

LING 5393.001: Internship

Summer 2013

Instructor: Cindy Kilpatrick

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Office: Hammond Hall 128

Office Hours: by appt

Office Phone: 817-272-3133

Lab: Trimble Hall 301

Time and Place of Class Meetings:

We will not meet on a regular weekly basis for this class. Instead, students' classtime will be spent teaching their own classes. Students should submit all work via Blackboard by the dates specified in the course schedule. In addition, each student will be expected to meet with the instructor at least 2 times during the semester, once in week 4, and once during the final week of the semester. Students are encouraged to additionally meet with Cindy regarding any issues, problems, or triumphs that they wish to discuss, but this is not strictly required. Because it is Summer, please make an appt because regular office hours may not be held.

Description of Course Content:

In observing ESOL classes or in teaching learners of ESOL, the student demonstrates ability to apply the principles presented in the MA TESOL coursework. Prerequisite: LING 5302 and LING 5305 and permission of instructor.

Student Learning Outcomes:

By the end of this course, students will be able to:

- (1) Critically evaluate their own teaching in order to refine their individual teaching styles and to develop the skill of self-assessment
- (2) Develop problem-solving strategies for real-world classroom situations in order to practically prepare themselves for the workplace
- (3) Critically evaluate more experienced ESL teachers in order to learn and benefit from those who are already in the workplace
- (4) Receive relevant feedback from the instructor regarding their individual teaching strengths and growth-areas in order to have an objective perspective on their own workplace readiness

Required Textbooks and Other Course Materials:

No textbook is required for this course.

Attendance: Students are expected to attend all of their required volunteer teaching hours. If you have committed to a specific organization, it is your responsibility to make arrangements to notify the organization should you not be able to meet your agreed-upon appointments. (Remember that you are representing UTA in our community. No-showing not only reflects poorly on you, but also on our department and university as a whole.)

Grading

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This class is graded. Below you will find the weighted percentage of each of the course components. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

% of Final Grade Assignment

50%	60 hours of Volunteer Teaching
10%	Video Recording and Reflection
12%	Resume and Statement of Teaching Philosophy
8%	Two “Epiphany” Reflections (4% each)
8%	Two Teaching Observation reflections (5% each)
12%	Final reflection of what you’ve learned about yourself as a teacher

Descriptions of Major Assignments:

60 Hours of Volunteer Teaching

You will be collaborating with an approved organization to teach ESL classes. If you do not already have a location in mind, Cindy will work with you to find an organization that we have collaborated with in the past that should be a good fit for you. Your hours must include at least 45 hours of classroom instruction, but the rest of your hours can be observation, lesson planning, training/orientation, etc. You should record your hours on a log that includes date, time, place, and what class you taught/observed. This log will be submitted at the end of the semester along with verification from your organization/supervisor. A log will be provided, but feel free to create your own to best fit your own teaching situation if needed.

Video Recording and Reflection

As a requirement for this course you will be asked to video record yourself teaching at your partner organization. This video should contain at least 30-45 minutes of continuous recording, and should be submitted to the instructor on a flashdrive, disc, or YouTube link. In addition to video-taping yourself, you will be expected to watch the video and reflect on things you learned about yourself as a teacher from watching the video. The video recording and reflection must be submitted prior to meeting with Cindy in week 4.

Resume and Teaching Statement

Two of the most common items requested for teaching positions are a resume and a statement of teaching philosophy. As a requirement for this course, you will think through, create, and revise these materials. Initial versions of both will be submitted early, so that they can be discussed during your meeting with Cindy in week 4, and then can be revised and re-submitted no later than Friday, August 9.

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"Epiphany" Reflections

You will have 2 epiphany reflections due over the course of the semester, which can be submitted any time before, but no later than, weeks 6 and 8. These reflections should be approximately 500 words, and should reflect on something you have learned in your teaching this semester, such as a moment of epiphany that you may have had in terms of how to deal with some material, student, or situation.

Teaching Observation Reflections

You will be expected to observe at least 2 different experienced ESL teachers. These courses can either be at the same location where you are teaching or at another approved location. You should observe at least an hour of class time and then reflect on the experience. The observations should each be approximately 500 words, and are due no later than weeks 5 and 9, though they may be submitted earlier if you desire. For MA practicum students, it is possible to observe 8 hours and then teach 2 hours at UTA's English Language Institute. If you are interested in this opportunity, please let Cindy know ASAP.

Summary Reflection

At the end of this course, you will be asked to synthesize the things you have learned throughout the semester and to comment on the new insights you have gleaned. The summary reflection should be 800-1000 words and must be submitted no later than Friday, August 9. Because of the nature of this reflection, please do NOT submit this assignment until all your teaching hours have been completed.

Course Schedule: Subject to change as needed

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| Week 1 | By Fri, June 7, provide Cindy with the details of your selected teaching assignment, as well as a description of how you plan to fulfill your hours |
| Week 2 | By Fri, June 14, submit an initial resume and statement of teaching philosophy |
| Week 3 | By Friday, June 21, submit your video and reflection |
| Week 4 | By Friday, June 28, meet w/ Cindy about resume, teaching statement, and video |
| Week 5 | By Friday, July 5, submit 1st observation reflection |
| Week 6 | By Friday, July 12, submit 1st epiphany reflection |
| Week 7 | By Friday, July 19, submit an interim hours log, along with a description of how you plan to fulfill the remainder of your hours. |
| Week 8 | By Friday, July 26, submit 2nd epiphany reflection |
| Week 9 | By Friday, August 2, submit 2nd observation reflection |
| Week 10 | By Friday, August 9, submit hours log and verification, final copy of resume and teaching statement, and summary reflection |
| Week 11 | Finals Week: meet with Cindy for final comments and debriefing |

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Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/ses/fao>).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity: All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

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Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.