

## 1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 12/19/2012

1b. Department/Division: Modern & Classical Languages

1c. Contact Person

Name: Francis Bailey

Email: [francis.bailey@uky.edu](mailto:francis.bailey@uky.edu)

Phone: 859-257-7025

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Specific Term/Year <sup>1</sup> Fall 2012

1e. Should this course be a UK Core Course? No

## 2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: TSL 597

2c. Full Title: ESL Teaching Practicum

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

PRACTICUM: 45

2g. Grading System: Pass/Fail

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course provides students with a supervised ESL teaching experience of 45 hours, and an additional 15 hours of course meetings with the supervisor to explore instructional strategies, classroom management issues and reflect upon their own development as teachers. The course is designed as the culmination of the TESL Graduate Certificate, and can be taken in the fall, spring or summer terms. ESL teaching placements must be approved by the course instructor.

2k. Prerequisites, if any: 1. Students must be enrolled in the TESL Graduate Certificate course of study.

2l. Supplementary Teaching Component: Community-Based Experience

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Summer,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 3

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: Yes

If YES, name the proposed new program: TESL Graduate Certificate

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: TESL Graduate Certificate

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: Yes

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|JROUHIE|Jeanmarie Rouhier-Willoughby|Department approval for course - TSL 597 CourseDesc - ESL Teaching Practicum|20111114

SIGNATURE|JROUHIE|Jeanmarie Rouhier-Willoughby|Department approval for course - TSL 597 CourseDesc - ESL Teaching Practicum|20111114

SIGNATURE|BOSCH|Anna R Bosch|College approval for course - TSL 597, CourseDesc - ESL Teaching Practicum|20111114

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for course - TSL 597, CourseDesc - ESL Teaching Practicum|20111121

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for TSL 597|20120206

SIGNATURE|SGILL|Sharon S Gill|Decision on UGC Committee Review|20120206

SIGNATURE|SGILL|Sharon S Gill|Undergrad Council approval for TSL 597|20120322

SIGNATURE|ZNNIKO0|Roshan N Nikou|Decision on GC Committee Review|20120416

SIGNATURE|ZNNIKO0|Roshan N Nikou|Graduate Council approval for TSL 597|20120504

SIGNATURE|KCROUCH|Kathryn F Crouch|Dept approval for ZCOURSE\_NEW TSL 597|20120925

SIGNATURE|KCROUCH|Kathryn F Crouch|College approval for ZCOURSE\_NEW TSL 597|20120925

SIGNATURE|KCROUCH|Kathryn F Crouch|Undergrad Council approval for ZCOURSE\_NEW TSL 597|20120925

SIGNATURE|ZNNIKO0|Roshan N Nikou|Graduate Council approval for ZCOURSE\_NEW TSL 597|20120925

SIGNATURE|WF-BATCH|Batch User|Reminder for minor course work item|20121129

## **TSL 597: ESL Teaching Practicum**

Fall 2012  
3 credits  
Wednesday: 5:30-8:00pm  
Classroom: TBD

Instructor: Francis Bailey  
Office: 1051 Patterson  
Telephone: 859-257-7025  
Email: francis.bailey@uky.edu  
Office hours: Wed. 4:00 – 5:00  
p.m. or by appointment

### **Bulletin Course Description**

This course provides students with a supervised ESL teaching experience of 45 hours, and an additional 15 hours of course meetings with the supervisor to explore instructional strategies, classroom management issues and reflect upon their own development as teachers. The course is designed as the culmination of the TESL Graduate Certificate, and can be taken in the fall, spring or summer terms. ESL teaching placements must be approved by the course instructor.

### **Course Overview**

This course provides classroom teaching opportunities for students enrolled in the TESL Graduate Certificate program. Students are required to provide (a minimum of) 45 hours of classroom instruction to English language learners, either through an existing UK program, or in an off campus ESL program, such as an immigrant or refugee program.

The practicum is designed around the TESOL (Teachers of English to Speakers of Other Languages) Standards. Students are expected to teach English learners in ways that are consistent with best practices in the field of TESOL. This includes the ability to manage a class, plan and deliver effective lessons and create positive working relationships with their learners.

Students are expected to assess their learners' English proficiency levels and inquire into their goals and language, cultural and educational backgrounds and use this information to inform their instructional practices. Students are also expected to gather data on their own teaching to use as a source for reflective practice. Students are expected to demonstrate the ability to adapt their teaching to the diverse needs of their students and show sensitivity to the cultural backgrounds and learning styles of their students.

### **Prerequisites**

1. Students must be enrolled in the TESL Graduate Certificate course of study.
2. Students must either complete all required course work for the TESL Graduate Certificate prior to enrolling in the ESL Teaching Practicum or complete all required course work in the same semester as completing the practicum.

**Students will:**

1. teach English language learners for a minimum of 45 hours of classroom instruction
2. plan, deliver and assess lessons that meet the needs of their learners
3. self-evaluate their teaching
4. receive feedback on their teaching from the university supervisor and their students
5. prepare and submit a teaching portfolio for review to the university supervisor at the conclusion of student teaching
6. demonstrate professionalism and dependability in the execution of teaching responsibilities
7. integrate media & technology into instruction to support student learning and address special learning needs
8. meet periodically during the semester to actively analyze and explore their practicum experiences

**Recommended texts:**

- Shrum, J., & Glisan, E. (2004). *Teacher's Handbook: Contextualized Language Instruction*. 3rd ed. Heinle & Heinle. ISBN:1413004628
- Thornbury, S. (1999). *How to Teach Grammar*. Essex: Longman, Inc.

**Student Learning Outcomes**

After completing this course, the student will be able to:

1. describe his/her own approach to ESL teaching for a particular population of English language learners
2. demonstrate the ability to plan, deliver and assess a series of ESL lessons that promote English language development
3. apply knowledge of the English language, culture and second language learning to lesson planning, delivery and assessment of learning
4. demonstrate the ability to manage a class of ESL students in ways that supports language development and fosters a respectful and supportive environment for all learners
5. demonstrate the ability to use supervisory and student feedback and reflective practices to inform and improve teaching practices

**Evaluation****Undergraduate:**

The evaluation for the practicum course will be based on the following:

Successful teaching	50 %
Teaching Journals	20 %
Participation / discussion (online and in-class)	10 %
Portfolios	20 %

**Note:** Undergraduate students will be provided with a Midterm Evaluation of course performance based on criteria in syllabus.

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Grading scale for undergraduates:

90 – 100% = A

80 – 89% = B

etc.

### **Graduate:**

The evaluation for the practicum course will be based on the following:

Successful teaching	50 %
Teaching Journals	10 %
Participation / discussion (online and in-class)	10 %
Lesson Planning	10 %
Portfolios	20 %

Grading scale for graduate students (no D for Grad students):

90 – 100% = A

82 – 89% = B

etc.

## **Course requirements**

### 1. Participation

- Responsibly carry out teaching duties
- Teach a minimum of 45 contact hours
- Document teaching hours, including lesson planning
- Actively engage in all aspects of on-line and/or face-to-face MCL class sessions
- Prepare portfolio, following course guidelines

2. Supervision: Student teachers are formally observed and supervised (a minimum of) two times during their teaching practicum. Students are evaluated according to the TESOL Standards.

3. Journals: Students must demonstrate their ability to inquire into teaching contexts and students' backgrounds and document their efforts at reflective teaching. This should include one entry per week, which is shared with the teacher or posted on Blackboard. The purpose of the journal is to provide evidence that students are reflective and are exploring core issues within the field of TESOL.

4. Portfolio: The portfolio is designed to represent students' professional credentials and the work they did in the practicum. The course portfolio should contain the following documentation:

Page 1	Table of Contents
Page 2:	Statement of Teaching Philosophy
Page 3:	Resume
Page 4:	Description of Practicum teaching context, students and curriculum
Pages 5-10:	Documentation of meeting the TESOL Standards for ESL Teaching Practicum Graduate students must include two lesson plans with reflective analysis
Appendix:	<u>Selected</u> lesson plans, journal entries, assessments and ESL student work

5. Lesson Plans (Graduate requirement): Graduate students must submit standard-based lesson plans they have taught, with reflective analysis in order to demonstrate proficiency in core TESOL competencies and provide direct evidence of reflective practice.

**Note:** There is no final exam for this course. The culminating task is the course portfolio.

## **Schedule**

Because this is a teaching practicum, students will spend the majority of this course teaching English Language Learners, working with the course supervisor and documenting the work they have put into the practicum. The precise schedule for the teaching practicum is a function of the schedule of the host institution. Students are required to match up to the institution's schedule of classes. Each student is supervised two times throughout the term. The whole class meets for a total of five class sessions, scheduled by the course instructor/supervisor.

## **Classroom Behavior Policies**

Course participants should come to their ESL classrooms fully prepared to engage their students in productive English language lessons. They must conduct themselves in a professional manner that meets the requirements of the host institution and the ethical standards of the University of Kentucky. They must demonstrate that they believe in the worth and dignity of each human being and in educational opportunities for all.

For whole class sessions, course participants should come to class prepared to responsibly participate in class discussions and tasks. There should be no use of electronic devices, except for their pedagogical applications. Students are expected to treat all class participants with respect and courtesy, in whole class and small group settings.

## **Academic Integrity**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:



<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes, while leaving the organization, content and phraseology intact, is considered plagiarism. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).  
Note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

## **Attendance**

It is essential that students take responsibility for attending all scheduled ESL teaching sessions and practicum course sessions. Because course participants are taking on the role of "teacher" and their students are relying on these classes, any unexcused absence may result in a failing grade for the course.

S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

In all cases, students must notify the course instructor and their English language learners, if they must miss a class session. Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate

verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

## **Learning accommodations**

If you have a documented disability that requires academic accommodations, please see the course instructor as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

## **ESL Teaching Practicum & TESOL Standards<sup>1</sup>**

### **Domain 1: Language & Learning**

**Standard 1.a. Language as a System:** Candidates demonstrate a conscious understanding of the English language as a linguistic system and demonstrate a high level of competence in helping ESL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.

**Standard 1.b. Language Acquisition and Development.** Candidates understand and apply concepts, theories, research, and practice in language acquisition to facilitate the acquisition of a new language in and out of classroom settings.

### **Domain 2: Culture**

Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESL students’ cultural identities, language and literacy development, and content area achievement.

### **Domain 3: Planning, Implementing, and Managing Instruction**

Candidates know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources, including technology.

### **Domain 4: Assessment**

Candidates understand issues of assessment and use standards-based assessment measures with

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<sup>1</sup> The TESOL Standards (2011) have been adopted for the TESL program as “state of the art” but adapted in order to better reflect the specific nomenclature and goals of the UK TESL Graduate Certificate.

ESL students. Candidates are able to distinguish between assessment of language proficiency and assessment of classroom learning.

### **Domain 5: Professionalism**

Candidates demonstrate knowledge of new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates are able to use supervisory feedback and reflective practices to inform and improve their teaching practices. Candidates provide a respectful and supportive classroom setting and advocate for ESL students and work collaboratively to improve the learning environment. Candidates have an ethical obligation to strive for excellence and believe in the worthy and dignity of each human being and in educational opportunities for all.

### **Semester Schedule**

Students will begin classroom teaching as soon as reasonably possible in their practicum site. Students will also meet as a whole class five times throughout the term to discuss logistical and teaching issues.

**Week 1:** Practicum Organization & Logistics  
Entering a new school site: Professionalism  
Learning your students' needs

**Week 3:** Lesson Planning  
Classroom Management  
Supervisory Experience

**Week 6:** Classroom Management  
Lesson Planning  
Learning from feedback

**Week 10:** Assessment of Language Learning  
Classroom challenges and successes  
Designing Curriculum Units

**Week 15:** Reflective Practices  
Lessons Learned through teaching  
Evaluating the practicum