LING 4354-001/006: Materials and Methods for TESOL
Spring 2019

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Instructor Information

Instructor(s): Cynthia Kilpatrick

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Office:	Hammond Hall 403
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Office Phone Number:	817-272-3032
Office Hours:	Wednesdays 3-5, or by appt

Note: During office hours, I will generally be available in my office as well as on Skype (ckilpatrick_uta.edu).

Description of Course Content

This course will introduce students to methods and materials for TESOL, with particular attention paid to the teaching of different skills within a Communicative Language Teaching framework. In addition, the course continues building the skills in LING 4353, including effective lesson planning, 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. A required component of the course is participation in a minimum of 10 hours of practical training that includes observation of master teachers and practice in teaching English in the local community.

Student Learning Outcomes

After successfully completing this course, students should be able to:
1. Critically evaluate existing ELL lesson materials and plans in terms of communicativity and effectiveness
2. Modify existing lesson plans to increase communicativity without sacrificing effectiveness
3. Create communicative ELL materials and activities
4. Implement effective methods in teaching Grammar, Vocabulary, Reading, Writing, Pronunciation, Speaking, and Listening
5. Construct a realistic integrated lesson from start to finish, justifying each part/activity
6. Demonstrate mastery of tools used for online language teaching
7. Integrate theory and practice to generate effective rubrics for ESL

Required Textbooks and Other Course Materials

There is no required textbook for this course. Instead, the instructor has built this course on Open Educational Resources: a collection of freely available readings and resources. Each week you will be provided with appropriate links to readings and resources that will further your knowledge and thinking about course content. At times, the instructor may also recommend print reading or resources, many of which will be available through UTA libraries. However, no purchase of materials is required for successful completion of this course.

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Course Components and Grade Weights

Your course grade will be determined in the following manner:

Course Component	Points Possible	Percentage of final grade
Activities and Assignments	500	50%
Course and Community Engagement	150	15%
Practical Classroom Experience	150	15%
Final Project	200	20%

Grading Policy

A	B	C	D	E
90 – 100%	80-89%	70-79%	60-69%	59% or lower
900-1000 points	800-899 points	700-799 points	600-699 points	Below 600 points

Activities and Assignments

Learning Activities and Assignments will comprise 50% of the course grade. Points for this component come in 3 ways:

1) Learning Activities are designed to introduce you to different English language teaching methods and materials. These may involve reading background literature, watching or listening to lectures, or exploring online resources related to second language learning and teaching, and then responding to it in some way. Learning activities may take a variety of forms, including discussion, reflection, outlining, etc. Each module may have several Learning Activities within it. Each will be clearly marked, with due dates clearly posted within the description of each assignment.

2) Formal assignments provide you with the opportunity to apply your knowledge and demonstrate that you can make connections between what you are learning and real-world teaching. For each Assignment, you will be expected to produce new, original material for formal grading. This will often include producing a clearly defined teaching activity for a relevant unit. Each activity must be distribution-ready and include a teacher instruction page as well as a student worksheet. We will work together to fit several different activities together to create full lesson plans.

3) Teaching activities will help you demonstrate your own level of expertise in presenting instruction to students. You will be expected to prepare 2 teaching activities during the semester. One of these will be in the form of a screencast, where you will explain, in ESL-appropriate terms, how to complete some online task (create an account, how to use a social media venue, visuals with description, etc). The second may take one of several forms depending on what you are comfortable with. Regardless of the mode chosen, you will be expected to be able to demonstrate presentation techniques, speech, and pacing appropriate for ESL students.

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Course and Community Engagement

Your level of course community and participation will comprise 15% (= 150 points) of your grade. Each week, you will earn up to 10 points toward this component of your grade.

This component of the course gives you credit for participation in group, paired, and full-class activities, including involvement in both synchronous and asynchronous online discussions. Please note that courtesy and respect are expected in all interactions, even if you are in disagreement with another poster. You are welcome to disagree with someone's point of view and question their conclusions, but please do so courteously and respectfully. Participation that does not show common courtesy will not receive credit.

Points for this component come in 2 ways:
1) Asynchronous discussion threads on Blackboard provide you with an opportunity to interact with your classmates in discussion about your learning experiences both inside and outside of the classroom
2) Synchronous meetings will provide you with opportunities to discuss questions in real time. These may be through formal webinars with the course instructor, TA, or a guest lecturer, or through more casual live chat sessions with an assigned group

Practical Classroom Experience

As a requirement for this course, you are expected to participate in observing, assisting, and/or teaching in an ESL classroom or with ESL students no fewer than 10 hours over the course of this semester. This component of the course is worth 15% (= 150 points).

Points for the Practical Classroom Experience component come in 3 ways:
- (1) Completing all 10 required hours with ESL students and submitting agency verification of this completion.
- (2) Submission of a reflection of your work with ESL students within each unit. Reflections should be clear and concise, with well-organized thoughts, no shorter than 1/2 single-spaced typed page, and no longer than the front side of a single page. 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 lightbulb moment where you learned or realized something important about ESL students or teaching. In other words, these responses should give some insight into what you learned from this practical experience.
- (3) Completion of a synopsis of who you are as a teacher in Weeks 1 and 15.

Final Project

The final project for this course, comprising 20% of your grade, will be a set of fully developed integrated lesson plans that demonstrate
1) Your understanding of the methods and materials presented throughout the course
2) Your ability to integrate feedback from assignments throughout the course, with changes noted and highlighted within the final version

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 12 hours per week on average.

Assignment Due Dates

All assignments are due by 11:59 pm Central Time on the indicated due date, which will typically be Monday, so that you have the entire weekend to work on assignments. Blackboard will time stamp your submission, so be sure to finish it by the appropriate time and date. Late work will be accepted until grading of the assignment has begun and the submission site has closed, with a starting value of 75% of the original points.

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 should plan to log into the Blackboard site for this course frequently (3 or more times) throughout the week.

Communication

The instructor and TA will communicate with students through the Blackboard email and announcement functions and through official MavMail. They will check email at regular intervals and your emails will typically receive a response within 48 hours. Both the instructor and the TA will hold weekly "office hours" that can be attended either physically or virtually (typically through Blackboard Collaborate, Skype, Zoom, or a similar video-conferencing program). Office Hours will be set and announced no later than the end of the first week of classes. Although the instructor and TA commit to making tehmselves available online for this time period, it is recommended that you email them with the topic or question you plan to discuss during the office hour meeting at least three hours before the scheduled meeting.

Extra Credit

On occasion, there may be opportunities for students to earn extra credit points through various means during the semester. Details about extra credit opportunities, including available points, will be announced as they arise. These opportunities may include (but are not limited to) the following:

- Experiments: Participate in a linguistics experiment. If not provided, request a confirmation of participation from the experimenter. This should be scanned and submitted on Blackboard by the last day of classes for this semester.
- 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 submitted on Blackboard by the last day of classes for this semester.
- Participation in events for local literacy and/or ESL agencies
- Student-generated ideas that have been approved by the course instructor

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 at 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, tutorials will be available early in the semester to help you familiarize yourself with other programs that you will be expected to use. These may include Blackboard Collaborate, Screenr (or a comparable screencasting program), Kaltura, Zoom, and Skype (or comparable videoconferencing program).

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.

Campus Resources

Office for Students with Disabilities, (OSD) http://www.uta.edu/disability/ or 817-272-3364
Counseling and Psychological Services (CAPS) www.uta.edu/caps/ or 817-272-3671
Subscribe to **MavAlerts**: https://mavalert.uta.edu/ or https://mavalert.uta.edu/register.php
The IDEAS Center (tutoring on 2nd Floor Central Library): www.uta.edu/IDEAS, or 817-272-6593

The English Writing Center (411LIBR): https://uta.mywconline.com.
Student Support Services at University College (Ransom Hall):
- call the Maverick Resource Hotline at 817-272-6107
- send a message to resources@uta.edu
- view the information at http://www.uta.edu/studentsuccess/success-programs/programs/resource-hotline.php

Library Resources for Students
Library website: library.uta.edu
Academic Plaza Consultation Services library.uta.edu/academic-plaza
Ask Us ask.uta.edu/
Library Tutorials library.uta.edu/how-to
Subject and Course Research Guides libguides.uta.edu
Librarians by Subject library.uta.edu/subject-librarians
Research Coaches http://libguides.uta.edu/researchcoach
A to Z List of Library Databases libguides.uta.edu/az.php
Course Reserves pulse.uta.edu/vwebv/enterCourseReserve.do
Study Room Reservations openroom.uta.edu/

Additional University Policies
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. As the instructor of this section, I will count attendance based on your participation in online course components. 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.

Grade Grievances
Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.

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)** 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.

Counseling and Psychological Services (CAPS)
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. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@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/. Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

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.

Active Shooter

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. Please review the information provided by UTA Police regarding the options and strategies we can all use to stay safe during difficult situations. https://police.uta.edu/activeshooter

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/studentsuccess/success-programs/programs/resource-hotline.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)

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.

Academic Plaza

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

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Course Schedule

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

Module 1 Introduction & Review of CLT *January 14-20*	Learning Objectives • Review 4353 materials (for needs assessment and further discussion) • Define the principles of Communicative Language Teaching (CLT) • Classify lessons as CLT/non-CLT • Engage with Practical Classroom Experience Assignments & Practice • Engagement 1: Discussion--Nice to Meet You! • Engagement 2: Webinar with Dr K (Thursday at 4pm) • Learning Activity 1: Resource Management: Current Favorites • Assignment 1: What is CLT? • Assignment 2: CLT or not CLT? • PCE: Reflection #1：Who Am I as a Teacher? • PCE: Contact your Practical Classroom Experience organization
Module 2 Making Grammar Relevant *January 21 – February 3*	Learning Objectives: • Recognize "straight grammar" vs. CLT grammar • Evaluate and modify existing lesson plans along CLT criteria • Evaluate Objectives for an Activity Assignments & Learning Activities: • Engagement 1: Discussion on Inductive Grammar Teaching & Noticing • Engagement 2: Small Group Chat • Engagement 3: Webinar with Guest Grammar Teacher • Learning Activity 1: Resource Management: Grammar • Learning Activity 2: Syllabus Modification • Learning Activity 3: Objectives Modification • Learning Activity 4: Good Grammar • Assignment 1: Activity Critique • Assignment 2: Activity Re-Write • PCE: Reflection #2
Module 3 Building Vocabulary & Reading Skills *February 4 - 17*	Learning Objectives: • Evaluate Vocabulary activities along CLT criteria • Create new CLT vocabulary activities and extensive reading assignments Assignments & Learning Activities: • Engagement 1: Discussion on Vocabulary and Reading • Engagement 2: Small Group Chat • Learning Activity 1: Resource Management: Vocabulary • Learning Activity 2: Resource Management: Reading • Learning Activity 3: TPR with beginning vocabulary • Learning Activity 4: Vocab building and teaching non-fiction • Learning Activity 5: Developing reading skills

	• Assignment 1: CLT Reading/Vocab activity • Assignment 2: Lesson Plan Critique • Teaching Activity 1: Vocabulary screencast • PCE: Reflection #3
Module 4 Teaching Writing *February 18 – March 10* *Note that Spring Break is the week of March 11 – 15!*	Learning Objectives: • Identify organizational devices • Critique use of organizational devices for ESL students • Adapt existing writing prompts for meaningful and relevant ESL • Propose appropriate writing rubric Assignments & Practice: • Engagement 1: Discussion on writing in an L2 • Engagement 2: Webinar with Dr K • Learning Activity 1: Resource Management: Writing • Learning Activity 1: Discussion on teaching writing • Learning Activity 2: Discussion on graphic organizers • Learning Activity 3: Using rubrics for writing • Assignment 1: Teaching how to use graphic organizers • Assignment 2: Writing with social media • Assignment 3: First lesson plan due (reading and writing) • PCE: Reflection #4
Module 5 Building Pronunciation Skills *March 18 – 31*	Learning Objectives: • List and describe the sounds of English • Compare and contrast sounds of English with those of other languages • Create activities focused on problematic sounds • Create activities focused on problematic prosodic patterns • Create an assessment for pronunciation activities Assignments & Practice: • Engagement 1: Discussion on L2 pronunciation problems • Engagement 2: Small Group Chats • Engagement 3: Webinar on Native Accent • Learning Activity 1: Resource Management: Pronunciation • Learning Activity 2: Pronunciation Doctor • Learning Activity 3: Webinar • Assignment 1: Pronunciation Activities • Assignment 2: Pronunciation Assessment • Teaching Activity 1: Pronunciation Preparation • PCE: Reflection #5
Module 6 Focus on Speaking and Listening	Learning Objectives: • Identify effective aids in teaching speaking and listening • Create communicative lesson plan using modified or original activities • Justify the use of different techniques/activities Assignments & Practice:

April 1 - 14	• Engagement 1: Discussion on Teaching Speaking and Listening • Engagement 2: Small Group Chats • Learning Activity 1: Resource Management: Speaking • Learning Activity 2: Resource Management: Listening • Learning Activity 3: What does a Listening and Speaking lesson look like? • Learning Activity 4: Ways to teach Listening • Learning Activity 5: Thinking about teaching Speaking • Assignment 1: Thinking through course topics • Assignment 2: Listening and speaking activity • Assignment 3: Creating a skills-based lesson • PCE: Reflection #6
Module 7 Integrating Skills *April 15 - 28*	Learning Objectives: • Create integrated lesson plan • Justify the use of different techniques/activities • Provide feedback/critique to others What are we doing this week? • Engagement 1: Discussion on Integrating Activities • Engagement 2: Small Group Chats • Engagement 3: Webinar with Dr K • Learning Activity 1: Resource Management: Integrated Skills • Learning Activity 2: Examining integrated lessons • Learning Activity 3: Going beyond the book • Assignment 1: Reading and resources for integrating skills • Assignment 2: Use your book wisely • Assignment 3: Second lesson plan: Integrated skills • PCE: Reflection #3
Module 8 Online English Language Teaching *April 29 – May 5*	Learning Objectives: • Summarize concepts and cement understanding Assignments & Practice: • Engagement 1: Small Group Chats • Engagement 2: Webinar with Webilang • Learning Activity 1: Apps for language learning • Assignment 1: CLT backwards and forwards • PCE: Who I Am as a Teacher, part 2 • PCE: Verification Forms and Hours Logs • Extra Credit Submissions
Finals Week	Final Project Due Friday, May 10, by 11:59pm No Late Submissions Accepted

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381.