Instructor: Rose M Potter
Office: 1.308 Gebauer
Phone: (512) 232-7359
E-mail: rpotter@austin.utexas.edu
Office Hours: T/W/TH 11-1 (& by appointment)
Location: GEB 1.310 (Conference Room)

Field Observers: Elizabeth Glidden <elizaglidd@sbcglobal.net>
Gloria Munguia <gmungua20@gmail.com>

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 – MAC or other

ULT640 Teaching in Secondary Schools

Course Description:
ULT640 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 active participation.
- written assignments, often presented and discussed in class.
- your field work experience that includes observations, lesson planning and execution, 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 LOTE methodology in all work.
Specific Objectives

The student will:

- 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 successful classroom management strategy appropriate for high school students.
- Implement instructional strategies that meet the needs of a diverse student population.
- Address curricular issues such as vertical and horizontal alignment, organization of content, and development of skills specific to the future certification area.
- Serve as a role model by demonstrating clear communication, pleasant demeanor, and interest in each individual student.
- Video-tape two lessons, then combine the tapes to produce and submit a “My Best Practices” video.
- 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.
- Polish and submit that portfolio at the end of course for evaluation.

Your Field Experience and Field Work Assignments

UTL640 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 may be repeated** and write a reflection of each lesson; the self-critique of the two videotaped lessons 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 UTL640 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. Two of the nine lessons taught (lesson 2 or 3 and lesson 7 or 8) are to be videotaped. **Students will submit a self-critique reflection of EACH, following reflection guidelines.**

**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 websites 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.
- Create 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 1 content so that each cohort member an 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. Plan accordingly. You will submit student permission slips with your reflection.
- 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.
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.

Your Final Reflection – Submitted With Your Portfolio

Just as your previous UT each 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 Canvas.

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.
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 Canvas 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
  - Timely completion and write up of observations
- Field Observations
  - Evaluations by university field observer
  - Communication and cooperation with university field observer

**30% Seminar**
- Quality Participation
  - Group activities, Discussions, Presentations
  - Assignments completed per syllabus - being prepared to participate
- Lesson plans and reflections on lessons
- Technology
  - Use of technology for communication, web activities and multimedia presentations
  - Teacher website development

**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.
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<tr>
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<th>SEMINAR TOPICS</th>
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</table>
| Week 1 - TH SEMINAR 1 AUG 29 | Getting Started and National and State Standards  
First Day Interview – A Paired Activity  
Followed by Inner-Outer Circle Activity  
Overview of Course; Handouts  
Clearance for Entry into Districts  
Intro to the Standards for Foreign Language Learning  
TEKS for LOTE | Four readings  
1. Framework for LOTE C, Introduction (1-6)  
2. C 2 Guiding Principles (7-21)  
3. C-3 Language Proficiency (23 – 31)  
4. Appendix H TEKS for LOTE  
Write Handout for BALLI  
Complete and bring to Seminar 2, next seminar. |
| Week 2 – TU SEMINAR 2 SEPT 3 | Share: BALLI Beliefs  
Practice: TExES PPR Test Standards & the TEKS  
The 5 Cs: National and State Standards  
Communication: Interpersonal, Interpretive and Presentational Modes  
Integrated Skills  
Culture, Connections, Comparisons, Communities | Four readings  
1. 2012 ACTFL Proficiency Guidelines  
2. What Should I Know About SLA?  
3. LOTE Standards  
4. Professional Standards  
Write  
SLA Theory Synthesis  
Learning Styles Quiz on Edutopia  
Print and bring to class the CHART of your results  
Email your CT: Establish your first observation date. Always cc me. |
| Week 2 – TH SEMINAR 3 SEPT 5 | Submit SLA Assignment & Edutopia Printout  
Practice: TExES PPR Test  
Teaching for Proficiency  
The concept of proficiency & the ACTFL proficiency scale  
Guests: Field Observers Elizabeth Glidden and Gloria Munguía | Read  
A Texas Framework for LOTE  
Appendix C Multiple Intelligences and Instructional Strategies  
Write  
Select topic and date for your researched article presentation.  
Note: Begin observations ASAP! Check calendar. |
| Week 3 – TU SEMINAR 4 SEPT 10 | Submit: Article Presentation Topic  
Practice: TExES PPR Test  
Share: Peer grade Observation I  
Organizing Content and Designing Lessons  
• Daily, weekly, unit, semester, and yearly plan  
• Vertical and Horizontal Alignment | Two Readings  
1. A Texas Framework for LOTE C (102-110)  
2. A Texas Framework for LOTE: Frequently Asked Questions/Abbreviations and Acronyms (111-118)  
Write  
Web Activity #1: Bring all work to next seminar. (Observe & Reflect!) |
<table>
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</table>
| **Week 3 – TH**  
**SEMINAR 5**  
**SEPT 12** | **Web Activity #1 due.** Bring to seminar today.  
Practice: TExES PPR Test  
Meeting the Needs of All Students  
Differentiating Instruction in LOTE Seminars | **Four Readings**  
1. Teacher’s Handbook: Contextualized Language Instruction from C10  
2. “Differentiating Instruction in the LOTE Classroom: Focus on Special Education Learners”  
3. “Best Practices for teaching LOTE students with learning differences”  
4. “Inclusion in the LOTE classroom” |
| **Week 4 – TU**  
**SEMINAR 6**  
**SEPT 17** | Practice: TExES PPR Test  
Differentiating LOTE Instruction to Meet the Needs of All Students | Read  
Teacher’s Handbook: C 12 “Using Technology to Contextualize and Integrate Language Instruction”  
Write  
First and Second Observations  
Present hard copy in Seminar 7. |
| **Week 4 – TH**  
**SEMINAR 7**  
**SEPT 19** | **First & Second Observations Due.**  
Submit Hard Copy in Seminar.  
Practice: TExES PPR Test  
Using Technology in the Classroom:  
› Orientation to the laptop  
› PowerPoint Essentials/WebQuests  
› Technology as a teaching tool | Read  
Technology Applications Standards  
for all beginning Teachers  
Write  
› Third and Fourth Observations  
Present hard copy in seminar 9.  
› Reflection: Videotape Lesson 2 or 3 |
| **Week 5 – TU**  
**SEMINAR 8**  
**SEPT 24** | Practice: TExES PPR Test  
Grading and Assessment:  
› Comparing Traditional and Performance-based Assessment;  
› Developing a Performance Based Rubric | Read  
A Texas Framework for LOTE: C 4 TEKS for LOTE (33-51) & AP handouts  
Note: Have you taught an activity or lesson? Remember, you will videotape lesson 2 or 3; submit a reflection on or before Seminar 16.  
Write  
Fifth Observation  
Present hard copy in Seminar 11. |
| **Week 5 – TH**  
**SEMINAR 9**  
**SEPT 26** | **Third & Fourth Observations Due.**  
Practice: TExES PPR Test  
Engagement Activities/The Power of Group Collaboration | Read  
A Texas Framework for LOTE: C 4 (52-71)  
Write  
› Sixth Observation  
› Engagement Activity  
Due: Seminar 12 & 13 |
<table>
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</table>
| **Week 6–TU SEMINAR 10 OCT 1** | Practice: TExES PPR Test Engagement Activities: Strategies and Best Practices | **Construct**  
Web Activity #2:  
Submit link digitally by Seminar 17, by or before 8 AM.  
*Note: Video Tape Lesson 2 or 3, reflect.* |
| **Week 6 – TH SEMINAR 11 OCT 3** | **Fifth Observation Due**  
Practice: TExES PPR Test  
Engagement Activities: Strategies and Best Practices | **Present**  
Web Activity #2:  
Presentation of completed website during Seminar 18. |
| **Week 7 – TU SEMINAR 12 OCT 8** | **Student Engagement Presentations**  
Activities / Foldables  
Practice: TExES PPR Test | **Write**  
Seventh Observation  
Present hard copy in seminar 15. |
| **Week 7 – TH SEMINAR 13 OCT 10** | **Sixth Observation Due**  
Student Presentations: Engagement Activities  
Practice: TExES PPR Test | **Read**  
Teacher's Handbook:  
C 5, “Integrating Cultures and Comparisons...”  
**Write**  
Eighth Observation  
Present hard copy in Seminar 17. |
| **Week 8 – TU SEMINAR 14 OCT 15** | Practice: TExES PPR Test  
Integrating Language Skills and Culture  
*• Strategies and activities*  
*• Use of authentic materials*  
*• Assessing Standard Based Language Performance in Context* | **Construct**  
Culture Lesson (1-3 days) with student product rubric.  
▷ **Rubric** Due due Seminar 22  
▷ **Lesson Presentation** due Seminar 23  
**Continue working**  
▷ Web Activity #2  
▷ Video-tape lesson 2 or 3, Reflect  
▷ Digital Portfolio (ongoing) |
| **Week 8 – TH SEMINAR 15 OCT 17** | **Seventh Observation Due**  
Practice: TExES PPR Test  
Integrating Language Skills and Culture  
▷ Strategies and activities  
▷ Use of authentic materials  
▷ Writing Effective Rubrics | **Read**  
Teacher's Handbook:  
C 8: Interpersonal Communication (245-266)  
**Write**  
Ninth Observation  
Present hard copy in Seminar 19. |
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<tr>
<td>Week 9 – TU SEMINAR 16 OCT 22</td>
<td><strong>First Video Tape Reflection Due</strong> Practice: TExES PPR Test Teaching for Interpersonal Communication – 1  ‣ Strategies and activities  ‣ Use of authentic materials</td>
<td><strong>Two Readings</strong> 1. Teacher’s Handbook: C 8: Interpersonal Communication (266-292) 2. “Activities to Promote Interaction and Communication” 2. “30 Strategies” <strong>Continue working</strong>  ‣ Web Activity #2  ‣ Video Tape Second Lesson (#s 7 or 8)  ‣ Culture Lesson Rubric and Presentation</td>
</tr>
<tr>
<td>Week 9 – TH SEMINAR 17 OCT 24</td>
<td><strong>Eight Observation Due</strong> Web Activity 2 - Link Due by 8AM Practice: TExES PPR Test Teaching for Interpersonal Communication – 2  • Strategies and activities  • Use of authentic materials</td>
<td><strong>Write</strong> Tenth (Final) Observation Present hard copy in seminar 21. <strong>Continue working</strong> Videotape Lesson 7 or 8; Reflect NOTE: Student Permissions for videotapes due by Seminar 26 (the video 2 reflection date).</td>
</tr>
<tr>
<td>Week 10 – TU SEMINAR 18 OCT 29</td>
<td><strong>Web Activity 2: PRESENTATIONS and Cohort Evaluation</strong> Practice: TExES PPR Test and Cohort Evaluation (Web Activity 2)</td>
<td><strong>Continue working</strong>  ‣ Video Tape Second Lesson (#s 7 or 8)  ‣ Culture Lesson Rubric, due Seminar 22, and Presentation, due Seminar 23.  ‣ Digital Portfolio You may submit an electronic portfolio; you may submit it early.</td>
</tr>
<tr>
<td>Week 10 – TH SEMINAR 19 OCT 31</td>
<td><strong>Ninth Observation Due</strong> Practice: TExES PPR Test Teaching for Interpretive Communication: READING  ‣ Strategies and activities  ‣ Use of authentic materials</td>
<td><strong>Write</strong> Observation 10 Submit hard copy in seminar 21. <strong>Confirm</strong> Make your appointment to meet with a Principal, Assistant Principal or District LOTE Curriculum Coordinator on November 26.</td>
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<tr>
<td>Week 11 – TU SEMINAR 20 NOV 5</td>
<td>Practice: TExES PPR Test Teaching for Interpretive Communication LISTENING  ‣ Strategies and activities  ‣ Use of authentic materials</td>
<td><strong>Explore</strong> the Website: “Skills You Need” <strong>Continue working</strong>  ‣ Video Tape Second Lesson (#s 7 or 8)  ‣ Culture Lesson Rubric, due Seminar 22, and Presentation, due Seminar 23.  ‣ Digital Portfolio You may submit an electronic portfolio; you may submit it early.</td>
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<td>READINGS AND ASSIGNMENTS</td>
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</table>
| **Week 11 – TH SEMINAR 21 NOV 7** | **Last (Tenth) Observation Due**  
Practice: **LAST** TEExES PPR Test  
Teaching for **Presentational Communication**  
**WRITING**  
- Strategies and activities  
- Use of authentic materials | **Read**  
Teacher’s Handbook: C-9: **Presentational Communication**  
**Write**  
Culture Lesson Rubric, due Seminar 22 |
| **Week 12 – TU SEMINAR 22 NOV 12** | **SUBMIT: Self-Graded Rubric for Cultural Project**  
Presentational Communication  
**SPEAKING** Strategies and activities  
**Register for PPR** | **Two Readings**  
1. The Teacher’s handbook: C11 Assessing StandardBased Language Performance in Context  
2. Framework for LOTE C 5 Classroom Assessment Strategies (97-101)  
**Present and Evaluate Cultural Lesson** |
| **Week 12 – TH SEMINAR 23 NOV 14** | **Cultural Project Presentation Today.**  
Presentation of Cultural Projects with Rubric | **Write**  
Video 2 and Reflection Due Next Seminar |
| **Week 13 – TU SEMINAR 24 NOV 19** | **Video 2 and Reflection Due Today**  
Content Catch-Up Day | **Continue working**  
- Email to confirm your administrator interview.  
- Digital Portfolio  
You may submit an electronic portfolio; you may submit it early. |
| **Week 14 – TH SEMINAR 25 NOV 21** | **No Seminar: Administrator Interview Today** | **Write:**  
**Administrator Interview Digital Submission**  
Bring your laptop and the rough footage of both lessons to Seminar 27. |
| **Week 14 – TU SEMINAR 26 NOV 26** | **Administrator Interview Due**  
Ethics, Legal Issues | **GUEST SPEAKER - TINA DONG**  
AISD Curriculum Coordinator |
| **Week 14 – TU SEMINAR 27 DEC 3** | **Video Editing Seminar, Final Forum**  
and **UTL640 Evaluation** | **CREATE**  
Five minute video: "MY BEST PRACTICES"  
Post online before midnight, December 5. |
<p>| <strong>Week 14 – TH SEMINAR 28 DEC 5</strong> | <strong>DIGITAL PORTFOLIO DUE TODAY</strong> by midnight. No Class. | <strong>ENJOY YOUR HOLIDAY!</strong> |</p>
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<td><strong>WRITING, TEACHING AND TECHNOLOGY</strong></td>
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<td>Your BALLI survey</td>
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| ✓ Second Language Acquisition Theory  
✓ Your Learning Style - Print Quiz Results (Edutopia) | 3 |  |
| Article Topic - Submit Your Title | 4 |  |
| Web Activity 1 | 5 |  |
| Research and Presented Article | Varies |  |
| ✓ Observation 1  
✓ Observation 2 | 7 |  |
| ✓ Observation 3  
✓ Observation 4 | 9 |  |
| Observation 5 | 11 |  |
| Engagement Activity Presentation with Rubric | 12 |  |
| ✓ Observation 6  
✓ Engagement Activity Presentation with Rubric | 13 |  |
| Observation 7 | 15 |  |
| ✓ Observation 8  
✓ Web Activity 2 - Teacher Web Site Link | 17 |  |
| Web Activity 2 - Teacher Web Site Link | 18 |  |
| Observation 9 | 19 |  |
| Observation 10 | 21 |  |
| Culture Lesson Rubric and Lesson Plan with Student Product | Varies: 22 or 23 |  |
| Video Taped Lesson 7 or 8 with REFLECTION | 24 |  |
| Administrator Interview | 27 |  |
| ✓ Five Minute Video “My Best Practices” posted online and linked to your Portfolio  
✓ Digital Portfolio | Midnight, December 5 |  |
READING ASSIGNMENT CALENDAR CHECKLIST

Texts

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 Canvas: A Texas Framework for LOTE, you can download this text from Canvas.

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<th>Due Seminar #</th>
<th>Completed</th>
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<tr>
<td>Framework C 1, 2, 3 (PP 1-31) Appendix H: BALLI Handout</td>
<td>2</td>
<td></td>
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<tr>
<td>“What You Should Know about SLA”; ACTFL Guidelines</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Framework Appendix C</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Framework C 5 (102 - 110); Appendix C: FAQs (111-118)</td>
<td>5</td>
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<tr>
<td>Teacher’s Handbook: C 10; Three Articles on Differentiation</td>
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<td>Framework C 12 “Technology”; Technology Handouts</td>
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<tr>
<td>Framework C 4 (33-51 TEKS); AP Handout - Partnerships</td>
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<td>Framework C 4 (52-71)</td>
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<td>Teacher’s Handbook, CH 5, “Cultures and Comparisons”</td>
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<td>Teacher’s Handbook: C 8 (214-234)</td>
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<td>Teacher’s Handbook: C 8 (235-256)</td>
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<td>Activities for I &amp; C: 30 Strategies</td>
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<td>Explore the Website: “Skills You Need”</td>
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<td>Teacher’s Handbook: C 9 Presentational Communication</td>
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<td>Framework: C 5; Teacher’s Handbook: C 11</td>
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SEMESTER PROJECT
DIGITAL PORTFOLIO
Due on or before MIDNIGHT, DECEMBER 5.
Submit your self assessment as a separate document AND include it in your portfolio.

IMPORTANT!
Any portfolio submitted without a self-assessment, a completed self assessment that includes a percentage grade, will receive a “incomplete” grade of 70%.
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.

In Case of an In-School Emergency - Be Prepared!
All schools have an emergency evacuation and operations plan that covers specific procedures for their facility and employees. These plans will cover events such as: fire, earthquake, power outage, bomb threat, hazardous material spills, severe weather, etc.

As a UTeach-Liberal Arts intern your are an authoritative figure for students, either consciously or subconsciously. Your behavior will directly influence how students respond in an emergency. Calm, collected, and clear directions will have a calming effect on students. In order to exhibit a controlled demeanor, you must be prepared for any district, school, classroom or student emergency. Upon entering the classroom, ask your CT to provide you with the school and/or districts guidelines relating to emergency procedures.

You should:
- Know how to report an emergency from your CT’s classroom, the library, cafeteria and any other room or area in which you will be with students.
- Be aware of any persons with disabilities and assure that you know how to provide for their safety.
- Be prepared to take responsible charge of the classroom and follow emergency procedures for all building alarms and emergencies.

Maya Angelou made a brilliant observation that aptly defines how successful teachers approach the school day: “Hoping for the best, prepared for the worst, and unsurprised by anything in between.”