

## Course Information

**Spring 2024:** T 3:00PM-4:55PM (MAT 0006)

R 4:05PM-4:55PM (MAT0006)

**Instructor:** Grace deMeurisse

[gdemeurisse@ufl.edu](mailto:gdemeurisse@ufl.edu)

**At any time, anywhere, you are welcome to (and I prefer it if) you refer to me as Grace.**

## Office Hours

**W 10:40-11:30 AM**

**R 12:50-1:40 PM**

Or by appointment.

You are always welcome in office hours! Office hours are *not* just reserved for questions. I like to get to know you! I hope I have the chance to guide you not just through the course but through the TESOL world as well.

## Course Textbook and Additional Readings

For this course, you need the following textbook:

1. Brown, H.D. & Lee, H. (2015). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (4<sup>th</sup> Edition). White Plains, New York: Pearson.

We will also read chapters from several other textbooks. These **additional readings** will be made available on Canvas and references for the full books can be found below.

2. Snow, D. Campbell, M. (2017). *More than a native speaker: An introduction to teaching English abroad* (3<sup>rd</sup> Edition). TESOL Press.
3. Harmer, J. (2015). *The practice of English language teaching* (5<sup>th</sup> edition). Pearson.
4. Kumaravadivelu, B. (2006). *Understanding language teaching: From method to postmethod*. Routledge.
5. Murray, D. E., Christison, M. (2011). *What English language teachers need to know* (Vol. 3). Routledge.

## Course Description

In this course, we will explore the following two questions:

“How can we be effective English as a Second Language (ESL) teachers?”

“How can we help students become successful English language learners?”

In doing so, the goal of the course is to help you develop your pedagogical knowledge and the skills to put that knowledge into practice across a range of teaching contexts.

## Course Objectives

By the end of the course, you will be able to:

- Demonstrate an understanding of foundational principles of English language pedagogy
- Design effective ESL lessons and materials focusing on various language skills
- Utilize a range of pedagogical skills for effectively guiding and managing classroom language learning

## Course Learning Tasks

To accomplish the objectives of this course, we will complete the following tasks:

- 1. Reading Responses (15%):** The assigned readings are an essential component of this course as they will determine the scope and topic of discussion during each class session. For this reason, each reading will be accompanied by reading questions (provided on Canvas) that will help guide your reading and prepare you for class discussions and activities.

It is your task to complete these reading questions *before class* and come ready to discuss them. **There are 14 total reading responses. They are all required, but I will drop the two lowest scores. However, there are four RRs whose scores are not eligible to be dropped. This means that if you receive a zero on any of those four RRs, I will not drop that score.** I will collect RRs for a five point completion grade, but I do expect a level of quality that shows you actually did the reading and thought about the questions. Each completed reading response is worth 5 points. Print or electronic is okay as long as you have access to them during class. However, if you choose electronic you **must upload your RR on Canvas by the beginning of class** on the day they are due, or receive a 0.

If you miss class, you may upload your reading response within 24 hours after the missed class to receive credit.

- 2. Lesson Plans (3 x 10%; 30% total):** Being able to create lesson plans and materials is an essential skill in the daily life of an English language teacher. To practice this skill, you will prepare three detailed 50-minute lesson plans (including any materials for the lesson) for a classroom context of your choosing. One lesson plan will follow the PPP format, the second will follow the TBLT format, and the third will be based on authentic material(s). You will be expected to meet with me in office hours at least one week before the due date of each lesson plan to discuss with me your idea and any progress you've made on the lesson plan at that point. More details (including a rubric) will be provided on Canvas.
- 3. Classroom Observation (15%):** You will observe one ESL class at the UF English Language Institute and write a 500-750 word report on your observation, connecting what you observe in the class with ideas from the readings and class discussions, as well as your own beliefs about language teaching. More details (including a rubric) will be provided on Canvas.

4. **ESL Interaction Assignment (5%):** You will be responsible for attending a class section at the English Language Institute, in which you interact – conversationally – with a group of students for the class period duration. Following your visit to an ELI classroom, you will write a brief report (250-500 words) on what you discussed, any cultural differences you observed, and anything else of note.
5. **Peer Teaching Demonstration (10%):** You and a group of classmates will choose one of your three completed lesson plans, implement my feedback, and deliver a 30-minute version of your lesson to your classmates. You and your peer(s) will be the classroom teachers, while your classmates will assume the role of English language learners. This assignment will help you gain valuable experience creating and carrying out lessons.

**For this assignment, there will be three components:**

- 1) Meeting with me to receive feedback at least two days before teaching
  - 2) Uploading final lesson plan and materials to Canvas by the start of class on the day of your demonstration
  - 3) Teaching the lesson to the class
6. **Peer Teaching Reflection (10%):** Within a week of completing your peer teaching, you will submit a 500-750-word individual reflection on your experience teaching. This reflection should critically assess your experience with teaching as well as connect your teaching experience with the concepts covered in course readings and discussions.
  7. **Teaching Portfolio (15%):** When applying for teaching positions, you will often be asked to provide a teaching portfolio that showcases who you are as a teacher. To prepare you for this, you will develop a teaching portfolio with the following items: (1) a brief teaching philosophy, (2) your lesson plans not used in the peer teaching assignment, revised according to feedback, and (3) the final lesson plan from your teaching demonstration. More details will be provided on Canvas.

## More Teaching Opportunities

In addition to what we do in this class, I encourage you to volunteer to be a **Conversation Partner** to an English Language Institute student. It requires just 1 hour of your time each week during which you will meet with a student learning English and help them practice informal speaking. It's a great way to get to know someone from another culture and get comfortable working with students learning English! 😊

Check out the ELI's website <https://eli.ufl.edu/> for more information. If you're looking for a more involved teaching opportunity, check out the paid **Language Assistant** position at the ELI.

\*I will often post ESL/EFL volunteer and teaching opportunities as well as class reminders to Canvas under Announcements, so be sure to check periodically if you don't have Canvas notifications turned on.

## Grading

### Course Assignments and Grading

Assignment	% of Grade
Reading Responses	15%
Lesson Plans	30% (3 x 10%)
Classroom Observation	15%
ESL Interaction	5%
Peer Teaching Demonstration	10%
Peer Teaching Reflection	10%
Final Teaching Portfolio	15%

### Grading Scale

100—93	A	76—73	C
92—90	A-	72—70	C-
89—87	B+	69—67	D+
86—83	B	66—63	D
82—80	B-	62—60	D-
79—77	C+	59—0	E

Please see also <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/> for university grading policies regarding grade points assigned per letter grade.

## Course Policies

**Attendance:** Because class meetings will include a mix of in-class activities, discussions of course readings, and teaching demonstrations, class attendance is mandatory. You will be allotted three **unexcused** absences, in which you **do not need to email me**. For every unexcused absence after three unexcused absences, your grade will drop one level; for example, if you have an A in the course, and four unexcused absences, your grade will drop to an A-.

To receive an **excused absence**, you **need to email the instructor**, but you **need not provide a doctor's note** in the case of the **first three excused absences**. Thus, you will be allotted three excused absences before documentation will be required. Excused absences beyond three that are not documented **will similarly result in a grade-level drop by one level**. **You are expected to keep track of your own absences.**

**When are your absences excused:** **Your absence is excused in sickness, injury, emergency, or other extenuating circumstances; see the official university policy on excused absences:** <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>. **Your absence is not excused in the case of concerts, travel outside of emergency or academic circumstances, etc.** Attendance is vital for your success in this course. You are expected to attend all class meetings on time, with readings and any assignments completed in advance. You are expected to stay for the entirety of the class and remain engaged until the end of class.

**Canvas:** Canvas will be our primary communication channel when not in class. Use your Gatorlink to login to <learning.ufl.edu>. All class resources (e.g. additional readings, PPTs, reading responses, worksheets, handouts) will be stored in Canvas. Assignments will be submitted to Canvas unless otherwise stated. Feedback on assignments will also be submitted via Canvas. For these reasons, make sure you know how to upload assignments, view feedback on those uploads, and receive notifications and announcements. Additionally, checking the Canvas homepage regularly will be essential for success in this course. If there is ever a discrepancy between the tentative course schedule provided below and the online Canvas schedule, please follow the schedule posted on Canvas.

**Late work and make up policy:** I will accept late work with a small penalty as follows: 10% of the grade will be docked for each day it is late. E.g., if it is one day late, 10% is docked; if you were to receive a 100% and submit an assignment one day late, you'd receive a 90. Under extenuating circumstances (e.g., injury, sickness) I will provide an extension with no penalty applied. Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with the university policies (see university illness policy: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#illnesspolicytext>).

**E-mail:** If you need to contact me outside of class or office hours, please send me an email and I will do my best to respond within 24 hours on weekdays, and within 48 hours on weekends. Feel free to email with any questions that you have about the course or constructive feedback.

**Recording of Classes (based on House Bill 233 Intellectual and Viewpoint Diversity Act):** Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

**Students Requiring Accommodations:** Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

**Course Evaluation:** Students are encouraged to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at [gatorevals.ua.ufl.edu/students/](http://gatorevals.ua.ufl.edu/students/). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at [gatorevals.ua.ufl.edu/public-results/](http://gatorevals.ua.ufl.edu/public-results/).

**University Honesty Policy:** UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conducthonor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class. **The use of AI may be permitted with varying restrictions:** please see assignment instructions for more information on the permission of using AI, and the guidelines surrounding it. **If it is discovered that you have used AI on an assignment which strictly prohibits it, you will receive a zero for that assignment and you will not be allowed to revise and resubmit.**

**University Conduct Policy:** You are bound by the conduct code of the University of Florida. Failure to comply with the conduct code will **result in a conduct code violation, reported to the UF Student Conduct & Conflict Resolution office.**

**Expectations for course communication:** Students are expected to communicate with their instructor using University of Florida mediums of communication, e.g., Canvas or my GatorMail email address. Any messages sent to me off official UF mediums of communication (e.g., social media) will be ignored and deleted after first being documented for breach of course policies. **Under no circumstances will social media be used as an official or unofficial medium of communication for this class or between any member of this class and their instructor.**

**Policy on use of Artificial Intelligence:** The use of Artificial Intelligence, such as ChatGPT, is permitted under the following conditions. Should students use ChatGPT on any of their assignments, they must provide the prompt and ChatGPT’s output in a submission comment. If students do not modify the ChatGPT output, they must provide an explanation in the submitted assignment regarding why they did not see a reason to modify ChatGPT’s output. **Failure to adhere to these conditions regarding the use of AI will result in an Honor Code violation.** Moreover, **you will receive a zero for that assignment and you will not be allowed to revise and resubmit.**

**Counseling and Wellness Center:** Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

### Course Schedule

We may need to change the schedule at some point – I will provide you with an updated one on Canvas if so.

Week	Dates	Topic	Readings	Assignments (due)
1	01/14 Tuesday	TESOL Contexts + Language learning		
	01/16 Thursday	Role of teacher	Harmer Ch 3 (on canvas) + Snow & Campbell Ch1	RR1 Background issues + Role of Teacher
2	01/21 Tuesday	(Post)methods	Brown & Lee Ch 2 + Kumarivadivelu Ch 8	RR2 Methods + postmethod teaching
	01/23 Thursday	Course planning	Snow & Campbell Ch 3	RR3 Course planning
3	01/28 Tuesday	Lesson Planning + Analyzing an LP	Brown & Lee Ch 10	RR4 Lesson Planning & Analyzing an LP <b>(Required)</b>
	01/30 Thursday	PPP	Harmer Chapter 4	RR5 PPP <b>(Required)</b>
4	02/04 Tuesday	TBLT + Techniques for Teaching	Willis & Willis Ch 1 and Brown & Lee Ch 11	RR6 TBLT <b>Required</b>
	02/06 Thursday	Textbooks & Using Authentic Materials	Murray & Christison Ch 4	RR7 Materials <b>Required</b>
5	02/11 Tuesday	Learner differences: age & proficiency levels	Brown & Lee Ch 6 & 7	RR8 Teaching across ages & proficiency levels
	02/13 Thursday	Cross cultural matters	Brown & Lee Ch 8 + Murray & Christison (Vol 1) pgs 29-35	RR9 Cross cultural matters
6	02/18 Tuesday	Interactive classroom + task management: giving directions and group work	Murray & Christison Ch 3 + Brown & Lee Ch 13	<b>RR10 Interactive Classroom + Groupwork</b>
	02/20 Thursday	Teaching mixed proficiency level classrooms		<b>PPP Lesson Plan Due</b>
7	02/25 Tuesday	Classroom management 1 & 2	Brown & Lee Ch14	RR11 Classroom management
	02/27 Thursday	Guest speaker (tentative)		
8	03/04 Tuesday	Teaching listening + speaking	Brown & Lee Ch 15 + 16	RR12 Teaching listening and speaking
	03/06			



	Thursday	Teaching reading	Brown & Lee Ch 17	RR13 Teaching reading
9	03/11 Tuesday	Teaching writing + Focus on forms	Brown & Lee Ch 18 + 19	RR14 Teaching writing and focus on forms
	03/13 Thursday	Guest speaker (tentative)	-	<b>TBLT LP Due</b>
10	03/18 Tuesday	<b>Spring Break ☺</b>		
	03/20 Thursday			
11	03/25 Tuesday	Classroom based observation + Large scale assessments: TOEFL & IELTS	Murray & Christison Ch 11 & 12	RR15 Assessment
	03/27 Thursday	Guest speaker (tentative) Or TBD		
12	04/01 Tuesday	Incorporating data driven learning in the classroom		<b>Authentic Materials Lesson Plan Due</b>
	04/03 Thursday	Sample LP Analysis		
13	04/08 Tuesday	Teaching Demo Prep Day		<b>ELI Interaction Report Due</b>
	04/10 Thursday	Teaching Demo Group 1		
14	04/15 Tuesday	Teaching Demo Groups 2 and 3		<b>Classroom observation report due Group 1 reflections due</b>
	04/17 Thursday	Teaching Demo Group 4		<b>Groups 2 and 3 reflections due.</b>
15	04/22 Tuesday	Wrapping up		<b>Teaching portfolios due Group 4 reflections due.</b>
	04/24	Reading Day – No class		
16	04/29	Finals week		
	05/01	Finals week		