**Updated as of January 29, 2013**

**Indiana University of Pennsylvania’s English Department**

**MATESOL Program**

**ENGL 688: Practicum in TESOL, Applied Linguistics, and Language Teacher Education**

**Spring 2013**

**Mondays, 2:30-5:00pm**

**Leonard 213**

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**Office Hours:** Mondays 10-12noon; Wednesdays 11-1pm **Office Phone**: 724-357-3095

 Tuesdays by appointment only

**COURSE OVERVIEW:**

The purpose of this course is intended to provide a balance between observation of teaching (ENGL 694: Observation of Teaching) and practical teaching experience. It would be beneficial to all students to take this Practicum course upon a successful completion of ENGL 694. In this Practicum course, “*practical teaching experience”* is broadly defined to include small group tutoring, individual tutoring, small group workshops, and apprenticeship-observation-microteaching combination, etc. As such, in this Practicum course, we will journey through exploring and critiquing our own “broadly defined” teaching opportunities. For spring 2013, we will have the following practicum sites: (1) Writing Center; (2) American Language Institute (academic courses and ACE Tutoring Lab); (3) a specified course taught by one of the mentor teachers; and (4) ESL Writes Website.

**PRACTICUM SITES FOR SPRING 2013**

* **Writing Center:**

The University Writing Center serves all students at IUP with their writing projects, papers, and other writing goals. Through one-on-one consultations, the goal of the WC is to prepare better writers to navigate their academic journeys. For more information, please visit http://www.iup.edu/writingcenter/

* **American Language Institute:**

The ALI housed in the Office of International Education (OIE) serves as the university language institute for multilingual students at a variety of proficiency levels in meeting their US academic needs. For more information, please visit http://www.iup.edu/ali/

* **ESL Writes Website:**

This is an online resource designed and maintained by Mr. Nathan Lindberg, a doctoral student in the Composition & TESOL Program. His website is designed to assist Teaching Associates and Temporary Faculty who have multilingual writers in their undergraduate writing courses.

* **English Department Workshops:**

Understanding the contextual realities of students’ and teachers’ educational contexts (i.e., past, present, and future) becomes critical when designing and facilitating workshops. As such, the contextual realities at IUP are particularly complex due to where MATESOL program is housed in the larger institution. We are housed in a department that is often called to perform or do “English Studies.” Our department caters to the foundational academic needs of all university students since they have to take 3[[1]](#footnote-2) required courses in English (ENGL 101: College Writing; ENGL 202: Research Writing; ENGL 121: Introduction to Humanities Literature). As one can imagine this university like other universities around the nation admit students from diverse linguistic and cultural backgrounds (e.g., international exchange students, Generation 1.5 students, immigrant students, international students, etc.). Occasionally, there are ESL sections for ENGL 101, and of course, one of our field experts teaches those sections. But the reality is that this English department makes up experts in diverse subsections under the “English studies” that not all faculty members (e.g., tenured, tenure-track, lecturers, temporary faculty, and Teaching Associates) have expertise in working with multilingual and multicultural students. For more information, please visit http://www.iup.edu/english/

As we think about our contextual realities at IUP and reflect on our journey (past, present, and future educational endeavors) as MATESOL program students, each person and/or group should think about a specific content area/focus as a way to raise awareness and prepare to work with LCD students.

* **Knowledge of (Teacher) Learners[[2]](#footnote-3)**~

Who are they?

 What are their previous educational experiences?

 What are their short-term and long-term educational goals?

* **Knowledge of Teacher-Learners**~

What is my own educational background as a teacher-learner?

 And how does this affect my teaching?

 How does this affect my interactions with the curriculum and the learners?

* **Knowledge of Pedagogy**~

What is the best way to approach teaching this group of students?

* **Knowledge of Subject Matter/Curriculum**~

What do they need to and want to learn?

 How can they be more successful in their academic contexts?

 What arrays of curricula can best meet their learning needs?

* **Knowledge of Assessment**~

What would be the best way to assess these students?

 How do I help them set their educational goals?

* **Knowledge of Research and Policy**~

What does published research say about practicum work?

 What policy and curricular innovation are affected?

**Materials Needed:**

\*Each group needs to purchase a mini-microcassette tape (60-90 minute tape should be sufficient purchased at the Staples) for camcorder (reserve from the IUP Library)

\*The Library makes DVDs from cassettes ($5.00 per DVD). Each group should not need more than one cassette/DVD

**COURSE REQUIREMENTS:**

*Everything from* ***A to G*** *should be in a bounded (spiral bounded) copy*

**A. Brief Overview of your Teaching Philosophy (Knowledge of Teacher Learner): (10 points)**

No more than 1 single-spaced typed page of how your teaching philosophy has changed now that you are at the **end** of your MATESOL program. What is at the core of your teaching philosophy and how would you be able to enact that in your new teaching contexts?

**B. Descriptive Essay of the Context of your Practicum (Knowledge of Sociocultural Contexts):**

**(10 points)** Briefly describe your site location, mentor teacher, and the course she/he is scheduled to teach this semester.

**C. Weekly Practicum Reflective/Descriptive Essay[[3]](#footnote-4)**

Beginning with the week of February 11th, you will need to visit your practicum supervisor’s class (once a week will be sufficient). These visits will help you to get to know the class, the teacher, and the materials being introduced to the class. These visits will lead to your design of a lesson (or a series of lessons after consulting with the mentor teacher). Together with your practicum supervisor, you should figure out the date(s) of your teaching. On those dates, you need to find a colleague to videotape your teaching (due to IRB issues, videotaping should only focus on the teacher).

**D. Descriptive Essay of What you will Teach (Knowledge of Subject Matter, Curriculum):**

**(10 points)** Discuss (after consulting with your mentor teacher) what unit you will be teaching. For instance, you need to have a lesson plan for the specific unit(s) you will be teaching, materials needed for the lesson(s), and the learning outcomes.

**E. Descriptive Essay of How you will Teach (Knowledge of Pedagogy): (10points)**

Ways (approaches, methods, and techniques) that you will use to reach your practicum students. Connected to Part D are the procedures for implementing the lesson discussed in part D.

**F. Reflective Teaching (10 points) (Knowledge of Teacher Development and Growth) (10 points)**

Immediately after the teaching is completed, write a brief reflective piece on how you felt about the lesson. Discuss your strengths and areas of improvement for this particular teaching of the lesson.

**G. Analysis of Practicum Experience: (60 points)**

In this 5-7 pages of narrative essay, you will chronicle your journey as a **Practicum teacher learner**. Reflect on how you interacted with the students, the lessons and activities you’ve designed, and assessment tools you have utilized to gauge your learners’ understanding of the materials, what has occurred during that short period of your practicum experience. With this as a basis, in this essay, you will document the transformative journey into becoming and being a (language) teacher. At the end of this paper, please include ways to make the practicum experience more meaningful for future students.

**UNIVERSITY STUDENT SERVICES & RESOURCES**

The **Writing Center**, located in 218 Eicher Hall (on Grant Street), is available to all IUP students and provides free assistance in all aspects of writing and communication, including the required APA format. Contact the Writing Center: (724) 357-3029; email: w-center@iup.edu; or on-line at <http://www.wc.iup.edu/default.htm>.

**Disability Support Services** ~ In compliance with the Section 504 of the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act* (ADA), students with documented disabilities, including those with hearing or sight loss, are invited toconfidentially share their needs with the instructor as soon as possible. All University-approvedaccommodations for students with disabilities will be provided to the fullest extent possible. For moreinformation about your right to accommodations, please visit the Disability Support Services in 216 Pratt Hallor on their website at <http://www.iup.edu/home.aspx?id=4423>.

**The University Stapleton Library** provides students with resources and references necessary in successfully navigating through the academic experience at IUP. Please check out the website for its specific resources: [www.iup.edu/library](http://www.iup.edu/library)

**\*\*Absolutely NO late work will be accepted. All written assignments should be handed in on the due date in class.**

**GRADE DISTRIBUTION:**

100-90% A 89-80% B 79-70% C 69-60% D

Tentative Schedule for the Practicum Students

|  |  |  |
| --- | --- | --- |
| Date/Week | Discussion Topics and Tasks | Due in Class |
| Jan 28-Week1 | Introduce the CourseNathan Lindberg introduces his **WEBSITE for working with Multilingual Writers**Weekly Practicum Reflections and other Record Keeping Protocol-Please keep an electronic copy of your weekly reflections and will ask for frequent hard copies (once per month)—The first one due on February 11st, and the last entry due on April 22nd, 2013These reflections will be seen by me and the practicum supervisors, and each supervisor will write up a reflection on bi-monthly basis to chronicle your progress at the site. Practicum Sites1. Writing Center
2. Jocelyn-Writing Center Consultant
3. ALI:
4. Summer-ACE Tutoring~ please fill out the application and note that this is your practicum
5. Ghosoon- ACE Tutoring~ please fill out the application and note that this is your practicum
6. Yi-Writing Course (Ms. Maria Ananyeva)
7. Tewero-Writing Course (Dr. Steve Park)
8. Meng-Writing Course (Dr. Steve Park)
9. Jinhee-Oral Communication Course-(Ms. Ann Elise Frazier)
10. Rini- Reading course (Mr. John Grant)
11. Nada Culture/vocabulary course-(Ms. Dana Poole)
12. Ahmed -Grammar course-(Mr. Mike O’Bryan)
13. Kaz -Media Presentation (Mr. John Hepler)
14. Dr. Nan Sitler’s Undergraduate English Education-Timothy
15. Mr. Lindberg’s ESL Writes WEBSITE
16. Hamissou
17. Happy
 |  |
| Feb 4-Week2 | Meet as a Class to Watch Practicum Video clips from Spring 2012Go over your teaching philosophy (bring 2 copies) |  |
| Feb 11-Week3 | Dr. Park Meets with the Practicum Site Groups* Writing Center Group (1)
* Teacher Education Group (1)
* ALI Groups (5-7)
* English Department Workshop Groups (in pairs only; up to 3 pairs)
* Website Group (1-2)
 | Your Individual reflections due to Dr. Park **beginning this week**, one reflective entry per week. (Please keep this reflections in an e-file) |
| Feb 18-Week4 | **Meet as a Class** to Discuss Reflections and your first meeting(s) |  |
| Feb25-Week5 | Dr. Park observes at the sites |  |
| March 4-Wk6 | Dr. Park observes at the sites |  |
| March 11-Wk7 | **Meet as a Class** to Discuss Reflections and Practicum debriefing |  |
| March 18- | SPRING BREAK |  |
| March 25-Wk8 | Dr. Park observes at the sites |  |
| April 1-Wk9 | Dr. Park observes at the sites |  |
| April 8-Wk10 | **Meet as a Class** to Discuss Reflections and Practicum debriefingBy this week, everyone should have completed their lessons in the Practicum supervisor’s course |  |
| April 15-Wk11 | Dr. Park Meets with the Practicum Site Groups |  |
| April 22-Wk12 | Dr. Park Meets with the Practicum Site Groups | The Last week for weekly reflections |
| April 29-Wk13 | Individual Work to DRAFT your Final Portfolio (See Samples) |  |
| May6-Wk14 | Portfolios Due and Course Debriefing | Bounded copy of your portfolio due |

1. With some students, they have to take a fourth requirement called ENGL 100: Basic Writing. [↑](#footnote-ref-2)
2. The audience for your workshop~ who are they? [↑](#footnote-ref-3)
3. This is for students at ALI, WC, and ESL Writes Website [↑](#footnote-ref-4)