

LING 4395/5393/5110
Internship/Practicum in TESOL
Summer 2015

Instructor: Cindy Kilpatrick

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Office Phone: 817-272-3133

Office Hours: By appointment, face-to-face or online

Time and Place of Class Meetings

We will not meet regularly for this class. Instead, students should submit all work via Blackboard on the dates specified in the course schedule.

Description of Course Structure

In essence, this course may be different for every student enrolled. While we will have some assignments with set due dates, there is some flexibility involved due to the variety of teaching assignments that students will be taking on. However, if you choose to request an alternate date or assignment, you must discuss this with Cindy no later than one week before an assignment is due. If you will not be teaching for at least 10 weeks, an alternate schedule can be discussed as well.

Description of Course Content

Internship (paid or unpaid) supervised by a faculty internship coordinator, with the student performing duties related to the academic curriculum of linguistics and/or TESOL. Students are required to submit an approved academic project related to the work performed. May be repeated with approval of the Undergraduate Advisor.

Student Learning Outcomes:

By the end of this course, students will be able to:

- (1) Critically evaluate their own teaching in order to refine their individual teaching styles and to develop the skill of self-assessment
- (2) Develop problem-solving strategies for real-world classroom situations in order to practically prepare themselves for the workplace
- (3) Critically evaluate more experienced ESL teachers in order to learn and benefit from those who are already in the workplace
- (4) Reflect on their own workplace readiness based on feedback from the instructor, peers, and colleagues.
- (5) Create a professional resume and statement of teaching philosophy appropriate for advertised TESOL positions

Required Textbooks and Other Course Materials: No textbook is required for this course. Optional readings will be posted on occasion.

Attendance: Students are expected to be actively engaged in the class activities and to participate in relevant online discussions.

Other Requirements: Students are also expected to attend all of their required volunteer teaching hours. If you have committed to a specific organization, it is your responsibility to make arrangements to notify the organization should you not be able to meet your agreed-upon appointments. (Remember that you are representing UTA in our community. No-showing not only reflects poorly on you, but also on our department and university as a whole.)

Graded Components of the Internship

% of Final Grade for each component

- 40% Completion of 60 hours of teaching
(Includes total hours, weekly updates, final log, and verification)
- 10% Resume
(Includes initial draft(s) and revised final version)
- 10% Statement of Teaching Philosophy
(Includes initial draft(s) and revised final version)
- 40% Reflections
 - 7% Pre-Service Reflection
 - 8% Two Teaching Observation Reflections (4% each)
 - 9% Written reflection of video-taped lesson
(includes video, written reflection, and follow-up meeting)
 - 7% Reflection related to video follow-up and feedback
 - 9% What you've learned about yourself as a teacher overall

Descriptions of Major Assignments:

Completion of 60 hours of teaching (40% of overall grade)

This course requires 60 Hours of ESL/EFL Teaching (including a minimum of 45 hours of classroom instruction; the other 15 hours may include documented preparation and lesson planning, required trainings, etc). You will be collaborating with an approved organization to teach ESL classes. If you do not already have a location in mind, please see Cindy immediately!

This part of your grade will include submission of weekly hour updates, a final hours log, and verified completion of your teaching hours.

Reflections (40% of overall grade)

You will have 6 reflections due over the course of the semester. Each reflection should be around 500 words (with the exception of the final Summary Reflection, which should be 600-800), and uploaded to Blackboard by the date indicated. Note that reflections should not include just a summary of what happened in class, but some thought and critical reflection on what YOU have learned about yourself, about teaching, about students, or about second language acquisition.

Reflection 1: Pre-Service Reflection

Your first reflection, due no later than the end of the first week of class, is a reflection on what you yourself want to get out of this class. What do you seek to learn about yourself? About your students? About teaching in general? About teaching ESL specifically?

Reflection 2: Teaching Observation 1

For this observation, you should seek out an ESL course that is conducted by an experienced instructor. These courses can either be at the same location where you are teaching or at another approved location. You will observe at least an hour of class time and then reflect on the experience about what you learned from observing this instructor. Note that if you need help finding a place to observe, you must talk with Cindy about this no later than the end of the first week of class!

Reflection 3: Watching yourself teach

For this reflection, you must video record yourself teaching at your partner organization (30-45 minutes of continuous recording is expected for this). You will then watch the video and reflect on your strengths and weaknesses as illustrated by the video. You will also be asked to respond to a series of

questions meant to help you analyze the lesson itself, student interaction, and your general teaching style. The video must be submitted to Cindy, preferably as a youtube link, along with the reflection. Note that this assignment is listed as due in Week 4, but it must be completed between your 10th and 20th hour of teaching. If this will not be in week 4, talk to Cindy ASAP!

Reflection 4: Feedback follow-up

Two weeks after your meeting with Cindy about your video, you should submit a reflection discussing how your self-observation and the feedback from Cindy (and peers/colleagues if you choose to share with them) has impacted your teaching. What are you doing differently as a result of this observation, and how is it affecting your class? Why do you think this?

Reflection 5: Teaching Observation 2

Now that you have had a chance to get to know your students and organization, you need to see how other teachers handle this same population. Ask a colleague at the same organization you are working with to allow you to observe their class for an hour or so. Afterward, reflect on your experience. In what ways does this teacher handle the students in the same way you would? In what ways does this teacher handle things differently?

Reflection 6: Summary Reflection

At the end of this course, you will be asked to synthesize the things you have learned throughout the semester and to comment on the new insights you have gleaned. The summary reflection must be 600-800 words and will constitute the last of your six reflections.

Resume and Teaching Statement (20% of overall grade)

Two of the most common items requested for teaching positions are a resume and a statement of teaching philosophy. As a requirement for this course, you will think through, create, and revise your teaching statement. You will also submit a resume that you have created with the help of the university career center, feedback from Cindy and other TESOL professionals, or other sources.

Course Schedule: Subject to change as needed

Week 1

Reflection 1: Pre-Service Reflection

Hours Update 1

Week 2

Reflection 2: Teaching Observation 1

Hours Update 2

Week 3

Hours Update 3

Initial Resume

Week 4

Reflection 3: Watching yourself teach

Hours Update 4

Week 5

Meet with Cindy for feedback on video and reflection

Hours Update 5

Week 6

Hours Update 6

Initial Teaching Statement

Week 7

Reflection 4: Feedback follow-up

Hours Update 7

Week 8

Final resume

Hours Update 8

Week 9

Reflection 5: Teaching Observation 2

Hours Update 9

Week 10

Final teaching statement

Hours Update 10

Week 11

Reflection 6: Summary Reflection

Final Hours Log

Verification of Teaching Hours

****Summer-Specific Exception****

Because the summer term has only 11 weeks instead of 15, students who choose to take the internship in the Summer 2015 term will be allowed to count up to 20 hours of their teaching time from classes taught before the Summer term begins (but NOT hours they got credit for in any other class). However, the Pre-Service reflection MUST be written and submitted BEFORE teaching hour accrual begins. In addition, videotaping, reflection, and meeting with Cindy MUST occur between the 10th and 20th hours of teaching, no matter when those hours occurred.