Meeting Time: Monday 5:30 – 8:20
Meeting Location: TH 119
Spring 2015

Instructor: Cindy Kilpatrick

https://www.uta.edu/mentis/public/#profile/profile/view/id/4080/

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Office and Advising Hours: Monday 12-2

Description of Course Content (from catalog):

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 tools for assessment and evaluation. Much of the course will include hands-on experience, research, discussion, and practical application of course topics.

Course Objectives/Student Learning Outcomes:

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

Textbook:

There is so official textbook for this course. Most weeks you will have an online research and/or reading assignment to complete before coming to class on Monday. Instructions and resources will be made available on Blackboard.

The following books have been used for this course in the past and are recommended as valuable resources for the TESOL professional:

> Brown, H. Douglas. 2007. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 3rd Edition. New York: Pearson Longman.

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

Grading and Course Requirements

Your course grade will be determined in the following manner:

Service learning project	25%
Lesson plans and teaching activities	25%
Course Engagement	25%
Final Project	25%

Course Engagement

Attendance Policy: Students should plan to attend class, actively contribute to discussions and activities in class, and be prepared to respond to discussion questions posted on online or raised in class by the professor and other students. While no official points are offered for attendance, students who are absent will earn no course engagement points for the week, and *late assignments may be assigned a penalty of one letter grade reduction for each day that they are late*.

Your grade for course engagement will be determined by your degree of completion of/participation in classwork and online assignments. In general, participation in the online discussion board, in-class activities and participation, original contributions of online questions, and other creative and relevant activities are necessary.

An important note: You are more than welcome to question any of the claims made in the readings, lectures, and other materials provided, and the online discussion group is an appropriate place to do that. However, please be prepared to explain the source of your question and to support your opinion. In addition, courtesy and respect are expected in your posts. You are welcome to disagree with someone's point of view and question their conclusions, but please do so without being rude, antagonistic, or disrespectful. Posts that do not show common courtesy will not receive credit and are subject to removal from the discussion.

Lesson Plans and Teaching Activities
All enrolled students will create and submit two (2) fully developed lesson plans, due in weeks 5 and 9. From these, the instructor and students will find a mutually agreeable section to demo in class. These lessons will target a specific communicative feature of language, and will be evaluated (by both the professor and fellow students). Lessons will be taught in weeks 7 and 13. Overall time allowed for each demo will be determined by the size of the class, and additional details will be provided in class.

In general, the purpose of the mini-lessons 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.

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.

Service Learning Project
Students will be expected to volunteer in their local community as an ESL teacher/tutor, as well as submit 5 responses/reflections to their

service learning, due in weeks 3, 6, 9, 12, and 15. These responses should be clear and concise, with well-organized thoughts, no shorter than the equivalent of 1⁄2 page, typed, and no longer than the front side of a single page (single-spaced, font size 12).

Reflections 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 for the student. In other words, these responses should give some insight into what the student (you, the student enrolled in 5301, not those you are working with) learned from the experience.

The UTA Dept of Ling 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 these criteria:

(1) Verified completion of 10 hours of service
(2) All reflections completed and submitted according to guidelines
(3) Reflections make obvious that the student has learned about methods, theory, teaching, acquisition, and the local community

A+ = Student met all criteria for an A *plus* exceeded expectations

A = Student completed the service learning project requirements and showed evidence of learning through service; all criteria met

B = Student completed the service, but showed little evidence of learning through service, criteria (1) and (2) met, but reflections are simple summaries rather than actual reflections of learning

C = Student showed evidence of learning through service, but only partially completed the requirements for the service learning project;

criterion (3) met, but either criterion (1) or (2) not fully satisfied

D = Student only partially completed the requirements for the service learning project, and showed little evidence of learning through service; criterion (3) not fully met, and either criterion (1) or criterion (2) not fully satisfied

F = Student did not fully meet any of the 3 criteria listed above

Final Project

The final project for this course will be a proposal for an ESL or EFL class targeted to a particular population, and designed with a particular theme in mind. This proposal should include at a minimum the following pieces, which we will work on throughout the semester:

(1) A complete syllabus, including goals and description of student population

(2) A detailed schedule for at least 15 classes that follows a logical sequence and includes an appropriate topic and language goal

(3) At least 3 detailed lesson plans that fit into the schedule and are sequential in order. You are encouraged to revise your first 2 lesson plans and include them here if you planned them such that they follow logically from one to the other

(4) At least 2 complete ready-for-distribution assignments that include clear instructions and obvious educational objectives. Both of these should fit logically into one of the 3 lesson plans provided.

(5) At least 1 complete ready-for-distribution rubric - with explanation and motivation - for one of the assignments in (4)

The final project, due on final exam day, will be graded on the following criteria:

(1) Inclusion of all required components

(2) Enough detail given to determine appropriateness

(3) Overall plan forms a coherent course design

(4) Materials indicate thought, planning, and application of course materials

A note on Academic Integrity: 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 pol- icy, which may result in the student's suspension or expulsion from the University. Students enrolled in this course 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 ap- propriately reference any work from other sources. I will follow the highest standards of integ- rity and uphold the spirit of the Honor Code.

Departmental and University Policies

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an ad- visor 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 automati- cally dropped for non-attendance**. Repayment of certain types of financial aid admin- istered through the University may be required as the result of dropping classes or with- drawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

Americans with Disabilities Act: The University of Texas at 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)*. 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 that disability. Any student requiring an accommo- dation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommo- dation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and bet- ter understand concepts and information related to their courses. Resources include tu- toring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, stu- dents may visit the reception desk at University College (Ransom Hall), call the Maver- ick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to trans- act 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 avail- able at http://www.uta.edu/oit/cs/email/mavmail.php.

Student Feedback Survey: At the end of each term, students enrolled in classes catego- rized as "lecture," "seminar," or "laboratory" shall be 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 enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to so- licit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to

participate. For more information, visit http://www.uta.edu/sfs.

Final Review Week: A period of five class days prior to the first day of final examina- tions 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 exami- nations. 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, in- structors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located to the right as you exit the classroom door. When exiting the build- ing during an emergency, one should never take an elevator but should use the stair- wells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

Auditors: The Department of Linguistics and TESOL has a "no audit" policy, with one exception. With instructor permission, Department of Linguistics and TESOL faculty, staff, and students enrolled in a linguistics/TESOL degree program may be able to audit a course. Audited courses cannot be used to satisfy any degree or program requirements/electives, nor will any credit (including retroactive) be granted for audited courses.

LING 5301-001

Week 1   Jan 19 – No Class, holiday

Week 2   Jan 26
             Methods in Language Teaching

Week 3   Feb 2   Service learning reflection #1 due (pre-teaching)
             Principles in Language Teaching

Week 4   Feb 9
             Language learning context

Week 5   Feb 16   First lesson plan due
             Planning lessons

Week 6   Feb 23   Service learning reflection #2 due (needs analysis)
             Interaction in language classrooms

Week 7   March 2   March 9 = Spring Break
             First teaching demos

Week 8   March 16   Service Learning reflection #3 due (progress in practice)
             Classroom management

Week 9   March 23   Second lesson plans due
             Teaching Speaking and Listening

Week 10   March 30
             Teaching Speaking and Listening

Week 11   April 6
             Integration of skills

Week 12   April 13   Service learning reflection #4 due (What I've learned)
             Integrated activities for speaking and listening

Week 13   April 20
             Second teaching demos

Week 14   April 27
             Testing and Assessment, especially for speaking and listening

Week 15   May 4   Service learning reflection #5 due (teaching philosophy)
             Lifelong learning

May 11 = Final Exam week

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. – CDK