

## **FOL 6943 Fall 2020**

### **Prof. Theresa A. Antes**

Class hours: Tuesday 8 :30-9 :20, asynchronous, excepted as noted (see course calendar)

Tuesday and Thursday: 9 :35-10 :25 on Zoom. Link provided on Canvas.

Office hours: Tuesday and Thursday 10:40-11:30 et 13:55-14:45 on Zoom :  
<https://ufl.zoom.us/j/9490848604>

### **Course Description and Objectives**

This course will address both theoretical and practical issues related to the teaching of foreign languages at the college level. Typically, class time will be divided between the discussion of theoretical issues raised in the assigned readings and the application of theory to the implementation of foreign language teaching practices. Among our goals is to help students develop the necessary skills to critically evaluate language acquisition theories, methods, teaching practices and materials, as well as to explore and develop techniques for teaching the four skills, grammar, vocabulary and culture. In addition to discussing theoretical issues, students will carry out a variety of assignments, including development and evaluation of teaching and testing materials, observation of classes, and reflective self-assessment.

### **Required Texts / Readings**

The main readings for this course will be the textbook “Enacting the Work of Teaching: High Leverage Teaching Practices,” accompanied by several methodology modules developed by the University of Texas-Austin, accessible on-line at <http://www.coerll.utexas.edu/methods/> . Students are expected to come to class having read all text and viewed all videos for the assigned module, as noted on the calendar (below).

Additional readings, available on Canvas, will be taken from:

- Brandl, Klaus (2007). *Communicative Language Teaching in Action: Putting Principles to Work*. Prentice Hall.
- Ellis, Rod and Natsuko Shintani (2014). *Exploring Language Pedagogy through Second Language Acquisition Research*. Routledge
- Farrell, Thomas (2007). *Reflective Language Teaching: From Research to Practice*. Continuum.
- Vandergrift, Larry and Christine Goh (2012). *Teaching and Learning Second Language Listening: Metacognition in Action*. Routledge

## Assigned Readings

The course syllabus outlines the assignments for each class meeting. All participants are expected to come to class having thoroughly prepared (readings and videos, as appropriate), and ready for discussion. *Failure to attend, to prepare in advance, or to participate in class will result in a reduced final course grade.*

## Grading System

Course participants will receive a point grade for all required work, and a letter grade at the end of the semester, based on the standard percentage scale (i.e., 93-100 = A, 90-92 = A-, 87-89 = B+, 83-86 = B, 80-82 = B-, etc.). *Failure to turn work in on time will result in reduced points for that assignment, and thus a reduced grade for the course as a whole.* Points for this course will be distributed as follows:

Class participation and discussion of readings:	20 points
Asynchronous assignments (12 @ 5 points each)	60 points
Lesson plan	10 points
Discussion board posts and responses: (4 @ 10 points each)	40 points
Case Studies (3 @ 10 points each)	30 points
Microteaching (2 @ 15 points each)	30 points
Teaching philosophy	10 points

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200 points

According to university guidelines, letter grades will convert to GPA as follows: A = 4.0; A- = 3.67; B+ = 3.33; B = 3; B- = 2.67; C+ = 2.33; C = 2.0; C- = 1.67; D+ = 1.33; D = 1.0; D- = .67; E = 0; WF = 0; I = 0 NG = 0; S-U = 0

## Class participation / discussion

Much of this course involves active discussion of the assigned readings, followed by application of the material in practicum-style activities that we will engage in during class time and/or during asynchronous activities. While I will guide the discussion with Powerpoint slides, I expect full participation from all students. Take notes as you read, if necessary, so that you can add comments, ask questions, etc. A major component of your final grade will come from your contribution to the class discussion and your participation in follow-up activities.

## Asynchronous assignments

A variety of activities, ranging from journaling to the creation of tasks that your students might complete, will be assigned for the asynchronous class meetings. Some will be assigned for individual completion and others for group work. All must be completed no later than Tuesday at 9:30 am on the due date in order to earn full credit.

Students who wish to do so may complete these activities earlier (on the weekend, for example).

### **Lesson plan**

Early in the semester, students will be asked to submit a lesson plan for a future class. Following information in the Brandl chapter on lesson planning, students will be asked to indicate how they are shaping their lesson (warm-up, incorporation of new material, practice, cool down, etc.), explain how much time will be spent on various activities, which will be teacher-led vs. pair and small-group, and why, etc. Objectives and goals for the lesson and activities included in it must be made clear in order to earn maximum points. Details on how this lesson plan should be structured will be provided during the discussion of the Brandl chapters on lesson planning and instructional sequencing.

### **Discussion board posts**

Four times over the course of the semester, you'll engage in a discussion board activity with your classmates, to further exchange ideas concerning how we teach and learn the skills discussed in the module in question. On Thursday after class, I'll post a topic. You should respond by **Saturday at midnight**. No later than **Tuesday at 8:30**, read the responses of your classmates and leave comments for *at least* two of your classmates – choosing at least one classmate with whom you do not always interact in class. Well-reasoned responses and comments that show how you have integrated the reading(s) and are reflecting on it as you teach may earn bonus points!

### **Microteaching**

Twice during the semester, once toward the beginning and once toward the end, you will have the opportunity to present a lesson to the class for comments and constructive criticism. Please note that the second microteaching will take place **ON CAMPUS the week of Nov 17**, in a room TBA. Specifics concerning how these microlessons should be structured will be provided.

### **Case studies**

On several occasions, students will be asked to consider scenarios that are presented, in writing, in fictional classrooms in terms of the readings that we have discussed in class. Students will respond to questions about the pedagogical and theoretical issues that are presented in the case, and to propose possible solutions.

### **Teaching Philosophy**

What we believe about the learning process often informs how we teach, and all students in the class will be asked to reflect on the interaction between learning and teaching throughout the course of the semester. For those who plan to seek employment

in the profession, employers typically ask for a statement of your teaching philosophy, and it's important to be able to enunciate this coherently. We'll begin by looking at sample statements of teaching philosophies, and discuss how our teaching methods are shaped and improved by taking time to think carefully about what we're doing as teachers: the materials that we use, the lesson plans that we create, the technology that we incorporate, etc. As a final activity, students will revise early drafts of their teaching philosophies into a final version that they can eventually incorporate into a professional portfolio.

## **Policies**

### **Zoom course attendance and privacy**

Attendance during Zoom course meetings is mandatory. Students who are unable to attend are expected to provide documented excuses for their absences, as they would for in-person classes. Undocumented absences are subject to the penalty noted above. Upon request from students, Zoom classes may be recorded. Students should be advised that these recordings will then be made available to the class (only). Those who wish to do so may opt to turn their cameras off during recordings. Please see the **netiquette** document in Canvas for other policies related to the Zoom meetings.

### **Accommodations for Students with Disabilities**

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

### **Religious Holidays:**

Students and faculty must cooperate to allow each person to observe the holy days of his or her faith. Following UF policy, a student must **inform** the faculty member of the religious observances of his or her faith that will **conflict** with class attendance, with tests or examinations, or with other class activities **prior to the class or occurrence of that test or activity. No make-ups will be given after a holiday unless arrangements were made in advance with the instructor.**

### **Course Evaluations:**

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 <https://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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

## **Academic Honesty Guidelines -- Department of Languages, Literatures and Cultures, University of Florida**

Academic honesty and integrity are fundamental values of the University community. An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action.

Violations of the Academic Honesty Guidelines include but are not limited to:

**Cheating.** The improper taking or tendering of any information or material which shall be used to determine academic credit. Taking of information includes copying graded homework assignments from another student; working with another individual(s) on graded assignments or homework; looking or attempting to look at notes, a text, or another student's paper during an exam.

**Plagiarism.** The attempt to represent the work of another as the product of one's own thought, whether the other's work is oral or written (including electronic), published or unpublished. Plagiarism includes, but is not limited to, quoting oral or written materials without citation on written materials or in oral presentations; submitting work produced by an on-line translation service or the translation feature of an on-line dictionary as your own.

**Misrepresentation.** Any act or omission with intent to deceive a teacher for academic advantage. Misrepresentation includes lying to a teacher to increase your grade; lying or misrepresenting facts when confronted with an allegation of academic honesty.

**Bribery, Conspiracy, Fabrication.** For details see website below.

The UF Honor Code states: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit the following pledge is either required or implied:

On my honor, I have neither given nor received unauthorized aid in doing this assignment.

Violations of this policy will result in disciplinary action according to the judicial process.

For more details go to: <http://www.aa.ufl.edu/aa/Rules/4017.htm>

**Course Calendar**

Week of	Tuesday	Thursday
Sept. 1	Introduction Farrell Ch. 1 Introduction to Ellis & Shintani Ch. 1	Ellis & Shintani Ch. 1
Sept. 8	ASY: Farrell Ch. 9 <b>Journal 1 due: Concerns / Challenges</b>  SYN: Lesson Planning & Instructional Sequencing Brandl Ch. 2	Brandl Ch. 6 <b>Discussion Board Post 1 due</b>
Sept. 15	ASY: <b>Journal 2 due : Ellis &amp; Shintani principles</b>  SYN: Oral Skills – Listening Vandergrift & Goh Chs 2 & 9 <b>Lesson Plan due</b>	HLTP Ch. 1
Sept. 22	ASY: <b>Journal 3 due: Teaching Listening and Speaking in an online environment</b>  SYN: Oral Skills – Speaking UT Module – Speaking (Lessons 3 & 4)	HLTP Ch. 2 <b>Discussion Board Post 2 due</b>
Sept. 29	ASY: Farrell Ch. 6 <b>Journal 4 due: Lesson plan reflections</b>  SYN: Task-based Language Teaching Van Den Branden (2016), Designing Tasks <b>Microteach 1 due – Voicethread / PPT</b>	Statement of Teaching philosophy : <a href="https://drakeinstitute.osu.edu/instructor-support/teaching-portfolio-development/philosophy-teaching-statement">https://drakeinstitute.osu.edu/instructor-support/teaching-portfolio-development/philosophy-teaching-statement</a> <b>Case Study 1 due</b>
Oct. 6	ASY: <b>Analysis of classmates' microteach sessions due</b>  Feedback HLTP Ch. 6 Leaver et al Ch. 4 pp 103	Leaver et al Ch. 4 pp 103-129
Oct. 13	ASY: <b>Feedback analysis due</b>  SYN: Building Vocabulary UT Module – Vocabulary	Vocabulary Tasks <b>Discussion Board Post 3 due</b>
Oct. 20	ASYN: <b>Task 1 due: Vocabulary</b>  SYN: Developing Grammatical Proficiency UT Module – Grammar	Grammar Tasks
Oct. 27	ASYN: <b>Journal 5 due: Midterm observations</b>  SYN: Teaching Culture UT Module – Culture	Culture Tasks <b>Case Study 2 due</b>
Nov. 3	ASYN: <b>Task 2 due: Culture</b>  SYN: Written Skills – Reading UT Module – Reading	HLTP Ch. 3 <b>Discussion Board Post 4 due</b>
Nov. 10	ASYN: <b>Journal 5 due: Interactions between skills</b>	Reading / Writing Tasks <b>Case Study 3 due</b>

	SYN: Written Skills – Writing UT Module – Writing	
Nov. 17	<b>Microteaching 2</b> – Incorporating tasks <b>ON CAMPUS</b>	<b>Microteaching 2</b> – Incorporating tasks <b>ON CAMPUS</b>
Nov. 24	ASYN: <b>Task 3 due: Reading / Writing</b>  SYN: Assessment UT Module – Assessment	Thanksgiving break – No class
Dec. 1	ASYN: <b>Journal 6: Next semester</b>  SYN: Exam / Portfolio Assessment	Feedback, Writing
Dec. 8	SYN: Conclusions <b>Teaching Philosophy due</b>	Study day – No class

