

LING 4395-001: Internship in TESOL

Fall 2018

Instructor: Dr. Suwon Yoon

Office Hours: Wed.1-2PM. (by appointment, online meetings)

Email: suwon.yoon@uta.edu (preferred method of contact)

Faculty profile: <https://www.uta.edu/profiles/suwon-yoon>

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 and then should each submit all their assignments via Blackboard by the dates specified in the course schedule.

Description of Course Structure:

In essence, this course may be different for every student enrolled. 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. However, if you choose to request an alternate date or assignment, you must discuss this with Suwon Yoon no later than one week before an assignment is due. If you will not be teaching for at least 10 weeks, an alternate schedule should be discussed as well.

Each student is also expected to meet with the instructor at least 2 times during the semester. Students are encouraged to contact Suwon Yoon regarding any issues, problems, or triumphs that they wish to discuss, but this is not strictly required. In addition to the set office hour slot, Suwon Yoon is available for appointments as needed. Because students are teaching in various parts of town, and we do not have a set time when everyone is on campus, Suwon Yoon is also available to meet via email or virtual/online (Skype). Please email to arrange appointments as needed.

Description of Course Content:

This class is a required part of the undergraduate TESOL Certificate. It consists of an internship (paid or unpaid) supervised by a faculty internship coordinator, with the student performing duties related to the academic curriculum of TESOL. Students are required to submit an approved academic project related to the work performed. May be repeated with approval of the Undergraduate Advisor.

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) Reflect on their own workplace readiness based on feedback from the instructor, peers, and colleagues
- (5) Create a professional resume and statement of teaching philosophy appropriate for advertised TESOL positions.

Required Textbooks and Other Course Materials:

No textbook is required for this course. Optional readings will be posted in Blackboard on occasion. (Go to <https://elearn.uta.edu/>)

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. According to the instructor of this section and in accordance with the service contribution expected of the internship, students are required to attend all of their promised volunteer teaching hours. If students have committed to a specific organization, it is their responsibility to make arrangements to notify the organization should they not be able to meet their agreed-upon appointments. (Remember that each student is representing UTA in our community. No-showing not only reflects poorly on the UTA student, but also on our department and university as a whole.)

Late Work Policy:

Assignments may be submitted early if desired. Late assignments will be accepted, but (unless otherwise noted) will be assessed a late penalty of one (1) point per each day that they are late, unless the students as requested and received an extension, or arranged for an alternative assignment.

Grading Components of the Internship

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; see "Student Support Services," below.

**% of Final
Grade**

Assignment	Description of the Task
40%	Completion of 60 hours of Volunteer Teaching (Includes total hours, weekly updates, final log, and verification)
10%	Resume (Includes initial draft(s) and revised final version)
10%	Statement of Teaching Philosophy (Includes initial draft(s) and revised final version)
40%	Reflections
7%	Pre-service reflection
8%	Two teaching observation reflections (4% each)
9%	Written reflection of video-taped lesson (includes video, written reflection, and follow-up meeting)
7%	Reflection related to video follow-up and feedback
9%	What you've learned about yourself as a teacher overall

Descriptions of Major Assignments:

60 Hours of Volunteer Teaching (40% of overall grade)

This course requires 60 hours of ESL/EFL teaching (including **a minimum of 45 hours of classroom instruction; the other 15 hours may include documented preparation and lesson planning, required trainings, etc.**) You will be collaborating with an approved organization to teach ESL classes. If you do not already have a location in mind, please contact Suwon Yoon immediately. She will work with you to find an organization that we have collaborated with in the past that should be a good fit for you.

This teaching part of your grade will include submission of weekly hour updates, a final hours log, and verified completion of your teaching hours. 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.

Reflections (40% of overall grade)

You will have 6 reflections due over the course of the semester. Each reflection should be around 500 words (with the exception of the final Summary Reflection which should be 600-800), an uploaded to Blackboard by the date indicated. Note that reflections should not include just a summary of what happened in class, but should show some thought and critical reflection of what **YOU** have learned about yourself, about teaching, about students, or about second language acquisition.

Reflection 1: Pre-service Reflection:

Your first reflection, due no later than the end of the first week of class, is reflection on what you yourself want to get out of this internship class. What do you seek to learn about yourself? About your students? About teaching in general? About teaching ESL specifically?

Reflection 2: Teaching Observation 1

For this observation, you should seek out an ESL course that is conducted by an experienced instructor. These courses can either be at the same location where you are teaching, or at another approved location. You will observe at least an hour of class time, and then reflect on the experience about what you learned from observing this instructor. Note that if you need help finding a place to observe. You must talk with Suwon Yoon about this no later than the end of the first week of class!

Reflection 3: Watching your self teach

For this observation you must video record yourself teaching at your partner organization (30-45 minutes of continuous recording is expected for this.) You will then watch the video and reflect on your strengths and weaknesses as illustrated by the video. You will also be asked to respond to a series of question meant to help you analyze the lesson itself, student interaction, and your general teaching style. The video must be submitted to Suwon Yoon, preferable as a YouTube link (you can set the upload to be private and only viewable by you and your professor)), along with the written reflection. Note that this assignment is listed as due in Week 4, but it must be completed between your 10th and 20th hour of teaching. If this will not be in week 4, talk to Suwon Yoon ASAP!

Week #	Dates	Assignments & Due Dates
1	Aug. 27- Aug. 31	Make sure that you have made contact with Suwon Yoon, and that you have made arrangements for your required hours, (see BlackBoard). Set up a (offline or online) meeting appointment with Suwon Yoon. Your <u>Pre-service reflection</u> is due by Sept. 2.
2	Sept. 3-7	Complete any arrangements to set up your required hours, review the syllabus for due dates, and contact Suwon Yoon with any questions. Begin teaching if you have not already started.
3	Sept. 10-14	By Wednesday, Sept. 12, submit <u>reflection 2</u> and complete your hours arrangements information on BlackBoard. Here you will provide Suwon Yoon with the details of your selected teaching assignment, as well as a description of how you plan to fulfill your hours. *Note: This should include the organization name, address, supervisor, and contact information. In addition, it should include the days and hours you will be teaching each week, and a note about whether you will be teaching a class, tutoring, team-teaching, etc. and any other arrangements we have discussed. --You should also be doing your observation of another teacher by the end of this week.
4	Sept. 17-21	By Wednesday, Sept. 19, submit <u>reflection 3</u> (watch yourself teach video).
5	Sept. 24-28	By Wednesday, Sept. 26, submit an <u>initial Statement of your Teaching Philosophy & initial Resume</u> .
6	Oct. 1-5	Continue teaching based on site school.
7	Oct. 8-12	Your <u>video</u> must be submitted prior to meeting with Suwon Yoon in the 7 th or 8 th week (by Oct. 12). Schedule a meeting for this week or next week with Suwon Yoon (online) about your video.
8	Oct. 15-19	Continue teaching based on site school.
9	Oct. 22-26	Complete meetings with Suwon Yoon this week and get feedback about your Resume, Teaching Statement, and video (online).
10	Oct. 29- Nov. 2	By Wednesday, Oct. 31, submit your <u>4th reflection</u> (consider: have you made any changes since watching your video?)
11	Nov. 5-9	Continue teaching.
12	Nov. 12-16	By Wednesday, Nov. 14, submit your <u>5th reflection</u> (2 nd teaching observation).
13	Nov. 19-23	By Wednesday, Nov. 21, submit your <u>revised/final Resume and revised/final Statement of Teaching Philosophy</u> . (Nov. 22-23: Thanksgiving holidays)
14	Nov. 26- 30	Keep teaching.

15	Dec. 3-7	Keep teaching.
Final week	Dec. 10-14	Wrap up your teaching. By Tuesday, Dec. 11, <u>submit final verified report of hours</u> . Submit your <u>Summary reflection</u> . Finish debrief with Suwon Yoon (online).

Reflection 4: Feedback follow up

Two weeks after your meeting with Suwon Yoon about your video, you should submit a reflection discussing how your self-observation and the feedback from her (and peers/colleagues if you chose to share with them) has impacted your teaching. What are you doing different as a result of this observation, and how is it affecting your class? Why do you think this?

Reflection 5: Teaching Observation 2

Now that you have had a chance to get to know your students and organization, you need to see how other teachers handle this same population. Ask a colleague at the same organization where you are working to allow you to observe their class for an hour or so. Afterward, reflect on your experience. In what ways does this teacher handle the students in the same way you would? In what ways does this teacher handle things differently? Any surprises?

Reflection 6: 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 600-800 words will constitute the last your six reflections. Because of the nature of this reflection, please do NOT submit this assignment until all your teaching hours have been completed.

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 your teaching statement. You will also submit a resume that you have created with the help of the university career center, feedback from Suwon Yoon and other TESOL professionals or other sources. Initial versions of both will be submitted by Sept. 26 in order to receive feedback with Suwon Yoon when you meet (by week 9). These can then be revised and re-submitted no later than Wednesday, Nov. 21. A part of your grade will be responding to feedback as you revise.

Course Schedule

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 course. –Suwon Yoon

Additional Dates of Note:

Census Date: Friday, Sept. 7 (last day to add or swap classes)

Last Date to Drop: Friday, Nov. 2

University Policies

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 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.

Safety information

Stop. Think. Protect Yourself. You Have Choices.

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor.

This graphic provides each member of the UTA community with information and options for responding to an active threat. These options are not chronological, but are designed to address dynamic situations. Assess the situation (your location, the location of the threat, type of threat, etc.), identify and weigh your options, develop a plan of action and commit to it.

<h1 style="text-align: center; color: white; margin: 0;">YOUR OPTIONS TO AN ACTIVE</h1> <p style="text-align: center; color: white; margin: 0;">You Have Choices!</p>		
A V O I D	<ul style="list-style-type: none"> • AVOID the situation. <u>Stay away</u> from the area and campus. • If you can safely leave the area, RUN. • Get others to leave the area, if possible. • Prevent others from entering the area. 	<ul style="list-style-type: none"> • Know your exit and escape options. • If in a parking lot, get to your car and leave. • If in an unaffected area, stay where you are. • When you are safe, call UTA PD at 817. 272.3003 or 911 with information you have.
D E N Y	<p>If you can't leave the area safely, DENY or slow entry to the intruder:</p> <ul style="list-style-type: none"> • Lock/barricade doors with heavy items. • Turn off lights/projectors/equipment. • Close blinds and block windows. • Stay away from doors and windows. • Silence phones and remain quiet. <u>Don't let your phone give you away</u>. • HIDE and take cover to protect yourself. • Be prepared to run or defend yourself. 	
D E F E N D	<p>If you can't AVOID or DENY entry to the intruder, DEFEND your location:</p> <ul style="list-style-type: none"> • As a last resort, FIGHT for your life. • Use physical force and any weapons available - fire extinguishers, books, chairs, belts, umbrellas, pens/scissors, hot coffee/drinks, trash cans, etc. • Use the element of surprise. • Work together as a team. Develop a plan. Commit to your actions. Your life depends on it. • Be aggressive, loud, and determined in your actions. 	
<p>Follow ALL instructions.</p> <p>For more information, go to: police.uta.edu/activeshooter</p>		
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: right;"> <p>Emergency: 817.272.3003</p> <p>Non-Emergency: 817.272.3381</p> <p>police.uta.edu</p> </div> </div>		

Additional information for active threat and other emergency situations can be found through the links below:

police.uta.edu/activeshooter

police.uta.edu/em