**Course ID and Title** MDA444 Teaching English as a Foreign Language

**Units: 4**

**Term:** Spring/Summer 2023

M, T, W, Th

May 15 2022-June 10 2023

**Location:** Paris, France

**Faculty**

**Contact Info:**

**Dr. Emmy Min**

**emmymin@usc.edu**

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**Course Description**

This Maymester course will teach you to be an ambitious English as a Foreign Language (EFL) teacher who facilitates learning experiences that are equitable, inclusive, and empowering. Upon completion of this course, you will earn a department certificate in Teaching English as a Foreign Language (TEFL). This course will prepare you to become a caring and curious EFL teacher and give you the tools to engage in ongoing reflection to ensure your practices are data-driven and socioculturally sustaining. In this on location course you will have the opportunity to observe EFL classes and teach EFL lessons as well as visit organizations and locations related to education and society in Paris, France.

There will be onsite visits to schools where English is taught such as public and private primary and secondary schools in both Paris and the suburbs where the majority of students , and private language academies for adult learners studying English for specific purposes. Onsight visits will also include the UNESCO headquarters located in Paris and Giverny (Monet's home and gardens). (Subject to change)

You will live in homestay families in Paris or in Aparthotels.

The course will be conducted in English. Cultural and linguistic immersion will offer opportunities for students to reflect on their own learning process to inform their EFL teaching. The focus of this course is to learn how to teach EFL. In the course you will learn that language teaching and learning is a social, political, cultural, and personal process of becoming in the target language. Given this importance of society in language teaching, you will connect the learning objectives of how to teach EFL to education and society through reflective prompts that will be offered for all on site visits and learning experiences.

**Learning Objectives (including rationale for the trip)**

* Design EFL learning activities and one EFL lesson.
* Facilitate equitable EFL learning activities for one lesson.
* Plan strategies for an equitable and inclusive learning environment for an EFL class.
* Reflect on personal and local factors in education and society that impact TEFL.
* Determine your personal English as a foreign language teaching philosophy.

**Prerequisite(s):** None.

**Co-Requisite(s):** None.

**Concurrent Enrollment:** None.

**Recommended Preparation**: Previous background in education is not required for success in this course. Some knowledge of French (equivalent to at least one semester) is highly recommended.

**Required Readings and Supplementary Materials**

All required materials will be provided by the instructor via ARES and on the Blackboard platform. These will include articles, videos, and websites from a diverse set of educators equitably enacting English language education. It is imperative that students secure the required materials listed in the course schedule table below. Starting with Week 1, students will be expected to read, reflect upon, and prepare to discuss assigned texts (readings, videos/tutorials, and online resources) prior to class time. All assigned texts listed in the course calendar will be either hyperlinked (links often require a [VPN](https://itservices.usc.edu/vpn/) and [USC Shibboleth](https://itservices.usc.edu/aboutuscnetid/) sign-in), or will be located on the Blackboard class page (for all mini-lectures).

**Communication**

Communication and collaboration are essential for teachers working in any school. Therefore, it’s important that you feel comfortable asking questions about and giving feedback on this course just as your classmates will be providing you with feedback on the plans you develop in this class. If you have questions or comments, please speak to your professor directly.

**Description and Assessment of Assignments**

Below is a general overview of the assignments. The instructor will provide a detailed assignment description and grading rubric for each assignment. For the detailed descriptions and rubrics, please see the assignment guides posted on Blackboard and in the class Google Drive folder.

**Grading Breakdown**

Including the above detailed assignments, how will students be graded overall?

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| --- | --- | --- |
| **Assignment** | **Points** | **% of Grade** |
| TEFL Lesson Plan | 30 | 30 |
| TEFL Instruction  | 30 | 30 |
| EFL Teaching Reflection Video | 30 | 30 |
| Class Participation  | 10 | 10 |
| **TOTAL** | 100 | 100 |

**Grading Scale (Example)**

Course final grades will be determined using the following scale

A 95-100

A- 90-94

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D+ 67-69

D 63-66

D- 60-62

F 59 and below

**Assignment Rubrics**

Include assignment rubrics to be used, if any.

**Assignment Submission Policy**

Describe how, and when, assignments are to be submitted.

**Grading Timeline**

Announce a standard timeline for grading and feedback.

**Additional Policies**

Add any additional policies that students should be aware of: late assignments, missed classes, attendance expectations, use of technology in the classroom, etc.

**Weekly Activities**

There are a number of class activities that you will be asked to complete each week, either before or during class time. The purpose of these activities is to help you engage in more thoughtful reflection about topics, serve as interim tasks for other course assignments, and/or provide practice for key skills. The out of class activities primarily consist of 6 hours of instructional observation and practice done in pairs or small groups that will be scheduled and organized by your instructor and whole-class trips to schools, community/Non-Governmental/Non-Profit organization, and cultural and touristic sites. In class activities will include self and peer review.

**In-Class Self and Peer Review**

Every week of class, you will conduct reviews of plans and instructional rehearsals. You will be required to include this review in the appendices of your course assignments, and you will not be graded separately for this activity. You will complete your review based on a rubric for a given assignment and/or a checklist for that assignment.

* Week 1, you will be reviewing your own and your peers’ Lesson Plans
* Week 2, you will be reviewing your own and your peers’ rehearsals of one or more instructional activities from their lesson plan.
* Weeks 3, you will be reviewing your own and your peers’ Classroom Support Plans.
* Week 4, you will be reviewing your own and your peers’ Philosophy of Teaching.

**Four Major Course Assignments**

There are three major assignments in the course that are each worth 25% of your grade. Each assignment (listed below) aligns with one of the four course learning objectives. Detailed assignment guides with steps for completion of the assignment, rubrics, templates/outlines, and assignment exemplars can be found using the links below.

* [Assignment Guides and Rubric](https://drive.google.com/drive/folders/1bkAmYyQ8jvNOsdJyMkuFM0LAPrAmdpJ0)

**TEFL Lesson Plan**

**Learning Objective**

By the end of this course, students should be able to design EFL learning activities and one EFL lesson.

**Assignment Description**

This assignment is due by the end of the class on Day 10. Design an effective and inclusive EFL lesson plan. The goal of this assignment is to demonstrate the learning objective and your growth in language learning lesson design over the semester. At the end of the lesson plan, there is a space for you to reflect on the strengths and areas for growth of your lesson plan.

**Grading**

Your instructor will use a rubric that is available in the Assignment Guides and Exemplars Google Drive folder. Your language lesson plan will be evaluated on the degree to which it generally demonstrates mastery of the above learning objective and specifically incorporates the key element of critical, multilingual pedagogy across traditional, progressive, and critical instructional orientations.

**Steps**

1. Get organized by reviewing the in-depth assignment descriptions, template, and examples.
2. Review one French EFL school and classroom context in Paris, including language levels, language program, age, and learning standards. You can choose between the instructor-given case or your current or future teaching context.
3. Review the readings and material regarding designing a language learning lesson.
4. Draft the lesson plan using one of the lesson plan templates provided by your instructor.
5. Proofread and confirm that your plan met all of the assignment criteria in the rubric. Complete self-review and peer review of your assignment using the checklist. Sign and date the self-review checklist in Appendix 1. Include peer review feedback in Appendix 2.
6. Upload the assignment to the Blackboard platform by the deadline.

**TEFL Instruction**

**Learning Objective**

By the end of this course, students should be able to carry out the lesson successfully using the lesson they designed.

**Assignment Description**

This assignment is due by the end of the class on **5/30/2023.** Create a TEFL classroom management or environment plan. The goal of this plan should be to create a community of learners that is culturally and linguistically responsive to future students. You will be provided a list of contexts for your plan, or you can choose your own.

**Grading**

Your instructor will use a rubric that is available in the Assignment Guides and Exemplars Google Drive folder. Your plan will be evaluated on the degree to which it generally demonstrates mastery of the above learning objective and specifically incorporates the following aspects: identifies objectives, delineates procedures, includes referenced material in an appendix, promotes equity, ensures student safety and ethical use of technology, refers to one or more aspect of one technology framework, refers to one or more technology standard, and ensures a culturally and linguistically responsive classroom community of learners.

**Steps**

1. Get organized by reviewing the in-depth assignment descriptions, template, and examples.
2. Teach the lesson to a group of students as assigned by your instructor and video record your teaching for 15 minutes.
3. Upload the assignment to the Blackboard platform by the deadline.

**TEFL Reflection Video**

**Learning Objective**

By the end of this course, students should be able to reflect the strength and weakness of their lesson planning and teaching and discuss ways to improve your practice by using the course readings and evidence from their instruction.

**Assignment Description**

This assignment is due 24 hours after our final class.

**Grading**

Your instructor will use a rubric that is available in the Toolbox.

**Steps**

1. Get organized by reviewing the in-depth assignment descriptions, template, and examples.
2. Record you reflection using a device for 10 minutes. (Zoom recording is okay)
3. Upload the assignment to the Blackboard platform by the deadline..

**Assignment Rubrics**

Your instructor will use rubrics to evaluate all graded assignments. These rubrics will be available in the Assignment Guides and Exemplars Google Drive folder in the detailed assignment guides.

**Assignment Submission Policy**

Any work that is submitted after the stated deadline will receive a 10% penalty for everyday it is late. In other words, the moment the assignment is submitted late, you’ll receive a 10% late penalty. If the assignment is not submitted after the first 24-hour period, an additional 10% will be added to the penalty. An additional 10% will be added for every 24-hour period it is late thereafter until it reaches a maximum of 50% penalty for late assignments. If serious circumstances arise that hinder you from meeting the deadline, you must contact the instructor by email BEFORE the assignment due date in order to be given consideration.

**Grading Timeline**

Your instructor will provide feedback on all assignments within one to three days of submission.

**Academic integrity**

In education, plagiarism is considered a violation of academic integrity by the school. For the first violation, a failing score will be applied to submitted work that has been plagiarized. Such work may not be resubmitted for a new grade. Second and further violations will be reported to the school.

**Attendance**

Regular class attendance is necessary, as students are required to participate and lead weekly in-class discussions.

**Classroom Norms**

Sharing our ideas, practices, and plans with others, and opening ourselves to critique (or peer feedback) can be a vulnerable process. To model the expectations of a professional work environment in our field and promote a respectful classroom environment, we agree to:

* not interrupt when someone else is speaking;
* critique ideas and practices, not people;
* support critique with evidence from course texts, or speak from personal experience;
* allow everyone to participate (i.e., don’t dominate or remain silent);
* keep a positive tone when engaging in class discussions and group work;
* equitably share group work across group members; and
* accept feedback in the positive spirit with which it is given, as a means of development.

**Leadership**

There are several opportunities for leadership in the class in the field of language education. You will be asked to lead instructional activities with your peers and you will have an opportunity to take a leadership role during in-class peer review. You can take a leadership role in the language teaching profession by adapting and sharing some of your work in the course as Created Open Educational Resources on our USC [Technology, Equity, and Language Learning](https://sites.usc.edu/tell/) website. You can take a leadership role by enacting your equitable language lesson plans in your current or future language classroom. The activities and plans you develop for language education can be discipline-based, depending on if you are an ELD, ESL, World or Foreign Language Teacher, or Dual-Language Teacher in the U.S. or an international context. You can also evaluate the implementation of one or more of your plans and share these results during conferences or in journals supported by local professional organizations, such as [CATESOL](https://www.catesol.org/) and [CABE](https://www.gocabe.org/).

**Technology**

Students taking the class on the ground are required to bring an internet-enabled device with browser capabilities, such as a cell phone or a laptop, to class. During class time, it is expected that students will use their devices only to participate in activities guided by the instructor. Use of devices for other purposes is not permitted during class time. If you require an internet-enabled device, the USC Computing Center Laptop Loaner Program–USC Information Technology Services provides loaner laptops at the general-use computing centers in King Hall, Ahmanson Information Commons at Leavey Library, and Waite Phillips Hall. This service is only available to currently enrolled USC students with a valid USCard. To check out a laptop, go to the service desk at a [USC computing center](https://itservices.usc.edu/spaces/computingcenters/) and log in to the laptop checkout webpage.

**Course Schedule/Itinerary: A DAILY BREAKDOWN**

**activities (**IMPORTANT: For each unit of in-class contact time, the university expects two hours of out-of-class student work per week over a semester.

There will be 45 hours of classroom learning. This class is 4 units, and you should plan to spend 8 hours out-of-class each week for this course.

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|  | **Topics/Daily Activities (contact hours)** | **Readings and Homework**  | **Due Dates for Assignments/Deliverables** |
| **Week 1: Welcome &**  **EFL Lesson Planning – Lesson Objectives, Assessments, and Instructional Activities.** |
| Unit 1: (5/15) | TESOLClass time on 5/15 and 5/16 (2 hours and 1+ hour in the field):Critical pedagogies often focus on the dynamics of power. What is a power-differential in yourclassroom or community? How is it constructed? How might it be deconstructed? | *Reading:** Short, D., Becker, H., Cloud, N., & Hellman, A. B. (2018). *The 6 principles for exemplary teaching of English learners: Grades K-12*. Chapter 1. [*A Vision for Exemplary English Language Teaching*](https://drive.google.com/file/d/1cg88cs6xuBoHbSkxAwsti7xErItJcDZJ/view?usp=sharing)*.* (p 1-8). TESOL Press.
* Chang, B., & Salas, S. (2020). [Disrupting method: Critical pedagogies & TESOL](https://drive.google.com/file/d/1i1w-IxYYl_IRiM_RU3uE83XNLURrf8-a/view?usp=sharing). In J. K. Shin & P Vinogradova (Eds.), *Contemporary foundations for teaching English as an additional Language: Pedagogical approaches & classroom applications* (p 15- 22). London: Routledge. (6 pages)
* Mini-Lecture: [Three Instructional Orientations](https://drive.google.com/file/d/1NosI2FOMaNRnZXc-fd0lPWpgOldv4sVJ/view?usp=sharing)
* Mini-Lecture: [Five Elements of Instruction](https://drive.google.com/file/d/1yfUU4FUnTSAJhJhsbGvq069rX4ckKlSZ/view?usp=sharing)
* [Implicit Bias](https://youtu.be/u3aCKTfei_4) (4:21)
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| Unit 2 (5/16 | Class time:1. Describe criteria and format of a learning objective (i.e., specific and measurable; action goal + noun)
2. Apply criteria of learning objectives to revise given learning objectives
 | *Videos/Tutorials:** [TESOL Program Lesson Objectives Checklist](https://drive.google.com/file/d/1abxof4AjQayoSGezbxT5rZrwanzVDmQT/view?usp=sharing) (1 page)*:*
* [*Bloom's Taxonomy*](http://cet.usc.edu/cet/wp-content/uploads/2016/12/blooms_taxonomy.docx)
* [Bloom's Taxonomy for World Languages](http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/7-Packet_2-Hedstrom_Blooms_FL.pdf.aspx)
* [*Learning Objectives FAQ*](http://cet.usc.edu/cet/wp-content/uploads/2017/06/learning_objectives_faq.docx)
* [Learning Objective examples](https://tips.uark.edu/learning-objectives-before-and-after-examples/)
* [Tips for Using Bloom's Taxonomy](https://tips.uark.edu/using-blooms-taxonomy/)

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| Unit 3 (5/17) | Class time:1. Draft learning objectives for lesson plan assignment
2. Describe approaches to sequence instructional activities

Site/School Visit (tentative) | *Reading:** Clementi, D., & Terrill, L. (2017). [Lesson design](https://drive.google.com/file/d/1GMc22H7ZbpRudv9s3vuK8TLYP2WUtQ4E/view?usp=sharing). In *The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design* (Chapter 3, pp. 53–68). (15 pages)
* [Zwiers, Chapter 2: Designing Activities and Lessons](https://drive.google.com/open?id=1MAnVOwHFMMvqTBpJ-x23nBRzlkgHCxM_) (13 pages)
* [Topics, themes and essential questions for lessons and units](http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Content-Elaborations)
* [Good Essential Questions](https://www.teachthought.com/pedagogy/examples-of-essential-questions/)
* [Critical Language Lesson Plan](https://drive.google.com/file/d/1T9-xh5DOe925SMU0-o92pgGUeA6VQuZp/view?usp=sharing) and [Filled Example](https://drive.google.com/file/d/1TINMXY7RQEOJUusN2g-mYJWWW2U8y0_j/view?usp=sharing)
 | **Classroom Visits (TBA)** |
| Unit 4 (5/18) | Class time:Desiging Assessment  | *Reading:** Min, E. (2021). [Equitable Assessment Practices.](https://docs.google.com/document/d/1oLmMX4MebL--Nx4T8bxz4f79yhYI1AhU/edit) In J. Crawford & R. Filback Eds. TESOL Guide for Critical Praxis in Teaching, Inquiry, and Advocacy. IGI.
* [Video (2:33 Minutes) Washback](https://www.youtube.com/watch?v=LhHHfJIIi_0)
 | **Classroom Visits (TBA)** |
| **Week 2: EFL Instructional Strategies - Building on Background Knowledge; Instruction of Language Form; Integrating Language Skills & Practices; Tailoring Instruction: Differentiation, Grouping, and Scaffolding.****5/22/2023 Travel Day to Paris** |
| Unit 5 (5/23) | Class time:1. Describe ways to identify and leverage EFL learners linguistic, content, and sociocultural background knowledge.
2. Revise and rehearse one activity from EFL lesson plan for French EFL students.

Site/School Visit (tentative) | * Gross, E. & Crawford, J. ([DRAFT](https://drive.google.com/file/d/1KAxm9kU9ntyx7DiHVGU-_ROHNzUb-u3U/view?usp=sharing)) Building on background knowledge. In *Critical multilingual pedagogies: A practical guide to linguistically and culturally sustaining teaching* (pp–21). Routledge.
* Mini-Lecture: [Identifying and Leveraging Background Knowledge](https://drive.google.com/file/d/1_wfq5pxhl_z37YrAtu4AtnC2sjZ202OF/view?usp=sharing)
* Mini-Lecture: [Applying Traditional, Progressive, and Critical Approaches to Building on Background Knowledge in an Instructional Activity](https://drive.google.com/file/d/11ox0Peej84Xyi9drEIGFwcnVJcQOpRMI/view?usp=sharing)
* Know Your Learners: <https://www.tesol.org/the-6-principles/the-6-principles/principle-1>
* [Background knowledge](https://www.youtube.com/watch?v=mysrzOT0iJs)
 | **Classroom Visits (TBA)** |
| Unit 6 -(5/24) | Class time:EFL Teaching Strategies (Teaching Grammar and Voabulary)  | *Reading:** Larsen-Freeman. (2014). [Teaching grammar.](https://drive.google.com/file/d/1cSpfJu1AeQ1CndwOJ9BCo37v5l1eqmaH/view?usp=sharing) In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.) *Teaching English As a Second or Foreign Language* (4th ed., pp 256–270). National Geographic Learning.
* McCarten, J. (2007) [*Teaching vocabulary: Lessons from the corpus, lessons for the classroom*](https://drive.google.com/open?id=1Jyvn6f2EfBvo1gxC-mFH6iNtN-X6lVhg)*.* New York: Cambridge University Press.(Also located in Toolbox)
* [Teaching Vocabulary example](https://drive.google.com/open?id=1IOngfbH-PC-VQ6BQZGEUvrpfHZMGiJMH) (Also located in the Toolbox
* Mini-Lecture: [Instruction of Language Form](https://drive.google.com/file/d/1yvsoVTVphg-7ACTZh3X8q_IB4EJCgnst/view?usp=sharing)
 | **Classroom Visits (TBA)** |
| Unit 7 (5/25)**5/29 is Memorial Day Holiday – No Class** | Class time:1. Describe strategies to integrate English language skills and practices.

Site/School Visit (tentative)  | *Reading:** Mini-Lecture: [Integration of Language, Content, and Sociocultural Skills](https://drive.google.com/file/d/1krKnh_ihCXFpyt6WNles8xBiGukFJyAG/view?usp=sharing)
* [Interpretive: Ideas for reading, listening, and viewing activities](http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Strategies_Interpretive_MCwebsite.pdf.aspx)
* [Interpersonal: Ideas for conversational activities](http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Strategies_Interpersonal_MCwebsite.pdf.aspx)
* [Presentational: Ideas for speaking, writing, and signing activities](http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Strategies_Presentational_MCwebsite.pdf.aspx)
 | **Classroom Visits***Friday: (TBA) Paris and surroundings Site Visits* |
| Unit 8 (5/30) | Class time:1. Describe strategies to tailor instruction through scaffolding, differentiation, and grouping.
2. Revise and rehearse one activity from EFL lesson plan for Italian EFL students.
 | *Reading:** Walquí. (2006). [Scaffolding instruction for English language learners: A conceptual framework](https://drive.google.com/file/d/1XQ3vE5ZMICjFsoyFyjGqmVI49LKlnSLb/view?usp=sharing). *International Journal of Bilingual Education and Bilingualism, 9*(2), 159–180.
* Mini-Lecture: [Tailored Instruction](https://drive.google.com/file/d/1mOAe2KRWNjOa6prmb9ny66RBLs2mkvgF/view?usp=sharing)
* Mini-Lecture: [Applying Traditional, Progressive, and Critical Approaches to Tailored Instruction](https://drive.google.com/file/d/1_fI9lRGDRuftcqgTDG732sy73OfXxiSg/view?usp=sharing)
* [*Effective Groupwork*](http://cet.usc.edu/cet/wp-content/uploads/2018/09/CETResource_EffectiveGroupWork.docx)
* Borja, L. A., Soto, S. T., & Sanchez, T. X. (2015). [Differentiating instruction for EFL learners](https://drive.google.com/file/d/1IaRDdnmzbtLyY-neFPhxx3jQKUvsDaEP/view?usp=sharing). *International Journal of Humanities and Social Science, 8*(1), 30–36.
* Herman, E. (2020).[*Grouping students: Heterogeneous, homogeneous and random structures*](http://exclusive.multibriefs.com/content/grouping-students-heterogeneous-homogeneous-and-random-grouping-structures/education).
 | **Classroom Visits****Due by end of the day 5/30/2023 Lesson Plan** |
| **Week 3: Instructional Strategies and Classroom Culture – Instructional Strategies, Diversity, Equity, and Inclusion; Learning Environment** |
| Unit 9 (5/31) | Instructional Strategies: Teaching Listening and Speaking  | ***Reading:*** * Gilbert, J. B. (2008). [*Teaching pronunciation: Using the prosody pyramid*.](https://drive.google.com/open?id=1UawxtMxn2eGn4aAWFWyr24_Ps6MsVSmZ) New York: Cambridge University Press
* Li, S. (2018). [Corrective Feedback](https://drive.google.com/file/d/1f8FSJYVyOus7dKj6NeKeA5Z10oX3L3C9/view?usp=sharing). In J. Liontas (Eds.) The TESOL Encyclopedia of English Language Teaching.,Blackwell.
* E-Chapter: [How Can Teachers Teach Listening?](https://www.tesol.org/docs/books/bk_ELTD_Listening_004) TESOL Organization

**Unit Videos***British Council Videos on Teaching Speaking:(Links)*[Techniques](https://www.youtube.com/watch?v=LF7zsz8fi64)[Activities](https://www.youtube.com/watch?v=89Gyd9NEa9M)[Feedback](https://www.youtube.com/watch?v=-To5jVPwN3k) | **Classroom Visits** |
| Unit 10 (6/1) | Instructional Strategies: Teaching Reading and Writing  | ***Reading:*** * DelliCarpini, M. (2011). Success with ELLs: [Supporting ELLs Before, During, and After Reading](https://drive.google.com/open?id=1ZRMUdm5PfCUpGnEvQs7MVh3xF1R35tJR). The English Journal, 100 (5)., pp. 108-112. National Council of Teachers of English. (Link)
* Online Resources: Activity Sets:

[A Process Approach to Writing](https://coerll.utexas.edu/methods/modules/writing/02/sets.php). [Pre Writing](https://coerll.utexas.edu/methods/modules/writing/02/pre-writing.php), [During Writing](https://coerll.utexas.edu/methods/modules/writing/02/during-writing.php)[Post Writing](https://coerll.utexas.edu/methods/modules/writing/02/post-writing.php)**U. Videos*** Guided Reading for ESL Elementary Students: <https://www.youtube.com/watch?v=7_jXuw_Knc0>
 | **Classroom Visits***Friday: (TBA) Paris and surroundings Site Visits* |
| Unit 11 (6/5) | 1. Review key concepts in classroom management, classroom culture.

Site/School Visit (tentative) | ***Reading:*** * Hollie, S. (2018). *Culturally and linguistically responsive teaching and learning.* Shell Education. [Chapter 3](https://drive.google.com/file/d/15Mug7jFUC2TJkWp3vboaNEagzgL4mN-B/view?usp=sharing): Is My Classroom Management Culturally Responsive? pp. 85–118.
* [Classroom Dynamics](https://bokcenter.harvard.edu/classroom-dynamics)
* [Key Moves](https://bokcenter.harvard.edu/inclusive-moves)
* [Navigating Difficult Moments](https://bokcenter.harvard.edu/navigating-difficult-moments)
 | **Classroom Visits** **Teaching Video is Due by end of day 6/6** |
| *Friday Paris 7 surroundings visits* |
| **Week 4: EFL Teaching – Philosophy of Teaching; Reflection on Education and Society in Paris France** |
| Unit 12 (6/6) | Class time:1. Analyze examples of a learning environment and draft a plan to support classroom learning environments

Site/School Visit (tentative) | ***Reading:**** Culturally Responsive Instruction Observation Protocol ([CRIOP](https://drive.google.com/file/d/1UOqIUH9NVMBfuV7wb7d_-12dXcUIwLhJ/view?usp=sharing)). Section: Class & Family; pages 2-5.
* Larrivee, B. (2008). [Development of a tool to assess teachers’ level of reflective practice](https://drive.google.com/file/d/1o49kA7MxSDYheaPM9APlVeE788Hc8Isk/view?usp=sharing). *Reflective Practice, 9*(3), 341–360.
* Min, E. (2020). [Writing to Authority Figures: Korean Students’ Communication in English.](https://drive.google.com/open?id=171PkKykXY7GizpQK0DWBlIG8lUr5ckTk) KOTESOL Journal, (July, 2020).
* Mini-Lecture: [Critical Reflection in Language Education](https://drive.google.com/file/d/1_z-7Q1MxfQnCvaMAgKw-igoNZhotlYcS/view?usp=sharing)
 |  |
| Unit 13 (6/7) | Class time:1. Reflect on your instructional activities and lesson plan by identifying the orientations and elements present in your lesson plan.
 | *Reading:** Complete Reflective Practice Survey
* Watch your group members’ teaching videos in preparation for the class
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| Unit 14 (6/8) | Class time:Reflective PracticeCritical Reflection Debrief Excellent EFL Teaching  | *No Assigned Reading*  | **Presentations on your Reflective Video Content****Video Due 24 Hours After this Class***Friday: (TBA) Paris and surroundings Site Visits* |
| *Friday: Site Visit, Cultural Event, (TBA) Farewell & Departures* |

**REMINDER: USC LEGAL REQUIREMENTS**

USC requires certain documents (e.g., Travel Release Form, Medical Treatment Authorization Form) for all students studying overseas, and also requires a roster of students which must be provided a minimum of 7 days in advance of departure. Further details are available at the website of Student Support and Advocacy, Division of Student Affairs [studentaffairs.usc.edu/ssa/ssa-overseas](https://studentaffairs.usc.edu/ssa/ssa-overseas/) or call (213) 821-4710.

**Statement on Academic Conduct and Support Systems**

**Academic Conduct:**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](https://policy.usc.edu/scampus-part-b/). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

**Support Systems:**

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*

[studenthealth.usc.edu/counseling](https://studenthealth.usc.edu/counseling/)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*

[suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org/)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call*

[studenthealth.usc.edu/sexual-assault](https://studenthealth.usc.edu/sexual-assault/)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298*

[equity.usc.edu](https://equity.usc.edu/), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*

[usc-advocate.symplicity.com/care\_report](https://usc-advocate.symplicity.com/care_report/)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

*The Office of Disability Services and Programs - (213) 740-0776*

[dsp.usc.edu](http://dsp.usc.edu/)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Support and Advocacy - (213) 821-4710*

[uscsa.usc.edu](https://uscsa.usc.edu/)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](https://diversity.usc.edu/)

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu/), [emergency.usc.edu](http://emergency.usc.edu/)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu/)

Non-emergency assistance or information.

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