

UTeach – Liberal Arts: UTL 303L

Course Syllabus – General Information

Instructor: Rose M Potter
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Office Hours: W 9:00-10:00
Or, by appointment

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Class: T/TH 2:00-3:30 JES A205A

Prerequisites:

- A grade of A, A-, B+ or B in UTL 101 and UTL202
- Grade point average minimum of 2.75 overall and 2.75 in your major
- Laptop computer – see requirements of the College of Education

Course Description:

- UTL303L introduces you to the ideas and concepts of foreign language education that will help you become an effective LOTE teacher.
- UTL303L will provide students with field experience in a high school classroom selected for the diversity of the student body and the quality of the classroom teacher who serves as a cooperating teacher. **For field experience, students will attend *forty-five or more* participatory observation periods and teach *nine* lessons. The observations and lessons should total 45 hours to meet the requirements of UTL303L and EDC370S. You will receive additional information regarding field experience requirements for EDC370S from the instructor of that course.**
- The cooperating teachers for UTL303L/EDC370S will work with the UTeach-LA students to improve their teaching abilities as the semester progresses. **The cooperating teacher will remain in the classroom at all times** and will provide immediate feedback on the quality of the UTeach-LA student's instruction. A university observer will evaluate two of the UTeach-LA student's nine lessons. In addition, one of the nine lessons taught is to be videotaped and self-critiqued. The self-critique may serve as the reflection for the videotaped lesson.
- The field experience is accompanied by a twice-weekly seminar on the UT campus. The seminar includes an in-depth study of the theory and practice necessary to design and deliver excellent instruction in LOTE.

Required Texts:

Access the Blackboard site for *A Texas Framework for LOTE*, the required text. Additional handouts will be provided in class or on the Blackboard site.

Recommended Text:

Schrum, J. & Glisan, E. (2010) *Teacher's Handbook: Contextualized Language Instruction* 4th Edition. Boston, MA: Heinle/Cengage Learning (available at Amazon.com and other web booksellers)

Course Objectives:

The student will

- Address curricular issues such as vertical and horizontal alignment, organization of content, and development of skills specific to the future certification area.
- Analyze his/her own personality and learning style as it relates to teaching.
- Apply state and national standards when designing lessons.
- Design and deliver interactive, learner-centered lessons.
- Design and deliver lessons containing accurate content.
- Design and deliver lessons that are age and subject appropriate.
- Demonstrate how and when to assess student performance.
- Focus on time-on-task issues during instruction.
- Construct and implement a successful classroom management strategy appropriate for high school students.
- Implement instructional strategies that meet the needs of a diverse student population.
- Serve as a role model by demonstrating clear communication, pleasant demeanor, and interest in each individual student.
- Use reflection to improve over time.
- Explore professional development opportunities.
- Begin to prepare for state certification exams and appraisal systems.
- Utilize technology to communicate, collaborate, investigate, and instruct.
- Maintain a portfolio documenting the UTL 303L field and seminar experience.

Field Experience:

- **45 hours:** You are responsible for 36 hours of observation/participation and nine lessons for a total of 45 hours. Specific guidelines for the fieldwork and the evaluation of your work will be provided by your seminar instructor.
 - Observations
 - The student will
 - ❖ Document observed activities and procedures.
 - ❖ Participate in classroom activities as suggested by cooperating teacher.
 - ❖ Write reflections concerning pedagogical issues raised during the observations.
 - ❖ Observe, reflect on, and research answers to specific questions concerning observations.

- ❖ Participate in class discussions concerning the observations and the various strategies and rationales used by the cooperating teacher, as well as alternate options.

- Lessons

The student will

- ❖ Design and implement nine lessons of approximately one hour each based on the TEKS and strategies covered in the UT seminar.
- ❖ Provide lesson plans to the cooperating teacher, the UT instructor, and the UT observer **before** the lesson.
- ❖ Receive evaluative, constructive, and specific feedback from the cooperating teacher over nine lessons as well as an overall, final evaluation.
- ❖ Receive evaluative, constructive, and specific feedback from the university observer over two lessons. Additional observations may be required for students with an IGP.
- ❖ Write reflections on lessons and participate in class discussions concerning positive and negative aspects of the lesson and changes that should result in future lessons.

- Final Reflection

The student will

- ❖ Write a final reflection over the entirety of the field experience.
- ❖ Make initial contact with the cooperating teacher.
- ❖ Know the check-in procedures for the assigned school. For security reasons most schools have a system that guests must follow.
- ❖ Have the cooperating teacher sign the observation and lesson verification form for observations and lessons each time that the student visits the school.
- ❖ Give the cooperating teacher a lesson evaluation form before each lesson and get the form back before leaving. Give a copy of the completed form to the UT instructor at the next seminar.
- ❖ Dress appropriately and professionally when going to schools. Ask the cooperating teacher what is acceptable and what is not.
- ❖ Report any problems to the UT seminar instructor immediately.
- ❖ Be on time and prepared. Follow the schedule agreed upon for observations and lessons.
- ❖ Act in a professional manner at all times.

If an emergency arises and you have to miss your scheduled high school class, notify your cooperating teacher and your seminar instructor immediately. Do not miss your teaching assignment due to a transportation problem. Be sure to reschedule and complete the missed activity within one week. All fieldwork must be complete in order to receive credit for the course.

UT Seminar Expectations:

- Attend class regularly. Five points will be deducted from the final average for every absence after the first two absences.
- Complete assignments on time. All late work will receive a reduced grade. Work more than 48 hours late will result in a grade of 0.
- Complete readings as listed on your detailed syllabus before the seminar. Come prepared to participate! Class participation is a portion of your seminar grade.

Note: The instructor maintains the right to change the syllabus and will inform you during class. You are responsible for changes even if you are absent. Check BlackBoard frequently.

Technology:

- Skills developed in the previous UTL courses include
 - Communication via e-mail including attachments.
 - Word-processing.
 - Searching web sites for new materials, educational resources, and school information.
 - Design interactive multimedia lessons.
- In addition to the previously listed skills, you will now
 - Present multimedia lessons to small or large groups of students.
 - Explore sample subject-specific educational software.
 - Create learning scenarios that incorporate the use of technology by students.
 - Create a webpage as a teacher would for students and parents.

Grading:

Field Experience

30%

Attendance/Tardiness

Cooperation with cooperating teacher

- E-mails, telephone calls, face-to-face interactions
- Evaluations
- Midterm and final evaluation

Lessons

- Delivery of lessons
- Evaluation by cooperating teacher

Observations

- Completion of observations
- Write-up of observations

University Observations

10%

- Evaluations by university observer
- Communication with university observer
- Cooperation with university observer

Seminar

40%

- Quality Participation
 - Group activities
 - Discussions
- Presentations
- Lesson plans
- Reflections on lessons
- Technology
 - Use of technology for communication
 - Web Activities
 - Multimedia Presentation

Portfolio

20%

TOTAL:100%

Reminder: 5 points are deducted from your total grade for each absence in the seminar beyond the second.

UTL303L Detailed Syllabus

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|-----------|--|---|
| 25-Aug-11 | <p>Overview of Course Standards for Foreign Language Learning</p> <ul style="list-style-type: none"> • The 5 Cs: National and State Standards • TEKS for LOTE | <p>A Texas Framework for LOTE C 1- Introduction (1-6) C 2-Guiding Principles (7-21) Reference: Appendix H-TEKS for LOTE</p> |
| 30-Aug-11 | <p>Standards, cont'd.</p> <ul style="list-style-type: none"> • Communication: Interpersonal, Interpretive and Presentational Modes • Integrated Skills • Culture, Connections, Comparisons, Communities | <p>A Texas Framework for LOTE Appendix I - ACTFL Proficiency Guidelines C 3-Language Proficiency (23-31)</p> |
| 1-Sep-11 | <p>Teaching for Proficiency</p> <ul style="list-style-type: none"> • The Concept of Proficiency • The ACTFL Proficiency Scale | <p>A Texas Framework for LOTE Appendix C - Multiple Intelligences and Instructional Strategies</p> |
| 6-Sep-11 | <p>Backward Design: Organizing Content and Designing Lessons</p> <ul style="list-style-type: none"> • Daily, weekly, unit, semester, and yearly plans • Vertical and Horizontal Alignment | <p>A Texas Framework for LOTE C 5 (102-110) A Texas Framework for LOTE - Frequently Asked Questions/Abbreviations and Acronyms (111-118) - Technology Activity #1: Due 9/8/2011</p> |
| 8-Sep-11 | <p>Meeting the Needs of All Students</p> <ul style="list-style-type: none"> • Differentiating Instruction in LOTE Classes <p>*Technology Activity #1 due. Bring to class today.</p> | <p>Reading: Teacher's Handbook: Contextualized Language Instruction from C. 10 Article: "Differentiating Instruction in the LOTE Classroom: Focus on Special Education Learners"</p> |
| 13-Sep-11 | <p>Meeting the Needs of All Students</p> <ul style="list-style-type: none"> • Differentiating Instruction in LOTE Classes | <p>Article: "Best practices for teaching LOTE students with learning differences" Handouts: Two short information pieces on inclusion</p> |
| 15-Sep-11 | <p>Using Technology in the Classroom</p> <ul style="list-style-type: none"> • Orientation to the laptop • Webquests • Technology as a teaching tool | <p>Teacher's Handbook: Contextualized Language Instruction from C. 12 Handouts: "Webwatch"</p> |
| 20-Sep-11 | Priming Activities/Best Practices | A Texas Framework for LOTE C 4 TEKS for LOTE (33-51) |
| 22-Sep-11 | Priming Activities/Best Practices | A Texas Framework for LOTE C 4 (52-71) |
| 27-Sep-11 | Priming Activities/Best Practices | Prepare portfolio • Create Priming Activity –Due: 10/4/2011 |
| 29-Sep-11 | Priming Activities/Best Practices | Prepare portfolio. Due 12/01/2011 |
| 4-Oct-11 | Student Presentations: Priming Activities | Prepare portfolio. Due 12/01/2011. Begin to work on Web Activity #2 due 10/18 |

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| 6-Oct-11 | Student Presentations: Priming Activities | Prepare portfolio. Due 12/01/2011 |
| 11-Oct-11 | Integrating Language Skills and Culture | Reading: C.5-Teacher's Handbook: Contextualized Language Instruction |
| 13-Oct-11 | Integrating Language Skills and Culture | Reading: sample speaking and writing activities, partner activities |
| 18-Oct-11 | Teaching for Interpersonal Communication• Strategies and Activities• E-mail Technology Activity #2 | Articles on developing reading and listening comprehension skills |
| 20-Oct-11 | Web #2: Class Evaluation | Prepare portfolio. Due 12/01/2011 |
| 25-Oct-11 | Teaching for Interpretive Communication • Strategies and activities • Use of authentic materials | Reading: C. 8-Teacher's Handbook: Contextualized Language Instruction |
| 27-Oct-11 | Teaching for Interpretive Communication Strategies and activities | Reading: C. 8-Teacher's Handbook: Contextualized Language Instruction |
| 1-Nov-11 | Teaching for Presentational Communication | Reading: C. 9-Teacher's Handbook: Contextualized Language Instruction |
| 3-Nov-11 | Teaching for Presentational Communication | Reading: C. 9-Teacher's Handbook: Contextualized Language Instruction |
| 8-Nov-11 | Teaching for Presentational Communication | A Texas Framework for LOTE C 5– Classroom Assessment Strategies (97-101) |
| 10-Nov-11 | Grading and Assessment: An Overview Comparing Traditional and Performance-based Assessment | Read: Wiggins and McTighe handout from Understanding by Design |
| 15-Nov-11 | Developing Rubrics for Performance-Based Assessment | Reading on assessment from Teacher's Handbook: Contextualized Language Instruction |
| 17-Nov-11 | Developing Rubrics for Performance-Based Assessment | Rubric project: Due 11/22/11 |
| 22-Nov-11 | Ethics, Legal issues, Rubric Project due today by email | Prepare portfolio. Due 12/01/2011 |
| 24-Nov-11 | THANKSGIVING HOLIDAY | |
| 29-Nov-11 | Group Forum - Hindsight Perspective | Prepare portfolio. Due 12/01/2011 |
| 1-Dec-01 | Portfolios Due | |

CALENDAR

ASSIGNMENT

DUE DATE

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| 1. | Reading | Tuesday, 8/30 (for class discussion) |
| 2. | Reading | Thursday 9/01 (for class discussion) |
| 3. | Reading | Tuesday, 9/06 (for class discussion) |
| 4. | Reading & Web Activity #1 | Thursday, 9/08 (bring completed work to class) |
| 5. | Reading | Tuesday, 9/13 (for class discussion) |
| 6. | Reading | Thursday, 9/15 (for class discussion) |
| 7. | Reading | Tuesday, 9/20 (for class discussion) |
| 8. | Reading | Thursday, 9/22 (for class discussion) |
| 9. | Reading | Tuesday, 9/22 (for class discussion) |
| 11. | Reading (<i>Begin Portfolio – due 12/1</i>) | Thursday, 9/27 (for class discussion) |
| 11. | Create Priming Activity & Reading | Tuesday, 10/04 (for class presentations, also on 10/6) |
| 12. | Web Activity #2 – Get started. | Tuesday, October 18 (submit by email before class) |
| 12. | 10 Readings over 10 days | By class on 10/11 – 11-15 (for class discussion) |
| 13. | Rubric Project | Tuesday, 11/22 |
| 14. | Portfolio | Thursday, 12/1 |

(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.