

NEW COURSE FORM

(*denotes required fields)

1. General Information

- a. * Submitted by the College of:

COLLEGE OF ARTS & SCIENCES
3/5/2012

Today's Date:

- b. * Department/Division:

Modern & Classical Languages

- c.

* Contact Person Name: Francis Bailey Email: francis.bailey@uky.edu Phone: 7-7025

* Responsible Faculty ID _____ Email: _____
(if different from _____ Phone: _____
Contact)

- d. * Requested Effective Date: Semester following approval OR
 Specific Term/Year 1

- e.

Does the change make the course a UK Core course? Yes No

If YES, check the areas that apply:

Inquiry - Arts & Creativity

Composition &
Communications - II

Inquiry - Humanities

Quantitative Foundations

Inquiry - Nat/Math/Phys Sci

Statistical Inferential
Reasoning

- Inquiry - Social Sciences
- U.S. Citizenship, Community, Diversity
- Composition & Communications - I
- Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning?

Yes No

b. * Prefix and Number:

TSL 697

c. * Full Title:

ESL Internship

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed with (Prefix and Number):

None

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours for each meeting pattern type.

| | | | | |
|----|--------------|---|---------------|------------|
| 15 | Lecture | Laboratory <input checked="" type="radio"/> | Recitation | Discussion |
| | Indep. Study | Clinical | Colloquium 90 | Practicum |
| | Research | Residency | Seminar | Studio |
| | Other | If Other, Please explain: | | |

g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail

h. * Number of credits: 9

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course provides TESL MA students with a supervised ESL teaching experience of 90 hours, and an additional 15 hours of course meetings with the supervisor to explore instructional strategies, classroom management issues and reflection upon their development as ESL teachers. The course is designed as the culmination of the TESL MA program, and can be taken in the fall, spring or summer terms. ESL teaching placements must be approved by the course instructor.

k. Prerequisites, if any:

1. Student must be in good standing in the TESL MA program.

1. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

Course sessions on campus but internship will

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring
 Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

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

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

- b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. * Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

- a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

TESL MA

- b. * Will this course be a new requirement ⁵for ANY program?
- Yes No

If YES ⁵, list affected programs::

10. Information to be Placed on Syllabus.

- a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

- 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.

⁵ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

^[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

^[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

^[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

^[5] In order to change a program, a program change form must also be submitted.

Rev 8/09

Graduate Council

5/3/12

Brian Jackson

TSL 697: ESL Internship (9 cr.)

Instructor: Francis Bailey
Office: 1051 Patterson

Telephone: 859-257-7025
Email: francis.bailey@uky.edu

Course Information:

Wednesday: 5:30-8:00pm
Classroom: TBD

Office hours: Wed. 3:00 – 5:00 pm
or by appointment

Bulletin Course Description

This course provides TESL MA students with a supervised ESL teaching experience of 90 hours, and an additional 15 hours of course meetings with the supervisor to explore instructional strategies, classroom management issues and reflection upon their development as ESL teachers. The course is designed as the culmination of the TESL MA program, 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 MA program. Students are required to provide (a minimum of) 90 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 total amount of time in the internship will include classroom observations and assisting in the classroom, in addition to the 90 hours of direct instruction.

The internship is designed around the *UK TESL Program Requirements & TESOL Standards* (see below). 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 and colleagues.

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. Student must be in good standing in the TESL MA program.
2. Student must complete a minimum of 24 credits of required course work for the TESL MA program prior to enrolling in the TESL ESL Internship.

Students will:

1. observe and assist the cooperating teacher, prior to actual teaching in the internship site;
2. teach English language learners for a minimum of 90 hours of classroom instruction;
3. plan, deliver and assess lessons that meet the needs of their learners;
4. self-evaluate their teaching;
5. receive feedback on their teaching from the university supervisor, mentor and their students;
6. demonstrate professionalism and dependability in the execution of teaching responsibilities;
7. integrate media and technology into instruction to support student learning and address special learning needs;
8. meet periodically during the semester to actively analyze and explore their internship experiences;
9. prepare and submit a teaching portfolio for review to the university supervisor at the conclusion of the internship.

Recommended text:

Omaggio Hadley, Alice (2001). *Teaching Language in Context*, 3rd Edition. Heinle

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 culture, second language learning and the English language to lesson planning, delivery and assessment of learning;
4. demonstrate the ability to manage a class of ESL students in ways that support language development and fosters a respectful and supportive environment for all learners;
5. demonstrate the ability to effectively use technology in lesson delivery;
6. demonstrate the ability to use supervisory and student feedback and reflective practices to inform and improve teaching.

Evaluation

Graduate:

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

| | |
|--|------|
| Internship Teaching | 50 % |
| Teaching Journals | 10 % |
| Participation / discussion (online and in-class) | 10 % |
| Lesson Planning | 10 % |
| Portfolio | 20 % |

Course requirements

1. Participation

- Responsibly carry out teaching duties
- Teach a minimum of 90 contact hours¹
- Document teaching hours, including lesson planning
- Actively engage in all aspects of on-line and/or face-to-face MCL class sessions
- Actively engage with the supervision observations from both the mentor and the supervisor

2. Supervision: Student teachers are formally observed and supervised **four times** during their teaching internship by both the supervisor and the mentor teacher. Students are evaluated according to the *UK TESL Program Requirements & TESOL Standards*.

3. Journals: Students must demonstrate their ability to inquire into teaching contexts and students' backgrounds and document their efforts at reflective teaching. The journal requires one entry per week, which is shared with the course instructor and/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. Lesson Plans: Students must submit to their supervisor 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.

¹ A candidate will be placed in an ESL internship, based upon an agreement with the host institution as to schedule and responsibilities. Typically, TESL candidates can expect to have a period of classroom observation and assisting the classroom teacher, before taking over primary teaching responsibilities. The 90 hour classroom teaching requirement can consist of co-teaching with a mentor, with substantial opportunities for the candidate to plan, deliver and assess ESL lessons.

5. TESL Portfolio: The portfolio is designed to represent students' professional credentials and the work they did in the internship. The TESL portfolio should have the *UK TESL Program Requirements and the TESOL Standards* as its primary organizing feature and must contain the following documentation:

- Page 1: Title page
- Page 2: Table of contents
- Page 3: Résumé
- Page 4: TESL MA transcript
- Page 5: Statement of teaching philosophy
- Pages 6 – 25: UK TESL Program Requirements & TESOL Standards²
 - + evidence that candidate has met the program's 5 Domain Standards
 - + evidence of the ability to use inquiry to aid their own professional development
 - + evidence of being a reflective practitioner
 - + documentation of an ESL curriculum unit plan
 - + documentation of three connected lesson plans, with reflective analysis and method(s) of assessment
- Appendix: Additional work the candidates deem important including ESL class materials and student work, letters of reference, supervisor's reports, documentation of relevant professional experiences prior to enrolling in TESL program

Note: There is no final exam for this course. The culminating task is the TESL Portfolio.

Schedule

Because this is a teaching internship, students will spend the majority of this course teaching English Language Learners, observing an ESL mentor teacher, working with the course supervisor and documenting their internship work. The precise schedule for the teaching internship 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 three times throughout the term. The mentor teacher will also supervise the students' teaching three times. 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

² TESOL Standards Rubrics are used to assess portfolio entries in each of the five domains.

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 plagiaristic. 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 internship 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.

Semester Schedule & Topics

Students will meet as a whole class five times throughout the term to discuss logistical and teaching issues.

Week 1: Internship 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 internship

UK TESL Program Requirements & TESOL Standards³

The following are the TESOL professional standards used to guide program curriculum design and the assessment of candidates. Each domain has a rubric which can be used to evaluate candidate portfolios and performance in the ESL internship.

Domain 1: Language & Learning

Standard 1.a. Language as a System: Candidates demonstrate a conscious understanding of the English language as a linguistic system as well as a tool for social and cognitive functioning; this includes knowledge of English phonology, morphology, syntax, pragmatics and semantics. Candidates demonstrate a high level of competence in helping ELLs as they acquire English language and literacy for social, professional and/or academic purposes.

Standard 1.b. Language acquisition and development: Candidates understand and apply theories and research in language acquisition and content development to support their ELLs' English language and literacy learning and/or content-area achievement. They also demonstrate the ability to inform their teaching practices through the study of cognitive and social learning research and theories and the use of inquiry into specific teaching contexts.

Domain 2: Culture

Standard 2. Culture as It Affects Student Learning: Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups, cultural processes and individual cultural identities affect language learning and school achievement and use this knowledge to construct learning environments that support ELL's cultural identities, participation in meaningful social communities, language and literacy development, and/or academic area achievement. They are able to use this knowledge to inquire into and document a specific cultural context for ESL teaching in terms of institutional structure and norms, curriculum and assessment, teaching "best practices" and the backgrounds and needs of students

Domain 3: Planning, Implementing, and Managing Instruction

³ 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 MA Program.

Standard 3.a. Planning for Standards-Based ESL and Content Instruction: Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and/or content curriculum.

Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction: Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates are knowledgeable about curricular options and are able to create and use both language and content objectives.

Candidates understand that classroom teaching involves relationship building with (and among) learners and are skilled in creating productive and supportive classroom relationships. Candidates support academically oriented ELLs access to the core educational curriculum by teaching language through academic content.

Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction: Candidates are familiar with a wide range of second language curricular approaches and standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and/or content teaching.

Domain 4: Assessment

Standard 4.a. Issues of Assessment for English Language Learners: Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

Standard 4.b. Language Proficiency Assessment: Candidates know and can use a variety of standards-based language proficiency evaluation instruments to show language growth and to inform their instruction. They demonstrate understanding of assessment instruments for identification of ELLs, placement, and reclassification of ELLs.

Standard 4.c. Classroom-Based Assessment for ESL: Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction in the classroom.

Domain 5: Professionalism

Standard 5.a. ESL Research and History: Candidates demonstrate knowledge of history, research, public policy, and current practices in the field of ESL teaching and apply this knowledge to inform teaching and learning and demonstrate leadership on these issues in their institutions and professional communities;

Standard 5.b. Professional Development, Partnerships, and Advocacy: Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs. Candidates demonstrate the characteristics of a "reflective practitioner," through questioning and

inquiry into their own teaching practices. Candidates are able to use supervisory and student feedback and their own inquiry and reflective practices to provide a respectful and supportive classroom setting and inform and improve their teaching practices.

Standard 5.c.: Professional Code of Ethics⁴: Candidates should strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach. Candidates should believe in the worth and dignity of each human being and in educational opportunities for all. Candidates should strive to uphold these ethical responsibilities to students, parents, and the education profession.

⁴ This section has been adapted from the “Professional Code of Ethics for Kentucky School Certified Personnel.”