

LING 5395: INTERNSHIP IN TESOL

Spring 2019

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Section Information: LING 5395-001

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 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 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 once 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).

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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. Your final grade will be determined as follows:

A = 90% or above

B = 80-90%

C = 70-80%

D= 60-70%

F = below 65

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), but with a grade penalty of one point per day. These assignments may not receive the same amount of feedback as an assignment handed in on time.

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Graded Components and Grade Weights for the Internship

- 30% Verified completion of internship (Includes total hours, weekly updates, final log, verification, and evaluation by agency)
- 10% Resume (Includes initial draft and final revised version)
- 10% Statement of Teaching Philosophy (Includes initial draft and final revised version)
- 10% Discussion Participation
- 40% Reflections
 - 5% Pre-service reflection
 - 10% Two Teaching Observation reflections (5% each)
 - 10% Written reflection of video-taped lesson
 - 5% Feedback Follow-Up reflection
 - 10% What you've learned about yourself as a teacher overall

Descriptions of Major Assignments:

Completion of internship (40% of your overall grade):

This course requires that students work with ESL/EFL learners a minimum of 60 hours over the course of the semester at an approved organization. These hours should include a minimum of 45 classroom hours (including observation, assisting another teacher, team teaching, or sole teaching), with the other 15 hours being used for preparation and lesson planning, required training sessions, etc. If you are unable to complete 45 classroom hours, you may choose to work 4-6 hours a week with an organization, with at least 2 hours a week being directly involved with ESL students. 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 January 20.

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

- (1) Complete the Hours Update each week
- (2) Submit a complete Hours Log form at the end of the semester (a sample will be provided, but feel free to make it your own)
- (3) Submit a Teaching Hours Verification Form and Agency Evaluation at the end of the semester (these must be completed by your agency supervisor).

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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 18 (resume) and June 25 (teaching statement). I will provide feedback, which you should integrate before your final submission of these documents on July 16 (resume) and July 30 (teaching statement).

Discussion Participation (10% of your overall grade): We will have ongoing discussions on Blackboard that you will be expected to regularly contribute to.

Reflections (40% of your overall grade): You will complete 6 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. You should upload each reflection to the course Blackboard site by the due date indicated.

Reflection 1: Pre-service reflection

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 and 5: Teaching observations

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 3: Observing yourself

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. You will also be asked to respond to a

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series of questions meant to help you analyze the lesson itself, your interaction with students and their interaction with each other, and your general teaching style. The video must be submitted to me, preferably as a YouTube link (you can set the upload as private so that the video is only viewable by you and me), along with your written reflection. After you submit this assignment, please set up a meeting with me to discuss your teaching performance and your associated reflection.

Reflection 4: Feedback follow-up

About two weeks after your meeting with me about your teaching video, you should submit a reflection discussing how your self-observation and the feedback you received from me (as well as from peers/colleagues, if you choose to share with them) have impacted your teaching. How has the experience influenced your teaching? What are you doing differently as a result of this self-observation and feedback?

Reflection 5: Summary reflection

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 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 Sunday, 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 penalty of one point per day assessed.

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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. In the case of discussion boards and resume/teaching statement workshopping, 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.

Communication

The instructor will communicate with students through the Blackboard email and announcement functions and through official MavMail. She will check email at regular intervals and your emails will typically receive a response within 48 hours. The instructor 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 commits to making herself available online for this time period, it is recommended that you email her with the topic or question you plan to discuss during the office hour meeting at least three hours before the scheduled meeting.

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.

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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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

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 library tutorials <http://libguides.uta.edu/copyright/plagiarism> and <http://library.uta.edu/plagiarism/>

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.

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.

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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.

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)** <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.

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*

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>.

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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/studentssuccess/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 Kilpatrick, reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this class

Week #	Due Date	Assignments and Week Description
1	Jan 14 - 20	<ul style="list-style-type: none">- Make arrangements to teach at your internship site(s)- Arrange to observe 2 hours in an ESL class by Feb 1- By Jan 20, submit Reflection 1: Pre-service Reflection- Discussion: Introductions and Q&A
2	Jan 21 - 27	<ul style="list-style-type: none">- Begin classroom activity if you didn't already- By Jan 27, workshop your resume- Discussion: My teaching assignment and how it's going
3	Jan 28 - Feb 3	<ul style="list-style-type: none">- Continue classroom activity- Arrange to video yourself teaching no later than Feb 21- By Feb 3, submit Reflection 2: Observation Reflection- Discussion: Seeing classrooms in action
4	Feb 3 - 10	<ul style="list-style-type: none">- Continue classroom activity- Read and review Teaching Statements, Revise your own- By Feb 10, submit your resume- Discussion: Resumes and Teaching Statements
5	Feb 11 - 17	<ul style="list-style-type: none">- Continue classroom activity- Workshop your Teaching Statement- By Feb 17, submit your Teaching Statement- Discussion: Cultural clashes with love and romance
6	Feb 18 - 24	<ul style="list-style-type: none">- Continue classroom activity- Record yourself teaching, assisting, guiding students if you haven't already- Watch video of yourself- By Feb 24, submit Reflection 3: Self-observation of video- Make an appointment to meet with Cindy by March 10- Discussion: I never knew I...
7	Feb 25 - Mar 3	<ul style="list-style-type: none">- Continue classroom activity- Meet with Cindy (or make appt)- Discussion: Spring Break Culture
8	Mar 4 - 10	<ul style="list-style-type: none">- Continue classroom activity- By Mar 10, meet with Cindy- Discussion: We're halfway there! Goals for the 2nd Half

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9	Mar 18 - 24	<ul style="list-style-type: none"> - Continue classroom activity - By Mar 24, submit revised resume - Discussion: What I wish I had known before
10	Mar 25 - 31	<ul style="list-style-type: none"> - Continue classroom activity - By Mar 31, submit revised Teaching Statement - Discussion: Selling myself
11	April 1 - 7	<ul style="list-style-type: none"> - Continue classroom activity - Discussion: Choosing good teaching demos
12	April 8 - 14	<ul style="list-style-type: none"> - Continue classroom activity - Resubmit resume and Teaching Statement if requested - Discussion: Easter and other religious holidays
13	April 15 - 21	<ul style="list-style-type: none"> - Continue classroom activity - If requested, submit second teaching video and reflection - Set up a classroom observation for this week or next - Discussion: I love my students because...
14	April 22 - 28	<ul style="list-style-type: none"> - Continue classroom activity - Observe 2 hours in a class similar to yours - By April 28, submit Reflection 4: Feedback Follow-up - Discussion: Help, please!
15	April 29 - May 5	<ul style="list-style-type: none"> - Continue classroom activity - Observe 2 hours in a class similar to yours - By May 5, submit Reflection 5: Observation Reflection - Discussion: Q&A
16 Finals Week	May 6 - 10	<ul style="list-style-type: none"> - By May 10, submit Reflection 6: Summary Reflection - By May 10, submit final hours log - By May 10, submit verification of hours