

**Spring 2021:** MWF 4<sup>th</sup> period: 10:40AM-11:30AM (Zoom + MAT 0108)

**Instructor:** Samantha Creel, M.A.

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**Office Hours:** Mon. 5<sup>th</sup> 11:45AM-12:35PM & 6<sup>th</sup> 12:50PM-1:40PM & Weds. 5<sup>th</sup> 11:45AM-12:35PM (via Zoom), and by appointment. The office hours Zoom link is password protected can be accessed on our class Canvas page.

**Course Textbook and Additional Readings:** For this course, you need the following textbook:

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.

**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 some of the 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:

**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 course 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. I will collect them for a completion grade, and each completed reading response is worth 5 points. At the end of the semester, I will drop 2 reading response grades. 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 on a day I collected the responses, you may e-mail me a scanned copy or picture of your reading response within 24 hours after the missed class to receive credit.

\*Due to time constraints, we may not always get to discuss your answers to the RRs, but they are still valuable for getting a firm grounding in basic concepts & keeping up with the reading.

**Lessons Plans (2 x 7.5%; 15% total):** Being able to create lesson plans and materials is an essential skill in the daily life of an ESL teacher. In order to practice this skill, you will prepare two detailed 50-minute lesson plans (including any materials for the lesson) for a classroom context of your choosing. One lesson plan should follow the PPP format, while the other should follow the TBLT format. More details (including a rubric) will be provided on Canvas.

**Authentic Skills-Based Task (1<sup>st</sup> Draft 7.5% + 2<sup>nd</sup> Draft 7.5% = 15% total):** In order to give you practice creating materials for language teaching, you and a classmate will create a 30-minute task that could be used in a language learning classroom. Your task can focus on reading, writing, speaking, or listening. You will share your task with your partner to another group and receive feedback. After you submit your task, I will give you feedback and you will turn in a final draft with the feedback incorporated. More details (including a rubric) will be provided on Canvas.

**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.

**Peer Teaching Demonstration (20%):** You and a group of classmates will design and demonstrate a 30-minute ESL 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 in your class. This assignment will help you gain valuable experience creating and carrying out lessons. For this assignment, there will be three components:

- 1) E-mailing your lesson plan (including materials) to me and meeting with me to receive feedback at least two days before teaching
- 2) Uploading final lesson plan and materials to Canvas by 10:40 AM the day of your demonstration
- 3) Teaching the lesson to the class

**Peer Teaching Reflection (10%):** Within a week of completing your peer teaching, you will write and 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.

**Teaching Portfolio (10%):** When applying for teaching positions, you will usually 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 two lesson plans, (3) your final authentic skills-based task, and (4) the lesson plan from your peer teaching. More details will be provided on Canvas.

\*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 used to 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			
		100—93	A	76—73	C
<b>Assignment</b>	<b>% of Grade</b>	92—90	A-	72—70	C-
Reading Responses	15%	89—87	B+	69—67	D+
Lesson Plans	15% (2 x 7.5%)	86—83	B	66—63	D
Skills-Based Task	15%	82—80	B-	62—60	D-
Classroom Observation	15%	79—77	C+	59—0	E
Peer Teaching Demonstration	20%				
Peer Teaching Reflection	10%				
Final Teaching Portfolio	10%				

## Course Policies

**Attendance:** Because class meetings will include a mix of teacher-led lectures, in-class activities, discussions of course readings, and teaching demonstrations, class attendance is not only mandatory, but vital for your success in this course. You are expected to attend all class meetings on time, with readings and any homework assignments completed in advance. You are expected to stay for the entirety of the class and remain engaged until the end of class. You are also expected to bring your course textbook and other required daily readings to class each day.

However, I understand that life can interfere with course work and you might have to miss class, arrive late, or leave early. For this reason, you are allowed to have **three unexcused absences**. Each unexcused absence beyond that may lower your final course grade by one level (e.g. from A to A-). Excused absences should be consistent with UF policies (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

**Canvas:** Canvas will be our primary communication channel when not in class. Use your Gatorlink to login to <elearning.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.

**Class Recordings:** Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or

utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

**Late work:** Late work is not accepted except in the event of verifiable extenuating circumstances. An extenuating circumstance is an event beyond your control, such as an accident or emergent medical condition. Verifiable means that supporting documents will be required.

**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. If it's the weekend, it may take me more than 24 hours to respond. Please feel free to email with any questions that you have about the course or constructive feedback.

**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 expected 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.

**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.