

LING 5346: Topics in Applied Linguistics
Readings and Research in Pedagogy and Practice
Thursdays 5:30-8:20
Trimble Hall 215

Instructor: Cindy Kilpatrick

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Office: Hammond Hall 403 Lab: Trimble Hall 301

Office hours: by appointment

Description of Course Content

This course is designed to help students think about tying scholarly research with classroom practice. We will discuss research articles and how they apply to practical classroom matters, read articles and teaching tips by and for teachers, and actively engage in discussion about different aspects of teaching.

Student Learning Outcomes

After successfully completing this course, students should be able to:

- 1) Apply research to classroom practice
- 2) Find relevant articles related to pedagogy
- 3) Critically read articles related to classroom practice and pedagogy
- 4) Share and support views on a variety of pedagogical issues
- 5) Develop go-to resources for pedagogical support

Textbook

There is no assigned textbook for this course. Readings will consist of a variety of articles, book chapters, and online sources. These readings will be made available on Blackboard.

Grading and Course Requirements

The course grade will be determined in the following manner:

Reading Responses	30 points
Discussion Leading	10 points
In-Class Discussion Participation	15 points
Online Discussion Participation	15 points
Final paper/project	30 points

Reading Responses

Before each class, you will be asked to submit a brief response to the reading(s) in the form of a Blackboard “quiz” in order to help me get some idea of what you understood about the reading, thoughts you have about applying it, and additional questions that you may need answered. Each reading response will be worth 2 points, for a total of 30 points.

0 = did not respond, or response was incomplete

1 = responded to questions, but with little reasoning/rationale

2 = responded with reasoning and/or rationale

In-class Discussion Participation

You are expected to actively participate in class discussions, no matter who is leading them (Cindy, a classmate, or a guest lecturer). Participation is NOT based on how much you talk, but on how engaged you are. These points will be assigned weekly, as follows:

0 = non-participatory; constantly distracted or off-task

1 = participated consistently and actively in class

Online Discussion Participation

You are also expected to actively participate in online discussions with other TESOL professionals so that you can grow your professional network and online community. These contributions may be done on a variety of sites.

0 = did not participate, or minimal contributions

1 = contributions added to discussion and online community

Discussion Leading

You will be asked to lead part of the discussion on at least 2 occasions. This should be something to look forward to as you plan how to best help your students understand the material (even if through self-discovery). Each time you lead a discussion is worth 5 points for a total of 10 points.

0 = Did not participate

1 = Gave a brief presentation/lecture

2 = Gave a presentation/lecture of ~45 minutes

3 = Led a brief discussion that engaged students in active learning

4 = Led a discussion of ~45 minutes that engaged students in active learning

5 = Led a discussion of ~45 minutes that engaged the students in active learning, and included a relevant and attractive handout(s) for students to reference later

Final Paper/Project

Your final paper for this class will be to write an article, similar to ones we will read throughout this class, that discusses some pedagogical tool, trick, or strategy. This paper will by necessity refer to some scholarly research, but the purpose of the paper is not to propose a hard-core research project. Instead, it is to share, teacher-to-teacher, something that works for you, that you might actually like to submit for publication.

Flexible Schedule of Classes – I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course

Week and Dates	Topic and Assignments
Week 1 January 19	What's this class about?
Week 2 January 26	Homework! Why, where, when, what, how Reading: Buchel 2016
Week 3 February 2	Online language learning Reading: Odo 2016
Week 4 February 9	Library Day!
Week 5 February 16	Building Vocabulary Reading: Lorenzutti 2016
Week 6 February 23	Teaching reading Reading: Sauro and Sundmark 2016; Park 2016
Week 7 March 2	Teaching (and grading) writing
Week 8 March 9	[Corpus or grammar]
March 16	Spring Break
Week 9 March 23	Teaching Listening – More than Minimal Pairs
Week 10 March 30	Teaching Pronunciation Reading: Gilbert; Celce-Murcia
Week 11 April 6	What do we do when? SLO's and Program Planning
Week 12 April 13	What do we do when? Scope & Sequence; Course Planning
Week 13 April 20	[Corpus or grammar]
Week 14 April 27	Teaching specific populations (GESP, ITA, ESP)
Week 15 May 4	Pragmatics, Semantics, and Meaning
May 11	Final papers/projects due!

Attendance and Participation: At The University of Texas at Arlington, taking attendance is not required, but attendance is a critical indicator of student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will assign weekly participation grades, so regular attendance & participation will positively impact grades.

While UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Academic Integrity: Students enrolled all UT Arlington courses 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.

UT Arlington faculty members may employ the Honor Code in their courses by 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. Additional information is available at <https://www.uta.edu/conduct/>.

Librarian to Contact: Jody Bailey jbailey@uta.edu 817-272-7516

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://www.uta.edu/aao/fao/>).

Disability Accommodations: UT 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), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability. Counseling and Psychological Services, (CAPS): www.uta.edu/caps/ or c 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses,

except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online 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 via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: for semester-long courses, 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.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located to the right as you leave the classroom. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities. You are encouraged to subscribe to the MavAlert system that will send information in case of an emergency to your cell phone or email account. Subscribe at <https://mavalert.uta.edu/> or <https://mavalert.uta.edu/register.php>