**MATESOL Portfolio**  
Instructor:   Michael Griffin  
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**Course description**:  
In this course participants will compile and curate, as well as organize, edit, and finalize their portfolios. They will also write a statement (between 2,500-3,0000 words) that synthesizes their learning throughout the MATESOL program. This Learning Statement should detail their progress and learning as an MATESOL student. In the Learning Statement, students will be expected to highlight how they have met the program standards (see below). Participants will be expected to explain and contextualize their choices for artifacts in their portfolio and show how these items help show how the students have met the program standards. Throughout this short course students will be asked to comment on the work of classmates and help each other think through their experiences on the New School MATESOL.

**Required Textbook**  
There is no required textbook. The work will be done on discussion boards and personal blogs.

**Course and Program Standards**

*The portfolio will provide evidence that the student has met the following program standards:*

***1.         Language and Culture***

*Candidates display a thorough knowledge of the different language systems and how this knowledge can be best used to facilitate language learning. They do so in the target language. They also display knowledge about language learning and culture and their impact on language learning opportunities.*

***2.         Pedagogy and Curriculum***

*Candidates are able to plan and manage second language instruction using a variety of resources, and/or to make appropriate curricular decisions at the level of course and materials design, as well as using assessment strategies to inform the instructional and curricular process.*

***3.         Professionalism***

*Candidates are active members of their institutional and professional community and are deeply committed to collaboration and the enhancement of learning for all.*

***4.         Adaptive Expertise***

*Candidates display an awareness of themselves and their educational and cultural context, which allows them to effect positive changes in order to maximize learning opportunities in this context.*

**Schedule for Summer 2019**

**Dates:** July 7 to July 28   
**Draft of Learning Statement due:** July 22

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| **Week and date** | **Topics** | **Tasks:** |
| Pre-course  before  July 7 | **Introduction** | * Create your blog using the following instructions:  <https://snuka-lep.newschool.edu/canvas/matesol/blogs/blogs.html> * Compile questions * Read FAQ * Read and analyze portfolios from previous students |
| Week 1  July 7-13 | **Getting started** | * Tell the group where you are with the portfolio and what questions and concerns you have * Share potential artifacts |
| Week 2  July 13-20 | **Setting criteria**  **&**  **Selecting items** | * Explain your criteria for selecting artifacts for the portfolio * Describe other potential criteria one could use for selecting artifacts portfolio * Explain why you chose items for the portfolio. * Share write-ups for 5 artifacts in your portfolio. * Start on narrative Statement |
| Week 3  July 21-28 | **Wrapping up** | * Share write-ups * Edit and finish statement * Finish Portfolio |
| After July 28th | **Final Edits** | **Make corrections and updates  (**August 2nd is the latest anything can be turned in) |

**Disabilities Announcement**   
In keeping with the university's policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations is welcome to email us. All correspondence will be kept confidential. Students requesting any accommodations will need to contact Jason Luchs in the Office of Student Disability Services. Mr. Luchs will conduct an intake, and if appropriate, provide an academic accommodation letter for you to email us. At that point, we will review the letter with you and discuss the accommodations in relation to the course. Mr. Luch's email is: LuchsJ@newschool.edu

**Academic Integrity**

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The New School, and all members of the university’s community are expected to act in accordance with this principle. Consistent with this expectation, all students should act with personal integrity, respect other students’ dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of our community and compromise the worth of work completed by others. All work that is based on the ideas of others must provide the proper citations. A thorough guide to citing published and unpublished sources can be found at:<http://owl.english.purdue.edu/owl/resource/560/01/>. You are expected to familiarize yourself with these conventions and use them systematically in all your written work.

Plagiarism is the unacknowledged use of someone's work as one's own in all forms of academic endeavor (such as essays, theses, research data, creative projects, etc.), which may be derived from a variety of sources (such as books, journals, Internet postings, student or faculty papers, etc.) Plagiarism on any task or assignment will result in a failing grade and the student will be automatically referred to the Dean’s office.