

**TSL 3360: Introduction to Teaching English as a Second Language (TESL)**  
**Summer A 2014, Section 0418**  
M-F Period 3 (11:00-12:15), Anderson 13

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Office: 4017 Turlington  
Office Hours: T 9:30-10:45;  
12:30-1:15; by appointment

**Course Description:** This is an introductory course designed for those who are interested in teaching English to speakers of other languages. Specifically, the course explores the multidimensional nature of the teacher as a learner of teaching, the contexts within which teaching occurs, and the activities and content of second language teaching and learning. **IF YOU ARE NOT INTERESTED IN TEACHING, THIS COURSE IS NOT FOR YOU.**

**Course Objectives:** Throughout the semester, students will engage in a range of activities that will enable them to

- 1) understand your own beliefs and knowledge about language learning and language teaching and become aware of the impact of such knowledge and beliefs on your classroom practices,
- 2) recognize the highly situated and interpretative processes involved in language teaching and be able to reflect on, critically analyze, and evaluate your own thinking about teaching and your teaching practices,
- 3) become sensitive to the complex social, cultural, political, and institutional factors that affect language teaching and students' language learning,
- 4) come to recognize students' motivations and needs, and development as learners and language learners,
- 5) understand subject matter content from an instructional perspective and learn to anticipate areas that may require additional instructional support for yourself and for learners,
- 6) use your knowledge of subject matter, pedagogical content and language to inform your instructional practices,
- 7) participate in professional collaborations with other learners of teaching as you learn about second language teachers and teaching in hopes that you will continue your professional development journey.

**Required Textbook:**

Edge, J., & Garton, S. (2009). *From experience to knowledge in ELT*. NY: Oxford University Press.

All additional readings selected from the books below will be available on Sakai or provided in class.

**Course Requirements:**

(1) **Attendance:** Many of the activities we do in class will help you to do the minor and major requirements. If you miss class, it may adversely affect your ability to do various assignments, so the choice is yours. If you are going to miss a class, please contact me before that class.

**2.Course Requirements:** There are no tests or exams in this course. All assignments are activity-based tasks and are introduced below with details provided on eLearning (Sakai). All assignments have rubrics which will be posted on Sakai as well.

## **2.1 Major Assignments:**

**Teaching Philosophy:** You will work on a draft of your teaching philosophy and get feedback so you can write a final draft. This teaching philosophy will help guide your instruction throughout the semester. Should you try to get a job teaching, having a teaching philosophy or being able to express it orally will be invaluable.

**Draft**                      **Due May 20**  
**Final 25 points** **Due June 10**

**2.2 Target Class:** Because all teaching depends on who your students are, you will need to characterize your target class. Your target class is the group of students whom you hope to teach or will be teaching in the future. Knowing who your target class is will be essential in doing most of the activities during the course. You will create a draft and revise it over the semester as you learn more about your context. Your final draft of the target class will be the first part of your Curriculum Unit (see below).

**Draft 5 points** **Due May 24**  
**Final comes with Curriculum Unit** (see rubric for Curriculum Unit) **Due June 22**

**2.3 Lesson Plan Assignment:** You will prepare a lesson plan in order to have the experience of writing a solid lesson plan. This will be a useful practice activity for the Curriculum Unit. Beyond this course, knowing how to create lesson plans for your teaching will be essential. You'll do a draft and get feedback, and then do a final version that you implement and re-do (final) on the basis of your experience actually implementing the lesson (see 2.4 below).

**Draft 5 points** **Due June 3**  
**Final 70 points** **Due day of Teaching Simulation**

**2.4 Explaining Grammar Assignment (Teaching Simulation):** This assignment is a kind of teaching simulation in which you will 'teach' a grammar concept to your classmates. It will be a nice opportunity for you to think about how you would conceptualize grammar to teach to students and to prepare materials that will support your explanation. You will also write up a post-teaching reflection.

**90 points** **Due week of June 17th**

**2.5 Curriculum Unit:** This final project will give you the opportunity to put together everything you will learn in this course. You will define your target students, creating instructional goals and objectives, explain how you view the roles of teachers and students, choose and create appropriate materials and activity, sequence your lesson, and explain how you will assess what students have learned. You should choose a target class you would like/expect to teach in hopes of actually implementing this unit.

**170 points** **Due June 22**

**3 Minor Assignments:** You will do 5 minor assignments in which you engage in various activities that teachers actually do. You will be analyzing materials to determine their value, especially in relation to your target class; doing discourse analysis activities to see how you can use real texts to enhance your students' vocabulary and grammar learning; explaining your pedagogical reasoning in order to develop the kind of thinking processes that effective teachers engage in; creating instructional tasks; and thinking about your development as a teacher. Some of these will be **done in class** with partners.

**Analyzing Materials: Requests in English**

12 points

**Discourse Analysis**

15 points

**Explaining Pedagogical Reasoning**

12 points

**Creating a Reading or Writing Task**

9 points

**Responding to a Teacher's Narrative Inquiry**

9 points

**NO LATE WORK WILL BE ACCEPTED FOR FULL CREDIT.** All requests for exceptions due to illness or other unexpected emergencies must be made before the due date. Late submission will lower your assignment grade by 10% each day. Missing work will receive a zero.

**Grading: 422 points in total; .5+ rounds up**

A 95-100 392.46-422	C 74-77.9 312.28-329.15
A- 90-94.9 379.80-392.45	C- 70-73.9 295.40-312.27
B+ 88-89.9 367.14-379.79	D+ 68-69.9 282.74-295.39
B 84-87.9 350.26-367.13	D 64-67.9 265.86-282.73
B- 80-83.9 337.60-350.25	D- 60-63.9 253.20-265.85
C+ 78-79.9 329.16-337.59	E 0-59.9 253.19-0.00

UF grade point averages are based on the following:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

**Electronics:** Laptops are allowed as far as they are used for the course. However, wearing ear buds is not. Please don't text in class. I know it's tempting.

**Academic Honesty:** The University of Florida defines academic dishonesty as including, but is not limited to, cheating, plagiarizing, fabricating of information, or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who engage in academic dishonesty will be penalized and may risk failure of this course. . For more information see

<http://www.registrar.ufl.edu/catalog/policies/students.html#honesty>

View the entire UF honor code at <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>

**Disability Access Statement:** The University of Florida is in compliance with the provisions of Americans with Disabilities Act. If you anticipate needing special accommodation as a result of a disability, please let me know as soon as possible. UF's policy related to accommodations for students with disabilities reads as follows: "Students requesting classroom accommodation must first register with the Dean of Students Office. The DSO will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation." Students who believe they may qualify for accommodations should contact the Dean of Student Office-  
<http://www.dso.ufl.edu/drc> (Room 001 Reid Hall, 352-392-8565).