UTEACH – LIBERAL ARTS: TESOL I & II
Course Syllabus — General Information

Instructor: Rose M Potter & Elsa Del Valle-Gaster
Day, Time: M, T, W, TH, F: Workshop 9-3; Fieldwork 4-6
Room: ENS 109
Office: Gebauer 1.308 Unique #s: 88810 & 88815
E-mail: rpotter@austin.utexas.edu; gaster@utexas.edu
Office Hours: M W F 8:00 – 9:00 AM; also by appointment
Office Phone: (512) 232-7359

Prerequisites: 2.5 grade point average overall and 3.0 grade point average in major area of study: students must have a tablet or laptop and use a word processor, e-mail, and have access to a web browser.

Course Description for two courses taken concurrently: Teaching English to Speakers of Other Languages (TESOL) I and II

Taken concurrently with TESOL 1, this course provides upper division students and graduates with early field experience in teaching and an introduction to the theory and practice that is necessary to design and deliver excellent instruction of English to speakers of other languages (ESOL) abroad. **Students attend 45 hours of on-campus seminar instruction in TESOL 1, 45 hours of on-campus instruction in TESOL II and 20 hours of observation and teaching practice in class and in the area ESOL teaching environments (10 hours per course).** Upon completing the local coursework and fieldwork, students will travel to China or México to intern in a language institute under the direction of a local mentor teacher. Participants will intern for 6 weeks. **Success in this course requires quality, timeliness, dependability, and professional behavior.**

Certified teachers and UTeach undergraduates who have taken UTL101, UTL202 and UTL640 are not required to take TESOL I.

Certified teachers who participate in this program will be prepared to take the TExES ESL Certification test to add an ESL endorsement to their existing Texas State Certification.

Course Objectives:

UTL320 students will

- Assess whether they wish to pursue teaching ESL/ESOL as a profession.
- Determine their own learning style and relate the findings to the students they are and the teachers they may become.
- Develop an awareness of the assets of linguistically and culturally diverse student populations.
- Understand the concept of interactive, integrated lessons.
- Distinguish between learner-centered and teacher-centered instructional strategies.
- Examine various methods of assessment.
- Write performance objectives, lesson plans, and one assessment activity.
- Follow lesson plan format to deliver three lessons that include activities appropriate to ESOL linguistic needs.
- Become reflective practitioners, using reflection to improve over time.

- Utilize technology to communicate, collaborate, and instruct.
- Understand and begin to practice the basic components of good classroom management.
- Exhibit positive expectations for all students.
- Serve as a role model by demonstrating clear communication, pleasant demeanor, interest in each individual student, and accurate content knowledge.
- Become familiar with the knowledge and skills ESL teachers should have (e.g., language acquisition, second/foreign language teaching methods /approaches, second/foreign language learning strategies, pedagogical English grammar).
- Appreciate varieties of the English language and its ongoing transformation.
- Understand the cycle of culture shock and coping strategies.

Field Experience:

- **20 hours:** You are responsible for 20 hours of participatory visits in the field. You will observe teaching taking place, work with students one-on-one, if asked, actively or do other tasks that the cooperating ESL teachers requests. Specific guidelines for 4 written observations and a field-work documentation form will be provided.

- Any absence from field experience must be made-up to successfully complete the course.

- Although we will have made initial contact with ESL teachers, you will be responsible for scheduling your observations. It's to your advantage to be added value to the cooperating teacher. If you are invited, you may do all your observation with one teacher. Be professional and courteous in all your communication.

- Obtain the signature of the cooperating ESL teacher on the observation and lesson verification form **each time** you observe.

- Before your observations, review the school's policies and regulations online.

- Dress appropriately and professionally when going to schools.

- Immediately report any problems to the UT instructor.

- Professional behavior is a must! Be on time and be prepared. IF AN EMERGENCY ARISES, CAUSING YOU TO MISS YOUR SCHEDULED FIELD EXPERIENCE, NOTIFY YOUR COOPERATING TEACHER AND YOUR INSTRUCTOR IMMEDIATELY. Do not miss your observation due to a transportation problem. *Be sure to reschedule and complete the missed observation as soon as possible.* Your cooperating teacher, your students, and your instructor are counting on you!

Seminar Expectations:

Regular attendance is important for success. **After one absence from the seminar, any additional absences will result in a growth plan that will outline identified areas to be improved and contain specific directives that are clearly measurable and reasonably attainable.**

- **Not fulfilling the growth plan's performance objectives will result in dismissal from the program.**
- Participate actively and positively in seminar discussions and activities.
- Turn in assignments on time. Certain assignments have specific due dates listed in the detailed syllabus. It is important that assignments be completed on time. (This is an issue of professionalism and should be treated seriously.) Assignments will be taken late for 24 hours. After 24 hours, no late work will be accepted.
- Lessons must be taught within a window of time; however, all lesson plans must be submitted a minimum of 48 hours in advance of the lesson to both your cooperating teacher and us. Reflections must be submitted within 24 hours of observing the lesson.

Grading System: This is a Pass/Fail Course

Seminar (Attendance, Participation & Mini-Lesson Design and Delivery)	**20%**
Field Experience *(Attendance, Communication and Cooperation & Observations)*	**20%**
Assignments *(Teacher Impact Paper, Observations 1-4 and Final Reflection)*	**20%**
Digital Portfolio	**20%**
Fitness to Teach (Rubric)	**20%**
Total	**100%**

Rose Potter: rpotter@austin.utexas.edu and Elsa del Valle-Gaster: gaster@utexas.edu

Detailed Syllabus —SUMMER 2013

Day & DATE	Course Topic Methodology 9:00- 11:00 AM	Lunch Ted Talk (Bring a Sack Lunch) 11:00 – 12:00 H	Course Topic Pedagogy 12:00- 15:00 H	Field Work (Flexible) 15:00-17:00
TH JUNE 6	CLASS 1 Introduction To Field Work; What's your learning style? How does it impact you? Travel to Mexico/China: Internship Registration Form II - Digital Submission in Class	Mark Pagel How Language Transformed Humanity	Introduction to the Course What is language? What does it mean to know a language? Prescriptive vs. Descriptive grammars; History of English; First language acquisition	No Field Work Today
FRI JUNE 7	CLASS 2 Managing the Class: Creating a Positive, Productive Classroom Environment of Respect. SUBMIT TEACHER IMPACT PAPER	Daniel Tammet Different Ways of Knowing	Second Language Acquisition (SLA) Theory and Foreign Language Teaching interface and divergence; Second/foreign language teaching and learning (SLT/SLL)	No Field Work Today
SAT				
SAT				
MON JUNE 10	CLASS 3 Writing the Three-Part Objective and Lesson Plan Design – Differentiation OBSERVATION 1 DUE	Temple Grandin The World Needs All Kinds Of Minds	Engage and Explore: The Power of Collaboration	TBD
TU JUNE 11	CLASS 4 F/S Language Teaching Methods/Approaches: Big influences, babies & bath waters, video demonstrations	John Hunter The World Peace Game	F/S Language Teaching Methods/Approaches: "Informed Eclecticism;" Latest polemics and research in SLT/SLL	TBD
WED JUNE 12	CLASS 5 Traditional VS Proficiency Based Assessment & Rubrics	Salman Khan Let's use video to reinvent education	F/S Language Teaching Methods/Approaches: "Informed Eclecticism;" Latest polemics and research in SLT/SLL	TBD
TH JUNE 13	CLASS 6 The 5 C's of language learning. & Presentational Communication OBSERVATION 2 DUE	Ken Robinson Changing Education Paradigms	Learners, environment, time, knowledge and skills, subject matter knowledge (SMK) overview. English Subject Matter Topics: Pronunciation & Vocabulary Development	TBD

FRI JUNE 14	CLASS 7 Proficiency in an Acquired Language; Performance Expectations	Julian Treasure Five Ways to Listen Better	EL Subject Matter Topics: Pronunciation & Vocabulary Development continued. Vocabulary Teaching Project/Mini-Lesson #1	TBD
SAT				
SUN				
MON JUNE 17	CLASS 8 Teaching for Interpersonal Communication	Rebecca Saxe How We Read Each Other's Minds	English Subject Matter Topics: Grammar 1 and teaching activities to accompany SMK	TBD
TU JUNE 18	CLASS 9 Teaching for Intrapersonal Communication OBSERVATION 3 DUE	Steven Pinker What Our Language Habits Reveal	English Subject Matter Topics: Grammar 2 and teaching activities to accompany SMK	TBD
WED JUNE 19	CLASS 10 Teaching Writing	Ethan Zuckerman Listening to Global Voices	English Subject Matter Topics: Grammar 3 Grammar Teaching Project/Mini-Lesson #2	TBD
TH JUNE 20	CLASS 11 An integrated approach to language learning.	Lakshmi Pratury on Letter Writing	English Subject Matter Topics: Grammar 3; Common Pitfalls in the Practice of TESOL	TBD
FRI JUNE 21	CLASS 12 Professional Ethics	Sunni Brown, Doodlers, unite!	Learning from Learner Errors Grammar Teaching Project/Mini-Lesson #2	TBD
SAT				
SUN				
MON JUNE 24	CLASS 13 Technology in the Classroom. OBSERVATION 4 DUE	Jay Walker, English Mania:	Tying it all together: Review, Questions, Reflection	Make-up Field Work
TU JUNE 25	CLASS 14 Portfolio Workshop - Technology Skills for the Classroom. SUBMIT DIGITAL PORTFOLIO	Shukla Bose Teaching one Child at a Time	Your Internship Experience; How to Successfully Immerse in Language and Culture	Make-up Field Work
WED JUNE 26	CLASS 15 "Pulling it all Together." Professional Communication	Debrief Lunch	Looking Back – Looking Forward Course Evaluation	No Field Work

Your Internship

Getting Started

- ❒ Your syllabus can be found on blackboard on the internship page.
- ❒ Complete, sign and get the signature of your faculty supervisor on the Internship Learning Agreement.

Internship Assignments

Your assignments will be uploaded to Blackboard upon completion.

- ❒ Weekly journal entries
- ❒ Your final reflection

Your internship instructor, Robert Vega, will review and respond to the assignments via Blackboard, as you will communicate with him via Blackboard as well.

Your On-Site Supervisor

China: Elsa Del Valle-Gaster will be with your for six weeks.
Mexico: Rose Potter will be with you until July 14; Gabriela Castañeda will be with you for six weeks.

YOUR INTERNSHIP CALENDAR

Date		DESCRIPTION		
SUNDAY JUNE 30		Arrival in Queretaro & Wuxi; Transfer to home/apartment		**Mexico:** Same Day Arrival **China:** You will lose a day outbound. You must leave on the 28th to arrive by the 30th.
MONDAY JULY 1		Internship Begins	Internship Begins: Classroom Observation and Instruction	Maximum Internship hours at Cooperating Schools: 4 Classroom Hours per Day.
TBD		Office Support	Grading, lesson planning, printing, etc.	Maximum: 5 Hours per Week.
TBD		One-on-1 Tutorials	Assigned by School	Maximum: 10 Hours per Week.
TBD		Excursion Chaperone	Assigned by School	Maximum: 5 hours per week.
		TOTAL INTERNSHIP HOURS		Maximum: 240 Hours
TBD		SPANISH OR CHINESE CREDIT	LOTE Classes (free to intern)	Transcript will reflect 60 contact hours or 4 hours of college credit.
FRIDAY AUG 9		Internship Ends **Fly Home on Aug 10.**		

Remember: *You are allowed* ***no absences*** *(excused or unexcused) in this class. Five points will be deducted for each absence. Also,* ***no absences are allowed in field experience.*** *In case of an emergency, notify your cooperating ESL teacher, e-mail both of your UTL320 instructors, and reschedule as soon as possible.*

ASSIGNMENT CALENDAR

	ITEM	DUE DATE	
1.	Teacher Impact Paper	Friday, June 7	eMail by midnight
2.	Observation Write-up #1	Tuesday, June 11	Bring Hard Copy to Class
3.	Observation Write-up #2	Friday, June 14	Bring Hard Copy to Class
4.	Mini Lesson Presentation #1	Friday, June 14	Come prepared to present!
5.	Observation Write-up #3	Wednesday, 6/19	Bring Hard Copy to Class
6.	Mini Lesson Presentation #2	Wednesday, 6/19	Come prepared to present!
7.	Observation Write-up #4	Friday, June 21	eMail by midnight
8.	Mini Lesson Presentation #3	Friday, June 21	Come prepared to present!
9.	Final Reflection	Sunday, June 23	eMail by midnight
10.	Portfolio	Tuesday, June 24	eMail by midnight

University Electronic Mail Notification Policy
(Use of E-mail for Official Correspondence to Students)
All students should be familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in her or his e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at http://www.utexas.edu/its/policies/emailnotify.html. In this course, e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements.

Core Values and Policy on Scholastic Honesty:
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect towards peers and community. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Refer to the Student Judicial Services website at http://deanofstudents.utexas.edu/sjs/scholdis.php to access official University policies and procedures.

Accommodations for Students:
The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Dean of Students at 471-6259; 471-4641 TTY.

Emergency Evacuation Policy
Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.