

# Sample 1

## Faculty Development Plan

Assistant Professor  
Linguistics and English Language

### Overview

The purpose of this plan is to lay out the details and strategies for my professional development as a faculty member at BYU. As per the guidelines in the University Rank and Status Policy this plan will discuss teaching, scholarship, and citizenship as elements in my professional development by surveying where I am now, what I would like to achieve, and how I plan to reach those achievements and be a contributing member of my department and the university.

### Teaching

*Self-assessment.* I have a strong commitment to teaching. I value good teachers and the teacher-student interactions possible in a classroom. I have had a lot of opportunity to develop my own style and teaching philosophy at BYU and other universities. However, I recognize that my development as a teacher is not finished and I look forward to continued development. I have already taught a majority of the undergraduate and some graduate courses in linguistics at BYU. I have also taught similar graduate and undergraduate courses at other universities. I enjoy new teaching challenges and approach each class as an opportunity to explore and learn -- rather than a challenge for the students to compete in.

Areas where I would like to improve as a teacher include:

1. ensuring that students are meeting course and department objectives
2. creating more of a collaborative learning environment in the classroom
3. helping students see beyond the course materials to find applications to their individual pursuits and goals.

*Plan.*

1. I have begun to include an overview of the major in all of my course as a way of helping students understand how a specific course's content fits into the major. I also use this opportunity to explain the types of skills and knowledge students should expect to develop in a specific course. I think this is valuable, but I need to point out to the students how these are being accomplished throughout the course, instead of only the beginning. One option for doing this would be informal mid-semester course surveys.
2. Learning to analyze language data can be daunting. I think that those students who feel that they can rely on each other in learning are less apprehensive, and generally more successful as students. I have been experimenting with developing short in-class "projects" that can help students learn to ask each other for help if necessary. I like the way they have turned out in LING 201, but I will be developing more of these in other courses also.
3. Students engage with course material better if they understand how it is individually relevant to them. I have experimented in the 300-level courses with helping students develop final projects which use the course material applied in their own professional,

educational, and personal goals and pursuits. I want to improve this experience by including a discussion on doing library research and field work (of any language).

*Assessment.*

Student reviews, a portfolio of student projects, and the syllabi and materials of the courses I teach can be used as assessments of these planned activities.

*Resources needed.*

I need time to develop my courses and to foster good student relationships. I would like to get some feedback from other professors about how they are accomplishing similar goals in their own courses.

## **Scholarship**

*Self-assessment.* I love writing and research. I feel that this is an important step in developing citizenship and teaching. However, I find my scholarship is mostly a selfish endeavor -- I write and research because that is the way I can explore the world and contribute to the big ideas about language that I live with. I have already published articles, book chapters, and reviews, and have three other articles, two book chapters, and two books currently in various stages of production. I have also a list of ten other ongoing projects and two invitations to co-author grant proposals. I have been a key component of various linguistic projects documenting various languages, one of which was funded by the NSF with me as PI. I have joined a writing group with two other professors in the department to make sure I stay focused on my writing and research.

Areas where I would like to improve as a scholar include:

1. developing better/new relationships with language communities where I can be involved in prolonged linguistic fieldwork, documentation, and description. As one example I would like to develop a plan for using the amazing native speaker resources on campus
2. encouraging current students -- especially graduate students -- to explore language documentation as a meaningful research program.
3. engaging professionally with students through co-authored work.

*Plan.*

1. While I am a member of various professional organizations which support the development of research activities, I will network consistently with members of each of these to identify communities in need of support. I will also create a list of potential native speakers of understudied languages here on campus.
2. I have started the Language Documentation Research Group, but advertising this to other students and faculty is necessary. To do this I will give a lecture on the value of language documentation to the field of linguistics as a humanistic endeavor.
3. Inviting graduate students with interest in language documentation to join me in writing up and conducting various aspects of my on-going research. The goal will be to submit one conference abstract together with a student
4. Writing and delivering two additional articles to journals for publication, each year.

*Assessment.*

A portfolio of new publications and research activities, of the conference abstract, and student feedback on the research group can be used to assess the success of these plans.

*Resources needed.*

I need consistent time to write and support in putting together the research group and the lecture. I will also need more access to graduate students. Funding for new research would be ideal, but if I be informed on the prospects for obtaining research and writing funding on campus that would be helpful.

## **Citizenship**

*Self-assessment.* This is area in which I need the most improvement. I have served as a reader on various theses at BYU or other institutions. I am on the department graduate and undergraduate committees, and assessment committee. I am a member of various professional organizations and have a good working relationship with many people in my field. However, in all of these activities I have taken a passive role. I need to make a bigger impact as a contributor in these various activities.

Areas where I would like to improve in my professional citizenship include:

1. being actively engaged in the professional activities and organizations I am a part of
2. understanding my role in the department committees
3. get better acquainted with the other faculty in the department

*Plan.*

1. Take an active role in my assigned department committees.
2. Volunteer to serve on the board of the Committee for Endangered Languages and their Preservation (CELP) at the next LSA meeting.

*Assessment.*

Feedback from colleagues and individuals serving on CELP can be used to assess my success with these plans.

*Resources needed.*

I need to have feedback on what the department goals for each committee is. I also need time to foster the relationships with CELP.

## Course Development Project

### Course Description:

Linguistics 495 is the Senior Capstone course for our undergraduate program. It requires students to have completed the five foundational courses in linguistic analysis. Other courses offered in the department will enhance student experience and possibilities in this course. The general course outcomes listed in the university catalog are:

- Students will demonstrate that they can integrate their knowledge of core and applied areas of linguistics to produce a linguistic artifact (grammar, lexicon, corpus, experiment, survey, etc), and communicate the results in writing or speaking.

### Teacher goals for this course:

My teaching philosophy is built on student improvement and independence. I want this course to be an opportunity for students to explore their own interests while helping them develop skills that can “finish” their learning experience as an undergraduate student at BYU. To meet the listed outcomes the artifact and the communications of results should be prominent.

There are a few challenges for this course that must be overcome to achieve the desired outcomes.

1. Most students do not have a general understanding of the field of linguistics. They can do data analysis, but the reason for doing that may not be apparent. This is necessary for knowing how and why produce a relevant artifact.
2. Most students do not know what “language documentation entails”. Some will think it is field work. None of them will understand how important it is to the field of linguistics generally. Since this is a new topic for them, getting to the final artifact may be evoke a daunting learning experience.
3. Some of them might have difficulty articulating their reasons for pursuing linguistics or language-focused projects. While this is partially true for everyone, this is really important for developing a project/artifact. Students can get bogged down without knowing what, why, or how to proceed.
4. To engage in the field of linguistics, students should have a base of information and ideas presented to them that is comparable to their peers at other universities.

### Course Design:

For the reasons explained above the following elements are considered appropriate for helping students learn, have a positive experience, and improve. Ten course outcomes have been identified. Ten learning and teaching activities have been designed to help students achieve each outcome.

	<b>Outcome</b>	<b>Assessment</b>	<b>Learning Activity</b>	<b>Teaching Activity</b>
<b>1</b>	Define language documentation, language data, and the state of the world's languages and explain why these are important to the field of linguistics	Report 1	Readings & In-class discussion	Lecture
<b>2</b>	Identify the place of language documentation within the larger field of linguistics.	Report 1	Readings & In-class discussion	Lecture
<b>3</b>	Identify the best methodologies for collecting language data	Small Group Work & Final Project	Readings, In-class discussion & Small Group Work	Lecture & Final Project Planning
<b>4</b>	Understand and apply the means for data management and preservation	Report 2 & Final Project	Software Instruction	Software Instruction & Final Project Planning
<b>5</b>	Describe data on multiple levels	Report 3	Readings & In-class discussion	Language Description Showcase
<b>6</b>	Present and disseminate the data that has been collected, preserved, and described.	Small Group Work & Final Project	Small Group Work	Lecture & Final Project Planning
<b>7</b>	Discuss language data ethics	Report 4	Readings & In-class discussion	In class debate
<b>8</b>	Engage with primary literature	Final project, Student-led discussions of readings	Readings & In-class discussion	Instruction on where and how to access this
<b>9</b>	Identify the components of a language documentation project	Final Project	Readings, In-class discussion & Small Group Feedback	Lecture & Final Project Planning
<b>10</b>	Plan and conduct a language documentation project	Final Project	In-class discussion & Small Group Feedback	Lecture & Final Project Planning

From these design elements, the following syllabus is thought appropriate

**BRIGHAM YOUNG UNIVERSITY DEPARTMENT OF LINGUISTICS**  
**LNG 495/ELANG 495R: Capstone “Language Documentation”**  
**JKB 2114 MWF 11:00 – 11:50**  
**Fall 2016**

**Instructor:** Dr. [REDACTED]

**Office:** [REDACTED] [REDACTED]

**Office Hours:** T,TH 9-12, or by appt.

**Email:** [REDACTED]@gmail.com **Phone:**

801-422-[REDACTED]

**Course Overview:**

Language documentation is both new and old. In this undergraduate capstone course, we will examine the expanding importance and practice of language documentation within the field of linguistics. Analyzing language data is linguistics, but what is the nature of that data (e.g., where does it come from, who owns it, etc.)? This is a new concern for the field of linguistics. In this course, we investigate the fundamentals of language documentation and description. We will concentrate only on those issues that deal with the role of data in linguistics (ignoring many others).

**General Course Outcomes:**

“Students will demonstrate that they can integrate their knowledge of core and applied areas of linguistics to produce a linguistic artifact (grammar, lexicon, corpus, experiment, survey, etc.), and communicate the results in writing or speaking.”

**Specific Course Outcomes:**

Students who complete this course will be able to:

1. Define language documentation, language data, and the state of the world’s languages and explain why these are important to the field of linguistics.
2. Identify the best methodologies for collecting language data.
3. Understand and apply the means for data management and preservation.
4. Describe language data on multiple levels
5. Present and disseminate the data that has been collected, preserved, and described.
6. Discuss language data ethics.
7. Identify the place of language documentation within the larger field of linguistics.
8. Engage with primary literature on language documentation
9. Identify the components of documentation in linguistic projects
10. Plan and conduct a documentation project either individually or in a small group (choose the appropriate methods and technology, address how archives and accessibility play a role, be aware of the ethics involved in data collection)

**Course Assessments**

1. **Readings.** Readings are to be done before class.
  - a. **Student-led class discussions.** Each student is required to lead the class in a discussion on one of the assigned readings in a small group. These do not need to be formal, but they do need to be prepared. These can be in any format you want.
2. **Reports.** Each student is responsible for four reports.

- a. Review and discuss a published, academic linguistic article, corpus, or other project (pre-approved by the instructor) and indicate the role language documentation has in it. In this report you should:
    - i. Define language documentation, language data and the state of the world's languages
    - ii. Identify elements of the reviewed work which are language documentation
    - iii. Make at least one suggestions for how the documentation can be improved or more clearly articulated as part of the reviewed work.
  - b. Review one software application that can be/is used for language documentation. In this report you should
    - i. Identify which software package you are reviewing
    - ii. Explain why you chose to review it
    - iii. Discuss the pros and cons it provides for doing language documentation (as you understand them).
  - c. Review one published type of data description (such as a grammar, a dictionary, or a corpus of texts) discuss the pros and cons. In this report you should:
    - i. Give the full citation (using the Unified Style Sheet for linguistics) of the work you are reviewing
    - ii. Discuss what makes the review work useful for the field of linguistics and what it is missing (based on our discussion of the place of language documentation within the field of linguistics)
    - iii. Critically evaluate the format of the reviewed work in light of the community of language speakers, the field of linguistics, and the general public.
  - d. Review the issues regarding ethics of the use of language data. In this report you should:
    - i. Take a stance on who owns language data
    - ii. Endeavor to convince your audience (the class) that your stance is correct
    - iii. Discuss what your stance means for language documentation and linguistics generally.
- 3. Final Projects.** Each student will be responsible for a final project. This project must be about linguistics and have a significant component of documentation and description. The project will be best if it focuses on the interests of the individual student, and should be approved by Chris.

There are two ways to complete this project -- individually or as a small group. If you choose to work as a group, one component of the overall project must be yours alone, though it will fit into the whole project. No matter which path you choose, this requires planning now.....now.....now.....now.....please do it **now!** The culmination of the project will be a 10-minute in-class presentation and a written report (the written report can take many different forms depending on your project specifics, so see me if you have concerns) - typically reports will be 15-20 pages long (double spaced, not including references).

## Course Schedule (subject to change)

Dates	Topic	Assignment	Discussion Group
8/29-9/2	Defining language documentation and data types	Readings	
9/5-9/9	Defining language documentation and data types	Readings	
9/12-9/16	Endangered Languages and Language Revitalization	Readings	
9/19-9/23	Endangered Languages and Language Revitalization	Readings & <b>Report 1</b>	
9/26-9/30	Data collection Methodologies	Readings & Small Group Work Final Project Idea	
10/3-10/7	Data collection Methodologies	Readings, Small Group Work & Feedback on Final Project Idea	
10/10-10/14	Data Management and Preservation	Readings & <b>Report 2</b>	
10/17-10/21	<b>ELAN Training</b>	In-class Projects	--
10/24-10/28	<b>ELAN Training</b>	In-class Projects & Feedback on Final Project Design	--
10/31-11/4	Language Description	Class Discussion & Small Group feedback on Final Project Data	
11/7-11/11	Language Description	Class Discussion, Small Group feedback on Final Project Data & <b>Report 3</b>	
11/14-11/18	<b>FLEX Training</b>	Feedback on Final Project Design	--
11/21-11/22	Ethics	Readings & <b>Report 4</b>	
11/28-12/2	<b>Final Presentations</b>		
12/5-12/8	<b>Final Presentations</b>		
12/13	<b>Final Papers</b>		

## Course Materials

### Reference works to be consulted for more information

- Frawley, William.; Kenneth C Hill.; and Pamela Munro. 2002. *Making dictionaries : preserving indigenous languages of the Americas*. Berkeley: University of California Press.
- Gippert, Jost.; Nikolaus Himmelmann.; and Ulrike Mosel. 2006. *Essentials of language documentation*. Berlin; New York: Mouton de Gruyter.
- Grenoble, Lenore A., and Louanna Furbee-Losee (eds.) 2010. *Language documentation: practice and values*. Amsterdam, The Netherlands ; Philadelphia, PA: John Benjamins Pub. Co.
- Payne, Thomas Edward, and David Weber, eds. *Perspectives on Grammar Writing*. Amsterdam Philadelphia: John Benjamins Pub. Co, 2007. Print. Benjamins Current Topics v. 11. (do

not buy this book unless you want to, all of the chapters are available as articles in other places).

Journal of *Language Documentation & Conservation*, <http://nflrc.hawaii.edu/ldc/>

Journal of *Language Documentation and Description*, <http://www.ejpublshing.org/publications>

*The Endangered Languages Project*: [www.endangeredlanguages.com](http://www.endangeredlanguages.com)

## Required Readings

### 1. Defining language documentation and data types

Good, Jeff. 2012. Data and language documentation. Data and language documentation.

Peter Austin and Julia Sallabank (eds.), *Handbook of Endangered Languages*.

Cambridge: Cambridge University Press. 212–234.

Himmelman, Nikolaus P. 1998. Documentary and descriptive linguistics. *Linguistics* 36.161–195. doi:10.1515/ling.1998.36.1.161.

Himmelman, Nikolaus P. 2012. Linguistic data types and the interface between language documentation and description. *Language Documentation and Conservation*, vol. 6, pp.187–207.

Woodbury, Tony. 2003. Defining documentary linguistics. *Language documentation and description* 1.35–51.

### 2. Endangered Languages and Language Revitalization

Brenzinger, Matthias, Akira Y. Yamamoto, Noriko Aikawa, Dmitri Koundiouba, Anahit Minasyan, Arienne Dwyer, Colette Grinevald, et. al. 2003. *Language vitality and endangerment*. Paris: UNESCO Intangible Cultural Unit, Safeguarding Endangered Languages.

Dorian, Nancy C. 1993. A response to Ladefoged another view of endangered languages. *Language* 69.575–579. doi:10.2307/416699.

Hale, K.; Michael Krauss; Lucille Watahomigie; Akira Y. Yamamoto; Collette Craig; Laverne Masayeva Jeanne & Nora C. England. 1992. Endangered languages. *Language* 68 (1): 1–42.

Ladefoged, Peter. 1992. Another view of endangered languages. *Language* 68.809–811. doi:10.2307/416854.

### 3. Data Collection Methodologies

Sunderland, Jane. 2010. Research Questions in Linguistics. In LITOSSELITI, LIA (ed.) *Research methods in linguistics*. London ; New York: Continuum.

Angouri, Jo. 2010. Quantitative, Qualitative or Both? Combining Methods in linguistic research. In LITOSSELITI, LIA (ed.) *Research methods in linguistics*. London ; New York: Continuum.

Lüpke, Friederike. 2010. Research methods in language documentation. In Peter K. Austin (ed.) *Language Documentation and Description*, Vol 7, 55-104. London: SOAS

Labov, William. 1972. Some principles of linguistic methodology. *Language in Society* 1(1): 97–120.

### 4. Data Management and Preservation

Nathan, David and Peter K. Austin. Reconceiving metadata: language documentation through thick and thin. *Language Documentation and Description*.

Bird, S. and G. Simons. 2003. Seven dimensions of portability for language documentation and description. *Language* 79.557–582. doi:10.1353/lan.2003.0149.

- Conathan, Lisa. 2011. Archiving and language documentation. In *The Cambridge handbook of Endangered languages*, eds. Peter K. Austin and Julia Sallabank, 235-254. Cambridge [U.K.]; New York : Cambridge University Press.
- Woodbury, Anthony C. 2014. Archives and audiences: Toward making endangered language documentations people can read, use, understand, and admire. In David Nathan and Peter K. Austin (eds.) *Language Documentation and Description 12*: 19-36. London: SOAS.

#### 5. Language Description

- Evans, N & Dench, A 2006, 'Introduction: Catching language', in Felix K. Ameka, Alan Dench, Nicholas Evans (ed.), *Catching language: the standing challenge of grammar writing*, Mouton de Gruyter, Berlin, New York, pp. 1-39.
- Lupke, Fredericke. 2010. Orthography development. In Jost Gippert, Nikolaus Himmelmann, and Ulrike Mosel (eds.) *Essentials of Language Documentation*, 275-300. Berlin: Mouton de Gruyter.
- Mosel, Ulrike. 2004. Dictionary making in endangered speech communities. *Language Documentation and Description 2*: 39-54.
- Rice, Keren. 2006. A typology of good grammars. *Studies in Language 30*(2): 385-416.

#### 6. Ethics

- LSA ethics statement.  
[http://www.linguisticsociety.org/sites/default/files/Ethics\\_Statement.pdf](http://www.linguisticsociety.org/sites/default/files/Ethics_Statement.pdf)
- Rice, Keren. 2006. Ethical Issues in linguistic fieldwork: an overview. *Journal of Academic Ethics 4*: 123-155.
- Thieberger, Nick and Simon Musgrave. 2007. Documentary linguistics and ethical issues. *Language Documentation and Description 4*: 26-37.

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### Course Evaluation

To assess the value and effectiveness of this course and its design, I plan on implementing the following assessment strategies:

1. Clear explanation of course purpose and outcomes
2. Three formal evaluations
  - a. Two mid-semester student evaluations
  - b. A final student evaluation
3. An informal feedback session at the end of the course

## Scholarship Strategies Project

The purpose of this project is to provide a detailed plan for achieving my scholarship goals over the next year. As mentioned above, writing is an integral part of my daily habits and I see no problems in creating time for research or writing. However, there are areas that you make my research agenda stronger and more effective they are (copied from above):

1. developing better/new relationships with language communities where I can be involved in prolonged linguistic fieldwork, documentation, and description. As one example I would like to develop a plan for using the amazing native speaker resources on campus
2. encouraging current students -- especially graduate students -- to explore language documentation as a meaningful research program.
3. engaging professionally with students through co-authored work.

I have also laid out my general plans for achieving these goals above. Other than these activities, I will continue to set up time each day for my writing and research. To ensure continued success in publications, I will also identify two new papers that can be written and submitted in 2017. Here a timeline of the specifics of what I will accomplish in the next year are given.

<b>Activity</b>	<b>Deadline</b>
Get in touch with Jeff Pynes about working with the Tol community in Honduras	September 2016
Begin List of Language Speakers at BYU	August 2016
Complete and submit Vowel Harmony paper	Submit in August 2016
Complete and submit Glottalized Consonants paper	Submit in October 2016
Hold two LDRG meetings (one in the fall and one in the winter)	October 2016 March 2017
Submit Máku documentation to SSILLA with one student	September 2016
Two new paper topics and outlines	January 2017

## **Citizenship Project**

In my faculty development plan above, I proposed pursuing opportunities to be more active in my contributions on department committees and in working with my field's professional organizations. As part of these proposals, I suggested two action items that I could work on over the next year. They are:

1. Take an active role in my assigned department committees.
2. Volunteer to serve on the board of the Committee for Endangered Languages and their Preservation (CELP) at the next LSA meeting.

In order to do accomplish these goals I have laid out the following steps to accomplish each month (culminating in February 2017).

1. Contact the committee chair prior to any committee meetings to make sure I am prepared to participate
2. Spend time getting to know faculty members through informal chats so that I can better appreciate their perspectives
3. Look for opportunities to volunteer to complete department committee projects and/or assignments
4. Contact the chair of the Committee for Endangered Languages and their Preservation (CELP) and express my interest in being involved.
5. Attend the January CELP meeting and look for opportunities that allow me to be involved.

# Sample 2

# Faculty Development Plan

Assistant Professor, Department of Linguistics and English Language

## *Overview*

My faculty development plan is concise by design. I want to print it out and be able to see the entire plan at once. This way I can keep it all in mind and balance my priorities as they shift across the academic year.

## *Contents*

- 1) Self assessment
- 2) Goals for Citizenship, Teaching, and Scholarship
- 3) Citizenship Project
- 4) Scholarship Strategies Project
- 5) Course Development Project and Grant Proposal

## **SELF-ASSESSMENT**

### **1) Strengths**

- a. Enthusiasm for teaching, research, and mentoring
- b. Empathy for graduate students who struggle with or worry about research
- c. Discipline to write regularly and accomplish citizenship and publishing goals

### **2) Skills**

- a. Responding to student and professional writing
- b. Teaching with an engaging style and kindling student interest
- c. Listening to others and building collaborations/networks

### **3) Competencies**

- a. Time management
  - i. Protecting time for work, home, church, and recreation
  - ii. Isolating time for research, writing, and collaboration
  - iii. Remaining productive throughout a day and despite the difficulty of a task
- b. Task management
  - i. Conceptualizing and managing complex processes such as JRW, research projects, curricular decisions
- c. Goal setting and accomplishment
  - i. Breaking tasks into manageable goals with realistic deadlines and remaining motivated
  - ii. Taking the lead on projects I have authority on and utilizing members of a team to accomplish tasks
- d. Training, mentoring, and delegating
  - i. Designing and providing structured support for student learning
  - ii. Assigning tasks and monitoring progress of students I work with

### **4) Interests**

- a. L2 Writing
- b. L1 Writing/Composition
- c. Curriculum development

### **5) Opportunities**

- a. President of I-TESOL
- b. Research with undergraduate students
- c. Access to and funds for eye-tracking research
- d. Association and collaboration with Dana Ferris
- e. Association and collaboration with UVU's Department of English Language Learning

### **6) Areas to develop**

- a. Psycholinguistic research expertise (including eye-tracking knowledge and other psychology-enhanced research)
- b. Professional leadership positions
- c. Rigor in classes and assignments
- d. Statistics knowledge

# GOALS FOR CITIZENSHIP, TEACHING, AND SCHOLARSHIP

(ORGANIZED BY COLUMN)

RN: Resources needed  
 RD: Relationship to department aspirations and needs  
 See college rank and status document for references  
 AA: Activities and accomplishments so far

Citizenship				
Goal	<b>1) Be a generous colleague, advisor, and mentor</b>	<b>2) Establish a resource for graduate students that addresses needs, challenges, and common advice</b>	<b>3) Develop JRW into a well-recognized leader of response research in the L1 and L2 fields</b>	<b>4) Become involved in professional organization leadership</b>
Steps	<ul style="list-style-type: none"> <li>• Read one article by one department colleague each month</li> <li>• Read one book about mentoring (graduate) students per year</li> <li>• Share research with colleagues</li> <li>• Invite colleagues and students to participate in my research projects</li> <li>• Take at least one student to every conference where I present</li> </ul>	<ul style="list-style-type: none"> <li>• Create a clearinghouse/hub for graduate student concerns, questions, and/or advice</li> </ul>	<ul style="list-style-type: none"> <li>• Build up review board</li> <li>• Create advertising plan</li> <li>• Get more high-profile authors to submit</li> <li>• Increase number of citations coming from JRW articles</li> <li>• Attend conferences as a JRW representative</li> </ul>	<ul style="list-style-type: none"> <li>• Attend leadership trainings through TESOL</li> <li>• Read at least one leadership manual each year</li> </ul>
RN	<ul style="list-style-type: none"> <li>• Access to scholarship through library; tips from colleagues on which articles to read</li> <li>• Access to mentoring books and funds to purchase them</li> <li>• Substantial money for travel and research</li> </ul>	<ul style="list-style-type: none"> <li>• Time to collect and address questions and keep up with the site</li> <li>• Energy to generate and organize content (a TA or RA?)</li> <li>• Graduate questions</li> <li>• Interest from departments for a clearinghouse or hub</li> <li>• Internet space</li> </ul>	<ul style="list-style-type: none"> <li>• Time to groom JRW (administrative leave? Extra days at conferences? Summer breaks?)</li> <li>• Research Assistant willing to help run the journal</li> <li>• JRW advertisements/business cards</li> </ul>	<ul style="list-style-type: none"> <li>• Time to attend leadership activities</li> <li>• Mentoring (maybe from Neil?)</li> <li>• Money to attend training meetings</li> </ul>
RD	2.2.2—Contribute constructively to the university community	2.2.4—Carry fair share of...advisement and supervising graduate students	2.2.1—Service to the university and...chosen discipline	2.2.5—Service to the profession
AA	<ul style="list-style-type: none"> <li>• Paul Matsuda suggested a couple of mentoring books that I need to buy</li> <li>• My eye-tracking research is attracting attention in the department and across campus; I should get others involved</li> <li>• I have a good chunk of money for travel and research; I'll be taking 8 students to upcoming conference: ITESOL, SSLW, CCCC, AAAL</li> </ul>	<ul style="list-style-type: none"> <li>• I know a couple of the graduate student concerns that I could easily address right now</li> </ul>	<ul style="list-style-type: none"> <li>• JRW is up and running and I'm actively working to increase review board</li> <li>• Used one extra day at CCCC to clear out a lot of JRW items</li> </ul>	<ul style="list-style-type: none"> <li>• Currently the 2<sup>nd</sup> Vice President of ITESOL</li> <li>• Already served in some professional capacities</li> </ul>
Time-line	• Continuous	• First full incarnation by end of Fall 2017	• Fall 2018 (issue 8)	By March 2018

## Teaching

Goal	1) Increase rigor of classes and assignments (376 and 611)	2) Ensure that formative and summative assessments accurately measure student ability and connect with learning outcomes	3) Engage students in active learning	4) Integrate teaching and research (bring research insights into class and use class projects for research)
Steps	<ul style="list-style-type: none"> <li>• Get a SCOT consultant in winter semester to help me with assignments</li> <li>• Evaluate 376 for ways to increase complexity of assignments without increase teaching/grading burden</li> <li>• Work with Cassie to improve 611 reflection assignments</li> <li>• Create more rigorous assignments in 611 that are less completion-based</li> <li>• Hire a TA!</li> <li>• Take frequent mid-semester evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Get a SCOT consultant in winter semester to help me with assessments</li> <li>• Evaluate 2 major and 4 minor assessments in 376 and 611</li> <li>• Have others in department review my assessments and learning outcomes with me (Dee? Norm? Mark? Troy?)</li> </ul>	<ul style="list-style-type: none"> <li>• Continue eye-tracking research through publication of several articles</li> <li>• Engage 611 students (at least that I chair) in presenting at ITESOL and TESOL with department funds</li> <li>• Involve students in daily research writing</li> <li>• Identify one research area that can benefit from continual funding and student research (Eye-tracking? Civic engagement with public schools?)</li> <li>• Apply for a Meg grant Fall 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Identify research projects each year that could come from (or supplement) class projects</li> <li>• Encourage students to participate in those projects (see previous goal)</li> </ul>
RN	<ul style="list-style-type: none"> <li>• SCOT consultant</li> <li>• A TA</li> <li>• Time to evaluate both courses (while teaching 3 classes and supervising a 4<sup>th</sup>?)</li> </ul>	<ul style="list-style-type: none"> <li>• Time to work on these projects (creating new assessments, piloting them, revising)</li> <li>• Copies of outcomes and assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Funding to get students to conferences</li> <li>• Funding to bring in experts on our research topics</li> <li>• Time to solicit funding and establish a research hub</li> <li>• Knowledge to help students get ORCA grants</li> </ul>	<ul style="list-style-type: none"> <li>• See previous goal</li> </ul>
RD	2.3.1—Give careful and consistent effort to providing students with an education that is of the highest quality	2.3.2—Valid and reliable evaluation of student learning		
AA	<ul style="list-style-type: none"> <li>• I've taught 376 and 611 before, so I know the general framework</li> <li>• Cassie is planning to improve 611 as part of her project</li> <li>• I have time in Fall to work more on Winter's classes</li> </ul>	<ul style="list-style-type: none"> <li>• I've taught 376 and 611 before, so I know the general framework</li> </ul>	<ul style="list-style-type: none"> <li>• Currently engaging 8 undergrads in eye-tracking research</li> <li>• I'll be taking 8 students to upcoming conference: ITESOL, SSLW, CCCC, AAAL plus grads to ITESOL and TESOL</li> </ul>	<ul style="list-style-type: none"> <li>• See previous goal</li> </ul>
Time-line	<ul style="list-style-type: none"> <li>• 376 by end of Winter 2017</li> <li>• 611 by end of Winter 2018</li> </ul>	<ul style="list-style-type: none"> <li>• 376 by end of Winter 2017</li> <li>• 611 by end of Winter 2018</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous</li> </ul>

## Research

Goal	1) Engage undergraduates with research (ORCA, MEGs) that aligns with our mutual interests	2) Publish an average of 3 articles per year (18 by 6 <sup>th</sup> year review)	3) Establish a solid voice as an L2 composition expert by publishing strategically in high-profile journals	4) Collaborate with interdisciplinary colleagues (Composition, Psychology, Education, Languages) to extend that voice
Steps	<ul style="list-style-type: none"> <li>• Advertise for ORCA Grants to exceptional undergrads each semester</li> <li>• Apply for MEG grant for Eye-tracking research, travel, and colloquium funding in Fall 2016</li> </ul>	<ul style="list-style-type: none"> <li>• Submit or revise currently drafted articles (2 from dissertation, DA of L1 writing center)</li> <li>• Finish Curriculum book for UMP</li> <li>• Propose a book on curriculum changes</li> <li>• Draft articles for which I have data (2 w/Dana; 5 w/Eye-tracking; 1 w/New teachers; 1 w/genre teaching; 2 w/curriculum change/revision)</li> </ul>	<ul style="list-style-type: none"> <li>• Publish strategically in L1 and L2 journals</li> <li>• Associate myself with Dana and JRW more assertively</li> <li>• Become more familiar with social media and use to create a professional image</li> <li>• Become involved in professional organization leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections with interdisciplinary colleagues at lunches, colloquia, conferences, etc.</li> <li>• See goal 1 in citizenship and apply across departments, colleges, and university to some extent</li> <li>• Take one non-BYU colleague to lunch or dinner at every conference I attend</li> <li>• Give out business card more freely with notes on back about how we could collaborate</li> </ul>
RN	<ul style="list-style-type: none"> <li>• Time to write grants</li> <li>• Student interest</li> <li>• Knowledge to help students get ORCA grants</li> <li>• Mentoring to write a successful MEG grant</li> </ul>	<ul style="list-style-type: none"> <li>• Time to complete current manuscripts (course release year 1 and 2)—need to clarify course release in year 2 Winter</li> <li>• Time to engage in new research</li> </ul>	<ul style="list-style-type: none"> <li>• See previous goal</li> <li>• Get social media mentoring</li> <li>• See goal 4 on Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Time and money to attend conferences</li> <li>• Money to engage in research projects with distant colleagues</li> </ul>
RD	2.2.2.12—Jointly authored articles and artifacts are considered normal ways of publishing	2.4.1—Demonstrate consistent productivity	2.4.2.3—Publish work with organizations and presses that are respected by peers	2.4.2.1—Interdisciplinary scholarship has a respected place in the humanities
AA	<ul style="list-style-type: none"> <li>• Already started eye-tracking research with a college grant</li> </ul>	<ul style="list-style-type: none"> <li>• Currently in review or press: CMLR; RTE; JSLW; WLN; (Praxis?)</li> </ul>	<ul style="list-style-type: none"> <li>• Currently run JRW</li> </ul>	<ul style="list-style-type: none"> <li>• Already working with Steve Luke a little</li> </ul>
Time-line	<ul style="list-style-type: none"> <li>• Continuous</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit annually</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous</li> </ul>	Continuous

# CITIZENSHIP PROJECT

Part of my faculty development plan is to become more active in professional leadership. Although this is an ongoing process, there are some steps I plan to take in the near-term to facilitate my contribution to professional leadership:

- Fulfill my duties as second vice-president of ITESOL by hosting the regional ITESOL conference next fall.
  - Learn from the current first vice president and president about my responsibilities
  - Identify a date and venue for the conference
  - Arrange for Dana to be the plenary speaker
  - Coordinate with local K-12 schools and the school of Education to participate
  - Create a call for proposals and work with the website administrator to disseminate and host this
  - Create a team to review submissions and design the conference program
  - Delegate additional roles and responsibilities to board members as they arise
- Locate and read two leadership manuals that can assist me in professional leadership before the 3<sup>rd</sup> year review.
- Take 2 online professional leadership courses by the 3<sup>rd</sup> year review.
- Attend my first professional leadership class at the 2018 International TESOL convention.
- Reach out to individuals who can mentor me in professional leadership, such as Neil Anderson, John Bitchener, Paul Matsuda, and Muriel Harris.

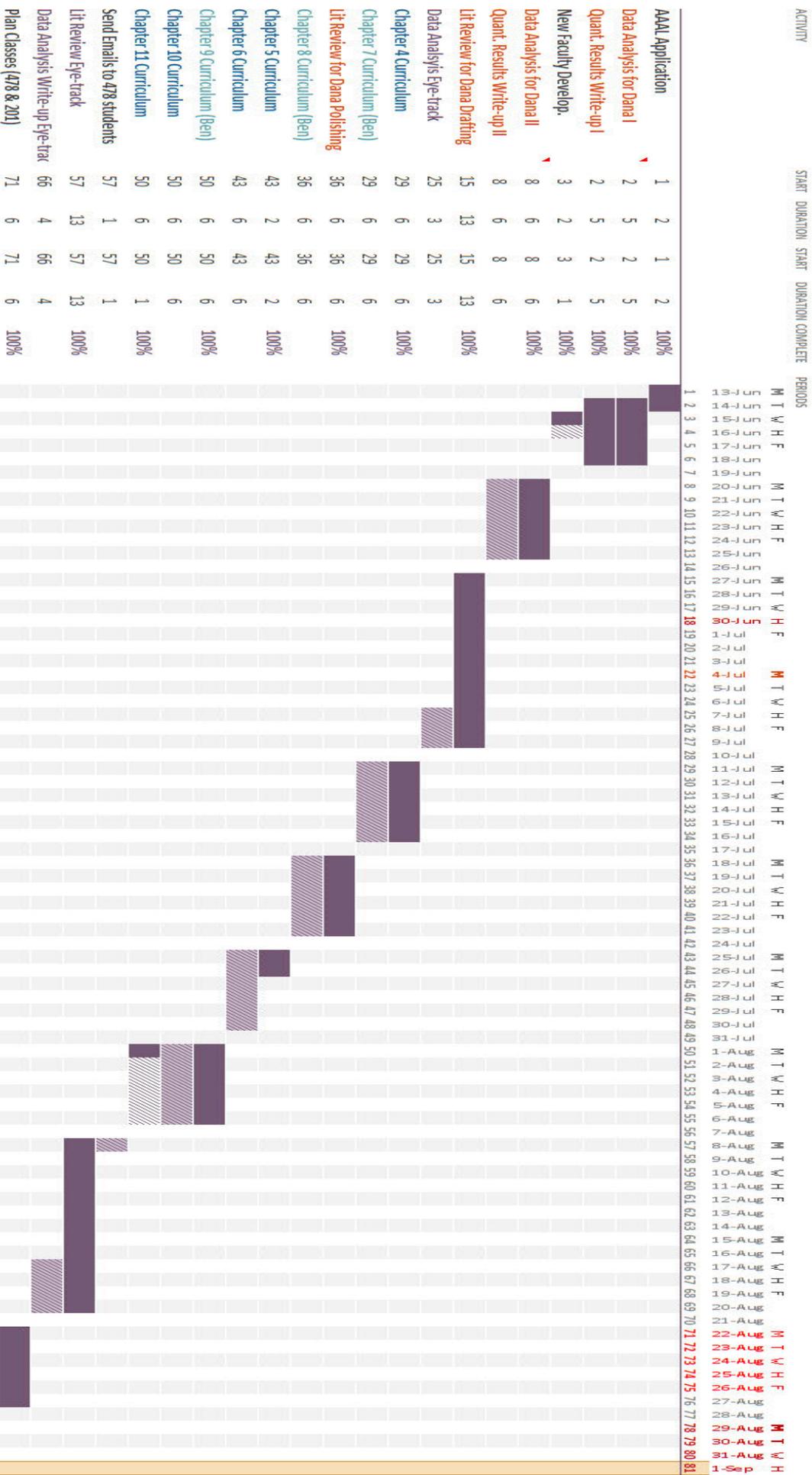
## SCHOLARSHIP STRATEGIES PROJECT

I have a very ambitious scholarship program and do not struggle to find time or energy to engage in research and writing since it is part of my daily routine. However, I do have three complex research projects that require thoughtful planning to ensure I can accomplish them all. They include

- 1) NES/ML research with Dana Ferris
- 2) Eye-tracking research with undergraduates and eye-tracking lab
- 3) Curriculum book with ELC administration

To keep current on these projects, I want to develop new ways of conceiving of these projects and their deadlines. I want to start with a Gantt chart for the summer to see if I like this arrangement. From there, I want to refine this approach or find a new one that's more effective for me. I also plan to discuss planning strategies with colleagues and other professionals to get additional ideas. I have included my summer Gantt chart below.

In addition to my personal scholarship, I also have pressing duties as managing editor of Journal of Response to Writing. I want to reduce this work load by hiring an assistant managing editor. I've spoken briefly with the Editing department, and they are interested in using JRW as an internship opportunity for an academic publication venue. So I want to pursue this avenue and hopefully have an assistant by winter 2017.





# **COURSE DEVELOPMENT PROJECT AND GRANT PROPOSAL**

## ***Summary***

Elang 478 is a capstone practicum course. Students in the class are assigned to teach English language learners at BYU's ESL lab school, the English Language Center, as a culminating experience to their TESOL minor. The class has been running for about 8 years and has adapted in many ways but numerous problems have emerged over the years that need to be addressed (see below for details).

The department chair asked me to re-envision this course to make it more effective and manageable for students and faculty supervisors. I took on this challenge and present both the old and new course syllabi below in addition to the curricular analysis which precipitated these changes. Moving forward, I plan to monitor the progress of the course and further develop course materials.

## ***Grant Proposal***

Elang 478 students consistently struggle to work effectively in pairs either as co-teachers or as assistants to a teacher of record. I would like to put together a collection of references and activities to help students develop teamwork skills. These will include short readings, videos, assignments, and feedback/evaluation venues. I would like to request grant money to purchase a small collection of teamwork and team-teaching reference manuals as well as money to defray costs associated with filming team-teaching vignettes. This will improve the course by giving students materials they can self-study prior to their first day of instruction and before inevitable team-teaching problems arise.

# ELANG 478: TESOL Minor Practicum

## Fall 2015, Section 001

Contacts:	Dr. [REDACTED] (instructor)	[REDACTED] (supervisor)	[REDACTED] (TA)
Office Location:	[REDACTED]	[REDACTED]	[REDACTED]
Office Hours:	T & Th 1:30-2:30 PM (OBA)	By Appointment	By Appointment
Office Phone:	[REDACTED]	[REDACTED]	[REDACTED]
Email:	[REDACTED]@byu.edu	[REDACTED]@gmail.com	[REDACTED]@gmail.com

### Course Information

#### EL 478 Requirements

ELang 478 requires you to complete 96 hours of training, including submitting weekly logs and reports.

#### Description

Synthesize and apply the foundational knowledge of the English language systems and competencies in teaching English as a second or foreign language.

#### Prerequisites

ELang 223 ELang 325 ELang 375 ELang 376  
ELang 477 or concurrent enrollment.

#### Learning Outcomes

##### *Practical Application of Knowledge and Skills*

Students will put the knowledge and skills learned in the TESOL minor classes into use during the practicum at the English Language Center by:

- Observing more experienced teachers in the classroom
- Working with a mentor
- Tutoring in the Self-Access Study Center
- Assisting in the computer lab
- Teaching in the Foundations Prep or Academic Prep classes
- Completing a portfolio of work completed during the practicum

#### Grading Policy

This course is a Pass/Fail course. As long as you complete all of the course requirements in a professional manner, you will pass the course.

#### Assignments

In Learning Suite, please submit an entry that simply indicates that you have read and understand the information in this document. If you have questions about any of the information in the documents, please let me know.

You will also be required to submit weekly reports including the hours worked that week. These will need to be submitted by Friday at noon each week. Further information is available in Learning Suite.

### **Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### **Sexual Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours).

### **Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

# ELANG 478: TESOL Minor Practicum

Semester:	Winter 2016	Classroom:	██████████
Contacts:	Dr. ██████ (instructor)	██████████ (supervisor)	██████████ (TA)
Office Location:	██████████	██████████	██████████
Office Hours:	M & W 3:00-4:15 PM (OBA)		
Email:	██████████@byu.edu	██████████@byu.edu	██████████@gmail.com

## Class Description

Synthesize and apply the foundational knowledge of the English language systems and competencies in teaching English as a second or foreign language.

## Prerequisites

ELANG 325, ELANG 375, ELANG 376; ELang 223; and ELang 477 or concurrent enrollment.

## Required Text

There is no required textbook for this class, though you must use assigned texts with your students (pick them up on the first day of class)

## Course Goals

Students will put the knowledge and skills learned in the TESOL minor classes into use during the practicum at the English Language Center by:

- Observing experienced teachers in a classroom
- Teaching extensively with a mentor/lead teacher
- Tutoring in the Self-Access Study Center
- Teaching in the Foundations Prep or Academic Prep classes
- Assembling a portfolio of work completed during the practicum

## Summary of Work and Assignments

The practicum requires students to spend **96 hours** (about 7 hours a week) in a variety of teaching contexts including training, preparation, teaching, tutoring, meeting with co-teachers, and helping with ELC activities.

Category	Overview of Assignments	
	Each student must complete <b>96 hours</b> of practicum experiences:	
Hours	<b>Activity</b>	<b>Hours Counted</b>
	Teach 1 class period	1 hour
	Prepare 1 class period	Up to (not exceeding) 1 hour
	Team meetings/ reports	1 hour (weekly)
	EFL or Talkabouts	1 hour (weekly)
	Attend 478 class meetings/training	1 hour (weekly)
	Meet with mentor/supervisor	Time spent rounded to nearest ¼ hour
	Tutor	Time spent rounded to nearest ¼ hour
	Conduct observations	Time spent rounded to nearest ¼ hour
Final teaching portfolio	Time capped at 5 hours	
	Additional activities may include: Extra tutoring Online writing tutor training Extra Talkabouts Development projects (with mentor/supervisor)	
Observations	Each student will be observed 2 times during the semester (3 times in some instances). Each observation requires submitting preparatory materials in advance (lesson plan and lesson materials), a debriefing interview with the observer, and an observation report.	
Reports	Reports throughout the semester will be due, including attendance reports, hour/time reports, teaching reports, and mentor reports.	

**This class is a PASS/NO PASS course**

## Course Overview

### Your role in this class

The TESOL practicum is a unique teaching opportunity offered to TESOL minors. The essential work you will do for this class is to teach English to low-proficiency international students at the English language center. You will be assigned to one of two skill levels: Foundations Prep or Academic Prep. In the Foundations Prep level, you will be the sole instructor for that class for the entire 65 minute lesson but will typically be paired with a team teacher, meaning you will teach two days per week. There may be instances in which you are assigned to teach up to four days a week throughout the semester. In the Academic Prep level, you will be working with lead teachers, and your assignment will vary.

As a Foundations Prep teacher, you will be required to create a syllabus and plan all lessons, learning activities, and in-class assessments. You will also be responsible for the language development of your students, and as such, you will need to make modifications to your curriculum and plans throughout the semester as dictated by the needs/abilities of your students.

### Teaching Context

The structure of the ELC is organized under two programs, an academic track and a foundations track. Practicum students are assigned to either Foundations Prep or Academic Prep:

Foundations C	University Prep
Foundations B	Academic B
Foundations A	Academic A
<b>Foundations Prep</b>	<b>Academic Prep</b>

### Foundations Prep

Foundations prep has four classes during the week (M-TH) and a review before tests on Fridays.

Classes:     Reading  
               Writing/Lab  
               Vocabulary  
               "All skills" (listening/speaking/grammar with integrated reading/writing).

### Academic Prep

Those practicum students who work in the academic program will work with the academic prep students and work as an ELC tutor. There are also opportunities for those that work in Academic prep to teach lessons throughout the semester.

All practicum students are expected to help with either the "English for Lunch" program, or ELC "talkabouts" for an hour each week (EFL times are set, talkabouts are flexible).

The ELC class hours where practicum students will be needed:

Monday- Thursday	8:15-9:20 a.m. (FP)	Friday	10-10:50 a.m. (FP)
	9:30-10:35 a.m. (FP)		11-11:50 a.m. (FP)
	12:15-1:20 p.m. (FP)		12-12:50 p.m. (FP)
	1:30-2:35 p.m. (FP) (AP)		

Make sure that your class schedule remains open for at least one of these blocks of time (plus transportation time to/from campus). Also, make sure that your class load isn't extremely heavy; the practicum is a lot of work, and you have to log all 96 hours to pass the class.

## Assignments

### Prepare/Teach class

You must teach the class to which you have been assigned. Plan the class thoughtfully and choose materials and methods to complement the background of your students in order to most effectively meet your lesson objectives.

You should arrive a few minutes before class starts and effectively manage your classroom. Be sure to assign and use the textbooks which have been prepared and ordered for your class; students should purchase these from the front office at the ELC, NOT the BYU bookstore, NOT from another ELC student, and NOT online. Do not dismiss class early, and do not miss a class day (unless you have arranged for a substitute).

### **Team meetings/Reports**

You should hold at least bi-weekly meetings with the other teachers in your program to discuss your students' needs and coordinate teaching efforts. These meetings may often occur partly during our regular Friday classes.

You must also submit weekly reports on Learning Suite in which you briefly describe how your class is going, any concerns or questions you have about the program, your class, or students, and an accounting of the number of hours you spent in approved assignments during the week.

### **EFL/Talkabouts**

You are expected to participate in at least two English For Lunch (EFL) or Talkabout activities during the semester. EFLs are held in the gym on the first Friday of each month. Contact Sandy Hatchet to become involved. Talkabouts are short interactions with students in which you ask pre-scripted questions of students in the hall during class break. You can access Talkabout scripts in the same room as your teacher boxes.

### **Mentor meetings**

Whenever you have questions or concerns, please take some time to speak with one of your course instructors (Grant, Nick, Chirstin). These may be informal and irregular meetings, but you are also welcome to schedule bi-weekly or monthly meetings just to check in.

### **Tutoring**

Depending on the number of Foundations Prep students there are, you may be assigned as a one-on-one tutor to one of your students. You will arrange with your student to decide what to study and how to provide that tutoring. If you do not tutor one of the Foundations Prep students, you may work in the Self-access Study Center (SASC) at the ELC as a general tutor.

### **Conducting observations**

During the semester, you are required to observe at least two experienced teachers at the ELC and write a short report in which you summarize your observation and then detail areas of strength, areas of concern, and ways that you might incorporate what you observed into your own teaching. Reports must be submitted on Learning Suite. You should contact Arwen Wyatt to arrange your two observations. Observations are scheduled one week in advance, and will not occur during the first or last weeks of the semester.

### **Final Teaching Portfolio**

At the end of the semester, you will be required to submit an electronic portfolio which includes your teaching philosophy, your syllabus and calendar, three lesson plans with associated materials, and three assessments that you have created. In addition to these materials, you should include a cover letter explaining what you learned in this course and how you would change the class you taught if you were to teach it again.

## **Course Policies**

### **Attendance**

Although this class is scheduled to meet three times a week, we will not hold classes on Mondays and Wednesdays after the first week of class. The reason for cancelling class on M/W during the semester is because some of the FP classes conflict with our scheduled class time. **We will continue to meet each Friday.** *You must attend at least 10 of the Friday class meetings during the semester as part of a passing grade.*

### **Workload and Assignments**

This is a 3-credit course. The BYU Catalog states: "The expectation for undergraduate courses is three hours of work per week per credit hour for the average student who is appropriately prepared; much more time may be required to achieve excellence. These hours may include one hour of lecture plus two hours of work outside class." According to this calculation, you could expect to spend 9 hours of work per week on this class; however, you are only expected to fulfill 96 total hours. That's about 7 hours per week.

# Course Calendar

## ELang 478 \* Fall 2016

Week	Day		First Half	Second Half	Due Dates/Assignments
1	M	1/4	Intro to class Class assignments	Tour of the ELC Collect teaching materials	
	W	1/6	ELC policies	Prepare class syllabus and curriculum docs	
	F	1/8	Plan first week lessons	Q&A	
2	F	1/15	Review of week 1	Q&A	Weekly Report 1 due Reading Horizons Training
3	F	1/22	Using Canvas	Proficiency vs. Citizenship	Weekly Report 2 due
4	F	1/29	Writing a test	Q&A	Weekly Report 3 due First round observations of 478 start
5	F	2/5	Classroom management	Classroom management	Weekly Report 4 due
6	F	2/12	Low-performing students	Q&A	Weekly Report 5 due
7	F	2/19	More resources at the ELC	Q&A	Weekly Report 6 due
8	F	2/26	High-performing students	Q&A	Weekly Report 7 due
9	F	3/4	Meeting objectives	Q&A	Weekly Report 8 due Second round observations of 478 start
10	F	3/11	Keeping students focused	Q&A	Weekly Report 9 due Missionaries observe NEXT week
11	F	3/18	Integrating all skills in class	Q&A	Weekly Report 10 due Missionaries observe THIS week
12	F	3/25	Preparing final grades	Preparing final grades	Weekly Report 11 due
13	F	4/1	Preparing for a teaching career	Q&A	Weekly Report 12 due Observation Reports due
14	F	4/8	No class—prepare final portfolios		Weekly Report 13 due
	F	4/15	<b>Final Exam (Reflection on what you learned) 11:00 until noon—273 UPC</b>		<b>Final Portfolio Due All 96 hours due</b>

### BYU Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### Preventing Sexual Discrimination and Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual

harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or <http://www.ethicspoint.com>; or contact the Honor Code Office at 801-422-2847.

### Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

## Analysis and Proposal for Elang 478

### Executive Summary

The Elang 478/TESOL practicum is not operating effectively. A laundry list of ailments points to the conclusion that TESOL minor students are unprepared for the challenges of co-teaching Foundations Prep classes. Because the Foundations Prep class was originally intended to be staffed by interns not practicum students, a solution is proposed to return Foundations Prep classes to the purview of TESOL internships and develop an ELC TA program for practicum students that can act as a feeder to ELC internships.

A note on vocabulary: *Elang 478* and *TESOL practicum* are alternate names for the same course and are used interchangeably throughout this document. *Foundations Prep (FP)* is the lowest class level at the ELC, and the ESL students who take this class are taught by Elang 478/TESOL practicum students. *An FP teacher* is an undergraduate Elang 478/TESOL practicum student who teaches FP.

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### Elang 478 Course Overview

Elang 478 is a pass/no pass practicum class in which undergraduate students teach the lowest level learners at the ELC for one full semester as a capstone to their TESOL minor and prior to (or concurrently with) their TESOL internship. The course is designed to give undergraduates the opportunity to implement theoretical and practical instruction in language teaching that they have learned in five classes<sup>1</sup> in the TESOL minor.

### Teaching Context

The current context of TESOL practicum teachers can be summarized in these points:

- 1) Students teach the Foundations Prep level at the ELC for an entire semester
- 2) They are assigned to one skill area (reading, writing, vocabulary, listening/speaking/grammar)
- 3) They are instructors of record and teach twice a week (a peer co-teacher takes the other two days)
- 4) They are responsible for syllabus writing, lesson planning, class instruction, diagnostic testing, classroom management, and all forms of assessment and grading
- 5) Many practicum students are unprepared for these demands because they enroll in Elang 478 and 477 concurrently

### Teacher Support

Elang 478 students are supported in their teaching in limited ways, particularly through

- 1) Previous learning in relevant TESOL minor courses
- 2) Practical support from three levels of FP oversight and supervision
  - a. A Linguistics faculty member (Name)
  - b. An executive council member (Nick David)
  - c. An FP supervisor (Chirstin Stephens)
- 3) Two classroom observations, 16 days of classroom instruction that address needs and concerns of practicum students, periodic vetting of course materials and assessments, open lines of communication and regular follow-up with and from practicum supervisors

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### Course Success and Distress

The student and teacher achievement following from the TESOL practicum would seem to indicate a healthy program. For instance, most FP students move to FA after their first semester at the ELC, and some occasionally skip directly to FB. This suggests that the instruction they receive is working. Also, teachers self-report professional growth as instructors by the end of the program.

However, the process by which these results come is distressing based on a list of misaligned resources as is evidenced from observations of FP teachers themselves, supervisor concerns, and misgivings voiced by other stakeholders. A fuller list is included as an appendix, but a summary of program distresses is presented here. Elang 478 students:

- 1) Are underprepared and undertrained for the FP teaching experience
- 2) Are not prepared to handle the ambiguity and autonomy inherent in ELC teaching
- 3) Are unprepared for the commitment required of teaching a full ESL class in an operating language program

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<sup>1</sup> 223 Intro to English Language; 325 Grammar; 375 Listening/Speaking/Pronunciation; 376 Reading/Writing/Vocabulary; 477 TESOL Materials and Methods

- 4) Lack professionalism as teachers and do not use ELC resources effectively
- 5) Are unfamiliar with the nuances of the ELC context
- 6) Struggle to co-teach with other peer teachers

These problems can be summarized in this statement: Elang 478 students are currently underprepared to co-teach a full class at the ELC and are deprived of sufficient feedback that would lead to the professionalization expected of them.

Given that ELC students pay more than \$2,500 per semester in tuition and books and Elang 478 students are likewise paying tuition for their mentored practicum experience, it is unreasonable and perhaps unethical to place undergraduate students in full control of four ELC classes with such limited preparation, mentoring, and resources. More particularly, doing so when these students may not have fulfilled pre-requisite TESOL minor courses or are still completing them concurrently is especially problematic.

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### **Some History and a Recommended Solution**

#### **History**

Originally, the Foundation Prep class was designed to be staffed by TESOL interns who were completing their 496R requirement for the TESOL certificate *after* completing all requirements of the TESOL minor. It was one of many possible paths interns could take to fulfill this requirement, and many interns chose to teach elsewhere.

Since those origins, the TESOL practicum has been introduced as a capstone experience for the TESOL minor to address critical feedback from internship providers that our undergraduates were not prepared to teach ESL. Practicum students were therefore invited to teach in the FP class rather than the more qualified interns who had completed all TESOL minor course and had been carefully vetted for placement into FP. This semester, several practicum students are teaching in FP while concurrently fulfilling two other TESOL pre-requisites. One student even has plans to return after the internship to complete the 376 Reading/Writing/Vocabulary TESOL minor course that is pre-requisite to signing up for the practicum!

All this is to say that the creation of the TESOL practicum has complicated the Foundations Prep teaching level by blurring the lines between the practicum and the internship, essentially making the practicum a mid-program internship experience where students flounder from lack of education, experience, and oversight. The solution to the complex problems in Elang 478 lies in the answer to this question: Who will teach Foundations Prep?

#### **Proposed Solution**

It is my recommendation that the Foundations Prep program be reformed so that qualified ELC interns (496 students) be given first right to teach these classes. Elang 478 students would not be guaranteed a spot in a Foundations Prep class but could earn one based on their qualifications as teachers and depending upon the needs of the program.

The TESOL practicum would then become a mentored capstone experience where students would be guaranteed a **TA position with an experienced ELC teacher** and receive more one-on-one mentoring than the current model supports. As an ELC TA, Elang 478 students would help teach one ELC class twice a week for all 14 weeks of one semester (amounting to a total of 30 hours of student contact time) and would be responsible to individually teach a minimum of 10 hours during that time. They would be required to do an additional 30 hours of preparation and grading, both individually and with the instructor of record, and 30 hours of external work, including tutoring, student life activities, personal reflection, Elang 478 coursework, rater training, and curricular engagement.

The changes described above are visualized in the following figure with yellow highlighting used to indicate special additions to the current arrangement of teaching experiences in the TESOL minor.

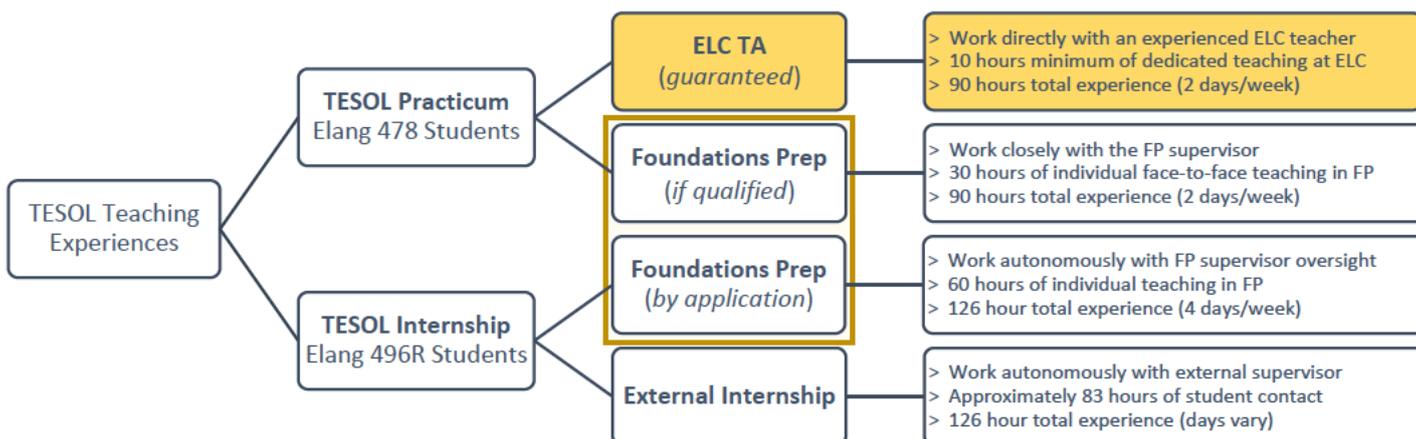


Figure 1 Proposed TESOL practicum and internship divisions

A highly mentored experience for Elang 478 students would benefit ELC students, the 478 students themselves, ELC teachers, and the ELC in general. ELC students and Elang 478 students would have the benefit of observing, teaching, and learning in a well-run class. ELC teachers would benefit by having an extra hand in the class who could share in the planning, teaching, and grading load. The practicum experience would then truly immerse novice teachers into the context and expectations of the ELC prior to the ELC internship or any other external internship where they would be expected to perform with substantial autonomy.

In addition to all this, TESOL practicum teachers would have immediate access to their own personal mentor teacher at the ELC who could provide effective demonstrations, immediate feedback, personalized instruction, and competent professional advice thereby ameliorating the current list of practicum problems. This arrangement would also make the Linguistics faculty member's job truly a 1/3 teaching load each semester. The practicum would continue to be cost-effective for the ELC and would be much easier to sustain long-term.

### Resources Needed for this Recommendation

Although remaining cost-effective, this solution still requires some institutional resources. These include:

- 1) Buy-in from upwards of 10 ELC teachers per semester interested in having (and mentoring) an undergraduate TA. Whether teachers would be paid for their work or not is up for discussion.
- 2) A dedicated FP supervisor to be "on the ground" arranging the day-to-day details of both the TA and Foundations Prep program.
  - a. **TAing:** The supervisor would help the Linguistics faculty member place TAs with their respective ELC teachers and coordinate the details of the mentoring experience. The supervisor would also orient TAs, attend to details of their needs, and assist in weekly 478 meetings.
  - b. **Foundations Prep:** The FP supervisor would also help arrange the details of Foundations Prep for those teaching in that program or completing the ELC internship. He or she would facilitate first-week instruction, model effective teaching, monitor and observe student teaching, respond to student needs, and perhaps teach occasionally in Foundations Prep classes to model effective instruction and classroom management. He or she would also conduct observations and debriefing sessions.

Since the ELC already subsidizes two assistants in Elang 478 (Christin Stephens and Nick David), collapsing this to just one supervisor position might save money.

- 3) Resources for standardizing the practicum and FP experience. This is likely to require time dedicated to the development of policies, procedures, and training materials as well as textbook evaluation and selection, and some classroom material development.

## Appendix

### Full List of Elang 478 Program Distresses and Symptoms

#### 1. TRAINING

**Observed problem:** 478 students are underprepared and undertrained for the teaching experience.

**Evidences of problem:** End-of-semester surveys, conversations with Dr. Tanner, observations by supervisors and stakeholders (including Jessica McGovern and missionary trainees), panicking emails from Elang 478 students, and FP students themselves.

**Contributing factors:** Elang 478 students need to be familiar with ELC policies in addition to learning how to set up their syllabus, create a diagnostic, make plans for the first week, develop assessments, etc. and we have three days to teach all this in Elang 478. Although much of this information is covered in Elang 477, students learn it after it is needed (if taking 477 concurrently). Other teachers are taking multiple TESOL minor classes simultaneously or in non-conventional order, causing additional frustration at the beginning of the semester when they are least familiar with TESOL principles and practices.

#### 2. AMBIGUITY & AUTONOMY

**Observed problem:** Elang 478 students are not prepared to handle the ambiguity and autonomy inherent in ELC teaching. When we give students very structured materials (“classes ready to teach”) they are upset that we don’t do what Dr. Tanner says they should do (e.g. conduct a needs analysis, develop curriculum to meet needs, etc.). If we allow more autonomy, they make poor instructional decisions.

**Evidences of problem:** Surveys, teachers not using the textbooks, skipping ahead too quickly in the material, giving language instruction that’s insufficiently rigorous, creating invalid and unreliable assessments.

**Contributing Factors:** Many take Elang 477 and 478 concurrently, there isn’t close enough supervision of the teachers, they don’t read (or forget or struggle to process and apply) information in our training documents.

#### 3. TIME COMMITMENT

**Observed problem:** Elang 478 students are unprepared for the commitment required of teaching a full ESL class in an operating language program

**Evidences of problem:** Surveys, experiences of past participants.

**Contributing Factors:** The culture of most 3 credit classes on campus is that students can “pass” with a lot less effort than what is required for Elang 478. Information may not be reaching the students in a timely manner and they get buried very quickly in the practicum. Furthermore, the requirements of the ELC are weighty and include many last-minute, time-sensitive details (daily lesson planning, frequent grade reports, implementation of ELC policies and procedures, response to administrative emails, midcourse evaluations, etc.).

#### 4. PROFESSIONALISM

**Observed problem:** Elang 478 students lack professionalism as teachers and do not use ELC resources effectively

**Evidences of problem:** Late grade submissions, late copy requests, writing tests on the morning they are to be delivered (without proper vetting), unprofessional teaching styles displayed during teacher observations, frequent re-creation/re-invention of existing materials, failure to coordinate ELC resources to benefit teaching and learning; overdependence on “figuring problems out” in isolation.

**Contributing Factors:** Students receive insufficient supervision to ensure they comply with ELC policies. They also receive insufficient mentoring and coaching to learn how to teach professionally. They are unaware of many ELC resources and unsure how to collaborate and coordinate with others to meet complex teaching and learning needs. Information on policies and procedures is hard to access or not located in intuitive places.

## 5. INSTITUTIONAL BUY-IN

**Observed problem:** The Linguistics faculty member who supervises the practicum cannot provide sufficient mentoring, observing, supervising, and monitoring of Elang 478 student progress.

**Evidences of problem:** Students are only observed twice a semester and their syllabi, lesson plans, class activities, and assessments are rarely vetted. Many concerns and coordination are handled by teaching assistants, and even with two assistants (Chirstin and Nick), it is still impractical to offer day-to-day and last-minute support and mentoring for all students.

**Contributing Factors:** The Elang 478 course only counts as 1/3 of a course load credit (rather than one credit for each semester) which substantially dis-incentivizes significant faculty involvement. It is temporally impossible for the faculty member to be actively engaged in all the teaching affairs of 478 teachers at the ELC. The ELC’s distance from main campus makes it difficult to arrange un-planned visits or respond immediately to teacher needs.

### Additional concerns:

- While Elang 478 students are familiar with the ELC in principle, they really have little comprehension of the ELC context. They are unfamiliar with the space, logistics, policies, procedures, mission, and objectives of the ELC and of their assigned classes in particular. Thus the first week of Elang 478 instruction is focused on acclimatizing teachers to this context rather than focusing on course design, lesson planning, and diagnostic testing.
- Elang 478 students generally have little experience teaching and even less experience with co-teaching. A lot of teacher energy is expended in navigating this complicated interaction. In addition, this creates a “blind leading the blind” scenario where one dominant but ill-informed teacher can lead both teachers to made poor instructional decisions.
- Even though Elang 478 students have access to many layers of support, the fact that they are alone in the classroom with their students reinforces feelings of isolation, particularly when handling classroom management issues and when seeking feedback on their instruction.
- The Foundations Prep class at the ELC is not operating as originally intended and designed by Jessica McGovern in which interns taught FP with in-depth support and almost constant supervision, nor is it sufficiently institutionalized so as to make it a stable, consistent experience for both teachers and students
- Elang 478 is not an effective teaching tool for missionaries bound for Mongolia. The inconsistency of teacher preparation and practice coupled with inexperienced teachers and un-vetted lesson material offer little in the way of good ESL teaching for missionaries to observe.