



Developing the Portfolio

Linguistics 6920

Fall 2017

Instructor: Dr. Karin deJonge-Kannan

Phone: 435-797-8318 **E-mail** karin.dejongekan@usu.edu **Office:** Old Main 002-J

Office hours: 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), Professional Development through Classroom Observation, at least two well-developed Artifacts, and two Annotated Bibliographies.

Readings

Readings will be made available in electronic format.

Assignments:

1. *Journaling:* The night before each 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 5 PM the day following portfolio class. They count as part of the course grade.

2. *Quotes & Notes:* Gather quotes from readings you are 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. When we meet for class Sep 13, Oct 4, and Nov 1, bring at least 6 quotes and your responses. This counts as part of the final grade.
3. *Do three Classroom Observations:* To continue developing a personal perspective on effective language teaching, you will observe other language teachers and submit an Observation Report after each (using one of the forms supplied). The observation reports from LING 6910 and 6920 will form the basis of the Portfolio section entitled Professional Development through Classroom Observation, in which you discuss your own Teaching Philosophy as compared with the practice of other teachers. A first draft will be written this semester.
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 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. From LING 6910, you know 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 30	Introductions. Syllabus discussion. Goal setting.
Sept 13	<ul style="list-style-type: none"> • Go to the library and skim 2 MSLT portfolios, paying close attention to the format and structure. Take notes and write down any questions you have. Prepare for discussion. • Bring 2 printed copies of your new-and-improved teaching Philosophy for peer feedback. • Bring a copy of <i>revised</i> papers from classes you didn't take with Dr. dJ-K. • Bring 1 printed copy of your resume. • Bring revised Annotated Bibliography from previous semester (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. • Submit 6 Quotes & Notes in Canvas; be prepared to share your favorite two.
Oct 4	<ul style="list-style-type: none"> • Bring your written feedback on the 2 TPSs you received from peers last time. • 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, which are half-way done, and which you still need to start writing. • Start thinking about who your committee members should be. • Submit 6 Quotes & Notes in Canvas; be prepared to share your favorite two. • Bring <i>Writing doesn't have to be lonely</i>; prepare to discuss new strategies you have tried or plan to try.
Oct 11	Attend the Seventh Annual Lackstrom Linguistics Symposium in OM 326
Nov 1	<ul style="list-style-type: none"> • Bring one printed copy of your new-and-improved Teaching Philosophy for instructor feedback. Also bring the feedback you received from your peers last time.. • 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. • Submit 6 Quotes & Notes in Canvas; be prepared to share your favorite two.
Dec 6	<ul style="list-style-type: none"> • Submit everything you have compiled for the Portfolio. See Checklist on next page. • Gather with MSLT students who recently defended their Portfolios to hear advice and tips.

See rubric for end-of-semester assessment on next page.

Please note that after December 6, a 10% penalty per day will be applied to late work.

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 Statement (minimum 7 pages double-spaced, with citations, and list of Ref) 	15	
<ul style="list-style-type: none"> • Professional Development through Classroom Observation 	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) _____