

**APLNG597A**  
**Special Topics: Exploring L2 Classroom Practice**  
**Maymester 2014**

Instructor: Deryn Verity  
Office: Sparks 304c  
Office hours: by appointment  
Tel: 814-865-6227  
Email: [dpv3@psu.edu](mailto:dpv3@psu.edu)

Required textbooks (please buy these at the PSU bookstore; they may not be easily available online, especially the second book)

1. Jane Arnold & Tim Murphey. 2013. *Meaningful Action: Earl Stevick's influence on language teaching*. CUP.
2. Paul Davis, Barbara Garside, & Mario Rinvoluceri. 1998. *Ways of Doing: Students explore their everyday and classroom practices*. CUP.

*Also:* Selected readings (available on the class ANGEL site)\

Welcome to our Maymester class! In this intensive 4-week experience we will spend a lot of time making connections: between theories and practices, between past experience and future activity, and between people and ideas. Your regular, punctual participation is assumed; deadlines are fixed, but I am always open to discussion when life circumstances intervene. Please note that ALL work for this class must be turned in by Study Day (June 10, 2014). There is no final exam.

The class is designed to help you develop your own sense of being an informed, skilled classroom teacher of ESL/EFL. We will try to include activities and discussions about all kinds of language and language skills, not only academic language. While we will reference several theoretical perspectives, it is assumed that you will do outside reading on any theory that you want to gain more expertise in. Our in-class engagement with principles and theoretical information will be closely tied to pedagogical implications and considerations.

There will be a lot of in-class activity, in addition to discussions and the occasional brief lecturette. Most of our work will be in small groups, and should be engaging and interesting. Please plan to wear comfortable clothes as we will be physically active.

**Evaluation:** there are several required projects. Each one earns points. I don't use letter grades, so your point total will be added up and transformed into the equivalent letter grade for your final score. See the next page for full description of required project work.

Class Projects:

1. *Website Bank*: every member of the class finds 3 web resources for ESL teaching activities and posts the URL and a brief description/comment about each website into our Web Bank Discussion Forum. At the end of the semester, this “bank” of useful resources will be compiled into a single document. Upload your 3 sites **by Monday, June 2, 2014**. (10 points)

2. *Activity Leading*: every member of the class will lead 1-2 activities. The session includes an introductory discussion of the principles and design features of the activity; preparation of all materials needed to do the activity; and a post-activity debriefing session. After each AL, you are responsible for writing a 2-3 page summary & reflection and posting it for class members to read and comment on. (20 points)

3. *Reading Discussions*: every member of the class will lead 2 Reading Discussions. For each RD session, 2-3 readings will be distributed among the students, so that students will be responsible not only for completing their own assigned reading, but also for helping their classmates get the main ideas of the other reading, and for learning the main ideas of the readings from others. Leading an RD involves preparing 3-4 discussion questions for all the readings, organizing and supervising the discussions, and leading a whole-group debriefing at the end of the session. Discussion questions should be posted on ANGEL 24 hours before the RD takes place. (10 points x 2=20 points total)

4. *Final paper*: There will be a couple of different options for this assignment. The most general one follows; other possible formats can be discussed:

Critical Reflective Literature review: choose a teacher-scholar whose work you have become interested in, or a theoretical perspective that interests you and create a mini literature review of 4-6 readings that outline its basic principles, plus a reflective discussion about why that person or perspective appeals to you, what you feel it gives you as an instructor, how it benefits the students, and what kinds of activities you feel the theory encourages you to adopt. Due date: **Tuesday, June 10, 2014** (digital copy to Discussion Forum) (20 points)

5. *Activity Portfolio*: throughout the month that we will be meeting, we’ll be trying out new (and sometimes old) activities, talking about how to adapt them, and analyzing them in terms of how they illustrate, embody, and instantiate various principles and theoretical perspectives. You will be responsible for compiling a portfolio of these activities, plus others that you find, create, adapt, or imagine. The portfolio should contain:

- \* a list of the activities, organized in some useful way

- \* a description or teacher's instruction sheet for any activities that are not in our book; even if you find the activity on the internet or in another book, it is better to write up your own sheet
- \* a brief commentary on each activity, linking it to whichever basic theoretical perspectives or principles you feel are relevant to its success

There is no specific number of activities that you should include in your portfolio: we will look at 20-30 from our textbook and you'll be asked to dig up several more. Due date: **Tuesday, June 10, 2014** (digital copy to Discussion Forum) (25 points)

6. *Participation & contribution*: this is a brief, intensive semester. Everyone needs to be ready to contribute, support, participate, and respond 100% every day. That can get tiring, but we are all working hard! You will be graded on your attendance, your punctuality, and your contributions to keeping the class energy positive and strong. (5 points)

#### **The PSU Grading Scale**

A	95-100
A-	90-94.9
B+	87.9-89.9
B	83.33-87.8
B-	80-83.32
C+	75-79.9
C	70-74.9
D	60-69.9
F	<59.9

NOTE: The Penn State grading scale does not allow the option of awarding grades of C-, D+ or D- grades.

## **PSU Policies**

### ***Enrollment & Withdrawal***

You are responsible for making all decisions regarding your enrollment status in and any Financial Holds for Penn State courses. Should you decide to withdraw from this course, you must either (1) drop via eLion or (2) complete an official “add/drop” form and submit it to your advisor by University deadlines. If you are failing the course and do not officially withdraw, you will receive a final grade of F. Please talk to me if you have any questions about this process.

### ***Academic Integrity & Plagiarism***

Plagiarism is using someone else’s words, ideas, and/or data in your work and treating it as your own by either not citing it or by citing it inappropriately. Plagiarism is a very serious issue in the American university system. Within Penn State, the College of Liberal Arts has the following policy regarding academic honesty and plagiarism:

“Penn State defines academic integrity as the pursuit of scholarly activity in an open, honest and responsible manner. All students should act with personal integrity, respect other students’ dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts (Faculty Senate Policy 49-20).

Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who are found to be dishonest will receive academic sanctions and will be reported to the University’s Judicial Affairs office for possible further disciplinary sanction.” ([http://www.la.psu.edu/CLA-Deans\\_Area/Preparingyoursyllabus.shtml](http://www.la.psu.edu/CLA-Deans_Area/Preparingyoursyllabus.shtml)) Questions about academic integrity can be referred to Ashley Tabet at [aet143@psu.edu](mailto:aet143@psu.edu) or (814) 865-1070.

### ***Disability Access Statement***

“The Pennsylvania State University encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities, and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell the instructor as soon as possible.”

([http://www.la.psu.edu/CLA-Deans\\_Area/Preparingyoursyllabus.shtml](http://www.la.psu.edu/CLA-Deans_Area/Preparingyoursyllabus.shtml))

Questions about disability access can be referred to Jennifer Morris at [jxm2@psu.edu](mailto:jxm2@psu.edu) or (814) 863-5538.

### ***Statement of Nondiscrimination***

“The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. The Pennsylvania State University does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status.”

(<http://ets.tlt.psu.edu/learningdesign/syllabus/policy>)