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TESOL Programs at American University

Overview
The Department of Language and Foreign Studies (LFS) at American University offers a Master of Arts in Teaching English to Speakers of Other Languages (TESOL), a Master's International Program (MIP-MA in TESOL, a joint program with the Peace Corps), a combined Bachelor's/MA TESOL program and a Certificate in TESOL. The TESOL program enables individuals to enter or advance in their ESL/EFL teaching careers, in both the U.S. and abroad. In addition, in conjunction with the School of Education (SOE), American University’s TESOL program offers a Master’s of Arts in Teaching: English for Speakers of Other Languages (MAT:ESOL) which leads to K-12 public school certification.

Philosophy
The TESOL program at AU combines coursework with experiential learning: students actually observe courses, plan lessons and design tests for English language classes. The emphasis is always on applying theoretical principles to actual practice. TESOL Program faculty draw on their extensive knowledge and experience, gained both in the States and abroad and with all proficiency levels and ages of students, to provide academically-based, but pragmatic guidance. They see graduate school as a socialization process, which will permit students to become participating members of the TESOL professional culture. The AU TESOL Program has been built on a reputation for expertise in Adult Education, Higher Education and English as a Foreign Language, but with the introduction of the MAT:ESOL program in 1996, the program has also made a firm commitment to addressing the needs of the K-12 audience.

Overall, the program's emphasis on practical skills and experience does much to build students' confidence for classroom teaching, and its blend of application and theory produces educators who exemplify the best in both TESOL theory and practice.
The Learning Environment
The MA, MIP, TESOL Certificate and MAT programs all provide flexibility. Courses may be taken on a full-time or part-time basis. Almost all classes are held once a week in the evenings, to be convenient for employed students. One example of the program's flexibility is that it is possible to complete a TESOL certificate in a single summer, or over several semesters depending on student preferences. Another advantage of AU’s TESOL program is that students benefit from the interactive, cooperative spirit that develops between students and faculty as the result of small classes. This allows students to engage in special projects, either with fellow students or one-on-one with faculty members. Another benefit is the cultural diversity of the DC area. This makes it possible for students to gain experience teaching a wide variety of students.

Student Body
International students make up 20% of the TESOL student body, and many other students have already lived and taught abroad, providing a wealth of knowledge and cultural resources from which all can learn and share. Another significant group of students are career-changers, who bring to classes welcome insights based on their professional and international experience. Then, we have traditional university students who contribute their enthusiasm and idealism. Finally, we have one other major group of students, practicing teachers, who take courses either for professional development or to obtain academic credentials to complement their classroom experience. With such an abundance of perspectives, everybody learns—even the instructors.

TESOL Faculty
Naomi Baron (Co Director AU TESOL Programs): Dr. Baron received her Ph.D. in Linguistics from Stanford. A specialist in language acquisition, written language, and English linguistics, Dr. Baron's latest book Always On: Language In an Online and Mobile World received the English-Speaking Union Duke of Edinburgh's English Language Award 2008. A Guggenheim Fellow, Fulbright Fellow, and past president of the Semiotic Society of America, she has authored over 50 articles and eight books, including: Growing Up With Language: How Children Learn to Talk, and Computer Language: A Guide for the Perplexed, Alphabet to Email: How Written English Evolved and Where It's Heading.
**Younghhee Sheen** (Assistant Professor): Assistant Professor, English Language Teaching I-II, Second Language Acquisition, Pedagogical Grammar: Dr. Sheen received her PhD in Applied Linguistics from the University of Nottingham (UK). She holds an MA and EdM in Applied Linguistics from Teachers College, Columbia University. Her main research interest is instructed second language acquisition, in particular, the role of form-focused instruction and corrective feedback in language learning. She has published a book chapter and several articles on these topics in *Language Teaching Research, Studies in Second Language Acquisition, and TESOL Quarterly*. She is a recipient of 2007 TESOL International Research Foundation Grant and a Co-Principal Investigator of the research.

**Brock Brady** (Director of the Summer TESOL Institute): Brock Brady teaches courses in Language Assessment, Cultural Issues in the ESL/EFL Classroom, Curriculum and Materials Development, and English Language Teaching I and III. His research interests include cross-cultural discourse analysis, pronunciation, assessment, and distance learning.

This core faculty is augmented by other experienced linguists and educators who enrich the TESOL curriculum with electives and summer offerings.

**ADJUNCT PROFESSORS**

**Robin Barr**, Linguist in Residence, *Principles of Linguistics, Structure of English Pronunciation*: Robin Barr holds a Ph.D in Linguistics from Harvard with concentrations in both Indo-European and psycholinguistics. Her research on morphology involves the relationship between language learning and language change, and she is always happy to hear of new irregular verbs or refinements for wug-tests. Her daughter Lucy has been one of her favorite informants, and students are likely to encounter data from Lucy on their problem sets. She is also an avid amateur oboist.

**Karen Taylor**, K-12 Principles of Linguistics, K-12 Language Assessment, ELT III: Karen Taylor holds an M.A. in TESOL from the Monterey Institute for International Studies and a B.A. in English Literature from Georgetown. She has taught English and Spanish and has trained teachers for World Teach
and The University of Namibia. Her interests include technology-enhanced instruction and Multiple Intelligences (MI) theory.

Amber Gallup, Adjunct Professor: Curriculum & Materials Design. Amber Gallup is the director of Essential Language, which provides Workplace ESOL curriculum design, courses, and instructor training for labor unions at both the local and national levels. She also consults for other organizations, including the Center for Applied Linguistics, the National Labor College, and Montgomery College, as a curriculum design and training specialist. Prior to founding Essential Language in 2002, Amber was an adjunct faculty member in Spanish at Indiana University. She has taught both ESL and Spanish for adults in numerous schools in the Washington, DC metropolitan area and in Mexico. She holds an M.A. in TESOL and Applied Linguistics and an M.A. in Hispanic Linguistics, both from Indiana University.

TESOL / Language and Foreign Studies Offices

Main Office - Department of Language and Foreign Studies: The Main Office of Language and Foreign Studies (Asbury #326, ext. 2381), is under the supervision of the LFS Administrative Assistant, Consuelo Gall.

The Chair's Office: (Asbury #324, ext. 2394) This office is run by Susan Sherzer, the Department's Senior Administrative Assistant. You would probably come to this office for the following matters: Merit Award and Stipend disbursement, scheduling appointments with the Department Chair Olga Rojer, and anything to do with Departmental financial expenditures.

Language Resource Center (LRC): The Language Resource Center (ext. 2396) in the basement of the north wing of Asbury Building accommodates up to ninety students for audio, visual and computer-assisted instruction. The facility is open to the entire university community for instruction and research involving both languages and educational media. Separate Mac and PC labs are available. The center's varied services include:
The LRC hours of operation are as follows: Monday-Thursday, 9 am to 9 pm, Friday, 9 am to 5 pm, Saturday and Sunday, 12 pm - 5 pm.

The LRC can provide access to both PC and Mac platform computers, players for video and audiocassettes and a couple of quiet study/discussion areas. The LRC also houses the TESOL Program's Video Library, which includes videos from past AU TESOL workshops and guest lectures.

TESOL Office Resources

The TESOL office in McKinley 156 contains numerous resources that are available to our students.

TESOL Library

A comprehensive library of TESOL textbooks and materials is housed in McKinley 156. Books are organized by discipline, and usually include copies of current textbooks being used by the program in its classes.

Computing Resources

The TESOL office contains computers available for student use featuring Visipitch, a program used for pronunciation research and accent modification.

Recording Devices

The TESOL office also features various recording devices that are available for student use, including digital camcorders and voice recorders. These items are loaned to students who need them to complete various projects for their TESOL classes. Stop by the main desk in McKinley 156 to inquire about any of these items.
**TESOL Course Descriptions**

- **TESL 500  Principles of Linguistics  (3)**
  Introduction to the scientific study of language with emphasis on current linguistic trends. Foundations for further study in linguistics and methodology of language teaching. Usually offered every semester.

- **TESL 501 English Language Teaching I  (3)**
  This course provides an introduction to theories and principles applicable to English language teaching and review of various methods and approaches to language teaching, leading to an understanding of the development of the Communicative Approach. Usually offered every semester. **NB:** MAT:ESOL students must do a supervised 40 hour observation/practice teaching component in conjunction with BOTH ELT I and II courses. Placement for this practicum will be made by Karen DiGiovanni (ext. 3727).

- **TESL 502 English Language Teaching II  (3)**
  This course focuses on evaluation and development of lesson plans and teaching materials designed to teach grammar, language functions, speaking, reading, listening, and writing skills within a communicative approach. Also addressed are various aspects of classroom management. This course provides opportunities for peer teaching and requires observation of actual English language classes. Usually offered every spring and summer. **Prerequisite:** ELT I. **NB:** MAT:ESOL students must do a supervised 40 hour observation/practice teaching component in conjunction with BOTH ELT I and II courses. Placement for this practicum will be made by Karen DiGiovanni (ext. 3727).

- **TESL 503  Structure of English  (3)**
  Explores the complexities of spelling and word formation, grammatical structure, and semantic relationships in English. Various approaches to grammatical analysis are covered, but the emphasis is on developing the practical foundations necessary for effective teaching, rather than on theoretical models. Usually offered every spring. **Prerequisite:** TESL 500.

- **TESL 522  Language Acquisition  (3)**
  How and why do children learn language? Investigates language acquisition during the first five years (both speech and the rudiments of literacy). Major themes include the dynamics of the "language duet" between children and adults,
variation across children, bilingualism, and the emergence of language awareness. Usually offered every other fall.

- **TESL 523 Second-Language Acquisition (3)**
  Theories of second-language acquisition and how they relate to trends in society and in education and related disciplines. Current theory in cognitive and affective domains as it relates to second-language learning. Usually offered every spring and summer.

- **TESL 524 Reading and Writing in the ESL/EFL Classroom (3)**
  Introduction to theories underlying reading and writing as well as instruction of these two skills. The major focus is on practical approaches to teaching reading and writing skills to a variety of student populations, including children in public schools, young adults in pre-academic learning environments, and literacy challenged adults in adult education programs. Usually offered every summer.

- **TESL 527 Cultural Issues in the ESL/EFL Classroom (3)**
  Students will learn traditional principles of Intercultural Communication theory and then progress to the latest discourse-oriented models for analyzing cross-cultural interactions. Within this framework, the course will consider approaches to enhancing the cultural dimension of ESL/EFL instruction with an emphasis on using and developing various cultural training techniques. Usually offered every spring and summer.

- **TESL 531 Language Assessment (3)**
  This course focuses on the process of testing/assessing students' language proficiency with respect to different language skills in the language classroom and the steps involved in this process. A practical approach provides opportunities for evaluating existing tests/assessment procedures, designing test/assessment instruments, and scoring/evaluating language tests. Usually offered every fall.

- **TESL 541 Teaching Grammar (3)**
  In this course, students will apply their grammar knowledge to teaching those structures within a communicative framework in meaningful, authentic lessons. Students will gain awareness of the functions that grammar fulfills in oral and written communication and will learn to design effective
grammar teaching materials within a communicative context. **Prerequisite:** TESL 503 or Permission of Instructor.

- **TESL 542 Teaching Pronunciation (3)**
  An introduction to the formal analysis of phonetics and phonology, with techniques for incorporating this knowledge into practical classroom instruction. An emphasis on problem-solving strategies with respect to data, and on effective techniques for instruction. **Prerequisite:** TESL 500.

- **TESL 545 Curriculum and Materials Design (3):**
  A needs-based, learning-centered approach to developing courses, from creating and structuring curriculum to designing materials, with the emphasis on planning blocks of instruction larger than lesson plans. As an independent project, students will develop a curriculum designed for an actual learner audience on their own. Through needs assessment, they will identify curricular goals and course objectives, and from these they will determine an appropriate syllabus structure, develop a course unit outline, and create materials for one complete lesson. **Prerequisite:** TESL-501 or permission of the instructor.

- **TESL 554 Computer Applications for Language Teachers (3)**
  Offers an introduction to both IBM and Macintosh computers. BASIC and Macintosh techniques, software use on both computers, and HYPERCARD are included. Students are introduced to software used in second-language education, especially TESOL, and in the teaching of writing, and the use of such software in classroom interaction structures. **Prerequisite:** TESL 501 or 502.

- **TESL 560 TESOL Topics (1-3)**
  Topics vary by offering and may be repeated for credit with different topics. Usually offered every spring semester. **Prerequisite:** Permission of instructor.

- **TESL 590 Independent Reading Course in English or Linguistics (1-6)**
  An opportunity for qualified undergraduate and graduate students to enroll in independent reading or research projects, in-service and practicum experience related to their program of study, and the like, under the guidance of a faculty member. **Prerequisite:** Permission of instructor.
• **TESL 620 English Language Teaching III (3)**

This final course in the English Language Teaching courses series focuses on teaching as communication, in particular, issues of classroom management, effective structuring of classroom discourse, and diagnosing and responding to learner needs. Learners will engage in field experience (observation and tutoring or teaching), peer teaching, and reflection on their previous teaching and learning experiences with the goal of developing their own effective personal teaching practices. Usually offered every fall. **Prerequisites:** TESL-501 and TESL-502.

**TESL 691 Internship (1-6) Prerequisite:** Permission of instructor.

**TESL 693 Master’s International Internship (3-6) Prerequisite:** Permission of Program Director.

**TESL 797 Master’s Thesis Seminar (6)**

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**Individual TESOL Programs**

**MA in TESOL**

**Admission to the Program**

- No prior study of linguistics or teaching experience required.
- Students may choose full-time or part-time status.
- Applicants to the master's program in TESOL are subject to the minimum university requirements for admission to graduate study.
- A grade-point average of at least 3.0 (on a 4.0 scale) in previous course work and two letters of academic reference are required.
- The Graduate Record Exam (GRE) is required.
- It is STRONGLY recommended (but not required) that native speakers of English have some background in at least one language other than English.
- International students must demonstrate competence in English, equivalent to a score of 600 or better on the traditional TOEFL or 250 or better on the computerized version.
Degree Requirements
- At least 36 credit hours (12 courses) of approved TESOL course work

8 Core Courses (24 credit hours)
- TESL 500 Principles of Linguistics
- TESL 501 English Language Teaching I
- TESL 502 English Language Teaching II
- TESL 503 Structure of English
- TESL 522 Language Acquisition -or
- TESL 523 Second Language Acquisition
- TESL 527 Cultural Issues in the ESL/EFL classroom -or
- ANTH 537 Topics in Language and Culture -or
- ANTH 554 Topics in Applied Anthropology: Anthropology of Education -or other approved cultural course
- TESL 541 Teaching Grammar -or
- TESL 542 Teaching Pronunciation
- TESL 620 English Language Teaching III

Nine Credits of Approved Elective Courses (Some options follow)
- TESL 524 Reading and Writing in the ESL/EFL Classroom
- TESL 554 Computer Applications for Language Teachers
- TESL 522 Language Acquisition*
- TESL 523 Second Language Acquisition*
- TESL 527 Cultural Issues in the ESL/EFL Classroom*
- TESL 541 Teaching Grammar
- TESL 542 Teaching Pronunciation
- TESL 560 TESOL Topics
- TESL 590 Independent Study
- TESL 596 Selected Topics w/permission of advisor
- TESL 691 LFS Internship (3-6)
- TESL 692 TESOL Cooperative Field Experience (3-6)
- Thesis option: substitute TESL 797 Master’s Thesis Seminar for 6 hours of elective credit.
  *If not taken as a core class

Other Requirements for the MA in TESOL
- A portfolio documenting the student's course work
- A comprehensive oral exam on the M.A. portfolio and coursework
- Maintaining a grade point average of at least 3.0 to remain in good standing

Master's International Program (MIP) (Master of Arts in TESOL)

The Master's International Program (MIP) is a joint program of Peace Corps and American University that enables participants to prepare for Peace Corps English teaching assignments while earning a MA in TESOL. Participants must apply separately to the Peace Corps and American University to be accepted into the program. Successful participants will begin Peace Corps training and service after they have completed the bulk of their academic work. Their Peace Corps experience then provides the context for an international internship of 6 credits. The tuition for the internship is waived as part of the Master's International Program. In addition,
enrollment in the required three-credit English Language Teaching III is waived.

Admission to the Program
Requirements for admission to the program are the same as for the MA in TESOL degree. Applicants apply at the same time to Peace Corps, and that agency determines candidates' eligibility for Volunteer service. Peace Corps can only accept U.S. citizens. Participants must meet all other Peace Corps requirements prior to beginning Peace Corps Volunteer service.

Requirements
- At least 33 credit hours of approved TESOL course work. The TESL 620 English Language Teaching III is waived.
- Completion of a teaching portfolio compiled during the course of study.
- An oral comprehensive examination taken after completion of all required course work and the teaching portfolio.

Note: Because the Master's International Program awards 6 credits of elective credit based on Cooperative Education Field Experience completed during the participant's Peace Corps service, this program has no thesis option.

Course Requirements

Core Courses (27 credit hours)
- TESL 500 Principles of Linguistics
- TESL 501 English Language Teaching I
- TESL 502 English Language Teaching II
- TESL 503 Structure of English
- TESL 531 Language Assessment
- TESL 522 Language Acquisition -or
- TESL 523 Second Language Acquisition
- TESL 541 Teaching Grammar -or
- TESL 542 Teaching Pronunciation
- TESL 527 Cultural Issues in the ESL/EFL Classroom or
  ANTH 537 Topics in Language and Culture -or
  ANTH 554 Topics in Applied Anthropology: Anthropology of Education -or other approved course
- Three credits of approved elective courses from among TESOL offerings
- Internship (6 credit hours)
- TESL 693 Peace Corps International Internship
- Completed during Peace Corps service; tuition fees waived
- Practicum (waived)
- TESL 620 English Language Teaching III (MIP students are waived from this course based on Peace Corps teaching experience)
Students must maintain a GPA of at least 3.0 to remain in good standing.

**MAT: ESOL**

A Master of Arts in Teaching in ESOL (English for Speakers of Other Languages) is designed for the student with no previous background or preparation in Education who wishes to acquire ESOL teaching certification for grades K-12. The MAT:ESOL program prepares teachers to work effectively with diverse student populations. This program is run in conjunction with the School of Education, which formally awards the degree. Successful graduates will be certified to teach in Washington DC, and this certification is recognized in over 30 states of the United States.

**Admission to the Program**

- No prior study of linguistics or teaching experience is required. In addition to meeting the minimum university requirements for graduate study, applicants must earn a satisfactory score on the Miller Analogies Test or the Graduate Record Examination (GRE).
- Students must first pass the Praxis I exam prior to admission.
- Students may choose full-time or part-time status.
- It is recommended that native English speakers have some background in at least one language other than English.
- International students must demonstrate proficiency in English, either by scoring at least 600 on the Test of English as a Foreign Language (TOEFL), 100 IBT, 250 computer based or by passing out of the English Language Institute's English Placement test. In addition, non-native speakers of English must demonstrate that they have the oral skills in English necessary to teach in an American public school.

**Degree Requirements**

- At least 39 credit hours (12 courses) of approved TESOL/Education courses.

*Note:* Students’ undergraduate transcripts will be evaluated individually. Based on this evaluation, students may be required to take additional course work to meet certification requirements.
- Written Comprehensive Examination
- Completion of Praxis II before graduation
TESOL Courses (24 credit hours)
- TESL 500  Principles of Linguistics
- TESL 501  English Language Teaching I
- TESL 502  English Language Teaching II
NB: MAT:ESOL students must do a supervised 40 hour observation/practice teaching component in conjunction with BOTH ELT I and II courses. Placement for this practicum will be made by Karen DiGiovanni (see below).
- TESL 503  Structure of English
- TESL 523  Second Language Acquisition
- TESL 524  Reading and Writing in the ESL/EFL Classroom
- TESL 527  Cultural Issues in the ESL/EFL Classroom
- TESL 531  Language Assessment

Educational Courses (15 credit hours)
- EDU 521  Foundations of Education
- EDU 541  Foundations of Education for Exceptional Children
- EDU 545  Overview of all Exceptionalities: The Arts in Special Ed (one of these)
- EDU 620  Theories of Educational Psychology
- EDU 699  Student Teaching with required seminar (6 credits)
*Must have passing score on Praxis I before student teaching

For more information, contact:
Dr. Karen DiGiovanni
Director of Teacher Education
School of Education, American University
4400 Massachusetts Ave, N.W.
Washington, DC 20016
Tel (202) 885-3720
Email: digiovanni@american.edu

BA/MA Program

Description
A combined BA/MA in TESOL is available to qualified undergraduates in any field of study. Many students completing an undergraduate degree at AU are interested in teaching, international travel, and/or community service. The MA in TESOL offers such students a degree that will increase their opportunities in these areas of interest. This program enables qualifies undergraduates to earn another undergraduate degree (in any field) and an MA in TESOL.
The combined program can be completed with four years of undergraduate study plus 12 months of additional study (Fall and Spring semesters, plus the Summer TESOL Institute). The program offers students both the theoretical background and practical skills necessary to teach English abroad or to teach English to adults in the United States.

Note: This program has identical requirements as the MA in TESOL and can be combined with the Peace Corps MIP program.
In this way, students complete half of their MA program before and half after their formal graduate studies.
Admission to the Program
The standards for admission as defined by the relevant undergraduate teaching unit’s requirements must first be satisfied. Undergraduates should apply for admission to the combined program by the end of their junior year. Undergraduates whose overall grade point average is 3.0 or higher will be considered for the combined program. Application and a statement of purpose must be accompanied by two letters of ACADEMIC REFERENCE. Students may use 6 credits of course work at the 500-level or above in the TESOL program to satisfy the requirements for both degrees. The courses may represent either undergraduate major requirements or undergraduate electives.

TESOL Certificate
Consisting of five courses (15 credits) from among TESOL course offerings, the TESOL Certificate provides students with a solid foundation in the theory and practice of teaching ESL/EFL. The Certificate is useful for people who wish to work or live overseas and is open to both undergraduate and graduate students. Credits earned in the Certificate program can be applied to the Master's degree. Degree candidates in fields such as International Service, Education, Anthropology, and Foreign Languages often find that the TESOL Certificate complements their graduate study.

Required TESOL Courses (15 credit hours)
- TESL 500 Principles of Linguistics
- TESL 501 English Language Teaching I
- TESL 502 English Language Teaching II
- Six credits of approved elective courses

Note: All 15 credits of TESOL course work can be applied to the MA in TESOL program.

Admission to the Program
- The TESOL Certificate is open to non-degree students and to qualified undergraduate and graduate students at AU.
- No prior study of linguistics or teaching experience is required.
- Students may choose full-time or part-time status.
- It is recommended (but not required) that native English speakers have some background in at least one language other than English.
- International students must demonstrate competence in English, equivalent to a score of 600 or better on the traditional TOEFL or 250 or better on the computerized version.
- GPA of at least 3.0 on previous course work.

Note: International applicants must also provide
- A statement of motivation
- A completed PIRF Form
Bank documents attesting to the ability to finance study at AU
ISS Website

Graduate Certificate in Teaching: English for Speakers of Other Languages

This teacher certification program is designed for students with bachelor’s degrees in the arts, sciences, or humanities and several years of responsible work experience. Students complete the program and must pass certification (licensure) in the District of Columbia and through such certification are eligible for a reciprocal certification in over 30 states. Some states may require additional course or examinations.

Admission to the Program
Applications must include transcripts of all college work, AARTS transcripts or equivalent, a cumulative grade point average of 3.00 (on a 4.00 scale) in the last 60 credit hours of undergraduate work and in all graduate work, a statement of purpose and two letters of recommendation. Admission to the certificate program constitutes admission to the Teacher Education Program.

Course Requirements
Between 24 and 30 credits of approved graduate work, including 6 credit hours of student teaching as outlined below, depending on track. For secondary certification, additional specific coursework in the subject area to be taught may be needed to meet requirements for certification.

Core Courses (12 Credit Hours)
- EDU 521 Foundations of Education (3)
- EDU 620 Theories of Educational Psychology and Human Development (3)
- EDU 699 Student Teaching (6)

English for Speakers of Other Languages (15 credit hours)
- TESL 500 Principles of Linguistics (3)
- TESL 501 English Language Teaching I (3)
- TESL 523 Second Language Acquisition (3)
- TESL 527 Cultural Issues in the ESL/EFL Classroom (3)
- TESL 524 Reading and Writing in the ESL/EFL Classroom (3)
- TESL 531 Language Assessment (3)

Ongoing Assessment of Academic and Professional Performance
To remain in the teacher Education Program, certificate students must maintain a cumulative grade point average of 3.00; receive satisfactory evaluations in field and methods placements; obtain satisfactory evaluation from the Teacher Education Committee based upon academic, professional, and
performance criteria established by the committee; and meet specific course grade requirements. Students must also earn a passing score (as set by the District of Columbia teacher licensing agency) on the PRAXIS I: Academic Skills assessment.

Admission to the M.A.T.
Students in the certificate program seeking admission to M.A.T. degree program will be considered after satisfactory completion of up to 18 credit hours of course work.

For further information on the Graduate Certificate: ESOL contact Judy Swanee, Graduate Advisor, School of Education at 202-885-3716 or swan@american.edu

Preparations for Completing Your Program

1. **MA in TESOL students** must attend one of the Portfolio Guidelines Sessions held near the beginning of every semester AT LEAST TWO SEMESTERS PRIOR TO YOUR GRADUATION DATE. These sessions will be announced at the beginning of each semester in the monthly TESOL Updates and on the TESOL Listserv. For more information contact Professor Brady at ext 1446.

2. For Master’s students, the registration deadline for your oral comp/ portfolio discussion is one month prior to the comp date. The semester BEFORE you are expected to graduate, you must fill out an Application for Graduation, which can be obtained from the reception desk in McKinley 156 or online. This must be done before the end of the first week of classes the semester you intend to graduate. This is the way in which you notify the University that you wish to graduate, ensure that your credits are checked and counted, specify the exact spelling of your name for your diploma and provide the address where you want your diploma to be sent. This form is to be returned directly to the Registrar's office. In addition, the Oral Comprehensive Exam application needs to be filled out and $25 dollars needs to be paid to student accounts. Copies are returned to the TESOL office in McKinley 156 (for MA in TESOL students) or to the School of Education in McKinley 200 (for MAT:ESOL) students.
3. In order to receive a TESOL Certificate, talk to one of the Program Assistants in McKinley 156 one month prior to the completion of your last course.

**Observation / Practice Teaching Site Guidelines**

Over the years, the TESOL Program has tried to help find class sites for projects for students who have been unable to find them. We want to try to continue to offer this service, especially during summer; and especially for people who have come to this area just for classes -- people who may not have contacts in local schools. **NB: MAT:ESOL students must do a supervised 40 hour observation/practice teaching component in conjunction with BOTH ELT I and II courses. Placement for this practicum will be made by Karen DiGiovanni (ext. 3727).**

However, two types of pernicious problems have developed. On one hand, we find there are fewer and fewer instructors willing to be placed on an open-list for class observations. They don't wish to receive numerous calls from multiple students and frankly, arranging an observation (and especially student teaching) requires an effort that just can't be made at the drop of the hat. On the other hand, sometimes we locate appropriate teachers and classrooms at a student’s request only to find later that the student has made other arrangements. This is frustrating for the teacher who was willing to let students into the classroom, as well as for those who made the contacts. To avoid these kinds of misunderstandings in the future, the following are suggested:

(a) Sometimes, the best way to arrange rewarding observation sites can be to take the initiative to look for them on your own. Institutions and classes which AREN'T on the standard lists that ‘everyone’ contacts may be more willing to accommodate your desires. However, if you find you do need suggestions for finding sites (for observations, practice teaching or discourse corpora), ask your instructor for tips or contact Brock Brady at 202.885.1446 or by email at bbrady@american.edu He can provide you with a list of possible contacts. Please be prepared to let him know what level you are interested in, what language skill, what type of project, or anything else that will help him find the best site for you.
(b) Please, if you do ask for help in finding a site, consider it as a commitment. Don't try to make other observation arrangements on your own until the TESOL Coordinator sees what he can do.

(c) If you are interested in observing in a public school, coordinate it through Professor Brock Brady, even if you've already established the contact. Note: The exception is ELT Observations for MAT:ESOL students. This is a special observation requirement - more in-depth than the observations required for all students in ELT classes. MAT observation sites are arranged through Karen DiGiovanni (x3720) in the School of Education.

(d) When you observe, don't forget professional courtesy:
   1. Be on time.
   2. Arrange your visit at least two weeks in advance.
   3. Allow enough time to arrive early. Speak with the instructor before and after class.
   4. Dress professionally.
   5. If you arrange an observation, you have an obligation to attend.

6. If you can't make a class you arranged to attend, please try to give the instructor at least 24 hours advanced notice.

7. If you have to leave a class early, notify the teacher beforehand.

8. Avoid imposing on observation teachers as resources for reports and projects.

9. Do not, under any circumstances, share your observation reports with the observed teacher or school administrator. If someone insists, ask them to contact the TESOL Coordinator first. (Exception: Carlos Rosario)

10. Keep in mind that you are a representative of the TESOL Program. If you make a good impression, the instructor will be more likely to accept other AU TESOL observers.
MA in TESOL (not MAT:ESOL)
Practicum Placement Handbook

The Practicum Placement is a complement to the required TESOL Seminar English Language Teaching III. A Practicum Placement is required of all students who do not already have significant teaching experience (as determined through consultation with academic advisors).

I. Practicum Placement Objectives
1. To reinforce methodological principles introduced in previous TESOL courses, especially ELT I, II, III.
2. To give students opportunities to put these principles into practice in real classroom situations.
3. To provide professional development through observation, participation, and teaching experience in the classroom.
4. To develop a realistic awareness of the structure of particular institutional settings and the teacher’s role in them.
5. To become more familiar with program development, school curriculum, teaching resources, and technology.
6. To provide a classroom opportunity for students to evaluate and reflect on the knowledge they’ve acquired in the course of their MA in TESOL program.
7. To help build students’ sense of being colleagues in their professional community.
8. To give students actual experience in assessment and evaluation.

II. Dates and Times
Once the classroom placement begins, the students will be expected to participate in at least 30 (roughly an hour in length) class sessions. By the end of the classroom placement, the student should have taken primary instructional responsibility in at least 5 sessions of the course. Any changes must be agreed upon by the Host Instructor, the Practicum Placement Supervisor, and the student. In addition to the classroom placement, Practicum students also meet weekly with the other students in ELT III.

III. Starting the Practicum Placement
The Practicum Supervisor will arrange an initial meeting with the Host Instructor to explain the procedure for the practicum placement, discuss expectations, and address any concerns the Host Instructor may have. The Practicum Placement Supervisor will also make every effort to bring the Practicum
student to the school to meet the Host Instructor. In the rare cases where this is not possible, the Practicum student will have to call the Host Instructor to arrange their initial meeting. In all probability, this will mean leaving a message and having the Host Instructor return the call. During the call, the student should confirm the time and place of the first visit, ask about nearby bus stops or parking arrangements, and show appreciation for the cooperation that the teacher and her institution are extending to you.

Students must report to their teaching site on time (it’s helpful to scout the route ahead of time). Remember that Practicum students represent American University and the TESOL Program. Practicum students should always think of themselves as guests at the host institution. Also, at the host institution, the Practicum student’s role is no longer in the that of “college student”. Students will be seen as teachers. Consequently, professionalism in dress, conduct, and manners is imperative.

In the initial meeting with the Host Instructor, Practicum students should:

a. Discuss the placement schedule

b. Stress that they are there to learn and not to evaluate

c. Arrange for a tour of the institution, and try to find out all that they can about administrative policies that might concern them

**NOTE**: Students observing in any public school should have a tuberculosis test prior to beginning the placement. This test may be performed by Student Health Center (ext. 3380).

**IV. Practicum Placement Activities** During the semester, you should try to gain as much experience as possible in four areas: Observation, Instructional Involvement Activities, Lesson Planning and Materials Design, and Actual Teaching.

**A. Observation**
The Practicum Placement provides an extended opportunity to observe a teacher’s classroom management and teaching techniques. Students should not worry about attending to all aspects of the classroom at once. Classrooms by nature are dynamic and complicated. It might be helpful to focus on one aspect of teaching during each observation session (note: weekly seminar topics can provide guidelines). Students are expected to complete five observation reports during the course of the Practicum Semester.
B. Instructional Involvement Activities
The primary opportunity that the TESOL Practicum offers students is the chance to facilitate classroom activities on a regular basis. Students may feel a bit awkward at first, but the more they get to know the Host Instructor and students, the more comfortable they will feel assuming classroom responsibilities. It is important not to let natural reticence prevent students from jumping in right from the start. However, students also need to temper their enthusiasm and remain open and sensitive to their Host Instructor’s needs and preferences. Students should see the Practicum Placement as a collaborative venture with the Host Instructor—one where the lines of communication are open and expanding—in order to make the most of the experience.

Below are some suggestions about how Practicum students might offer their time and talents during the placement. However, they serve only as examples. Creativeness is encouraged. Practicum students should take initiative in developing their own ways to help students and the Host Instructor.

Suggestions for Possible Practicum Placement Activities
• Lead large or small groups in activities
• Teach lessons that form short segments of the whole class
• Tutor individual students
• Engage in methods for transitioning students from one activity to another
• Design and construct bulletin boards or other visual aids
• Administer tests or evaluation instruments
• Design individualized activities or lesson plans
• Select and preview instructional software, videos, movies or texts
• In K-12 setting, sit in on parent conferences

C. Lesson/Materials Planning and Teaching
Although students may have the opportunity to teach other shorter lessons, they should have primary instructional responsibility for at least five class sessions by the end of the Practicum experience. Lessons taught as part of the placement must be prepared in advance, and discussed with the Host Instructor before presentation. Any time a Practicum student teaches, she should try to meet afterwards with the Host Instructor (or in the case of the official observation, the Practicum Placement Supervisor) to discuss strengths and
weaknesses, and to identify elements that might be modified if the lesson were to be taught again.

**D. Observation and Evaluation of your Participation and Teaching**
The Host Instructor will provide mid-session and final evaluation reports directly to the Practicum Placement Supervisor. The Practicum Placement Supervisor can brief the student on these reports. In addition, the Practicum Placement Supervisor will observe one (possibly in exceptional circumstances, two) of the classes where the student has primary instructional responsibility. Again, the Practicum Placement Supervisor will debrief the student on his/her performance later—either in person or by e-mail. For classes that the Practicum Placement Supervisor observes, students must provide a copy of the lesson plan and any materials before the class, and submit the Reflective Self-Evaluation (1-2 pages in length, see a complete description in Direct, Teaching, VI-D below) to the Practicum Placement Supervisor within two days of the lesson.

**V. Documentation**
As part of the responsibilities for the Practicum Placement, students must keep a notebook that records field experiences, reflects professional development and serves as a reference for future teaching. The notebook should be organized into five sections:

**A. Record of Practicum Placement Hours:** Students must carefully track the number of hours spent in observation, in instructional involvement activities, and in actual teaching. A log is provided for this information.

**B. Observations:** Students observe the class and/or the teacher, detailing the process of lessons, the behavior of students in groups, or writing detailed descriptions of particular students over time. Students must engage in a minimum of 10 explicit observations periods during their placement (to be recorded on your Practicum Hours Log). Five formal observation reports will be required.

**C. Instructional Involvement Reports:** Instructional involvement can consist of attending student/teacher or parent/teacher conferences, teaching shorter single-task lessons
to the class as a whole or smaller groups, helping students complete assignments, tutoring individual students, designing teaching materials and engaging in free conversation with students within the classroom context. Students are required to participate in a minimum of 10 instructional involvement activities (to be recorded in your Practicum Hours Log). Five Instructional Involvement Reports are required.

D. Direct Teaching: Direct teaching is considered instruction, for a significant period of time, for which the Practicum student assumes primary responsibility. Students must take primary instructional responsibility for at least five classes. Typically, to satisfy practice teaching requirements, instruction should be either to the entire class or to a majority group of students. Primary responsibility for teaching typically includes complete lesson design and preparation. Lesson plans should be shown to the Host Instructor well in advance of the lesson. No student should be permitted to teach prior to a review session with the Host Instructor. For each of these five lessons, the Practicum notebook should include the lesson plan, any materials used, and a one to two page personal reflection on the experience. Elements to discuss in the Reflective Self-Evaluation report include (a) which segments of the lesson were successful and why, (b) what segments were less successful (and the student’s analysis of this), (c) modifications that the student would make if she were to teach this lesson again to a similar audience, and the basis for making these modifications.

Whenever the Practicum Placement Supervisor observes lessons (formally or informally), a complete copy of the lesson plan and all materials should be provided.

E. Teaching Video: A teaching video is a required part of the TESOL Master’s Portfolio. The Practicum student should work with the Host Instructor to determine which of the 5 direct teaching sessions will be the most appropriate to videotape. The Master’s Portfolio is a showcase style portfolio, so the lesson recorded should be one that is based on current English Language Teaching theory and methodology, and one that shows the student-teacher in the best light possible (e.g., it wouldn’t be advisable to focus on a writing class where students spend most of their time engaged in composition). The video should show the complete lesson or a complete instructional segment within a many hour class. Cuts at times may be desirable, but the nature of every class activity should
be established before cutting to a new segment. The Practicum Placement Supervisor is available if students desire advice on structuring the lesson to be recorded. As a general practice, it is best to have someone operating the camcorder, rather than leaving it in a fixed position, to follow the focus of activity and be able to move close up when needed. Most institutions these days have video recording equipment available, but it this is not the case for a particular placement, the Practicum Placement Supervisor and the TESOL Program will work to find the necessary equipment. Purchasing the videotape is the student’s responsibility. Students must prepare a short lesson description (if not the lesson plan itself) and copies of all materials used because these will be required for the Master’s Portfolio. Also, a short written reflection based on the student’s own reaction to the video would be a valuable learning experience and an excellent supplement to your Master’s Portfolio.

F. Supplemental Evaluations/Observations of the Practicum Student
This section should include any written observations or evaluations which the Host Instructor or Practicum Placement Supervisor have provided to the student (note that such observations and evaluations are not required). Also any self-assessments or assessments from students in your class may be included.

**MA in TESOL Portfolio Requirements**

At the end of your program, all MA students are required to put together an MA in TESOL Portfolio, which consists of the following elements.

**Required Elements**

1. **Table of Contents**
   - Include full name and student number
   - Include all elements with relevant page numbers

2. **Philosophy of Teaching Statement**
   Write a statement of your philosophy of teaching as it may be directed at a potential employer (1-2 pages, double-spaced).

   **Note:** Once the first draft of your Philosophy of Teaching Statement is completed, you are encouraged to contact Prof. Brady to arrange a mock oral comprehensive exam based on your philosophy of teaching (see Mock Oral Comp under “Completion Schedule for the Portfolio.”)
3. Samples of Pedagogic and Academic Work

(a) Lesson Plans
You need to submit two lesson plans for classes about 1-2 hours (each) following a format you will be/have been introduced to in your TESOL courses. We encourage you to design your lesson plans according to the Lesson Plan Blueprints used in ELT II. Lesson plans need to be "user-friendly" in that they would enable someone other than yourself to easily teach the lesson. You can submit lesson plans you have developed for classes that you will teach/have taught or lesson plans you have previously submitted in TESOL classes. Under certain circumstances -- and with prior approval -- one of the lessons may be designed for teaching a foreign language (other than English).

(b) Teaching Demonstration Video
You need to submit videotape that shows you teaching a lesson to ESL/EFL students. The TESOL program has a camcorder that students can check out for their teaching video. Students may purchase the cassette from the TESOL office.

The teaching video should be accompanied by all materials for the lesson and an outline of the class lesson plan. This lesson plan does not need to be as exhaustive as the ELT II Lesson Plan Blueprints, but it should make clear the lesson context, including student audience, previous and following lessons and an easy to follow description of the entire lesson sequence for the class recorded. IT IS REQUIRED to view your teaching video before submitting it and to include any reflections you might have (such as activities you might do differently.)

(c) Academic Papers/Written Projects
You need to submit one formal research paper (or project), complete with references, from your TESOL course work. It must demonstrate your ability to conduct meaningful research according to conventions of our field. The paper must be approved for submission by the faculty.
Assignments that are NOT appropriate for fulfilling the academic paper requirement are portfolio or journal entries from TESOL courses, homework or task assignments, and group projects.

d) Philosophy of teaching
Write a statement of your philosophy of teaching as it may be directed to a potential employer (1-2 pages, double-spaced).

Note: Once the first draft of your Philosophy of Teaching Statement is complete, you are encouraged to contact Professors Brady to arrange a mock oral comprehensive exam based on your philosophy of teaching (see Mock Oral Comp under “Completion Schedule for the Portfolio”).

**NOTE:** When you include assignments from a previous TESOL course, you must submit both the original (with teacher comments and grade) and the revised version to the faculty.

Optional Elements
These optional elements will not be formally evaluated by TESOL faculty, but they will strengthen your portfolio should you show it to a potential employer.

1. Current Resume
If you are unsure about what to include in your resume, consult with TESOL faculty.

2. Teaching Evaluation
Official evaluations and/or recommendations of your teaching ability/effectiveness from your supervisors at teaching institutions. You may also include student evaluations of ESL/EFL courses you have taught.

3. Teaching Materials
If you have developed your own original teaching materials, you may also include them in your portfolio. *(Note: These items may not be the same as the two lesson plans)*.

4. TESOL Projects
This includes papers, group projects, and evaluations of assessment instruments.

5. Papers Published or Presented at Conferences
If you have submitted papers for publications and/or have developed presentation materials (handouts, OHP slides, etc.), you may also include them in your portfolio. *(Note: These items may not be the same as the two required academic papers/projects)*.
Completion Schedule for the MA in TESOL

Teaching Portfolio

Note: MAT:ESOL Students have a different type of portfolio and a written comprehensive exam. They should see the School of Education’s Graduate Advisor, Judy Swanee for details of their program completion requirements.

Information Session

Every fall and spring semester, an information session will be held for all MA candidates. Portfolio requirements and the portfolio process are explained. You should plan to attend the portfolio session in the first semester of your academic program so that you can begin compiling the elements required from the outset of your program (and not three weeks before you plan to graduate).

TESOL faculty will help you identify assignments that you might want to consider for inclusion in your portfolio. Feel free to consult with the faculty on any of your work at any point during your academic program.

Mock Oral Exam

The semester prior to the semester you plan to graduate, you are encouraged to complete a first draft of your Philosophy of Teaching as early as possible. Once you have submitted your Philosophy to Professor Brady, we can, if you wish, schedule a short Mock Oral Exam. The purpose of this mock exam is to familiarize you with the format, style and question types of the oral exam, and to provide feedback which may be used to revise your Philosophy of Teaching. The Mock Oral Exam will typically be based on your Philosophy of Teaching statement alone and will last no more than twenty minutes. The Mock Exam is given for your experience only. You can neither pass nor fail the Mock Oral Exam.

Submission of Draft Portfolio

A draft of your portfolio (original as well as revised versions) must be submitted to the faculty for review at a date specified by her at that semester’s Portfolio Information Session (typically within the first three weeks of that semester). This early deadline is so that students will have time to revise/rework certain elements for their final portfolio submission. Few pieces of work are ever perfect. The Portfolio revision process
provides you with an opportunity to do really polish the work you did earlier in your courses.

Work from any courses taken during that semester may be submitted as it is completed. The faculty will determine which elements of the submitted portfolio are acceptable. Experience has shown that most students need to anticipate moderate to extensive revisions before the portfolio is considered acceptable.

**Submission of Final Portfolio**

Your final portfolio must be submitted by the following deadlines during the semester in which you intend to graduate:

- Fall semester graduation → portfolio due Nov. 1
- Spring semester graduation → portfolio due April 1
- Summer semester graduation → portfolio due July 15

Two versions of the portfolio are submitted: One via binder with all videos and supplementary materials and the original versions of lesson plans and research paper/project and another clipped version without the original version of lesson plans and research project.

Exceptions to the above deadlines are only possible with prior approval by the faculty.

**Graduation Paperwork**

In order to graduate, you must complete the following two forms during the semester in which you intend to graduate:

- Application for Graduation (this must be completed by the end of the first week of classes in the semester you wish to graduate)
- Application for Comprehensive Examinations (cost is $25)
- It is your responsibility to pick up and fill out these forms (obtained from the Program Assistants in McKinley 156) or fill them out online.
Oral Comprehensive Examination

After submission of your portfolio, your Oral Comprehensive Exam will be scheduled. This one and a half hour exam addresses aspects of both your TESOL courses and your portfolio. Please direct any questions you may have about the portfolio requirements, selection of portfolio elements, and/or the submission process to Professor Brady.

Comprehensive Examination

What is an Oral Comprehensive Exam?
The intention of any comprehensive exam is to test your general knowledge of your discipline. In some ways, the comprehensive exam asks you to demonstrate your awareness of the values and beliefs of your discipline, and your mastery of its forms of discourse (of which, terminology is an obvious component).

The point of departure for AU TESOL Oral Comp is always your Portfolio. This ensures that each student’s Comp is personalized. This makes the Oral Comp fair - you are assessed primarily on the materials that you have chosen to represent you. Therefore, in a certain sense, the AU TESOL Oral Comp is a defense of your Portfolio in the same way that students in other disciplines defend their thesis or dissertation.

What is the Structure of an Oral Comp?
Currently, the Comp lasts about one and a half hours. There are always at least two examiners, although students are permitted to have a third professor participate if they desire. To begin, the examiners will take a few moments to discuss some of the positive elements of your participation in the TESOL Program. Then examiners take turns asking questions. Initial questions almost always concern the Portfolio. Supplemental materials you include in the Portfolio are rarely topics for questions in the Comp. While efforts are made to make the Comprehensive Exam as pleasant as possible, the nature of the Oral Comps is conducive to some stress. Students should expect a critical analysis of their efforts. Those who respond with an openness about ways to improve their instruction are typically those who fare best. If the Comp goes well after discussing the Portfolio, examiners may ask some general knowledge questions. Care is taken to be sure that you’re only asked questions about topics studied
in your particular program of courses. Please note that your examiners frequently need to refer to your Portfolio during the examination. Therefore, if you wish to refer to Portfolio documents during the examination, you are encouraged to bring your own copy.

Realize that the examiners are not “out to get you”. They have an obligation to ensure that you can represent yourself as a TESOL professional. Therefore, if you do not understand a question, or do not know an answer, or answer incorrectly, the examiners will usually ask follow-up questions to lead you to the right answer. In fact, the examiners see the Oral Comp as a teaching opportunity as well as an assessment process. Missing one or two specific questions will not cause you to fail. No one is perfect, as the examiners know.

At the end of the examination, you will be asked to leave the examination room for a few minutes while the examiners discuss their impressions of your responses. Then you will be called back, your performance discussed, and suggestions for improvements made.

If problems arise:

In cases where examiners feel that an element of the student’s performance needs further review, the student may be asked to return for a follow-up session before passing the Comprehensive. To date, these sessions have been of two types:

1. Students are asked to prepare a short list of specific topics which they were unable to address appropriately during the first Comp session, or
2. They might be asked to give a teaching demonstration to the examiners. For such lessons, the topic, the student audience, and the aspects of the topic that the lesson should address are provided by the presenters.
3. They might be asked to submit a revised lesson or a new lesson on a different topic.

The type of follow-up asked for will depend on the kind of problems that the student had in the comprehensive. The student will decide with the examiners the date and time of the follow-up session.

Lines of Inquiry to Anticipate

(a) If modification/revision is suggested in one of your documents and you choose not to make it, that is your prerogative, but obviously, you may be asked to defend your decision in the Oral Comp.
(b) If there’s an apparent contradiction or discrepancy between what you claim to believe and what you practice (e.g. you claim one thing in your “Philosophy of Teaching” but do something different in your “Teaching Video”) you may be asked to explain this. There are probably two ways you can do this:

1. Defend and contextualize the contradiction
2. (Particularly in the case of the Teaching Video) acknowledge that, in light of what you’ve learned, you might now do things differently (and explain what changes you’d make)

(c) Since our program stresses “bringing theory into practice” and “experiential learning”, and since this is a test of your comprehensive knowledge, you may be asked to apply theory or principles mentioned in Portfolio documents to realistic situations. For example, if you do a paper on collaborative learning, we might ask you how you’d structure a small group task for third graders to ensure that is genuinely collaborative learning and not just “students sitting around in a group.”

Conferences, Institutes, Workshops, Lectures, Get-Togethers and Publications

Newsletters, Listservs, and the AU TESOL Website

The TESOL Update is a newsletter distributed in class to TESOL students. The Update lists current job openings, along with news about student accomplishments and upcoming events. There is also a TESOL Listserv called AUTSL-L to which all students enrolled in AU TESOL Program classes are automatically subscribed. To post a message on the listserv, address your email to AUTSL-L@american.edu. For more information about other listservs to which our students can subscribe, look on the AU TESOL website at http://www.american.edu/tesol/listserv.htm

The TESOL website, http://www.american.edu/tesol, lists current TESOL Program events, job links, course descriptions, program information and downloadable applications. It also features the AU TESOL Working Papers, which feature research and articles by TESOL Program students, faculty and alumni.
Opening Receptions
On-campus receptions are usually held during the first week of the term. New students in the TESOL program are invited to come meet the TESOL faculty and other TESOL students.

Fall Workshop
Held near the end of October or early November (scheduled so as not to coincide with the Fall WATESOL Conference), this event features a nationally known speaker in either TESOL or Applied Linguistics, or a subject of particular relevance to TESOL students.

Other Workshops and Lectures
Other workshops and lectures are held periodically throughout the year. Past topics have included comparing native speaker and non-native speaker uses of email, learning disabilities, distance learning, finding TESOL jobs abroad, finding TESOL jobs state side, pronunciation enhancement like “Call ‘em as You ‘Ear ‘Em”, and teaching TOEFL prep courses.

AU TESOL Community Association
The community association is open to all AU TESOL graduates as well as anyone who has taken at least one (1) AU TESOL course. It provides a sense of community, networking opportunities through various events held throughout the year, and a way for AU TESOLers to gain a boost in their career. To join, simply come into the TESOL office or visit the alumni association website:
http://www.american.edu/tesol/AlumniJoin.html

Spring Conference
Each year, the AU TESOL Program hosts a spring conference to address issues relevant to Teaching English to Speakers of Other Languages. This conference gives AU TESOL students, faculty and staff, as well as guests from the area the opportunity to present current research in TESOL. The conference is held on a Saturday (usually from the morning to mid-afternoon), and the community is invited.

Summer Institute and Intensive Workshop
The AU Summer TESOL Institute enables students to begin or continue course work during the summer months, and to benefit from special opportunities only offered during the summer terms. Drawing upon local and national experts, The American University Summer TESOL Institute offers students
two sessions of traditional course work plus a credit-bearing weekending TESOL Workshop. Each year the workshop focuses on a special theme.

The first institute session runs for 7 weeks, from mid-May through June. The second session also meets for 7 weeks, from July through mid-August. All courses (except the workshop) are offered from 5:30 to 8:00 pm to accommodate the schedules of working participants.

The AU TESOL Summer Institute Workshop usually takes place early in the second summer session. The instructional component of the Workshop is usually 3 days long and integrates lectures, group learning projects and possibly site visits to area programs. After the instructional component, those taking the workshop on a for-credit basis then have two weeks to complete a project, after working in groups, to apply the principles learned in the workshop to classroom experience. Then, in a two-day follow-up session, the students interact with workshop advisors to develop their project presentations, and then present them to the workshop group as a whole. Past topics of intensive workshops have been Theory and Practice of Pronunciation and Writing Assessment, Designing Lessons Based on Authentic Discourse, the Communicative Approach in the New Millennium, and Designing EFL Teacher Training Courses. The summer 2006 Intensive Workshop was entitled “Leaving no Learners Behind: Rethinking literacy and language in the ESL/ESOL Classrooms.” The 2007 Workshop was “NNESTs at Work: Principles and Practices for Nonnative-English-Speaking Teachers”. The 2008 Intensive workshop was “Working with Multilingual Writers: A Multidisciplinary Perspective,” and the 2009 Workshop will be “Teaching Readers of English.”
**TESOL-Related Resources in the DC Area**

American University’s Washington, DC location offers TESOL students unparalleled opportunities to enrich their education with multicultural experiences (see Off-Campus Entertainment). Along with access to museums, art galleries, theaters and cultural centers, students can draw upon the resources of DC’s large diplomatic community, its foreign embassies and a constant influx of international representatives from academic, political and business sectors. Many graduate students take the opportunity to intern with one of the numerous national or international organizations or groups based in Washington.

In addition to the ESL programs in many Washington area schools, many organizations devoted to linguistics or TESOL are headquartered in Washington, including the Center for Applied Linguistics (CAL), TESOL (in nearby Alexandria, Virginia), the National Clearinghouse for English Language Acquisition (NCELA), and the Linguistic Society of America (LSA). There are also three local TESOL associations affiliated with the national TESOL organization: the Washington Area TESOL association (WATESOL) and Maryland TESOL, Virginia TESOL.

**Contact Information**

Center for Applied Linguistics, 4646 40th St. NW, Washington, DC, 202.362.0700; [www.cal.org](http://www.cal.org)


Foreign Service Institute (FSI), 4000 Arlington Blvd, Arlington, VA, 703.302.7137; [www.state.gov](http://www.state.gov)


Linguistic Society of America, 1325 18th St. NW, Suite 11, Washington, DC, 20036, 202.835.1417; LSA@las.dc.org

WATESOL, P.O. Box 25502, Washington, DC, 20007. Contact: Caralyn Bushey (President) at president@watesol.org.

Maryland TESOL, Contact: Heide Platt at heide.platt@pgcps.org.

Tempo Bookstore, 4905 Wisconsin Ave. NW, Washington, DC, 20016, 202.363.6683
Career Opportunities and Services
The nation's capital is a multilingual and multicultural area, rich with opportunities to observe, teach, volunteer and otherwise participate in the field of TESOL. Such opportunities include internships, cooperative education field experiences and part-time teaching jobs.

Internships & Cooperative Education Experiences
Master's students may elect to earn three to six credits through an Internship or Cooperative Education Field Experience, either in the United States or abroad. These opportunities provide students with valuable practical experience in planning, assessing, teaching, evaluating and collaborating with others in ESL/EFL environments. These experiences are often paid positions and can be full or part time. Faculty from the TESOL program serve as advisors for these programs, guiding and evaluating the students' experiential learning process. Coops are supervised by the Department and the Career Center, while Internships are supervised by the Department only. For more information on Coops, contact the Career Center at (202) 885-8011.

Employment
Employment opportunities abound for students who wish to teach part-time while completing their course work. The Washington, DC area is also home to a large number of language schools, which provide instruction to English students of all levels and ages. Area institutions that have hired AU TESOL graduate students on a part-time basis include:

Berlitz Language Centers,

* Washington, DC 202.331.1162
* Tyson’s Corner, VA 703.883.0626

English Now!, Bethesda, MD 301.718.3575

Eurocentres, Alexandria, VA 703.684.1494

Diplomatic Language Services, VA 703.243.4855

Department of State 202.647.4000

International Center for Language Studies, 202.639.8800

Inlingua Schools of Languages

* Virginia 703.527.8666
* Maryland 410.674.1302

Kaplan Test Preparation, Washington, DC 800.527.8378

Lado International College:

* DC 202.223.0023
* Arlington, VA 703.524.1100
Volunteer Opportunities
In addition, many of our students volunteer at local public school districts, colleges and universities, most of which maintain extensive ESL adult education programs. Some places where students have volunteered are:

- Reading and Writing Center, N.V.C.C.: 703.323.3341
- DC Refugee Center - English for refugees: 202.667.9000
- Sacred Heart - adult education: 202.462.6499
- SED Center - volunteer and paid positions: 202.462.8848
- City Gate, Wisconsin Ave (next to Tenlytown Metro, 202-561-5113

TESOL Program Employment Resources
The TESOL Program Office (McKinley 156) also offers many employment related services. These include a regularly updated bulletin board (outside the office), a job links page at the TESOL website (www.american.edu/tesol/Tjobs.html), frequent announcements on the listserv, and counseling from the TESOL Coordinator on job opportunities both locally and abroad.

Other Career Services
AU’s Career Center provides a number of services for graduate students. These services include workshops, counseling sessions, on-campus recruiting, resume referral service, job listing service, credentials service, and networking events. The Center also has a Career Resource Library, which offers a large variety of directories, periodicals, and books. The Career Center is located on the fifth floor of the Butler Pavilion. For more information, stop by or call 202.885.1800.
General Information

Orientation

Directions

The TESOL Offices are in McKinley Building. McKinley Building is on the Northwest side of the Library, just off the Quad. If you ask someone for directions and they don't know McKinley, ask for the Library. Everyone knows where the Library is. McKinley is the McKinley-era looking building with a dome over its main entrance. On entering through the main entrance, The TESOL Offices in Room 156 are down the hall to your left.

To plan your route from any location to another try the website www.yahoo.com/maps.

American University is located at Ward Circle, the intersection of Massachusetts and Nebraska Avenues, in the upper northwest section of Washington, DC. The main entrance is one block north of Ward Circle on Massachusetts Ave. If you are driving to AU from outside the city, follow the directions given here.

Arriving by car:

From northeast of Washington (New York, Philadelphia, Baltimore), follow Interstate 95 south to Interstate 495, the Capital Beltway. Follow Interstate 495 west toward Silver Spring. See “From Interstate 495 (Capital Beltway), below.

From south or west of Washington (Norfolk, Richmond, Charlottesville), follow Interstate 95 or Interstate 66 east to Interstate 495, the Capital Beltway. Follow Interstate 495 north. See from Interstate 495 (Capital Beltway), below.

From Interstate 495 (Capital Beltway), take exit 39 and carefully follow the signs for River Road (Maryland route 190) south toward Washington. Continue south on River Road to the fifth traffic light. Turn right onto Goldsboro Road (Maryland route 614). At the first traffic light, turn left onto Massachusetts Avenue (Maryland route 396). Continue on Massachusetts Avenue for about two miles, past the first traffic circle (Westmoreland Circle). Continue on about one mile, past the American University Law School on your left.
At the fourth light (at the top of the hill), you will turn right into the Glover Gate Entrance of American University.

**Once on Campus:** If you enter by Glover Gate, the main entrance off Massachusetts Avenue, drive straight ahead about 100 yards and you'll pass through a tunnel under the Sports Center/Bender Arena complex. The campus shops are located in this tunnel. The McKinley building, where the Department of Language and Foreign Studies is located, is up the hill to your left as you leave the tunnel (it's a tall white building).

**Arriving by Bus or Metro**

Washington's Metro subway trains run Monday through Thursday, 5:00 am to midnight; Friday, 5:00 am to 3:00 am; Saturday, 7:00 am to 3:00 am; and Sunday, 7:00 am to midnight. The closest Metro stop to AU is Tenleytown/AU on the red line. Get off the Red line at the Tenleytown Station. There is only one way to leave the station from the platform and this direction requires going up a very high escalator. At the top of the escalator, turns left, and go up a shorter escalator to the street. As you get off the escalator, keep walking straight ahead towards the street. **This is the stop for the free shuttle bus to AU.**

**More on the Metro - Fees and How to Pay**

The metro will cost you between $1.35 and $4.50 each way, depending on the time of day (more during rush hours). After you enter the station, but before you enter the ticket gates, you'll see a row of machines for buying tickets. Put in money, and if you need change just push buttons on the machine to reduce the amount of the ticket, and then push the "issue ticket" button to receive a paper ticket with a magnetic strip. You might want to buy a ticket for $10 or $20 right away so you don't have to stop and buy one every time you ride the Metro. You can also buy an all-day pass. Make sure you go to the machine that says Passes/Farecards and push the pass prompt. $7.80 will let you have unlimited rides for one day, from 9:30 am to close on weekdays and all day weekends. If you are leaving the train, put your ticket in, and the machine tells you that you don't have enough money on your ticket, don't worry. Look back toward the platform and you'll see a machine in the center of room entitled “Exit Fare”. Insert your ticket there, put in more money and the machine will add that amount to your ticket so you can exit the station.
Transportation to and from Airports

There are three airports in the Washington area:

1. **Washington Dulles International Airport**, near Reston, Virginia, which handles both international and domestic flights

2. **Reagan National Airport**, near Arlington, Virginia, which only handles domestic flights


**Reagan National Airport** is accessible by the Blue or Yellow Metro lines. **Dulles** is accessible by shuttle or taxi only. **BWI** is accessible by shuttle, bus or the MARC train.

**One shuttle service** is Super Shuttle (202.296.6662). Its prices (one-way) from AU as of December, 2008 were $14 for National, $29 for Dulles, and $35 for BWI. Also check [www.supershuttle.com](http://www.supershuttle.com).

For all kinds of airport information (arrival and departure information, schedules and up-to-date information on ground transportation), check out [www.metwashairports.com](http://www.metwashairports.com).

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**Important Buildings on Campus for TESOL Students**

Note: Please see the map section at the end of this handbook for detailed campus maps.

**McKinley Building**: The TESOL Program’s office is located in McKinley 156, which is to the left from the main lobby, first door on the right. McKinley is also the home of the School of Education, for our MAT:ESOL students.

**Asbury Hall**: The Department of Language and Foreign Studies is located on the 3rd floor of the North Wing. The Language Resource Center (LRC) is in the basement, the Registrar's Office is located on the 2nd floor of the South Wing, and Student Accounts is located on the 3rd floor of the South Wing.

**The Bender Library**: Bender Library is the main library on campus, and is located at the southeast end of the main Quad.

**Mary Graydon Center**: AU’s version of a student union, the Mary Graydon Center contains many dining options, lounges,
student organizations, and computer services, among other things.

**Butler Pavilion:** Butler Pavilion contains the AU Bookstore, the Career Center, and conference and boardrooms.

**Bender Arena:** This is AU’s sports complex, including a pool, full-size gymnasium, and a student fitness center.

### Getting Started at AU

**Getting Registered:** Registration is completed on-line. You will need to contact Prof. Brady (bbrady@american.edu) before registering online so that he can authorize you in the system.

**AU ID cards:** Your first ID card is free. Replacement cards are $15 dollars. To obtain an ID card: go to Housing and dining Services (the first floor of the Anderson Hall). Be sure to bring a valid, government-issued ID. Hours for ID card photos: Monday, Wednesday, Friday 8:00 am - noon; Tuesday and Thursday, 4:00 pm - 8:00 pm. Any questions should be directed to the Americard hotline at ext. 3114.

### Buying textbooks for classes:

The campus bookstore is located on the 2nd and 3rd floor of Butler Pavilion (ext. 6300). It can be accessed by the elevator across from the main entrance to Bender Sports Arena, or from the 2nd floor walkway from Mary Graydon Center. Bookstore hours are Monday - Thursday from 9:00 am to 7:00 pm; Friday from 9:00 am to 6:00 pm; Saturday from 12:00 am to 4:00 pm; Sunday, closed.

Textbooks are on the 2nd floor and organized by discipline. All TESOL textbooks can be found shelved under the LFS section of textbooks, and are labeled TESL. **You can Order online from the bookstore web address to assure reservation of copies.**

**Bender Library:** The Jack I. and Dorothy G. Bender Library offers students

- 1,035,000 volumes
- 21,055 electronic journals
- 2,900 print periodicals
- 11,400 films and videos
- 1.1 million+ microforms
- 36,900 sound recordings
- 13,600 musical scores
- 65+ newspaper subscriptions
Reference librarians assist in finding information, conduct online bibliographic searches and offer instruction in library use to students. AU is a member of the Washington Research Library Consortium (WRLC). All titles in member libraries are listed in ALADIN, the on-line catalog with over 2.2 million records. AU students may borrow materials from Bender as well as from the Consortium.

**Washington Research Library Consortium (WRLC)**

The WRLC's collection is cataloged on the Access to Library and Database Information Network (ALADIN), the on-line system. For more information on the system, see the Guide to Libraries available at the Bender Library circulation desk. In addition to AU, there are six members of the WRLC:

- Catholic University  202.319.5070
- Gallaudet University  202.651.5217
- George Mason U.  703.993.2250
- George Washington U.  202.994.6558
- Marymount U.  703.284.1533
- UDC  202.274.6011

**Library Fall/Spring Semester Hours** (Hours will vary during holidays and the summer): 24 hours Sunday 9 am-Fridays 9:00pm; Saturday 9:00am- 9:00pm.

**The Library Copy Center** (located on the lower level) has the same hours as the library (these hours vary during holidays and the summer). Initially a copy card costs $1.00 (68¢ initial fee, and 32¢ remaining for copying). After the initial purchase of the card, no other fees apply, and the card can be reused as long as there is a balance. Copies made with the copy card cost 8¢/copy, and 10¢/copy without a card.

**TESOL Related Periodicals** currently in the library (lower level):

- ELT Journal
- English for Specific Purposes
- TESOL Quarterly
- Regional English Language Centre Journal
- Language Learning International Review of Applied Linguistics
- Second Language Writing

**Medical Services**

The Student Health Center (SHC) is located on the first floor of McCabe Hall and provides primary medical care, minor emergency care, gynecological care, immunizations, allergy injections and health education services to students. The clinical staff consists of registered nurses and physician's assistants, supported and supervised by two internal medicine
physicians. The hours of operation for fall and spring semesters are Monday through Friday 8:00-5:45 pm; Summer and semester Break Hours are Monday through Friday 8:00-4:45 p.m. Appointments are required for all non-emergency visits. To schedule an appointment, call 202.885.3380.

Disabilities Support Services: For students with disabilities who would like to be assigned to a tutor for extra help with classes. For students who have hearing disabilities, interpreter services are available.

Academic Policies and Regulations

Registration Procedures
Registration for classes is on a first-come, first-served basis. Students should register for their classes early so that they can enroll in the courses of their choice. Many TESOL classes fill quickly.

In order to register, new students make an appointment with their advisor to choose courses that fulfill their program requirements. MA students must obtain their TESOL advisor's signature. New certificate students and other non-degree students also register through the TESOL Office, McKinley Hall, Rm. 156, ext. 2582. The completed registration form is then taken to the Registrar's Office on the second floor of the South Wing of Asbury Building. Returning students must contact the TESOL Coordinator at bbrady@american.edu to notify him of the classes you intend to take and to request e-authorization in order to register. Then, you may register for the new semester using https://my.american.edu and sign in with their personalized login and password. Courses may be added and dropped with no penalty during the first week of classes. See the University Catalog and the Schedule of Classes (both available from the Registrar's Office) for more information on course offerings.

In order to retain accurate and updated records of TESOL Master's students, a TESOL Requirements Checklist should be updated each semester. This form is kept with the TESOL Office and is an essential component of graduation clearance. Students are advised to stop by McKinley 156 at least every other semester to ensure that their records are up-to-date and accurate.
Payment for Courses
Students are typically billed for their courses a few weeks after registration. For questions concerning financial aid or tuition payment plans, call ext. 6100.

Course Load
Full-time graduate students generally take three courses per semester (although they are permitted to take up to five per semester). At the rate of three courses per semester, full-time students can complete their MA in four semesters of study. Many TESOL students at AU enroll on a part-time basis, taking one or two courses per semester. The University requires MA candidates to complete their degree work within three years, with the possibility of an extension of candidacy for up to three additional years. Due to visa requirements, most international students must be enrolled full-time. Note: The required Practicum (TESL 620 - ELT III) is particularly time-consuming. Students are advised to adjust their course load accordingly during the semester in which they take the Practicum.

Incompletes
In exceptional cases, students who are unable to complete their coursework by the semester’s end may request an incomplete form from their instructor. Typically, incompletes are granted in cases of illness, accidents, or family emergencies. Granting an incomplete is entirely at the instructor’s discretion. The instructor and the student mutually decide and state the conditions of an incomplete in an Incomplete Contract. The Incomplete Contract specifies work to be done, contract end date, and default grade if work is not completed. The maximum length for an incomplete is one semester. Incompletes may only be granted at the end of the semester, and students must have a passing grade in course work at the time the incomplete is requested or else the incomplete cannot be granted.

Maintaining Matriculation
Students must maintain matriculation every fall and spring that they are enrolled in an AU program (this is not the case for the summer.) Therefore, if you are not taking courses during a semester, you must pay for one credit hour of “Maintaining Matriculation” or consult with the TESOL Coordinator about a Leave of Absence (for health or personal reasons, or if you are out of the country, etc.) You must also maintain matriculation in the semester you graduate.
For more information about university policies and resources, see the AU Catalog and Schedule of Classes, which are available at the Registrar's Office. Other information regarding American University’s policies can be found on AU’s main website at http://www.american.edu.

Computing

All full-time students are automatically assigned e-accounts when they register.

This is how you create your e-account:
1) Open a Web browser and go to my.american.edu.
2) Click the “Create Account” link in the middle of the logon page.
3) You will be prompted to enter the following personal information:
   - Your name (required)
   - Your seven digit AU ID number that can be found on any official document from the university (required)
   - The last four digits of your social security number
   - Your date of birth in the format of MMDDYYYY
   - The last four digits of your home telephone number
4) You will be asked to enter your initial password, as well as a secret question and answer for verification purposes if you ever forget your password.
5) The system will take a moment to create your accounts. When you see the message stating that your accounts have been successfully created, you may log into my.american.edu with your new USERNAME and PASSWORD.
6) If you already have a personal e-mail account that you currently use, you may have your AU e-mail forwarded to that account. Please do so if you are not going to check your AU mail regularly; otherwise you will miss important messages from your professors. To forward e-mail, send an e-mail to helpdesk@american.edu and ask them to forward your AU e-mail to your personal address.
7) If you have any questions or experience problems creating your accounts, please contact the IT Help Desk at 202-885-2550 or helpdesk@american.edu.

For more general information on OIT computer services, contact ext. 2270.

Computers available for TESOL students to use are found in the Language Resource Center (LRC) in the basement of
Asbury Hall, the Computer Center in the Lower Level of Anderson Hall, north entrance, ext. 2561, and the Mary Graydon Computer Cluster, Mary Graydon, Room 231. All facilities are closed on university holidays.

**Accessing your e-mail from a PC platform computer (on campus)**- Type in your user name and password at the appropriate prompts. This will give you a window of applications associated with Eaglenet. Click on "EagleNet Applications." This will give you another window of icons. Choose the Netscape icon. You'll be automatically logged into your email account.

**Accessing my.american.edu from home** - Open your web browser of choice and type in [http://my.american.edu](http://my.american.edu). Type in your login and password.

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**Transportation and Parking**

**Transportation**
The University is accessible by DC Metrobus and Metrorail. Free shuttle bus service is available to students, faculty and staff to the Tenley Campus, the Tenleytown Metrorail Station and the AU law school.

**AU Shuttle Information** - 202.885.2525
Normal operation hours and frequencies: M-F 7:00 am - 12:30 am, every 10 minutes. Sat 8:00 am - 3:00 am, Sun 8:00am-1:00am, every 15 minutes. Hours vary on holidays. For further information, please check AU Public Safety’s website at [http://www.american.edu/finance/ts/shuttle.html](http://www.american.edu/finance/ts/shuttle.html).

**Routes**
There are three AU shuttle routes. One route takes students from south campus to the Washington College of Law (WCL). The second route runs from South Campus (behind Anderson/Letts dormitories) to both the Tenley Campus and the AU/Tenleytown Metro stop. The third route runs from South Campus to the Park Bethesda. AU shuttle buses have a sign in the front window, which indicate their route.
Parking Permit Rates

Please contact Public Safety at ext. 2525 for additional information.

Effective 5/1/2007-4/30/2008

- Resident and Full-Time Commuter Students: $440/semester, $880/year
- Part-time commuter students: $168/semester, $335/year

Effective 5/1/2008-4/30/2009

- Resident and Full-Time Commuter Students: $455/semester, $910/year
- Part-time commuter students: $174/semester, $347/year

Please note that most graduate courses are offered from 5:30-8:00 pm on weekdays and parking on campus is free after 5:00 pm.

Hourly Parking

Hourly parking is available in the Nebraska Lot for $1.50/hour or $12/day. Park your car, then note the space number, and go to the ‘pay as you go’ machines on either side of the lot. You can pay with credit card or cash. Make sure you keep your receipt in case of potential disputes.

Parking Requirements for Commuter Students living in Washington, DC

YOU MUST PURCHASE AND PROVIDE PROOF OF YOUR DC RECIPROCITY PERMIT BEFORE YOU ARE ISSUED YOUR AU PARKING PERMIT

In response to dictates of the city government, all students who live in Washington, DC must obtain a temporary resident reciprocity parking permit for their cars. Students who live in Maryland and Virginia ARE NOT affected by this requirement. The DC government requires all full-time commuter student populations residing within Washington, DC to obtain reciprocity permits in order to park their cars in the city. By obtaining a reciprocity permit, you may keep your vehicle registered in their home state.

Due to parking restrictions, students living in Wards 2A and 2E (Georgetown area) are not eligible for temporary resident reciprocity permits. Students living in these wards must register their vehicles in Washington, DC in order to be able to park in those areas. (More specifically, these students must change their vehicle registrations and driver’s licenses from their current state/jurisdiction to Washington, DC.)
To obtain a temporary resident reciprocity permit, you must go to one of the branches of the DC Department of Motor Vehicles (DMV). Visit http://dmv.dc.gov/main.shtm for a list of locations and required documents to obtain the student reciprocity permit.

Parking Locations
Between the hours of 8:00 am and 5:00 pm, Monday through Friday, commuter students and visitors park in the Nebraska Lot. The Nebraska Lot is located on the corner of Nebraska Avenue and New Mexico Avenue, one block west of Ward Circle. The main entrance is off New Mexico Avenue. If you are coming from Ward Circle, turn left at the first stoplight (New Mexico). Then go about twenty yards and the entrance to the lot is on the left. An additional parking lot is the Butler parking garage behind Butler Pavilion. This is permit parking only from 9:00 am - 5:00 pm, but after 5:00 pm, it’s free.

Housing
Office of Residential Life and Housing Services (ORLHS)
On Campus: Housing is available to all students on a first-come, first-served basis. University housing is at a premium, and students may be placed on a waiting list until space becomes available. A complete guide to housing at AU is available on-line at http://www.american.edu/ocl/reslife/, where students can pick the housing option that is the best for them.

Off Campus: The official graduate student housing is Park Bethesda. It is located in Bethesda, MD on Westbard Ave. For pictures, pricing information, and amenities, please check their website at http://www.american.edu/ocl/housing/academic_year_housing/univ_apts_PB.html

The academic year housing web page (http://www.american.edu/ocl/reslife/academic.htm) also contains a bulletin board type list where off campus students can find out about local housing options. This list, however, is not frequently updated, so the best option may be to consult the Washington Post’s website at www.washingtonpost.com and check the classified listings. Also check Craig’s List DC at www.craigslist.org, or the Real Estate section of Meet in DC (you must first fill out a form to register for free) www.meetindc.org.

City Studio Living: If you prefer to live on your own, apartment complexes near AU include the Avalon, Idaho
Terrace, and the Berkshire. Another good apartment complex, in Cleveland Park, is called the Quebec House. Refer to www.apartments.com or www.rentnet.com to find current pricing.

**Popular DC Neighborhoods**: Van Ness/UDC, AU Tenleytown, Cleveland Park, Woodley Park, Georgetown, Glover Park, Dupont Circle. The safest areas in DC are off the left side of the red line from Shady Grove to Farragut North.

**Popular DC suburban areas**: Gaithersburg, Rockville, Bethesda, Grosvenor (pronounced GROVener), Silver Spring, Arlington County VA.

If you have particular housing questions, call the front desk at the TESOL office and a program assistant will be happy to talk to you!

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**Campus Dining**

**Tenley Cafe**: Tenley Cafe is located in Federal Hall on the Tenleytown Campus.

**Eagle’s Nest**: The Eagle’s Nest is the campus convenience store, and features a Subway sandwich shop. It contains many items, from breakfast (doughnuts, coffee, and bagels) to snacks, drinks, paper, pens, cameras, etc. The Eagle’s Nest is located in the Tunnel.

**McDonalds**: McDonalds is open for breakfast, lunch, and dinner. It is located in the Tunnel across from the Eagle’s Nest.

**The Tavern**: Located past Auntie Anne’s in the Mary Graydon Center, this area features Jamba Juice, Chick-Fil-A, and other food items like hamburgers, pizza, salads, sodas, and coffee.

**Wagshal’s Deli**: located in the lobby of the Ward Building. They have salads, bagels, pasta, potpies, and other fare at a moderately expensive price. Wagshal’s is even open until 8pm so that you can grab dinner during a break in your evening classes.

**Davenport Coffee Shop**: Coffee lounge located in the entrance to the School of International Service building facing the quad.

**Megabites**: Megabites Café serves international fare, Starbuck’s Coffee, and light bistro fare. It is located next to Chevy Chase Bank in the Tunnel.
Other Services

Other Butler Pavilion Services
Other campus services include Hair City at 202.885.6465 for savvy haircuts.

Banking
Chevy Chase Bank operates a branch office (next to the elevator at the entrance to the Butler Pavilion Promenade) and two automatic tellers in the Butler Pavilion Promenade (next to the level 1 elevators in Mary Graydon). A third ATM is located behind Bender Library in the Clark Building. Call ext. 6466 for additional information.

Books and Supplies
The AU Campus Store, located on the second and third floors of the Butler Pavilion carries all required textbooks, a large selection of other books, all necessary supplies, stationery, American University sportswear and other items. Hours of operation are: Monday - Friday, 9:00 am-5:30 pm; Saturday, 10:00 am - 6:00 pm and is closed on Sundays. Hours will vary on holidays and in the summer. Call ext. 6300 for the most current hours.

University Mail Service
All university mail delivery is handled by Mail Services. The university maintains a full service United States Post Office contract substation, Eagle Station, located in Letts hall, lower level. Mailboxes are in each dormitory and are furnished to all resident students. Call ext. 2575 with any questions.

Mailing, Shipping and Copying Services
The UPS Store is located at the end of the Tunnel on the right and is perfect for all photocopying, moving, and mailing needs. Their phone number is 202.885.2030.

Other Nearby Shopping Areas
South of Campus: There is a small block of shops and restaurants including a RiteAid pharmacy, a Starbucks, a gourmet grocery store, and an Italian restaurant on the left about two blocks south of the Nebraska Parking Lot on New Mexico Avenue.

Northeast of Campus: A Whole Foods supermarket, a Starbucks, a video store, several restaurants and other shops are located near the Tenleytown Metro on Wisconsin Avenue.
North of Campus: Spring Valley - A shopping center with a PNC, a Starbucks, an Exxon service station, a Wagshal's gourmet grocery, a CVS drugstore, a Chevy Chase Bank as well as other eateries is located about four blocks north of campus on Massachusetts Avenue across from the Washington College of Law (WCL).

On Campus Entertainment

The Katzen Arts Center
The Katzen Arts Center brings all the visual and performing arts programs at AU into one 130,000 square foot space. Designed to foster interdisciplinary collaboration in the arts, the new center provides state-of-the-art instructional, exhibition, and performance space for all the arts disciplines.

The Center features an extraordinary 30,000 square foot art museum with a variety of gallery spaces for exhibition of exciting contemporary art from the nation's capital region and the world, along with AU's own Watkins Collection and the collection of Cyrus and Myrtle Katzen.

The Greenberg Theatre
Located at 4200 Wisconsin Ave at Van Ness, near Tenley/AU Metro, The Greenberg Theatre provides the Washington, D.C. and American University communities a place to experience live performances in music, theatre and dance.

Off-Campus Entertainment

For current entertainment around town, a good place to look is the City Paper (http://www.washingtoncitypaper.com/), a free weekly entertainment guide that comes out on-line on Tuesday and in paper form on Thursdays. The City Paper is free and available in the Eagle’s Nest and at various newsstands across DC.

Another guide to DC entertainment is the weekly Weekend section of the Washington Post, published every Friday. The Weekend section gives detailed accounts of what events are happening in and around Washington. The Post can be found at newsstands across DC.
places to visit

museums

the national mall contains a wide variety of museums. most of them are free, but a few ask for a donation. the mall contains the national air and space museum, the national gallery of art, the smithsonian, the national museum of natural history, and the national museum of american history, just to name a few. the national mall is located between constitution and independence avenues in downtown washington, dc. the best way to get to the national mall is by metro. get on either the blue or orange line and get off at the smithsonian stop.

freer gallery of art is located on jefferson drive sw at 12th st. it is open daily from 10:00 am - 5:30 pm. lovers of asian art will enjoy this display spanning more than four millennia of work in jade, bronze, pottery and silk.

national air and space museum is located at independence ave. at 6th st. sw and is open daily from 10:00 am - 5:30 pm. this is probably the most popular museum in washington. it has 23 galleries devoted to the epic stories of manned flight both in the air and in space.

national gallery of art is located at madison drive between 3rd and 7th sts. nw and is open sunday 11:00 am - 6:00 pm; monday - saturday, 10:00 am - 5:00 pm. various metro stops are located near this museum, including the judiciary square stop on the red line or the national archives stop on the yellow line. among its collection of old masters and great moderns, the national gallery of art has the distinction of possessing the only painting in america by leonardo da vinci. the east building, opened in 1978, is devoted to modern art.

national museum of african art is located at 950 independence ave. sw and is open daily from 10:00 am - 5:30 pm. one of the most outstanding exhibits is the massive wood-carved door from the yoruba king's palace at ikere, nigeria, complete with reliefs of 31 people.

national museum of american history is located at madison drive between 12th and 14th sts., nw and is open daily from 10:00 am - 5:30 pm. unique exhibits from ancient and recent history make this one of the most exciting museums in the
nation. Here you will find Alexander Graham Bell's first telephone, Thomas Edison's light bulb and the original Star Spangled Banner.

**National Museum of Natural History** is located at Madison Drive and 10th St. NW and is open daily from 10:00 am - 5:30 pm. This museum houses the Hope Diamond, and contains large displays of birds, sea life, fossils, other gems and items from diverse cultures.

**Sackler Gallery of Asian Art** is located at 1050 Independence Ave., SW and is open daily from 10:00 am - 5:30 pm. This gallery houses collections of ancient Islamic, Persian and Chinese works of art.

**U.S. Holocaust Memorial Museum** is located at 100 Raoul Wallenberg Place SW and has an entrance on 14th St., SW. It is open daily from 10:00 am - 5:30 pm. This museum is America's national memorial to the Holocaust that recalls the horrors of the Nazi's reign of genocide and terror. Be sure to call and get your free ticket in advance.

**The International Spy Museum** The mission of the International Spy Museum is to educate the public about espionage in an engaging manner and to provide a dynamic context that fosters understanding of its important role in and impact on current and historic events. The Museum focuses on human intelligence and reveals the role spies have played in world events throughout history. The International Spy Museum is located in Downtown, Washington, DC within the Pennsylvania Quarter neighborhood and stretches the entire city block between 9th and 8th Streets at 800 F Street, NW — one block from the Gallery Place/China Town Metrorail Station and the MCI Center.

$18 Adults (ages 12-64), $17 Seniors (65+), Active Duty Military, Intel Community & College Students, $13 Children (ages 5-11)*

**Places of Interest**

**The Capitol** - The Capitol is open to the public for guided tours only. Tours will be conducted from 9:00 a.m. to 4:30 p.m. Monday through Saturday (the Capitol is not available for tours on Sundays). The Capitol will be open on all federal holidays except Thanksgiving Day and Christmas Day. Visitors must obtain free tickets for tours on a first-come, first-
served basis, at the Capitol Guide Service kiosk located along the curving sidewalk southwest of the Capitol (near the intersection of First Street, S.W., and Independence Avenue. Ticket distribution begins at 8:15 a.m. daily. Ticketholders will be directed to the South Visitor Receiving Facility, which is located south of the Capitol and from there they will proceed to the Capitol to begin their tour. Maximum tour size is 40 people. Information about tours for the disabled is available from the Congressional Special Services Office at 202-224-4048 (voice) or 202-224-4049 (TDD).

The Folger Shakespeare Library is located at 201 East Capitol St. SE. It is open Monday - Saturday from 10:00 am - 4:00 pm and is Metro accessible at the Capitol South stop located on the Blue or Orange line. The place is worth seeing! There is a wooden three-tiered Elizabethan courtyard theater and more than 260,000 books and manuscripts.

The Kennedy Center, 2700 F St. NW. Open daily: 10:00 am - end of evening Shows. Free 40-minute tours every 15 minutes. Metro: Foggy Bottom on the Blue or Orange Line then a long 3-block walk. The Kennedy Center is the plushly decorated center for the performing arts located on the north bank of the Potomac River.

The Library of Congress is located at 1st St. at Independence Ave. SE. A free 20-30 minute guided tour leaves the lobby of the Madison Building at 101 Independence Ave. every Monday - Friday at 10:30 am, 11:30 am, 1:30 pm and 3:30 pm, preceded every half hour by a 22 minute film.

The Old Post Office Observatory is located at Pennsylvania Ave. between 11th and 12th Sts., NW and is open daily from 8:00 am - 10:45 pm. It is accessible by Metro by getting off at the Federal Triangle stop on the Blue or Orange line. The observatory offers a spectacular view of the nation's capital from atop a 315 ft. high tower. It's worth the visit, and the view is fantastic!

The Washington Cathedral is located in Northwest Washington and is bounded by Massachusetts Ave, Wisconsin Ave. and Woodley Rd. The main floor is open
daily from 10:00 am - 4:30 pm. Tours may be taken Monday - Saturday from 10:00 am - 3:15 pm, or on Sunday at 12:30 and again at 2:45 pm. There is no Metro station available.

**The White House,** 1600 Pennsylvania Ave. NW between West and East Executive Aves. Tours of the White House are currently available **ONLY** to school and youth groups grades one through twelve and organized military and veteran groups. Group requests may be submitted through one's Member of Congress. These self-guided tours are scheduled from 7:45 a.m. to 10:30 a.m. Tuesday through Saturday.

**The Jefferson Memorial** is located on the south bank of the Tidal Basin and is open daily. There is no Metro station nearby, but you can walk there from the Mall. If possible, go when the cherry trees are in bloom!

**The Franklin Delano Roosevelt Memorial** is located between the Lincoln and Jefferson Memorials. One of the best memorials on the Mall, this one features rock walls, famous quotes by Roosevelt, reflecting pools, and waterfalls, and opens up onto the Tidal Basin through the cherry trees.

**The Lincoln Memorial** is located on the western end of the Mall, south of Constitution Ave., NW. No Metro stations are nearby; however, the walk down the National Mall from the Smithsonian metro station is pleasant.

**The Vietnam Veterans Memorial** is located at Constitution Gardens near the Lincoln Memorial, between 21st and 22nd Streets NW. It is usually very busy on both Memorial and Labor Day, and is a moving monument to those who fell during the Vietnam War.

**The WWII War Memorial** honors the 16 million who served in the armed forces of the U.S., the more than 400,000 who died, and all who supported the war effort from home. Symbolic of the defining event of the 20th Century, the memorial is a monument to the spirit, sacrifice, and commitment of the American people. The Second World War is the only 20th Century event commemorated on the National Mall’s central axis. The memorial opened to the public on April 29, 2004 and was dedicated one month later on May 29. It is located on 17th Street, between Constitution and Independence Avenues, and is flanked by the Washington Monument to the east and the Lincoln Memorial to the west.
The memorial is now operated by the National Park Service and is open to visitors 24 hours a day, seven days a week. For more information about visiting the memorial, accessibility, parking, directions, special events and other details, please visit the National Park Service Web site at www.nps.gov/nwwm or call the Park Service at (202) 619-7222.

The United States Botanical Gardens- The USBG includes the Conservatory and Bartholdi Park. The Conservatory features a wide variety of living exhibits, including seasonal exhibits. Approximately 4,000 plants are on display. Bartholdi Park is an outdoor garden demonstration landscape and includes the historic Bartholdi Fountain. The USBG is located next to the Capital and can be accessed through the Blue/Orange Line Metro Federal Center SW or Capital South stops.

The National Zoo- A 163-acre zoological park set amid Rock Creek National Park in the heart of Washington, D.C. Open to the public 364 days a year, it is home to more than 2,700 individual animals of 435 different species. The best known residents are our giant pandas, Tian Tian and Mei Xiang. The National Zoo is located off the Woodley Park/Adams Morgan metro stop on the red line.

Arlington Cemetery- For the almost four million people who visit annually, Arlington National Cemetery represents many different things. For some, it is a chance to walk among headstones that chronicle American history; for many, it is an opportunity to remember and honor the nation's war heroes; and for others, it is a place to say a last farewell during funeral services for a family member or friend. It can be accessed from the Blue Line Metro.

Mount Vernon- Escape the 21st century at George Washington's Mount Vernon estate. Explore his Mansion, stroll his gardens, take a special-focus tour. Mount Vernon is open every day, including holidays and is pleasantly situated just 16 miles south of Washington, D.C. on the George Washington Parkway. Travel information can be found at http://www.mountvernon.org/visit/plan/index.cfm/pid/29.
National Parks and Recreation in the DC Area

Great Falls- Great Falls Park, a site that is part of the George Washington Memorial Parkway, is an 800 acre park located along the Potomac River 14 miles upriver from Washington D.C. The park is known for two things, its scenic beauty at the head of Potomac River fall line and the historic Potomac Canal. For more information, visit http://www.nps.gov/grfa/index.htm

War museums and is nearby the battlegrounds of Antietam. Visit http://www.cityoffrederick.com/Visitors/visiting.htm for more information.

Six Flags America- The nearest theme park in the DC area, Six Flags America boasts water rides and roller coasters. It is located 15 minutes east of the Beltway. Visit http://sixflags.com/parks/america/ParkInfo/index.asp.

Kings Dominion- Paramount’s large theme park, located right off Exit 98 on Interstate 95, 20 miles north of Richmond, VA and 75 miles south of Washington, DC. See http://www.kingsdominion.com/ for more information.

Harper’s Ferry- Located in West Virginia, Harpers Ferry witnessed the first successful application of interchangeable manufacture, the arrival of the first successful American railroad, John Brown’s attack on slavery, the largest surrender of Federal troops during the Civil War, and the education of former slaves in one of the earliest integrated schools in the United States. To plan a visit, go to http://www.nps.gov/hafe/home.htm.

Frederick, Maryland- In Northern Maryland, Frederick is Maryland’s second largest city. The downtown historic district has over 100 specialty shops, 40 eateries, and museums for everyone in the family to enjoy.
Shopping

Ample shopping locations surround the DC area.

Metro accessible shopping areas can be found at:

**Friendship Heights**- Closest to AU, Friendship Heights has TJ Maxx, Linens & Things, Pottery Barn, Williams & Sonoma, Borders, Filene’s Basement, and The Cheesecake Factory. There is also a movie theater.

**Van Ness**- Located off the Red Metro Line, Van Ness has a CVS pharmacy, Ellen’s Futons, and a Pier One.

**Crystal City**- Located off the Blue Metro Line, Crystal City has a large mall with a Macy’s and across the street are Linens and Things, Marshall’s, and Best Buy.

**Pentagon City**–The Fashion Centre at Pentagon City, also known as Pentagon City Mall, is the largest enclosed shopping mall in Arlington, housing 170 retailers and restaurants catering to the upper-middle class. It is situated in the Pentagon City neighborhood on the lower levels of the Washington Tower office building.

**Georgetown**- Aside from ample upscale restaurants and a movie theater, Georgetown has many shopping opportunities. Urban Outfitters, Banana Republic, and Gap among others are located here. Via public transportation, go to Dupont Circle Red Line Metro, and leave the station’s South exit. Then walk one block down the road away from the circle to the blue placard bus stop (on the right hand side of the road) to board the Blue Georgetown bus. The bus comes every 10 minutes or so and costs $1.50 or 35 cents with a SmarTrip card.

**Union Station**- Not only a transit center for Metros, Metrobusses, and Amtrak, Union Station has lots of shopping opportunities, food, and a humongous movie theater. The architecture of the building is exquisite. It is located off the Red Line Metro Union Station.

**Wheaton Mall**- The Wheaton Mall, off the Red Line Metro ‘Wheaton’ stop, has a Target, Lenscrafters, Hecht’s, and many other stores.
White Flint- An upscale mall located in Suburban Maryland. White Flint has a Dave & Busters and other eateries. Located off the White Flint stop of the Red line.

Shopping areas that require a drive:

Potomac Mills- Located in Prince William, VA, Potomac Mills boasts an Ikea store as well as many outlets. Information can be found at http://www.potomacmills.com/static/node782.jsp.

College Park, MD- Located off the Beltway, College Park is home to Ikea, Home Depot, and Wal-Mart among others.

Movie Theaters

Check the Washington Post or the Washington Times to get addresses and show times. Many movie theaters are located on Wisconsin and Connecticut Avenues, NW. Movies generally cost $9.50 at night and $6.75 for a matinee. Some theaters offer a student discount (even at night!), so be sure to bring your AU student ID.

One theater that cannot be missed is the Cineplex Odeon Uptown located in Cleveland Park in northwest Washington, DC at 3426 Connecticut Ave. NW. "The" place to see a movie in Washington, the art deco Uptown carries you back to the era of movie palaces. The Uptown won "Best Movie Theater" in washingtonpost.com's Best Bets 2002 Reader’s Choice contest. The best way to get to the Uptown is to take the Red line Metro and get off at the Cleveland Park Metro stop. Contact 202.966.5400 for movie information.
**Restaurants**

In DC, you can find just about any kind of food that you want to try. The Washington Post and the *City Paper* are your best resources. Some hip neighborhoods to try are:

**Adams Morgan**

You will find a broad array of ethnic restaurants, notably on 18th St. and Columbia Road. You can walk there from Dupont Circle going up Connecticut Ave (about 15 minutes).

**Addis Ababa**, 2106 18th St., NW - It's known as the Ethiopians' Ethiopian restaurant, and the crowd shows it. An eating experience, even without traditional American utensils!

**The Diner**, located on 18th Street, serving American cuisine 24 hours a day. The address is: 2453 18th St. NW, Washington.

**Dupont Circle**

The Dupont Circle area is very popular. It is located between 16th and 24 Sts., NW. The center of the circle contains a park with a huge fountain. Up and down the side streets shooting off from the circle, you will find a variety of restaurants and bars.

**Bistro du Coin**, 1738 Connecticut Ave, NW - French-inspired cuisine with a loud party atmosphere. Upward of 400 pleasure seekers converge on the place on any given day, and 400 people can't be all wrong!

**Brickseller Inn**, 1523 22nd St., NW - The burgers are good but the infinite amount of beer is the thing at this saloon on the outskirts of Dupont Circle.

**Thai Chef**, 1712 Connecticut Ave, NW - An intriguing blend of seafood, vegetarian, and Thai, this is one restaurant that you don't want to miss!

**Skewers**, 1633 P St., NW - A few steps above street level, this is one of Dupont Circle's long-running bargain restaurants. The menu is Middle Eastern, featuring entrees such as kebabs on rice, kebabs on fettuccine, kebabs on salad or kebabs with romaine and crisped pita topped by yogurt and pine nuts, plus a few pastas.

**Georgetown**

This is the area extending from the Kennedy Center to Georgetown University. It contains many upscale shops and restaurants.

**Bistro Francais**, 3128 M St., NW - Appealing French food offered late night on weekends for all you partiers out there.
Clyde's of Georgetown, 3236 M St., NW. - American food with a menu that changes daily, Clyde’s offers a variety that cannot be beaten.

Au Pied Au Cochon, 1335 Wisconsin Ave, NW - French-influenced appetizers and entrees, with the best chocolate mousse in Washington for dessert. The prices are affordable, and it’s open 24 hours/day.

Mr. Smith’s of Georgetown -3104 M St., NW - American fare with a funky atmosphere and an outdoor courtyard. Also features live local bands on weekends at no charge.

Around AU/Tenleytown
Tenleytown on Wisconsin Avenue offers a large variety of restaurants to choose from, most of which are within walking distance of each other.

49 Twelve Thai, 4912 Wisconsin Ave., NW - Boasting the best pad Thai in town, 49 Twelve Thai has an outdoor patio for when the weather is good and garlic chicken that can’t be beaten.

Guapo’s Restaurant, 4515 Wisconsin Ave., NW - Incredible margaritas balance a menu full of traditional Tex-Mex food, including enchiladas, fajitas, and quesadillas.

Chipotle, 4301 Wisconsin Ave., NW- serves gourmet burritos and tacos and is VERY good.

BD’s Mongolian BBQ, 7201 Wisconsin Ave., Bethesda, MD (Take the red line Metro to Bethesda; the restaurant is two blocks away). All you can eat create-your-own stir-fry.

Neisha- In Thai, the word "Neisha" means "independence," "individualism," and "uniqueness," which are the qualities that characterize precious gems. The theme of Neisha Thai Cuisine is "The Cave of Gems" which symbolized Rick's home of origin, Thailand. The marvelous tastes of Neisha Thai Cuisine are enhanced by the exquisite reflections of the Thai gems for which Thailand is famous. Neisha is located right across the street from the TenlyTown/AU Metro stop.
American University’s Residence Halls
Washington, DC Metro Map
Map of Washington, DC, Suburban Maryland, and Northern Virginia