Instructor: Jeffrey Witzel

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Office Hours: Tuesday 1:30-2:30 (or by appointment)

Section Information: LING 5393-001

Time and Place of Class Meetings: We will not meet regularly as a group for this class. Instead, students will spend time teaching their own classes at their practicum sites. All assignments should be submitted via Blackboard by the dates specified in the course schedule below.

Description of Course Content: In this course, students will work regularly and consistently with an organization where English is taught. Students will observe, teach, guide, and participate in activities in order to demonstrate the ability to apply the principles of communicative language teaching in an English language learning environment.

Description of Course Structure: This course will be different for each student. While we will have some assignments with set due dates, there is some flexibility involved due to the variety of teaching positions that students will be taking on. If you would like to request an alternative due date for an assignment, you must discuss this with me (the instructor) at least one week before the assignment is due.

Each student is expected to meet with me at least once during the semester. You are also encouraged to contact me regarding any issues, problems, or successes that you might want to discuss, but this is not strictly required. In addition to the set office hour slot, I will be available for appointments as needed. Because students will be teaching in various parts of town, and we do not have a set time when everyone will be on campus, I will also be available to meet online via Skype. Please email me to arrange appointments.

Student Learning Outcomes: Upon successfully completing this course, students should be able to
1) critically evaluate their own teaching in order to refine their individual teaching styles.
2) use a variety of strategies to solve real-world classroom teaching problems.
3) critically evaluate more experienced ESL teachers in order to learn from those who are already in the workplace.
4) reflect on their own workplace readiness based on feedback from their course instructor, internship supervisor, peers, and colleagues.
5) create a professional resume and statement of teaching philosophy that are appropriate for advertised TESOL positions.

Required Textbooks and Other Course Materials: This course does not require a textbook. All course materials will be provided on the Blackboard site for the class (login at https://elearn.uta.edu/). You are responsible for checking this site regularly to access (among other things) updates, assignments, and grades.

Descriptions of Major Assignments:

60 Hours of Teaching (40% of your overall grade): This course requires 60 hours of ESL/EFL teaching at an approved organization. These hours should include a minimum of 45 hours of classroom instruction, with the other 15 hours being used for class preparation/lesson planning, required training sessions, peer observations, etc. All of these hours should be completed at single organization (of your choice, of course). If it is not possible for you to do all of this work with a single organization, you should contact me as soon as possible to explain why that is the case and to work out an alternative plan. A list of organizations in the area that students have worked with in the past will be provided. If you would like to work with an organization that is not on this list, that is fine. In either case, you should send me an email with information on your teaching site no later than Tuesday 1/23.

In order to get credit for these hours, you will need to submit a final Hours Log and a form that verifies that you completed your teaching hours (a Teaching Hours Verification Form) at the end of the semester (5/7). In your Hours Log, for each day you are involved in practicum activities, you should record the date, time, place, the number of hours that you worked, and the class(es) that you taught/observed. A sample log will be provided, but feel free to create your own to match your teaching situation.

Reflections (40% of your overall grade): You will complete 5 reflections over the course of the semester. Each reflection should be 500-750 words long, with the exception of the last reflection, which should be about 1000-1500 words. You should upload each reflection to the course Blackboard site by the due date indicated.

Reflection 1: Pre-service reflection (due 1/22)
In your first reflection, you should discuss what you would like to get out of this practicum class. What would you like to learn about yourself? about ESL/EFL students? about teaching in general? about teaching ESL/EFL classes in particular? What skills would you like to learn/develop during this practicum? What are some challenges that you anticipate and how will you try to overcome them?

Reflection 2: Teaching observation (due 2/5)
For this observation, you should seek out an ESL/EFL course that is conducted by an experienced instructor (preferably at your teaching site). You should observe at least an hour of class time. In your reflection, you should discuss what you learned from this experience. You should not just provide a summary of what happened in the class. Rather, (i) you should critically assess the instructor's performance (with reference to a list of observation points/questions), (ii) discuss what you learned about teaching, about students, and/or about second language learning from this experience, and (iii) reflect on what you learned from this experience that will influence your teaching practice.

Reflection 3: Observing yourself (due 2/19)
For this reflection, you should video record yourself teaching at your teaching site (for a total of ~30-45 minutes of continuous recording). You will then watch your performance and reflect on your strengths and weaknesses as they are illustrated in the video. You will also be asked to respond to a series of questions meant to help you analyze the lesson itself, your interaction with students and their interaction with each other, and your general teaching style. The video must be submitted to me, preferably as a YouTube link (you can set the upload as private so that the video is only viewable by you and me), along with a detailed lesson plan for the class you recorded and your written reflection. After you submit this assignment, please set up a meeting with me to discuss your teaching performance, lesson plan, and reflection.

Reflection 4: Feedback follow-up (due two weeks after our meeting related to Reflection 3)
Two weeks after your meeting with me about your teaching video, you should submit a reflection discussing how your self-observation and the feedback you received from me (as well as from peers/colleagues, if you choose to share with them) have affected your teaching. How has the experience influenced your teaching? What are you doing differently as a result of this feedback?

Reflection 5: Summary reflection (due 5/7)
At the end of the course, you will be asked to synthesize the things you have learned throughout the semester. This summary reflection should be 1000-1500 words. In this reflection, you should not just provide a summary of what happened in your class(es). Rather, you should discuss things like (i) what this experience has taught you about second language learning and teaching, (ii) how you have developed as a teacher, and (iii) any challenges you faced and what you did to address these challenges.

Resume and Teaching Statement (20% of your overall grade): Two of the most common items that are requested in applications for teaching positions are (i) a Resume and (ii) a Statement of Teaching Philosophy. As a requirement for this course, you will create versions of these documents, which you can then adapt for job applications in the future. Initial versions of these documents should be submitted by 3/26. I will provide feedback, which you should integrate before your final submission of these documents at the end of the semester (5/7).

Grading: 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. Your final grade will be determined as follows (A = 90% or above; B = 80-90%; C = 70-80%; D=60-70%, F = below 60%):

    40%   60 Hours of Teaching
    40%   Reflections
    20%   Resume and Teaching Statement

Late Submission of Assignments: If you need more time to complete an assignment, make sure to contact me *before it is due* to make the necessary arrangements. If alternative arrangements have not been made in advance of the due date for an assignment, late work may be accepted (at the instructor's discretion), but with a grade penalty. These assignments are unlikely to be returned to you in a timely manner, and they will not receive the same amount of feedback as an assignment handed in on time.

Attendance: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in 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. In this class, students are required to attend all of their required teaching hours. It is your responsibility to notify your internship site if you are not able to meet an agreed-upon appointment (or otherwise take care of assigned tasks). Remember that you are representing UTA in our community. If you do not show up for your assignment, it reflects poorly not only on you, but also on our department and university as a whole. 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.

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/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 calling 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.

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/.

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.

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 a university building, students should exit the room and move toward the nearest exit. 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.

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 http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers **FREE** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR): [Optional.] The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at https://uta.mywconline.com. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. http://library.uta.edu/academic-plaza

Librarian to Contact: Jody Bailey (jbailey@uta.edu)

Course Schedule

Week #	Dates	Assignments & Due Dates
1	1/15-	--Make arrangements to teach at your internship site.
2	1/22-	--Begin teaching. --Send me an email with information on your internship site by 1/22. --Submit Reflection 1 by 1/22.
3	1/29-	--Begin/continue teaching. --Make arrangements to observe an ESL class (in preparation for Reflection 2).
4	2/5-	--Continue teaching. --Make arrangements to record your teaching (in preparation for Reflection 3). --Submit Reflection 2 by 2/5.
5	2/12-	--Continue teaching.
6	2/19-	--Continue teaching. --Submit your teaching video and Reflection 3 by 2/19. --Schedule a meeting with me to discuss your video/Reflection 3. **Reflection 4 will be due 2 weeks after our meeting.**
7	2/26-	--Continue teaching. --Schedule a meeting with me to discuss your video/Reflection 3 (if you haven't yet.) **Reflection 4 will be due 2 weeks after our meeting.**
8	3/5-	--Continue teaching. --Schedule a meeting with me to discuss your video/Reflection 3 (if you haven't yet.) **Reflection 4 will be due two weeks after our meeting.**
9	3/12-	**Spring Break** **Note that your internship site might not have a break during this week.**
10	3/19-	--Continue teaching.
11	3/26-	--Continue teaching. --Submit initial versions of your Resume and Teaching Statement by 3/26.
12	4/2-	--Continue teaching.
13	4/9-	--Continue teaching.
14	4/16-	--Continue teaching.
15	4/23-	--Continue teaching.
16	4/30-	--Complete your teaching.
Exam Week		--Submit final versions of your Resume and Teaching Statement by 5/7. --Submit Reflection 5 by 5/7. --Submit your final Hours Log and Teaching Hours Verification Form by 5/7.

Other important dates:
    Census Date: 1/31
    Last Day to drop without an F: 3/30

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this class. –Jeffrey Witzel.