**\*\*\*Tentative Class Schedule – REVISED\*\*\***

(The top half of text for each date denotes what is due by that date. The bottom half indicates the agenda for

class that day.)

Date Activity/Assignment

January 7 Beginning of the fun: Getting to know you

Introduction to the course content and structure

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January 14 Required Readings: *Teacher’s Handbook:* Preliminary Chapter and Chapters 2 and 8 (pp. 235-

244)

National Foreign Language Standards: The 5 C’s (Video and Discussion)

Next Generation Sunshine State Standards

TESOL National Standards Lesson

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January 21 Required Readings: *Teacher’s Handbook:* Chapter 1

Understanding the Role of Contextualized Input and Output

Interaction in Language Learning

Teaching Language in Context

Field Trip: Curriculum Materials Center (ED 194) Orientation

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January 28Required Readings: *Teacher’s Handbook:* Chapter 1

Understanding the Role of Contextualized Input and Output

Interaction in Language Learning

Teaching Language in Context

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February 4 Required Readings: *Teacher’s Handbook:* Chapter 3

**Assignment due: Adaptation of Instructional Materials**

Paradigm for Instructional Planning

Bloom’s Taxonomy of Thinking

Lesson Planning – ESOL-Infused Microteach Lesson Plan

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February 11 Required Reading: *Teacher’s* Handbook: Chapter 6

**Assignment due: Rough draft of lesson plan is due.**

**Deadline by which to turn in Showcase reflection and artifact in order to be exempt from completing the STTESOL Conference presentation proposal.**

Peer Editing of ESOL-Infused Lesson Plans

Expectations for Microteaching

Interactive Approach for Interpretive Skills: Listening, Reading, and Viewing

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February 18 **Implementation of** **ESOL-Infused** **Microteach Lesson Plan**

**ESOL-Infused Microteach Lesson Plan and rubric are due.**

February 25 Required Readings: *Teacher’s Handbook:* Chapter 6

**Assignment due: Professional Development Plan**

Reflection on Microteach Performance; Framework of Communicative Modes

Variables involved in Comprehension and Interpretation

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March 4 Spring Break – Let’s go to beach!

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March 11 Required Readings: *Teacher’s Handbook:* Chapter 7

**Bring to class a textbook or other resource addressing a particular grammatical form.**

Grammar Instruction: Explicit/Implicit Controversy; Story-Based Approach to Grammar

**Groupwork: Story-Based Language Approach**

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March 18 Required Reading: *Teacher’s Handbook:* Chapters 8 and 9

Oral and Written Interpersonal Communication; Interactive Speaking

Oral and Written Presentational Communication; Written Communication in Three Modes

Meaningful Writing; Evaluating Written Samples: Rubrics

March 25 **Assignment due: Communication Activity**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

April 1 **Assignment due: El Café Assignment**

April 8 Required Reading: *Teacher’s Handbook:* Chapters 11 and 12

**Assignment due: Technology Stations Assignment**

**Bring an instructional resource (like a textbook) or your microteach lesson plan to use in creating an assessment instrument.**

Assessing Language Performance; Classroom Testing in Context

**Creation of Assessment Instrument**

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April 15 **Assignment due: Language Games**

Students will play games, giving each other feedback.

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April 22 Study Day

April 25 **Deadline by which to turn in workshop reflections and artifacts in order to be exempt from completing the STTESOL Conference presentation proposal.**

April 29 Professional development: Attending and presenting at a conference.

**Students will work on SSTESOL conference presentation proposal.**