



TSFL 2700

Department: TFSL

Course: TSFL 2700

Title: Job Search Resources

Catalog Description:

This course is intended for students nearing the end of their professional training in TSFL. It will provide information about and practice in the process of finding rewarding work in the field of language teaching, particularly overseas.

General Education Requirements: N/A

Semesters Offered: Spring

Credit/Time Requirement: Credit: 1; Lecture: 1; Lab: 0

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Prerequisites: N/A

Corequisites: N/A

Justification:

The process of finding a job in the field of language teaching, particularly an overseas position, is one which requires knowledge and use of resources not commonly available. This course, which is unique among language teaching programs, will present those resources and other related information, as a body of knowledge which the students can use to secure meaningful employment at the completion of their AAS program. It is an important part of our obligation to our students to make this kind of information more readily available to them. This course is a requirement for th AAS in Teaching Second and Foreign Languages.

Student Learning Outcomes:

Upon successful completion of this course, students will:

- acquire the tools and the skills necessary to find a TSFL job as efficiently and as quickly as possible after completing the TSFL program
- be acquainted with the information sources available to those seeking employment as language teachers, particularly overseas employment
- be able to use those sources to locate and apply for rewarding work.

Content:

This course will include:

- Students will be introduced to resources used by language specialists to find employment. Using these resources as a starting point students will plan, develop, and execute their own job search, from preparation to the resume to submission of applications and preparation for interviews. Specific

activities will include:

- extensive research into the economy, living conditions, and geography of desired teaching locations
- the collection and organization of specific information about potential employers
- development of effective letters of inquiry, resumes, and follow up correspondence
- practice in interviewing for a specific position.

General Education Outcomes:

1) Read effectively, constructively, and critically.

Students will read extensively about the economy, living conditions, geography, etc. of desired teaching locations. They will read from a variety of articles, journals, and scholarly papers.

2) Write clearly, informatively, and persuasively.

Students will develop effective letters of inquiry, resumes, and follow up correspondence. They will also demonstrate their knowledge of the material covered in the class through a written midterm and final exam.

3) Speak effectively in a variety of contexts.

Students will practice interviewing for a specific position. They will also engage in classroom discussion of materials and information covered in class.

4) Retrieve, evaluate, interpret, and deliver information through a variety of traditional and electronic media.

Students will collect and organize information about potential employers.

5) Apply a cultural and historical awareness to a variety of phenomena.

Students will learn about the cultures of the countries in which they are interested in working.

8) Apply ethical reasoning to a variety of contexts.

Through research, students will become aware of the contrasts between their ethical and cultural climate and that of a prospective site of employment.

Key Performance Indicators:

- Through a midterm and a final exam, students will demonstrate their awareness and understanding of the resources presented in the class. Students will write up and hand in their job search plan as a portfolio. The grade will be based on completion of the search projects, class participation, tests, and homework exercises.

Representative Text and/or Supplies:

- There will be no required text for this course. Sources used will be selected articles from relevant periodicals such as:
 - *Transitions Abroad International Educator*, and *TESOL Publications*.

Optimum Class Size: 10

Maximum Class Size:

TSFL 2700

Signatures:

I hereby submit this course syllabus:

Diane Ogden, MA, Associate Professor

I hereby find this course consistent with the goals and resources of the TFSL Department:

, , , Chair

I hereby find this course consistent with the goals and resources of the Division:

Amber Epling, MSN, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)