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

Instructor: Rose M Potter
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Phone: (512) 232-7359
E-mail: rpotter@austin.utexas.edu
Office Hours: T/W/TH 12-1 (& by appointment)
Location: GEB 1.310 (Conference Room)
Seminar: T/TH
Seminar time: 1:00 – 4:00

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

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

ULT640

Course Description
ULT640L 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 discussions and your fieldwork 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, one of the nine lessons taught is to be videotaped and self-critiqued. The self-critique may serve as the reflection for the videotaped lesson.

**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 Total Teach next semester. In your final reflection you will write a final reflection over the entirety of the field experience. The instructions to do so are found in the Seminar 27 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 sample subject-specific educational software.
- Create learning scenarios that incorporate the use of technology by students.
- Create a webpage as a teacher would for students and parents.

**Seminar Projects Assignments**

You will find due dates for your assignments on page 14 of this syllabus.

- Second Language Acquisition Theory Comparison Paper
- Web Activities:
  - Your School/Overview
  - Your Teacher Web Page. *(Peer graded by rubric)*
- One Research Article Presentation. *(Peer graded by rubric)*
- Four Directed Observations; One Compare/Contrast Paper. *(First draft peer-edited by rubric)*
- One Engagement/Priming Activity – Designed and presented to your cohort in seminar - in your LOTE *(Peer graded by Rubric)*
- One Culture Lesson Plan
- Video-tape a 45-minute lessons with self critique. 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. *(Self-assessed by rubric)*
- 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.
Required Texts


2. *A Texas Framework for LOTE*, you can download this text from Blackboard.

3. Visit Blackboard for additional handouts mentioned or provided in seminar.

Strongly Encouraged Text


ASSIGNMENTS, OBSERVATIONS & PROJECTS

1. **Second Language Acquisition Theory Comparison Paper**: Due Seminar 3, Sept 6, 2012

   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.

2. **Web Activity 1: Getting to Know Your School**: Due Seminar 5, Sept 13, 2012

   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](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)
3. **Researched and Presented Article:** TBA per topic and the 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.
- 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.

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.
- Students not presenting will be expected to ask questions and seek clarification
- Articles must come from one of the following resources:

**TOPICS**

- Educational Standards
- Proficiency in LOTE
- Lesson Design
- Differentiation
- Technology
- Engaging Students
- Best Practices
- Integrating Culture into Lessons

**PERIODICALS**

- ADFL Bulletin
- Applied Linguistics
- Canadian Modern Language Review
- Education Week
- Foreign Language Annals
- French Review
- Harvard Education Letter
- Assessment
- Rubrics
- Interpretive Communicative Mode
- Interpersonal Communicative Mode
- Presentation Mode
- Ethics
- Hispania
- Language Learning
- Modern Language Journal
- New England Classical Journal
- Studies in Second Language Acquisition
- TESOL Quarterly

**WEB SITES (Go to Black Board to Link Directly to this Document.)**

- Texas Foreign Language Association [http://www.tfla.info](http://www.tfla.info)
- Language Learning and Technology [http://llt.msu.edu/](http://llt.msu.edu/)
4. Observation I, Your Classroom: Due no later than 9/23/2012

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?

5. Observation II, Your CT – Week 3: Due no later than 9/23/2012

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.
6. Observation III, Your CT’s Methods – Week 4: Due no later than 9/30/2012

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?


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?

Observation | Topic | Due no later than
---|---|---
Observation V | Pacing Timeline | October 7
Observation VI | Different Teacher 1 | October 14
Observation VII | Different Teacher 2 | October 21
Observation VIII | Different Teacher 3 | October 28
Observation IX | Compare and Contrast 4 Teachers | November 4
Observation X | How Students Respond | November 11
8. Engagement / Priming Activity Presentation: Due Seminar 13

For this presentation, create a priming 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 or a combination of the language and English.
3. Include clear instructions. Step by step.
4. Time limit: 5 minutes
5. These will be presented to your cohort in seminar so if you need handouts (13), 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.

6. Submit a written summary and reflection of your activity within 48 hours of your seminar presentation. 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 priming 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?

9. Web Activity II: Your Teacher Website: Due Seminar 17

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/](http://sramitre.weebly.com/) (UTeach Grad)
- [http://sites.google.com/site/mademoiselleshirrod/](http://sites.google.com/site/mademoiselleshirrod/) (UTeach Grad)
- [http://teacherweb.com/TX/westwoodhighschool/CaleyTindal/apt1.aspx](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/

10. Cultural Lesson Plan: TBA per your CT’s Curriculum / Cohort Presentation on Seminar 25

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). You will have to get your CT’s advice and approval to make certain that your plan fits into her unit objectives. Also, you should either have 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. Make sure your guidelines and rubric provide all the information they need to be successful.

You will present your Culture Project lesson plan/s, rubric and “model” in the second half of Seminar 26. 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.
5. The model of your expectations.

Your cultural lesson should support your CT’s curriculum.

- Using the 640 Lesson Plan Template.
- Incorporate all of the four skills.
- Provide an active learning experience
- Incorporate technology
- Include assessment

11. Videotaped Self-Critique: No Later Than Your 8th lesson / DVD Presented With Your Portfolio

You will videotape yourself teaching a 45-minute lesson, review it, and, in a written essay, reflect on your own teaching. Using the field observation feedback form, compare your self-critique with that of your field observer and cooperating teacher. Submit your video and critique via DVD* AND permission slips within one week of teaching the lesson. DO NOT LEAVE THIS UNTIL LATE IN THE SEMESTER. All DVDs and permission slips must be submitted by Seminar 26.

UT Seminar Expectations

- Attend seminar regularly. Five points will be deducted from the final average for every absence after the first two absences.
- Complete assignments on time. All late work will receive a reduced grade. Work more than 48 hours late will result in a grade of 0.
- Complete readings as listed on your detailed syllabus before the seminar. Come prepared to participate! Seminar participation is a portion of your seminar grade.

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.

* Not a flash drive - I am unable to take responsibility for the safety of any data on the drive, or for its safe return.
Interns must complete the fieldwork satisfactorily in order to complete this course.

Individual Performance Plans (IPPs):
Please note that inadequate performance or professionalism during your field experience may result in the development of an Individual Performance Plan (IPP). The purpose of an IPP 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 IPP could result in termination of your field experience.

Grading:

Field Experience 30%
- Attendance/Tardiness
  - Cooperation with cooperating teacher
    - E-mails, telephone calls, face-to-face interactions
    - Evaluations
  - Midterm and final evaluation
- Lessons
  - Delivery of lessons
  - Evaluation by cooperating teacher
- Observations
  - Completion of observations
  - Write-up of observations

University Observations 10%
- Evaluations by university observer
- Communication with university observer
- Cooperation with university observer

Seminar 40%
- Quality Participation
  - Group activities
  - Discussions
  - Assignments
- Presentations
- Lesson plans
- Reflections on lessons
- Technology
  - Use of technology for communication
  - Web Activities
  - Multimedia Presentation

Portfolio 20%

TOTAL: 100%

Reminder: 5 points are deducted from your total grade for each absence in the seminar beyond the second.
## UTL640 Detailed Syllabus

### Week 1 – TH
#### SEMINAR 1
**AUG 30, 2012**

**THEME:** GETTING STARTED & NATIONAL AND STATE STANDARDS
- First Day Interview – A Paired Activity
- Followed by Inner-Outer Circle Activity
  - Overview of Course
  - Standards for Foreign Language Learning
  - The 5 Cs: National and State Standards
  - TEKS for LOTE

**READ:** Framework for LOTE C-1
- Introduction (1-6)
- C-2 Guiding Principles (7-21)
- C-3 Language Proficiency (23 – 31)
- Appendix H TEKS for LOTE

**WRITE:** Handout for BALLI
- Complete and share your results. Contribute your opinions and experiences in the next seminar.

### Week 2 – TU
#### SEMINAR 2
**Sept 4, 2012**

**Share:** BALLI Beliefs
**Practice:** TExES Test - 1
**Review:** Standards & the TEKS
- Communication: Interpersonal, Interpretive and Presentational Modes
- Integrated Skills
- Culture, Connections, Comparisons, Communities

**READ:**
- 2012 ACTFL Proficiency Guidelines
- What Should I Know About SLA?

**WRITE:**
- Email your CT: Establish your first observation date. Always cc me.
- Take the 10-question practice exam. Check answers on BB document. Come to seminar prepared to share your results.
- Your SLA Assignment (Syllabus p.5)

### Week 2 – TH
#### SEMINAR 3
**Sept 6, 2012**

**Share:** TExES Test Practice - 2
**Teaching for Proficiency**
- The concept of proficiency & the ACTFL proficiency scale

**READ:**
- A Texas Framework for LOTE
  - Appendix C Multiple Intelligences and Instructional Strategies
- WRITE: Observation I (rubric on BB)

**SELECT:** Topic for your Research Article.

### Week 3 – TU
#### SEMINAR 4
**Sept 11, 2012**

**Share:** TExES Test Practice - 2
**Share:** Peer grade Observation 1
**Organizing Content and Designing Lessons**
- Daily, weekly, unit, semester, and yearly plan
- Vertical and Horizontal Alignment

**READ:**
- A Texas Framework for LOTE C 5 (102-110)
- A Texas Framework for LOTE: Frequently Asked Questions/Abbreviations and Acronyms (111-118)
- WRITE: Web Activity #1: Bring to seminar with you on Seminar 5 – next seminar.

### Week 3 – TH
#### SEMINAR 5
**Sept 13, 2012**

**Meeting the Needs of All Students**
- Differentiating Instruction in LOTE Seminars
  - Web Activity #1 due. Bring to seminar today.

**READ:**
<table>
<thead>
<tr>
<th>Week 4 – TU</th>
<th>SEMINAR 6</th>
<th>Sept 18, 2012</th>
<th>Differentiating LOTE Instruction to Meet the Needs of All Students</th>
<th>Reading: Teacher’s Handbook: C12 “Using Technology to Contextualize and Integrate Language Instruction”</th>
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<tr>
<td>Week 4 – TH</td>
<td>SEMINAR 7</td>
<td>Sept 20, 2012</td>
<td>Using Technology in the Classroom</td>
<td>Handouts: “Incorporate Technology”</td>
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<td>• Orientation to the laptop</td>
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<td>• Technology as a teaching tool</td>
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<td>Create Priming Activity: Due: Seminar 13</td>
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<td>Week 6– TU</td>
<td>SEMINAR 10</td>
<td>Oct 2, 2012</td>
<td>Priming Activities/Best Practices</td>
<td>Reading Catch-Up Day</td>
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<td>Work on portfolio: Due Dec 6 at 1PM</td>
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<td>Create Priming Activity: Due: Seminar 13</td>
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<td>Portfolio Due: Due Dec 6 at 1PM</td>
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<td>Create Priming Activity: Due: Seminar 13</td>
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<td>Week 7 – TU</td>
<td>SEMINAR 12</td>
<td>Oct 9, 2012</td>
<td>Student Presentations: Priming Activities / Foldables</td>
<td>Prepare portfolio Due Dec 6 at 1PM</td>
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<td>Begin to work on Web Activity #2: Due Seminar 16</td>
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<td>Week 7 – TH</td>
<td>SEMINAR 13</td>
<td>Oct 11, 2012</td>
<td>Student Presentations: Priming Activities</td>
<td>Reading Catch-Up Day</td>
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<td>Prepare portfolio: Due Dec 6 at 1PM</td>
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<td>Week 8 – TU</td>
<td>SEMINAR 14</td>
<td>Oct 16, 2012</td>
<td>Integrating Language Skills and Culture</td>
<td>Reading Catch-Up Day</td>
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<td>Prepare portfolio: Due Dec 6 at 1PM</td>
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<td>Week 8 – TH</td>
<td>SEMINAR 15</td>
<td>Oct 18, 2012</td>
<td>Integrating Language Skills and Culture</td>
<td>Explore the Website: “Skills You Need”</td>
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<td>Week 9 – TU</td>
<td>Teaching for Interpersonal Communication – 1</td>
<td>Read: 1. “Activities to Promote Interaction and Communication” 2. “30 Strategies” Early Birds: E-mail Technology Activity #2</td>
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<td>Oct 23, 2012</td>
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<td>Week 9 – TH</td>
<td>Teaching for Interpersonal Communication– 2</td>
<td>Due: E-mail Technology Activity #2 Plan your videotaping date. All DVD’s/Permissions due by Seminar 26</td>
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<td>SEMINAR 17</td>
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<tr>
<td>Oct 25, 2012</td>
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<td>SEMINAR 18</td>
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<td>Oct 30, 2012</td>
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<tr>
<td>Week 10– TH</td>
<td>Teaching for Interpretive Communication:</td>
<td>Reading: C 8:Teacher’s Handbook: Interpersonal Communication Plan to videotape a lesson soon.</td>
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<tr>
<td>SEMINAR 19</td>
<td>READING</td>
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<tr>
<td>Nov 1, 2012</td>
<td>• Strategies and activities</td>
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<td>• Use of authentic materials</td>
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<td>Week 11 – TU</td>
<td>Teaching for Interpretive Communication</td>
<td>Reading: C 8:Teacher’s Handbook: Interpersonal Communication Plan to videotape a lesson soon.</td>
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<td>SEMINAR 20</td>
<td>LISTENING</td>
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<tr>
<td>Nov 6, 2012</td>
<td>Strategies and activities</td>
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<td>SEMINAR 21</td>
<td>WRITING</td>
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<tr>
<td>Nov 8, 2012</td>
<td>Last TExES Test Review</td>
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<tr>
<td>Week 12 – TU</td>
<td>Teaching for Presentational Communication</td>
<td>Reading: The Teacher’s handbook: C 11 Assessing Standards-Based Language Performance in Context Framework for LOTE C 5 Classroom Assessment Strategies (97-101) Have you videotaped a lesson?</td>
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<td>SEMINAR 22</td>
<td>SPEAKING &amp; THE TOOLS</td>
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<td>Nov 13, 2012</td>
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<td>Week 12 – TH</td>
<td>Grading and Assessment: Comparing Traditional and Performance-based Assessment</td>
<td>Have you videotaped a lesson? Deadline: Seminar 25</td>
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<td>SEMINAR 23</td>
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<td>Week 13 – TU</td>
<td>Developing Rubrics for Performance-Based</td>
<td>Rubric and Cultural Project Due: Seminar 25</td>
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<td>SEMINAR 24</td>
<td>Assessment</td>
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<td>Nov 20, 2012</td>
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## CALENDAR

### Open Due Dates

You are responsible for completing and submitting the following assignments before the end of the semester:

- **Research Article Presentation** After you select your topic, be sure that you request a presentation date that coincides with the theme of your article.
- **Culture Lesson** Present this lesson when it supports your CT’s curriculum.
- **Video Tape** of a 45-minute lesson with self-critique and self-assessed by rubric. Your self-critique should be similar to your observations in format. You will submit the DVD and permission slips.
- **Portfolio** Present your work in binder or .pdf format.
<table>
<thead>
<tr>
<th>#</th>
<th>ASSIGNMENT</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Read – Framework C 1, 2, 3 (PP 1-31) Appendix H: BALLI Handout</td>
<td>S-2 on TU 9/4 – Seminar Discussion</td>
</tr>
<tr>
<td>2</td>
<td>Read “What You Should Know about SLA” ACTFL Write: Guidelines; Practice Exam</td>
<td>S-3 on TH 9/6 – Seminar Discussion</td>
</tr>
<tr>
<td>3</td>
<td>Read – Framework Appendix C; Select Research Topic</td>
<td>S-4 on TU 9/11 – Seminar Discussion</td>
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<td>4</td>
<td>Read – Framework C 5 (102 - 110); Appendix C: FAQs (111-118) &amp; Web – #1</td>
<td>S-5 on TH 9/13 – Seminar Discussion (Bring completed Web Activity #1 to class)</td>
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<td>5</td>
<td>Read – Teacher’s Handbook: C 10 Three Articles in Differentiation</td>
<td>S-6 on TU 9/18 – Seminar Discussion</td>
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<td>6</td>
<td>Reading – Framework C 12 “Technology”; Technology Handouts</td>
<td>S-7 on TU 9/20 – Seminar Discussion</td>
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<td>7</td>
<td>Reading – Framework C 4 (33-51 TEKS); AP Handout - Partnerships</td>
<td>S-9 on TH 9/27 – Seminar Discussion</td>
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<td>8</td>
<td>Reading – Framework C 4 (52-71)</td>
<td>S-10 on TU 10/2 – Seminar Discussion</td>
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<td>9</td>
<td>Design Your Priming Activity</td>
<td>S-13 on TH 10/1 – Peer Presentations</td>
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<tr>
<td>10</td>
<td>Start on Web Activity #2</td>
<td>S-18 on TU 10/30 – Peer Presentations</td>
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<tr>
<td>11</td>
<td>Explore the Website: “Skills You Need”</td>
<td>S-16 on TU 10/23 – Seminar Discussion</td>
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<td>12</td>
<td>Read – Activities for I &amp; C: 30 Strategies</td>
<td>S-17 on TU 10/25 – Seminar Discussion</td>
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<tr>
<td>13</td>
<td>Read – Teacher’s Handbook: C 8 (214-234)</td>
<td>S-20 on TU 11/6 – Seminar Discussion</td>
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<td>14</td>
<td>Read – Teacher’s Handbook: C 8 (235-256)</td>
<td>S-21 on TH 11/8 – Seminar Discussion</td>
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<td>16</td>
<td>Reading – Framework: C 5 Teacher’s Handbook: C 11</td>
<td>S-23 on TH 11/15 – Seminar Discussion</td>
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<td>17</td>
<td>Rubric Project – Cultural Project</td>
<td>S-25 on TU 11/27 – Peer Presentations</td>
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<tr>
<td>18</td>
<td>Portfolio Submission</td>
<td>On TU 12/6 at 1PM</td>
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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.

Observation write-ups are due by email by midnight, the Sunday following the observation week. Examples: Write-ups for observations #1 and #2 are due by midnight, Sunday, September 23; #8 is due before midnight on Sunday, October 28 and so on.

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.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>OBSERVATION</th>
<th>DUE NO LATER THAN</th>
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<tbody>
<tr>
<td>3</td>
<td>SEPT 17 – 21</td>
<td>Written Assignment</td>
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<td>Observation #1: CT/The Classroom</td>
<td>SEPT 23</td>
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<td>Observation #2: CT/The Teacher</td>
<td>SEPT 23</td>
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<td>4</td>
<td>SEPT 24 - 27</td>
<td>Written Assignment</td>
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<td>Observation #3: CT/Content &amp; Methods</td>
<td>SEPT 30</td>
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<td>Observation #4: CT/Language</td>
<td>SEPT 30</td>
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From SEPTEMBER 25 on: one write-up per week according to this schedule:

| 5    | OCT 1 – 5  | Written Assignment                        |                   |
|      |            | Observation #5: Pacing Timeline #1        | OCT               |
| 6    | OCT 8 – 12 | Written Assignment                        |                   |
|      |            | Observation #6: Different Teacher 1       | OCT 14            |
| 7    | OCT 15 – 19| Written Assignment                        |                   |
|      |            | Observation #7: Different Teacher 2       | OCT 21            |
| 8    | OCT 22 – 26| Written Assignment                        |                   |
|      |            | Observation #8: Different Teacher 3       | OCT 28            |
| 9    | OCT 29 – NOV 2 | Written Assignment                        |                   |
|      |            | #9: Compare/Contrast Paper – 4 Teachers   | NOV 4             |
| 10   | NOV 5 – 9  | Written Assignment                        |                   |
|      |            | Observation #11: How Students Respond    | NOV 11            |
| 12 - 14 | NOV 19 – 29 | Written Assignment                        |                   |
|      |            | No Make-Up Assignments accepted after:   |                   |
|      |            | Observation Hours Only; Make-Up Hours     | NOV 29            |
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.
What Should I Wear? Here’s Your Checklist.

“I am a shorts wearing individual and as such I do not own a pair of long pants. Before I get some I was curious if jeans would be appropriate to wear in my field work. Please advise.” UTeach 101 Student

Teachers don’t have a formal uniform, but our appearance really sends a message to our students, their parents, our colleagues, and the community.

These tips should help you “dress for success” in the classroom.

Some of the factors that go into choosing your teacher attire:

- Comfort
- Professionalism
- Individual Personality

The Details

- **The Winning Outfit? Loose-fitted and well-tailored.**
  Everyone should avoid clingy tops and rump-hugging bottoms in favor of less distracting clothing. Men and women should leave the shorts and muscle tees in the gym locker.

- **Stay stylish, but dress your age.**
  You want to appear “with it” but a teenybopper persona is not a wise one to cultivate when dealing with parents who hope you’re wise and responsible as you guide their young and impressionable children. Look for the classic in your closet or head to the mall for the old standards you still need. Men should wear nice khakis or dress pants and tucked-in button-downs. Remember the belt!

- **Sleeveless? Maybe…but…**
  Many educators feel that sleeveless is too casual for the classroom. Consider sleeves for a more put-together and adult look. Make certain your undergarments aren’t visible - and absolutely NO spaghetti straps!

- **If you look extra young, be extra careful.**
  No ageism here, just realism. As an intern or student teacher, you are pre-judged as lacking teaching experience and hey, it’s true. Take steps to make your appearance more mature. This goes for men as well as women. In the age of Botox and obsession with youth, this might sound counter-intuitive, but teaching is one profession where a youthful look does not always inspire initial confidence; that is until your amazing use of UTeach best practices show them what’s really underneath your youthful exterior!

- **Makeup is not necessarily your friend.**
  A peacock’s palette on your lovely face is not exactly classroom-appropriate. Save the more daring hues for a night out.

- **For shoes, think comfort.**
  Avoid trendy too-high heels and sandals. Opt for comfortable, low heels or sensible flats that can last all day. For the most part, sports shoes are out, but maybe for field trips or Jog-a-thon day, you could get away with it.

- **Leave the bling at home.**
  K-6 teaching is a messy job. Don’t chance an accident or the loss of meaningful jewelry. Simple, classic, and minimal are the key words here. Men, this might go even more so for you.

These general tips should set you off on the right track as a teacher. Put your best foot forward and earn respect right off the bat. Adapted from: [http://k6educators.about.com/od/classroommanagement/a/attire.htm](http://k6educators.about.com/od/classroommanagement/a/attire.htm)