Syllabus PEPEC 583/LING 5813/LING 6813 Practicum

Semester Fall 2019
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Office LNCO 2930 (big room across from elevator)
Office Hours 12:00-1:00 on Mon & Wed

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. 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.

Community Engagement Learning (CEL) Section is for students doing their classroom hours at a public school or community center. CEL involves students, faculty and community partners working together to apply knowledge in authentic settings in order to address community needs while also meeting instructional objectives. You need a special code to enroll in this section. Contact your instructor BEFORE the last day to add/drop. This is usually the last day in August for Fall semester. You can learn more at:
https://bennioncenter.org/faculty/cel-teaching-resources/designation.php

Lesson Plans

Lesson planning is very important for the practicum. In the module on "Lesson Planning," you will receive specific instructions 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 examples 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 with 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 experiences. 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.

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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 prescribed 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’s 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 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: o Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually;” o Depending on the aid of sources beyond those authorized by the instructor in writing papers,
preparing reports, solving problems, or carrying out other assignments; o Substituting for another student, or permitting another student to substitute for oneself in taking an examination or preparing academic work; o Acquiring tests or other academic material belonging to a faculty member, a staff member, or another student without express permission; o Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity; o Submitting substantially the same work for credit in more than one class, except with the 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.

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

University Safety Statement

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Withdrawal Policy and “I” Grade Policy

Failure to withdraw from school results in an E or EU 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 (https://registrar.utah.edu/handbook/withdrawal.php).

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 a 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.

The Americans with Disabilities Act

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior
notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

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.

Commitment to Diversity and Inclusion
Our classrooms provide opportunities to embrace diversity and promote equity. As educators, we commit to engaging all students in higher education. This commitment requires that we are willing to listen, learn and change; that our classrooms challenge assumptions; and that all members of our community are responsible for creating and maintaining a safe space for learning and growth. Respectful debate and civil disagreement are encouraged and expected; mocking, belittling, and bullying will not be tolerated.