

## Exploring the Portfolio

Linguistics 6910

Fall 2013

**Phone:** 797-8318

**E-mail** [karin.dejongekan@usu.edu](mailto:karin.dejongekan@usu.edu)

**Office:** Old Main 002-J

**Office hours:**

Mondays 8:30 – 9:30 AM

Thursdays 2-3 PM

or by appointment.

### Course Goal

In the MSLT program, we see the portfolio both as a process and a product. The sequence of LING 6910, LING 6920, and LING 6930 is designed to aid students in understanding the process and in composing the product. In LING 6910, students will:

- Read a number of completed MSLT portfolios, and thus learn about the structure and requirements of the MSLT portfolio
- Begin writing their own portfolio, implementing revisions as suggested by peers and instructor
- Observe other language teachers (minimum 3 class periods, including one class taught in a language not known by the observer), to continue developing a personal perspective on effective language teaching
- Attend one MSLT portfolio defense, to develop a sense of what a defense will be like.

In the process, students will also improve their grasp of the standards of academic writing and the rules of the APA Style Manual. By the end of the semester, students will have a reasonably complete draft of the following components of their portfolio:

Professional Environment, Apprenticeship of Observation, the beginnings of a personal Teaching Philosophy, and an Annotated Bibliography on one topic.

### Textbooks

Two publications have been selected for use in this course:

Macaulay (2011). *Surviving linguistics: A guide for graduate students* (2<sup>nd</sup> ed.). Somerville, MA: Cascadilla Press.

Weinstein, L. (2012). *Writing doesn't have to be lonely*. Cambridge, MA: OneOfAKindBooks.

Additional readings will be made available in electronic format.

### Assignments:

1. *Journaling:* The night before class, email the instructor a 1-page journal in which you describe your thoughts and feelings about the portfolio process, what you've learned so far, what you've been working on, and what you hope to get out of class the next day. Then, after class, email the instructor another 1-page journal in which you describe what you learned in class, what remains unclear, and what your portfolio goals are over the next few weeks. The pre-class journals are due

Wednesday night before Thursday's class; the post-class journals are due the next day (Friday) by 5:00 PM. The journals are part the course grade.

2. **Quotes & Notes:** Gather quotes from readings you're doing for other MSLT classes or outside of class, particularly things that relate to what you believe about good language teaching. These should be things you might wish to include in your teaching philosophy. After you type out the quote and its complete citation (incl. page number), add your response to the quote. It is especially useful to relate the quote to other things you've read. On Sep 19, Oct 24, and Nov 21, bring 6 typed Quotes & Notes to class. This is part of the final grade.

*Example:*

**Quote:** "We are all immigrants today because we are learning to live in a world we are not familiar with"  
**Citation:** Watkins-Goffman, L. (2006). *Understanding cultural narratives: Exploring identity and the multicultural experience* (p. 104). Ann Arbor, MI: University of Michigan Press.  
**Note:** This quote relates to the need for teachers to continue learning alongside their students. In my view, it refers to the fact that, because the world keeps changing, we are never done learning. This reminds me of Mary-Catherine Bateson's book *Peripheral visions: Learning along the way* (1994). Also, this quote relates to teacher empathy: When students are learning a new language and a new culture, they are in unfamiliar territory, and it is our job to help them get their bearings and figure things out.

3. **Observations:** To develop a personal perspective on effective language teaching, you will observe other language teachers (minimum 3 class periods, including one class taught in a language you do not know), and submit a 500-word Observation Report after each. These will be needed in LING 6920 for which you will compose a Reflection Paper discussing your own Teaching Philosophy as compared with the practice of other teachers, both those observed during LING 6910 and those observed during LING 6920. The Reflection Paper will become part of the portfolio.
4. **Attend an MSLT portfolio defense.** At some point in the future, you will defend your own MSLT portfolio. To get a sense of what that is like, it is very helpful to attend several such defenses. Send the instructor an email with your reaction to one MSLT defense you attend this semester. This is part of your grade.
5. **Portfolio Progress & Class attendance:** The bulk of your course grade comes from evidence of steady progress on your portfolio. *Each time you submit a revised version of a particular piece, please also submit the most recent previous version, for faster feedback.*

To find MSLT portfolios, go to the USU Library website. Below the picture of the library, you'll see a tab marked "DigitalCommons@USU". Click on this, and type the term MSLT in the search bar. This will give you all the MSLT portfolios defended since May

2011. Alternatively, you can read MSLT portfolios that are stored on the bookshelf in our department's conference room.

See next page for complete schedule and assignments. For each date on the schedule, the assignments must be completed by the time you come to class that day. Please note that this is too much to complete the night before class. Manage your time wisely during the weeks that we don't meet for class, and keep on top of your portfolio work.

We will spend quite some time discussing plagiarism and how to avoid it. It is your responsibility to know the definitions and consequences of plagiarism; see the USU General Catalog: <http://catalog.usu.edu/content.php?catoid=3&navoid=265>

Date	Readings, Assignments, & Discussion
Aug 29	<ul style="list-style-type: none"> <li>• Introductions; new students meet returning students.</li> <li>• Discuss handout “Portfolio Notes” (blue), and “Tips for Navigating”.</li> </ul>
Sep 19	<ul style="list-style-type: none"> <li>• Find and skim through 3 MSLT portfolios, paying close attention to format and structure.</li> <li>• Read the Apprenticeship of Observation in those 3 Portfolios. Prepare to discuss.</li> <li>• Also read Macauley Ch. 1 &amp; 2. Be prepared to discuss 2 things that struck you.</li> <li>• Write your own Apprenticeship of Observation. Bring three copies to share with others today for peer critique, plus one for instructor.</li> <li>• Bring 6 Quotes and Notes typed out; be prepared to share your 2 favorite ones orally.</li> <li>• Bring to class your copy of <i>Writing doesn't have to be lonely</i>.</li> </ul>
Oct 24	<ul style="list-style-type: none"> <li>• Find and skim through 3 MSLT portfolios. Take notes on what strikes you, and any questions you have. Prepare for discussion.</li> <li>• Write your own Professional Environment. Bring four copies.</li> <li>• Read a sample Annotated Bibliography in the portfolio of Indira Garrido or Wenrui Chen.</li> <li>• Write a first draft of an Annotated Bibliography. Bring four copies.</li> <li>• Read Macaulay Ch. 3</li> <li>• Read more about plagiarism: <a href="http://owl.english.purdue.edu/owl/resource/589/1">http://owl.english.purdue.edu/owl/resource/589/1</a> (all tabs under “plagiarism”), and also <a href="http://wpacouncil.org/node/9">http://wpacouncil.org/node/9</a> (all pages). Be ready to ask questions about proper citing &amp; referencing, so you can avoid plagiarism.</li> <li>• Bring 6 Quotes and Notes typed out; be prepared to share your 2 favorite ones orally.</li> </ul>
Nov 21	<ul style="list-style-type: none"> <li>• Read Macaulay Ch.4, 5, &amp; 6.</li> <li>• Read the handout on APA format. Use this format consistently in all your MSLT work from this day forward. For further details, read <i>APA Manual</i>, Ch. 6 &amp; 7, and <a href="http://owl.english.purdue.edu/owl/section/2/10">http://owl.english.purdue.edu/owl/section/2/10</a> .</li> <li>• Bring a first draft of your personal Teaching Philosophy (2 copies for peers, and one for the teacher), about 4 pages double-spaced. While some of it can be off-the-top-of-your-head ideas, you must also include a few citations to back up your beliefs.</li> <li>• Bring 6 Quotes &amp; Notes typed out; be prepared to share your 2 favorite ones orally.</li> </ul>
Dec 5	<ul style="list-style-type: none"> <li>• Question-and-answer session with students from LING 6930; hear their advice about finishing the program successfully.</li> </ul>
Dec 13	<ul style="list-style-type: none"> <li>• Turn in revised Annotated Bibliography, revised Professional Environment, revised Apprenticeship of Observation, and revised Teaching Philosophy (min. 4 pages double-spaced with some references &amp; citations [APA style]).</li> <li>• If not submitted earlier in the semester: Turn in a Reaction to an MSLT defense you attended this semester. Submit three Teaching Observation Reports.</li> </ul>

See rubric for final assessment on next page:

<p style="text-align: center;">Components checklist:</p> <ul style="list-style-type: none"> <li>• Apprenticeship of Observation</li> <li>• Professional Environment</li> <li>• Teaching Philosophy (minimum 4 pages double-spaced, with citations, and list of Ref)</li> <li>• One Annotated Bibliography (minimum 7 sources)</li> </ul>	<p style="text-align: center;">Points Possible</p>	<p style="text-align: center;">Points Earned</p>
Proper use of APA for Citations and Annotations	15	
Careful Attention to Spelling and Grammar	7	
<b>Written work</b>	<b>70</b>	
<b>Defense reaction</b>	<b>7</b>	
<b>Three classroom observation reports</b>	<b>23</b>	
<b>Quotes &amp; Notes</b>	<b>10</b>	
<b>Journals</b>	<b>20</b>	
<b>TOTAL</b>	<b>130</b>	

Score for the semester: \_\_\_\_\_%      Letter grade (final) \_\_\_\_\_