

Developing the Portfolio

Linguistics 6920

Fall 2013

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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 this course (LING 6920), students will:

- Read a number of successfully defended MSLT portfolios, focusing on qualities that make for an outstanding portfolio.
- Continue to improve their grasp of the standards of academic writing, and the rules of the APA Style Manual.
- Continue writing their own portfolio, implementing revisions as suggested by peers and instructor
- Attend two MSLT portfolio defenses, to develop a sense of what a defense will be like.
- Observe other language teachers (minimum 3 class periods), to continue developing a personal perspective on effective language teaching

By the end of the semester, students will have reasonably well developed drafts of the following components of their portfolio: Teaching Philosophy, (incl. Professional Environment and Apprenticeship of Observation), Reflection Paper comparing own Teaching Philosophy with Observations of Other Teachers, a minimum of two well-developed Artifacts, and 20 or more Annotations.

Readings

Readings will be made available in electronic format. If you struggle with writing, a highly recommended text you may wish to purchase is Weinstein, L. (2012) *Writing doesn't have to be lonely*. Cambridge, MA: OneOfAKindBooks.

Assignments:

1. *Journaling:* The night before class, write 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, write 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. These journals are to be submitted in electronic form

via e-mail to the instructor. The pre-class journals are due the night before portfolio class; the post-class journals are due by noon two days following portfolio class. They count as part of 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. After you type out the quote and its complete citation, add your response to the quotes. It is particularly useful to relate the quote to other things you've read. On Sept 13, Oct 11, and Nov 15, when we meet as a class, bring at least 6 quotes and your responses. This counts as part of the final grade.
3. *Observations*: To continue developing a personal perspective on effective language teaching, you will observe other language teachers (minimum 3 class periods), and submit a 500-word Observation Report after each. The observation reports will serve as the basis for a Reflection Paper in which you discuss your own Teaching Philosophy as compared with the practice of other teachers, both those observed during LING 6910 and those observed during LING 6920. This will become a part of the portfolio.
4. *Attend two MSLT portfolio defenses*. LING 6920 students are getting closer to the day they will defend their 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 an MSLT defense you attend each time after you attend one. This is part of your grade.
5. *Portfolio Progress & Class attendance*: Evidence of steady progress on your portfolio forms the bulk of your course grade. ***Each time you submit a revised version of a particular piece, please also submit the most recent previous version, for faster feedback.***

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: 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 & Discussion |
|--------|--|
| Aug 29 | Introductions. Syllabus discussion. Goal setting. |
| Sep 12 | <ul style="list-style-type: none"> • Go to the library and read 2 MSLT portfolios, paying close attention to the format and structure. Take notes and write down any questions you have. Prepare for discussion. • Bring your revised Teaching Philosophy, as well as the most recent previous draft with instructor's scribbles on it. Bring 2 copies of your new teaching Philosophy for peer and instructor feedback. • Bring a copy of <i>revised</i> papers from classes you didn't take with Dr. dJ-K. • Bring your resume. • Bring revised Annotated Bibliography from previous semester (new format, min. 7 sources). • Re-read Portfolio Notes handout to grasp format expectations. • Read Kozol (2007) ch. 8, and Troop (2011). Be prepared to discuss 2 things that struck you. • Bring 6 Quotes & Notes; be prepared to share your favorite two. |
| Oct 3 | <ul style="list-style-type: none"> • Outline the thematic structure of your Teaching Philosophy, noting which artifact will exemplify which theme(s). • Read selected chapters from E.M. Rickerson & B. Hilton (2006). <i>The Five-Minute Linguist</i>. • Refresh your memory about plagiarism: http://owl.english.purdue.edu/owl/resource/589/1 (all tabs under "plagiarism"), and also http://wpacouncil.org/node/9 (all pages). Be ready to ask questions about proper citing & referencing, so you can avoid plagiarism. • Bring second Annotated Bibliography (different topic than the first one; min. 7 sources). • Use the worksheet (sent as an email attachment) to keep track of your progress on the various components of your Portfolio, indicating which parts are near completion, and which parts are still missing. • Start thinking about who your committee members should be. • Bring 6 Quotes & Notes; be prepared to share your favorite two. • Bring <i>Writing doesn't have to be lonely</i>; prepare to discuss new strategies you'll try. |
| Nov 14 | <ul style="list-style-type: none"> • Bring a new-and-improved Teaching Philosophy. Bring 2 copies of your new teaching Philosophy for peer and instructor feedback. • Read selected chapters from A. Kohn (2011). • Before class, read the hand-out containing 3 diagrams (Spolsky, 1989; Gass & Selinker, 2001; Brown, 1994). • Discussion of the 3 diagrams and other possible diagrams of language teaching. • Submit Supervisory Committee Form and Program of Study form to Grad School. • Bring 6 Quotes & Notes; be prepared to share your favorite two. |
| Dec 5 | <ul style="list-style-type: none"> • Meet with those who have just completed the MSLT program successfully • Submit everything you have compiled for the Portfolio. See rubric on next page. • Read Strunk & White's (1999) <i>Elements of Style</i> (4th ed.) over winter break. |

| Components checklist: | Points Possible | Points Earned |
|---|-----------------|---------------|
| <ul style="list-style-type: none"> • Apprenticeship of Observation, portfolio-ready | 10 | |
| <ul style="list-style-type: none"> • Professional Environment, portfolio-ready | 5 | |
| <ul style="list-style-type: none"> • Teaching Philosophy (minimum 7 pages double-spaced, with citations, and list of Ref) | 15 | |
| <ul style="list-style-type: none"> • Reflection Paper comparing own Teaching Philosophy with Observations of Other Teachers | 10 | |
| <ul style="list-style-type: none"> • Two well-developed Annotated Bibliographies proper format, revised (min. 7 sources each) | 20 | |
| <ul style="list-style-type: none"> • Two artifacts, revised carefully after they were turned in for course grade; close to portfolio-ready | 20 | |
| Proper use of APA for Citations and Annotations | 20 | |
| Careful Attention to Spelling and Grammar | 10 | |
| | | |
| Written work | 110 | |
| Two defense reactions | 10 | |
| Three classroom observation reports | 20 | |
| Quotes & Notes | 30 | |
| Journals | 30 | |
| TOTAL | 200 | |

Score for the semester: _____% Letter grade (final) _____