

# LING 4395: Internship in TESOL

Fall 2019

## Instructor Information

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**Instructor(s):**  
Naoko Witzel

**Office Number:**  
Hammond Hall 127

**Office Telephone Number:**  
817-272-3133 (Main Office)

**Email Address:**  
[naoko@uta.edu](mailto:naoko@uta.edu)

**Faculty Profile:**  
<https://mentis.uta.edu/explore/profile/naoko-witzel>

**Office Hours:**  
By appointment.

## Course Information

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**Section Information:**  
LING 4395 Section 001

**Time and Place of Class Meetings:**

We will not meet regularly as a group for this class. Instead, students will spend time teaching their own classes at their internship sites. All assignments should be submitted via Canvas by the dates specified in the course schedule below.

**Description of Course Content:**

This class is required for the undergraduate TESOL Certificate. It consists of an internship (paid or unpaid), supervised by a faculty internship coordinator, with the student performing duties related to the academic curriculum of TESOL and/or the application of this knowledge. Students are required to perform significant teaching-related duties in an ESL/EFL environment and submit assignments related to the work performed.

**Description of Course Structure:**

This course will be different for each student. While we will have some assignments with set due dates, there is some flexibility involved due to the variety of teaching positions that students will be taking on. If you would like to request an alternative due date for an assignment, you must discuss this with me (the instructor) at least one week before the assignment is due.

Each student is expected to meet with the instructor at least once during the semester. You are also encouraged to contact me regarding any issues, problems, or successes that you might want to discuss, but this is not strictly required. Please make appointments as needed. Because students will be teaching in various parts of town, and we do not have a set time when everyone will be on campus, I will also be available to meet online via Skype. Please email me to arrange appointments.

**Student Learning Outcomes:**

Upon successfully completing this course, students should be able to

- 1) critically evaluate their own teaching in order to refine their individual teaching style.

- 2) use a variety of strategies to solve real-world classroom teaching problems.
- 3) critically evaluate more experienced ESL teachers in order to learn from those who are already in the workplace.
- 4) reflect on their own workplace readiness based on feedback from their course instructor, internship supervisor, peers, and colleagues.
- 5) create a professional resume and statement of teaching philosophy that are appropriate for advertised TESOL positions.

**Required Textbooks and Other Course Materials:**

This course does not require a textbook. All course materials will be provided on the Canvas site for the class (login at <https://uta.instructure.com/>). You are responsible for checking this site regularly to access (among other things) updates, assignments, and grades.

**Descriptions of major assignments and examinations:**

*Please upload all of your written assignments onto the course Canvas site by 9am on the due date, unless otherwise specified.*

*Please note that all assignments will be graded on content. Submitted assignments do not ensure a passing grade. Please be sure to be relevant in all your assignments.*

**60 Hours of Teaching** (40% of your overall grade): This course requires 60 hours of ESL/EFL teaching at an approved organization. These hours should include a minimum of 45 hours of classroom instruction, with the other 15 hours being used for class preparation/lesson planning, required training sessions, peer observations, etc. All of these hours should be completed at single organization (of your choice, of course). If it is not possible for you to do all of this work with a single organization, you should contact me as soon as possible to explain why that is the case and to work out an alternative plan. A list of organizations in the area that students have worked with in the past will be provided. If you would like to work with an organization that is not on this list, that is fine. In either case, you should send me an email with information on your teaching site no later than Wednesday 8/28.

In order to get credit for these hours, you will need to submit a final Hours Log and a form that verifies that you completed your teaching hours (a Teaching Hours Verification Form) at the end of the semester (12/11). In your Hours Log, for each day you are involved in internship activities, you should record the date, time, place, the number of hours that you worked, and the class(es) that you taught/observed. A sample log will be provided, but feel free to create your own to match your teaching situation.

**Reflections** (40% of your overall grade): You will complete 5 reflections over the course of the semester. Each reflection should be 500-750 words long, with the exception of the last reflection, which should be about 1000-1500 words. You should upload each reflection to the course Canvas site by the due date indicated.

*Reflection 1: Pre-service reflection (due 8/28)*

In your first reflection, you should discuss what you would like to get out of this internship class. What would you like to learn about yourself? about ESL/EFL students? about teaching in general? about teaching ESL/EFL classes in particular? What skills would you like to learn/develop during this internship? What are some challenges that you anticipate and how will you try to overcome them?

*Reflection 2: Teaching observation (due 9/11)*

For this observation, you should seek out an ESL/EFL course that is conducted by an experienced instructor (preferably at your teaching site). You should observe at least an hour of class time. In your reflection, you should discuss what you learned from this experience. You should not just provide a summary of what happened in the class. Rather, (i) you should critically assess the instructor's performance (with reference to a list of observation points/questions), (ii) discuss what you learned about teaching, about students, and/or about second language learning from this experience, and (iii) reflect on what you learned from this experience that will influence your teaching practice.

*Reflection 3: Observing yourself (due 9/25)*

For this reflection, you should video record yourself teaching at your teaching site (for a total of ~30-45 minutes of continuous recording). You will then watch your performance and reflect on your strengths and weaknesses as they are illustrated in the video. You will also be asked to respond to a series of questions meant to help you analyze the

lesson itself, your interaction with students and their interaction with each other, and your general teaching style. The video must be submitted to me, preferably as a YouTube link (you can set the upload as private so that the video is only viewable by you and me), along with a detailed lesson plan for the class you recorded and your written reflection. After you submit this assignment, please set up a meeting with me to discuss your teaching performance, lesson plan, and reflection.

*Reflection 4: Feedback follow-up (due two weeks after our meeting related to Reflection 3)*

Two weeks after your meeting with me about your teaching video, you should submit a reflection discussing how your self-observation and the feedback you received from me (as well as from peers/colleagues, if you choose to share with them) have affected your teaching. How has the experience influenced your teaching? What are you doing differently as a result of this feedback?

*Reflection 5: Summary reflection (due 12/11)*

At the end of the course, you will be asked to synthesize the things you have learned throughout the semester. This summary reflection should be 1000-1500 words. In this reflection, you should not just provide a summary of what happened in your class(es). Rather, you should discuss things like (i) what this experience has taught you about second language learning and teaching, (ii) how you have developed as a teacher, and (iii) any challenges you faced and what you did to address these challenges.

Resume and Teaching Statement (20% of your overall grade): Two of the most common items that are requested in applications for teaching positions are (i) a Resume and (ii) a Statement of Teaching Philosophy. As a requirement for this course, you will create versions of these documents, which you can then adapt for job applications in the future. Initial versions of these documents should be submitted by 10/30. I will provide feedback, which you should integrate before your final submission of these documents at the end of the semester (12/11).

**Late Submission of Assignments:**

If you need more time to complete an assignment, make sure to contact me *before it is due* to make the necessary arrangements. Late work is *not* accepted.

**Grading Information**

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**Grading:**

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. Your final grade will be determined as follows (A = 90% or above; B = 80-90%; C = 70-80%; D=60-70%, F = below 60%):

- 40% 60 Hours of Teaching
- 40% Reflections
- 20% Resume and Teaching Statement

**Grade Grievances:**

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.

**Course Schedule**

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*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Naoko Witzel*

Week #	Dates	Assignments & Due Dates
1	8/21-	--Make arrangements to teach at your internship site.
2	8/26-	--Begin teaching. <b>--Send me an email with information on your internship site by 8/28.</b> <b>--Submit Reflection 1 by 8/28.</b>
3	9/3-	--Begin/continue teaching.

		--Make arrangements to observe an ESL class (in preparation for Reflection 2).
4	9/9-	--Continue teaching. --Make arrangements to record your teaching (in preparation for Reflection 3). <b>--Submit Reflection 2 by 9/11.</b>
5	9/16-	--Continue teaching.
6	9/23-	--Continue teaching. <b>--Submit your teaching video and Reflection 3 by 9/25.</b> <b>--Schedule a meeting with me to discuss your video/Reflection 3.</b> **Reflection 4 will be due 2 weeks after our meeting.**
7	9/30-	--Continue teaching. --Schedule a meeting with me to discuss your video/Reflection 3 (if you haven't yet.) **Reflection 4 will be due 2 weeks after our meeting.**
8	10/7-	--Continue teaching. --Schedule a meeting with me to discuss your video/Reflection 3 (if you haven't yet.) **Reflection 4 will be due two weeks after our meeting.**
9	10/14-	--Continue teaching.
10	10/21-	--Continue teaching.
11	10/28-	--Continue teaching. <b>--Submit initial versions of your Resume and Teaching Statement by 10/30.</b>
12	11/4-	--Continue teaching.
13	11/11-	--Continue teaching.
14	11/18-	--Continue teaching.
15	11/25-	--Continue teaching.
16	12/2-	--Complete your teaching.
Exam Week		<b>--Submit final versions of your Resume and Teaching Statement by 12/11.</b> <b>--Submit Reflection 5 by 12/11.</b> <b>--Submit your final Hours Log and Teaching Hours Verification Form by 12/11.</b>

## **Institution Information**

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UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the [Institutional Information](http://www.uta.edu/provost/administrative-forms/course-syllabus/index.php) page (<http://www.uta.edu/provost/administrative-forms/course-syllabus/index.php>) which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

## **Additional Information**

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### **Attendance:**

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, students are required to attend all of their required teaching hours. It is your responsibility to notify your internship site if you are not able to meet an agreed-upon appointment (or otherwise take care of assigned tasks). Remember that you are representing UTA in our community. If you do not show up for your assignment, it reflects poorly not only on you, but also on our department and university as a whole. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington

instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report must the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

### **Student Support Services:**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](#) by appointment, [drop-in tutoring](#), [mentoring](#) (time management, study skills, etc.), [major-based learning centers](#), [counseling](#), and [federally funded programs](#). For individualized referrals, students may call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [Resource Hotline](#) (<http://www.uta.edu/studentsuccess/success-programs/programs/resource-hotline.php>).

### **IDEAS Center:**

**The IDEAS Center** (<https://www.uta.edu/ideas/>) (2<sup>nd</sup> Floor of Central Library) offers **FREE** [tutoring](#) and [mentoring](#) to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at [www.uta.edu/IDEAS](http://www.uta.edu/IDEAS), or call (817) 272-6593.

### **The English Writing Center (411LIBR):**

The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the [Writing Center](https://uta.mywconline.com) (<https://uta.mywconline.com>). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [Writing Center: OWL](#) for detailed information on all our programs and services.

The Library's 2<sup>nd</sup> floor [Academic Plaza](#) (<http://library.uta.edu/academic-plaza>) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the [library's hours](#) of operation.

### **Librarian to Contact:**

Each academic unit has access to [Librarians by Academic Subject](#) that can assist students with research projects, tutorials on plagiarism and citation references as well as support with databases and course reserves.

## **Emergency Phone Numbers**

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In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

## **Library Information**

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### **Research or General Library Help**

Ask for Help

- [Academic Plaza Consultation Services](#) ([library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza))
- [Ask Us](#) ([ask.uta.edu/](http://ask.uta.edu/))
- [Research Coaches](#) (<http://libguides.uta.edu/researchcoach>)

Resources

- [Library Tutorials](#) ([library.uta.edu/how-to](http://library.uta.edu/how-to))
- [Subject and Course Research Guides](#) ([libguides.uta.edu](http://libguides.uta.edu))
- [Librarians by Subject](#) ([library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians))
- [A to Z List of Library Databases](#) ([libguides.uta.edu/az.php](http://libguides.uta.edu/az.php))
- [Course Reserves](#) ([https://uta.summon.serialssolutions.com/#!/course\\_reserves](https://uta.summon.serialssolutions.com/#!/course_reserves))
- [Study Room Reservations](#) ([openroom.uta.edu/](http://openroom.uta.edu/))