Syllabus PEPEC 583/LING 5813/LING 6813 Practicum

Semester Fall 2018
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Office LNCO 2930 (big room across from elevator)
Office Hours Monday & Wednesday 1:00 to 2:00 and by appointment

Class Time & Location This is an online course

Course Organization All of the material you will need for each week will be located within the modules. Course modules can be located by clicking on “Modules” along the left-hand side of the course web page or on "Modules" from the Homepage.

Course Objectives and Methods of Assessment

The practicum course is designed to give students in the TESOL Certificate Program, the Linguistics BA, and other students interested in second language (L2) pedagogy, opportunities to work directly with English learners (ELs) in a classroom setting and under the supervision of a cooperating teacher. This course is designed to give students opportunities to:

1. develop skills in observing second language (L2) classes,
2. become more familiar with L2 teaching environments,
3. demonstrate skills in planning L2 lessons
4. plan classroom activities appropriate for L2 learners
5. practice using a variety of teaching strategies for language learners
6. incorporate constructive criticism into lesson planning and classroom teaching
7. demonstrate ability to select and use appropriate L2 teaching strategies
8. develop materials appropriate to a specific context

Field experience Options

In addition to the work that you will do with each of the online modules, you will also complete a field experience with a cooperating teacher in a class of English language learners (ELLS). It will be your responsibility to find a cooperating teacher for the semester, but you will receive guidance. Materials that are related to your field experience are in the Field Experience module. The Field Experience module contains a list of teachers who have served as Cooperating Teachers for practicum students in the past. Any of the teachers on this list are approved as cooperating teachers. If you would like to work with a cooperating teacher not on this list, you must seek approval from your course instructor. Please note the requirements for cooperating teachers in the field experience module. The requirements are also listed below. The classroom in which you do your field experience should be consistent with the context in which you eventually plan to teach. You need to find a cooperating teacher and report back to the instructor by Week 4 (Fall/Sp) Week 2 (summer) in the semester.
**Qualifications of cooperating teachers.** Cooperating teachers must meet the following criteria:

1. Have at least one year of classroom experience teaching ELLs,
2. Hold at least an ESL endorsement or TESOL certificate for public school or adult education (Note: If you plan to work in higher education, your cooperating teacher must have a Master’s Degree or Ph.D. in TESOL/Applied Linguistics or a related field.),
3. Have evidence of successful teaching and/or an administrator’s recommendation,
4. Have an interest in L2 teacher education, and
5. Obtain approval of the course instructor for Linguistics 5813/6813.

Options for your field experience. There are two options available to you in working with your Cooperating Teacher:

**Option A:** 20 hours in a classroom of ELs or a classroom that includes ELs. All students selecting Option A spend the first five hours observing the class. After the first five hours, students may assist the cooperating teacher for the remaining 15 hours in any way that the cooperating teacher sees fit, such as tutoring, teaching lessons, conducting an activity, monitoring student work, collecting and managing papers, or completing any assignment given to them by the cooperating teacher. Some cooperative teachers may involve you in class activity right away. In this case, do as the cooperating teachers instructs you to do. Take notes immediately after your field experience so that you can complete your **four observation forms.** Students who choose this option need to submit four observation forms, the TLIS form, and **six teacher assist forms.**

**Option B:** 40 hours in a classroom of ELLs or a classroom that includes ELLs. All students selecting Option B should try to spend the first five hours observing the class. After the first five hours, students may assist the cooperating teacher for the remaining 35 hours in any way that the cooperating teacher sees fit, such as tutoring, teaching lessons, conducting an activity, monitoring student work, collecting and managing papers, or completing any assignment given to them by the cooperating teacher. Students who choose Option B will submit the TLIS form and **four teacher observation forms.** No Teacher Assist Forms are necessary.

**Lesson Plans**

Lesson planning is very important for the practicum. In the module on "Lesson Planning," you will receive specific instruction on how to plan lessons. You will develop two lesson plans for this course.

Your first lesson plan is due in **Week 4 (Summer) Week 6 (Fall/Sp)**. It will be evaluated by peers using a lesson planning rubric and by your instructor. Your second lesson plan is due in **Week 7 (Summer) Week 11 (Fall)/Sp** and will also be evaluated by peers and your instructor. Sample lesson plans will be provided for you in the Lesson Planning module. These are samples of previous work done by students. They are intended to give you examples of what previous practicum students have done. Your lesson plans should be developed for the students with whom you are working for your practicum assignment with your cooperating teacher. For example, if you plan to teach elementary school and are working with elementary school children for your practicum assignment, your lessons should be for young language learners or should include young English language learners.

**Teaching Demonstrations.**

For one of the lesson plans you create, you will need to create a short teaching demonstration, film yourself teaching, and upload the short video to CANVAS. In the demonstration, imagine that you are teaching to the students in your field experience situation. In your demonstration you will need to do the following:

- Provide your course instructor and your peers a clear understanding of what will be covered in the lesson (the lesson objectives) and at whom the lesson is aimed. Use Powerpoint slides, a chart, poster, or some other visual aid to present this information **(1-2 minutes)**
- Choose one of the instructional tasks from your lesson plan. Give instructions for the activity. **(3-4 minutes)** The
instructions should be given orally and reinforced in text. You should explain how to use any handouts or realia and model how to complete the activity. You are free to recruit "students" for your short video for the modeling portion of your demonstration, but it is not a requirement.

**Discussion Forum:** You can access the discussion forum via the “Discussions” tab. Discussions on different topics will begin during **Week 2 (Summer) Week 4 (Fall/Sp)** of the semester. The discussion forum is a wonderful way to learn from others and to learn more about teaching and TESOL. You will also have the opportunity to ask and answer one another’s questions about the course content and your field experience, share your own web links or other course-related material with the rest of the class, and to simply discuss what you are learning from your field experience. Posting to the Discussions is a requirement for the course. **You should post to the discussions at least eight times throughout the semester in different weeks.**

**Graded Assignments**

Quizzes. There will be four short multiple-choice quizzes to be completed during the semester. The quizzes will be located within the module for the week that they cover. Quizzes will cover topics and materials assigned for the week and will not be cumulative. Quizzes are open book and open material, but they are timed (somewhere between 7-10 minutes, depending on the number of questions). You will not have time to look up the material during the quiz. Please prepare for the quizzes before beginning them.

**Field Experience Reports**

Observation reports and TLIS forms: You should turn in **four** observation reports by following the questions, which you will find in the Field Experience module. Each report should be at least 1 page (single-spaced) or 2 pages (double-spaced) and approximately **350-500 words** in length. Please check the dates online for your observation reports.
However, please remember that in an online course, you do not need to wait until the due dates. You can always turn in your report whenever it is ready. You will also need to write a short paragraph for the Target Language Instructional Setting (TLIS) statement. You will find information about the TLIS in the Field Experience Module.

Teacher Assist Forms for **Option A students (20 hours)**. Please fill out the form and answer the designed questions in the Teacher Assist Form on six teacher assists. You will find the form in Field Experience Module. Each form should be at least 1 page, single-spaced or 2 pages, double-spaced (approximately 350-500 words). Please put all your forms into one document and upload it by the deadline for turning in Teacher Assist Forms. Students who choose Option B (40 hours) will submit the TLIS form and **four teacher observation forms**. **No Teacher Assist Forms are necessary.**

**Time Log.** Please record each of your field experience. You will find a log form in Field Experience Module. Please print out this form and give it to your Cooperating Teacher as his/her signature is required for each classroom experience. Or there is now an Online link you can send to your Cooperative Teacher to make it more convenient. You are encouraged to spend more than 20/40 hours as long as you benefit from this field experience. Please scan this form, save it as a pdf or jpg file and upload it to CANVAS before the deadline. Or simply write in the text box that you sent the electronic survey to your Cooperative Teacher.

**Summary of Course Requirements.** There is a table on Canvas that provides you with a summary of the course requirements. The percentage of the total grade (e.g., 10%) is approximate and is based on the percentage of points possible. The instructor reserves the right to make minor changes to point assignments as deemed necessary.

**Grades** will be assigned based on the total number of points achieved. All graded assignments are expected to be completed and submitted by the due date. Once the assignment link closes, you will not be able to submit your work.

**INSTITUTIONAL POLICIES & PROCEDURES Faculty and Student Responsibilities**

“All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and failing grade. Students have the right to appeal such action to the Student Behavior Committee.”

“Faculty...must strive in the classroom to maintain a climate conducive to thinking and learning.” PPM 8-12.3, B.

“Students have a right to support and assistance from the University in maintaining a climate conducive to thinking and learning.” PPM 8-10, II. A.

**Wellness Statement**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness -

www.wellness.utah.edu; 801-581-7776.

**Academic Dishonesty**
The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined by the University’s Student Code. Acts of academic dishonesty include but are not limited to:

- Cheating: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
  - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually;”
  - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
  - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.

- Falsification: altering or fabricating any information or citation in an academic exercise or activity.

- Plagiarism: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

**Sexual Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. It is the policy of the University of Utah to maintain an academic and work environment free of sexual
harassment for students, faculty, staff and participants. A claim under this policy may be brought by any faculty, staff member, student or participant based on the conduct of any University employee or student that is related to or in the course of University business. A claim may also be brought by an administrator acting on behalf of the University. The Office of Equal Opportunity and Affirmative Action (OEO/AA) will handle all alleged sexual harassment matters pursuant to the Procedures set forth in Policy 5-210.

Any student, staff, faculty member, or participant in university services or activities who believes that there is or has been sexual harassment should contact any of the following:

1. the cognizant academic chair of the department or the dean of the college within which the conduct occurred; 2. the immediate supervisor or director of the operational unit within which the conduct occurred; 3. the Human Resources Division (Address: 420 Wakara Way, Suite 105, Salt Lake City, Utah 84108; Phone: 801-581-2169; TDD: 801-585-9070); 4. directors or deans of Student Affairs and Services (Associate Dean- SW 108; Phone: 801-581-8828); 5. or the Office of Equal Opportunity and Affirmative Action (201 South Presidents Circle, John Park Building, Room 135, Salt Lake City, Utah 84112; Phone/TDD: 801-581-8365).

Once informed, the supervisor, chair or dean shall consult with OEO/AA. Similarly, OEO/AA shall advise as appropriate the cognizant dean, staff director or administrator of any complaints of sexual harassment OEO/AA receives concerning a member of the faculty, staff or student body.

**Withdrawal Policy and "I" Grade Policy**

Failure to withdraw from school results in a E or EU (Links to an external site.) grade being recorded in all classes. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade of “W” is not used in calculating the student’s GPA.

For more information concerning the withdrawal policy, click here (Links to an external site.).

An Incomplete grade can be given for work not completed due to circumstances beyond your control. You must be passing the course and have completed at least 80% of the required coursework. Arrangements must be made between you and the instructor concerning the completion of the work. You may not retake a course without paying tuition. If you attend class during a subsequent term, in an effort to complete the coursework, you must register for the course. Once the work has been completed, the instructor submits the grade to the Registrar’s Office. The I grade will change to an E if a new grade is not reported within one year. A written agreement between you and the instructor may specify the grade to be given if the work is not completed within one year. Copies of the agreement are kept by the instructor and the academic department.

**Students with Disabilities**

The University of Utah does not discriminate on the basis of race, color, religion, national origin, sex, age, status as a disabled individual, sexual orientation, gender
identity/expression, genetic information or protected veteran status, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services.

Additionally, the University endeavors to provide reasonable accommodations and to ensure equal access to qualified persons with disabilities. Inquiries concerning perceived discrimination or requests for disability accommodations may be referred to the University’s Title IX/ADA/Section 504 Coordinator:

Director, Office of Equal Opportunity and Affirmative Action 201 South Presidents Circle, Rm.135 Salt Lake City, UT, 84112 801-581-8365 (voice/tdd) 801-585-5746 (fax) www.oeo.utah.edu (Links to an external site.).

**Student Names & Personal Pronouns**

Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will refer to you with the name and pronoun that feels best for you in class, on papers, exams, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected.