

**LINGUISTICS 4353-001: TEACHING ENGLISH AS A SECOND OR FOREIGN LANGUAGE  
SPRING 2019**

INSTRUCTOR: **EMILY WILLIAMS**

OFFICE: **121 HAMMOND HALL**

EMAIL: [emily.williams3@mavs.uta.edu](mailto:emily.williams3@mavs.uta.edu)

FACULTY PROFILE: <https://mentis.uta.edu/explore/profile/emily-williams>

OFFICE HOURS: **TUES/THURS 2-3 PM**

DEPARTMENT OF LINGUISTICS AND TESOL: **(817) 272-3133**

TEACHING ASSISTANT: **EMILY GRAHAM WARREN**

OFFICE: **132F HAMMOND HALL**

EMAIL: [emily.grahamwarren@mavs.uta.edu](mailto:emily.grahamwarren@mavs.uta.edu)

OFFICE HOURS: **TUES/THURS 1-2 PM**

TEACHING ASSISTANT: **YAQING CAO**

OFFICE: **128 HAMMOND HALL**

EMAIL: [yaqing.cao@uta.edu](mailto:yaqing.cao@uta.edu)

OFFICE HOURS: **TUES/THURS 1-2 PM**

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**Course Description:** This course presents an introduction to and a critique of current and traditional methodologies of teaching English to speakers of other languages, with emphasis on techniques of teaching aural comprehension; speaking, reading, and writing skills; attention to testing and assessment; and linguistic-cultural differences. In addition, the course focuses on the components of effective lesson planning, including needs analysis, goals & objectives, lesson procedures, task facilitation, materials development, and assessment/evaluation tools. Much of the course will include hands-on experience, discussion, and practical application of course topics.

**Learning Goals / Objectives:** After successfully completing this course, students should be able to:

- 1) Identify and apply methodologies in ESL/EFL
- 2) Critique the use of different methodologies in a variety of classroom contexts
- 3) Create, evaluate, and modify classroom materials for language classrooms
- 4) Design effective lesson plans and implement these lessons in a classroom
- 5) Justify the use of different methodologies and activities in lesson planning
- 6) Integrate ideas and materials to facilitate more effective learning of English

**Required Text:** Brown, H. Douglas. 2015. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 4th Edition. New York: Pearson Longman.

Having the textbook is a necessity for this course as you will have reading assignments from this book related to each unit. Additional required readings will be posted within each unit. The book is available on amazon.com, barnesandnoble.com, and in the campus bookstore.

**Suggested Text:** Nation, I.S.P, and Jonathan Newton. 2009. *Teaching ESL/EFL Listening and Speaking*. New York: Routledge.

For those planning to pursue a career teaching ESL/EFL, Nation and Newton (2009) is an excellent book to have on hand. While it is not required for this course, the knowledge gained from the use of this book will supplement Brown (2015), and specific chapters may be pointed out when relevant.

### ASSESSMENTS AND CRITERIA FOR ASSIGNING GRADES

Assignments	Points Possible	Percentage of Final Grade
Service Learning Project	85	25%
Teaching Activities	85	25%
Course Participation	85	25%
Final Project	85	25%

Grading Policy				
<b>A</b> 90-100% 305-340 pts	<b>B</b> 80-89% 271-304 pts	<b>C</b> 70-79% 237-270 pts	<b>D</b> 60-69% 203-236 pts	<b>F</b> 59% or lower 202 pts or lower

### DESCRIPTION OF MAJOR ASSIGNMENTS

**Service Learning Project.** As a requirement for this course, students will volunteer in their local community as an ESL tutor, conversation partner, or assistant ESL teacher as well as submit service learning reflections during the semester. Responses should be clear and concise, with well-organized thoughts, no shorter than 250 words and no longer than 700 words. These responses should not simply summarize what happened, but should instead raise a question or issue, discuss a problematic teaching situation (and offer suggestions for solving it!), make connections to class material and other scholarly work related to either pedagogy or language acquisition, or illustrate a “light bulb” moment for the student. In other words, these responses should give some insight into what the student (you, the student enrolled in 4353, not the students you are working with) learned from the experience. There will be 4 service learning reflections and 1 observation reflection due within the semester, worth 10 points each. The UTA Department of Linguistics and TESOL has established relationships with community partners both on and off-campus, all of whom need volunteers on an on-going basis. Students may also choose a new community organization with whom to work, as long as their volunteer service revolves around the teaching of English.

Grades for the service learning project will be based on the following criteria:

- Demonstration of establishing contact with service learning sites—10 pts.
- Verified completion of 10 hours of service (at least 2 hours observing & 8 hours either observing, teaching or tutoring)—25 pts.
- Five reflections completed and submitted according to guidelines—10 pts. each for a total of 50 pts.

See rubric on Blackboard for how reflections will be graded.

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**Teaching Activities.** All enrolled students will present a total of 3 instructional demos and 3 mini-lesson demos over the course of the semester. Instructional demos will provide students the opportunity to practice giving instructions, a fundamental skill in the classroom. Lesson demos will be activities which target a specific communicative feature of language, and will be evaluated (by both the instructor and fellow students). These will be recorded individually and submitted for critique via Blackboard. As part of the expectations for these demos, each student will be expected to offer constructive criticism of the other students' teaching; failure to complete this aspect of the assignment will negatively affect your own grade, regardless of how perfect your own individual teaching may be. In general, the purposes of the lesson demos are to (1) give students some experience in front of a classroom, (2) give students the opportunity to plan some part of a "real" lesson, and (3) have students think critically about the different parts of lessons and why things get done the way they do. Therefore, grades are not based solely on teaching a "perfect" lesson, but on ability to create a lesson/activity and motivate its educational value.

Demos will be graded based on the following criteria:

- Teaching Demo/Write-up was completed and ready for critique on the date indicated
- Instructional Demo was presented appropriately and related to the appropriate task
- Teaching Demo was presented appropriately and focused on communicative English
- Activity Write-up was clearly written and well-motivated
- Activity Write-up and teaching showed evidence of planning and preparation
- Student offered constructive criticism to other students

Students are encouraged to discuss ideas with their colleagues, search the internet, and gather resources of any kind in order to create the best lesson possible, but all work submitted must be their own, or appropriately cited.

See rubrics on Blackboard for how points are awarded for the Teaching Demo.

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**Participation.** Participation points will be awarded on a weekly basis. These points may be earned through discussion board posts and other assignments applying teaching principles discussed each week.

- *Discussion Board Posts*  
In general, most discussion board posts will consist of two parts: a) initial post to the discussion forum responding to a given prompt (3 points) and b) meaningful response to at least two other classmates' posts (2 points). In general, the initial post should reflect a well-thought out response to the prompt of 250 words. The response to classmates' posts should be minimally 50 words and help to push the conversation forward (40 points total)
  - *Other Assignments*  
Other assignments applying teaching principles include quizzes (3 points each) over important concepts, creating and critiquing lesson plans, evaluating textbooks, and creating a needs assessment (5 points each). (35 points total)
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**Final Project.** For your final project you will create:

- *Activities portfolio* (55 points)
  - Five (5) different communicative learning activities for a range of learner contexts (child, teenager, adult, beginner, intermediate, advanced).
  - At least 2 should be correlated and sequential—in other words, these activities should cover the same topic or grammar and be able to follow each other naturally/logically in a lesson
  - You may use **one** previously-presented activity in the portfolio
  - The write-up of your activities should follow the Cambridge model discussed in class
  - Submit as a pdf or Word document
  - Each activity will be worth 11 points (5 activities x 11 points=50 points)
- *Teaching Demonstration Video* (30 points)
  - A teaching presentation video in which you present 2 correlated and sequential activities in 12-15 minutes
  - Choose 2-3 people to serve as your audience, either your classmates (recommended), your conversation partner, friends, or family.

See rubric on Blackboard for how points will be awarded for the Final Project.

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## COURSE POLICIES

**Expectations for Out-of-Class Study.** A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit course might have an expectation of 9 hours of reading, study, etc. outside of class. Since this is an online class worth 3 credits, there is an expectation of an additional 3 that would be spent in the classroom if this were a face-to-face class. Therefore, the amount of time that you can expect to spend on this course is **at most** 12 hours per week on average.

**Assignment Due Dates.** All assignments are due by 11:59 pm Central Time on the indicated due date. Blackboard will time stamp your submission, so be sure to finish it by the appropriate time and date.

**Netiquette.** Students are expected to utilize appropriate etiquette when interacting online. For synchronous sessions, this means interacting during the session by answering and asking questions via chat or your mic when appropriate (and muting your mic afterwards). If you use your mic or camera during the session, please be sure that any background noise is minimized. For discussion board assignments, netiquette means replying to someone who has responded to your post, using emoticons to convey emotion or intent when appropriate, and respecting your peers' responses, even if you do not agree with them. Remember that critiquing is not the same as criticizing. Any critiques should be respectful toward your peers and helpful in improving their work.

**Participation.** As this is an online course, attendance will be measured by your active participation in class discussions, group projects and discussions, and synchronous sessions. In the case of discussion boards and other group activities, you should strive to respond in a thorough, meaningful, and timely fashion to questions raised by either the instructor and/or your peers. Lack of participation in discussions, or lack of satisfactory responses will negatively impact your participation grade. In addition,

you are required to log in to the Blackboard site for this course frequently (3 or more times) throughout the week.

**Communication.** The instructor will communicate with students mainly through Blackboard email and announcement functions and official MavMail. The instructor will check email at regular intervals throughout the day and your communications will typically receive a response within 24 hours. Emails sent over the weekend will receive a response by end of day on Monday.

The instructor and the teaching assistants will be holding regular (weekly) “office hours” on campus. These will happen at regularly scheduled times to be announced on the first day of class. Although the instructor commits to making him or herself available online for this time period, it is recommended that you email the instructor with the topic or question you plan to discuss during the office hour meeting at least three hours before the scheduled meeting.

**Extra Credit.** Students may earn up to 10 extra credit points through various opportunities throughout the semester. You will earn 2.5 extra points for anything that requires up to 30 minutes of participation and 5 extra points for anything that requires more. These opportunities include (but are not limited to) the following:

- Experiments: Participate in a linguistics experiment. If not provided, request a confirmation of participation for from the experimenter. This should be scanned and emailed to me by the last day of class.
- Attend a talk - This means that you arrive before the presenter begins speaking and stay throughout the question and answer period. For a poster session, you must listen to three people talk about their posters to receive extra credit points. You should write a one-page summary of the talk including your notes, observations, and follow-up questions concerning the presentation topic. This should be emailed to me by the last day of class. Opportunities for attending talks/conferences will be announced as they arise.

**Technology Requirements.** This course will utilize Blackboard extensively. All course materials will be available via Blackboard, and you will also be using it to submit assignments, participate in discussions, engage with your peers, and communicate with the instructor. Once this course becomes available to students, it can be accessed by logging into the Blackboard website: <http://elearn.uta.edu>. Within the first week of class look for an email from your instructor letting you know that you can now access this class on Blackboard. It is your responsibility to make sure that you are able to access Blackboard.

In the unlikely event of a Blackboard outage lasting more than 24 hours, the instructor will adjust deadlines and/or accept submissions via email.

Written submissions via Blackboard **MUST** be submitted as Microsoft Word documents (.doc files) or as PDFs (.pdf). Written work submitted in other formats, and submissions written into the comment box of the Blackboard assignment submission page will **not** be graded.

In addition, you will also be responsible to have a working knowledge of the following programs or software:

- Blackboard Collaborate
- Screencast-o-matic (or a comparable screencasting program)
- YouTube

Tutorials will be available early in the semester to help you familiarize yourself with these programs.

**Syllabus and Schedule Changes.** Instructors try to make their syllabi as complete as possible; however, during the course of the semester they may be required to alter, add, or abandon certain policies/assignments. Although course materials are laid out well in advance of the course start date, instructors reserve the right to make such changes in the event they become necessary. Students will be informed of any changes in writing.

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### **IMPORTANT ACADEMIC AND ADMINISTRATIVE 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. As the instructor of this section, which meets exclusively online, I will not be taking official attendance. Joining the live synchronous sessions is encouraged, but not required. If you are not able to join the session, you should watch the recording. In lieu of attendance, weekly participation points will be awarded for an active presence in online discussions and for completing practical application assignments of the course materials. However, 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://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](http://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](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://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 [www.uta.edu/eos](http://www.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](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto: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/>.

**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](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>

**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.

**Librarian to Contact:** Our librarian for linguistics, Jody Bailey, is your friend. Find her at Room 312, Central Library, or contact her at [jbailey@uta.edu](mailto:jbailey@uta.edu) or 817.272.7516.




**Active Shooter/Threat Resources:****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.

## YOUR OPTIONS TO AN ACTIVE THREAT

### You Have Choices!

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

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

[police.uta.edu/activeshooter](https://police.uta.edu/activeshooter)  
[police.uta.edu/em](https://police.uta.edu/em)

**PROJECTED 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. Note: Some weeks have additional readings or podcasts required on Blackboard.*

	<b><i>Class Topic</i></b>	<b><i>Assignments</i></b>
<b>Week 1</b> 1/14-1/20	Welcome to 4353! Intro to Course	Discussion Board Instructional Demo #1
<b>Week 2</b> 1/22-1/27	Methods in language teaching	Ch. 2, Discussion Board Service Learning Contact
<b>Week 3</b> 1/28-2/3	Principles in language teaching	Ch. 3-5, Discussion Board Instructional Demo #2 Service Learning Check-in
<b>Week 4</b> 2/4-2/10	Contexts (Age/Level)	Discussion Board Service Learning Reflection #1
<b>Week 5</b> 2/11-2/17	Context (Institution, ESL/EFL)	Ch. 8, Discussion Board Instructional Demo #3
<b>Week 6</b> 2/18-2/24	Communicative Language Teaching	Discussion Board Observation Reflection
<b>Week 7</b> 2/25-3/3	CLT (cont.)	CLT Quiz Teaching Demo #1
<b>Week 8</b> 3/4-3/10	Initiating & Sustaining Interaction	Discussion Board, Service Learning Reflection #2
3/11-3/17	<b>SPRING BREAK</b>	
<b>Week 9</b> 3/18-3/24	Lesson Planning (Objectives)	Ch. 9-10 Discussion Board
<b>Week 10</b> 3/25-3/31	Lesson Planning (Scope & Sequence)	Objectives Quiz Teaching Demo #2
<b>Week 11</b> 4/1-4/7	Lesson Planning (Motivation)	Lesson Plan Critique Finish a Lesson Plan
<b>Week 12</b> 4/8-4/14	Course Materials	Ch. 11, Textbook Evaluation, Service Learning Reflection #3
<b>Week 13</b> 4/15-4/21	Course Materials (cont.)	Ch. 12, Discussion Board, Teaching Demo #3
<b>Week 14</b> 4/22-4/28	Testing & Assessment	Ch. 20-21 , Needs Assessment Final Service Learning Reflection
<b>Week 15</b> 4/29-5/3	Critical Language Pedagogy	Service Learning Hours Completed
<b>Finals Week</b>	<b>Final Projects Due: Wednesday, May 8<sup>th</sup> by 11:59pm</b>	

**Other dates:**

Martin Luther King Day holiday—Mon. Jan. 21  
 Census Date—Wed. Jan. 30  
 UTASCILT Conference—Mar.1

Spring Break—Mar. 11-16  
 Last day to drop—Fri. Mar. 29  
 Exam week—May. 6-10