Spring 2014

UTeach – Liberal Arts: UTL 640 - LOTE
Course Syllabus – General Information

Instructor	Rose M Potter	**Office**	1.308 Gebauer
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Office Hours	T/W/TH 11-1 *(& by appointment)*	**Location**	GEB 1.310 (Conference Room)
Seminar Day	T/TH	**Unique#:**	47790
Seminar Time	8:00 - 11:00		

Field Observers: Diehl, Mary <mdiehl@austin.utexas.edu>.

Prerequisites

- A grade of B or higher in UTL 101 and UTL 202
- Grade point average minimum of 2.75 overall and 3.0 in your major
- Laptop computer with MS Office – MAC or other

ULT640 Teaching in Secondary Schools

Course Description

UTL640 introduces you to the ideas and concepts of Languages Other Than English (LOTE) education that will help you become an effective LOTE teacher. You will develop a deeper understanding of the exploration of language acquisition, assessment and learning theories though:

- readings, seminar discussion and active participation.
- written assignments, often presented and discussed in class.
- your field work experience that includes observations, lesson planing and execution, and reflections.

General Course Objectives

The following areas of study and practice support and increase your knowledge and skills to prepare you for the LOTE classroom.

- ✓ LOTE acquisition and learning theories and their implications regarding teaching a LOTE.
- ✓ LOTE standards, The Five *C's (Communication, Culture, Comparisons, Connections and Community).*
- ✓ Readings, presentations, seminar discussions, hands-on activities, fieldwork observations, lesson planning and instruction.
- ✓ Technology, authentic assessment, and culture and their integration into lesson plans.

Students will assume responsibility for achieving the course objectives through the following:

- Actively reading the assignments in a timely manner.
- Actively participating in seminar discussions and activities, and completing assignments on time.
- Becoming familiar with the issues and literature of the teaching profession.
- Demonstrating theoretical knowledge of LOTE methodology in all work.

Specific Objectives

The student will:

- 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 successful classroom management strategy appropriate for high school students.
- Implement instructional strategies that meet the needs of a diverse student population.
- Address curricular issues such as vertical and horizontal alignment, organization of content, and development of skills specific to the future certification area.
- Serve as a role model by demonstrating clear communication, pleasant demeanor, and interest in each individual student.
- Video-tape two lessons, then combine the tapes to produce and submit a "My Best Practices/5E's" video.
- 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 640L field and seminar experience.
- Self-video-tape TWO lessons taught. Use the raw footage to produce one five minute video.
- Polish and submit that portfolio at the end of course for evaluation.

Your Field Experience and Field Work Assignments

UTL640 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. 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. Your seminar instructor will provide specific guidelines for the fieldwork and the evaluation of your work.

- **Observations**

  Attend **thirty six (36)** or more participatory **observation periods** and write 10 observations, four (4) of which will be directed – six (6) will be open-ended. You 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 seminar discussions concerning the observations and the various strategies and rationales used by the cooperating teacher, as well as alternate options.

- **Lessons**

  Teach NINE *(9)* lessons; THREE (3) of which may be repeated and write a reflection of each lesson; the self-critique of the two videotaped lessons will serve as a reflection. You 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 48 hours before the lesson; the UT Field Observer, 24 hours before instruction.
  - 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 seminar discussions concerning positive and negative aspects of the lesson and changes that should result in future lessons.

The documented observations and lessons should **total 45 hours to meet the requirements of UTL640**.

Cooperating Teachers

The cooperating teachers for UTL640 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. Two of the nine lessons taught (lesson 2 or 3 and lesson 7 or 8) are to be videotaped. **Students will submit a self-critique reflection of EACH,** following reflection guidelines.

IMPORTANT

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.

Technology

Skills developed in the previous UTL courses include:

- Communication via e-mail including attachments.
- Word-processing.
- Searching websites 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 subject-specific educational software.
- Create learning scenarios that incorporate the use of technology by students.
- Create a website as a teacher would for students and parents.
- Create a short video from two separate pieces of raw digital footage (the two videotaped lessons two OR three and lessons seven OR eight).

Seminar Projects Assignments

You will find details about each assignment in a reference document, the "Assignment By the Week". Each assignment is followed by the "seminar due date". The Observation Schedule has "calendar due dates". Submit electronic copies of all assignments, in addition to the hard copies you bring to class.

- Second Language Acquisition Theory Comparison Paper
- Web Activity I: Your School/Overview
- One Research Article Presentation. *(Peer graded by rubric)*
- Ten Directed Observations
- One Engagement Activity – Designed and presented to your cohort in seminar - in your LOTE. Plan to present level I content so that each cohort member an participate. *(Peer graded by rubric).*
- Web Activity II: Your Teacher Web Page. *(Peer graded by rubric)*
- One Culture Lesson Plan - this will be ONE of your 6-9 lesson plans. Your students must produce a PRODUCT as a result of this lesson. You will design a rubric to grade the product.
- Video-tape TWO 45-minute lessons: your second/third and seventh/eighth. Write a reflection/self critique for each. Your 45 minutes must include an engagement and closing activity. Plan accordingly. You will submit student permission slips with your reflection.
- All other items related to field experience mentioned above: observations, lesson plans, reflections and any other reading and written assignments or class presentations as assigned.

ALL DOCUMENT IDENTIFICATION

Use the UTL640 heading template in all documents. Save out documents with **your last name in the title**: FaulhaberJ_Observation 1. **Email communication requires** a **subject that relates to the content.**

Failure to provide proper identification of documents will result in -5% from the total score.

Lessons, Reflections and Evaluations

- Teach a total of 9 lessons. These may be from 30 minutes in length to the entire class period. You may teach **two** lessons twice (see below for additional information).
- Consult with your cooperating teacher as to length of lessons and topics to be covered.
- Lesson plans are to be submitted 48 hours **in advance** to your cooperating teacher and to your UTL640L instructor. When you e-mail plans to your cooperating teacher, CC me.
- You will be observed twice by University Facilitator, more, if deemed necessary. If you are going to be observed by the university observer, **submit a lesson plan to her also, at least 24 hours before your observation. It is your responsibility to initiate communication with the university observer concerning the lessons you wish her to observe.**
- You may teach the same lesson three times to three different classes. Indicate on your lesson plan that you will do this (for example: Lessons 5 and 6). Do the same for your reflection (Reflection 5 and 6) and compare how the lesson went in each class in which you taught the lesson. (You may teach additional lessons twice but it only "counts" two times: thus, you design 6 lessons, but teach 9 classes if you teach three lessons twice.) Title your lessons and evaluation documents to reflect repeated lessons, for example: Lesson Plans 3 & 4 (repeated).
- Giving a test does not count as a lesson **unless you review the class 30 minutes** before the test. Remember your **minimal instructional time is 30 minutes.**
- Lesson reflections should be completed and e-mailed to me within 48 hours of teaching. Bring your hard copy to the ***Tuesday*** seminar following the lesson. Highlight anything you wish me to see or discuss with your cohort. Write and submit these as soon as possible after teaching. The sooner you receive my input, the more valuable that input will be to you.
- Submit CT and FO lesson evaluations in the seminar following your lesson taught. Late submissionswill negatively impact your field work grade, resulting in **-5%** taken from each evaluation score.

Your Final Reflection – *Submitted With Your Portfolio*
Just as your previous UTeach experiences in elementary and middle school provided you with the basic tools for your 640 experiences, this semester has well prepared you for student teaching next semester. In your final reflection you will reflect over the entirety of the field experience. The instructions to do so are found in the Assignment Descriptions and Templates module on Canvas.

UT Seminar Expectations

UTL640 will make more demands on your time than 101 or 202. Good time management will assure your success.

- **Attend seminar regularly**. Five points will be deducted from your final average for every seminar absence after the first absence; and every FIELD WORK absence after the first. **Arrive ON TIME.** A 15 minute late arrival is considered an absence. **Two tardies will count as one absence.**
- Completing assignments on time reflects the professionalism required of a future educator. All late assignments will be accepted with a **STARTING GRADE of 80%. Work more than 48 hours late will result in a 0/no credit. Keep track of what's due and when!** (Note: Read about CT and FO evaluation submissions on page 4.)
- Complete readings as listed on your detailed syllabus before the seminar. Come prepared to participate! Seminar participation is a portion of your seminar grade.
- **Eat before you arrive, not during seminar.** Please do not bring food or sugary drinks into the conference room. You may snack outside the conference room during break. You may bring water. *(We may have a special "treat-for-all" day during the semester, in which case eating during seminar is permitted.)*

IMPORTANT NOTE

The instructor maintains the right to change the syllabus and will inform you during seminar. You are responsible for changes even if you are absent. Check canvas for updates.

Individual Growth Plans (IGPs)

Interns must complete the fieldwork satisfactorily in order to complete this course.
Inadequate performance or professionalism during your field experience may result in the development of an Individual Growth Plan (IGP). The purpose of an IGP is to clearly identify any aspect of your performance that is unacceptable and to establish goals and target dates for improved performance. Failure to achieve the goals of an IGP could result in termination of your field experience. Your final grade will reflect the entire semester's work, including any pre-IGP performance.

Grading:

40% Field Experience:
Derived from your CT's Mid-Term, Final Evaluations, and Lesson Plan Evaluations.

- Attendance/Tardiness
- Cooperation with cooperating teacher
  - E-mails, telephone calls, face-to-face interactions
  - Your CT's lesson evaluations; Midterm and final evaluation
- Lessons
  - Delivery of lessons; Evaluation by cooperating teacher
- Observations
  - Timely completion and write up of observations
- Field Observations
  - Evaluations by university field observer
  - Communication and cooperation with university field observer

30% Seminar
Derived from your active learning classroom experiences, your lesson plans and completed assignments and projects.

- Quality Participation
  - Collaborative activities, Discussions, Presentations
  - Assignments completed per syllabus; being prepared to participate
- Lesson plans and reflections on lessons
- Technology
  - Use of technology for communication, web activities and multimedia presentations
  - Teacher website development; Personal Best Practices/5E's video (completion)

10% Portfolio
Based on your final product. You will self-grade your portfolio before I assess it.

20% Fitness to Teach Rubric:
Your 5 minute video documents your performance and supports this assessment. If you do not submit a video, 10% will be deducted from this grade.

100% TOTAL GRADE

REMINDER: **5 points are deducted from your total grade for each absence** in the seminar beyond the FIRST, unexcused absence (medical documentation required).

UTL640 Detailed Syllabus - Spring 2014

WEEK, DAY, SEMINAR # DATE	SEMINAR TOPICS	READINGS AND ASSIGNMENTS
Week 1 - TU **SEMINAR 1** JAN 14	Getting Started and National and State Standards *First Day Interview – A Paired Activity Followed by Inner-Outer Circle Activity* ▸ Overview of Course; Handouts ▸ Clearance for Entry into Districts ▸ Intro to the Standards for Foreign Language Learning ▸ TEKS for LOTE	**Four readings** 1. Framework for LOTE C, Introduction (1-6) 2. C 2 Guiding Principles (7-21) 3. C-3 Language Proficiency (23 – 31) 4. Appendix H TEKS for LOTE **Write** **Handout for BALLI** ▸ *Complete and bring to Seminar 2, next seminar.*
Week 1 – TH **SEMINAR 2** JAN 16	**Share: BALLI Beliefs** Practice: TExES PPR Test Standards & the TEKS ▸ The 5 Cs: National and StateStandards ▸ Communication: Interpersonal, Interpretive and Presentational Modes ▸ Integrated Skills ▸ Culture, Connections, Comparisons, Communities	**Four readings** 1. 2012 ACTFL Proficiency Guidelines 2. What Should I Know About SLA? 3. LOTE Standards 4. Professional Standards **Write** ▸ **SLA Theory Synthesis** ▸ **Learning Styles Quiz on Edutopia** Print and bring to class the CHART of your results. Email your CT: Establish your first observation date. Always cc me.
Week 2 – TU **SEMINAR 3** JAN 21	**Submit SLA Assignment & Edutopia Printout** Practice: TExES PPR Test Teaching for Proficiency The concept of proficiency & the ACTFL proficiency scale Guests: Your Field Observer: Mary Diehl	**Read** "A Texas Framework for LOTE" Appendix C *Multiple Intelligences and Instructional Strategies* **Write** **Select topic and date** for your researched article presentation. *Note: Begin observations ASAP! Check calendar.*
Week 2 – TH **SEMINAR 4** JAN 23	**Submit: Article Presentation Topic** Practice: TExES PPR Test Share: Peer grade Observation 1 Organizing Content and Designing Lessons ▪ Daily, weekly, unit, semester, and yearly plan ▪ Vertical and Horizontal Alignment	**Two readings** 1. A Texas Framework for LOTE C (102-110) **2.** A Texas Framework for LOTE: Frequently Asked Questions Abbreviations and Acronyms (111-118) **Write** **Web Activity #1:** Bring all work to next seminar. *(Include synthesis and reflection in your work!)*

WEEK, DAY, SEMINAR # DATE	SEMINAR TOPICS	READINGS AND ASSIGNMENTS
Week 3 – TU **SEMINAR 5** JAN 28	**Web Activity #1 due.** Bring to seminar today. Practice: TExES PPR Test Meeting the Needs of All Students Differentiating Instruction in LOTE Seminars	**Four Readings** 1. Teacher's Handbook: Contextualized Language Instruction from C10 2. *"Differentiating Instruction in the LOTE Classroom: Focus on Special Education Learners"* 3. *"Best Practices for teaching LOTE students with learning differences"* 4. *"Inclusion in the LOTE classroom"*
Week 3 – TH **SEMINAR 6** JAN 30	Practice: TExES PPR Test Differentiating LOTE Instruction *(Continued)*	**Read** **Teacher's Handbook:** C 12 *"Using Technology to Contextualize and Integrate Language Instruction"* **Write** **First and Second Observations** Present hard copy in Seminar 7.
Week 4 – TU **SEMINAR 7** FEB 4	**First & Second Observations Due.** *Submit Hard Copy in Seminar.* Practice: TExES PPR Test Using Technology in the Classroom: ‣ Orientation to the laptop ‣ PowerPoint Essentials/WebQuests ‣ Technology as a teaching tool	**Read** **Technology Applications Standards** for all beginning Teachers **Write** ‣ **Third and Fourth Observations** Present hard copy in seminar 9. ‣ **Reflection:** Videotape Lesson 2 or 3 ‣
Week 4 – TH **SEMINAR 8** FEB 6	Practice: TExES PPR Test Grading and Assessment: ‣ Comparing Traditional and Performance-based Assessment; ‣ Developing a Performance Based Rubric	**Read** **A Texas Framework for LOTE:** C 4 TEKS for LOTE (33-51) & AP handouts Note: Have you taught an activity or lesson? *Remember, you will videotape lesson 2 or 3. Submit a reflection on or before Seminar16.* **Write** **Fifth Observation** Present hard copy in Seminar 11.
Week 5 – TU **SEMINAR 9** FEB 11	**Third & Fourth Observations Due.** Practice: TExES PPR Test Engagement Activities/The Power of Group Collaboration	**Read** **A Texas Framework for LOTE:** C 4 (52-71) **Write** ‣ **Sixth Observation** Present hard copy in Seminar 13. ‣ **Engagement Activity** Due: Seminar 12 & 13

WEEK, DAY, SEMINAR # DATE	SEMINAR TOPICS	READINGS AND ASSIGNMENTS
Week 5– TH **SEMINAR 10** FEB 13	Practice: TExES PPR Test Engagement Activities: Strategies and Best Practices	**Construct** **Web Activity #2:** Submit link digitally by Seminar 17, by or before 8 AM. *Note: Videotape Lesson 2 or 3, reflect.*
Week 6 – TU **SEMINAR 11** FEB 18	**Fifth Observation Due** Practice: TExES PPR Test Engagement Activities: Strategies and Best Practices	**Present** **Web Activity #2:** Presentation of completed website during Seminar 18.
Week 6 – TH **SEMINAR 12** FEB 20	**Student Engagement Presentations** Activities / Foldables Practice: TExES PPR Test	**Write** **Seventh Observation** Present hard copy in seminar 15.
Week 7 – TU **SEMINAR 13** FEB 25	**Sixth Observation Due** **Student Presentations: Engagement Activities** Practice: TExES PPR Test	**Read** **Teacher's Handbook:** C 5, *"Integrating Cultures and Comparisons..."* **Write** **Eighth Observation** Present hard copy in seminar 17.
Week 7 – TH **SEMINAR 14** FEB 27	Practice: TExES PPR Test Integrating Language Skills and Culture • Strategies and activities • Use of authentic materials • Assessing Standard Based Language Performance in Context	**Construct** **Culture Lesson** (1-3 days) with student product rubric. • **Rubric** Due Seminar 22 • **Lesson Presentation** due Seminar 23 **Continue working** • Web Activity #2 • Video-tape lesson 2 or 3, Reflect • Digital Portfolio (ongoing)
Week 8 – TU **SEMINAR 15** MAR 4	**Seventh Observation Due** Practice: TExES PPR Test Integrating Language Skills and Culture • Strategies and activities • Use of authentic materials • Writing Effective Rubrics	**Read** **Teacher's Handbook:** C 8: *Interpersonal Communication* (245-266) **Write** **Ninth Observation** Present hard copy in Seminar 19.

WEEK, DAY, SEMINAR # DATE	SEMINAR TOPICS	READINGS AND ASSIGNMENTS
Week 8 – TH **SEMINAR 16** MAR 6	**First Video Tape Reflection Due** Practice: TExES PPR Test Teaching for Interpersonal Communication – 1 ▸ Strategies and activities ▸ Use of authentic materials	**Two Readings** 1. **Teacher's Handbook**: C 8: *Interpersonal Communication* (266-292) 2. *"Activities to Promote Interaction and Communication"* 2. *"30 Strategies"* **Continue working** ▸ Web Activity #2 ▸ Video Tape Second Lesson (#s 7 or 8) ▸ Culture Lesson Rubric and Presentation
MAR 10 – 14	**SPRING BREAK**	**BE SAFE!**
Week 9 – TU **SEMINAR 17** MAR 18	**Observation Eight Due** **Web Activity 2, *Link Due by 8AM*** Practice: TExES PPR Test Teaching for Interpersonal Communication – 2 ▸ Strategies and activities ▸ Use of authentic materials	**Write** **Tenth (Final) Observation** Present hard copy in seminar 21. **Continue working** Videotape Lesson 7 or 8; Reflect NOTE: *Student Permissions for videotapes due by Seminar 26 (the video 2 reflection date).*
Week 9 – TH **SEMINAR 18** MAR 20	**Web Activity 2: PRESENTATIONS** *and Cohort Evaluation* Practice: TExES PPR Test Cohort Evaluation (Web Activity 2)	**Continue working** ▸ Video Tape Second Lesson (#s 7 or 8) ▸ Culture Lesson Rubric, due Seminar 22, and Presentation, due Seminar 23. ▸ Digital Portfolio *You may submit an electronic portfolio; you may submit it early*
Week 10– TU **SEMINAR 19** MAR 25	**Ninth Observation Due** Practice: TExES PPR Test Teaching for Interpretive Communication: READING ▸ Strategies and activities ▸ Use of authentic materials	**Write** **Observation 10** Submit hard copy in seminar 21. **Make your appointment** to meet with a Principal, Assistant Principal or District LOTE Curriculum Coordinator on APRIL 15
Week 10 – TH **SEMINAR 20** MAR 27	Practice: TExES PPR Test Teaching for Interpretive Communication LISTENING ▸ Strategies and activities ▸ Use of authentic materials	**Explore** the Website: "Skills You Need" **Continue working** ▸ Video Tape Second Lesson (#s 7 or 8) ▸ Culture Lesson Rubric, due Seminar 22, and Presentation, due Seminar 23. ▸ Digital Portfolio *Early submissions welcomed!*

WEEK, DAY, SEMINAR # DATE	SEMINAR TOPICS	READINGS AND ASSIGNMENTS
Week 11 – TU **SEMINAR 21** APR 1	**Last (Tenth) Observation Due** Practice: **LAST** TExES PPR Test Teaching for Presentational Communication WRITING ▸ Strategies and activities ▸ Use of authentic materials	**Read** **Teacher's Handbook:** C-9 *Presentational Communication* **Write** Culture Lesson Rubric, due Seminar 22
Week 11 – TH **SEMINAR 22** APR 3	**SUBMIT: Self-Graded Rubric for Cultural Project** Presentational Communication SPEAKING Strategies and activities **Register for PPR**	**Two Readings** 1. **The Teacher's handbook:** C11 *Assessing Standard Based Language Performance in Context* 2. Framework for LOTE C 5 *Classroom Assessment Strategies (97-101)* **Present and Evaluate Cultural Lesson**
Week 12 – TU **SEMINAR 23** APR 8	**Cultural Project Presentation** Presentation of Cultural Projects with Rubric	**Write** Video 2 and Reflection Due Next Seminar
Week 12 – TH **SEMINAR 24** APR 10	**Video 2 and Reflection Due Today** Content Catch-Up Day	**Continue working** ▸ Email to confirm your administrator interview. ▸ Digital Portfolio: *You may submit an electronic portfolio; you may submit it early.*
Week 13 – TU **SEMINAR 25** APR 15	No Seminar: Administrator Interview Today	**Write:** **Administrator Interview** Digital Submission **My Best Practices Video** *Bring your laptop and the rough footage of both lessons to Seminar 27.*
Week 13 – TH **SEMINAR 26** APR 17	**Administrator Interview Due** "Best Practices in the LOTE Classroom"	**GUEST SPEAKER - TINA DONG** **AISD Curriculum Coordinator**
Week 14 – TU **SEMINAR 27** APR 22	Video Editing Seminar **Guest: Lori Najvar, Documentary Filmmaker**	**CREATE** Five minute video: "MY BEST PRACTICES" *Post online before midnight, May 1.*

WEEK, DAY, SEMINAR # DATE	SEMINAR TOPICS	READINGS AND ASSIGNMENTS
Week 14 – TH **SEMINAR 28** APR 24	**Ethics, Legal Issues** Final Forum and UTL640 Evaluation	Catch up on any outstanding work. Finalize your portfolio and video.
MAY 1	**PORTFOLIO & VIDEO DUE** TODAY by midnight.	**Do something memorable this summer! (And work on your LOTE!)**

Quotes About Teaching

"The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires."

— William Arthur Ward

"The best thing for being sad," replied Merlin, beginning to puff and blow, "is to learn something. That's the only thing that never fails. You may grow old and trembling in your anatomies, you may lie awake at night listening to the disorder of your veins, you may miss your only love, you may see the world about you devastated by evil lunatics, or know your honor trampled in the sewers of baser minds. There is only one thing for it then — to learn. Learn why the world wags and what wags it. That is the only thing which the mind can never exhaust, never alienate, never be tortured by, never fear or distrust, and never dream of regretting. Learning is the only thing for you. Look what a lot of things there are to learn."

— T.H. White, *The Once and Future King*

"In learning you will teach, and in teaching you will learn."

— Phil Collins

"I never teach my pupils, I only attempt to provide the conditions in which they can learn."

— Albert Einstein

"I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized."

— Haim G. Ginott

"Most learning is not the result of instruction. It is rather the result of unhampered participation in a meaningful setting."

— Ivan Illich, *Deschooling Society*

"True teachers are those who use themselves as bridges over which they invite their students to cross; then, having facilitated their crossing, joyfully collapse, encouraging them to create their own."

— Nikos Kazantzakis

"The best way to learn is to do; the worst way to teach is to talk."

— Paul Halmos

ASSIGNMENT CALENDAR CHECKLIST

WRITING, TEACHING AND TECHNOLOGY	Due by Start of Seminar #	Completed
Your BALLI survey	2	
✓ Second Language Acquisition Theory ✓ Your Learning Style - Print Quiz Results (Edutopia)	3	
Article Topic - Submit Your Title	4	
Web Activity 1	5	
Research and Presented Article	Dates Vary	
✓ Observation 1 ✓ Observation 2	7	
✓ Observation 3 ✓ Observation 4	9	
Observation 5	11	
Engage & Explore Activity Presentation	12	
✓ Observation 6 ✓ Engagement Activity Presentation with Rubric	13	
Observation 7	15	
✓ Observation 8 ✓ Web Activity 2 - Teacher Web Site Link	17	
Web Activity 2 - Teacher Web Site Link	18	
Observation 9	19	
Observation 10	21	
Culture Lesson Rubric and Lesson Plan with Student Product	Varies: 22 or 23	
Video Taped Lesson 7 or 8 with REFLECTION	24	
Administrator Interview	27	
✓ Five Minute Video “My Best Practices” posted online and linked to a page in your Digital Portfolio ✓ Digital Portfolio	Midnight, May 1	

READING ASSIGNMENT CALENDAR CHECKLIST

Texts

1. *Readings from Schrum, J. & Glisan. E. (2010) Teacher's Handbook: Contextualized Language Instruction 4th Edition. Boston, MA: Heinle/Cengage Learning (Used from $7 at amazon.com).* ***Required chapters are posted on Canvas****, but the book is worth having in your professional library.*
2. *Horwitz, Elaine K. (2008 or 2012) Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching. Pearson Education, Inc. (Used from $31 at amazon.com)* ***You will need to read this book to help prepare you for your PPR****. We review second language acquisition in class,* ***but you should read the entire book on your own.*** *Again, this is a book worth having for your professional library.*
3. *Available on Canvas: A Texas Framework for LOTE, you can download this text from* ***Canvas.***

Assignment	Due Seminar #	Completed
Framework C 1, 2, 3 (PP 1-31) Appendix H: BALLI Handout	2	
"What You Should Know about SLA"; ACTFL Guidelines	3	
Framework Appendix C	4	
Framework C 5 (102 - 110); Appendix C: FAQs (111-118)	5	
Teacher's Handbook: C 10; Three Articles on Differentiation	6	
Framework C 12 "Technology"; Technology Handouts	7	
Framework C 4 (33-51 TEKS); Good Communication/Groups	9	
Framework C 4 (52-71)	10	
Teacher's Handbook, CH 5, "Cultures and Comparisons"	14	
Teacher's Handbook: C 8 (214-234)	16	
Teacher's Handbook: C 8 (235-256)	17	
Explore the Website: "Skills You Need": http://www.skillsyouneed.com/general/communication-skills.html	21	
Teacher's Handbook: C 9 Presentational Communication	22	
Framework: C 5; Teacher's Handbook: C 11	23	

SEMESTER PROJECTS

DIGITAL PORTFOLIO & BEST PRACTICES VIDEO *Due on or before MIDNIGHT, MAY 1, 2014*

Submit your self assessment as a separate document via email at the same time you deliver your portfolio and video. Deliver your products via Dropbox ONLY. Do not use any other service. Don't ask why, please. I beg of you - solve my problems ahead of time - use Dropbox. Do not compress your file.

IMPORTANT!
Any portfolio submitted without a self-assessment, a **completed** self assessment that **includes a percentage grade**, will receive a "incomplete" grade of 70% .

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 seminar 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.

In Case of an In-School Emergency - Be Prepared!

All schools have an emergency evacuation and operations plan that covers specific procedures for their facility and employees. These plans will cover events such as: fire, earthquake, power outage, bomb threat, hazardous material spills, severe weather, etc.

As a UTeach-Liberal Arts intern your are an authoritative figure for students, either consciously or subconsciously. Your behavior will directly influence how students respond in an emergency. Calm, collected, and clear directions will have a calming effect on students. In order to exhibit a controlled demeanor, you must be prepared for any district, school, classroom or student emergency. Upon entering the classroom, ask your CT to provide you with the school and/or districts guidelines relating to emergency procedures.

You should:

- Know how to report an emergency from your CT's classroom, the library, cafeteria and any other room or area in which you will be with students.
- Be aware of any persons with disabilities and assure that you know how to provide for their safety.
- Be prepared to take responsible charge of the classroom and follow emergency procedures for all building alarms and emergencies.

Maya Angelou made a brilliant observation that aptly defines how successful teachers approach the school day:

"Hoping for the best, prepared for the worst,

and unsurprised by anything in between."