

## Course Information

**Spring 2022:** T 3:00PM-4:55PM (MAT 0013)  
R 4:05PM-4:55PM (MAT0013)

**Instructor:** Grace deMeurisse  
[gdemeurisse@ufl.edu](mailto:gdemeurisse@ufl.edu)

## Office Hours

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

**R 1:55-2:45 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.

**If you know you will be teaching in the future, I recommend the following books as well (they are optional for our class):**

2. Ferlazzo, L. & Hull Sypnieski, K. (2018). *The ELL Teacher's Toolbox: Hundreds of Practical Ideas to Support Your Students*. Hoboken, New Jersey: John Wiley & Sons.
3. Murray, D.E. & Christison, M. (2020). *What English Language Teachers Need to Know Volume II* (2<sup>nd</sup> Edition). Abingdon: Routledge.

We will also read chapters from several other textbooks. These additional readings will be made available on Canvas.

## 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 16 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). 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. **Peer Teaching Demonstration (20%):** 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
5. **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.
6. **Teaching Portfolio (10%):** 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		Grading Scale			
Assignment	% of Grade	100—93	A	76—73	C
Reading Responses	15%	92—90	A-	72—70	C-
Lesson Plans	30% (3 x 10%)	89—87	B+	69—67	D+
Classroom Observation	15%	86—83	B	66—63	D
Peer Teaching Demonstration	20%	82—80	B-	62—60	D-
Peer Teaching Reflection	10%	79—77	C+	59—0	E
Final Teaching Portfolio	10%				

## 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. 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:** If you would like to request a deadline extension, please communicate with me as early as possible. Requests for extensions after the deadline has passed will be given sparingly in extenuating circumstances.

**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.aa.ufl.edu/students/](http://gatorevals.aa.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.aa.ufl.edu/public-results/](http://gatorevals.aa.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.

**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	01/10 (Tuesday)	TESOL Contexts + Language learning	Harmer Ch 3 (on canvas)	RR1 Background issues
	01/12 (Thursday)	Role of teacher	Snow & Campbell Ch1	RR2 Role of Teacher
2	01/17 (Tuesday)	(Post)methods	Brown & Lee Ch 2 + Kumarivadivelu Ch 8	RR3 Methods + postmethod teaching
	01/19 (Thursday)	Course planning	Snow & Campbell Ch 3	RR4 Course planning
3	01/24 (Tuesday)	Lesson Planning + Analyzing an LP	Brown & Lee Ch 10	RR5 Lesson Planning & Analyzing an LP <b>(Required)</b>
	01/26 (Thursday)	PPP	Harmer Chapter 4	RR6 PPP <b>(Required)</b>
4	01/31 (Tuesday)	TBLT + Techniques for Teaching	Willis & Willis Ch 1 and Brown & Lee Ch 11	RR7 TBLT <b>Required</b>
	02/02 (Thursday)	Textbooks & Using Authentic Materials	Murray & Christison Ch 4	RR8 Materials <b>Required</b>
5	02/07 (Tuesday)	Learner differences: age & proficiency levels	Brown & Lee Ch 6 & 7	RR9 Teaching across ages & proficiency levels
	02/09 (Thursday)	Cross cultural matters	Brown & Lee Ch 8 + Murray & Christison (Vol 1) pgs 29-35	RR10 Cross cultural matters <b>PPP Lesson Plan Due</b>
6	02/14 (Tuesday)	Interactive classroom + task management: giving directions and group work	Murray & Christison Ch 3 + Brown & Lee Ch 13	RR11 Interactive classroom + group work
	02/16 (Thursday)	Teaching mixed proficiency level classrooms		
7	02/21 (Tuesday)	Classroom management 1 & 2	Brown & Lee Ch14	RR12 Classroom management
	02/23 (Thursday)	Guest speaker (tentative)		
8	02/28 (Tuesday)	Teaching listening + speaking	Brown & Lee Ch 15 + 16	RR13 Teaching listening and speaking
	03/02	Teaching reading	Brown & Lee Ch 17	RR14 Teaching reading

	(Thursday)			
9	03/07 (Tuesday)	Teaching writing + Focus on forms	Brown & Lee Ch 18 + 19	RR15 Teaching writing and focus on forms
	03/09 (Thursday)	Guest speaker (tentative)	-	<b>TBLT LP Due</b>
10	03/14 (Tuesday)	<b>Spring Break ☺</b>		
	03/16 (Thursday)			
11	03/21 (Tuesday)	Classroom based observation + Large scale assessments: TOEFL & IELTS	Murray & Christison Ch 11 & 12	RR16 Assessment
	03/23 (Thursday)	Guest speaker (tentative)		
12	03/28 (Tuesday)	Incorporating data driven learning in the classroom		<b>Authentic Materials Lesson Plan Due</b>
	03/30 (Thursday)	Sample LP Analysis		
13	04/04 (Tuesday)	Teaching Demo Prep Day		
	04/06 (Thursday)	Teaching demonstrations (group 1)		
14	04/11 (Tuesday)	Teaching demonstrations (groups 2 and 3)		
	04/13 (Thursday)	Teaching demonstrations (group 4)		<b>Group 1 PTD reflection due</b>
15	04/18 (Tuesday)	Teaching demonstrations (groups 5 & 6)		<b>Groups 2 and 3 PTD reflections due and Classroom observation report due</b>
	04/20 (Thursday)	Teaching demonstrations (group 7)		<b>Group 4 PTD reflections</b>
16	04/25 (Tuesday)	Q&A + see ya ☺		<b>Groups 5 and 6 PTD reflections due</b>
	04/27 (Thursday)	Reading day – no class		
17	05/02	Finals – no class		<b>Teaching portfolios due and</b>

**Group 7 PTD reflections  
due**

05/04

Finals – no class