

More Engaging Language Chart for Teachers

Source: Adapted from Tweets at the Twitter Account of Dr. Jacqueline Antonovich / 5:44AM November 16, 2019 from Allentown, PA / @jackiantonovich  
 Core Rhetorical Point: Making slight word changes creates significant differences  
 Compiled by Carmen Acevedo Butcher (@carmenbutcher), UC Berkeley College Writing Programs

Before	Revised for Engagement	Twitter Source
Do you have any questions?	"What questions are there?"	@jackiantonovich
	"What questions do you have for me?"	@MrBen__
Any questions?	"OK, we've said this, this, this (summarizing points); now, what other perspectives have we missed?"	@acoldiron1
	"Turn to your neighbor for a minute, what's your joint question?"	@RobertLepenes
	"Pretend x [author] were in the room: What would you ask him/her/them?"	@Dave_Parisi
	"What is your self-assessment of this assignment and/or discussion? How can we all do better and learn more going forward? Let's brainstorm empathetically!"	@llmunro
	"That question I just asked was very clear in my head but didn't sound as clear coming out of my mouth. Did it make sense to you?"	@melnickjeffrey1
	"What surprised you about the reading?" "How does the reading relate to your life?"	@ronitstahl
Can anyone tell us?	"Who can tell us?"	@K80Uva
	"What did you notice? / What jumped out at you?"	@K80Uva
	I prime my audience by having them spend 60 seconds discussing what they learned and what I missed with their neighbors. I then ask them questions. Makes a world of difference.	@thomasmagaldi
	When discussing materials, especially dense stuff, ask your own questions about it: "Something I wondered when I read this was. . . ." or "Something I found confusing was. . . ."	@kelizaw
	I start asking students what certain words mean during our discussions—straightforward definitions.	@noahwblan
	"What question do you wish I'd asked?"	@JimTheD
	Ask an open-ended question and wait people out longer than Regular Conversation would deem comfortable. Make ample welcoming space for the answer to come out.	@FromPhDtoLife
Office hours	Student hours (to make their purpose clearer)	@angelacjenks
Absence policy	Presence policy	
Class participation	Engagement with the course material	@ProfDiPaolo
"You lose focus."	"This essay loses focus near the end."	@profhajduk
"Guess what I'm thinking."	"Okay, so given this information, what does that make you think about and what should we do about it?"	@phbovet
What can I do?	"How can I be helpful?"	@Ms_Maladjusted
Can I help you?	"How can I help you?"	@mdpnulligan
	On the first day of class, and several times during the term, I ask, "What do you need from me? Am I giving you what you need to succeed?"	@_plainKate_
	"What happened? What do you need?"	@cswignes
	"Questions? Comments? Thoughts?"	@data_professor
	"What do you think about when you think about x? What comes to mind?"	@emkturn

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“Does that answer the question?”	“Have I answered the question that you asked?”	@lmgreen42
	“What steps do you need to take to complete this assignment? Which aspects of this seem challenging?”	@andy_oler
Does that answer your question?	Does that respond to your question?	@patrick_mj
“What’s your plan going forward?”	“What’s OUR plan?”	@KFore47
“When will you be done?”	I often email students who haven’t submitted an assignment (and are earning late penalties): “How’s it going, and how can I help?”	@jkhuggins
	“What can I clarify for you?”	@ElaineLuther
	“On a scale of 1-10, how comfortable do you feel about each essay in the eportfolio [or some other assignment]? How can I help you feel more comfortable with it/them?”	@RyanDrawsBirds
“Not: ‘MLK uses ethos to appeal to clergy.’”	“Do not use the words <i>diction</i> , <i>tone</i> , <i>ethos</i> , <i>pathos</i> , or <i>logos</i> today. You can still talk about the concepts, just not those words. So: ‘MLK’s use of theological allusions allows him to establish authority with his audience of clergy.’” How?	@NorthwoodMrAFox
Giving thanks	Thank students for putting in hard work and dedication: “I can tell you really worked hard on this. Thanks for giving it your best.”	@pen_and_think
	Thank students for good discussion. Tell them when you take notes you are not grading but marking down insightful comments they made that you hadn’t thought of and want to use next time!	@paularcurtis
Oops clause	My syllabus lists an “oh shit clause” [“Oh Crap Clause”] which students can invoke once per term at any time on any assignment for a no-questions-asked, no-explanations-necessary 3-day extension.	@MelanieKiechle
Conferences	How can I help in an in-person conference?	@carmenbutcher
	Do you prefer a virtual conference?	@carmenbutcher
	For a student who is disappearing in class: What times/days work best for you?	@carmenbutcher
	Please tell me what works best for you.	@carmenbutcher
Other	To a colleague: When sending email reminding people to follow up or get me something, I always write: “How can I help get this finished” or “Is there anything you need from me to complete this?”	@GeorgeMeade13

Complete sources: Antonovich, Jacqueline @jackiantonovich, Mr Ben @MrBen\_\_, Coldiron, Anne @acoldiron1, Lepenies, Robert @RobertLepenies, Parisi, David @Dave\_Parisi, Munro, Lisa @llmunro, Melnick, Jeffrey @melnickjeffrey1, Stahl, Ronit @ronitstahl, Uva, Katie @K80Uva, Magaldi, Thomas @thomasmagaldi, Williamson, Eliza @kelizaw, Blan, Noah @noahwblan, Liddle, Jim @JimTheD, Polk, Jennifer Polk @FromPhDtoLife, Jens, Angela @angelacjenks, DiPaolo, Amanda @ProfDiPaolo, Hajduk, Miranda @profhajduk, Bovet, Philip @phbovet, Dr. Maladjusted @Ms\_Maladjusted, Mulligan, Hercules @mdpmulligan, Powers, Kate @\_plainKate\_, Wignes, Craig @cswignes, Shapiro, Sid @data\_professor, Turner, Emily @emkturn, Green, Laura @lmgreen42, Oler, Andy @andy\_oler, Fore, Kathryn @KFore47, Huggins, Jim @jkhuggins, Luther, Elaine @ElaineLuther, Acosta-Fox, Ryan @RyanDrawsBirds, Acosta-Fox, Ryan @NorthwoodMrAFox, Snyder, Richard @pen\_and\_think, Curtis, Paula R. @paularcurtis, Kiechle, Melanie @MelanieKiechle, Meade, George @GeorgeMeade13, Murray-John, Patrick @patrick\_mj