Instructor Dr. Karen CODY  E-mail karen.cody@angelo.edu  
Office A110G  Phone (325) 486-6159
Office Hours  MWF 8-11 a.m., TR 9:30 -11 a.m., 12:30-2 p.m. & by appt
Office hours are also for remedial purposes. Please contact me early on if material is unclear to you or if you have any other questions regarding the class. You are most likely to make contact by e-mail. I expect everyone to meet me during office hours at least twice, the earlier in the semester, the better. There will be a sign-up sheet on my office door for appts.

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)
2. 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)

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**TEXTS AND RESOURCES**

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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)*


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**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-certificate-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](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**

10% **Participation and Attendance** includes extensive reading and homework (assigned exercises in the text as well as printed out from website) in preparation for class discussions and portfolio.

40% **4 quizzes.** Please note dates indicated on the syllabus, as there are no make-ups

12% **Final exam**—a timed on-line test patterned after the state certification test for LOTE

10% **Observations** turn in completed forms with project

28% **Portfolio** graded in 4 separate submissions, tying readings and activities to Texas Standards of Knowledge and Skills

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>
<th>Due the day it is listed, so Prepared in advance (the better prepared you are, the better you’ll perform in class)</th>
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<tbody>
<tr>
<td>week 1</td>
<td>MAKE APPT FOR OFFICE VISIT</td>
<td>Introduction (review Psycholinguistics—various Standards)</td>
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<tr>
<td>MWF 13-17Jan</td>
<td>CLTA chpt 1</td>
<td></td>
</tr>
<tr>
<td>week 2</td>
<td>MAKE APPT FOR OFFICE VISIT</td>
<td></td>
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<tr>
<td>MWF 21-24Jan</td>
<td>CLTA chpt 2</td>
<td></td>
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<tr>
<td>week 3</td>
<td>SG, O-H</td>
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<tr>
<td>MWF 27-31Jan</td>
<td>UT Intro, Teacher (philosophy)</td>
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<tr>
<td>week 4</td>
<td>UT Teacher, Learner (activity), UT Mgmt, Tech</td>
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<td>MWF, 3-7Feb</td>
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<tr>
<td>week 5</td>
<td>tie together CLTA, SG, O-H, UT</td>
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<tr>
<td>MW 10-12Feb</td>
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Fri, 14Feb  

**quiz 1**—part 1 **portfolio** due

**week 6**

MWF, 17-21Feb  
CLTA 3, 4, 5  
SG, O-H

**week 7**

MW 24-28Feb  
UT Vocab, Grammar

1Mar  
Pragmatics, Culture

**week 8**

MW, 2-4Mar  
tie CLTA, SG, O-H, UT

Fri, 6Mar  
**quiz 2**—part 2 **portfolio** due

**spring break**

week 9  
MAKE APPT FOR OFFICE VISIT

MWF, 16-20Mar  
CLTA/BRANDL—Chpt 6 (review 2)

week 10  
MAKE APPT FOR OFFICE VISIT

MWF, 23-27Mar  
CLTA/BRANDL—Chpt 9 reading AND COERLL/UT Reading (assessment) [b/c likely teaching L2 after Critical Age]

**--Last day to Withdraw---26Mar**

week 11

MWF, 30Mar-3Apr  
CLTA/BRANDL—Chpt 7 listening AND COERLL/UT Listening (assessment) [would precede reading if teaching Early Childhood-Elementary]

week 12

M, 6Apr  
tie together Reading and Listening

Wed, 8Apr  
**quiz 3**—part 3 **portfolio** due

week 13

MWF, 13-17Apr  
(CLTA/BRANDL) COERLL/UT writing (assessment)

week 14

MWF, 20-24Apr  
CLTA/BRANDL—Chpt 8 speaking (assessment)

week 15

MW 27-29Apr  
COERLL/UT speaking Assessment

Fri, 1 May  
**quiz 4**—Final **portfolio** due

**FINAL EXAM** (mock certification exam) **Tues, 5 May  10:30-12:30 am.**

**Syllabus subject to revision.**

**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 2 absences for any reason; for every absence after, there is a deduction of 3 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. See below.

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.

(8) Student Handbook Statement of Academic Integrity
Academic integrity is taking responsibility for one’s own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers.

Students must understand the principles of academic integrity and abide by them in all classes and/or course work at the University. Academic Misconduct violations are outlined in Part I, section B.1 of the Code of Student Conduct. If there are questions of interpretation of academic integrity policies or about what might constitute an academic integrity violation, students are responsible for seeking guidance from the faculty member teaching the course in question.

(9) Operating Policy 10.5 (student accommodation)
Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation. All students at Angelo State University must have the capacity and ambition to undertake, with reasonable accommodation from the faculty and administration, the academic challenges necessary to fulfill the academic requirements for the degree or certification programs which they are pursuing.

(10) Operating Policy 10.19 (Holy Day):
"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.

(11) Title IX at Angelo State University:
The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance.

Students are encouraged to report any incidents of sexual misconduct directly to ASU’s Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator at:

Michelle Boone, J.D.
Director of Title IX Compliance/Title IX Coordinator
Mayer Administration Building, Room 210
325-942-2022
michelle.boone@angelo.edu

You may also file a report online 24/7 at 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.

For more information about Title IX in general you may visit www.angelo.edu/title-ix.

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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 …