

Spring 2013

## UTeach – Liberal Arts: UTL 640 - LOTE Course Syllabus – General Information

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<b>Office Hours</b>	T/W/TH 12-1 (& by appointment)	<b>Location</b>	GEB 1.310 (Conference Room)
<b>Seminar Day</b>	T/TH	<b>Seminar Time</b>	9:00 - 12:00

**Field Observer:** Mary Diehl <[mdiehl@austin.utexas.edu](mailto:mdiehl@austin.utexas.edu)>

### Prerequisites

- A grade of B or higher in UTL 101 and UTL 202
- Grade point average minimum of 2.75 overall and 3.0 in your major
- Laptop computer with MS office programs – MAC or other

## ULT640

### Course Description

UTL640L introduces you to the ideas and concepts of Languages Other Than English (LOTE) education that will help you become an effective LOTE teacher. You will develop a deeper understanding of the exploration of language acquisition, assessment and learning theories through readings, seminar discussion and your field work observations, participation and reflections.

### General Course Objectives

The following areas of study and practice support and increase your knowledge and skills to prepare you for the LOTE classroom.

- LOTE acquisition and learning theories and their implications regarding teaching a LOTE.
- LOTE standards, The Five C's (*Communication, Culture, Comparisons, Connections and Community*).
- Readings, presentations, seminar discussions, hands-on activities, fieldwork observations, lesson planning and instruction.
- Technology, authentic assessment, and culture and their integration into lesson plans.

**Students will assume responsibility** for achieving the course objectives through the following:

- Actively reading the assignments in a timely manner.
- Actively participating in seminar discussions and activities, and completing assignments on time.
- Becoming familiar with the issues and literature of the teaching profession.
- Demonstrating theoretical knowledge of FL methodology in all work.

## Specific Objectives

The student will

- Address curricular issues such as vertical and horizontal alignment, organization of content, and development of skills specific to the future certification area.
- Analyze his/her own personality and learning style as it relates to teaching.
- Apply state and national standards when designing lessons.
- Design and deliver interactive, learner-centered lessons.
- Design and deliver lessons containing accurate content.
- Design and deliver lessons that are age and subject appropriate.
- Demonstrate how and when to assess student performance.
- Focus on time-on-task issues during instruction.
- Construct and implement a successful classroom management strategy appropriate for high school students.
- Implement instructional strategies that meet the needs of a diverse student population.
- Serve as a role model by demonstrating clear communication, pleasant demeanor, and interest in each individual student.
- Use reflection to improve over time.
- Explore professional development opportunities.
- Begin to prepare for state certification exams and appraisal systems.
- Utilize technology to communicate, collaborate, investigate, and instruct.
- Maintain a portfolio documenting the UTL 640L field and seminar experience.

## Your Field Experience and Field Work Assignments

UTL640L will provide students with field experience in a high school classroom selected for the diversity of the student body and the quality of the classroom teacher who serves as a cooperating teacher. The field experience is accompanied by a twice-weekly seminar on the UT campus. The seminar includes an in-depth study of the theory and practice necessary to design and deliver excellent instruction in LOTE. Your seminar instructor will provide specific guidelines for the fieldwork and the evaluation of your work.

### ❖ Observations

Attend **thirty six (36)** or more participatory **observation periods** and write 10 observations, four (4) of which will be directed – six (6) will be open-ended. You will:

- Document observed activities and procedures.
- Participate in classroom activities as suggested by cooperating teacher.
- Write reflections concerning pedagogical issues raised during the observations.
- Observe, reflect on, and research answers to specific questions concerning observations.
- Participate in seminar discussions concerning the observations and the various strategies and rationales used by the cooperating teacher, as well as alternate options.

### ❖ Lessons

Teach **nine (9) lessons; three (3) of which can be repeated** and write a reflection of each lesson; the self-critique of the videotaped lesson will serve as a reflection. You will:

- Design and implement nine lessons of approximately one hour each based on the TEKS and strategies covered in the UT seminar.
- Provide lesson plans to the cooperating teacher, the UT instructor, and the UT observer before the lesson.
- Receive evaluative, constructive, and specific feedback from the cooperating teacher over nine lessons as well as an overall, final evaluation.
- Receive evaluative, constructive, and specific feedback from the university observer over two lessons. Additional observations may be required for students with an IGP.
- Write reflections on lessons and participate in seminar discussions concerning positive and negative aspects of the lesson and changes that should result in future lessons.

The observations and lessons should **total 45 hours to meet the requirements of UTL640.**

## Cooperating Teachers

The cooperating teachers for UTL640L will work with the UTeach-LA students to improve their teaching abilities as the semester progresses. **The cooperating teacher will remain in the classroom at all times** and will provide immediate feedback on the quality of the UTeach-LA student's instruction. A university observer will evaluate two of the UTeach-LA student's nine lessons. Again, two of the nine lessons taught (Lessons 2/3 and 7/8) are to be videotaped and write a self-critique reflection, following reflection guidelines.

### Your Final Reflection – Submitted With Your Portfolio

Just as your previous UTeach experiences in elementary and middle school, provided you with the basic tools for your 640 experiences, this semester has well prepared you for Student Teaching next semester. In your final reflection you will reflect over the entirety of the field experience. The instructions to do so are found in the Seminar 2 folder on Black Board.

### IMPORTANT

**If an emergency arises** and you have to miss your scheduled high school class, notify your cooperating teacher and your seminar instructor immediately. Do not miss your teaching assignment due to a transportation problem. Be sure to reschedule and complete the missed activity within one week. All fieldwork must be complete in order to receive credit for the course.

## Technology

Skills developed in the previous UTL courses include

- Communication via e-mail including attachments.
- Word-processing.
- Searching web sites for new materials, educational resources, and school information.
- Design interactive multimedia lessons.

In addition to the previously listed skills, you will now

- Present multimedia lessons to small or large groups of students.
- Explore subject-specific educational software.
- Create learning scenarios that incorporate the use of technology by students.
- Create a website as a teacher would for students and parents.
- Creating a short video from raw digital footage (the videotaped lessons)

## Seminar Projects Assignments

You will find due dates for your assignments after each assignment and, in all cases except observations, on page 14. Each observation title followed by the Seminar to which you should bring a print-out of the observation.

- Second Language Acquisition Theory Comparison Paper
- Web Activity I: Your School/Overview
- One Research Article Presentation. *(Peer graded by rubric)*
- Ten Directed Observations
- One Engagement Activity – Designed and presented to your cohort in seminar - in your LOTE. Plan to present level I content so that each cohort member can participate. *(Peer graded by Rubric).*
- Web Activity II: Your Teacher Web Page. *(Peer graded by rubric)*
- One Culture Lesson Plan - this will be ONE of your 6-9 lesson plans. Your students must produce a PRODUCT as a result of this lesson. You will design a rubric to grade the product.
- Video-tape TWO 45-minute lessons: your second/third and seventh/eighth. Write a reflection/self critique for each. Your 45 minutes must include an engagement and closing activity. *(Remember – in the best of worlds, every activity should have an engagement and closing.)* Plan accordingly. You will submit the DVD and permission slips (if possible).
- All other items related to field experience mentioned above: observations, lesson plans, reflections and any other reading and written assignments or class presentations as assigned.

## Texts

1. Readings from Schrum, J. & Glisan, E. (2010) *Teacher's Handbook: Contextualized Language Instruction* 4<sup>th</sup> Edition. Boston, MA: Heinle/Cengage Learning (Used from \$7 at amazon.com). **Required chapters are posted on Blackboard**, but the book is worth having in your professional library.
2. Horwitz, Elaine K. (2008 or 2012) *Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching*. Pearson Education, Inc. (Used from \$31 at amazon.com) **You will need to read this book to help prepare you for your PPR.** We review second language acquisition in class, **but you should read the entire book on your own.** Again, this is a book worth having for your professional library.
3. Available on BlackBoard: *A Texas Framework for LOTE*, you can download this text from **Blackboard**.

## ASSIGNMENTS, OBSERVATIONS & PROJECTS *(✓ Calendar for Due Dates)*

*All assignments, except 14, are due in hard copy format - delivered at the start of the seminar indicated.*

### **Week 1 Get your Security Clearance ASAP!**

#### **Assignment 1 Second Language Acquisition Theory Comparison Paper** Due Seminar 3

After reading about SLA Theory, write a brief summary in which you: compare and contrast how each SLA theory explains how people learn a second language.

- State also your opinion about each. Which theory/ies do you believe offer/s the most reasonable explanation?
- Be prepared to share your ideas/opinions in class.

#### **Assignment 2 Web Activity I: Getting to Know Your School** Due Seminar 5

You will find a template for all four directed observations on BB. Be sure to include these questions in your work as sub-headers.

1. Go to: <http://www.greatschools.net> and find the school to which you are assigned.
2. **Read** the information about your school, the teachers, the population of the school, diversity issues, and the latest TAKS scores and rating. **Print out** the TAKS scores, any charts, and additional information you consider important or interesting about your assigned school.
3. This information will go in your portfolio. Using the evidence presented in the data, **draw conclusions about the successes and challenges of your campus in a two page, double-spaced summary** about the school.
4. Find the home site for your assigned school (not the district site). **Read** the information given. Find out about the LOTE Department and what is available on your teacher's website if he or she has one. **Take notes on the information you find along with your personal evaluation of the site and submit these notes with the summary (#1).**
5. Using the web, find out how to get to your school from your home or the university. Print out two copies of this information. Keep one for yourself and submit one. (20 points)

Bring all of the required information (#1, 2 and 3) to seminar on the date indicated on your syllabus. Your grade will be assessed by the following criteria:

- Did you **follow directions**? (5)
- Did you **draw conclusions** about the **successes and challenges**? (40 points)
- Did you take notes that reflect what you learned? (30 points)
- Did you **include a map** of your route to your school? (5)
- Did you turn in your work on time? (5)
- Does your work reflect sufficient effort on your part? (10)

### Assignment 3 Researched and Presented Article Due TBA per topic/semester schedule.

- Each student will present one researched article.
- Article topics should match the topic of discussion for the seminar session for which presentation is scheduled. Select your topic, confirm it with me via email and request a presentation date.
- Before the presentation, the student is expected to post the citation for the article on the Blackboard Discussion Forum. The cohort is encouraged to view the article before the student presentation.
- **Include a supportive visual/graphic.**
- You will be peer assessed by rubric. (*The Rubric is on BlackBoard/Assignments*)

For each presentation

- The student will provide a one-page handout with the citation and a brief outline, including the population being studied, hypotheses and description of the experiment, findings, and implications for the high school level.
- Presentations should be 5-7 minutes in length, and should consist of fleshing out the outline, adding details and explanations. Students may consult a 4" x 6" note card to confirm statistics, but should avoid "reading" of any sort.
- The presentations should demonstrate that the student has read, analyzed and synthesized the information.
- The student will have prepared a **visual item to clarify/support** the content of the article.
- Students not presenting will be expected to ask questions and seek clarification.
- Articles must come from one of the following resources:

#### TOPICS

- |                                    |                                    |
|------------------------------------|------------------------------------|
| ➤ Educational Standards            | ➤ Assessment                       |
| ➤ Proficiency in LOTE              | ➤ Rubrics                          |
| ➤ Lesson Design                    | ➤ Interpretive Communicative Mode  |
| ➤ Differentiation                  | ➤ Interpersonal Communicative Mode |
| ➤ Technology                       | ➤ Presentation Mode                |
| ➤ Engaging Students                | ➤ Ethics                           |
| ➤ Best Practices                   |                                    |
| ➤ Integrating Culture into Lessons |                                    |

#### PERIODICALS

- |                                   |  |
|-----------------------------------|--|
| ➤ ADFL Bulletin                   | ➤ Hispania                               |
| ➤ Applied Linguistics             | ➤ Language Learning                      |
| ➤ Canadian Modern Language Review | ➤ Modern Language Journal                |
| ➤ Education Week                  | ➤ New England Classical Journal          |
| ➤ Foreign Language Annals         | ➤ Studies in Second Language Acquisition |
| ➤ French Review                   | ➤ TESOL Quarterly                        |
| ➤ Harvard Education Letter        |  |

WEBSITES (Go to Blackboard to Link Directly to this Document.)

American Council on the Teaching of Foreign Languages <http://www.actfl.org/>

Center for Applied Linguistics <http://www.cal.org/>

National Capital Language Resource Center <http://www.nclrc.org>

Texas Foreign Language Association <http://www.tfla.info>

National Council of Less Commonly Taught Languages <http://www.ncolctl.org/resources-links/jncolctl-links>

Language Learning and Technology (<http://lt.msu.edu/>)

**Week 2 Assignment 4 Observation I**

Due Seminar 7

**Your Classroom** *You must be cleared!*

Be sure to **include these questions** in your work as sub-headers.

**The Class**

1. How many females and males are in the class?
2. What is the age range of your students?
3. What are their names? *(Try to learn as many as you can. Perhaps your mentor will give you a list or seating chart.)*

**The Room**

4. How is the room organized? Draw a picture of it.
5. How does the room reflect the target language and culture?

**The Learning Environment**

6. What is the “feel” of the classroom? Relaxed? Tense? Conducive to learning?
7. What appears to be the relationship between the teacher and the students? Among the students with one another?

**Behavior Management**

8. List behavior management techniques followed in the classroom.
9. What expressions of positive reinforcement do you notice on the part of the teacher?
10. What levels of talking and movement seem to be accepted in the class? Do they vary at different times?

**Week 3 Assignment 5 Observation II**

Due Seminar 7

**Your CT**

Be sure to **include these questions** in your work as sub-headers.

1. How does the teacher introduce the lesson? (Overview, focus, etc.)
2. How is the lesson organized and what are the goals?
3. How does the teacher use examples?
4. How is the lesson paced?
5. What is the teacher’s attitude? (Respect for students and their questions, enthusiasm for subject, friendliness, etc.)
6. What body language is used? (Eye contact, smiling, moving around classroom, etc.)
7. What kind of voice does the teacher use? (Loudness, clarity)
8. Are students involved in the lesson? (Is the lesson learner-centered?)
9. Does the teacher use the target language? Does she/he encourage the students to use it also?
10. Additional Observations/Comments.

**Week 4 Assignment 6 Observation III**

Due Seminar 9

**Your CT's Methods**

Be sure to include these questions in your work as sub-headers.

1. What concepts or skills are being developed?
2. How is student progress toward these concepts or skills evaluated or assessed? (Formally / Informally?)
3. What motivational techniques are seen?
4. What questioning techniques are used?
5. How is technology used?
6. How is the textbook used?
7. How is culture incorporated into instruction?
8. How are "student learning styles" addressed?
9. How is student success promoted?

**Week 4 Assignment 7 Observation IV****Language, Ambiance, Policies and Procedures**

Due Seminar 9

Be sure to include these questions in your work as sub-headers.

1. How does the teacher use the target language?
2. What opportunities are provided for students to communicate in the target language?
3. How are the 5 C's incorporated into the class?
4. What is the level of anxiety in the class? Why?
5. How does the teacher incorporate error correction?
6. How does the teacher facilitate student comprehension?
7. If there are native or heritage speakers in the class, how are their needs addressed? (Not applicable for Latin)

The following questions have to do with policies and procedures at your school. Do not guess at the answer. Ask your teacher or read the district's teacher handbook.

8. If a student comes to you and says s/he is being abused at home, what should you do?
9. What steps would you follow if a student had a seizure in your classroom?
10. What would you do if a student asked you for an aspirin?
11. What does the school in which you observe do in case of extreme emergencies?
12. What should you do if some students start fighting before class in the hall right in front of your room?

<b>A#</b>	<b>Week</b>	<b>Observation</b>	<b>Topic</b>	<b>Bring to Seminar</b>
8	5	Observation V	Pacing Timeline - Add Your Thoughts!	Seminar 11
9	6	Observation VI	Different Teacher 1*	Seminar 13
10	7	Observation VII	Different Teacher 2*	Seminar 15
11	8	Observation VIII	Different Teacher 3*	Seminar 17
12	9	Observation IX	Compare and Contrast 4* Teachers	Seminar 19
13	10	Observation X	How Students Respond to Your CT/You	Seminar 21

Keep up with your observations. If you have an unusual circumstance, discuss it with me **BEFORE** the due date. Then, if a late observation is approved, document the approval as a beginning comment or paragraph on your work to remind me of the circumstance. Observations will not be accepted after Seminar 22.

If you fall behind in observations, catch up as quickly as possible! You may observe thrice in one week if necessary.

### **Week 7 Assignment 14 Engagement Activity Presentation:** On Seminar 13

For this presentation, create an engagement activity based on the choices given below.

- Brainstorming
  - Graphic Organizer
  - Inner/Outer Circle or variation
  - Interview
  - Concentration
  - Categories
  - Other – Consult with instructor first
1. Use a topic that is appropriate to the proficiency level you are teaching.
  2. The activity must be in the language you teach. Design your presentation for the first semester, level I language learner.
  3. Time limit: 5 minutes
  4. These will be presented to your cohort in seminar so if you need handouts (11), be sure to come prepared. You can make copies in the UTeach office – if you make them at **least 2 hours before seminar**. The UTeach copier stays busy. Please don't count on access to the copy machine thirty minutes before seminar on the day of your presentation.
  5. **Bring a written summary and reflection of your activity to seminar 14.** If you do not include a summary, you will not receive credit for your presentation. Your summary should include:
    - Before You Present
      1. The OBJECTIVES of your engagement activity (as detailed as a lesson plan objective).
      2. The instructions you plan to give your “students”
      3. The materials you used in your activity
    - After You Present:
      1. A reflection on the success of your activity. “Looking back”, what might you have done differently?

### **Week 9 Assignment 15/16 Web Activity II: Your Teacher Website/Presentation:** Email link for BB Posting by Seminar 16 (you can continue to tweak until the day of presentation); Present Seminar 18

The objective of this assignment is to create a Web Page as if you were teaching in a high school. The page should include:

1. Your profile - Who are you? Include the following
  - Background information – what are your qualifications and interest in teaching this subject
  - Include an appropriate photo
  - Some use of the target language – perhaps more in modern languages than classical
2. A student page(s) – Include topics beyond class rules and procedures such as:
  - Study tips, club news, honor society news ...
  - Advantages to learning a foreign language
  - Other information you think students need to know as far as your class in general
3. A parent's page – Include:
  - How they may contact you
  - What they can do to help their child in your class
4. Additional information, resources.

Possible free sites to use when creating your site: classjump.com, wix.com, webstarts.com or Google.com. Several districts are requiring their staff to use <http://www.weebly.com/> When considering a design, select a template without distracting “graphics” and “animations”.

The following are real websites from real teachers.

- <http://sramitre.weebly.com/> (UTeach Grad)
- <http://teacherweb.com/TX/westwoodhighschool/EdsonJeanine/apt1.stm>
- <http://sites.google.com/site/mademoiselleshirrod/> (UTeach Grad)
- <http://teacherweb.com/TX/westwoodhighschool/CaleyTindal/apt1.aspx> (UTeach Grad)

Teacher Becomes Web Guru: A teacher named Zachary Jones has an amazing site; however, it no longer has information about the teacher nor information for the students. It's probably that Mr. Jones now dedicates himself full time to the site. (Which is why it's so fabulous!) <http://zachary-jones.com/zambombazo/>



### **Week VBS\* Assignment 17 Cultural Lesson Plan: Cohort Presentation on Seminar 23**

As one of your nine lessons, you will design a lesson plan centered on a cultural topic (*excluding Día de los Muertos, 16 de septiembre or 5 de mayo for the Spanish teachers-to-be*). Obtain your CT's advice and approval to assure that your plan fits into unit objectives. Ask that your field observer evaluate your performance on this lesson OR video tape the lesson as your video tape assignment. Be sure to keep in mind the methodology to be applied for teaching and assessing skills and knowledge gained.

Include specific guidelines (the handout you would give your students), a rubric (also for students) and a "model" (a tangible outcome of what your expectations). Be specific in your student guidelines. Your guidelines and rubric must provide all the information students need to be successful.

**You will submit your rubric for assessment in Seminar 21; present during Seminar 23.**

In your presentation – include the following:

1. The value of the project.
2. How the project supports previous learning.
3. How the project supports future learning.
4. The step-by-step guidelines for your students.
5. The model of your expectations.
  1. Using the 640 Lesson Plan Template.
  2. Incorporate of all of the four skills.
  3. Provide an active learning experience
  4. Incorporate technology
  5. Include a student product for assessment & provide a rubric for that assessment.

\*VBS = *Varies By Student*: Your cultural lesson must support your CT's curriculum. Review the Cohort Evaluation Rubric on BB.

### **Week VBS Assignment 18/19 Videotapes and Self-Critique Reflections**

Ask your CT to check out camera equipment from the school library. You will videotape yourself teaching TWO 45-minute lessons, review each video, and, in a written essay for each, reflect on your own teaching. Provide your own memory card or flash drive per the type of equipment. Submit your critique via email; your video via hyperlink or DVD, **not a flash drive**. I will keep your DVD. Bring any permission slips to class.

- Video Tape 1: Tape your second or third lesson. Submit Reflection on or before Seminar 16.
- Video Tape 2: Tape your seventh or eighth lesson. Submit Reflection on or before Seminar 26.

Bring your laptop and your raw footage to Seminar 27 to work with iMovie. If you don't have a MAC, bring any Window's compatible video editing program. If you have none, download an examination copy of Camtasia (or other editing program) for seminar use. Familiarize yourself with the program before Seminar 27.

### **UT Seminar Expectations**

UTL640 will make more demands on your time than 101 or 202. Good time management will assure your success.

- **Attend seminar regularly.** Five points will be deducted from your final average for every SEMINAR absence after the first absence; and every FIELD WORK absence after the first. **Arrive ON TIME.** A 15 minute late arrival is considered an absence. **Two tardies will count as one absence.**
- Completing assignments on time reflects the professionalism required of a future educator. All late assignments will be accepted with a **STARTING GRADE of 80%. Work more than 48 hours late will result in a 0/no credit. Keep track of what's due and when!**
- Complete readings as listed on your detailed syllabus before the seminar. Come prepared to participate! Seminar participation is a portion of your seminar grade.
- **Eat before you arrive - not during seminar.** Please do not bring food or sugary drinks into the conference room. You may snack outside the conference room during break. You may bring water. (We may have a special "treat-for-all" day during the semester.)

**IMPORTANT NOTE**

The instructor maintains the right to change the syllabus and will inform you during seminar. You are responsible for changes even if you are absent. Check BlackBoard frequently.

**Interns must complete the fieldwork satisfactorily in order to complete this course.****Individual Growth Plans (IGPs):**

*Please note that inadequate performance or professionalism during your field experience may result in the development of an Individual Growth Plan (IGP). The purpose of an IGP is to clearly identify any aspect of your performance that is unacceptable and to establish goals and target dates for improved performance. Failure to achieve the goals of an IGP could result in termination of your field experience.*

*Your final grade will reflect the entire semester's work, including any pre-IGP performance.*

**Grading:****40% Field Experience** - Derived from your CT's Mid-Term, Final Evaluations and, Lesson Plan Evaluations.

- Attendance/Tardiness
- Cooperation with cooperating teacher
  - E-mails, telephone calls, face-to-face interactions
  - Your CT's lesson evaluations
  - Midterm and final evaluation
- Lessons
  - Delivery of lessons
  - Evaluation by cooperating teacher
- Observations
  - Completion of observations
  - Write-up of observations
- Field Observations
  - Evaluations by university field observer
  - Communication with university field observer
  - Cooperation with university field observer

**30% Seminar**

- Quality Participation
  - Group activities
  - Discussions
  - Assignments
- Presentations
- Lesson plans
- Reflections on lessons
- Technology
  - Use of technology for communication
  - Web Activities
  - Multimedia Presentation

**10% Portfolio****20% Fitness to Teach Rubric****100% TOTAL GRADE**

Reminder: 5 points are deducted from your total grade for each absence in the seminar beyond the second.

## UTL640 Detailed Syllabus - Spring 2013

<p>Week 1 - TH <b>SEMINAR 1</b> JAN 15</p>	<p><b>Getting Started and National and State Standards</b> <i>First Day Interview – A Paired Activity Followed by Inner-Outer Circle Activity</i></p> <ul style="list-style-type: none"> <li>▪ Overview of Course; Handouts</li> <li>▪ Clearance for Entry into Districts</li> <li>▪ Intro to the Standards for Foreign Language Learning</li> <li>▪ TEKS for LOTE</li> </ul>	<p>READ: Framework for LOTE C-1</p> <ul style="list-style-type: none"> <li>▪ Introduction (1-6)</li> <li>▪ C 2 <i>Guiding Principles</i> (7-21)</li> <li>▪ C-3 <i>Language Proficiency</i> (23 – 31)</li> <li>▪ Appendix H TEKS for LOTE</li> </ul> <p><b>WRITE: Handout for BALLI</b></p> <ul style="list-style-type: none"> <li>▪ <i>Complete and share your results. Contribute your opinions and experiences in the next seminar.</i></li> </ul>
<p>Week 1 – TU <b>SEMINAR 2</b> JAN 17</p>	<p><b>Share: BALLI Beliefs</b> Practice: TExES PPR Test <b>Standards &amp; the TEKS</b></p> <ul style="list-style-type: none"> <li>▪ The 5 Cs: National and State Standards</li> <li>▪ Communication: Interpersonal, Interpretive and Presentational Modes</li> <li>▪ Integrated Skills</li> <li>▪ Culture, Connections, Comparisons, Communities</li> </ul>	<p>READ:</p> <ul style="list-style-type: none"> <li>▪ 2012 ACTFL Proficiency Guidelines</li> <li>▪ <i>What Should I Know About SLA?</i></li> </ul> <p>WRITE:</p> <ul style="list-style-type: none"> <li>▪ Email your CT: Establish your first observation date. Always cc me.</li> <li>▪ Take the 10-question practice exam. Check answers on BB document. Come to seminar prepared to share your results.</li> <li>▪ <b>Write your SLA Assignment Due Next Seminar</b></li> </ul>
<p>Week 2 – TH <b>SEMINAR 3</b> JAN 22</p>	<p>Practice: TExES PPR Test <b>Teaching for Proficiency</b> The concept of proficiency &amp; the ACTFL proficiency scale</p>	<p>READ: A Texas Framework for LOTE <i>Appendix C Multiple Intelligences and Instructional Strategies</i></p> <p>SELECT: Topic for your Research Article. <b>Submit SLA Assignment</b></p>
<p>Week 3 – TU <b>SEMINAR 4</b> JAN 24</p>	<p>Practice: TExES PPR Test Share: Peer grade Observation I <b>Organizing Content and Designing Lessons</b></p> <ul style="list-style-type: none"> <li>▪ Daily, weekly, unit, semester, and yearly plan</li> <li>▪ Vertical and Horizontal Alignment</li> </ul>	<p>READ: A Texas Framework for LOTE C 5 (102-110) A Texas Framework for LOTE: <i>Frequently Asked Questions/Abbreviations and Acronyms</i> (111-118)</p> <p><b>WRITE: Web Activity #1: Bring to seminar with you on Seminar 5 – next seminar.</b></p>
<p>Week 3 – TH <b>SEMINAR 5</b> JAN 29</p>	<p>Practice: TExES PPR Test Meeting the Needs of All Students <b>Differentiating Instruction in LOTE Seminars</b> *Web Activity #1 due. Bring to seminar today.</p>	<p>READ: Teacher’s Handbook: Contextualized Language Instruction from C10 and Three Articles: “<i>Differentiating Instruction in the LOTE Classroom: Focus on Special Education Learners</i>”, “<i>Best Practices for teaching LOTE students with learning differences</i>”, &amp; “<i>Inclusion in the LOTE classroom</i>”</p>

Week 4 – TU <b>SEMINAR 6</b> JAN 31	Practice: TExES PPR Test Differentiating <b>LOTE Instruction to Meet the Needs of All Students</b>	READ: Teacher’s Handbook: C 12 “Using Technology to Contextualize and Integrate Language Instruction”
Week 4 – TH <b>SEMINAR 7</b> FEB 5	Practice: TExES PPR Test <b>Using Technology in the Classroom:</b> <ul style="list-style-type: none"> <li>• Orientation to the laptop</li> <li>• PowerPoint Essentials/WebQuests</li> <li>• Technology as a teaching tool</li> </ul>	READ “Incorporate Technology” <b>Observations 1 &amp; 2 Due.</b> Submit Hard Copy in Seminar.
Week 5 – TU <b>SEMINAR 8</b> FEB 7	Practice: TExES PPR Test <b>Grading and Assessment:</b> <ul style="list-style-type: none"> <li>• Comparing Traditional and Performance-based Assessment;</li> <li>• Developing a Performance Based Rubric</li> </ul>	READ: A Texas Framework for LOTE C 4 TEKS for LOTE (33-51) CREATE: VideoTape Lesson 2 or 3 for self assessment.
Week 5 – TH <b>SEMINAR 9</b> FEB 12	Practice: TExES PPR Test Engagement Activities/ <b>The Power of Group Collaboration</b>	READ: A Texas Framework for LOTE C 4 (52-71) CREATE: <ul style="list-style-type: none"> <li>• Engagement Activity: Due: Seminar 13</li> <li>• VideoTape Lesson 2 or 3</li> <li>• Digital Portfolio: Due MAY 3 at 12 PM.</li> </ul> <b>Observations 3 &amp; 4 Due.</b> Submit Hard Copy in Seminar.
Week 6 – TU <b>SEMINAR 10</b> FEB 14	Practice: TExES PPR Test <b>Engagement Activities: Strategies and Best Practices</b>	READ: Catch-Up Day CREATE: <ul style="list-style-type: none"> <li>• Web Activity #2: Due Seminar 16, 9 AM</li> <li>• VideoTape Lesson 2 or 3 for self assessment.</li> <li>• Digital Portfolio: Due MAY 3 at 12 PM.</li> </ul>
Week 6 – TH <b>SEMINAR 11</b> FEB 19	Practice: TExES PPR Test <b>Engagement Activities: Strategies and Best Practices</b>	READ: Catch-Up Day CREATE: <ul style="list-style-type: none"> <li>• Web Activity #2: Due Seminar 16, 9 AM</li> <li>• VideoTape Lesson 2 or 3 for self assessment.</li> <li>• Digital Portfolio: Due MAY 3 at 12 PM.</li> </ul>
Week 7 – TU <b>SEMINAR 12</b> FEB 21	Practice: TExES PPR Test <b>Student Presentations: Engagement Activities / Foldables</b>	CREATE: <ul style="list-style-type: none"> <li>• Web Activity #2: Due Seminar 16, 9 AM</li> <li>• VideoTape Lesson 2 or 3 for self assessment.</li> <li>• Digital Portfolio: Due MAY 3 at 12 PM.</li> </ul>

<p>Week 7 – TH <b>SEMINAR 13</b> FEB 26</p>	<p>Practice: TExES PPR Test <b>Student Presentations of Content Area Engagement Activity</b></p>	<p>READ: Teacher's Handbook: CH5, "Integrating Cultures and Comparisons..." CREATE:  <ul style="list-style-type: none"> <li>• Web Activity #2: Due Seminar 16, 9 AM</li> <li>• Video-tape lesson 2 or 3</li> <li>• Digital Portfolio: Due MAY 3 at 12 PM.</li> </ul> <b>Observation 6 Due.</b> Submit Hard Copy in Seminar.</p>
<p>Week 8 – TU <b>SEMINAR 14</b> FEB 28</p>	<p>Practice: TExES PPR Test <b>Integrating Language Skills and Culture</b></p> <ul style="list-style-type: none"> <li>• Strategies and activities</li> <li>• Use of authentic materials</li> </ul>	<p>READ: Catch-Up Day CREATE:  <ul style="list-style-type: none"> <li>• Web Activity #2: Due Seminar 16, 9 AM</li> <li>• Video-tape lesson 2 or 3</li> <li>• Culture /Lesson Project due Seminar 23</li> <li>• Digital Portfolio: Due MAY 3 at 12 PM.</li> </ul> </p>
<p>Week 8 – TH <b>SEMINAR 15</b> MAR 5</p>	<p>Practice: TExES PPR Test <b>Integrating Language Skills and Culture</b></p> <ul style="list-style-type: none"> <li>• Strategies and activities</li> <li>• Use of authentic materials</li> </ul> <p>Brainstorm Culture Lesson Ideas</p>	<p>READ: C 8: Teacher's Handbook: <i>Interpersonal Communication</i> CREATE:  <ul style="list-style-type: none"> <li>• Web Activity #2: Due Seminar 16, 9 AM</li> <li>• Video-tape lesson 2 or 3</li> <li>• Culture /Lesson Project due Seminar 23</li> <li>• Digital Portfolio: Due MAY 3 at 12 PM.</li> </ul> <b>Observation 7 Due.</b> Submit Hard Copy in Seminar.</p>
<p>Week 9 – TU <b>SEMINAR 16</b> MAR 7</p>	<p>Practice: TExES PPR Test <b>Teaching for Interpersonal Communication – 1</b></p> <ul style="list-style-type: none"> <li>• Strategies and activities</li> <li>• Use of authentic materials</li> </ul>	<p>READ: 1. "Activities to Promote Interaction and Communication" 2. "30 Strategies" CREATE:  <ul style="list-style-type: none"> <li>• Video-tape lesson 2 or 3</li> <li>• Culture /Lesson Project due Seminar 23</li> <li>• Digital Portfolio: Due MAY 3 at 12 PM.</li> </ul> <b>SUBMIT: Web Activity 2</b> - Link Due by 9 AM Today</p>
<p>Week 9 – TH <b>SEMINAR 17</b> MAR 19</p>	<p>Practice: TExES PPR Test <b>Teaching for Interpersonal Communication – 2</b></p> <ul style="list-style-type: none"> <li>• Strategies and activities</li> <li>• Use of authentic materials</li> </ul>	<p>All DVD's/Permissions due by Seminar 26 Culture /Lesson Project due Seminar 23 <b>Observation 8 Due</b> - Submit Hard Copy in Seminar.</p>
<p>Week 10 – TU <b>SEMINAR 18</b> MAR 21</p>	<p>Practice: TExES PPR Test <b>New Teacher Website Presentations and Cohort Evaluation (Web Activity 2)</b></p>	<p>Plan to videotape a lesson soon. Prepare portfolio. Due by Start Time / Seminar 29. <i>You may submit an electronic portfolio – and you may submit it early.</i></p>

<p>Week 10–TH <b>SEMINAR 19</b> MAR 26</p>	<p>Practice: TExES PPR Test Teaching for <b>Interpretive Communication:</b> <b>READING</b></p> <ul style="list-style-type: none"> <li>• Strategies and activities</li> <li>• Use of authentic materials</li> </ul>	<p>Plan to videotape a lesson soon. Confirm an appointment to meet with a Principal, Assistant Principal or District LOTE Curriculum Coordinator for April 18 <b>Observation 9 Due</b> - Submit Hard Copy in Seminar.</p>
<p>Week 11 –TU <b>SEMINAR 20</b> MAR 28</p>	<p>Practice: TExES PPR Test Teaching for <b>Interpretive Communication</b> <b>LISTENING</b></p> <ul style="list-style-type: none"> <li>• Strategies and activities</li> <li>• Use of authentic materials</li> </ul>	<p>Reading: Reading: C 9: Teacher’s Handbook: <i>Presentational Communication</i> Explore the Website: <a href="#">“Skills You Need”</a> Plan to videotape a lesson soon.</p>
<p>Week 11 –TH <b>SEMINAR 21</b> APR 2</p>	<p>Practice: <b>LAST</b> TExES PPR Test Teaching for <b>Presentational Communication</b> <b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Strategies and activities</li> <li>• Use of authentic materials</li> </ul>	<p>Finish Reading: C 9: Teacher’s Handbook: <i>Presentational Communication</i> Plan to videotape a second lesson soon. <b>Observation 10 Due</b> - Submit Hard Copy in Seminar. Submit Rubric for Cultural Project for Assessment: Presentation on Seminar 23</p>
<p>Week 12 –TU <b>SEMINAR 22</b> APR 4</p>	<p>Teaching for <b>Presentational Communication</b> <b>SPEAKING</b> Strategies and activities</p>	<p>Reading: The Teacher’s handbook: C 11 <i>Assessing Standards-Based Language Performance in Context</i> Framework for LOTE C 5 <i>Classroom Assessment Strategies (97-101)</i> Video Tape of Lesson 7 or 8 &amp; Reflection Due Seminar 24. <i>Presentation of Cultural Projects with Rubric Due Next Seminar.</i></p>
<p>Week 12 –TH <b>SEMINAR 23</b> APR 9</p>	<p><b>Presentation of Cultural Projects</b> with Rubric.</p>	<p><b>Rubric and Cultural Project Today.</b> Video 7 or 8 Reflection Due Next Seminar</p>
<p>Week 13 –TU <b>SEMINAR 24</b> APR 11</p>	<p>Catch-Up Day</p>	<p><b>Video 7 or 8 Reflection Due Today</b></p>
<p>Week 14 –TH <b>SEMINAR 25</b> APR 16</p>	<p><b>Ethics, Legal Issues</b></p>	<p><b>GUEST SPEAKER - TINA DONG</b> <b>AISD Curriculum Coordinator</b></p>
<p>Week 14 –TH <b>SEMINAR 26</b> APR 18</p>	<p>No Seminar: <b>Administrator Interview Today</b></p>	<p>Bring your rough footage of both lessons to Seminar 27, and your laptop.</p>

Week 14 – TU <b>SEMINAR 27</b> APR 16	<b>Video Editing Seminar</b> Bring the raw footage from both your taped observations.	Post your “best and worst practices” online.
Week 14 – TH <b>SEMINAR 28</b> APR 16	<b>Final Forum</b> and Evaluation	<b>DIGITAL PORTFOLIO DUE</b> MAY 2 by Noon.

## ASSIGNMENT CALENDAR

#	WRITING, TEACHING AND TECHNOLOGY	Due Date	Completed
1	Second Language Acquisition Theory	S-3 on TH 1/22	
2	Web Activity 1	S-5 on TH 1/29	
3	Research and Presented Article	VBS	
4	Observation 1	S-7 on TU 2/5	
5	Observation 2	S-7 on TU 2/5	
6	Observation 3	S-9 on TU 2/12	
7	Observation 4	S-9 on TU 2/12	
8	Observation 5	S-11 on TH 2/19	
9	Observation 6	S-13 on TH 2/26	
10	Observation 7	S-15 on TU 3/3	
11	Observation 8	S-17 on TH 3/10	
12	Observation 9	S-19 on TU 3/26	
13	Observation 10	S-21 on TH 4/2	
14	Engagement Activity	S-13 on TU 2/26	
15	Web Activity 2 - Teacher Web Site Link	S16 on 3/7	
16	Web Activity 2 - Teacher Web Site Presentation	S18 on 3/21	
17	Culture Lesson Plan with Student Product	VBS	
18	Video Taped Lesson 2 or 3 REFLECTION	S15 on 3/5	
19	Video Taped Lesson 7 or 8 with REFLECTION	S24 on 4/11	

#	READING	Due Date	Completed
R-1	Framework C 1, 2, 3 (PP 1-31) Appendix H: BALLI Handout	S-2 on TH 1/17	
R-2	“What You Should Know about SLA”; ACTFL Guidelines	S-3 on TU 1/22	
R-3	Framework Appendix C	S-4 on TH 1/24	
R-4	Framework C 5 (102 - 110); Appendix C: FAQs (111-118)	S-5 on TU 1/29	
R-5	Teacher’s Handbook: C 10; Three Articles on Differentiation	S-6 on TH 1/31	
R-6	Framework C 12 “Technology”; Technology Handouts	S-7 on TU 2/5	
R-7	Framework C 4 (33-51 TEKS); AP Handout - Partnerships	S-9 on TU 2/12	
R-8	Framework C 4 (52-71)	S-10 on TH 2/14	
R-9	Teacher’s Handbook, CH 5, “Cultures and Comparisons”	S-14 on TH 2/28	
R-10	Activities for I & C: 30 Strategies	S-17 on TU 3/19	
R-11	Teacher’s Handbook: C 8 (214-234)	S-20 on TH 3/28	
R-12	Teacher’s Handbook: C 8 (235-256); Explore the Website: “Skills You Need”	S-21 on TU 4/2	
R-13	Teacher’s Handbook: C 9	S-22 on TH 4/4	
R-14	Framework: C 5; Teacher’s Handbook: C 11	S-23 on TU 4/9	

<b>Final Product</b>	<b>DIGITAL PORTFOLIO</b>	<b>TH, May 2 @ Noon</b>	
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## OBSERVATION SCHEDULE

### 36 Hours of Observation

The first four observations include specific questions. Use the observation templates on BlackBoard. Be sure to include your required heading and EACH QUESTION, **your answer should follow each question.** After Observation #4, you will have two specific goals: 2 Pacing Timelines in which you will document what is happening every 5 minutes in the classroom and narrative observations of three OTHER teachers, followed by a compare and contrast paper in narrative form based on what happens in the classroom during your observation and based on what we have discussed in seminar.

**You are strongly encouraged by write your observation within 24 hours of observing.**

**You will submit hard copies during your seminar as noted below.**

#### Written Assignments

- Points are deducted for late write-ups according to the general syllabus information packet.
- After 48 hours write-ups are not accepted and will result in a zero.

WEEK	DATE	OBSERVATION	DUE	DATE
3	JAN 28 – FEB 1	Written Assignment Observation #1: CT/The Classroom Observation #2: CT/The Teacher	Seminar 7 Seminar 7	2/5 2/5
4	FEB 4 – 8	Written Assignment Observation #3: CT/Content & Methods Observation #4: CT/Language	Seminar 9 Seminar 9	2/12 2/12
<i>From FEBRUARY 11 until completed: one write-up per week according to this schedule:</i>				
5	FEB 11 – 15	Written Assignment Observation #5: Pacing Timeline #1	Seminar 11	2/19
6	FEB 18 – 22	Written Assignment Observation #6: Different Teacher 1	Seminar 13	2/26
7	FEB 25 – March 1	Written Assignment Observation #7: Different Teacher 2	Seminar 15	3/5
8	MAR 4 – 8	Written Assignment Observation #8: Different Teacher 3	Seminar 17	3/19
9	MAR 18 – 22	Written Assignment #9: Compare/Contrast Paper – 4 Teachers	Seminar 19	3/26
10	MAR 25 – 29	Written Assignment Observation #10: How Students Respond	Seminar 21	4/2
	APR 1 – 19	<b>Undocumented Observation Hours Only</b>		

If the district or CT's schedule causes you to turn in a late assignment, let me know BEFORE you turn in the late work. In that case, it is your responsibility to catch up ASAP. That may entail observing three times in one week or teaching a back-to back class (you are allowed to teach three duplicate lessons.) Turning in one assignment late does not mean that you are on a new due-date schedule.

## LESSONS, REFLECTIONS, and EVALUATIONS

- Teach a total of 9 lessons. These may be from 30 minutes in length to the entire class period. You may teach **two** lessons twice (see below for additional information).
- Consult with your cooperating teacher as to length of lessons and topics to be covered.
- Lesson plans are to be submitted 48 hours **in advance** to your cooperating teacher and to your UTL640L instructor. When you e-mail plans to your cooperating teacher, CC me.
- You will be observed twice by University Facilitator, more, if deemed necessary. If you are going to be observed by the university observer, **submit a lesson plan to her also, at least 24 hours before your observation. It is your responsibility to initiate communication with the university observer concerning the lessons you wish her to observe.**
- You may teach the same lesson three times to three different classes. Indicate on your lesson plan that you will do this (for example: Lessons 5 and 6). Do the same for your reflection (Reflection 5 and 6) and compare how the lesson went in each class in which you taught the lesson. (You may teach additional lessons twice but it only “counts” two times: thus, you design 6 lessons, but teach 9 classes if you teach three lessons twice.)
- Giving a test does not count as a lesson **unless you review the class 30 minutes before the test**. Remember your minimal instructional time is 30 minutes.
- Lesson reflections should be completed and e-mailed to me by the **Tuesday** seminar following the lesson.
- Submit lesson evaluations to me in the seminar following your lesson. I encourage you to write these as soon as possible after the lesson and submit them as soon as possible. The sooner you receive my input, the more valuable that input will be to you.

### Use of E-mail for Official Correspondence to Students

All students should be familiar with the University’s official e-mail student notification policy. It is the student’s responsibility to keep the University informed as to changes in her or his e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>. In this course, e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for seminar work and announcements.

### Core Values and Policy on Scholastic Honesty

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect towards peers and community. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Refer to the Student Judicial Services website at <http://deanofstudents.utexas.edu/sjs/scholdis.php> to access official University policies and procedures.

### Accommodations for Students:

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Dean of Students at 471-6259; 471-4641 TTY.

### Emergency Evacuation Policy

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.