**Mission statement of Angelo State University**

Angelo State University, a member of the Texas Tech University System, delivers undergraduate and graduate programs in the liberal arts, sciences, and professional disciplines. In a learning-centered environment distinguished by its integration of teaching, research, creative endeavor, service, and co-curricular experiences, ASU prepares students to be responsible citizens and to have productive careers. *(Intercultural competence, including some second language awareness, will almost certainly be required for success in tomorrow’s world.)*

**Departmental purpose** to help students acquire the ability to read, write, speak, and understand world languages, and to appreciate and evaluate other literatures and culture …to prepare students for certification to teach in the public schools…

**My personal and professional goals** to heighten awareness of the role of language in society; to encourage exploration of various models in second language teaching/learning.

**COURSE DESCRIPTION**

This course is designed to prepare students to teach foreign languages effectively for communicative language proficiency, including certification in K-12 schools.

We will explore principles that relate to language development/acquisition, second language learning, language use and language teaching. In addition to analyzing and discussing the assigned readings, as well as observing communicative language teaching and reflecting on those observations, the students will prepare their teaching portfolios, applying these principles and theories to their own area of teaching specialization. The course does not promote a particular methodology but rather presents principles of learning from which future teachers can draw as they plan and implement foreign language instruction for diverse learners.

**STUDENT LEARNING OUTCOMES**

By completing Linguistics/English 4323, students will

-- demonstrate an understanding of current (and historical) theories of second language teaching,
-- design unit and daily lesson plans in alignment with the standards for communicative language learning,
-- create lesson segments/activities that reflect theory and practice,
-- design performance-based assessments
-- use technology as a tool for professional development and to promote student learning,
-- develop the habit of reflection on one’s teaching, student learning, and to make changes as warranted,
-- provide evidence of ability to conduct research through a case study or classroom action project

**IDEA FORM OBJECTIVES**

**Essential (E)**

2. Learning fundamental principles, generalizations, or theories (connecting facts, understanding relationships)
3. Learning to apply course material (to improve thinking, problem solving, and decisions)

Important (I)
1. Gaining factual knowledge (terminology, classifications, methods, trends)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
11. Learning to analyze and critically evaluate ideas, arguments, and points of view (higher level thinking skills within or outside a disciplinary context)

**TEXTS AND RESOURCES**

*** http://www.coerll.utexas.edu/methods/ 
 Communicative Language Teaching in Action—Brandl 978-0-13-15906-4 
 (also recommended—Teaching language in context—Omaggio Hadley, 3rd edition)


**US States other than Texas – K-12 (Elementary or Secondary)**
Will be similar to Texas. Need to contact individual state’s licensing agency for K-12 teachers. An internet search for a particular state’s department of education or for “(State) teaching certificate ESL” should return the information.

**US Universities**
Most US-based Intensive English Programs (IEPs – preparing students to enter mainstream university-level classrooms) require a Masters in TESOL, TEFL, TESL or a closely related field with at least 18 hours of studies in areas like language teaching methodology, nature of language(s), structure of English (syntax, phonology, morphology, discourse), second language acquisition, intercultural communication, and practicum experience.

There are also a wide variety of other types of English programs here in the US that require differing levels of education. Literacy programs (often operated through local literacy councils) teach ESL to people who do not have literacy in their L1. These types of programs are often largely staffed by volunteers and the requirements are loose. Community colleges often offer free or grant-funded ESL programs. These classes are often in life-skills, citizenship, and/or workplace communication and the instructors usually are only required to have a bachelors or some sort of independent ESL certificate such as CELTA (http://www.cambridgeenglish.org/teaching-english/teaching-qualifications/celta/) or TESOL Core Certificate Program (https://www.tesol.org/attend-and-learn/certificate-leadership-programs/tesol-core-certification-program).

**All Levels Outside of the US**
Certifications vary widely. The best course of action is to do an internet search for jobs at the level and in the country you’re interested in to see what their requirements are. You should do this early in order to be certain that you have the proper qualifications. If you are going to teach in a country that you do not have citizenship in, you will also need to investigate work visa requirements. Some countries are far easier to obtain work visas for than others. Contract negotiations can also be messy. If you are going to teach in a country you have never worked in before, it is recommended initially going through highly reputable company that recruits teachers for that country so that you can learn the ins and outs of working in that particular country. Careful preparation can make a world of difference in your experiences working abroad.

**Koreans Teaching in Korea**
The Korean students wishing to teach English in Korea at any level in the public schools (elementary – university) should visit http://www.moe.go.kr/main.do for more information. This is their Ministry of Education website. I would also suggest to them what I suggested to the others above – do a search for jobs to see what the requirements are. There are lots of private English schools outside of the public system. Requirements vary widely for those positions.
### Assessment of Student Learning Objectives

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Participation and Attendance</td>
<td>Includes extensive reading and homework (assigned exercises in the text as well as printed out from website) in preparation for class discussions and portfolio.</td>
</tr>
<tr>
<td>40%</td>
<td>4 quizzes</td>
<td>Please note dates indicated on the syllabus, as there are no make-ups</td>
</tr>
<tr>
<td>12%</td>
<td>Final exam</td>
<td>A timed on-line test patterned after the state certification test for LOTE</td>
</tr>
<tr>
<td>10%</td>
<td>Observations</td>
<td>Turn in completed forms with project</td>
</tr>
<tr>
<td>28%</td>
<td>Portfolio</td>
<td>Graded in 4 separate submissions, tying readings and activities to Texas Standards of Knowledge and Skills</td>
</tr>
</tbody>
</table>

**Quiz Details**

- **Quiz 1**—CLTA chpts 1-2, [ShrumGlisan and O-H chpts 1-4], UT modules Intro, Teacher, Learner, Management, Technology  
  Part 1 portfolio due

- **Quiz 2**—CLTA chpts 3-6, [ShrumGlisan and O-H 8-(9)], UT modules Vocab, Grammar, Pragmatics, Culture, (Assessment)  
  Part 2 portfolio due

- **Quiz 3**—CLTA chpts 7, 9, (10), [ShrumGlisan and O-H 5 and (9)], UT modules Reading, Listening, (Assessment)  
  Part 3 portfolio due

- **Quiz 4**—CLTA chpts 8, (10), [ShrumGlisan and O-H 6, 7, 9], UT modules Writing, Speaking, Assessment  
  Final portfolio due

**Grading Scale**

- A 100-90
- B 89-80
- C 79-70
- D 69-60
- F 59-0

*Syllabus subject to revision.*

### Assignments

<table>
<thead>
<tr>
<th>DATE</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>MAKE APPT FOR OFFICE VISIT</strong></td>
</tr>
<tr>
<td>MWF 14-18Jan</td>
<td>MAKE APPT FOR OFFICE VISIT</td>
</tr>
<tr>
<td></td>
<td>Introduction (review Psycholinguistics—various Standards)</td>
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<tr>
<td></td>
<td>CLTA chpt 1</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>MAKE APPT FOR OFFICE VISIT</strong></td>
</tr>
<tr>
<td>MWF 21-25Jan</td>
<td>MAKE APPT FOR OFFICE VISIT</td>
</tr>
<tr>
<td></td>
<td>CLTA chpt 2</td>
</tr>
<tr>
<td></td>
<td>SG, O-H</td>
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<tr>
<td><strong>Week 3</strong></td>
<td></td>
</tr>
<tr>
<td>MWF 29Jan-1Feb</td>
<td><strong>MAKE APPT FOR OFFICE VISIT</strong></td>
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<tr>
<td></td>
<td>MAKE APPT FOR OFFICE VISIT</td>
</tr>
<tr>
<td></td>
<td>SG, O-H</td>
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<tr>
<td></td>
<td>UT Intro, Teacher (philosophy)</td>
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<tr>
<td><strong>Week 4</strong></td>
<td></td>
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<tr>
<td>MWF, 4-8Feb</td>
<td><strong>MAKE APPT FOR OFFICE VISIT</strong></td>
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<tr>
<td></td>
<td>MAKE APPT FOR OFFICE VISIT</td>
</tr>
<tr>
<td></td>
<td>UT Teacher, Learner (activity), UT Mgmt, Tech</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td><strong>MAKE APPT FOR OFFICE VISIT</strong></td>
</tr>
<tr>
<td>MW 11-13Feb</td>
<td>MAKE APPT FOR OFFICE VISIT</td>
</tr>
<tr>
<td></td>
<td>tie together CLTA, SG, O-H, UT</td>
</tr>
</tbody>
</table>

*Due the day it is listed, so Prepared in advance (the better prepared you are, the better you’ll perform in class)*
Fri, 15Feb  
quiz 1—part 1 portfolio due

**week 6**
MWF, 18-22Feb  
CLTA 3, 4, 5  
SG, O-H

**week 7**
MW 25-27Feb  
UT Vocab, Grammar
1Mar  
Pragmatics, Culture

**week 8**
MW, 4-6Mar  
tie CLTA, SG, O-H, UT
Fri, 8Mar  
quiz 2—part 2 portfolio due

**spring break**

**week 9**
MAKE APPT FOR OFFICE VISIT
MWF, 18-22Mar  
CLTA

**week 10**
MAKE APPT FOR OFFICE VISIT
MWF, 25-29Mar

**--Last day to Withdraw---28Mar**

**week 11**
MWF, 1-5Apr

**week 12**
MW, 8-10Apr  
Fri, 12Apr  
quiz 3—part 3 portfolio due

**week 13**
MWF, 15-19Apr  
CLTA

**week 14**
MWF, 22-26Apr

**week 15**
MW 29Apr-1May
Fri, 3 May  
quiz 4—Final portfolio due

**FINAL EXAM** (mock certification exam) **Mon, 6 May  8-10 am.**

_Syllabus subject to revision._

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**Requirements**

Class attendance is crucial to your success in this course. I suggest strongly that you not miss any portion of even a single class. However, you are allowed 3 absences for any reason; for every absence after, there is a deduction of 2 points from your final grade. Each missed portion of a class (late arrival, leaving early, exiting and re-entering, etc.) will be counted as one-half (1/2) absence. According to the Angelo State University Undergraduate Catalog, valid reasons for an absence include illness, family emergency or participation in an authorized university activity. “Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who...
intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

If you have one of these valid reasons, it is your responsibility to petition, in advance if possible, and to provide documentation to excuse the absence immediately after your absence—within 24 hours of your return—do not wait till the end of the semester. If this petition is approved, the negative consequences for the missed class will be waived. Petitions will only be approved if you have a valid and adequately documented reason for missing the class. Be sure to attach to this form all appropriate supporting documentation, such as a medical receipt, police report, letter from the athletic department, etc. Otherwise, no late assignments are accepted.

On the other hand, good attendance is rewarded. If you complete the semester with no absences, your lowest quiz grade will be dropped (you must take all of them).

Students absent more than 4 times lose the possibility of receiving an ‘A’ in the course. Students absent for ten times or more will automatically receive an ‘F’.

It is very important that you attend each class. We advance quickly, and new concepts are often based on concepts learned earlier. If you miss a class, get caught up right away, even if you won’t receive a grade for it. It is your responsibility to find out the material we covered in the class period you missed (including homework) and learn/complete those materials.

Cell Phone Policy Turn off all pagers, cell phones, laptops, or other electronic communication devices before entering the classroom. Use of these devices in class (without prior arrangement with me) will result in your leaving the class with a zero, at the very least.

"The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by contacting the Student Life Office, Room 112 University Center, at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by email at student.life@angelo.edu to begin the process. The Student Life Office will establish the particular documentation requirements necessary for the various types of disabilities."

"Persons with disabilities which may warrant academic accommodations must contact the Student life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made."

"Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook."

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. Sex discrimination, sexual misconduct, public indecency, interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. As a faculty member, I am a Responsible Employee meaning that I will report any allegations I am notified of to the Office of Title IX Compliance in order to connect students with resources and options in addressing the allegations reported. You are encouraged to report any incidents to ASU's Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator. You may do so by contacting:

**Michelle Boone, J.D.**

*Director of Title IX Compliance/Title IX Coordinator*

Mayer Administration Building, Room 200

325-942-2022

michelle.boone@angelo.edu

You may also file a report online 24/7 at [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form).

If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

The Office of Title IX Compliance also provides accommodations related to pregnancy (such as communicating with your professors regarding medically necessary absences, modifications required because of pregnancy, etc.). If you are pregnant and need assistance or accommodations, please contact the Office of Title IX Compliance utilizing the
Extra credit

In English
3 things I already knew
3 things I learned
3 things I liked
3 things I didn’t like
X met/didn’t meet my expectations because …