



## Course Syllabus

<b>COMM 5040.01</b>	<b>Practicum in ESOL</b>	<b>Fall 2005</b>
<b>SITE: offsite/web-enhanced</b>	<b>INSTRUCTOR:</b>  Melanie M. Butler  (314) 435-5637	<b>CREDIT HOURS: 3</b>  <a href="mailto:butler@webster.edu">butler@webster.edu</a>

### 1. Course Description:

This practicum provides supervised field experience for students who are finished or in the process of finishing their professional education courses for Missouri Certification in ESOL or the Webster University TEFL Certificate. Reflective thought, observation, discussion, and actual teaching will be used to expand participants' teaching skills. The first 2-4 hours are spent in careful observation of the workings and interactions of the ESL classroom. The remaining hours should be used working with the cooperating teacher and students. Classroom participation includes observation, interaction, record keeping, and analysis of specific strengths and needs of English Language Learners. Practicum students will design strategies and activities to meet the instructional needs of individual students. Participants will also focus on interpreting and recommending curriculum materials and methods to encourage and help English Language Learners become proficient in their new language.

This is a web-enhanced course where online discussion and reflection will occur between practicum students and instructor on a weekly basis.

Prerequisites: Core ESOL curriculum.

### 2. Learning Outcomes:

<b>Course Outcomes with SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed</b>	<b>Program Goals</b>
a) demonstrate constructed knowledge of content, based on personal inquiry and scholarship (MoSTEP 3.1; 3.2; 4.1; 4.2)	<b>GOAL 6:</b> to engage in reflective thought, observation, discussion, and actual teaching to expand and enhance participants' teaching

<p>b) to participate in a community of learners, including students, colleagues, and parents (when applicable) (MoSTEP 4.4)</p> <p>c) model effective teaching practices based on sound theory and practice resulting in an optimal learning environment (MoSTEP 4.2; 4.3)</p> <p>d) be innovative and experiment with curriculum as an ongoing part of teaching, while operating within realistic parameters (MoSTEP 4.1; 4.3)</p> <p>e) embrace diversity in a multicultural setting, teaching to individual needs (MoSTEP 3.2; 3.4; 4.4)</p> <p>f) reflect upon his/her own practice in order to become an agent of change, both in the classroom and in the community (MoSTEP 4.1; 4.4)</p>	<p>skills; to focus on interpreting and recommending curriculum materials and methods to encourage and assist English language learners become proficient in their new language.</p>
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Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

**Prior to**

**WEEK 1:**

Readings:

Textbook 1—"The joys and challenges..." (Ch.1); "Your students" (Ch.2).

Textbook 2--"Approaches to classroom investigation in teaching" (Ch.1); "Exploring teachers' beliefs" (Ch. 2).

**WEEK 1:**

**Meeting:** time and place TBA

In class reading of Practicum Handbook, discussion of expectations, assignments, et cetera. Discussions on beliefs about teaching and learning; approaches to ESL instruction; the joys, challenges, and what to expect from ELLs will be held online.

**Assignments:**

Readings:

Text 1: "Your Toolbox" (Ch. 3) and "How Much? How soon? How Fast" (Ch. 4).

Text 2: "Focus on the learner" (Ch. 3) and "Language use in the classroom" (Ch. 9).

**Long term assignment:** begin designing 6 lessons for a Unit Plan as described under "Teaching and Learning Description in the School of Education Practicum Handbook.

Journal Entry #1: Anecdotal record of classroom experience (online).

**WEEK 2:**

**Meeting:** online discussion #1

**Assignments:**

Readings:

Text 1: "How we know what we know..." (Ch 13).

Text 2: "Teacher decision making" (Ch. 4).

Journal Entry #2: Anecdotal record of classroom experience (online).

**WEEK 3:**

**Meeting:** online discussion #2

**Assignments:**

Readings:

Text 1: "Teaching English Learners with Special Needs" (Ch. 14).

Text 2: "The role of the teacher" (Ch. 5).

Journal Entry #3: Anecdotal record of classroom experience (online).

**WEEK 4:**

**Meeting:** online discussion #3

**Assignments:**

Readings: Text 2: "The structure of a language lesson" (Ch. 6).

Journal Entry #4: Anecdotal record of classroom experience (online).

**WEEK 5:**

**Meeting:** online discussion #5

**Assignments:**

Readings: Text 2: "Interaction in the second language classroom" (Ch. 7).

Journal Entry #5: Anecdotal record of classroom experience (online).

**WEEK 6:**

**Meeting:** online discussion #6

**Assignments:**

Readings: Text 2: "The nature of language learning activities" (Ch. 8).

Journal Entry #6: Anecdotal record of classroom Experience (online).

**WEEK 7:**

**Meeting:** online discussion #7

**Assignments:**

Journal Entry #7: Anecdotal record of classroom experience (online).

**WEEK 8:**

**Meeting:** time and place TBA

All work is due at the end of this week, as scheduled:

- Cooperating Teacher Practicum Evaluation Form
- Practicum Log
- Journal (7 online journal entries)
- Unit Plan

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

### 3. RESOURCES:

#### Required Text(s):

Jesness, Jerry. (2004). Teaching English Language Learners: A Quick-Start Guide for the New Teacher. California: Corwin Press. (1)

Richards, J.C. & Lockhart, C. (1996). Reflective Teaching in Second Language Classrooms. New York: Cambridge University Press. (2)

#### Supplemental Readings:

--as assigned (may include curriculum, philosophy, mission statements, teacher resources, et cetera of the school where practicum is held as per Journal assignments; Practicum Handbook).

#### 4. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Unit Plan (6 lessons)*	60%
Online discussions/journal entries	25%
Practicum Observations	15%

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TOTAL	100%
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### **\*Assessment 6/Goal 6**

Three candidate observations and practicum portfolio: COMM 5040 Practicum in ESOL (see rubric in the School of Education Practicum Handbook for candidate evaluation)

Candidate proficiencies addressed are:

- content knowledge
- pedagogical knowledge
- pedagogical and professional knowledge and skills
- impact on K-12 learners
- ability to work with diverse learners, families, and colleagues
- ability to use technology
- professional dispositions

**Three teaching observations:** The University Supervisor/Instructor observes the teacher candidate at least 3 times throughout the practicum. The student is evaluated on the following criteria as noted below in the Teaching Methods Scoring Guide for Field Experiences and University Supervisor's Practicum Evaluation Form.

**Practicum Unit Plan:** This collection of six student designed lessons is chosen from the "Practicum Activities." The Unit Plan and presentation is evaluated using the criteria outlined in the University Supervisor's Practicum Evaluation Form.

### **5. GRADING SCALE: (see School of Education's Graduate Grading Scale)**

**Please Note:** ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

### **6. ACADEMIC HONESTY POLICY:**

**Students at Webster University are expected to practice academic honesty.**

#### **Avoiding Plagiarism**

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

#### **Students:**

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.

- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

#### Consequences of Academic Dishonesty:

For information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

### **7. ACCESSIBILITY/ACCOMODATIONS POLICY:**

If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

#### **WEBSTER UNIVERSITY**

#### **SCHOOL OF EDUCATION**

**Vision:** ". . . We all must work to make this world worthy of its children." (Casals, 1970)

**Mission:** The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

**Theme:** Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a "world of learners" in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

### **Goals**

- 1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.**

The knowledgeable learner:

1. knows content that supports conceptual understanding;
2. applies tools of inquiry to construct meaningful learning experiences;
3. identifies developmental factors in student learning; and
4. understands theoretical principles of effective instruction to plan learning experiences.

**2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.**

The informed instructor:

1. designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
2. understands and uses a range of instructional strategies;
3. uses a variety of communication modes, media, and technology to support student learning; and
4. employs a variety of formal and informal assessments to monitor learning and modify instruction.

**3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.**

The reflective collaborator:

1. values and integrates reflection to grow as a professional;
2. promotes communication and collaboration with colleagues, families, and community leaders;
3. seeks relationships with families and students to support student learning; and
4. initiates change that benefits students and their families.

**4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.**

### The responsive educator:

1. understands and responds appropriately to issues of diversity
2. acknowledges social and cultural contexts to create effective teaching and learning environments;
3. adapts instruction to the learner's knowledge, ability, and background experience; and
4. identifies resources for specialized services when needed.

### **Dispositions:**

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth." (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

#### **1. Understands and Respects Self**

1. Understands and respects that s (he) may be different from others
2. Embraces an openness to change (adaptability, flexibility)
3. Exhibits curiosity
4. Engages in reflection

#### **2. Understands and Respects Others**

1. Understands, respects, and responds appropriately to diversity in a variety of settings
2. Exhibits empathy
3. Commits to fairness and honesty
4. Listens respectfully to other points of view

#### **3. Understands and Respects Professional Communities**

1. Commits to professional behavior in university and school cultures
2. Practices informed decision-making in university and school cultures
3. Communicates and collaborates in university and school cultures
4. Accepts academic rigor (willingness to work/ high expectations)
5. Affects change with courage and confidence