TLL 2834: Micro-course for Students Interested in Teaching English Abroad

Course information
Meeting time: 4 Tuesdays from 1:00-4:00 on the following dates: 2/4, 2/11, 2/18, 2/25
Meeting place: WWPH 4130
Credits: 1 unit

Instructor information
Instructor: Heather Hendry
Email: heh15@pitt.edu

Purpose:
This micro-course is intended for students who are considering teaching English abroad or in non-traditional domestic educational settings. The purpose of the course is to *introduce* students to core language teaching practices that have been identified by the field to yield the highest gains in student learning. By the end of the four sessions, through a practice-based approach, students will understand and apply four core language teaching practices (Interaction and Target Language Comprehensibility, Culturally Responsive Teaching, Building a Discourse Community, and Iterative Backward Design for Lesson Planning), and use these language practices to create materials and prepare for future instruction.

Classroom Community:
The class will function as a *discourse community*, using a shared language to help and support each other's learning; showing kindness to each other when giving feedback, reactions, and advice; and being responsible and helpful to class-members. Each class participant will grow individually from the positive and critical feedback that is provided to each other.

The class will meet therefore, as a community of practice. "A community of practice is a group of individuals who share a concern and a passion for something they do. Together the group learns how to improve performance as they support and interact with each other regularly" (Wenger, 2010).

Communities of practice **apply** teaching **knowledge** to **teaching actions**. Communities of practice are about DOING and IMPROVING what they do, not just memorizing and displaying knowledge of facts. Communities of practice are action-oriented.

Essential questions:
- Who are we? Why are we here? What is *our* Discourse Community?
- How do I provide Interaction and Target Language Comprehensibility (I-TLC) language when teaching Multilingual Learners (MLLs)?
- How do I ensure my teaching is culturally responsive? How do I honor and validate students' diverse identities, learning preferences and cultural backgrounds? How do I address my own cultural experiences and perspectives when teaching?
- How do I foster a discourse community that supports the development of interpersonal communication among my MLLs?
- How do I plan language lessons for MLLs that are aligned with the World Language Readiness Standards?

Required Texts (available as e-books on Canvas):
Glisan, E.W., & Donato, R. (2016). *Enacting the work of language instruction: High-leverage teaching practices.* Alexandria, VA: ACTFL

Glisan, E.W., & Donato, R. (2021). *Enacting the work of language instruction: High-leverage teaching practices, Volume 2.* Alexandria, VA: ACTFL.

Course Assignments/Evaluation:

Annotated I-TLC story script	20 points
Survey for future students	20 points
Interpersonal Task	20 points
Lesson plan	20 points
Participation and class discussion	20 points (5 pts/week)
	100 points

Date	In-class Topics	Readings	Ideas Assignments
Week 1 Tues., Feb. 4	**Introduction to Course and Class Community:** • Who are we? Why are we here? What is our Discourse Community? **Interaction and Target Language Comprehensibility (I-TLC)** • How do I provide comprehensible language when teaching Multilingual Learners (MLLs)?	Glisan & Donato (2016) Chapter 1	
Week 2: Tues., Feb. 11	**Culturally responsive teaching:** • How do I ensure my teaching is culturally responsive? • How do I honor and validate students' diverse identities, learning preferences and cultural backgrounds? • How do I address my own cultural experiences and perspectives when teaching?	Glisan & Donato (2016) Chapter 1 "What is Culturally Responsive Teaching?" Will & Najarro	**Assignment 1 Due:** Annotated I-TLC story script
Week 3: Tues., Feb. 18	**Interpersonal communication:** • How do I foster a discourse community that supports the development of interpersonal communication among my MLLs?	Glisan & Donato volume 1 (blue): Chapter 2	**Assignment 2 Due:** Survey for future students
	Lesson Planning Through Iterative Backward Design • How do I plan language lessons for MLLs that are aligned with the World Language Readiness	Glisan & Donato volume 2 (purple): Chapter 2	**Assignment 3 Due:** Interpersonal Task

| | Standards?
• How do I plan a lesson using iterative backward design?
• How do I plan a lesson that has a meaningful, purposeful context?
• How do I write functional language objectives? | | **Assignment 4 Due (March 11):** Lesson plan |

Class Policies:

Attendance: This course is an opportunity for you to become part of a community of learners who are committed to learning through reading, writing, listening, discussing, and collaborating. To be a part of that community, you need to attend every class meeting and participate thoughtfully in all activities. Final grades **will be** lowered because of absences and lack of participation and collaboration. Each unexcused absence will result in a 10-point loss to the final grade. Arriving to class late and leaving early will count as absences. If you attend all classes on time, and participate **actively** in the face-to-face class discussions, you will receive all 40 participation points (10 points per class).

Course Assignments: Course assignments are due on the date indicated. It is the expectation that all assignments will be submitted to Canvas on time regardless of class attendance. Late assignments will result in a 10% loss of points for each day late (weekends included). Late assignments will not be accepted after three days past the due date and the assignment will be scored zero. However, if you have a personal circumstance in which you need an extension on an assignment, please email me prior to when the assignment is due, and an extension can be negotiated. It is important to be proactive rather than reactive with deadlines and due dates.

Professionalism: Professionalism and engagement are core components of the course, as they are important competencies for effective teachers. Your colleagues are counting on the combined preparedness, enthusiasm, engagement and commitment to your education. Thus, in this course, you will be held to the highest of professional standards and treated as such. Language usage should also reflect your goal of developing a professional demeanor. It is presumed that cell phones will be kept on silent and not used during class time. Likewise, although laptops may be used for note taking, it is unprofessional to be surfing the web during class time. Additionally, working on other work during class time (i.e. working on other homework, checking emails) is unprofessional and may affect your grade.

Department Policies:

Disabilities: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 216 William Pitt Union, (412) 648-7890 or (412) 383-7355 (TTY), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Academic Integrity: Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

Statement on Classroom Recording: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

TLL Departmental Grievance Procedures: The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in TLL believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow this procedure:

1. The student should talk directly to the faculty member to attempt to resolve the matter.
2. If the matter cannot be resolved at that level, the student should talk to the relevant program coordinator.
3. If the matter remains unresolved, the student should talk to the associate chair of TLL
4. If needed, the student should next talk to the SOE associate dean of students
5. If the matter still remains unresolved, the student should file a written statement of charges with the dean's designated Academic Integrity Administrative Officer

Food/Housing Insecurity
Many students, both undergraduate and graduate, experience housing and/or food insecurity that can impact their academic work and general health. Please know there are resources available to you that are confidential. Of course, you are welcome to speak with me if you need support in contacting the right people/offices:

- **Pitt Pantry** (Food Pantry available to the wider University community)
  - https://www.sustainable.pitt.edu/student-organizations/pitt-pantry/
  - **Off-Campus Housing Office:** http://www.ocl.pitt.edu/