



**Hampshire College**  
**TESOL Teacher Training Institute**  
180-hour TESOL Certificate Course

**IA 0204**

Franklin Patterson Hall (FPH) 108  
June 4-29, 2018

**A TESOL certificate is a ticket to the world! Having a TESOL certificate will open many academic and professional doors. Thinking of applying for Fulbright or another scholarship program? Having a TESOL certificate makes you a competitive, informed, and educated applicant.**

The Hampshire College TESOL Teacher Training Institute is a four-week intensive summer program designed for students and community members hoping to volunteer, teach English, pursue a new career path, or travel the world.

This TESOL program is unique, drawing from the Hampshire College philosophy of interactive, collaborative, and experiential education. Our program allows participants to be a teacher, student, and linguist. Together we explore the different elements of the TESOL field, build your language teaching skills, and volunteer to teach English within the larger Hampshire County community. Participants who successfully complete this course will leave with a Hampshire College TESOL certificate, professional development materials (CV, professional portfolio), a collection of co-created lesson plans, a teaching cohort, a variety of teaching opportunities, and much more.

## Course Leadership:



### **Teacher-Trainer**

**Stephanie N. Marcotte**

**Email:** [sbrownSU@hampshire.edu](mailto:sbrownSU@hampshire.edu)

**Website:** <https://stephaniemarcotte.wordpress.com>

**CV:** <https://www.visualcv.com/stephanielmarcottecv>

Stephanie Marcotte is an ESL adjunct professor at Holyoke Community College (HCC), a TESOL teacher trainer at Hampshire College, and a doctoral candidate in educational leadership through the University of New England. Outside of teaching, Stephanie is the 2017-2018 NNETESOL President and conference chair. She is also the outreach

coordinator for an interfaith non-profit. Previously, she was a Fulbright Advisor at the University of Massachusetts. Stephanie received her MATSOL from the SIT Graduate Institute and her B.A. from Hampshire College. Her areas of interest include experiential learning, systemic functional linguistics, corpus linguistics, reflective teaching, language teaching pedagogy, educational/transformational leadership, community-engaged learning, and professional development. Currently, she has combined all of these interests and applied for a Fulbright Scholarship in Hungary.



### **Program Coordinator**

**Kareema Jean-Baptiste**

**Email:** [kareema\\_lind@yahoo.com](mailto:kareema_lind@yahoo.com)

Kareema Jean-Baptiste is a 24-year-old educator from Princeton, New Jersey. Kareema received her bachelor's from Hampshire College in 2015, concentrating on educational policy, Africana Studies, and Black Media. Her Division III research paper examined the charter school system in New Orleans after Hurricane Katrina and its effect on the students of color. While at Hampshire, Kareema took the TESOL course at Hampshire in the summer of 2014. Since graduating from Hampshire, Kareema has been a TESOL intern in LaPaz, Bolivia, and taught English online through a Shanghai-based company. Kareema has experience with applying to English teaching programs such as Fulbright, EPIK, and JET. Kareema has spent the past

year in Spain as North American Language and Culture Assistant.

## Course Objectives:

### **Students will be able to...**

1. Create well-developed and creative lesson plans that engage participants.
2. Run a lesson and/or activity with a group of ESL students alone or with a partner.
3. Discuss and share thoughts about a variety of topics within the field of TESOL.
4. Collaborate with others to create and run effective lessons.
5. Develop a CV/Resume and cover letter for a real teaching job.
6. Develop a teaching philosophy and professional development plan for their work within the field of TESOL.
7. Create, submit, and present a poster presentation about a topic of their choice related to teaching and learning.
8. Create an online portfolio that creatively and professionally showcases all of their work from the course and beyond.

## Course Requirements:

### **Students will...**

1. Work individually, in pairs, small groups, and as a large group to accomplish a variety of different tasks.
2. Participate in and contribute to class discussions.
3. Complete all nightly homework assignments as well as larger course assignments. All assignments will be completed on-time, unless discussed with the instructor.
4. Take risks with their peers to better understand the role of the teacher, student, and linguist.
5. Participate in a variety of different field-trips related to teaching ESL.

## Technology Usage:

We will not be using a textbook for this course, however we will be using many online resources. The reading and many other assignments will be found on our course Moodle page.

## Attendance Policy:

Students are required to come to class on time. Some classes start at different times in the morning. It is the responsibility of the student in the course to check the course calendar and be on-time for class. The course calendar is attached at the end of this syllabus.

Students enrolled in the TESOL certificate course may only miss 1 class over the course of the month-long class. In case of absence, the students must email both the Stephanie and Kareema at least 12 hours prior to class. if other emergencies come up,

please contact Stephanie and she will work with you to successfully complete this program.

## **Hampshire College Policy on Plagiarism**

**<http://helios.hampshire.edu/~msbNS/ns121/plagiarism.html>**

### **ETHICS OF SCHOLARSHIP**

Hampshire College is part of a broader community of scholars, a community where ideas, hypotheses, new concepts, and carefully established facts are the currency. None of us, faculty or students, is able to survive without borrowing from the work of others. Just as we expect to have our work recognized in examination reports, reappointments and promotions, or the footnotes of those who borrow from us, so must we carefully recognize those from whom we borrow.

Brief guidelines are presented in the next few pages for the proper acknowledgment of sources upon which we draw for course papers, examinations, oral presentations, artistic productions, and so on. We acknowledge the work of others not only in gratitude to them, but also to provide our readers with the opportunity to consult our sources if they wish to review the evidence, consider other interpretations, or to determine the basis for the cited passage. In the evaluation of scholarly work, the writer's creativity in locating appropriate sources and using them well can be assessed only if those sources are identified.

The failure to acknowledge one's sources is more than a failure to be properly socialized into a community of scholars. Writers who fail to note sources are, at best, ignorant, and, at worst, dishonest. Unacknowledged borrowing from the work of others in any medium is a fundamental repudiation of the deepest values of the academic community.

### **PLAGIARISM**

Plagiarism (from the Latin for "kidnapper") is a term covering everything from inadvertently passing off as one's own the work of another because of ignorance, time constraints, or careless note-taking, to hiring a ghost writer to produce an examination or course paper. This range of possibilities is spelled out in more detail in the following list of examples.

#### **False Citation**

Material should not be attributed to a source from which that material was not obtained. That is, one must not pass off primary sources as if they had been consulted when, in fact, the material in the oral presentation or written work is based upon a secondary source. The use of secondary source material is permissible when properly cited.

#### **False Data**

Data fabricated or altered in a laboratory experiment or field project is an instance of academic fraud. While it is not plagiarism, it is clearly a first cousin and it is not acceptable.

#### **Intentional Poor Documentation**

As scholarly writers, we are expected to acknowledge our indebtedness for phrases, sentences, charts, diagrams, figures, and for longer verbatim quotations.

Writers prepare for this necessity by taking careful notes on exact wording and spelling, page numbers, and source identification. It is particularly important to present verbatim quotations

exactly as they are in the original sources, including any errors. Paraphrases require documentation, and they must be a true restatement of the original rather than simply a rearrangement of the words in the sources.

There are a number of methods of documentation. The form of the reference list or bibliography or footnote style may vary by discipline. There are a number of style manuals that describe the documentation rules for various academic disciplines. Some are in the reference collection at the library.

### **Papers Written by Others**

Presenting papers or sections of papers (including web sites) bought, borrowed or stolen from others as one's own is the most blatant form of plagiarism. There is no conceivable excuse for this behavior, including ignorance.

### **Unacknowledged Multiple Authors or Collaboration**

The notion that intellectual work is and should be a lonely and fiercely independent enterprise is overemphasized. At Hampshire College, students are encouraged to collaborate on work for courses, examination, and even Division III "independent study projects." For example, students are encouraged to have better spellers look at their work if that is necessary, and faculty members show drafts of their work or discuss their ideas with colleagues. In almost any book or article, writers recognize their indebtedness to colleagues who have criticized their work in footnotes or reference lists. Students, too, should acknowledge the assistance of their collaborators. In joint examinations or class projects, the contributions of each member of the group should be made clear and every member of the group should have an understanding of the whole project.

### **Unacknowledged Multiple Submission**

Using the same paper or portions thereof for several purposes without prior approval (for example, a course at another college and a Division I examination paper, publication in several scholarly journals, or submission to several classes) is generally considered to be illegitimate. However, such multiple submission is entirely acceptable if that borrowing is agreed to by the parties involved. It is, in fact, encouraged at Hampshire College when students want to pursue an idea further or when they have undertaken work well beyond that required for the original purpose of the paper or presentation.

## **ACADEMIC DISHONESTY**

### **Procedures for dealing with violations**

Academic dishonesty (plagiarism, fabrication, or falsification of data) is a breach of the ethics of scholarship and a violation of one of the central norms of an academic community. Allegations of academic dishonesty are most likely to arise from work done in a course or for a divisional project. The accusation is usually brought by a member of the college faculty. When it is clear to a faculty member that a charge of plagiarism is appropriate, the procedure is as follows:

1. Consultation with the School dean and Dean of Academic Support and Advising: The faculty member will inform the student, the School dean, and the Dean of Academic Support and advising of the accusation. Both the faculty member and the student will meet with the School dean who will a) consult with the center for academic support and advising to see if there are previous incidents, b) hear both sides, and c) recommend a course of action. If the School dean

## DRAFT: THIS SYLLABUS IS SUBJECT TO CHANGE

concur with the charge of academic dishonesty and determines that it is a first offense, s/he will choose one of the following options, depending on the seriousness of the offense:

**a.** Write a letter of warning to the student, with a copy to the dean of academic support and advising; or **b.** Refer the matter to the Dean of Academic Support and Advising, who will write a letter of warning to the student. In addition to the letter of warning, further sanctions available at stage 1a. or 1b. may include removal of all record of the course being taken (in the case of plagiarism in a course paper), or a decision to set aside the project in question and require the student to do an alternate project on a different topic with a different committee (unless the committee concerned agrees to continue working with the student.) **c.** In cases of egregious violation, the School dean or dean of academic support and advising may refer the case to the dean of student affairs for disciplinary action, as outlined below.

**2.** Referral of the case to the Dean of Student Services for disciplinary action: Second or multiple offenses concerning plagiarism or other violations of the ethics of scholarship (as well as egregious first offenses) will be referred by the School dean or the dean of academic support and advising to the Dean of Student Services for further disciplinary action. The Dean of Student Services will consult with the Dean of the Faculty in deciding disciplinary action. Sanctions available include disciplinary probation, suspension, or expulsion from the college.

**3.** Appeals: The student has the right to appeal the finding of academic dishonesty and/or disciplinary sanction to the president.

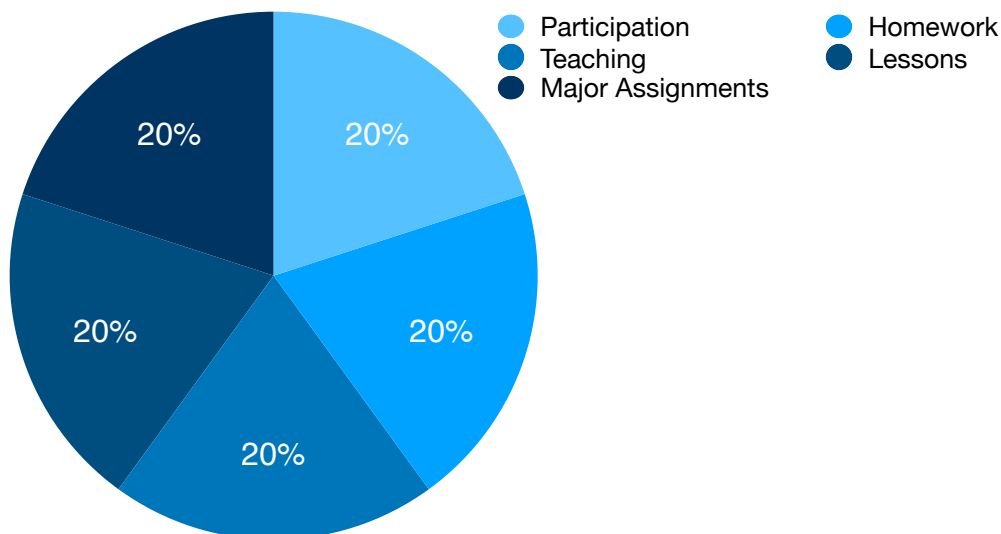
**4.** Record of cases of academic dishonesty: All cases of academic dishonesty should be reported in writing to the dean of academic support and advising. A record of all cases will be maintained by the center for academic support and advising. The center for academic support and advising will be responsible for monitoring recommended actions and insuring appropriate confidentiality. The center for academic support and advising will also keep a summary of all cases, without identifying specifics, to aid in determining appropriate action. (The student handbooks of Amherst, Mt. Holyoke, and Smith Colleges and of Princeton University were employed extensively as source material in drafting the above statement on Ethics of Scholarship.)

## Evaluation Criteria:

*What is needed to successfully complete this course and receive my TESOL certificate?*

**To successfully complete this 180-hour TESOL certificate course, you must do the following:**

1. **Participation:** Participate in class and through online assignments. Think critically about the readings, thoughts/ideas shared in class, and your personal experiences teaching/learning. Be willing to share and take risks.
2. **Homework:** This course will require study and work outside of class-time. The majority of these assignments will be readings and online discussions/reflections. It is important that you complete these assignments on time and in detail. All assignments will require citations. **We will be using the American Psychological Association (APA) citation guidelines.**
3. **Teaching:** In class, we will have a variety of opportunities to visit and teach different ESL classes in the greater Western, MA community. It is important that you thoughtfully prepare your lessons and activities, work with and motivate your classmates, and be a mindful instructor with your ESL students.
4. **Lessons:** In class and for homework, you will be creating a variety of different lesson plans. Each of these lessons will build on your experiences teaching and learning. These will also be helpful for later teaching. It is imperative that you take your time with these lessons and develop truly creative and informative lessons.
5. **Major Assignments:** This course will also require that you complete a variety of larger assignments. These assignments are listed below. For example, you will be creating a CV/Resume. These assignments need to be completed on-time and ready to be shared. Many of these assignments will go through multiple drafts.



## Major Course Assignments Include:

- 1. Professional Wordpress:** For this course, you will not be posting your assignments to Moodle. Instead you will be developing your own professional website. Your blogs will be responded to via Wordpress. You will also be responsible for reading and replying to other posts from your classmates.
- 2. Teaching Conversation Groups at Holyoke Community College:** Each Monday we will be running a 2-hour ESL conversation group. This is a space for students to come and practice their speaking and listening skills in a low stress environment. You will be working with a partner to create a 20-25 minute conversation-based activity that falls under the topic for that day.
- 3. Different Teaching/Observation Site Visits:** Throughout this course, we will be making various site visits. You will sometimes be responsible for running an activity or just observing the other teachers. We will hold discussion before and after each site visit.
- 4. Creating and Running an Icebreaker Activity:** Icebreaker activities are very important as they help to review material and create a better classroom environment. You will be responsible to sign-up for a time to run your own icebreaker activity. Please be prepared to run a discussion about what you did, why you did it, and how it is beneficial to an ESL classroom.
- 5. Giving a Group Presentation about Content-Based Instruction, Task-Based Instruction, or English for Specific Purposes:** You will be working in a small group to create a small presentation and example activity using an assigned teaching approach.
- 6. Generating a Professional Development Strategic Plan:** It is important to create a plan of action during and post TESOL certificate. What are your goals? Where do you want to go? What do you need in order to do this? This will be an ongoing discussion as well as a written plan.
- 7. 15-Minute Lesson on Something Your Good At:** We are all teachers and we each have our own skills and hobbies. Aside from teaching English, we need to think about how we teach in general. This is a fun activity to get you teaching and thinking about your teaching.
- 8. CV/Resume & Cover Letter Creation:** To get a good job you need a strong CV/resume. We will be working on these through out the program. We will also be drafting our an example cover. These are tools that will help you to use your certificate post certificate-course.



## DRAFT: THIS SYLLABUS IS SUBJECT TO CHANGE

9. **Teaching Philosophy:** A teaching philosophy is required for many teachers and it is also a reflective tool to see how you teach, what your goals are, and who you are a teacher. This is an evolving document, but we will work to create a good foundation together (using the topics explored in class).
10. **Formal Poster Proposal:** Much of the field and professional development requires submitting to and attending conferences. In order to do this, you will need to know how to create a formal poster presentation proposal. You will generate a proposal to submit to a local conference and this will also be your proposal for your final presentation.
11. **Formal Lesson Plans (Individual, Pair and Small Group):** Throughout this course, you will be creating a variety of lesson plans. These will be posted on your personal website as well. You will be running some of these lessons in class and/or with ESL students.
12. **Example Assessment:** You will be creating an example test/assessment that you could use with future ESL students.
13. **Grammar Game:** Often grammar is seen as a boring skill to teach and learn. However, we are going to focus on using games as a way to teach and practice grammar.
14. **Final Poster Presentation:** Building off of your poster proposal, you will be developing a poster presentation that you will present on the final day of class. There are many materials in the library on hold that will allow you to develop this presentation. If your presentation is accepted at a local conference, you will already have a completed presentation to share.

## Tentative Field Trips/Visits:

During this course, we will take multiple field trips and have a variety of different speakers. In some of these locations we will be teaching, tutoring, observing, and or networking. These are great ways to build teaching experience and your professional network within the field of TESOL. Please stay tuned as dates will be determined soon.

1. The School for International Training (Brattleboro, VT)
2. Marlboro College (Brattleboro, Vermont)
3. Pro Lingua Associates (Brattleboro, VT)
4. The Jone's Library (Amherst, MA)
5. The Eric Carle Museum (Amherst, MA)
6. The Yiddish Book Center (Amherst, MA)
7. The Unitarian Universalist Church ESL Program  
(Northampton, MA)
8. Holyoke Community College (Holyoke, MA)
9. TBD

## Requirements to Obtain a TESOL Certificate:

*This TESOL course is unique in that it offers 4-college credits as well as a certificate. However, just because you pass the class does not automatically mean that you receive your certificate. To receive both the 4-credits and a TESOL certificate, you need to demonstrate the following...*

To receive your TESOL certificate from Hampshire College, you need to be successful in the following three areas: (1) content knowledge, (2) readiness to teach, and (3) professionalism/professional development.



**(1) CONTENT KNOWLEDGE:** This course is built around topics in teaching, learning, literacy, student needs, linguistics and much more. Each assignment in the course allows you to draw on your own experiences and the content to best prepare for teaching. Successfully completing course assignments and participating in the classroom community will allow you to achieve this requirement.



**(2) READINESS TO TEACH:** In this course, we will teach, tutor, and support ESL students. These experiences mixed with the course content creates a large teacher toolbox. To successfully achieve this certificate requirement, you will have to demonstrate your teaching, produce scaffolded lesson plans, and apply best practices in teaching.



**(3) PROFESSIONALISM & PROFESSIONAL DEVELOPMENT:** This TESOL course is unique as it also incorporates professional development. For participants in this course to achieve this certificate requirement, they will need to produce polished professional development artifacts, create a well-developed presentation, and engage with the larger TESOL community.