Instructor: Rose M Potter, LOTE Pedagogy and Methodology
Day, Time: M, T, W, TH, F: Class 8:00 AM – 11:00 AM; Fieldwork 11:00 AM – 2:00 PM
Office: Gebauer (GEB) 1.308
E-mail: rpotter@austin.utexas.edu; gaster@mail.utexas.edu
Office Hours: M W F 7:00 – 8:00 AM; also by appointment
Office Phone: (512) 232-7359

Prerequisites: 2.5 grade point average overall and 3.0 grade point average in major area of study: students must have a tablet or laptop and use a word processor, e-mail, and have access to a web browser.

Course Description: Teaching English to Speakers of Other Languages (TESOL) II Internship Abroad
Taken concurrently with TESOL II, this course provides upper division students and graduates with early field experience in teaching and an introduction to the theory and practice that is necessary to design and deliver excellent instruction of English to speakers of other languages (ESOL) abroad. Students attend 45 hours of on-campus seminar instruction, 30 hours of guided observation and teaching practice and 4 full days of full classroom internship at Austin ESOL programs. Program participants will create and teach 3 lessons to the students they observe. The ESOL classrooms are selected both for the diversity of the student body and for the quality of the classroom teacher who serves as a cooperating teacher. The cooperating teachers will work with internship participants to improve their teaching abilities in preparation for teaching abroad. The cooperating teacher will provide immediate feedback on the quality of the intern’s instruction. Upon completing the local coursework and fieldwork, students will travel to Korea or México to intern in a language institute under the direction of a local mentor teacher. Participants will intern for 6 weeks.

Success in this course requires quality, timeliness, dependability, and professional behavior.

Certified teachers and UTeach undergraduates who have taken UTL101, UTL202 and UTL640 are not required to take TESOL I.

Certified teachers who participate in this program will be prepared to take the TExES ESL Certification test to add an ESL endorsement to their existing Texas State Certification.

Course Objectives:

UTL F320 students will
- Assess whether they wish to pursue teaching ESL/ESOL as a profession.
- Determine their own learning style and relate the findings to the students they are and the teachers they may become.
- Develop an awareness of the assets of linguistically and culturally diverse student populations.
- Understand the concept of interactive, integrated lessons.
- Distinguish between learner-centered and teacher-centered instructional strategies.
- Examine various methods of assessment.
- Write performance objectives, lesson plans, and one assessment activity.
Follow lesson plan format to deliver three lessons that include activities appropriate to ESOL linguistic needs.

Become reflective practitioners, using reflection to improve over time.

Utilize technology to communicate, collaborate, and instruct.

Understand and begin to practice the basic components of good classroom management.

Exhibit positive expectations for all students.

Serve as a role model by demonstrating clear communication, pleasant demeanor, interest in each individual student, and accurate content.

Understanding the key stages of language acquisition.

Appreciate varieties of the English language and its ongoing transformation.

Understand the cycle of culture shock and coping strategies.

Field Experience

Contact Hours

You are responsible for a total of 20 contact hours. You will observe active teaching, teach one lessons, work with students one-on-one, if asked, or do other tasks that the cooperating ESL teachers requests. You will track your contact hours on a provided fieldwork documentation form. You will include the completed documentation form in your digital portfolio.

Each time you observe, obtain the signature of the cooperating ESL teacher on the observation and lesson verification form.

Any absence from field experience must be made-up to successfully complete the course.

Although we will have made initial contact with ESL teachers, you will be responsible for scheduling your observations.

Make a positive impression! Add value to the cooperating teacher classroom.

Do not miss your observation for any reason. Be sure to reschedule and complete the missed observation as soon as possible. Your cooperating teacher, your students, and your instructor are counting on you!

Professionalism

Professional behavior not only expected, but also, required. Be professional and courteous in all your communication with your cooperating teacher and your students.

Be on time and be prepared.

Before your observations, review the school’s policies and regulations online.

Dress appropriately and professionally when going to schools. Many students outside of American culture dress modestly. Avoid short shorts, cropped tops and other revealing clothing.

Emergencies

Immediately report any problem/s to your UT instructors.

IF AN EMERGENCY ARISES, CAUSING YOU TO MISS YOUR SCHEDULED FIELD EXPERIENCE, NOTIFY YOUR COOPERATING TEACHER AND YOUR INSTRUCTOR IMMEDIATELY.
Class Expectations

Regular attendance is important for success. After one absence from the class, any additional absences will result in a growth plan that will outline identified areas to be improved and contain specific directives that are clearly measurable and reasonably attainable.

- Not fulfilling the growth plan’s performance objectives will result in dismissal from the program.
- Participate actively and positively in class discussions and activities.
- Turn in assignments on time. Certain assignments have specific due dates listed in this syllabus. It is important that assignments be completed on time. This is an issue of professionalism and should be treated seriously. Assignments will be taken late for 24 hours. After 24 hours, no late work will be accepted.
- Lessons must be taught within a window of time; however, all lesson plans must be submitted a minimum of 48 hours in advance of the lesson to both your cooperating teacher and the appropriate instructor. Reflections must be submitted within 24 hours of observing the lesson.

Grading System for TESOL I

<table>
<thead>
<tr>
<th>#</th>
<th>Item</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher Impact Paper</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>LAS110 Internship Worksheet</td>
<td>2</td>
</tr>
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<td>3</td>
<td>Lesson #1 Plan; Teach</td>
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<td>Participation &amp; Presentation</td>
<td>5</td>
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<tr>
<td></td>
<td>Total Points</td>
<td>100%</td>
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</tbody>
</table>
## Detailed Syllabus: TESOL I—SUMMER 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Class Name</th>
<th>Field Work</th>
<th>Methodology Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>TH JUNE 5</td>
<td>8:00-11:00</td>
<td><strong>CLASS 1</strong></td>
<td>No Field Work</td>
<td><strong>Write: Teacher Impact Paper</strong> View: Mark Pagel (20:10) <strong>How Language Transformed Humanity</strong></td>
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<tr>
<td></td>
<td>11:00-14:00</td>
<td></td>
<td>Today</td>
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<td></td>
<td></td>
<td>Introduction To Field Work; What's your learning style? How does it impact you? Travel to Mexico/China: Internship Registration Form II - Digital Submission in Class</td>
<td></td>
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</tr>
<tr>
<td>FRI JUNE 6</td>
<td></td>
<td><strong>CLASS 2, Submit: Teacher Impact Paper</strong></td>
<td>No Field Work</td>
<td><strong>Write: LAS110 Internship Worksheet [link]</strong> View: Daniel Tammet Different Ways of Knowing</td>
</tr>
<tr>
<td>SAT</td>
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<tr>
<td>SUN</td>
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<tr>
<td>MON JUNE 9</td>
<td></td>
<td>NO TESOL I CLASS TODAY</td>
<td>Begin Field Work</td>
<td>View (19:43) Temple Grandin The World Needs All Kinds Of Minds</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TESOL 2: TESOL II MEETS TWICE, AM AND PM</td>
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<tr>
<td>TU JUNE 10</td>
<td></td>
<td><strong>CLASS 3, Submit: LAS110 Internship Worksheet</strong></td>
<td>Field Work</td>
<td>View (19:50): John Hunter The World Peace Game Interview and Write: CT Interview</td>
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<tr>
<td></td>
<td></td>
<td>Writing a Three-Part Objective and Lesson Plan Design – Differentiation</td>
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<tr>
<td>WED JUNE 11</td>
<td></td>
<td><strong>CLASS 4</strong></td>
<td>Field Work</td>
<td>View (20:27) Salman Khan Let’s use video to reinvent education Write: Lesson Plan 1: objective and engagement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The 5E’s Lesson Plan: Executing a 5E’S student-centered lesson design: Part 1 Plan an engagement/explore activity</td>
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<tr>
<td>TH JUNE 12</td>
<td></td>
<td><strong>CLASS 5</strong></td>
<td>Field Work</td>
<td>View (11:40) Ken Robinson Changing Education Paradigms Write: Lesson Plan 1: Explore, Explain Evaluate</td>
</tr>
<tr>
<td>FRI JUNE 13</td>
<td></td>
<td><strong>CLASS 6, Lesson Plan 1 Due</strong></td>
<td>Field Work</td>
<td>View (7:46) Julian Treasure Five Ways to Listen Better</td>
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<td></td>
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<td>The 5 C's of language learning.</td>
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</tbody>
</table>

ARose Potter: [rpotter@austin.utexas.edu](mailto:rpotter@austin.utexas.edu)
<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Field Work</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUN</td>
<td>Methodology</td>
<td>Field Work</td>
<td>Assignments</td>
</tr>
<tr>
<td></td>
<td>8:00 – 11:00</td>
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</tr>
<tr>
<td>MON JUNE 16</td>
<td><strong>CLASSES 7 and 8, We will have AM &amp; PM Classes</strong></td>
<td>Field Work</td>
<td><strong>TEACH: Lesson 1</strong> View (16:51) Rebecca Saxe How We Read Each Other’s Minds Ted Profile: Peter Evans EFL Teacher in Thailand</td>
</tr>
<tr>
<td></td>
<td>AM: Proficiency in an Acquired Language; Performance Expectations</td>
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<td></td>
<td>PM: Teaching for Interpersonal Communication</td>
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<tr>
<td>TU JUNE 17</td>
<td><strong>CLASS 9, Submit Reflection &amp; CT Evaluation</strong></td>
<td>Field Work</td>
<td>View (17:27): Steven Pinker What Our Language Habits Reveal</td>
</tr>
<tr>
<td></td>
<td>Teaching for Interpretive &amp; Presentational Communication</td>
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</tr>
<tr>
<td>WED JUNE 18</td>
<td><strong>CLASS 10, CT INTERVIEW DUE</strong></td>
<td>Field Work</td>
<td>View(19:45): Ethan Zuckerman Listening to Global Voices</td>
</tr>
<tr>
<td></td>
<td>Teaching Writing &amp; Best Practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TH JUNE 19</td>
<td><strong>CLASS 11,</strong></td>
<td>Field Work</td>
<td>View: Lakshmi Pratury On Letter Writing</td>
</tr>
<tr>
<td></td>
<td>Traditional VS Proficiency Based Assessment &amp; Rubrics</td>
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</tr>
<tr>
<td>FRI JUNE 20</td>
<td><strong>CLASS 12</strong></td>
<td>Field Work</td>
<td>View: Sunni Brown, Doodlers, unite!</td>
</tr>
<tr>
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<td>Professional Ethics</td>
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<tr>
<td>SAT</td>
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<td>SUN</td>
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<tr>
<td>MON JUNE 23</td>
<td><strong>CLASS 13</strong></td>
<td>Make-up</td>
<td>View: Jay Walker English Mania</td>
</tr>
<tr>
<td></td>
<td>The Collaborative Educator: Technology: Portfolio Workshop BRING YOUR LAPTOP.</td>
<td>Field Work</td>
<td></td>
</tr>
<tr>
<td>TU JUNE 24</td>
<td><strong>CLASS 14</strong></td>
<td>Make-up</td>
<td>Write: Final Reflection View: Shukla Bose Teaching one Child at a Time</td>
</tr>
<tr>
<td></td>
<td>Your Internship Experience: How to Successfully Immerse in Language and Culture</td>
<td>Field Work</td>
<td></td>
</tr>
<tr>
<td>WED JUNE 25</td>
<td><strong>CLASS 15, Submit Final Reflection</strong></td>
<td>No Field Work</td>
<td>Submit Digital Portfolio by 11:59 PM on June 27.</td>
</tr>
<tr>
<td></td>
<td>Looking Back – Looking Forward End of Course Evaluation</td>
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</tr>
</tbody>
</table>
You are allowed no absences (excused or unexcused) in this class. Five points will be deducted for each absence. Also, no absences are allowed in field experience. In case of an emergency, notify your cooperating ESL teacher, e-mail both of your UTL320 instructors, and reschedule as soon as possible.

ASSIGNMENT CALENDAR

<table>
<thead>
<tr>
<th>#</th>
<th>Item</th>
<th>Date Due at 11:59 PM on:</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher Impact Paper</td>
<td>Thursday, June 5 – via email</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>LAS110 Internship Worksheet</td>
<td>Tuesday, June 10 – deliver hard copy</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Lesson #1 Plan; Teach</td>
<td>Friday, June 13 – via email</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Lesson # Reflection</td>
<td>Tuesday, June 17 – via email</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Lesson #1 CT Evaluation Form</td>
<td>Tuesday, June 17– via email or hard copy delivered</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>CT Interview</td>
<td>Wednesday, June 18 – via email</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Final Reflection</td>
<td>Wednesday, June 25 – via email</td>
<td>15</td>
</tr>
<tr>
<td>8</td>
<td>Digital Portfolio as .PDF</td>
<td>Friday, June 27 – via drop box</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Fitness To Teach – Self-Grade</td>
<td>Wednesday, June 25</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Fitness to Teach – Professor-Grade</td>
<td>N/A</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Participation &amp; Presentation</td>
<td>N/A</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total Points</td>
<td>Total Points</td>
<td>100%</td>
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</table>

University Electronic Mail Notification Policy
(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 class 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.
Your Internship  *These brief notes are NOT your AS110 syllabus.*

**Getting Started**

- Your syllabus can be found on Canvas on the internship page.
- Complete, sign and get the signature of your faculty supervisor on the Internship Learning Agreement.  *Assignment 2, LAS110 Internship Worksheet*

**Internship Assignments**

Your assignments consisting of journal entries and a final reflection will be uploaded to Canvas upon completion. Your internship instructor will review and respond to the assignments via Canvas, as you will communicate with him via Canvas as well.  *Late or non-completion of assignments will result in a low or failing grade. Your internship grade will be based ONLY on submitted assignments*, not your fieldwork in Querétaro or Daegu.  *The UTL 360 courses are unrelated to the AS110 internship course.*

**Your On-Site Internship Facilitator**

- Querétaro, Mexico: Instituto Intercultural de Querétaro (CIQ) Staff
- Daegu, South Korea: The University of Texas at Austin Staff

**YOUR INTERNSHIP CALENDAR**  
*You may extend your stay at your own expense.*

<table>
<thead>
<tr>
<th>DATE</th>
<th>DESCRIPTION</th>
<th>ACTIVITY</th>
<th>DETAILS</th>
</tr>
</thead>
</table>
| SUNDAY JUNE 29 | Arrival in Queretaro, México or Daegu, South Korea; Transfer to home stay /apartment | Read this blog!  
*Transparent Language - 6 Stages of Language Learning* | Querétaro: Same Day Arrival  
Daegu: You will lose a day outbound. You must leave on the 27th to arrive by the 29th. |
| MONDAY June 30 | Internship Begins                               | Internship Begins: Classroom Observation and Instruction | Maximum Internship hours at Cooperating Schools: 4 hours per day. Minimum: 2 hours per day. |
| TBD        | Teacher Work                                     | Grading, lesson planning, printing, etc.     | Maximum: Varies                                           |
| TBD        | One-on-1 Tutorials                               | Assigned by School                           | Maximum: 5 Hours per Week.                                |
| TBD        | Excursions                                       | 1-Day destinations in México: El Bernal, Guanajuato; 1 Overnight Excursion to México, DF. (Mexico City) | Querétaro: Pre-paid excursions facilitated by CIQ  
South Korea: Excursions TBD upon arrival. |
|           | TOTAL INTERNSHIP HOURS                           |                                               | Minimum: 120 Hours                                       |
| TBD        | SPANISH OR KOREAN LANGUAGE CREDIT                | LOTE Classes (free to intern)                | Transcript will reflect 60 contact hours or 4 hours of college credit. |
| FRIDAY AUG 8 | Internship Ends  
*Fly Home on Aug 9.* |                                               |                                                           |

UTL320 – Summer 2014  
ARose Potter: rpotter@austin.utexas.edu