LING 5110: TESOL Practicum
Summer 2018

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Section Information: LING 5110-001

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 internship sites. All assignments should be submitted via Blackboard by the dates specified in the course schedule below.

Description of Course Content: This class is required for the Graduate Certificate in TESOL. It consists of a practicum (paid or unpaid), supervised by a faculty coordinator, with the student performing duties related to the academic curriculum of TESOL and/or the application of this knowledge. Students are required to perform significant teaching-related duties in an ESL/EFL environment and submit assignments related to the work performed.

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 assignments 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 the instructor at least twice during the semester. Students are also encouraged to contact the instructor regarding any issues, problems, or successes that they might want to discuss, but this is not strictly required. The instructor will be available for appointments as needed, and conferences may be done face-to-face or virtually (Skype, Google Hangouts, etc).

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/).

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.

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. Final grades will be determined as follows:

A = 90% or above

B = 80-90%

C = 70-80%

D= 60-70%

F = below 65

Graded Components and Grade Weights for the Internship

40% Completion of all teaching hours
(Includes total hours, weekly updates, final log, and verification)

10% Resume
(Includes initial draft and final revised version)

10% Statement of Teaching Philosophy
(Includes initial draft and final revised version)

40% Reflections

- 5% Pre-service reflection
- 5% One Teaching Observation reflection
- 15% Written reflection of video-taped lesson
- 15% What you've learned about yourself as a teacher overall

Late Submission of Assignments:
If you need more time to complete an assignment, make sure to contact the instructor *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), with a grade penalty of one point per day.

Descriptions of Major Assignments:
20 Hours of Teaching (40% of your overall grade):
This course requires 20 hours of volunteer work at an approved organization. These hours should include a minimum of 15 classroom hours (including observation, assisting another teacher, team teaching, or sole teaching), with the other 5 hours being either classroom hours or used for class preparation, lesson planning, training sessions, administrative work, and a variety of other activities. 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 generally fine, but please talk with me first. In either case, you should have arrangements made with an organization no later than June 10.

In order to get credit for these hours, you must do 3 things:

(1) Complete the Hours Update each week after you have completed your hours for that week
(2) Submit a complete Hours Log at the end of the semester (a sample log will be provided, but feel free to make it your own)
(3) Submit a Teaching Hours Verification Form at the end of the semester (this must be completely filled out and signed by your supervisor at the place where you complete your practicum)

You must complete and have all 20 hours verified in order to pass this portion of your grade. Therefore, points will be assigned as follows:

All hours completed =	100%	40 points
18-19.75 hours completed =	70%	28 points
15-17.75 hours completed =	50%	20 points

Fewer than 15 hours completed = 1.3 points per verified hour

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 will be due on June 17 (resume) and June 24 (teaching statement). I will provide feedback, which you should integrate before your final submission of these documents on July 15 (resume) and July 29 (teaching statement).

Reflections (40% of your overall grade): You will complete 4 reflections over the course of the semester. Each reflection should be around 500 words long, with the exception of the last reflection, which should be about 1000 words. Please upload each reflection to the course Blackboard site by the due date indicated.

Reflection 1: Pre-service reflection (due June 10)
In your first reflection, you should discuss what you would like to get out of this internship class. What would you like to learn about yourself? about your students? about teaching in general? about teaching ESL specifically?

Reflection 2: Observing yourself (due July 1)
For this reflection, you should video record yourself teaching at your partner organization (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, and 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 as a YouTube link (you can set the upload as private so that the video is only viewable by you and me), along with your written reflection.

Reflection 3: Teaching observation (due no later than Aug 5)
For this observation, you should seek out an ESL course that is conducted by an experienced instructor. This course 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. 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, you should discuss what you learned about teaching, about students, or about second language learning based on this experience.

Reflection 4: Summary reflection (due Aug 12)
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 about 1000 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.

Course Schedule

Week #	Due Date	Assignments and Week Description
1	June 4 - 10	○ Make arrangements to teach at your internship site(s) ○ (Arrange to) observe 2 hours in an ESL class ○ By June 10, submit Reflection 1: Pre-service Reflection ○ By June 10, submit Plan of Completion (First hours log)
2	June 11 - 17	○ Observe 2 hours in an ESL class if you didn't already ○ Begin classroom activity ○ By June 17, submit draft of resume ○ By June 17, submit week 2 Hours Log
3	June 18 - 24	○ Continue classroom activity ○ Arrange to video yourself teaching ○ By June 24, submit draft of teaching statement ○ By June 24, submit week 3 Hours Log
4	June 25 – July 1	○ Continue classroom activity ○ Record yourself teaching, assisting, guiding students ○ Watch video of yourself and write reflection ○ By July 1, submit Reflection 2: Self-observation of video ○ By July 1, submit week 4 Hours Log ○ Make an appointment to meet with Cindy next week
5	July 2 - 8	○ Continue classroom activity ○ By July 8, meet with Cindy for feedback ○ By July 8, submit week 5 Hours Log
6	July 9 - 15	○ Continue classroom activity ○ By July 15, submit revised resume ○ By July 15, submit week 6 Hours Log
7	July 16 - 22	○ Continue classroom activity ○ By July 22, submit week 7 Hours Log
8	July 23 - 29	○ Continue classroom activity ○ Arrange to observe 2 hours in a class ○ By July 29, submit revised teaching statement ○ By July 29, submit week 8 Hours Log
9	July 30 – Aug 5	○ Continue classroom activity ○ Observe 2 hours in a class similar to yours ○ By Aug 5, submit Reflection 3: Observation Reflection ○ By Aug 5, submit week 9 Hours Log
10	Aug 6 - 14	○ By August 13, submit Reflection 4: Summary Reflection ○ By August 13, finish hours and submit final hours log ○ By August 13, submit verification of hours

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

UT Arlington Policies

Attendance: At The University of Texas at Arlington, taking attendance is not required. Rather, 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.

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 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 in all UTA 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 the building, students should exit the room and move toward the nearest exit, which is located immediately in front of you when you exit 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.

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 English Writing Center (411LIBR): The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com.

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)