Linguistics 525 611/DL1: Practicum in ESL (3 credits)
Spring 2020 Syllabus (subject to change)

Instructors: Dr. Douglas Wulf / Nicole Braccia
Email: dwulf@gmu.edu / nbraccia@gmu.edu
Office hours: by appointment (online)

Prerequisite

LING 521 Applied Linguistics: Teaching English as a Second Language

Course Information

This practicum meets a key requirement of the Commission on English Language Program Accreditation (CEA) for language teaching faculty as specified in the revised *Standards for English Language Programs and Institutions* (October, 2004). This online course involves the preparation and presentation of lessons to adult English as second language (ESL) learners under the guidance of a mentor teacher and practicum professor. After the first LING 525 online seminar meeting (**via Blackboard Collaborate; time: TBD**), participants will be matched with a mentor teacher at GMU's INTO Academic English program or another approved local ESL program. The field experience will consist of observation and teaching (to total **36 hours** of classroom experience over the semester) in the assigned ESL classroom. In addition, the four LING 525 online seminar meetings will provide a chance to discuss second language methodologies (both theoretical and practical) and review textbooks and activities.

Course Delivery

This course will be delivered online using an asynchronous (not "real time) format via the Blackboard learning management system (LMS) housed in the MyMason portal.
Blackboard Login Instructions

Access to MyMason and GMU email are required to participate successfully in this course. Please make sure to update your computer and prepare yourself to begin using the online format BEFORE the first day of class. Check the IT Support Center website. Navigate to the Student Support page for help and information about Blackboard. In the menu bar to the

left you will find all the tools you need to become familiar with for this course. Take time to learn each. Make sure you run a system check a few days before class. Become familiar with the attributes of Blackboard and online learning.

Required Textbooks

There is no assigned textbook, but supporting documentation and/or short readings will be provided as required.

Course Learning Outcomes

By the end of this course, each practicum participant will:
1. have observed an experienced ESL instructor over many hours and documented these observations;
2. have connected theories of language pedagogy (such as the CLT approach) and L2 learning theory with observations of an actual ESL classroom and the methodology used;
3. show proficiency in the formulation of linguistically thoughtful and effective lesson plans;
4. show growth of confidence in teaching in an actual ESL classroom;
5. improve ESL teaching based on feedback from the mentor instructor and practicum professor;
6. encapsulate overall ESL teaching philosophy in a brief statement.

Technology Requirements

Hardware: You will need access to a Windows or Macintosh computer with at least 2 GB of RAM and access to a fast and reliable broadband internet connection (e.g., cable, DSL). A larger screen is recommended for better visibility of course material. You will need speakers or headphones to hear recorded content and a headset with a microphone is recommended for the best experience. For the amount of Hard Disk Space required taking a distance education course, consider and allow for:

1. the storage amount needed to install any additional software and
2. space to store work that you will do for the course.
If you consider the purchase of a new computer, please go to Technology Buying Guide to see recommendations.

Software: Many courses use Blackboard as the learning management system. You will need a browser and operating system that are listed compatible or certified with the Blackboard version available on the myMason Portal. See supported browsers and operating systems. Log in to myMason to access your registered courses. Some courses may use other learning management systems. Check the syllabus or contact the instructor for details. Online courses typically

use Acrobat Reader, Flash, Java, and Windows Media Player, QuickTime and/or Real Media Player. Your computer should be capable of running current versions of those applications. Also, make sure your computer is protected from viruses by downloading the latest version of Symantec Endpoint Protection/Anti-Virus software for free here. Students owning Macs or Linux should be aware that some courses may use software that only runs on Windows. You can set up a Mac computer with Boot Camp or virtualization software so Windows will also run on it. Watch this video about using Windows on a Mac. Computers running Linux can also be configured with virtualization software or configured to dual boot with Windows.

Note: if you are using an employer-provided computer or corporate office for class attendance, please verify with your systems administrators that you will be able to install the necessary applications and that system or corporate firewalls do not block access to any sites or media types.

Course-specific Hardware/Software

Blackboard Collaborate: The online meetings will take place on Blackboard Collaborate, a synchronous videoconferencing platform. Login in to mymason.com with your Mason NetID and password. Select the Courses Tab. Choose the course LING 525. Click on Online Seminar Meeting on the left menu. Please make sure to update your computer and prepare yourself to begin using the online format BEFORE the first day of class. Check Collaborate Information folder in Blackboard Collaborate Help on the left for more information. Use of a headset microphone is STRONGLY recommended.
The IT Support Center can be found online here. Navigate to the Student Support page on your MyMason page and select the Courses Tab. Click on Courses Support FAQs.

In the Blackboard menu bar to the left, you will find "Meeting room"; you need to become familiar with Blackboard Collaborate for this course. Make sure you run a system check a few days before meeting day. To do this, click on "Meeting room" link. When the web page loads, click "spring 2019 meeting room" , and then click "Join session". You might need to set your audio and webcam devices for the first time. ***On meeting day, make sure to log on at least 10 minutes before online session and check that you are set to go before class starts.

 Course Schedule (subject to change)

DATES	TOPICS	ASSIGNMENT DUE
MODULE 1 (Placement)		
Week 1 & 2	Introduction and Organization	Online seminar meeting #1: Introduction to the course and coordinating
	Further Coordination	Time: TBD via Blackboard Collaborate meeting room; please check your email often and respond promptly.
MODULE 2 (Go to Program)		
Week 3 & 4	Observations	Journal Entry #1
	Observations	Journal Entry #2
MODULE 3 (Observation)		
Week 5	Observations	Online seminar meeting # 2: Report progress on TBD via Blackboard Collaborate; please check your email often and respond promptly.

DATES	TOPICS	ASSIGNMENT DUE
Week 6,7, &8	Observations	Journal Entry #3

	Observations	Journal Entry #4
	Observations	Journal Entry #5

Spring Break (03/09-03/15)		

Week 9 & 10	Observations	Online seminar meeting # 3: Report progress on TBD via Blackboard Collaborate; please check your email often and respond promptly. Journal Entry #6

MODULE 4 (Statement of Teaching Philosophy)		

Week 11 & 14	Observations Work on Teaching Philosophy Statements	Journal Entry #7
	Observations Work on Teaching Philosophy Statements	Journal Entry #8 Draft of Statement of Teaching Philosophy by **04/14**
	Observations	Journal Entry #9
	Observations	Journal Entry #10

MODULE 5 (Teaching Portfolio)		

Week 15 & 16 (last day of class 5/4)	Work on Teaching Portfolio	Online seminar meeting # 4: Report progress on TBD via Blackboard Collaborate; please check your email often and respond promptly. Teaching Portfolio by **05/10**

Classroom Practicum Experience and Documentation
Successful completion of the course is based on the following criteria:

1.   **Placement with Mentor Teacher**: The practicum site will be an adult intensive ESL program such as GMU's INTO. If you need to do your practicum at a time other than 8:20 - 4:30 on weekdays or if there are insufficient volunteers at INTO to host, you will be placed in a comparable program in the local area, such as at regional NOVA campuses. **You will need to sit in on the class for an average of three hours each week over 12 weeks to accumulate at least 36 hours of observation.**

2.   **Classroom Observation and Teaching:** The sum total of your in-class field experience (not including LING 525 seminar meetings) will be at least 36 hours. You will observe your mentor teacher and may be asked perform various tasks (e.g., working with small groups, helping students, responding to student homework, planning lessons with your mentor teacher). **You will be responsible for whole-group instruction at least six times during your practicum**. This instruction need not last the entire period, but should be at least 15 - 20 minutes each time and should probably increase in length as you gain more experience. The exact duration of each lesson will be determined in consultation with your mentor teacher. Your teaching will be observed by your mentor teacher (all six times with the feedback form), and once by the LING 525 instructor (i.e. me!). Please read the class observation etiquette carefully. I'll ask you to bring a laptop to set up an online observation at the time of your sixth teaching; a dry run may be arranged at your 5th teaching.

3.   **Journal Entries:** A discussion board on the course webpage has been set up as a venue for you to reflect upon and ask questions about your practicum experience. You should try to take notes shortly after each observation while the experience is still fresh in your mind. Edit and post your entries by the due dates listed in the schedule. You are required to submit ten journal entries approximately300-500 words each.

- **Journal Entry #1:** Your journal should include a description of your practicum site with details about its location, students, and level of proficiency, curriculum, course materials, and other basic data.
- **Journal Entries #2 - #10**, due at specific points in the semester, focus on particular issues or questions that have arisen during your observations or teaching. Provide any necessary background information so that your readers can understand the situation or issues and (potentially) respond to your entries. A typical entry might include, but is not limited to, such information as:

  1) Student reactions to what occurred in the classroom or to what you or your mentor teacher did; 2) Something that went well in the classroom and why; 3) Something that did not go well in the classroom and why (Be tactful please! See etiquette handout); 4) Your own feelings or attitudes about your teaching, the activities, and/or student participation; 5) How students seem to have benefited from your lesson;6) What in your lesson went as expected and/or what surprised you; 7) What ways the lesson confirmed and/or changed your belief about L2 learning and/or teaching;8) How a classroom experience relates to theory ;9)

6

How a classroom experience relates to journal entries posted by you or another student; 10) How a classroom experience suggests a way to improve future teaching.

Note: All journal entries and other postings to our class Blackboard page will be viewable by me, all 525 classmates, and your mentor teacher. Each journal posting can serve as the initial posting in an online threaded discussion to which anyone involved may respond. Therefore, remember to be *tactful* and please endeavor to stay on topic. Your journal entries should not be *a laundry list* of what happened in class that day, but must rather always be a thoughtful analysis of something observed or experienced in the practicum.

Note: No journal entry should mention your mentor by name. Rather just write "*my mentor*" or "*the teacher.*"

Note: In addition to posting your own journal entries, you will be required to read and respond to a subset of the journal entries posted by others in the class. These responses can be brief (approximately two-three sentences), but must be substantive to demonstrate that you read and thought about the journal entry. The practicum professor will read and respond to all journal postings.

4.   Teaching Portfolio: The generation of a teaching portfolio is an excellent way to articulate your conceptions of teaching and present relevant experiences. The different items in the portfolio you will submit should be organized to look professional and be easy to understand for someone not familiar with the LING 525 course or intensive ESL programs. The goal is for you to prepare a portfolio you may use in ESL job searches. Thus, you should view the intended audience of this document as a prospective employer. By the end of the semester, your portfolio should be complete and include the following items:

  1) Completed checklist
  2) Statement of teaching philosophy (limited to 1 page in length)
  3) Detailed description of one lesson you felt was particularly effective (2 - 3 pages + materials used) 4) Printouts of your ten journal entries (responses optional).
  5) Teaching feedback and evaluations from the professor and mentor teacher.

4. Online seminar meetings: Attendance and participation in monthly online meetings (virtual classroom Blackboard Collaborate) is required. Online meetings will give us the opportunity to share classroom observation experiences, ideas for teaching and lesson preparation and for any general questions.

Grading

Students enrolled in LING 525 will receive a grade of **Satisfactory (S) or No Credit (NC)**.

Course Policies

Late Assignments: All assignments must be turned in on the due date given on the assignment sheet.

Instructor-Student Communication: I will respond to your emails within 48 hours. If I will be away from email for more than one day, I will post an announcement in the Blackboard course folder. Before sending an email, please check the following (available on your Blackboard course menu) unless the email is of a personal nature:

1. Syllabus
2. Ask Professor
3. On-demand Blackboard videos on how to use Blackboard features, and Technical Requirements. Feel free to

respond to other students in the Ask Professor forum if you know the answer.

Log-in Frequency: You should check the course Blackboard site and your GMU email for communications from the instructor, at a minimum this should be three (3) times per week.

Participation: You are expected to actively engage in all online activities throughout the semester, which include viewing of all course materials, completing and participating in all course activities and assignments.

University Policies and Resources

a. Academic Integrity: You are expected to be familiar with and abide by the University's Honor Code. The Code can be found here. It is your responsibility to see me if you have questions about these policies.

b. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester.

c. Diversity: George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth. You can check Mason University Life religious holiday calendar. It is the obligation of the student to provide faculty, within the first two weeks of the semester, with the dates of major religious holidays on which they will be absent due to religious observances.

d. Student Privacy: You can find information regarding student privacy here.

e. [Students Rights and Responsibilities](#)
f. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
g. Students must follow the university policy for [Responsible Use of Computing](#)
h. <u>Student services</u>: The University provides range of services to help you succeed academically and you should make use of these if you think they could benefit you. I also invite you to speak to me (the earlier the better).
i. [The George Mason University Counseling and Psychological Services (CAPS)](#) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance. Counseling Center: Student Union I, Room 364, 703-993-2380. Web-site [here](#).
j. [Library Distance Education Services](#) offers convenient links for Distance Education and Hybrid students in one convenient place. The [MasonOnline FAQ for Library Distance Education Services](#) answers questions that new Distance Education and Hybrid students often have about library services. It is a great place to start learning about the library.
k. [The George Mason University Writing Center](#) staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. University Writing Center: Robinson Hall Room A114, 703-993-1200. The writing center includes assistance for students for whom English is a second language.