

San José State University
Linguistics & Language Development
LLD 282, Practicum in TESOL, Section 2, Spring 2017

Course and Contact Information

Instructor:	Scott Phillabaum
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Office Hours:	MW 1:30-2:30, and by appointment
Class Days/Time:	M 6:00-8:45, (1/30, 2/6, 2/13, 2/20, 2/27, 4/10, 5/15)
Classroom:	TBA
Prerequisites:	LLD 280, Advanced to Candidacy

Course Format

This course adopts a hybrid classroom delivery format. This means you will attend class sessions and receive materials in class, but that materials will also be provided online via Canvas. You will need access to a computer with Internet access to use these materials to fully participate in classroom activities.

This course requires students to perform ten hours of classroom observation, ten hours of classroom teaching, and five hours of individual tutoring outside the scheduled class meeting times.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU and Canvas to learn of any updates.

Course Description

The primary goal of this course is to help you apply your knowledge from previous TESOL courses in order to become effective teachers of English as a second or foreign language. You will gain hands-on experience in reflective teaching practice, informed observation, and critical evaluation of classroom teaching and learning. You will also develop knowledge and skills in lesson planning and classroom management.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. Choose and implement teaching techniques that are appropriate to the linguistic and communicative needs of specific ESL/EFL learners;
2. Explain the rationale for lessons that focus on different skill areas and different proficiency levels;

3. Develop effective lesson plans, and design and adapt materials necessary to implement your teaching agenda;
4. Systematically observe and report on ESL classrooms in a variety of settings;
5. Evaluate, in a constructive manner, the teaching done by yourself, your peers, and other teachers.

Required Texts/Readings (Required)

Textbook

1. Celce-Murcia, M. (2013). *Teaching English as a second or foreign language (4th ed.)*. Boston: Heinle ELT

Other Readings

1. Required forms for completing assignments, available on Canvas
2. Access to a video camera to record your own teaching. The Instructional Resource Center (IRC) has video cameras students can check out. Call 924-2888 to reserve. You may also use the video camera on your smart phone, but please discuss this with me ahead of time in order to get the best video possible.

Library Liaison (Optional)

Toby Matoush, Toby.Matoush@sjsu.edu

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

A note about organization: Please be forewarned that there are a lot of different forms that you will need to use to document your completion of the various assignments. You will feel more successful if you stay on top of things and create a good organizing system from the start. In order to reduce potential confusion, I have numbered all the forms and created a checklist so that we can both keep track of what you have completed. Please save this checklist and use it to track your completion of a new set of assignments. Note that there are three **major due dates for course assignments: February 27, April 10, and May 15.**

Peer Teaching: You will peer teach one 25-minute lesson in our 282 class geared to a specific level (beginning, intermediate, or advanced). The lesson can focus on a particular theme (say, cooking, meeting new people, etc.) and/or a specific skill or group of skills (listening, reading, speaking, writing, grammar, or integrated skills). The peer teaching lesson may be a complete lesson or part of a lesson based on what you can accomplish in 25 minutes. Your peer teaching will be followed by a constructive critique of your lesson by you, your peers, and your instructor. On the day of your peer teaching, provide a lesson plan to the class members (FORM 1). Your self-evaluation (FORM 3) along with the written evaluations by your peers and teacher are due when you turn in the first set of assignments. Please be ready to teach when it is your turn so that we don't have to wait for you to set things up!

Readings and discussion: You are expected to read the assigned readings in *Teaching English as a Second or Foreign Language* by Celce Murcia and to apply what you learn from the readings in your teaching. You are also expected to read a final reading which I will place on the class website at the end of the course. Because of the limited number of class meetings, we may not have time to discuss the readings together in class, so we will use the class website to host some of our discussions. You must discuss three chapters (of your choosing) from Celce-Murcia in your journals.

Classroom Observations: You will need to observe a minimum of 10 hours of ESL teaching. This time should be divided so that you spend five hours observing in one type of setting, and five in a different type of setting. For example, you might spend the first 5 hours observing classes in a community college. Then you might spend the next 5 hours observing classes in an adult school. Other possible settings are an intensive English program such as SAL (iGateways), a K-12 school, a community-based organization, or a local church that offers ESL classes. During your observations, you should be deciding what type of setting you prefer to practice teach in. For each observation, you will write two reports: The first is a detailed, non-evaluative description of the lesson observed (FORM 1) and the second is your evaluation of the lesson (FORM 2).

If you observe a two or three-hour class, you should write separate observations and evaluations for each logically separate "chunk" of the lesson. For example, if there is a break after an hour and 15 minutes and the teacher then goes on to focus on a different topic or activity for the next 30 minutes, you should write those up separate observations and evaluations. Do not compress a three-hour class into one observation and evaluation because you will probably lose a lot of important details. The total of your observations should be at least 10 hours -- keep track of all the chunks of time so that they add up to 10 hours or more.

Practice Teaching:

A. Choosing a site:

Students usually find a site for practice teaching within the first 5 weeks of the semester. If it takes you a little longer, that's okay, but you should try to find a classroom and a mentor teacher by the end of the first 5 weeks. One of the best ways to find a good match is through your observations. If you observe a teacher whom you respect or admire, ask that teacher if you can do your practice teaching with him or her. Another way is through your own network of friends and colleagues, who may be able to recommend a possible site and teacher for you to work with. A third way is through the site contact lists given to you in this class. You can "cold call" or email any of the people listed and ask if they can help you find a good match. Remember, however, that no one at these sites is obligated to find a match for you. If they help you, they are doing so voluntarily as a service to the profession, so please be appreciative of their efforts. Some sites have more complex procedures for hosting students teachers, involving fingerprinting and TB tests, so start early in your search and be prepared to experience delays in getting permission to student teach.

The classroom where you do your student teaching must meet the following requirements:

1. The class should be an ESL class. English as a Second Language should be the focus of instruction.
2. The class must have at least 10 students (a small group tutoring situation will not meet the Practicum requirement for classroom teaching experience).
3. Practicum students must do a minimum of 10 hours of teaching in one class (not 5 hrs in one class and 5 in another). The reason for this requirement is that we want you to have a continuous experience with a single group of students so that you can learn to adjust your teaching to their level and needs.
4. Before beginning to teach, Practicum students should observe and assist for several hours (minimum) in the class they are going to teach in. This will help familiarize you with the context, mentor's teaching style, and students.
5. The mentor teacher should be present and have regular interaction with the Practicum student. The mentor teacher should provide oral feedback to the Practicum student on lesson planning and lesson implementation. (If you already are the regular teacher, the requirement for a mentor teacher does not apply. However, you should set up a peer feedback arrangement with one of your classmates so that you too can get feedback from someone in addition to the Practicum instructor.)

6. The mentor teacher (or program director) can insist on a particular curriculum or leave it up to the Practicum student to choose or develop curriculum. In an ideal situation, you would be given the opportunity to design and teach a thematic unit that lasts several sessions. However, not all student teaching situations allow this kind of flexibility.
7. The mentor teacher does not need to write up any formal evaluation of the Practicum student.
8. The mentor teacher and I should both approve your choice of a teaching site. In addition, the program director at the site should be informed about and agree to your teaching there. Usually the mentor teacher will do this on your behalf, but you should check to make sure that this important step is taken care of. It's a good practice to introduce yourself to the program director in any case as this might be a good job contact for you later on.
9. Some mentor teachers prefer that you work with the class for the entire semester or term. The Practicum currently does not require this length of commitment, but it is strongly encouraged if you can work it out with the mentor teacher. Be sure to check with your mentor teacher to make sure you both are clear about this expectation.
10. The site should be within 45 miles of downtown San José.

I will distribute a letter of introduction that you should give to your mentor teacher, laying out the expectations for your practice teaching. You should ask the mentor teacher to sign it to show his or her approval. Once signed, give a copy to the mentor teacher and to me, and keep one for yourself.

B. What to do once you've chosen a site and been approved:

- You will need to observe several hours and teach 10 hours (minimum) at your site. These hours can be done in consecutive classes or not.
- Write a lesson plan for each lesson taught.
- Complete a self-evaluation of each lesson taught.
- Schedule a time when I can come and observe you teaching (preferably around the middle of your teaching experience). Before I visit your class, send me a lesson plan and the address (with zip code so that I can look it up on Google maps). If a follow-up visit is needed, I will let you know.
- Schedule at least one meeting with me in my office so that we can discuss your teaching after I have observed you. I will give you detailed commentary, both oral and written.
- Have someone videorecord two of the lessons that you teach (preferably once during the beginning and a second time toward the end of your practice teaching). Be prepared to show a few clips from two different lessons during our final meeting date and give a 5-minute critical self-evaluation of what each clip demonstrates. Some schools require students to sign a video release form before you can be allowed to videorecord them in class. A basic video release which you can modify as needed is provided on Canvas (FORM 6).

Tutoring/Assisting: You will provide at least 6 hours of instructional assistance to an ESL student, which could be at the same site where you are teaching or elsewhere. Private tutoring is OK too, but you should not charge a fee since this is part of your coursework. If you are teaching an advanced course, try to find a tutee who is at a beginning level so that you get a range of experience. The assistance you provide should consist primarily of tutoring individual students or small groups, but it can also include other assistance to the teacher if s/he requests it. You will keep a log of these activities (FORM 4) and write a report about each session (FORM 5).

Reflective Journal: You will keep a journal reflecting on the thoughts and experiences you have throughout the Practicum (see guidelines on Canvas). Ten (10) entries of about a page in length, single-spaced are required. Please post these on the class website, and I will respond. As noted above, 3 journals must be based on 3 articles in Celce-Murcia (ed.), and in your last journal, please write a general reflection on your overall experience in the practicum.

This is a Credit/No Credit course. To receive credit, you must successfully complete all the course requirements. The weighted criteria for receiving credit are:

Peer Teaching & Evaluations – 5%
Observations and Evaluations – 20%
Tutoring/Assisting reports – 10%
Practice Teaching (as evaluated by 282 instructor) – 40%
Lesson Plans and Self-Evaluations – 15%
Practicum Journal – 10%

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Grading information:

- There are NO extra credit or make-up assignments.
- Your grade will be determined solely on your performance on the assignments listed above.
- All assignments are due on the date indicated and late assignments will NOT be accepted.
- In the event that a late assignment is accepted, it will be graded down (A becomes A-, A- becomes B+, et cetera.) for each day that it is late.
- All assignments, unless indicated otherwise, must be typed and submitted in electronic form.
- Each assignment is weighted as described above.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Classroom Protocol

Please arrive to class on time. It distracts the instructor and other students when you arrive late. If you must arrive late, please enter the classroom quietly and with respect for your classmates and your instructor.

I do not allow any cell phone use in class. Please turn off your phone when you arrive to class and store your phone in your purse, backpack, or pocket. Because it is difficult for me to know why a cell phone is in your hand or sitting on your desk, you may not use your phone as a clock or to take notes in my class. There is a clock in the classroom that functions just fine as a timepiece. I will forgive any two transgressions of this policy (they may occur in the same class), after which **you will be asked to leave class for the day for any subsequent transgression.** Repeat offenders will be sent academic discipline for disrupting class.

Should you wish to use a laptop or tablet in class, it will be allowed on a trial basis and **only with my prior approval.** I reserve the right to revoke this privilege at any time if I find it distracting to you or to other students. Should you wish to consult research on the impact of using technology for taking notes, please see <http://pss.sagepub.com/content/25/6/1159>.

Because graduate courses demand a much more proactive attitude toward learning than undergraduate courses, you are expected to take responsibility for your own learning, follow instructions closely, adapt your schedule to course demands, search out resources whenever necessary or desirable, and always look ahead toward future work. You should never wait to be told what to do. Of course, I am available for questions and advice at any time.

This is a workshop-style course, not a lecture course. This means that participation in all class activities is mandatory. We will be using lots of group and pair work, as well as whole-class discussion in which everyone is encouraged to speak up. You are asked to adapt to this kind of format.

Department Policy on Professional Behavior in Field Experiences or Internships

Students in the LLD and Linguistics programs often are required to complete field experiences or internships in their courses. Such field experiences may include, but are not limited to, observations, interviews, language data collection, and student teaching. When they carry out these tasks, students play an important role in the community because they represent not only themselves, but also other new teachers, the program as a whole, and San José State University. Thus, they are expected to behave in a professional manner in all interactions with language informants, interviewees, teachers whom they observe, teachers in whose classes they do their practice teaching, ESL students whom they observe or teach, program coordinators or supervisors, and other people with whom they have professional interactions in the community. Behaving in a professional manner includes treating people with respect and dignity, being on time and well organized, following through on commitments, communicating to others clearly, and refraining from any activities, comments, or jokes that could be construed as sexually harassing, racist, ethnocentric, or in any way culturally insensitive.

University Policies (Required)

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"

LLD 282 / Practicum in TESOL, Spring 2016, Course Schedule

Tentative Class Schedule and Assignments (subject to change)

NOTE: Readings and Assignments are to be completed by class time on the date indicated

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan. 30	Introduction to the Practicum; prior teaching knowledge and experience; core issues in ESL classroom practice.
2	Feb. 6	Peer teaching Read all articles on listening & speaking skills in unit II, Celce-Murcia
3	Feb. 13	Peer teaching Read all articles on grammar skills in unit II, Celce-Murcia
4	Feb. 20	Peer teaching Read all articles on reading skills in unit II, Celce-Murcia
5	Feb. 27	Peer teaching Read all articles on writing skills in unit II, Celce-Murcia <i>First set of assignments due (see checklist)</i>
10	April 10	Check-in and discussion of student successes and concerns <i>Second set of assignments due (see checklist)</i>
15	May 15	Student presentations of video recorded episodes (There is no final exam) <i>Third set of assignments due (see checklist)</i>