

Syllabus LINGC 583/LING 5813/LING 6813 Practicum

Semester: Fall 2023

Instructor Vicky Wason

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Office LNCO 2930 (big room across from elevator)

Office Hours in the will all be Online and by Request:

<https://utah.zoom.us/j/3189042002>

Zoom Room with waiting room for privacy

Class Time & Location This is an online course

Course Organization All of the material you will need for each week will be located within the modules. Course modules can be located by clicking on “Modules” along the left-hand side of the course webpage or on "Modules" from the Homepage.

Course Description: LING 5813 focuses on the development of second and foreign language teaching skills, particularly skills for lesson planning and delivery for different levels of language proficiency and different contexts. To this end, the course is designed to give preservice teachers opportunities to do the following: (1) identify indicators of effective language instruction, (2) develop skills in observing second language (L2) classes, (3) select and/or develop instructional activities appropriate for different levels of language proficiency and contexts, (4) develop skills in planning lessons for L2 learners, (5) practice teaching skills using a variety of instructional strategies, (6) incorporate constructive criticism into lesson planning and micro-teaching demonstrations. The course has either a 20-hour field experience requirement for LING 5813 and LINGC 583. There is a 30-hour field experience requirement for LING 6813. LING 6813 also requires that students develop a professional e-portfolio. The professional e-portfolio is optional for LINGC 583 and LING 5813.

Course Objectives and Methods of Assessment

The practicum course is designed to give students in the TESOL Certificate Program, the Linguistics BA, and other students interested in second language (L2) pedagogy, opportunities to work directly with English learners (ELs) in a classroom setting and under the supervision of a cooperating teacher. This course is designed to give students opportunities to:

1. develop skills in observing second language (L2) classes,
2. become more familiar with L2 teaching environments,
3. demonstrate skills in planning L2 lessons
4. plan classroom activities appropriate for L2 learners
5. practice using a variety of teaching strategies for language learners
6. incorporate constructive criticism into lesson planning and classroom teaching
7. demonstrate ability to select and use appropriate L2 teaching strategies

8. develop materials appropriate to a specific context

Field experience Options

You need to find a cooperating teacher and report back to the instructor by **September 3, 2023**. Each student should meet with the instructor for recommendations on finding an appropriate field placement.

20 Hours of Field Experience are required for LINGC 583 and LING 5813. 30 Hours is required for graduate students.

Some Choices are listed below. A more complete list is under the FE Module

1. Adults: ESLCenter <https://www.eslcenter.org/>

Kate Donoviel, k.donoviel@eslcenter.org

or Jessica Hercules j.hercules@eslcenter.org

locations at Deseret Industries

Sugar House or Murray

2. High School

Ms. Rebecca Richardson (Teacher of the year 2019)

(She has been a cooperative teacher for many on our students)

Rebecca.Richardson@slcschools.org

East High School

801-583-1661

Ms. Lucy Beauclair (she has been a cooperative teacher for many of our students)

lucy.beauclair@slcschools.org

East High School

801-583-1661

3. Adults Education at Horizonte Adult Education

Amber Quispe

amber.quispe@slcschools.org

School <https://horizonte.slcschools.org/adult-school>

4. Adults

Guadalupe Schools <https://vimeo.com/518748864>

<https://quadschool.org/get-involved/english-tutoring/>

Amber Christensen at 801-531-6100 (ext. 102) or amber.christensen@quadschool.org

5. Adults Rose Park Neighborhood Center

<https://gsfutah.org/volunteer/>. Please reach out to Susana Garcia with any questions at 385-301-8257 or susana@gsfutah.org.

6. Adults Lumos Language School: <https://www.lumos.edu/> private English language school in Utah. Tuesday-Friday. Evening classes at 7:30 to 9:30

jennifer@lumos.edu.

7. Adults: Salt Lake Community College <https://www.slcc.edu/satts/programs/esl.aspx>
contact Associate Dean: Maria.Ammar@slcc.edu

8. Adults: Assist teachers at the English Language Institute at the U of U.
Lisa Fuller. *Assistant Director*
eli.utah.edu

9. Children: Check with your local elementary or middle school. Start the process early. The background check process may take some time.

10. Adults: American One English School in West Valley City <https://americanone-esl.com/>
Teresa Fletcher teresaf@americanone-esl.com

11. Adults U.S. Ling Institute, Murray, Utah www.usling.edu
Sarah Barowski, sarah@usling.edu

12. other schools in your community with a large ELL population. Maybe you already have a school in mind.

Qualifications of cooperating teachers. Cooperating teachers should meet the following criteria.

1. Have at least one year of classroom experience teaching ELLs,
2. Hold at least an ESL endorsement or TESOL certificate for public school or adult education (Note: If you plan to work in higher education, your cooperating teacher must have a master's degree or Ph.D. in TESL/Applied Linguistics or a related field.),
3. Have evidence of successful teaching and/or an administrator's recommendation,
4. Have an interest in L2 teacher education, and
5. Obtain approval of the course instructor for LINGC 5813/Linguistics 5813-095 (CEL section) & Ling 6813.

Lesson Plans

Lesson planning is very important for the practicum. In the module on "Lesson Planning," you will receive specific instruction on how to plan lessons. You will develop **two lesson** plans for this course.

Lesson Plan Delivery

You will need to create a short teaching demonstration, film yourself teaching, and upload the short video to CANVAS. **Flipgrid** is recommended. In the demonstration,

imagine that you are teaching to the students in your field experience situation. You don't need to have actual students in your video. In your demonstration, you will need to do the following:

- Provide your course instructor and your peers a clear understanding of what will be covered in the lesson (the lesson objectives) and at whom the lesson is aimed. Use PowerPoint slides, a chart, poster, or some other visual aid to present this information (1-2 minutes)
- Choose one of the instructional tasks from your lesson plan. Give instructions for the activity. (3-4 minutes). The instructions should be given orally and reinforced in text. You should explain how to use any handouts or realia and model how to complete the activity. You are free to recruit "students" for your short video for the modeling portion of your demonstration, but it is not a requirement. There is a detailed Rubric available on Canvas.

Discussion Forum: You can access the discussion forum via the "Discussions" tab. The discussion forum is a wonderful way to learn from others and to learn more about teaching and TESOL. You will also have the opportunity to ask and answer one another's questions about the course content and your field experience, share your own web links or other course-related material with the rest of the class, and to simply discuss what you are learning from your field experience. Posting to the Discussions is a requirement for the course. You should post to the discussions at least ten times throughout the semester in different weeks. Discussion threads, e-mails, and chat rooms are all considered to be equivalent to classrooms, and student behavior within those environments shall conform to the Student Code. Specifically:

- Posting photos or comments that would be off-topic in a classroom are still off-topic in an online posting.
- Disrespectful language and photos are never appropriate.
- Using angry or abusive language is not acceptable, and will be dealt with according to the Student Code. The instructor may remove online postings that are inappropriate.
- Do not use ALL CAPS, except for titles or overuse of certain punctuation marks such as exclamation points and question marks.
 - Course e-mails, e-journals, and other online course communications are part of the classroom and as such, are University property and subject to the Student Code. Privacy regarding these communications between correspondents must not be assumed and should be mutually agreed upon in advance, in writing.

Graded Assignments:

Quizzes. There will be short multiple-choice quizzes to be completed during the semester. The quizzes will be located within the module for the week that they cover. Quizzes will cover topics and materials assigned for the week and will not be cumulative. Quizzes are open book and open material, but they are timed (somewhere between 7-10 minutes, depending on the number of questions). You will not have time to look up the material during the quiz. Please prepare for the quizzes before beginning them.

Time Log. Please keep track of your field experience hours. You will find a log form in Field Experience Module. Please print out this form and give it to your Cooperating Teacher as his/her signature is required for each classroom experience. You are encouraged to spend more than 20 hours if you benefit from this field experience. Some students complete the term with their cooperative teacher. Please scan this form, save it as a pdf or jpg file and upload it to CANVAS before the deadline.

Community Engaged Learning (CEL) (OPTIONAL)

Section 095 of LING 5813 has been designated as a **Community Engaged Learning course**. If you are interested in changing over to the CEL section, let me know. You will need a special registration code.

WHAT IS CEL?

Community Engaged Learning (CEL) combines academic coursework with the application of institutional resources to address challenges facing communities through

- Engagement that addresses societal needs identified by a community.
- Intentional integration of learning objectives co-created with community partner(s).
- Student preparation and ongoing critical reflection.
- Clearly articulated benefits for students, community, and campus partners
- Opportunities to critically examine social issues and situate self within a community setting.

WHERE WOULD I DO MY 20 HOURS if I CHOOSE CEL?

Any school which serves new immigrants and does not charge tuition.

WHAT ELSE WOULD I DO IF I CHOSE SEC 095 CEL?

Reflection is an essential part of community engaged learning. In the context of the program, reflection is the act of discovering meaning behind our community engagement experiences. Rather than a simple counting and reposting of your hours, you will be asked to articulate the relationship between different interactions and deeper issues and concepts.

Students can use different methods for reflection such as journaling, writing a poem or song, making a video, or art. For a reflection to meet the program criteria it must meet 3 Core Elements:

Description (What?),
Meaning (So What?),
and Action (Now What?)

Learn more at bennioncenter.org

Summary of Course Requirements

There is a table on Canvas that provides you with a summary of the course requirements. The percentage of the total grade (e.g., 10%) is approximate and is based on the percentage of points possible. The instructor reserves the right to make minor changes to point assignments as deemed necessary.

Grades will be assigned based on the total number of points achieved. All graded assignments are expected to be completed and submitted by the due date. Do communicate with your instructor if situations come up and you need an extension. Once the assignment link closes, you will not be able to submit your work.

Letter Scoring

A	100% - 94%
A-	93.9% - 90%
B+	89.9%–87%
B	86.9%–84%
B-	83.9% - 80%
C+	79.9%–77%
C	76.9%–74%
C-	73.9% - 70%
D+	69.9%–67%
D	66.9%–64%
D-	63.9% - 60%
E	59.9%–0%

Assignments are Weighted.

Field Experience Assignments 50%

Watch, Learn & Reflect Assignments 20%

Lesson Planning Assignments 20%

Discussion & Quizzes 10%

EXTRA CREDIT:

In this course students can earn extra credit for participation in Linguistics studies this semester. For more information and to sign up for linguistics studies, please visit:

<https://sites.google.com/view/speech-acquisition-lab/participate-in-experiments>

Researchers in the [Speech Acquisition Lab](https://sites.google.com/view/speech-acquisition-lab/) (<https://sites.google.com/view/speech-acquisition-lab/>) explore questions about how languages' sound systems are learned by adults, such as: How do adult learners' multiple languages influence each other? Why are some new sounds harder for adults to learn than others? What sources of information do adult language learners draw on when learning a new sound system?

If you need accommodation of any kind, have a question about accommodation, and/or prefer to complete an alternative assignment for any reason, please create a Sona account and then email us at speechacquisitionlab@gmail.com. Arrangements for alternative assignments must be made before the current semester's add/drop deadline. If no study appointments are available, check back later, as new appointments are added periodically. If you have any questions or concerns regarding the Linguistics Study Pool or the Sona sign-up system, please contact the Linguistic Study Pool coordinators at speechacquisitionlab@gmail.com.

INSTITUTIONAL POLICIES & PROCEDURES

Faculty and Student Responsibilities:

“All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and failing grade. Students have the right to appeal such action to the Student Behavior Committee.”

“Faculty...must strive in the classroom to maintain a climate conducive to thinking and learning.” PPM 8-12.3, B.

“Students have a right to support and assistance from the University in maintaining a climate conducive to thinking and learning.” PPM 8-10, II. A.

Wellness Statement

I stand in support of compassion, dignity, value-of-life, equity, inclusion, and justice for all individuals regardless of color, race/ethnicity, sexual orientation, religion, language, socioeconomic status, ability, gender, gender identity or expression, immigration status, or any type of marginalization. I stand in support of making our society more inclusive, just, and equitable for all individuals. I stand against individual and systemic racism in all its various forms.

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - www.wellness.utah.edu; 801-581-7776.

If you need help, reach out for [campus mental health resources](#), including free counseling, trainings and other support.

Lauren's Promise is a vow that anyone – faculty, staff, students, parents, and community members – can take to indicate to others that they represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking. I have taken this vow. I vow to: 1.) listen to and believe those individuals who are being threatened or experiencing sexual assault, dating violence or stalking; 2.) represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking; and 3.) change campus culture that responds poorly to dating violence and stalking. By making Lauren's Promise, individuals are helping to change campus cultures that respond poorly to dating violence and stalking throughout the nation. Learn more about taking the vow: <https://attheu.utah.edu/students/jill-mccluskey-theres-work-to-be-done/>

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. It is expected that students adhere to University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: <https://regulations.utah.edu/academics/6-410.php>

Sexual Misconduct

Addressing Sexual Misconduct. Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, (801)581-8365, or the Office of the Dean of Students, 270 Union Building, (801)581-7066. For support and confidential consultation, contact the Center for Student Wellness, SSB 328, (801)581-7776. To report to the police, contact the Department of Public Safety, (801)585-2677(COPS)

Campus Safety

The University of Utah values the safety of all campus community members. To report suspicious activity, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Withdrawal Policy and "I" Grade Policy

Failure to withdraw from school results in a E or EU (Links to an external site.) grade being recorded in all classes.

Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade of "W" is not used in calculating the student's GPA.

For more information concerning the withdrawal policy, click here (Links to an external site.).

An Incomplete grade can be given for work not completed due to circumstances beyond your control. You must be passing the course and have completed at least 80% of the required coursework. Arrangements must be made between you and the instructor concerning the completion of the work. You may not retake a course without paying tuition. If you attend class during a subsequent term, to complete the coursework, you must register for the course. Once the work has been completed, the instructor submits the grade to the Registrar's Office. The I grade will change to an E if a new grade is not reported within one year. A written agreement between you and the instructor may specify the grade to be given if the work is not completed within one year. Copies of the agreement are kept by the instructor and the academic department.

Students with Disabilities

The University of Utah does not discriminate based on race, color, religion, national origin, sex, age, status as a disabled individual, sexual orientation, gender

identity/expression, genetic information or protected veteran status, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services.

Additionally, the University endeavors to provide reasonable accommodations and to ensure equal access to qualified persons with disabilities. Inquiries concerning perceived discrimination or requests for disability accommodations may be referred to the University's Title IX/ADA/Section 504 Coordinator:

Director, Office of Equal Opportunity and Affirmative Action 201 South Presidents Circle, Rm. 135 Salt Lake City, UT, 84112 801-581-8365 (voice/tdd) 801-585-5746 (fax).
OEO/AA provides disability, religious, and pregnancy accommodation forms.
www.oeo.utah.edu.

Link to campus resources, such as the [Center for Disability and Access](https://disability.utah.edu/) (https://disability.utah.edu/)

Student Names & Personal Pronouns Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account, which managed can be managed at any time). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT Resource Center.
https://lgbt.utah.edu/campus/faculty_resources.php
Vicky Wason's personal pronouns are she/her.

Namecoach: is available fall semester starts on August 21, 2023.

The tool has two parts: Namecoach Recorder, which allows users to record their names in an audio file via phone, web recorder, or file uploader, and NameCoach Roster, which allows students and instructors to listen to and learn the names of others in a Canvas course.

Instructions on how to use Namecoach in Canvas are available in this [IT Knowledge Base article](#).

Dr. Anne Cook, director for the [Martha Bradley Evans Center for Teaching Excellence \(MBE-CTE\)](#) and professor in the [College of Education](#), called Namecoach an "important step in the right direction in supporting student diversity and belonging."

"Like personal pronouns, the spelling and pronunciation of an individual's name is an important reflection of their personal identity," Cook said. "Integrating this kind of tool within Canvas will help us demonstrate better support and respect for all members of the campus community." If you have questions about the U's instance of Namecoach, your local IT support staff may be able to assist, or you may contact your respective help desk: UIT Help Desk (801-581-4000) or ITS Service Desk (801-587-6000).

Undocumented Student Support. Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.

TESOL Advising:

<https://linguistics.utah.edu/undergraduate/tesol-certificate/index.php>

COVID 19 Information: The University of Utah has implemented reasonable health and safety protocols, taking into account recommendations by local, state and national public health authorities, in response to the COVID-19 pandemic. For the most up-to-date information on COVID-19 protocol, please refer to <https://coronavirus.utah.edu/>. Other resources are 1. Student Guidance: What Steps to Take for a Possible or Confirmed COVID-19 Exposure 2. Registrar's Office COVID-19 Information and FAQ's 3. Housing & Residential Education

Department Antiracism Statement:

<https://linguistics.utah.edu/about/antiracism-statement.php>

Veterans Support Center If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M---F 8- --5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason. I have 5 brothers and sisters who service in the US military.

Learners of English as an Additional/Second Language:

If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the [Writing Center](#); the English Language Institute <https://eli.utah.edu>. Please let me know if there is any additional support you would like to discuss for this class.

Making the Most of Your Experience

Free tutoring to all University of Utah students at The Learning Center.

Visit <https://learningcenter.utah.edu> [Links to an external site.](#) for a list of courses, tutors' schedules, and to schedule an appointment. learningcenter@utah.edu | 801-581-5153 | M LIB 173