



## Course Syllabus

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| <b>COMM 5040.01</b><br>COURSE NUMBER AND SECTION | <b>Melanie M. Butler</b><br>INSTRUCTOR | <a href="mailto:butler@webster.edu">butler@webster.edu</a><br>E-MAIL ADDRESS |
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| <b>Practicum in ESOL</b> | <b>Spring 2006</b> | <b>3 credit hours</b> |
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TBA--St. Louis, MO

SITE

### 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:**

- \* The teacher/graduate will demonstrate constructed knowledge of content, based on personal inquiry and scholarship.
- \* The teacher/graduate will participate in a community of learners, including students, colleagues, and parents.
- \* The teacher/graduate will model effective teaching practices based on sound theory and practice and resulting in an optimal learning environment.
- \* The teacher/graduate will be innovative and experiment with curriculum as an on-going part of teaching, while operating within realistic parameters.
- \* The teacher/graduate will embrace diversity in a multicultural setting, teaching to individual needs.
- \* The teacher/graduate will reflect upon his/her own practice in order to become an agent of change, both in the classroom and in the community.

**MOSTEP STANDARDS:**

1. Knows the subject and makes learning meaningful for students.
2. Understands how students learn and develops appropriate learning opportunities.
3. Understands how students differ in their approaches to learning and creates instructional opportunities for diverse learners.
4. Develops, implements, and evaluates curriculum based upon student, district, and Stated performance standards.
5. Uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
6. Understands individual and group motivation and behavior to create a positive learning environment.
7. Models effective, verbal, nonverbal, and media communication techniques.
8. Understands and uses formal and informal assessment strategies to evaluate continuous development of the learner.
9. Is a reflective practitioner who continually assesses the effects of choices and actions on others.
10. Fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well being.

- 3. 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.

**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 2-3 lessons for a Unit as described under "Teaching and Learning Description #4 in the handbook.

Portfolio Entry #1:

- a) Practicum Activity 1 (handbook); SOE Goals 1.1-1.4;
- b) Anecdotal record of classroom experience.

**WEEK 2:****Meeting:** online discussion**Assignments:**

Readings:

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

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

Portfolio Entry #2: a) Practicum Activity 2 (handbook); SOE Goals 2.1-2.4;  
b) Anecdotal record of classroom experience.

**WEEK 3:****Meeting:** online discussion**Assignments:**

Readings:

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

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

Portfolio Entry #3: a) Practicum Activity 3 (handbook); SOE Goals 2.1, 4.1-4.2;  
b) Anecdotal record of classroom experience.

**WEEK 4:****Meeting:** online discussion**Assignments:**

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

Portfolio Entry #4: a) Practicum Activities 4 (should have begun weeks 1 or 3) and 5 (handbook); SOE Goals 2.2  
 b) Anecdotal record of classroom experience.

**WEEK 5:****Meeting:** online discussion**Assignments:**

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

Portfolio Entry #5: a) Practicum Activities 6 and 7 (handbook); SOE Goals 2.3;  
 b) Anecdotal record of classroom experience.

**WEEK 6:****Meeting:** online discussion**Assignments:**

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

Portfolio Entry #6: a) Practicum Activity 8 (handbook); SOE Goals 2.4;  
 b) Anecdotal record of classroom experience.

**WEEK 7:****Meeting:** online discussion**Assignments:**

Portfolio Entry #7: a) Practicum Activities 9 and 10 (handbook); SOE Goals 3.1-3.4;  
 b) Anecdotal record of classroom experience.

**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
- Portfolio

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.

**4. Resources:**

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 Portfolio assignments).

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

|                                          |      |
|------------------------------------------|------|
| a) Practicum Portfolio                   | 50%  |
| b) Online discussions                    | 20%  |
| c) Practicum Participation /Observations | 30%  |
| <hr/>                                    |      |
| TOTAL                                    | 100% |

**6. Supplements:** (study guide, sample tests, project outlines may be attached.) Please list.

\*School of Education Practicum Handbook

**7. 3 Hour Courses:** Students taking an 8 week course for 3 credit hours will complete the following additional assignments and/or attend the following additional class meetings:

- a) Eight online discussions.
- b) Two class meetings in addition to student contact hours.

**8. FINAL PROJECTS:** Final projects/papers will be returned to students in the following manner:

Projects/Papers will be returned during the last meeting period.  
 Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project/paper can be returned.

**NOTE; Papers will not be available for pick up from the School of Education Office.**

This syllabus is subject to change at the discretion of the instructor. Regular class attendance (via online discussions) is required.