

**TRIAL COURSE OR NEW COURSE PROPOSAL**  
(Attach copy of syllabus)

**SUBMITTED BY:**

Department	<b>Linguistics Program</b>	College/School	<b>CLA</b>
Prepared by	<b>Duff Johnston</b>	Phone	<b>(907) 474-5235</b>
Email Contact	<b>djohnston2@alaska.edu</b>	Faculty Contact	<b>Duff Johnston</b>

1. ACTION DESIRED (CHECK ONE): Trial Course  New Course

2. COURSE IDENTIFICATION: Dept **LING** Course # **F200** No. of Credits **1**

Justify upper/lower division status & number of credits: This course is a basic introduction to a field of study that also serves as an entry-level course for the proposed Minor in Teaching English to Speakers of Other Languages (TESOL), which the Linguistics Program hopes to offer for the first time in AY 2015-2016. Students are not expected to have any previous knowledge of the field before they take the course.

3. PROPOSED COURSE TITLE: **The Field of Teaching English to Speakers of Other Languages**

4. To be CROSS LISTED? YES/NO **No** If yes, Dept:  Course #

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED? YES/NO **No** If yes, Dept.  Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

\* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi (undergraduate and graduate versions) will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

6. FREQUENCY OF OFFERING: **Fall**  
Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17) **AY 2015-2016**

**8. COURSE FORMAT:**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check all that apply)  1  2  3  4  5  6 weeks to full semester

OTHER FORMAT (specify) \_\_\_\_\_

Mode of delivery (specify lecture, field trips, labs, etc) **Lecture**

9. CONTACT HOURS PER WEEK: **1** LECTURE hours/weeks  LAB hours /week  PRACTICUM hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)

**10. COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a complete description:

FISH F487 W, O Fisheries Management

3 Credits Offered Spring

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. *Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor.* Cross-listed with NRM F487. (3+0)

**LING F200 The Field of Teaching English to Speakers of Other Languages**

1 Credit Offered Fall

The course provides an introduction to the profession of English second language teaching with a focus on the types of knowledge, training, and experience valued in the field as well as available international and U.S. employment options. The course is offered on a pass/fail basis. *Prerequisites: ENGL 111.* (1+0)

**11. COURSE CLASSIFICATIONS:** Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? **If YES, attach form.**

YES:

NO:

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6

W = Writing Intensive, Format 7

X = Baccalaureate Core

**11.A Is course content related to northern, arctic or circumpolar studies? If yes, a** **“snowflake” symbol will be added in the printed Catalog, and flagged in Banner.**

YES

NO

**12. COURSE REPEATABILITY:**

Is this course repeatable for credit?

YES

NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

**13. GRADING SYSTEM:** Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change – Format 2 form.

LETTER:

PASS/FAIL:

**RESTRICTIONS ON ENROLLMENT (if any)**

**14. PREREQUISITES**

ENGL 111

These will be required before the student is allowed to enroll in the course.

**15. SPECIAL RESTRICTIONS, CONDITIONS**

**16. PROPOSED COURSE FEES**

\$

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

**17. PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?

No

Yes/No

If yes, give semester, year, course #, etc.:

### 18. ESTIMATED IMPACT

*WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.*

The Linguistics Program will need to dedicate faculty and space to this new course offering. Dr. Duff Johnston is scheduled to teach the course in the fall of 2015 if the course is approved.

### 19. LIBRARY COLLECTIONS

*Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.*

No

Yes

Not needed; the instructor has access to all needed course resources.

### 20. IMPACTS ON PROGRAMS/DEPTS

*What programs/departments will be affected by this proposed action?  
Include information on the Programs/Departments contacted (e.g., email, memo)*

#### **Linguistics Program**

Program Chair: Patrick Marlow

907-474-7446, [pemarlow@alaska.edu](mailto:pemarlow@alaska.edu)

No other departments or programs are affected.

### 21. POSITIVE AND NEGATIVE IMPACTS

*Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.*

No potential negative impacts on other departments or programs are expected from the course.

The course will allow the Linguistics Program to develop the proposed Minor in TESOL, which is scheduled to be offered for the first time in the fall of 2015. LING F200 is an entry-level course that introduces the field to students, and it is expected to serve as a point of entry to the new minor.

### JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

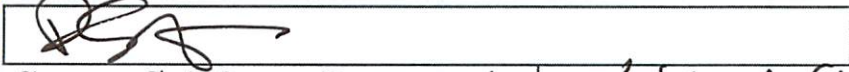
The Linguistics Program has developed a new Minor in TESOL, which it plans to begin offering in AY 2015-2016. LING F200 provides an introduction to and overview of the field of study that will help students put the later linguistic, methodological, and practical teaching experiences they gain in the minor into context.

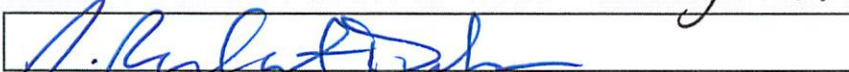
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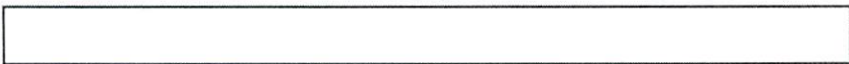
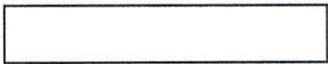
**APPROVALS: Add additional signature lines as needed.**

X  Date 9-26-14  
Signature, Chair, Program/Department of: Linguistics

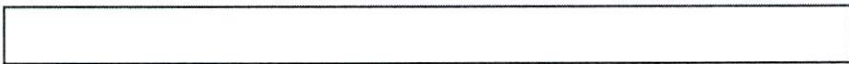
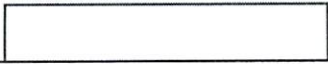
 Date 10/3/14  
Signature, Chair, College/School Curriculum Council for: CLA

 Date 10/3/14  
Signature, Dean, College/School of: CLA


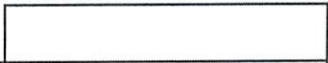
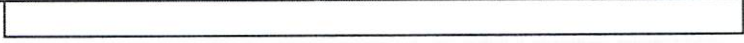
Offerings above the level of approved programs must be approved in advance by the Provost.

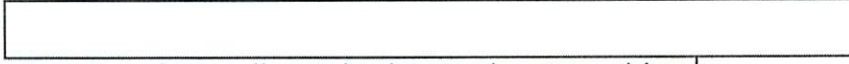


 Date   
Signature of Provost (if above level of approved programs)

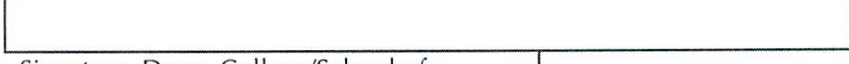


**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

 Date   
Signature, Chair  
Faculty Senate Review Committee:  Curriculum Review  GAAC  
 Core Review  SADAC

**ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)**

 Date   
Signature, Chair, Program/Department of: 

 Date   
Signature, Chair, College/School Curriculum Council for: 

 Date   
Signature, Dean, College/School of: 

**ATTACH COMPLETE SYLLABUS (as part of this application).** This list is online at:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

#### **SYLLABUS CHECKLIST FOR ALL UAF COURSES**

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

##### **1. Course information:**

Title,  number,  credits,  prerequisites,  location,  meeting time  
(make sure that contact hours are in line with credits).

##### **2. Instructor (and if applicable, Teaching Assistant) information:**

Name,  office location,  office hours,  telephone,  email address.

##### **3. Course readings/materials:**

Course textbook title,  author,  edition/publisher.

Supplementary readings (indicate whether  required or  recommended) and

any supplies required.

##### **4. Course description:**

Content of the course and how it fits into the broader curriculum;

Expected proficiencies required to undertake the course, if applicable.

Inclusion of catalog description is *strongly* recommended, and

Description in syllabus must be consistent with catalog course description.

##### **5. Course Goals (general), and (see #6)**

##### **6. Student Learning Outcomes (more specific)**

##### **7. Instructional methods:**

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

##### **8. Course calendar:**

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

##### **9. Course policies:**

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

##### **10. Evaluation:**

Specify how students will be evaluated,  what factors will be included,  their relative value, and  how they will be tabulated into grades (on a curve, absolute scores, etc.)  Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

[http://www.uaf.edu/files/uafgov/Info-to-Publicize-C\\_Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf)

##### **11. Support Services:**

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

**12. Disabilities Services:** Note that the phone# and location have been **updated**. <http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

5/21/2013

**The Field of Teaching English to Speakers of Other Languages****Course Syllabus**

**Note:** The course schedule and specific assignments or activities may be modified during the semester. The instructors will inform you of any changes in advance.

**Course Information:**

Course Number & Section	LING F200 F01
Course Title	The Field of Teaching English to Speakers of Other Languages
Course Dates	Aug. 31 – Dec. 13
Credits	1
Class Day & Time	Mondays, 9:15-10:15 a.m.
Classroom	402 Gruening Building

**Instructor Information:**

Instructor	Duff Johnston
Office	866 Gruening Building
Office Hours	<i>To Be Announced</i>
Email Addresses	djohnston2@alaska.edu
Office Phone	(907) 474-5235

**Course Description:**

The course provides an introduction to the profession of English second language teaching with a focus on the types of knowledge, training, and experience valued in the field as well as available international and U.S. employment options. *Prerequisites:* ENGL 111. (1+0)

**Course Materials:**

The course uses a variety of materials. These may include textbook, academic journal, and other readings; audio and video recordings; and a range of online materials. The instructor will provide access to all materials at no cost to students.

To ensure regular, out-of-class communication, students must have University of Alaska (UA) email accounts and check their accounts several times a week. The instructor will contact students at their UA email addresses, and students are expected to email the instructor from these same addresses.

**Instructional Methods:**

Class sessions will involve short lectures; whole-class and small-group discussions; and question-and-answer sessions with guest speakers.

**Course Goals:**

To help undergraduate students understand the field of TESOL including the types of knowledge, training, and experiences valued by employers as well as the wide range of settings in which students may teach English as a second or foreign language in the future.

**Student Learning Outcomes:**

By the end of the semester, students will be better able to:

- **Express** their understanding of the field of TESOL including major types of knowledge, training, and experience required to teach English as a second or foreign language.
- **Reflect** on their interest in, questions about, and future goals for working in the field of TESOL.

**Tentative Semester Schedule:**

*Please see separate schedule document.*

**Course Assignments:**

**Class participation:**

Participation is the main component of this course, and it is worth 70% of each student's final course grade.

Students are expected to prepare for and actively engage in all classroom activities. The instructor will evaluate student **preparation** and **participation** by giving every student a full point, half point, or no point for each class.

Students demonstrate **preparation** for sessions by completing assigned homework readings, viewings, and other out-of-class assignments and by sharing the knowledge they gain from these assignments during class activities.

Students demonstrate their **participation** in class by actively listening and speaking in discussion and question-and-answer activities.

For every class session a student is prepared and participates, the student will receive a full point (1). Instructors will give students who are not prepared or who do not adequately participate in a session a half point (0.5). Students who make no effort at participation by

falling asleep, texting, refusing to talk during discussions, or otherwise disrupting class will receive no point (0) for the class session.

Instructors will inform a student any time she or he receives a half point or no point for participation. At the end of the semester, instructors will calculate total participation grades by calculating the total points received by each student and dividing these totals by 14, the total number of possible participation points. The resulting percentage for each student will then be converted into a score out of 70 points.

**Reflection papers:**

20% of students' course grades will be based on reflection papers. Students will complete *ten double-spaced, one-page reflection papers* during the course of the semester. Each paper will be worth two points.

Reflection papers will help students process what they are learning about the field of TESOL and will be graded based on the length and thoughtfulness of the written responses. Students who submit at least one full page of writing and who demonstrate a depth of thought in that paper will receive two points. Students who do not submit a full page or who do not submit an adequately thoughtful response will receive at most one point.

Due dates for reflection papers can be found in the tentative schedule. Each paper must be submitted via email by 8:00a.m. on class days. Paper formatting and content guidelines will be discussed during the first class session. Late or short papers will also receive no more than one point.

**Final presentation:**

10% of students' course grades will be based on a 10-minute final presentation at the end of the semester. In these presentations, students will discuss their experiences in the course and their thoughts on possible future work in the field of TESOL. Presentations will be evaluated holistically on their thoroughness and thoughtfulness. Presentation guidelines will be provided in class.

**Evaluation Policies:**

This is a Pass/Fail course. Instructors will evaluate each student's work using a 100-point scale. 70 points on the scale will come from participation grades with the remaining 30 points coming from reflection papers and an end-of-the-semester presentation.

	<i>Points</i>
Participation	70
Reflection papers (10 x 2 points)	20
Final presentation	<u>10</u>
<b>Total</b>	100

Students who receive at least 75 points out of 100 in the class will receive a passing grade.



## Course Policies & Classroom Conduct

### **Attendance:**

Due to the limited number of contact hours in this course, students are expected to attend every class session. A student who misses a class without an official excuse will have fifteen participation points deducted from her or his grade. Students cannot make up these lost points. A second unexcused absence will result in the student failing the course.

To receive an official excuse, a student must present a formal Student Health Center note or other official document (letter from a UAF Resident Assistant, copy of an official police report, etc.). The instructor will determine if the official document provides the student with an excused absence. If a student provides an official excuse for an absence, she or he will not lose any participation points. Instead, that class's participation score will simply not be part of the student's final participation grade.

If a student knows she or he will miss or be late to a class, it is recommended that she or he contact the instructor **at least three hours** before the class. In some cases the instructor may be able to approve an official excuse before the missed class.

Students who miss a class should make sure they get any class materials or notes they missed from classmates. It is not the instructor's responsibility to provide students with these materials and notes.

### **Tardiness:**

Tardiness of ten or more minutes will result in a student receiving an unexcused absence unless an official excuse is provided. Students who are late 5 to 9 minutes three times during the semester will also receive an unexcused absence unless there is an official excuse for one or more of the episodes of tardiness.

### **Disabilities statement:**

Students who have a physical or other impairment that may substantially limit their participation in the course and its activities should inform the instructor of this condition as soon as possible. With documentation confirming the disability and assistance from the university's **Office of Disability Services**, the instructor will provide reasonable accommodations that will allow the student to successfully complete all coursework. It is the student's responsibility to contact the *UAF Office of Disability Services* – 208 Whitaker Building; (907) 474-5655 – if any accommodations are necessary.

### **Student support services:**

UAF is committed to equal opportunity for all students. Students who are the first in their families to attempt a four-year college degree, or students whose incomes are low, have opportunities for tutorial and other forms of support from the office of Student Support Services. Please make an appointment with Student Support Services at (907) 474-6844 (514 Gruening Building).

**Student code of conduct:**

As a UAF student, you are subject to UAF's student code of conduct (<http://uaf.edu/catalog/current/academics/regs3.html>):

"Honesty is a primary responsibility of yours and every other UAF student. The following are common guidelines regarding academic integrity:

1. Students will not collaborate on any quizzes, in-class exams or take-home exams that contribute to their grade in a course unless the course instructor grants permission. Only those materials permitted by the instructor may be used to assist in quizzes and examinations.
2. Students will not represent the work of others as their own. Students will attribute the source of information not original with themselves (direct quotes or paraphrases) in compositions, theses and other reports.
3. No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.

Alleged violations of the Code of Conduct will be reviewed in accordance with procedures specified in regents policy, university regulations and UAF rules and procedures. For additional information and details about the Student Code of Conduct, contact the dean of students or visit [www.alaska.edu/bor/](http://www.alaska.edu/bor/)."

In this course, violations of the Code of Conduct would most likely involve plagiarism in reflection papers and final presentations.

At a minimum, if the instructor encounters incidents of cheating, plagiarism (using someone else's words or ideas without giving them proper credit), or other forms of academic dishonesty in a student's work, he/she may impose in-class penalties including the assignment of a failing grade **or** no points for the assignment involved.

In extreme cases of academic dishonesty, the instructor may involve university officials in a further review of the student's behavior and a determination of possible further sanctions against the individual.

**Use of technology in the classroom:**

Students may not use laptops/tablets, cell phones, or other technology in the classroom unless they receive explicit permission from the instructor.

Unpermitted use of technology especially use that is disruptive to classroom activities may result in a student receiving no point for participation in a given class. The instructor will inform the student anytime no participation points are given for technology use.

If a student continues to use technology in the classroom without permission after receiving one no point for participation, the instructor may give the student an unexcused absence.

**The Field of Teaching English to Speakers of Other Languages**

***Tentative Semester Schedule***

**Note:** The course schedule and specific assignments or activities may be modified during the semester. The instructor will inform you of any changes in advance.

<b>Week</b>	<b>Date</b>	<b>Class Topics</b>	<b>Reflection Paper Topic</b>	<b>Other Homework Assignments</b>	<b>Guests</b>
1	Aug. 31	Course overview & member introductions			
2	Sept. 7	<b>Labor Day – No Classes</b>			
3	Sept. 14	Course overview & key terms in the field of TESOL			
4	Sept. 21	ESL: K-12 education in the United States	<b>1:</b> Your general thoughts about & plans for teaching English as a second or foreign language	<b>Read:</b> <ul style="list-style-type: none"> <li>• <b>FNSBSD - Language Learner Program Web page</b> (and links in left-hand column):  <a href="http://www.k12northstar.org/departments/federal-programs/ell">http://www.k12northstar.org/departments/federal-programs/ell</a> </li> </ul>	<ul style="list-style-type: none"> <li>• Jenny Randall, FNSBSD ELL/Bilingual Program Coordinator</li> <li>• FNSBSD ELL teacher/ facilitator</li> </ul>
5	Sept. 28	ESL: Adult education & intensive English programs (IEPs) in the United States		<b>Read:</b> <ul style="list-style-type: none"> <li>• <b>Literacy Council of Alaska - Adult Literacy page</b>  <a href="http://www.literacycouncilofalaska.org/Adult.html">http://www.literacycouncilofalaska.org/Adult.html</a> </li> <li>• <b>ESL courses at UAF – fall 2014</b> (handout)</li> </ul>	<ul style="list-style-type: none"> <li>• Melanie Wells, Director Adult Literacy Programs</li> <li>• Holly De Land, Adult Literacy Support</li> <li>• Donna Anger, Director of UAF's Office of International Programs and Initiatives</li> <li>• UAF ESL teaching assistant</li> <li>•</li> </ul>

Week	Date	Class Topics	Reflection Paper Topic	Other Homework Assignments	Guests
6	Oct. 5	EFL: Govt.-sponsored & volunteer programs overseas	2: Your thoughts on teaching English as a second language in the U.S.	<p><b>Read two of the following:</b></p> <ul style="list-style-type: none"> <li>• <b>JET Programme Web site</b> (all links under Introduction tab) <a href="http://www.jetprogramme.org/">http://www.jetprogramme.org/</a></li> <li>• <b>EPIK Web site</b> (all information in Duties &amp; Contract links) <a href="https://www.epik.go.kr/contents.do?contentsNo=52&amp;menuNo=2">https://www.epik.go.kr/contents.do?contentsNo=52&amp;menuNo=2</a></li> <li>• <b>Peace Corps Education Overview</b> (handout)</li> <li>• <b>CIEE Teach Abroad</b> <a href="http://www.ciee.org/teach/">http://www.ciee.org/teach/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Returned JET Programme volunteer</li> <li>• Returned Peace Corps Volunteer</li> </ul>
7	Oct. 12	EFL: Institutional contracts overseas		<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <b>U.S. Embassy in China “Teaching English in China” Web page</b> <a href="http://beijing.usembassy-china.org.cn/acs_teach.html">http://beijing.usembassy-china.org.cn/acs_teach.html</a></li> <li>• <b>Shantou University - English Language Center</b> <a href="http://elc.stu.edu.cn/Home/">http://elc.stu.edu.cn/Home/</a></li> </ul> <p><b>Skim:</b></p> <ul style="list-style-type: none"> <li>• <b>Dave’s ESL Café - Job Center</b> <a href="http://www.eslcafe.com/jobs/">http://www.eslcafe.com/jobs/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Former EFL teachers with institutional contracts</li> </ul>
8	Oct. 19	<ul style="list-style-type: none"> <li>• Impressions and questions from ESL classroom observation</li> </ul>	3: Your thoughts on teaching overseas <i>(cont. on next page)</i>	<p><b>Observe:</b></p> <ul style="list-style-type: none"> <li>• One ESL lesson at UAF or the Literacy Council of Alaska <i>(cont. on next page)</i></li> </ul>	

Week	Date	Class Topics	Reflection Paper Topic	Other Homework Assignments	Guests
8 (cont.)	Oct. 19 (cont.)	<ul style="list-style-type: none"> <li>TESOL knowledge, training, &amp; experience</li> </ul>	4: Observation impressions and questions	<i>(you can observe this lesson and complete reflection paper 4 any time before Oct. 14)</i>	
9	Oct. 26	Knowledge: Second language acquisition – theory & research		<b>Read:</b> <ul style="list-style-type: none"> <li>Ortega (2009) <i>Understanding second language acquisition</i> (pp. 1-8)</li> </ul>	Dr. Wendy Martelle
10	Nov. 2	Knowledge: Theory & methods of second language teaching	5: What theories make most sense to you?	<b>Read:</b> To be announced	Dr. Sabine Siekmann
11	Nov. 9	Knowledge: The English language – knowledge & skills	6: What methods or approaches to teaching make most sense to you?	<b>Read:</b> To be announced	Dr. Burns Cooper & Dr. Siri Tuttle
12	Nov. 16	Knowledge: How to teach English & respond to learner language Classroom teaching activity	7: What parts of English are the most important to teach? What parts might be most difficult to teach?	<b>Read:</b> <ul style="list-style-type: none"> <li>Tarone &amp; Swierzbins (2009) <i>Exploring learner language</i> (pp. TBD)</li> </ul> <b>Watch:</b> <ul style="list-style-type: none"> <li>Tarone &amp; Swierzbins (2009) <i>Exploring learner language – video</i></li> </ul>	Dr. Wendy Martelle
13	Nov. 23	Training: Mentoring, practicum/ internship teaching	8: Your reflections on teaching an ESL activity	<b>Teach:</b> <ul style="list-style-type: none"> <li>One short (15-20 min.) activity in an ESL lesson at UAF or the Literacy Council of Alaska.</li> </ul>	

Week	Date	Class Topics	Reflection Paper Topic	Other Homework Assignments	Guests
14	Nov. 30	Training: Degrees, certificates, & career paths		<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <b>CELTA</b>  <a href="http://www.cambridgeenglish.org/exams-and-qualifications/celta/">http://www.cambridgeenglish.org/exams-and-qualifications/celta/</a></li> <li>• <b>Choosing an MA in TESOL (handout)</b></li> <li>• <b>UAF's MA in SLATE</b>  <a href="http://www.uaf.edu/linguist/manual/">http://www.uaf.edu/linguist/manual/</a></li> </ul>	
15	Dec. 7	Experience: What is valued on the job market – panel discussion Course evaluation	9: What questions do you have about teaching ESL/EFL that were not answered in the class?		
Final	Dec. 15	Student presentations	10: What you've learned from the class & what you think about the field of TESOL = <i>this paper will form the basis of your presentation</i>		