

Practicum Design

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Course Syllabus

Name: Practicum Design	Requisites: PF-0301, PF-0302, PF-0303, PF-0305, PF-0312, PF-0318
Code: PF-0309	Co-requisites: None
Credits: 6	Cycle: III
In-class work: 4 hours Out-of-class work: 18 hours	Classification: Open to students admitted to the MA/TEFL Program
	Modality: 100% virtual

I. Description

Diseño de Práctica Profesional is a required six-credit course for the MA program in Teaching English as a Foreign Language. This class meets four hours per week during the first semester. The main goal of the course is for students to identify and apply the necessary tools to design an English for Specific Purposes (ESP) course for a population at the University of Costa Rica (UCR). The main tasks of this design (needs analysis, syllabus, sample lesson plan and materials, and assessment instruments) are completed in this course while the implementation, supervision, and evaluation of the ESP course are carried out in the second semester in PF-0311 *Práctica Profesional*. The students are expected to apply the knowledge acquired during their coursework to propose solutions to specific problems derived from the design experience. In total, the process finishes when the students' final portfolio is submitted to the examining committee. The course will be fully taught in the virtual modality and hosted on UCR's platform *Mediación Virtual* and on Zoom.

II. General Objectives

The students will be able to:

1. make appropriate, informed decisions while designing an ESP course for a specific population and
2. reflect on their work to grow professionally.

III. Specific Objectives

The students will be able to:

1. carry out a needs analysis of the target learning situation,
2. set realistic goals that respond to the needs analysis,
3. define the objectives of the ESP course,
4. establish the content and methodology to accomplish the objectives,
5. design materials to fit the teaching/learning situation;

6. determine criteria to evaluate the achievement of the objectives, the course, and the student-teachers' performance;
7. reflect on the work done while designing the course, and
8. report current issues in language teaching.

IV. Contents

1. Teamwork: Some useful hints
2. Reflective teaching
3. Introduction to course design
4. The fact-finding stage: Needs Analysis
6. Determining goals and objectives
7. Syllabus design
8. Lesson planning and materials development
9. Evaluation instruments and student feedback

V. Methodology

Working in teams, the students will design an ESP course for a target population. The members of the groups are chosen by the instructor, and each team is responsible for

- a. carrying out a needs analysis on a target population that requires English to work more efficiently,
- b. defining goals and objectives for the target population,
- c. deciding on the most appropriate content and materials to accomplish the objectives,
- d. designing sample lesson plans and materials, and
- e. designing evaluation instruments to determine the degree of achievement of the objectives and to measure students' progress and satisfaction.

The class will meet for weekly synchronous lessons through the platform Zoom and complete its coursework asynchronously by means of assignments and materials shared by the instructor through *Mediación Virtual*.

VI. Assignments

A. Initial report on the target group (Written report for the instructor and PPT presentation in class) 5% (team)

The student teachers will describe the target population's field, the focus of their work, specific situations that may require English, characteristics of communication in their field, and other relevant information.

B. Project #1: Needs Analysis (NA) 35% (team)

The Needs Analysis consists of a formal research process and report. Students will investigate the needs for the use of English of the assigned population in work or academic situations, whether current or future. The purpose of the NA is to gather relevant information to help you understand the specific lacks, needs, and wants of

the students concerning the use of English. The NA is **NOT** a narrative about the logistics to find the population and administer the instruments. It is a well-supported research report.

Close coordination with the “specialist informant(s)” is required to carry out the NA. If this person does not reply on time, you must quickly find another specialist to avoid missing deadlines. The specialist informant must be a person who can explain to you the specific tasks (and texts) that involve the use of English and that represent a challenge for the participants in work or academic settings.

At this stage, the student teachers will

1. interview the specialist informant(s), potential candidates, and their bosses / supervisors to determine expectations, needs, and resources;
2. assess the candidates' language proficiency level (*);
3. design and administer instruments to determine the educational background, needs, wants, and lacks of the target student population;
4. interview the target students to clarify information obtained from questionnaires;
5. gather authentic materials;
6. observe the target students at work or in their studies, if possible, to take notes about their performance in tasks that require the use of English;
7. survey other stakeholders (supervisors, bosses, potential employers, etc.);
8. study literature and other sources to learn general aspects about the target population and the tasks that require the use of English; and
9. create a group profile and individual student profiles.

(*) Note: Keep in mind that this cannot be an official English proficiency evaluation because the test is not a comprehensive, official exam such as TOEIC or TOEFL. In other words, avoid claiming that the students are intermediate or advanced learners because the diagnostic exam to be designed is not a well-researched, piloted exam as official exams must be. Do clarify this in your report by saying, for example, “When carrying out the specific test tasks, the students performed at a level suggestive of a high intermediate learner according to (scale used).”

C. Project #2: Syllabus Design 30% (team)

Based on the needs analysis, each team will design a detailed **task-based** syllabus, which will be the basis for the practicum during the second semester. This syllabus will include the course description, the goals, the general objectives, the contents organized in three units, and the evaluation. Tasks, macro skills (listening, speaking, reading, or writing), strategies (e.g. summarizing, scanning, clarifying, asking for repetition), language (grammar, vocabulary, or pronunciation), and time allotted will be included within each unit. **This project also includes a student-friendly version of the syllabus to be given to your students in the second semester.**

D. Project #3: Lesson Plan and Materials Development 20% (team)

Each group will design one lesson plan and its corresponding materials for the first unit included in the syllabus. This project will save you time during the second semester because that lesson will have been planned.

E. Project # 4: Assessment Instruments 10% (team)

Each team will design **three** different assessment instruments **to be used during the practicum**. Depending on the needs of the students, you may include

- a) a rubric for student teachers to assess the population's oral or written performance (if relevant)
- b) a Course Evaluation Form for your students to assess the ESP course (mandatory)
- c) a form for your students to evaluate your performance as student teachers (your students will evaluate each student teacher in the team separately) (mandatory)
- d) other possibilities: peer assessment forms or student self-assessment forms

VII. Evaluation

A. Initial Report on Target Group.....	5%
B. Needs Analysis.....	35 %
• Part I: Surveys, interviews, observations (15%)	
• Part II: Diagnostic test (20%)	
C. Syllabus Design.....	30 %
D. Lesson Plan and Materials Development.....	20 %
E. Assessment Instruments.....	10 %
TOTAL.....	100%

Notes:

1. All work must be original (instruments, rubrics, scales, exam items, course syllabus, lesson plans and materials, as well as reports) with the proper credit given to authoritative sources. Texts used as input for exam or classroom tasks should be authentic or adapted based on the ESP students' needs. Students are not allowed to copy or adapt materials created by other students from this or any similar program.
2. The final oral and written report receives a grade of Pass or Fail, according to UCR regulations.
3. Your TFIA document will have two separate titles:
 - a. One official title on the document for SEP's purposes: Course Design proposal, defense of proposal in July; final defense the following year, and final written document to be uploaded on the library's repository: this name must be formal and unique, describing the focus of your proposed course (different from that of previous TFIAs).
 - b. A different name for the ESP course you will design: this name will go in the syllabus, lesson plans, and materials, as well as on student certificates at the end of the year.
This name may be less formal and can be catchy for the course to be appealing to your ESP student population.

VIII. Important Notes

1. Course Design Report (complete, revised **written** document)

Before the end of the semester, the teams will submit the written report for approval by the Master's Committee (see guidelines for TFIA Report Part I). In addition, each team will give a formal 30-minute presentation of the course design covering both sections (needs analysis and syllabus) and submit a table with the research topic, main research question, and research sub questions for the TFIA Report Part II.

Following the presentation, the Master's Committee will approve or reject the proposal and the research topic according to SEP's regulations, article 48. Approval of the final oral and written report is a requirement to enroll in PF-0311 *Práctica Profesional*.

Your document must include the following sections and be written as a **formal, coherent, cohesive research report**:

- I. Introduction (for the complete report, including the context of the master's practicum and the student population to be taught)
- II. Chapter I: Needs Analysis
 - A. Brief introduction of the Needs Analysis Part I
 - B. General description of the participants' field(s) of work and/or institution and positions they (may) have at work
 - C. Methodology (NA Part I)
 - a. Research Approach
 - b. Context
 - c. Participants
 - d. Instruments
 - e. Procedures (Data collection and analysis)
 - D. Results NA Part I:
 - a. Interests of primary stakeholders
 - b. Group profile (based on questionnaires for students and stakeholders)
 - i. Students' educational background
 - ii. Description of the students' needs
 - iii. Description of the students' wants
 - iv. Description of the students' lacks
 - v. Optional: students' learning strategies, learning styles, attitudes, etc.
 - E. Diagnostic test report (NA Part II)
 - F. Discussion (Combining Results of NA Parts I and II)
- III. Chapter II: Syllabus Design
 - A. Course logo

- B. Course description
- C. Statement of goals and objectives
- D. Methodology
- E. Assessment
- IV. Conclusions (describing the most relevant insights gained through the process of designing the course)
- V. References
- VI. Appendices

At the end of the Practicum (second semester), students will be required to present a portfolio, known as *Trabajo Final de Investigación Aplicada* (TFIA) as part of the *Maestría Profesional*. This portfolio contains two parts:

- a. **Part I:** Course Design Report
- b. **Part II:** Report to be presented at the end of the Practicum in February or March next year, according to SEP regulations

The teams will receive specific guidelines to prepare the portfolio in the course PF-0311 (Practicum).

- 2. Attendance, active participation, critical thinking, respectful feedback, and evidence of conscientious reading of assigned materials are expected of students at all times.
- 3. Correct language use is required in all work. 30% of every grade corresponds to this requirement. All assignments must follow APA guidelines (latest version). If language and/or formatting interfere seriously with comprehensibility and coherence, the assignment will be returned without further feedback and points will be deducted.
- 4. Academic integrity:
 - a) Students' work must be entirely their own. Plagiarism is a serious academic offense and will be harshly penalized based on UCR regulations.
 - b) Students must copy all members of the group whenever they email the instructor.
 - c) Students must decide on the best strategy to make sure that all members of the team contribute equally to all assignments. A list of written responsibilities and organized written communication of deadlines is **a must**. No student will be exempted from any duty. **If you have to remind a team member about a task he or she has not completed as expected, do so through a formal email. Other means of communication are not valid for complaints.**

Complaints of this nature will be dealt with as regulated by *Reglamento Interno de la Maestría en Enseñanza del Inglés*:

ARTÍCULO 26. Participación del estudiantado en el trabajo final de investigación aplicada

Durante el proceso del trabajo de graduación, cada grupo de estudiantes debe procurar una participación equitativa y de excelencia académica, conforme a la normativa universitaria. Cuando uno o más miembros de un grupo de estudiantes haga un aporte en el TFIA inferior al establecido en la normativa pertinente y en los cursos PF-0309 Diseño de Práctica Profesional y PF-0311 Práctica Profesional, al menos un miembro del grupo informará de manera escrita a la persona que dirige el TFIA para evaluar la situación y establecer medidas correctivas, de ser necesario. En la medida posible, se aportará la evidencia escrita del desempeño realizado por la persona y de la comunicación escrita mediante la cual se le recordó las fechas límites, los deberes por cumplir y los criterios de excelencia académica. El o la docente a cargo del curso otorgará un plazo de 10 días hábiles para que el o la estudiante se ponga al día y cumpla con sus obligaciones académicas. De no hacerlo así, los demás miembros del grupo lo informarán por escrito a la persona que dirige el TFIA, quien a su vez, lo informará a la Dirección del Posgrado para conocimiento y toma de decisiones por parte de la Comisión del Programa. La Comisión puede solicitar al decano o a la decana del SEP la separación del o la estudiante que no cumpla satisfactoriamente con los lineamientos del trabajo final de graduación, según la normativa correspondiente. (approved by the MA Committee)

IX. Bibliography

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X. Tentative Course Schedule

The course schedule may be adjusted by the instructor, as needed.

Summary of Due Dates for Main Assignments

March 25	Initial report on target group
April 29	Needs Analysis Part 1: Surveys, interviews, observations
May 20	Needs Analysis Part 2: Diagnostic test
June 3	Syllabus Design Project
June 17	Lesson Plan and Materials Development
July 1	Assessment Instruments Project
To be announced	TFIA I to be submitted digitally to Master's Program
July 15	Presentation of Part I <i>Trabajo Final de Investigación Aplicada</i> (TFIA)

Week	Date	Activities	Assignment for following week
1	March 11	<p>NEEDS ANALYSIS</p> <p>Introduction to the course Target populations Teams Successful team teaching Needs Analysis</p> <p>-Needs Analysis <i>Reading:</i> "Needs Analysis" (Hutchinson & Waters)</p> <p><i>Reading:</i> "Needs Analysis" (Jordan)</p> <p><i>Reading:</i> "Task-Based Language Assessment: Components, Development, and Implementation" (Ali Shehadeh)</p>	<p>Readings:</p> <ul style="list-style-type: none"> • "Assessing Needs" (Graves) • "Designing a Survey instrument" (Brown, J. D.) • "Procedures for conducting needs analysis" (Richards) • Appendixes 1, 2, and 3 • Sample questionnaires for analysis (Richards) <p>Teamwork: Make an appointment with your contact person and send email to students/stakeholders to:</p> <ol style="list-style-type: none"> a. Arrange <u>the date, time and mode of administration</u> of the questionnaire to students. a. Schedule informal interviews and, <i>if possible</i>, observations. b. Start informal observations – <i>if possible</i> - and interviews with key stakeholders. c. Request and look for authentic materials.
2	March 18	<p>Class discussion: -Designing needs analysis instruments</p>	<p>Reading:</p>

		<p>Workshop with team: Needs analysis instruments</p> <ol style="list-style-type: none"> a. Design of first draft of questionnaire b. Design of other data gathering instruments: observation forms, structured interviews, self-assessment forms, and others relevant for the assigned population 	<ul style="list-style-type: none"> • “Principles of Language Assessment” (Brown & Abeywickrama, Chapter 2) <p>Teamwork:</p> <p>-Collect authentic materials used in English or that involve its use in the participants’ field(s) (e.g. a Spanish medical form to be discussed in English with a patient, an email from a client).</p> <p>-Prepare an initial oral (10 min.) and two-page, written report on the target population:</p> <ul style="list-style-type: none"> • What is the students’ field? What is the focus of their work? Use reliable sources. • E.g.: What does a/an ... (lawyer) do? • What specific situations is a/an (lawyer) likely to participate in that may require English? (contexts, texts, tasks) • What characterizes the field in terms of communication? (e.g.: Lawyers must use correct law terms at all times to avoid misleading clients during a legal procedure.) • Other <u>relevant</u> information. <p>-Prepare the first draft of the NA questionnaire.</p> <p>-Define what a good diagnostic test should have and prepare a list of requirements for discussion in the next class.</p>
3	March 25	<p>Initial Report on Target Group due (oral and written)</p> <p>Workshop: Teams present draft of the N.A. questionnaire and any other data collection instruments planned for peer and teacher feedback:</p>	<p>Readings:</p> <ul style="list-style-type: none"> • “Designing Classroom Language Tests” (Brown & Abeywickrama, Chapter 3) • “The Syllabus” (Hutchinson & Waters) <p>Teamwork:</p> <ul style="list-style-type: none"> • Share the NA questionnaire with the stakeholder(s) and at least one expert in the field to

			<p>receive additional feedback for revisions.</p> <ul style="list-style-type: none"> • Hand in the NA questionnaire after making further revisions for final approval. • Start completing the table of specifications (model provided) for the design of the diagnostic test with the information you have collected so far.
4	April 1	<p>Class discussion:</p> <ul style="list-style-type: none"> - The table of specifications - Designing diagnostic test tasks - NA report requirements (Parts I and II) <p style="text-align: center;">SYLLABUS DESIGN</p> <p>Class discussion: The Syllabus</p> <p>Elements in the syllabus</p> <p>Consultation on NA reports</p>	<p>Readings:</p> <ul style="list-style-type: none"> • “The Basis of a Task-Based Approach” (Willis & Willis, pp. 146-180) • “Goals and Objectives” (Brown) <p>Teamwork: Start administering questionnaire to participants.</p> <p>Conduct interviews (virtual).</p> <p>Start designing tasks for diagnostic test based on data collected so far and the table of specifications.</p>
5	April 8	<p>Class discussion: Designing Task-Based Language Courses</p> <p>Writing course goals and objectives</p> <p>Analysis of ESP task(s)</p> <p>Workshop: Set general direction of your ESP course based on data collected so far: <u>possible</u> macro skills, units, and goals.</p> <p>Consultation on diagnostic test tasks</p>	<p>Reading:</p> <ul style="list-style-type: none"> • “Formulating Goals and Objectives” (Graves) <p>Teamwork: Administer NA questionnaire (continued)</p> <p>Schedule follow-up interviews to better understand needs.</p> <p>Prepare complete first draft of your diagnostic language test and choose or adapt rubrics as needed.</p>
April 15		Easter week: No class	

6	April 22 Semana U	<p>Submit first draft of language test.</p> <p>Oral Presentations: Teams explain the rationale behind the tasks in the language tests and the rubrics chosen to evaluate the target population.</p> <p>Workshop: Teams receive feedback from peers and the instructor on Diagnostic Test design.</p> <p>Class discussion: Formulating Goals and Objectives</p>	<p>Needs Analysis: Part I due next week</p> <p>Teamwork: Work on Needs Analysis, Part I</p>
7	April 29	<p>Needs Analysis Project: Part I due (written report and oral presentations)</p> <p>Workshop:</p> <ol style="list-style-type: none"> Further consultation on diagnostic test tasks. Work on revisions to language test. Plan Diagnostic Test Administration <p>Workshop:</p> <ol style="list-style-type: none"> Start working on your course goals and general objectives. Exchange draft with another group to obtain feedback. 	<p>Teamwork: Hand in fully revised version of language test for final approval.</p> <p>Upon approval, start administering diagnostic language test and analyze its results to determine learner proficiency on the assigned tasks.</p>
8	May 6	<p>Workshop: Refine goals/objectives. Analyze a sample syllabus.</p>	<p>Teamwork: Prepare first version of your course goals and objectives based on data collected so far for feedback from peers and instructor in class.</p>
9	May 13	<p>Workshop (continued): Refine goals/objectives considering available language test findings.</p> <p>Consultation on NA Part II report</p>	<p>Needs Analysis: Part II due next week</p> <p>Teamwork: Work on Needs Analysis, Part II</p>

10	May 20	<p>Needs Analysis Project: Part II due (written report and oral presentations)</p> <p>Class discussion: Analyze characteristics and examples of tasks, contexts, and texts from other ESP courses.</p> <p>Strategy training in ESP: Work on task analysis and the strategies needed for their successful completion.</p>	<p>Teamwork: Work on Syllabus Project</p> <p>a) Bring revised goals and general objectives for each of the three units. b) Include tasks, macro skills, language (grammar, vocabulary, and pronunciation), strategies (scanning, skimming, summarizing; clarifying, asking for repetition, etc.), and time allotted</p>
11	May 27	<p>Workshop: Teams share their revised goals and objectives for additional peer and teacher feedback.</p> <p>Class discussion: Introduction to Practicum research project</p> <p>Possible research topics and main research questions for TFIA Report Part II</p> <p>Workshop: Teams identify an area of the ESP course that they would like to evaluate as part of the research project during the Practicum in the second semester (research topic).</p> <p>Start developing the main research question based on the research topic.</p>	<p>Syllabus project due next week</p> <p>Teamwork: Work on Syllabus Project</p>
12	June 3	<p>Syllabus Project due: written report and oral presentations</p> <p>MATERIALS DEVELOPMENT</p> <p>Class discussion and group work: Developing Materials: principles and effective use;</p>	<p>Readings:</p> <ul style="list-style-type: none"> • “Developing Materials” (Graves) • “The Role of Materials” (Dudley-Evans & St. John) • “Original Texts as Authentic ESP Teaching Material – The

		<p>the role of materials / tasks</p> <p>Designing tasks for the target population</p> <p>Discussion of possible sub research questions derived from research topic and main research question based on experience of syllabus design.</p>	<p>Case of Philosophy” (Blagojevič)</p> <ul style="list-style-type: none"> • “Designing Tasks for the Business English Classroom” (Evans) <p>Teamwork: Each team member brings a relevant authentic source rich in input (from the ESP students’ field).</p> <p>Teamwork: Bring a table with the research topic (area of the course that you would like to evaluate), the main research question, and the proposed sub questions for class discussion.</p>
13	June 10	<p>Group work: Students prepare guidelines for evaluating materials.</p> <p>Group work: Analyze your samples of authentic materials</p> <p>Workshop: Materials development – instructor and learner feedback</p> <p>Workshop: Teams share their proposed research topic, main research question and research sub questions for peer and instructor feedback.</p>	<p>Lesson Plan and Materials Project due next week</p> <p>Teamwork: Work on Lesson Plan and Materials Project</p>
14	June 17	<p>Lesson Plans and Materials Development project due: written assignment and oral presentations</p> <p>Demonstrations: -Each team presents their lesson plan and the corresponding materials and</p>	<p>Reading:</p> <ul style="list-style-type: none"> • “Designing an Assessment Plan” (Graves) <p>Teamwork: Prepare preliminary assessment instruments.</p> <p>Prepare Course Design Report.</p>

		demonstrates one pre-task and the main task.	
15	June 24	<p>ASSESSMENT</p> <p>Class discussion:</p> <ul style="list-style-type: none"> -Evaluating learner performance -Approaches to evaluation, -Designing an assessment plan <p>Assessing students with different proficiency levels</p> <p>Workshop: Analysis of preliminary assessment instruments: peer and instructor feedback</p>	<p>Assessment project due next week</p> <p>Teamwork: Work on the assessment project.</p> <p>Prepare final presentation to MA Committee with the needs analysis and syllabus, as well as research topic, main research question, and proposed sub questions.</p>
16	July 1	<p>Assessment Project due: written report and oral presentations</p> <p>Final considerations in preparation for Course Design presentation and Practicum in the 2nd semester.</p>	
	July 8	Final grades	
	To be announced	Submit Course Design Report (TFIA, part I, digital format) to Master's program.	
	Tuesday, July 15	TFIA Part I Presentations (see chart at the beginning of the Course Schedule)	
1 st week of class, II semester		<p>Present these materials to the Practicum supervisor for evaluation:</p> <ol style="list-style-type: none"> a) the course syllabus for the students b) the attendance book with an appropriate heading (in alphabetical order GIVEN NAME / LAST NAMES): name of institution, name of the Master's Program, official name of the ESP course, instructors' names c) the gradebook (in alphabetical order) 	