UTeach – Liberal Arts
Course Syllabus – General Information
Teaching in Secondary Schools – UTL 640 LOTE

The digital version of this document, housed on Canvas, includes hyperlinks.

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E-mail: rpotter@austin.utexas.edu
Seminar Day: M/W
Seminar Time: 3:00 – 6:00
Location: UTC 1.142

University Field Supervisor: Terry Williams: Pwilli1228@aol.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

Course Description
UTL 640 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.
- Fieldwork experience that includes observations, lesson planning and execution, and reflections.

WHAT WILL I LEARN?

General Course Objectives
The following areas of study and practice will support and increase your knowledge and skills to prepare you for the LOTE classroom.
- LOTE acquisition and learning theories and their implications regarding the teaching of a LOTE.
- The integration of the Texas TEKS and the ACTFL World Readiness Standards for Language Learners into lesson planning.
- Seminar readings, presentations, discussions, mock lessons and hands-on activities.
- Fieldwork observation, lesson planning, instruction, performance evaluation.
- Technology applications, authentic assessment, culture and their integration into lesson plans.

Standards for Texas Educators
As part of the four-semester UTLA teacher certification program, this course continues to incorporate the following standards:
- Pedagogy and Professional Responsibilities (scroll down for .pdf link)
- Texas Teaching Standards Adopted in Chapter 149
- Texas Essential Knowledge and Skills: Technology Applications
- Texas Essential Knowledge and Skills – LOTE

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. Find all assignment details on Canvas.
Specific Objectives and Learning Outcomes

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 appropriate classroom management strategy.
- 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.
- Videotape 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 Professional Educator’s Website documenting the UTL 640 field and seminar experience.
- Polish and submit that Professional Educator’s Website at the end of course for evaluation.

HOW WILL I LEARN?

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.

Communication

The University’s Canvas system will be the primary sources of communication. You will upload all assignments to Canvas. Comments on assessed written work will be on Canvas (barring unforeseen circumstances).

Your Field Experience and Field Work Assignments

UTL 640 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.

Observations

Attend, minimally, thirty-six participatory observation periods and write seven directed observations. 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.

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Texts
You are not required to purchase a textbook. You will have digital copies of all required readings. However, you may wish to start your professional library with these two texts and one booklet:

- 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) I encourage you to purchase and 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. This is a book worth having for your professional library.
- A Texas Framework for LOTE

Lesson Plans
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 be integrated into the corresponding reflection.

You will:
- Design and implement nine lessons of 45 to 90 minutes, 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 48 hours before teaching the lesson.
- Receive evaluative, constructive, and specific feedback from the cooperating teacher over nine lessons as well as a midterm and final evaluation.
- Receive evaluative, constructive, and specific feedback from the university observer over, minimally, two lessons. Additional observations may be required or requested.
- 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 UTL 640.

Cooperating Teachers
The cooperating teachers for UTL 640 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 field supervisor will evaluate, minimally, two of the UTeach-LA student’s nine lessons. Your cooperating teacher is neither required nor expected to participate in the 45-minute to 1-hour, post-lesson debrief.

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:
- Present multimedia lessons to small or large groups of students.
- Explore subject-specific educational applications and software.
- Create learning scenarios that incorporate the use of technology by students.
- Create a professional educator’s website.
- Create a short video from raw digital footage of two videotaped lessons and a CT interview.

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Seminar Projects Assignments
Due dates and detailed descriptions of all your assignments are on canvas. Students are responsible to upload assignments by due dates. Each assignment cell MUST contain a submitted assignment for credit.

Lessons, Reflections and Evaluations
- **Nine lessons**: First lessons may be a minimum of 45 minutes. After lesson 3, all lessons should cover the entire class period. Lesson plans are to be submitted **48 hours in advance** to both your cooperating teacher and to your UTL 640 instructor. **FAILURE to submit the lesson with 48 hours** may result in 1-5 late points deducted from your 10-point grade.
- **Reflections**: within 24 hours of teaching, write and submit a **DETAILED** reflection of BOTH REPEATED LESSONS. The sooner you reflect, the more you will remember, the more accurate your reflection.
- **University Field Supervisor (UFS)**: It the student’s responsibility to initiate communication with the Field Supervisor. Submit lesson plans 48 hours before your observation.
- **Repeated Lessons**: You may teach the same three lessons to two or more different classes. However, you will only receive credit for 2 lessons taught. Indicate on your lesson plan that you will do this *(for example: Lessons 5 and 6)*. Do the same for your reflection. Students that repeat will design 6 lessons, but teach 9 classes. They will submit 9 lesson plans and 9 reflections.
- **Testing**: Giving a test does not count as a lesson unless you review for 45 minutes before the test.
- **Evaluations**: Submit CT and UFS lesson evaluations to me in the seminar ASAP following your lesson.

**HOW YOU WILL SUCCEED IN THIS COURSE**

**Expectations**
UTL 640 will make **more demands on your time** than 101 or 202. Be prepared for the time commitment.
- **Attend seminar regularly**. Five points will be deducted from your final average for every SEMINAR absence after the first absence and every FIELDWORK absence after the first. Arrive ON TIME. A 15-minute late arrival is considered an absence. Two tardy arrivals 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.
- **Follow the pacing guide to complete all field work in a timely manner.**

**BTW**: Eat before you arrive - not during seminar. Avoid bringing food or sugary drinks into seminar. Snack during break. It’s difficult for students to actively participate in a classroom while eating. I encourage you to set this same standard for your own students.

**IMPORTANT NOTES**

**Personal Pronoun Preference**
Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

**Individual Growth Plans (IGPs)**
Interns must complete the fieldwork satisfactorily to receive credit for this course. Inadequate performance or professionalism during your field experience may result in the development of an 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 may result in termination of your field experience. Your final grade will reflect the entire semester’s work, including any pre-IGP performance.

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**Grading**

50% **Field Experience**
- Cooperating teacher: attendance/tardiness, communication and cooperation, e-mail, telephone calls, face-to-face interactions; CT’s lesson evaluations; Midterm and Final Evaluation
- Observations: timely completion and write up and submission
- Lessons plans: timely preparation, delivery, reflection and submission of CT evaluations
- Field Supervisor: communication, cooperation; 2-3 formal observations

20% **Seminar**
- Quality Participation: preparation, timely completion of assignments, participation in partnership and group activities, discussions, presentations
- Technology: Communication, tech activities, multi-media presentations, teacher website, video

30% **Teacher Proficiency**: UTL 640 Spectrum of Apprenticeship Skills

**Professional Educator Website**: This includes your Blendspace, UTL 640 documents including evaluations, the five minute-video and final reflection.

100% **TOTAL GRADE**

**Grading Scale** includes pluses and minuses.

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>94%-100%</td>
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<tr>
<td>A-</td>
<td>90%-93%</td>
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<td>B+</td>
<td>87%-89%</td>
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<tr>
<td>B</td>
<td>83%-86%</td>
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<tr>
<td>B-</td>
<td>80%-82%</td>
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<tr>
<td>C</td>
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<tr>
<td>C-</td>
<td>70%-72%</td>
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<tr>
<td>D</td>
<td>60%-69%</td>
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<td>F</td>
<td>59% and below</td>
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**Important**: Five points are deducted from your total grade for each absence in the seminar beyond the second.

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**UTL 640 COURSE OUTLINE – SPRING 2018**

*Consult Canvas for all submission instructions and deadlines.*

<table>
<thead>
<tr>
<th>CALENDAR</th>
<th>SEMINAR TOPICS</th>
<th>READINGS / ASSIGNMENTS</th>
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</table>
| Partial Week 1 - WED | **Due: Advice to a UTL 640 Intern** THEM: Getting Started ESSENTIAL QUESTION: How can I assure success in UTL 640? How will participation in a professional organization enhance my skill set as a teacher? [TFLA – join today!](#) | Read
1. Framework for LOTE C: Introduction (1-6)
2. Chapter 2 Guiding Principles (7-21)
3. Questionnaire Handout for BALLI
Write
1. Complete BALLI and bring to Seminar 2
2. Email your CT (CC me on ALL correspondence) |

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**Texas Educators Preparation and Continuing Education Approved Educator Standards** [Links to all standards on this page.](#)

- Texas Administrative Code Educator Standards 2014 (TACES) – S-2 & 4
- Texas LOTE Education Standards (TLES) – S-1
- Texas Technology Standards (TTS – Socrative) – S-3 & 5

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# CALENDAR | SEMINAR TOPICS | READINGS / ASSIGNMENTS
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**Week 2—MON**
SEMINAR 2  
JAN 22  
Due: BALLI Beliefs; Email to CT  
**THEME:** National and State Standards and the 5C’s of LOTE  
**ESSENTIAL QUESTIONS:**  
Who developed educator and LOTE standards? How do they impact planning and instruction?  
Read  
1. What Should I Know About SLA?  
2. SLA PowerPoint in the Canvas Module Seminar  
3. 90% LOTE in the Classroom  
Write  
1. SLA Theory Synthesis  

<table>
<thead>
<tr>
<th>PPRS: S-2</th>
<th>TACES: S-1 &amp; 3</th>
<th>TLES: S-1, 3 &amp; 4</th>
<th>TTS: S-3 &amp; 5</th>
</tr>
</thead>
</table>

**Week 2—WED**
SEMINAR 3  
JAN 24  
Due: Bring to Seminar: SLA Assignment  
**THEME:** Teaching for Proficiency  
**ESSENTIAL QUESTIONS:**  
What determines different levels of LOTE proficiency? In what areas do learners differ in their proficiency? What language class levels correspond to different levels of proficiency?  
Read  
1. ACTFL *Proficiency Guidelines*  
2. A Texas LOTE Framework, Appendix C: “Multiple Intelligences and Instructional Strategies”; “Frequently Asked Questions” (111) Abbreviations and Acronyms” (117)  
Write  
1. Tech 1 - Blendspace Activity: Bring your mobile device to share with your peers.  

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<tr>
<th>PPRS: S-2</th>
<th>TACES: S-1 &amp; 3</th>
<th>TLES: S-1, 4, 5, 6, 7 &amp; 8</th>
<th>TTS: S-3</th>
</tr>
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**Week 3—MON**
SEMINAR 4  
JAN 29  
Due: Blendspace Activity  
**THEME:** Active Learning in the Collaborative Classroom  
**ESSENTIAL QUESTIONS:**  
What is the difference between active and passive learning? What can I do to create an active learning classroom?  
Read  
Write  
1. Select topic and date: article presentation  
2. Observations 1 & 2  

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<tr>
<th>PPRS: S-1, 2 &amp; 3</th>
<th>TACES: S-1</th>
<th>TLES: S-1 &amp; 3</th>
<th>TTS: S-5</th>
</tr>
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**Week 3—WED**
SEMINAR 5  
JAN 31  
PACING  
1<sup>st</sup> Teach  
Set up 1<sup>st</sup> Observation  
Due: Article Presentation Topic  
**THEME:** Backward Design and the 5E’s Lesson, a constructivist approach to learning  
**ESSENTIAL QUESTIONS:**  
Why do we use the 5E’s lesson plan design? Do we differentiate lesson plans by content, instructional method, assignment or some other way? Are there benefits of differentiation for all students?  
Read 3 Articles  
1. “Differentiating Instruction in the LOTE Classroom: Focus on Special Education Learners”  
2. “Inclusion in the LOTE classroom”  
3. “Promoting Bilingualism and Bi-Literacy”  
Write  
1. Observation 1 & 2  
2. Lesson Plans & Reflections  
3. Submit Administrator Appointment Confirmation Email to the Canvas assignment cell. (Interview to be completed by S-11)  

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<tr>
<th>PPRS: S-1, 2 &amp; 3</th>
<th>TACES: S-1 &amp; 2</th>
<th>TLES: S-1 &amp; 3</th>
<th>TTS: S-4 &amp; 5</th>
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### CALENDAR

**Week 4–MON**  
**SEMINAR 6**  
**FEB 5**  
**PACING**  
BEGIN! 1<sup>st</sup> Teach & set up 1<sup>st</sup> Field Observation

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<tr>
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| **THEME:** Differentiating Instruction in the LOTE Classroom | **ESSENTIAL QUESTIONS:**  
What is the difference between accommodations, modifications, and differentiated instruction? What are some best practices to differentiate instruction?  
Read  
1. Teacher’s Handbook: C 12, “Using Technology to Contextualize and Integrate Language Instruction”  
2. Technology Applications Standards for all beginning Teachers  
Write  
1. Lesson Plans & Reflections  
2. Observation 1 & 2 | |
| **PPRS:** S-1, 2 & 3 | **TACES:** S-1 & 2  
**TLES:** S-1, 2, & 3  
**TTS:** S-5 & 5 | |

**Week 4–WED**  
**SEMINAR 7**  
**FEB 7**  
**LP 1 due by FRI**

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<th>CALENDAR</th>
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| **THEME:** Teaching to Develop Digital Literacy | **ESSENTIAL QUESTIONS:**  
How will the digital tools I choose impact the lesson objective and help my students learn? How do I determine which digital tools are the best choice for the task??  
Read  
1. “I don’t know. In praise of ignorance”  
Write  
1. Lesson Plans & Reflections  
2. Observation 1 & 2 | |
| **PPRS:** S-1, 2, 3 & 4 | **TACES:** S-1, 2 & 5  
**TLES:** S-1 & 2  
**TTS:** S-1, 2, 3, 4, 5 | |

**Week 5–MON**  
**SEMINAR 8**  
**FEB 12**  
**PACING**  
Schedule your 2<sup>nd</sup> Field Observation

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| **THEME:** Assessment: Traditional and Performance-based; Formative and Summative | **ESSENTIAL QUESTIONS:**  
What is the purpose of assessment?  
What is the difference between types of assessment?  
Read  
1. “Grade Smarter Not Harder”  
2. Continuum of Assessment Methods  
Write  
1. Lesson Plans/Videotape and Reflections  
2. Observation 1 & 2  
3. Make an appointment with two master teachers to observe a class. | |
| **PPRS:** S-1, 2 & 3 | **TACES:** S-1, 2 & 5  
**TLES:** S-1, 2 & 3  
**TTS:** S-1 & 5 | |

**Week 5–WED**  
**SEMINAR 9**  
**FEB 14**  
Submit LP 1 by February 16

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</table>
| Due: Administrator Appointment Date | **THEME:** Proficiency Scales and Performance and Standard-Based Rubrics  
**ESSENTIAL QUESTIONS:**  
How can I clearly communicate assignment expectations? How will students use assessment to verify self-assessment and monitor progress toward objectives?  
Read  
1. A Texas Framework for LOTE: C 4 (52-71)  
2. A Texas Framework for LOTE: Appendix B, Read the course outline that supports your LOTE or if your LOTE is not available, read any one of the LOTE sections.  
Write  
1. Lesson Plans & Reflections  
2. Engagement Activity | |
| **PPRS:** S-1, 2 & 3 | **TACES:** S-1, 2 & 5  
**TLES:** S-1, 2 & 3  
**TTS:** S-2 & 5 | |

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<tbody>
<tr>
<td>FEB 19</td>
<td><strong>THEME:</strong> Integrating Language Skills and Culture – 1</td>
<td><strong>Read</strong>&lt;br&gt;1. Teacher’s Handbook: C 5, “Integrating Cultures and Comparisons...” (1-20)&lt;br&gt;<strong>Write</strong>&lt;br&gt;1. Lesson Plans &amp; Reflections&lt;br&gt;2. Observations 1 &amp; 2&lt;br&gt;3. Lesson Plans &amp; Reflections/Videotape</td>
</tr>
<tr>
<td>Schedule Field Supervisor Observation 1</td>
<td><strong>ESSENTIAL QUESTIONS:</strong>&lt;br&gt;Which aspects of culture should I teach?&lt;br&gt;Which countries should be featured?&lt;br&gt;How do I avoid stereotypes when I teach culture?</td>
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<tr>
<td><strong>PPRS:</strong> S-1, 2 &amp; 3</td>
<td><strong>TACES:</strong> S-1, 2, 3 &amp; 4</td>
<td><strong>TLES:</strong> S-2, 3 &amp; 4</td>
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<tr>
<td><strong>Week 6–WED</strong></td>
<td><strong>THEME:</strong> Integrating Language Skills and Culture – 2</td>
<td><strong>Read</strong>&lt;br&gt;1. Article: “Good Communication in Groups”&lt;br&gt;<strong>Write</strong>&lt;br&gt;1. Observations 3 &amp; 4&lt;br&gt;2. Lesson Plans &amp; Reflections Videotape</td>
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<td><strong>SEMINAR 11</strong></td>
<td><strong>Due: Observations 1 &amp; 2</strong>&lt;br&gt;<strong>ESSENTIAL QUESTIONS:</strong>&lt;br&gt;How do I find and evaluate appropriate authentic cultural resources? What are some strategies to teach culture that engage students?</td>
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<td>FEB 21</td>
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<td><strong>PPRS:</strong> S-1, 2 &amp; 3</td>
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<tr>
<td>Submit LP 2 by February 23</td>
<td>Confirm FS Observation 1</td>
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| **SEMINAR 12** | **Due: Administrator Interview and Scavenger Hunt**<br>Administrator Interview, Scavenger Hunt and Thank-You Note | **Write**<br>1. Observation 5 – Master Teacher 1<br>2. Culture Lesson with student product/rubric<br>3. Lesson plans & Reflections, Videotape!
| FEB 26 | **THEME:** Best Practices 2: Engagement Strategies | **PPRS:** S-1, 2 & 3 | **TACES:** S-1, 2, 3 & 4 | **TLES:** S-2, 3, 4, 5, 6, 7 & 8 | **TTS:** S-2 & 5 |
| Submit LP 3 by March 2 | **ESSENTIAL QUESTIONS:**<br>What are best practices in the teaching of LOTE? What is the role of effective group work? | |

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| **SEMINAR 14** MAR 5 | **THEME:** Best Practices 3: Active Learning – Strategies and Activities **ESSENTIAL QUESTIONS:** How do you adapt strategies for different levels? What is the role of games in LOTE instruction? How can I assure that all students participate? How do graphic organizers support LOTE instruction? What are some simple, manipulative graphic organizers that have a big impact? | **Read**  
1. Teacher’s Handbook: C 8, Oral and Written Communication (245-266)  
**Write**  
1. Observation 5 – Master Teacher 2  
2. Lesson Plans and Reflections |

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<tr>
<th><strong>PPRS:</strong> S-1, 2 &amp; 3</th>
<th><strong>TACES:</strong> S-1, 2, 3 &amp; 4</th>
<th><strong>TLES:</strong> S-1-8</th>
<th><strong>TTS:</strong> S-1, 2, 3 &amp; 5</th>
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**Week 8–WED**  
**BLANTON VISIT** MAR 7  
**IMPORTANT 2 PM ARRIVAL!**

| **Due:** Observation 5, Master Teacher 1  
**Pacing Notes (MY CT)**  
**Meet at the entrance to the Blanton at 2 PM** **ESSENTIAL QUESTIONS:** How would a museum visit support my future curriculum? How can I use art to create communicative activities?  
**Blanton Worksheet Due Friday 6PM** | **Write**  
1. Blanton Visit Online Survey: Submit before leaving the museum.  
Due at 5PM  
2. Art Analysis Museum Worksheet |

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<th><strong>TACES:</strong> S-1, 2, 3, 4 &amp; 5</th>
<th><strong>TLES:</strong> S-1-8</th>
<th><strong>TTS:</strong> S-1, 2, 3 &amp; 5</th>
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**MAR 12–16**  
**Spring Break**  
**Relax, restore and return safely!**

| **Week 9–MON**  
**SEMINAR 15** MAR 19  
**Schedule Field Supervisor Observation 2** | **Due:** Observation 5, Master Teacher 2  
**Pacing Notes**  
**THEME:** Teaching for Interpersonal Communication  
**ESSENTIAL QUESTIONS:** What comprises interpersonal communication? How do content, context and feedback influence it? What are barriers to communication? | **Read**  
1. Explore the Website: “Skills You Need”  
**Write**  
1. Engagement Mini-Lesson  
2. Tech Activity #2  
3. Lesson Plans and Reflections: Videotape Second Lesson (#’s 7 or 8) |

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<thead>
<tr>
<th><strong>PPRS:</strong> S-1, 2 &amp; 3</th>
<th><strong>TACES:</strong> S-1, 2, 3, 4, &amp; 5</th>
<th><strong>TLES:</strong> S-1-8</th>
<th><strong>TTS:</strong> S-1, 2, 3 &amp; 5</th>
</tr>
</thead>
</table>
### CALENDAR

<table>
<thead>
<tr>
<th>Week 10–WED</th>
<th>SEMINAR TOPICS</th>
<th>READINGS / ASSIGNMENTS</th>
</tr>
</thead>
</table>
| **SEMINAR 16** MAR 21 | Due: Observation 5, Master Teacher 3 Pacing Notes  
Due: Engagement Presentations  
**THEME: Cross Cultural Interpersonal Communication**  
**ESSENTIAL QUESTIONS:** How does culture impact cross-cultural communication? How do communication styles vary? What is my communicative style? | Read  
1. **Teacher’s Handbook: C 8:** Interpersonal Communication (266-292)  
2. **Article, “Activities to Promote Interaction and Communication”**  
Write  
1. **Tech Activity #2,** Professional Educator Website  
2. **Lesson Plans & Reflections:** Videotape Second Lesson (#’s 7 or 8)  
3. **Culture Lesson Rubric and Presentation** |
| Submit LP 5 by March 23 | **PPRS:** S-1, 2 & 3  
**TACES:** S-1, 2, 3 & 4 | **TLES:** S-2, 3, 4, & 7  
**TTS:** S-2, 3 & 5 |

### Week 11–MON

| SEMINAR 17 MAR 26 | Due: Engagement Reflection;  
Tech Activity 2, Educator Website – Share Link;  
**THEME: Teaching for Interpretive Communication: Visual Literacy**  
**ESSENTIAL QUESTIONS:** How do format, graphic design and word choice impact my professional educator website? What have my peers included that I should consider adding to my website? What are some strategies to develop visual literacy in my students? | Write  
1. **Tweak Tech Activity #2/ Educator Website for Cohort Presentation**  
2. **Culture Lesson Rubric and Presentation**  
3. **Lesson Plans, (Video!), Reflections** |
| **PPRS:** S-1, 2 & 3  
**TACES:** S-1, 2, 3 & 4 | **TLES:** S-2, 3, 4, & 7  
**TTS:** S-4 & 5 |

### Week 11–WED

| SEMINAR 18 MAR 28 | Due: Presentations, Tech Activity 2,  
Professional Educator Website  
Field Observer Thank-You Note  
**THEME: Teaching for Interpretive Communication: Aural Literacy**  
**ESSENTIAL QUESTIONS:** How do listening and hearing differ? How can students develop strong listening skills? What are the challenges of authentic materials? | Write  
1. **Observation 6**  
2. **Video Tape Second Lesson** (#’s 7 or 8)  
3. **Culture Lesson Rubric** |
| **PPRS:** S-1, 2 & 3  
**TACES:** S-1, 2, 3 & 4 | **TLES:** S-1, 2, 3 & 5  
**TTS:** S-3 & 5 |

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**CALENDAR** | **SEMINAR TOPICS** | **READINGS / ASSIGNMENTS**
--- | --- | ---
Week 12—MON  | Due: Observation 6  
SEMINAR 19  | THEME: Teaching for Presentational Communication: Reading Literacy  
APR 2 | **ESSENTIAL QUESTIONS:**  
How do students develop strong reading skills? What are the challenges of using authentic materials for reading? Does poetry have a place in the LOTE novice and intermediate classroom?  
Read  
1. Catch-up on assigned readings to prepare for your TExES exams  
2. Review Optional Readings  
Write  
1. Observation Seven  
2. Lesson Plans & Reflections

PPRS: S-4 | TACES: S-6 | TLES: S-1 & 2  
TTS: S-4

Week 12—WED  | THEME: Selecting the Text the Task – and vice versa  
SEMINAR 20  | **ESSENTIAL QUESTIONS:**  
How can I help my students at all levels work with authentic materials? How can I scaffold reading materials to assure student success?  
Read  
1. Teacher’s Handbook, C-9: “Presentational Communication”  
Write  
1. Culture LP Rubric  
2. Cultural LP Presentation  
3. Lesson Plans & Reflections

Submit LP 7 by  
APR 4 | | |

PPRS: S 1 & 3 | TACES: S-1, 2, 3 & 4 | TLES: S-1, 2, 3 & 7  
TTS: S-1, 4 & 5

Week 13—MON  | Due: Observation 7: How students react to me and to my CT  
SEMINAR 21  | THEME: Presentational Communication: Writing Literacy 1  
APR 9 | **ESSENTIAL QUESTIONS:**  
How can I transition students from oral to written communication? What are some building block activities to motivate students to write? Can graphic organizers support writing tasks?  
Read  
1. Catch-up on assigned readings to prepare for your TExES exams  
Write  
1. Culture LP Rubric/Presentation  
2. Lesson Plans and Reflections

PPRS: S-1, 2 & 3 | TACES: S-1, 2, 3 & 4 | TLES: S-1, 2, 3 & 7  
TTS: S-3, 4 & 5

Week 13—WED  | THEME: Presentational Communication: Writing Literacy 2  
SEMINAR 22  | **ESSENTIAL QUESTIONS:**  
How can I use poetry as a tool to strengthen language learning? How can I inspire my students to create their own poems? When should poetry in the LOTE be introduced to students  
Read:  
1. Catch-up on assigned readings to prepare for your TExES exams  
Write  
1. Professional Educator Website, finalize!  
2. Add CT video  
3. Add My BEST PRACTICES VIDEO

Submit LP 8 by  
APR 11 | | |

PPRS: S-1, 2 & 3 | TACES: S-1, 2, 3 & 4 | TLES: S-1, 2, 3 & 7  
TTS: S-3, 4 & 5

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## CALENDAR

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<th>Week 14–MON</th>
<th>SEMINAR TOPICS</th>
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<tbody>
<tr>
<td>SEMINAR 23 APR 16</td>
<td>THEME: Presentational Communication Mode</td>
<td>Continue to Work!</td>
</tr>
<tr>
<td></td>
<td>ESSENTIAL QUESTIONS: How can I help my students overcome their fear of public speaking? How should I assess oral presentation performance? Can digital productions support communication mode?</td>
<td>1. Professional Educator Website</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Add CT video</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Edit My BEST PRACTICES video</td>
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<tr>
<td></td>
<td></td>
<td>4. Catch-up on all readings</td>
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<tr>
<td></td>
<td></td>
<td>5. Complete all lessons</td>
</tr>
<tr>
<td>PPRS: S-4</td>
<td>TACES: S-6</td>
<td>TLES: S-3, 4, 6 &amp; 8</td>
</tr>
<tr>
<td>Week 14–WED</td>
<td>THEME: Professionalism</td>
<td>Write</td>
</tr>
<tr>
<td>SEMINAR 24 APR 18</td>
<td>ESSENTIAL QUESTIONS: How does professional communication differ from peer communication? At what point am I considered a professional educator?</td>
<td>1. Professional Educator Website, finalize!</td>
</tr>
<tr>
<td>Submit LP 9 by April 20</td>
<td></td>
<td>Prepare</td>
</tr>
<tr>
<td></td>
<td>1. Hour Verification Forms</td>
<td>2. Early Arrival on Campus Authorization Form for student teaching placement</td>
</tr>
<tr>
<td>PPRS: S- 4</td>
<td>TACES: S-6</td>
<td>TLES: S-1, 2, 3 &amp; 4</td>
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<tr>
<td>Week 15–MON</td>
<td>THEME: Ethics</td>
<td>Culture Presentation Reflection due next Seminar</td>
</tr>
<tr>
<td>SEMINAR 25 APR 23</td>
<td>ESSENTIAL QUESTIONS: What ethical challenges face a young teacher? What can I do to protect my professional reputation? Does social media play in my relationship with students?</td>
<td>Prepare</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Professional Educator Website</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Hour Verification Forms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Early Arrival on Campus Authorization</td>
</tr>
<tr>
<td>PPRS: S-2 &amp; 4</td>
<td>TACES: S-6</td>
<td>TLES: S-1 and 7</td>
</tr>
<tr>
<td>Week 15–WED</td>
<td>Cultural Project/Lesson Reflection</td>
<td>Catch-up</td>
</tr>
<tr>
<td>SEMINAR 26 APR 25</td>
<td>Hour Verification/Campus Authorization Forms Due</td>
<td>Use this time to finish up any pending work.</td>
</tr>
<tr>
<td></td>
<td>THEME: Cultural Project Presentations with Rubric and Student Product and LOTE Exam Practice</td>
<td>Review Canvas to be sure that you have work submitted to any empty assignment cell that does not have a grade.</td>
</tr>
<tr>
<td></td>
<td>ESSENTIAL QUESTIONS: What must I include in my culture project presentation? How will I assure that my cohort comprehends what my students did, what they understood and what they were able to do with their new learning?</td>
<td>Write</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional Educator Website, finalize!</td>
</tr>
<tr>
<td>PPRS: S-2 &amp; 4</td>
<td>TACES: S-6</td>
<td>TLES: S-1 and 7</td>
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SPRING 2018

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<tr>
<td>Week 16–MON&lt;br&gt;SEMINAR 27&lt;br&gt;APR 30</td>
<td>Professional Educator Website&lt;br&gt;<strong>ESSENTIAL QUESTIONS:</strong> Where do the skills I developed in UTL40 lie on the Spectrum of Apprenticeship Skills? What questions do I have about my role as a student teacher in the fall?</td>
<td>Submit&lt;br&gt;• All field experience related documents&lt;br&gt;• Any pending assignments&lt;br&gt;• Approval to Enter Campus (early) form</td>
</tr>
<tr>
<td>PPRS: S-2 &amp; 4</td>
<td>TACES: S-6</td>
<td>TLES: S-1 and 7</td>
</tr>
<tr>
<td>Week 16–WED&lt;br&gt;SEMINAR 28&lt;br&gt;MAY 2</td>
<td>EDUCATOR WEBSITE WORK DAY&lt;br&gt;MAKE UP SEMINAR AS NEEDED</td>
<td>Congratulations you worked hard to complete a rigorous semester!</td>
</tr>
</tbody>
</table>

I’ll miss you! Enjoy the holidays. Be safe. I’ll see you in student teaching seminar next semester!

Standards and ACTFL Lesson Plan Support

TEA: [Texas Education Association](#)<br>• [Texas Educator Standards](#)<br>• [Texas Essential Knowledge and Skills for Teaching Languages Other Than English](#) (LOTE)<br>• [Pedagogy and Professional Responsibilities (EC-Grade 12)](#)<br>• [Technology Applications (All Beginning Teachers, PDF, 805KB)](#)

ACTFL: [American Council for the Teaching of Foreign Languages](#)<br>• [World Readiness Standards for Teaching Foreign Languages](#)<br>• “Can Do” Statements<br>• [Proficiency Guidelines](#)

TFLA: [Texas Foreign Language Association](#)

Books, selected, edited descriptions to peak your interest in reading more, Amazon.com

**Teacher’s Handbook: Contextualized Language Instruction; 4th Edition; Judith L. Shrum and Eileen W. Glisan**<br>Designed to prepare you to teach foreign language, this handbook incorporates the Standards for Foreign Language Learning in the 21st Century, and provides a practical framework for integrating the Five C’s into foreign language teaching through examples, case studies, appendices, and links to teacher resources.

**Explorations in Language Acquisition and Use; 1st Edition; Principles and Practice in Second Language Acquisition; Stephen D Krashen**<br>Invaluable resources on the results of Krashen’s many years of research and application, topics include: the role of the input/comprehension hypothesis (and its current rival—the comprehensible output hypothesis), the idea of free voluntary reading, current issues and controversies about teaching grammar, and considerations of how it is we grow intellectually, or how we “get smart.”
Teaching Language in Context; 2nd Edition; Alice Omaggio Hadley
THE essential methods text for anyone teaching or learning to teach a foreign language, this book is the must-have reference text for every foreign language instructor.

Thought and Language; Revised Edition; Lev S. Vygotsky, Alex Kozulin (Editor)
Since 1962, Lev Vygotsky's highly original exploration of human mental development has become recognized as a classic foundational work of cognitive science. Vygotsky analyzes the relationship between words and consciousness, arguing that speech is social in its origins and that only as children develop does it become internalized verbal thought.

Language and Mind; 3rd Edition; Noam Chomsky
Chapters 1-6 present Chomsky's early work on the nature and acquisition of language as a genetically endowed, biological system (Universal Grammar), through the rules and principles of which we acquire an internalized knowledge (i-language). Over the past fifty years, this framework has sparked an explosion of inquiry into a wide range of languages, and has yielded some major theoretical questions. The final chapter revisits the key issues, reviewing the 'bio-linguistic' approach that has guided Chomsky's work from its origins to the present day, and raising some novel and exciting challenges for the study of language and mind.

Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching; 2nd Edition; Elaine K. Horwitz
This book provides pre- and in-service teachers the skills they need to meet the needs of all language learners in today's diverse classrooms—while encouraging them to develop a personal approach to language teaching. This guide clearly explains the fundamental concepts of second language acquisition and teaching, describes how to develop language for academic needs as well as for communication purpose and addresses the latest trends in language teaching.

The Language Teacher Toolkit; Paperback Edition 2016; Steven Smith and Gianfranco Conti
Designed with pre-service teachers in mind, this book bridges the gap between research and classroom practice. It is a comprehensive and clearly written handbook, particularly useful for teachers of world languages who work in secondary education. It offers a reflective approach along with many practical classroom activities which can immediately be applied in daily teaching.

Qualities of Effective Teachers, 2nd Edition, James H Strong
Thousands of educators who are involved with teacher professional development—from training to hiring, mentoring to supervising—rely on this authoritative book to focus on cultivating teacher qualities that are most apt to raise student achievement. The second edition extends this results-based approach to include teachers who work with at-risk and high-ability students. Synthesizing decades of research into clear guidelines, James Stronge establishes definitive benchmarks for top-flight teacher education and professional development programs.

Articles
Probst, Glen W (1999) Best Teacher Description, BYU.edu
Cadena, John (2017) My Path to Proficiency, Path to Proficiency BLOG
DuHigg, Charles (2016) What Google Learned from Its Quest to Build the Perfect Team, NYTimes
Patra Clafin, (2014) Avoid the Trap of Q & R Teaching, Edutopia Blog
Truscott, J. (1999) The case against grammar correction in L2 writing classes; PSU.edu

Blogs
Creative Language Class: http://www.creativelandgeclass.com/
Cult of Pedagogy: https://www.cultofpedagogy.com/

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Student Rights & Responsibilities

You have a right to a learning environment that supports mental and physical wellness as well as a right to:

- Respect.
- Be assessed and graded fairly.
- Freedom of opinion and expression.
- Privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people.
- No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.
- Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers’ experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

THE UNIVERSITY OF TEXAS POLICIES

Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code: “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.” Plagiarism is taken very seriously at UT. Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course.

You are responsible for understanding UT’s Academic Honesty and the University Honor Code which can be found at the following web address:

http://deanofstudents.utexas.edu/sjs/acint_student.php

Q Drop Policy

If you want to drop a class after the 12th class day, you’ll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see:

http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop

University Resources for Students

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we’ll develop strategies to meet both your needs and the requirements of the course. There are also a range of resources on campus:

Services for Students with Disabilities

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact

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**Counseling and Mental Health Center**
Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. [http://www.cmhc.utexas.edu/individualcounseling.html](http://www.cmhc.utexas.edu/individualcounseling.html)

**The Sanger Learning Center**
Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center’s classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit [http://www.utexas.edu/ugs/slc](http://www.utexas.edu/ugs/slc) or call 512-471-3614 (JES A332).

- **Undergraduate Writing Center:** [http://uwc.utexas.edu/](http://uwc.utexas.edu/)
- **Libraries:** [http://www.lib.utexas.edu/](http://www.lib.utexas.edu/)
- **ITS:** [http://www.utexas.edu/its/](http://www.utexas.edu/its/)
- **Student Emergency Services:** [http://deanofstudents.utexas.edu/emergency/](http://deanofstudents.utexas.edu/emergency/)

**Important Safety Information:**
If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn’t feel right – it probably isn’t. Trust your instincts and share your concerns.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, [http://www.utexas.edu/safety/](http://www.utexas.edu/safety/)

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.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: [www.utexas.edu/emergency](http://www.utexas.edu/emergency)

**Important Safety Information**
Visit this link for attendance policy details: [http://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/](http://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/)

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