to teach and learn languages by ear only, we can now use images to help us refine our speech?

CW: Yes, plus it's amazing to actually see exactly what our test subject was doing physically. She was doing some interesting things, like, depending on the vowel she'd adjust the angle of her tongue—we don't know yet if that's just her or if it's an overall pattern.

It's one of those basic research things that doesn't sound all that exciting to say, 'we noticed that the angle changes if the vowel is "ooh" versus "ahh,"' but it's fundamental for other things. In addition to being useful for teaching and learning other languages, it will also be useful for technological sorts of developments like speech recognition or speech synthesis.

Right now, if you have a voice recognition VCR (phoneticians and phonologists help to teach such machines to understand human language), and you want it to respond to verbal commands, you have to program it with YOUR voice—it'll only recognize your voice. One of the things we're trying to figure out is why human beings are so robust at understanding other human beings, but machines have such a hard time figuring out what it is about the speech pattern that it has to focus on. It's also amazing how hard these problems are. In every science fiction movie you see, characters have little voice translators, or they talk to their computers which answer back. When you start exploring the details necessary to implement this kind of technology, you realize those are incredibly hard problems. It makes you even more amazed that human beings just do it automatically. If you look at the acoustic patterns of the voices of small children, they're on a completely different scale than adults because their heads and mouths are smaller, and yet we understand children and they understand us—it's phenomenal. Even four year-olds are listening to people speaking with completely different physical systems, and they still are able to translate words to their own systems, something we can't get computers to do, yet.

Cn: What courses do you teach?

Wiltshire, continued on page 9

Lada Awarded NSF CAREER Grant

Joins Five Others in CLAS

Elizabeth Lada (Astronomy) has just been awarded a Faculty Early Career Development Program CAREER grant from the National Science Foundation. The CAREER Program seeks to reinforce “the importance the Foundation places on the early development of academic careers dedicated to stimulating the discovery process in which the excitement of research is enhanced by inspired teaching and enthusiastic learning.” Each award is 4-5 years in duration and comes with a stipend of \$200,000-\$500,000 depending on the scope of the project. NSF expects to make approximately 350 new CAREER awards each year.



Lada’s CAREER plans include conducting an extensive and systematic broadband infrared and millimeter wavelength study of 11 young stellar clusters which span a range in age from 1 to 70 Myrs and span a range of physical environment. In addition to providing a rich data base for investigations of the star forming histories of young clusters, this project will establish, for the first time, a complete and statistically significant census of circumstellar / proto-planetary disk sources in cluster environments. As an integral part of her proposal, Lada proposes to carry out an educational plan that encourages, teaches and mentors high school, college undergraduates and graduate students toward careers in the physical sciences. She joins five other young CLAS professors currently on CAREER grants

Ellen Martin, from the Geology Department, is investigating the relationship between ocean circulation and climate change, focusing on changes associated with the last major period of glaciation on the earth 18,000 years ago. She is using a chemical tracer consisting of neodymium (Nd) isotopes preserved in fossil fish teeth to try to reconstruct past ocean circulation patterns. Ellen is currently involved in designing an oceanography project that will allow students to utilize data from the world wide web to construct their own maps and depth profiles of temperature and salinity distributions in the ocean, leading to a better understanding of ocean circulation, as well as the development of El Niño conditions.



Russ Bowers’ (Chemistry) NSF CAREER grant, awarded in May ‘96, is entitled “Optically Enhanced Nuclear Magnetic Resonance Studies of Nanostructured Electronic Materials.” The project is providing a foundation for understanding spin polarization phenomena in nanostructures such as GaAs/AlGaAs multiquantum wells. Experiments are underway to observe NMR transitions in the quantum Hall regime, probing the spin polarization of 2D electrons and the Skyrme states. Unusual dynamic polarization phenomena are also being studied, such as spin injection nuclear polarization and polarization by hot conduction electrons in metals and semiconductors.



An important aspect of Ben Horenstein’s (Chemistry) CAREER research, which began in 1995 involves the use of kinetic isotope effect techniques to unravel complex enzyme mechanisms. Through their ongoing research into sialyltransferase mechanisms, the Horenstein research group seeks to design inhibitors for sialyltransferases which may be used to control cell surface glycosylation patterns. Such inhibitors would be a powerful tool for the study of the function of cell-surface glycoproteins. Professor Horenstein has developed new courses in Biochemistry as part of the educational component of the CAREER award.



Weihong Tan (Chemistry) received a CAREER award in 1998. His program focuses on the development of new optical microscopy methods, based on near field optics, which allow the direct, in vivo imaging of biological processes on the subcellular scales. One of the long-standing issues in the area of cellular biology has been the desire to observe biochemical phenomena on the single-cell level. Tan is developing imaging techniques based on near field optical methods which address this very important area of research. His CAREER research project will expose students to the interdisciplinary aspects of biomedical sciences and chemical instrumentation.



Dmitrii Maslov’s (Physics) CAREER research began in 1997 and concerns the theory of mesoscopic electron systems, i.e., the systems which are much bigger than the atomic size but yet small enough to exhibit quantum-mechanical effects. His research has focused on properties of quantum wires and quantum dots with a recent addition of a metal-insulator transition in silicon mosfets. He is particularly interested in effects of electron-electron interactions in these systems as they tend to enhance with diminishing system size and/or dimensionality. A related field of interest is the behavior of conductors in ultrastrong magnetic fields ($>10T$) which also leads to the enhancement of electron-electron interactions.



Applying Linguistics: Diana Boxer

Diana Boxer (Linguistics) is Associate Director of the English Language Institute (ELI) where she oversees the academic program. Below, she describes her work in applied linguistics.



Diana Boxer (Linguistics)

I have a unique job. My research and teaching focus on both adult second language acquisition and the analysis of face-to-face discourse, or what I call “real world linguistics.” More specifically, my theoretical work in discourse analysis and pragmatics (what we mean by what we say) has given me the opportunity to study a diversity of areas including: 1) how we build solidarity with others through the way we use discourse (e.g., complimenting, commiserating, joking); 2) how language learners can learn to use such rapport-inspiring speech to build relationships with native speakers and thereby learn more language; 3) how gender differences in spoken discourse affect perceptions and relationships; 4) how gendered discourse can be perceived as sexual harassment, particularly in intercultural interactions (e.g., between undergraduates and international teaching assistants) (with Andrea Tyler, Georgetown); 5) how language use in the workplace can create a hostile work environment

While second language learning, at the ELI for example, is an intensive “immersion experience,” foreign language learning is something quite different. Students come for a few hours a week and are not in contact with the wider culture of the foreign language.

for those not in the “inner circle” (e.g., foreigners, women) (with Andrea DeCapua of “Virtual Languages”); and 6) how cultural stereotypes held by administrators and staff at universities can adversely affect foreign students in “gate keeping encounters” (with doctoral student and UF lecturer in German, Christina Overstreet). The scope of practical linguistics applications is enormous.

Most recently, I’ve been working with linguistics colleague and fellow sociolinguist Florencia Cortes-Conde on a project dealing with content-based language learning (learning language through the study of subject matter in the language). Cortes-Conde’s body of research focuses principally on macro issues of bilingualism. Her role in overseeing second year Spanish in the Department of Romance Languages fits logically with my work at ELI and my focus on micro issues of face-to-face interaction. This is our third jointly authored project, to be presented this July at the meetings of the International Pragmatics Association in Reims, France. Our

project is entitled: “Tell me who you are and I’ll tell you who I am: Relational Identity Development and Content-Based Language Learning.”

Our papers discuss the creation of membership in classroom discourse communities and its consequences for language students and their learning processes. In comparing the discursive practices of two different language acquisition contexts: second

and foreign language classrooms, we found several key distinctions. While second language learning, at the ELI for example, is an intensive “immersion experience,” foreign language learning is something quite different. Students come for a few hours a week and are not in contact with the wider culture of the foreign language. We are presently applying micro ethnographic techniques to the analysis of videotaped data of two content-based series of courses: one in Spanish as a foreign language (foreign languages across the curriculum, or FLAC), and the other in English as a second language. In the process, we are analyzing the discursive practices of teacher-fronted, small group and paired task configurations, their repercussions for the building of individual and group identities, and the development of sociocultural and pragmatic competence in the two settings.

Our findings indicate that interaction at the micro level creates group identities that affect the perception of peers and teacher. Teachers create and impose identities on learners, affecting their ability and motivation to learn. We’ve concluded that interactional practices of students with their peers have an

equally important role in making the classroom a learning community. Identities are generated at many different levels: teachers create/develop the identities of their learners; learners create/

develop identities for teachers; learners develop/create identities for each other. Thus, a “community of practice” (Walters 1996) is created that is not fixed, but that is important in the successful (or unsuccessful) learning of language.

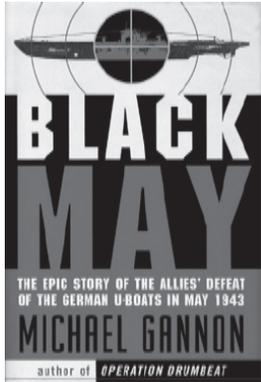
Both Cortes-Conde’s analysis and my own focus on the various

Boxer, continued on page 9

Bookbeat

Black May: The Epic Story of The Allies' Defeat of the German U-Boats in May 1943

Michael Gannon (History)
Harper Collins



(review taken from book jacket)

Given the strategic importance of events of May 1943, it is natural to ask, How did Black May happen and why? Who or what was responsible? Were new Allied tactics adopted or new weapons employed?

This book answers those questions and many others. Drawing on original documents in German, British, US, and Canadian archives, as well as interviews with surviving participants, Gannon describes the exciting sea and air battles, frequently taking the reader inside the U-boats themselves, aboard British warships, onto the decks of torpedoed merchant ships, and into the cockpits of British and U.S. aircraft.

(excerpt)

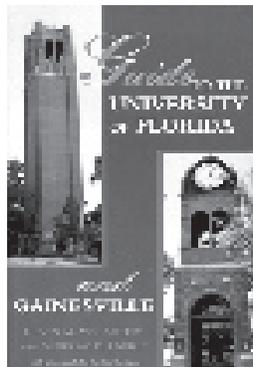
With a loud explosion, but no flash, one of Hasenchar's wakeless torpedoes struck Harbury on the starboard side in No. 5 hold, blowing off its hatches and flooding it. The time was 0046 on 5 May. A fracture in the tunnel door allowed water into the engine room, which began to fill with sea water. The Master, Captain W.E. Cook, made his way to the bridge wings, where he saw that the ship was settling by the stern. Third Officer W. Skinner fired the required white rockets. Only twenty-one or twenty-two years old, Skinner had previously gone down once with a mined ship, a second time with a ship sunk by Japanese aircraft off Ceylon, and, after the latter sinking, he had been sunk yet a third time by a Japanese cruiser that shelled the ship that rescued him. Said Cook later about Skinner's fourth experience, he was "most reliable and cool."

Guide to the University of Florida and Gainesville

Kevin McCarthy (English) and Murray Laurie (retired Graduate School Editor) with photographs by Karelisa Hartigan
Pineapple Press

(review taken from book cover)

In September 1906, 102 young men arrived at the newly established University of Florida in Gainesville to find two unfinished red brick buildings rising in Gothic splendor from a landscape of dusty paths, isolated sinkholes, tall pines, and newly planted oak trees. Students today encounter a completely different campus—three square miles of classrooms, dormitories, laboratories, administration buildings, and other facilities, set in



the middle of a friendly, green, and growing city.

The big beautiful, bewildering campus of the University of Florida is unpacked in this informative and useful guidebook, but there's

more to Gainesville than just UF. The city boasts charming historic neighborhoods and a vibrant downtown entertainment district, and unspoiled natural environments such as the Devil's Millhopper and Paynes Prairie are just minutes away.

Each significant building on campus and in town is described here, with information on its history, architecture, location, and present use. Over a hundred black-and-white photographs and fifteen maps complete this thorough tour. Whether you're an alum, new student, or long-time Gainesville resident, thumbing through this book is sure to provide you with a fresh perspective on the unique places and character of the University of Florida and Gainesville.

(excerpt)

The town, which was officially established January 24, 1854, was named

Gainesville after General Edmund Pendleton Gaines (1777-1849). General Gaines was a well-known, much admired military man who had served in the War of 1812. He had captured the traitor Aaron Burr and later fought in the Second Seminole War (1835-42).

The new town of Gainesville, which consisted of some 103 acres, was bounded by present-day Fifth Avenue on the north, Sweetwater Branch on the east, Second Place on the south, and Second Street on the west.

The Physiology of Fishes

Edited by David H. Evans (Biological Sciences)
CRC Press

(review taken from book cover)

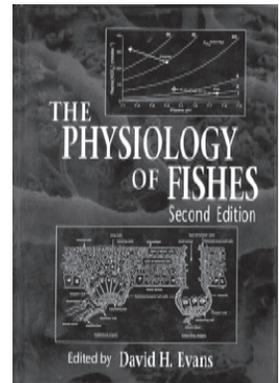
As in the bestselling first edition, *The Physiology of Fishes*, Second Edition, is a comprehensive, state-of-

the-art review of the major areas of research in modern fish physiology. This Second Edition is entirely revised, with 17 of the 18 chapters written by new authors. It also includes four entirely new chapters: Feeding and Digestion, Growth and Metabolism, Immunity, and The Central Nervous System.

International contributions from leading experts detail current knowledge of locomotion and energetics, gas exchange and cardiovascular physiology, homeostasis, and neurophysiology and neuroendocrine control.

(excerpt)

A distinctive group of herbivorous fishes are those that feed on the fruits, seeds, flowers, and leaves of trees in the regions. The fishes, especially species in the several genera of the Characidae, swim into the flooded forest and feed on the fruits and seeds as they fall into the water. These fishes appear to store up large fat reserves during the rainy season, and although some crush seeds with the powerful molariform teeth, others pass viable seeds and may be important dispersal agents for some tropical forest trees.



features of discourse (i.e., turn-taking, topics, getting and holding the floor, interruptions, repair, etc.) in the two different language-learning contexts. One of the most important contrasts that can be drawn is that of the assumed homogeneity of the Spanish content class versus the heterogeneity of the ESL content class. This simple variable severely constrains how identity is displayed and developed at the micro level. It is assumed that the foreign language class has the possibility of utilizing the shared cultural schema of the students, and that the ESL class has no such possibility. In intensive adult ESL, such as in the ELI, the experience of “being in the same boat,” of “being a stranger in a strange place,” can be used as a positive springboard for the learning of new norms for face-to-face interaction.

Because the challenges of the two settings are distinct, the teachers’ ability to direct participant roles varies, and group interactions are affected. The two language learning contexts, by virtue of their inherent differences, generated two very different types of learning communities, affecting identity display and development.

*Boxer is also in the process of outlining her next book, **Applying Sociolinguistics**. The book will deal with how the discourse and pragmatics of face-to-face interaction affect all domains of life. “As long as people are talking,” says Boxer, “the world is my laboratory.”*



Cindy Powell, Linguistics Secretary and Office Manager (above), has been with the Linguistics Program since 1992.

Wiltshire, from page 5

CW: I teach LIN 3010 (Introduction to Linguistics) [Wiltshire is also the coordinator for this course], LIN 4320 (Introduction to Phonology), LIN 6323 (the graduate version of 4320), and LIN 6341 (Issues in Phonology). I also teach LIN 3201 (Sounds of Human Language) which is also known as “sounds of human anguish” since this course goes through every single sound that we have in the phonetic alphabet—every single sound that’s used in any language of the world. We teach them how to produce the sounds and how to distinguish them from each other. Interestingly, this is a skill that four month-old babies have, but two year-old babies don’t have because they’ve already started to filter out all the sounds their language doesn’t use and forget how to produce or perceive these sounds.

Cn: *So that’s why exposure to foreign language is key at a very young age.*

CW: Yes, and that’s also why losing an accent is one of the hardest things to do. We tend to freeze around age two or three to focus on our own language, so we lose the flexibility to hear and produce other distinctions.

*Wiltshire is preparing to participate in a conference in Germany where she’ll talk about the interactions of syllable, word and phrase boundaries. A related paper on this subject will be published in the July issue of **Linguistics**. She also has an article coming out in the January **Yearbook of South Asian Languages and Linguistics** on onomatopoeia-like words in the Tamil language, and she and JC Casagrande are organizing the 30th Linguistic Symposium on Romance Languages to be held in Gainesville in the year 2000. (Casagrande organized the very first such Symposium here in 1971.)*

Thompson, from page 4

the language of national unity in a country with more than seventy local languages. With the closing of all US military bases and new immigration laws which restrict entry into the United States, Filipinos do not see why they need to speak English in a pure form with each other. However, rather than drop English, they blend it in certain social situations with Tagalog to create Taglish. I apply principles of sociolinguistics and discourse analysis to study the various language samples I collected on my Fulbright. Included in this data base are Taglish from newspapers and the popular tabloids as well as from popular television shows such as the news, basketball games, situation comedies, and of course commercials. The results will appear in my forthcoming book *A Day with Taglish: The social dynamics of English in the Philippines*.

*As part of his work with discourse analysis and second language acquisition, Dr. Thompson is also preparing a textbook (**Interaction and Modern English Structure**) to be used in grammar classes for future English teachers. Thompson hopes the book will help teachers to understand that in order to improve the language of their students, they need to conceptualize English as more than a series of grammar rules which apply to sentences. “English is used in a social context,” he explains. “As a result, sociolinguistic rules govern how sentences are combined to create essays, speeches, conversations, and other types of discourse.”*

Grant Awards through Division of Sponsored Research

April 1998 Total \$2,792,898

Investigator	Dept.	Agency		Award Title
Corporate...\$ 178,167				
Chen, K.	AST	Wood Fund	1,690	Computer recording of the card catalogue of photometric.
Katritzky, A.	CHE	Mult Comp	5,000	Miles compound contract.
Katritzky, A.	CHE	Mult Comp	3,037	Software research report.
Katritzky, A.	CHE	Mult Comp	30,850	Miles compound contract.
Katritzky, A.	CHE	Mult Comp	2,500	Miles compound contract.
Katritzky, A.	CHE	Inspire	28,419	Inspire pharmaceuticals compounds collection.
Schanze, K.	CHE	Ford Motor	83,637	Implementation of strain sensitive paint.
Thomas, C.	CRI	CCA	8,500	Private corrections project.
Mair, B.				
Chen, Y.	MAT	Lockheed Mar.	9,534	PDE methods in automatic segmentation and edge extraction.
Tanner, D.	PHY	Mehl/Bio	5,000	Optical characterization of thin films and relevant materials.
Federal...\$ 2,442,413				
Moore, J.	ANT	NSF	12,000	NSF student cost of education allowances.
Telesco, C.	AST	NSF	1,193,376	Design, fabrication and commissioning of the mid-infrared imager.
Chen, K.	AST	NASA	4,000	USRP - Photometric study of RV crateris.
Benner, S.	CHE	NSF	26,794	Novel syntheses and fourier transform mass.
Bowers, C.	CHE	NSF	75,000	Enhanced sensitivity NMR studies of nanostructured electronic materials.
Duran, R.				
Vala, M.	CHE	NSF	60,594	Research experiences for undergraduates in chemistry at UF.
Eyler, J.				
Benner, S.	CHE	NSF	29,044	Novel syntheses and fourier transform mass.
Horenstein, B.	CHE	NSF	4,250	REU: mechanism & inhibitor design for sialyltransferases.
Horenstein, B.	CHE	NSF	90,000	Mechanism & inhibitor design for sialyltransferases.
Richardson, D.	CHE	US Army	90,000	Catalytic oxidation of mustard simulants in basic solution.
Talham, D.	CHE	NSF	42,044	Comparing magnetic Langmuire-Blodgett films.
Tan, W.	CHE	US Navy	147,657	Ultrasensitive biosensors for molecular recognition and manipulation.
Wagener, K.	CHE	US Army	115,000	Unsaturated carbosiland & carbosiloxane polymers.
Yost, R.	CHE	DOA	15,000	Analysis of human and host animal emanations.
McCrea, B.	ENG	NEH	4,000	Matthew Hale's legal writings and the 18th century novel.
Chen, Y.	MAT	NSF	24,070	Gradient-like flows in image processing.
Voelklein, H.	MAT	NSF	20,000	Groups as Galois groups.
Dorsey, A.	PHY	NSF	72,000	Theoretical studeis of vortex dynamics in superconductors.
Dorsey, A.				
Yelton, J.	PHY	DOE	126,110	GAANN at UF, Department of Physics.
Graybeal, J.	PHY	NSF	21,278	Doped hole physics in single-layer perovskites.
Tanner, D.	PHY	NSF	55,465	High field optical studies of highly correlated metals.
Agresti, A.	STA	NIH	87,040	Statistical inference for sparse categorical data.
Hutson, A.	STA	NIH	28,691	Pathobiology and treatment of malaria in Africa.
Pendergast, J.	STA	DJJ	4,000	Juvenile transfers to criminal court studies.
Foundation ...\$ 53,823				
Balaban, A.	AALL	Japan Found	9,918	The Japan Foundation support program for Japanese studies staff expansion pro-gram.
Eyler, J.	CHE	UF Res Found	5,415	Professorship award program.
Clark, I.	ENG	UF Res Found	5,415	Professorship award program.
Hodell, D.	GLY	Texas A&M RF	3,000	Late pleistocene accumulation of ice-rafted debris in the Atlantic sector.
Hodell, D.	GLY	Texas A&M RF	3,000	Stable isotope stratigraphy and paleoceanography of the Mid-Brunhes.
McMahon, R.	HIS	UF Res Found	5,415	Professorship award program.
Sanderson, S.	POL	UF Res Found	5,415	Professorship award program.
Radelet, M.	SOC	UF Res Found	5,415	Professorship award program.
Randles, R.	STA	UF Res Found	5,415	Professorship award program.
Nordlie, F.	ZOO	UF Res Found	5,415	Professorship award program.
Other...\$ 88,495				
Martin, J.	GLY	Misc donors	16,420	Chemical and isotopic analysis of natural waters.
Williams, P.	POL	Misc donors	35,000	Miscellaneous donors.
Sorkin, R.	PSY	Misc donors	3,525	Miscellaneous donors.
Marks, R.	STA	Misc donors	33,550	Miscellaneous donors.

passing the exam with provisional scores are still permitted to become ITAs under the condition that they take a specialized ASE course, ENS 4502, during the first semester of teaching. International students scoring below the cutoff point are not allowed to teach until they become more proficient.

Capped at six students per section to ensure individualized instruction, ENS 4502 covers strategies for accent reduction as well as teaching techniques and intercultural communication. The new ITAs are recorded on video every other week at work in their classrooms, and on alternating weeks they meet one-on-one with an instructor to review their tapes and work on individual trouble spots. Together with the ASE administered “early feedback form” (a mid-term evaluation of the ITA by his/her students), the tapes and seminar provide intensive instruction and constructive criticism while building ITA confidence. And since all of the students in 4502 are in their first semester of teaching, they are regularly able to share teaching frustrations and problems in an open, supportive environment.

After a semester in the Academic Spoken English program, most of the international instructors, Kidder explains, are approved by ASE and their individual departments to continue teaching with normal supervision. Infrequently, when an ITA is still struggling after a term of teaching and 4502, s/he won't be re-appointed or will be switched to a research assistantship. Another option in this situation is for the student to take the observation portion of ENS 4502 over

After a semester in the Academic Spoken English program, most of the international instructors, Kidder explains, are approved by ASE and their individual departments to continue teaching with normal supervision.

again, meeting with the instructor every two weeks as before. “We continue to tape them in the classroom and conference with them on individual issues including how to integrate more American teaching styles (interaction, visual support for explanations, using case studies and examples, etc.) so that despite negotiating an accent, undergraduates can more readily follow the class format and therefore can understand their instructor better,” says Kidder. “A lot of the things we do are compensatory strategies.”

Academic Spoken English also

offers ENS 4501, which Kidder calls “a crash course in how to survive in American academia” to non-teaching foreign students (and occasional visiting professors) who are seeking to improve their communication skills and/or are planning to teach eventually. Often, departments or dissertation committees will require foreign grad students struggling with spoken English to attend this class. The four credit, nine contact hour-a-week course includes three hours a week in the language lab working on sounds, rhythms, intonations and overall language patterns, as well as extensive public speaking experience to prepare them for class and professional presentations. As in ENS 4502, students are videotaped and critiqued individually. “It's very intensive,” Kidder says.

ENS 4503, the program's advanced course, focuses on interpersonal skills. It is especially useful for graders and tutors although some students take it as a follow up to 4501.

All three ASE courses include a good deal of cultural content. “Our students come to learn that undergraduates asking questions is not disrespectful [as it is in some of their home countries], and that it's not necessarily rude if students eat or drink in class. We also reinforce to them that there are kinds of behaviors that they do have to control, and we help them to understand where they should set the limits in what is to some of

them a strange world to negotiate.”

Academic Spoken English offers six to seven ENS courses per semester. Kidder teaches two and linguistics graduate students handle the rest. “We have the advantage of our TAs being from the Linguistics Program, so they are very familiar with the latest work and all the current research and patterns in English,” she says. “It's a real strength.”

Those in contact with the program might use these same words to describe ASE, which renders an important service to UF on many levels. Academic Spoken

English helps assure that undergraduates receive quality classroom instruction, while linguistics TAs working in the program are provided the invaluable experience of teaching advanced academic speakers. And of course, the English assistance ASE provides foreign graduate students makes UF even more appealing to prospective



International graduate student Amy Buchwald works on vowel reduction in an ASE lab. The computer software ASE uses (called TEAM) provides the student user a graph of how a particular word should sound. When the student repeats this word into a connected headset, a graph of his/her pronunciation appears directly below the correct version, allowing a visual comparison. Students may repeat words as many times as it takes to see consistent improvement.

international applicants. “All of these people are going to be eminent in their fields,” says Kidder of the ITAs, “and since English is the most common academic language spoken, if/when they return to their home countries, they'll be even more valuable as scholars.”



**UNIVERSITY OF
FLORIDA**

*CLAS notes is published monthly
by the College of Liberal Arts and
Sciences to inform faculty and staff
of current research and events.*

Dean: Will Harrison
Editor: Jane Gibson
Graphics: Gracy Castine

more faculty to serve the new graduate students. OPS and OE budgets would have to increase accordingly. New facilities (labs, classrooms, library resources) would follow. Our research grants and contracts would increase with the added faculty. The reputation of the disciplines would be enhanced by the additional research. What's not to like?

Of course, deans are notorious worriers. What's on my worry list? That there may not be enough money to meet the needs; that the graduate student pool may not be of sufficient quality to grow rapidly; that our graduate stipends will remain too low; and that without careful planning we could produce more graduates than could be adequately placed. Cassandra could go on. But I still believe that the potential opportunities far outweigh the quite real problems.

Graduate growth in CLAS will be the topic of in-depth discussions with department chairs and program directors. Some units are eager to grow and see this as a terrific opportunity to develop new programs. Some units believe there is no good reason for them to grow much in the current environment. Many units are somewhere in between, approaching this with a healthy mixture of caution and optimism. We in the College Office have certain areas that we favor for growth, but nothing will be forced on departments. It will be the chairs working with their faculty who will have to make the major decisions on growth.

Growth has been a discussion topic in CLAS for most of the 1997-98 academic year, and we now need to accelerate the planning process to respond to the president's plan just announced. We must recognize our considerable strengths, as well as our constraints. I believe the opportunities are very real, and if this plan can be realized, CLAS and UF will be much stronger. Let me know what you think.

*Will Harrison,
Dean*

<harrison@chem.ufl.edu>

Note from the Director Marie Nelson, Director of Linguistics

From its beginning in 1969, the University of Florida Linguistics Program has provided instruction in the core areas of phonology, morphology, and syntax, and in pragmatics and semantics as well. Students can now look forward to additional opportunities to study and do research in the areas of socio-linguistics and applied linguistics, and, with the development of the University of Florida Brain Institute, it is apparent that psycholinguistics, along with cognitive studies, could become an important area for further development.

As a program, rather than a department, this administrative unit has a director rather than a chair, and its members are formally affiliated with degree-granting departments. M.J. Hardman, a leader in the area of Gender and Language studies, for example, is a member of the Anthropology Department; William J. Sullivan, who has given the Linguistics Program long service as its Graduate Coordinator, also serves as a member of Germanic and Slavic Languages Department; and Mohammad Mohammad, whose forthcoming book will deal with the syntax of Arabic, is a member of the African and Asian Language and Literatures Department. In addition, the Program depends heavily on the contributions of other members of the African and Asian Literatures Department, and on linguists affiliated with the Classics, English, Romance Languages and Literatures, and Communication Processes and Disorders Departments. The result is a remarkable diversity, a mingling of multiple voices.

The University of Florida Linguistics Program offers the BA degree, as well as two minors. It also offers four graduate degrees: the non-thesis MA, the MA with thesis, the MAT (Master's degree in Teaching), and the PhD. We also offer a graduate certificate in teaching English as a second language (TESL), which can be earned in conjunction with a degree in either Linguistics or a

cognate department, and the newly instituted TESL minor, which prepares students to board what a recent Newsweek article called "the linguistic bandwagon" and teach English overseas.

As part of its service to the University community and to the larger international community, Linguistics provides instruction through the Academic Spoken English Program (ASE), the Scholarly Writing Program (SW), and the English Language Institute (ELI).

The Academic Spoken English Program, instituted in 1988 and continuing under the direction of Kathryn Kidder, offers advanced training

courses in oral English, teaching techniques, and cross-cultural communication to international students enrolled at UF (see cover article for details).

The Scholarly Writing Program, which began in August 1983 and continues under the direction of Anne Wyatt-Brown, serves students who are native speakers of Spanish, Chinese, Korean, Portuguese, Japanese, Turkish, Thai, Indonesian, Yoruba, and Russian, among other languages.

The English Language Institute takes its beginnings from the summer of 1955,



Marie Nelson
Director of Linguistics

"...with the development of the University of Florida Brain Institute, it is apparent that psycholinguistics, along with cognitive studies, could become an important area for further development."

when the first English Language Program was offered to a handful of students from Latin America who were planning to attend classes in the Center for Latin American Studies. The ELI, under the continuing direction of J.C. Casagrande, now serves students from 34 countries who have business and economic reasons for their studies, who seek to improve their skills in order to gain entry into US university programs, and who come with the intention of broadening their cultural and linguistic horizons.