Eastern Oregon University Course Syllabus

Number of Course:
ED 479

Name of Course:
ESOL Practicum II

Catalog Description:
The purpose of this is to provide opportunities for pre-service and practicing teachers to become familiar with the complex world of students from diverse linguistic and cultural backgrounds. Consequently, course participants are assigned to work with students in linguistically diverse educational settings, in close contact with teachers and/or staff who are endorsed ESOL instructors. This course fulfills sixty of the Oregon Teachers' Standards and Practices Commission requirements for ninety hours of practicum work with English language learners in the appropriate authorization level. This course may be repeated for up to six credits. Note that placement settings are designed so that participants may experience a range of educational issues and processes which impact ESOL students. Practicum sites include summer school and summer migrant education programs in Nyssa, OR; Ontario, OR; Crook County, OR, and Hermiston, OR. In addition, placement settings are available in early-fall public school settings in Hermiston, OR and Nyssa, OR. On a very limited basis, alternate summer practicum sites may be considered and approved by course instructors.

Credit Hours:
2

Required Texts or Suggested Materials:
Link to the EOU Bookstore: Eastern Oregon University Bookstore (opens in new tab)

Prerequisites:
PLEASE NOTE: Instructor permission is a prerequisite for this course. Students must also have completed TSPC fingerprint and background checks, in addition to three E.O.U. ESOL courses.

Learning Outcomes:
The field experience and the seminar are designed to enable participants to:

1. Understand the multiple needs of language minority students and families in educational settings.
2. Develop an awareness about the social nature of language and literacy in the education of language minority students.
3. Identify relevant educational and community resources for future reference.
4. Demonstrate the ability to assist classroom teachers and ESOL students in the teaching/learning process.
5. Identify aspects of curriculum, materials, and learning environment that might be difficult for language minority students.

Seminar Content:

- Seminar discussions and "debriefing" activities will highlight participants' varied experiences in their placement settings.
- Students will contact their instructor via e-mail and login to Canvas to submit their responses to the practicum questions after 20 hours of the practicum (the questions after the 60 hour mark will be discussed during the final meeting). They should also contact as a check-in with their instructor following the first day or so of placement.
- ALL MATERIALS MUST BE POSTED TO CANVAS BY 5PM ON Friday of the 10th week of the term.
- Students will also need to have their cooperating teachers complete one observation form and the end of experience evaluation. Information pertaining to these forms can be found on the introductory practicum sheet found in the course documents on Canvas.

Log of Experiences:

You are required to keep a journal of your daily activities. Be sure to describe what you did, who you worked with and what you observed. Each entry should also link back to what you have learned in your other ESOL coursework and if possible the TESOL standards (as relevant).

Required Investigative Experiences:

1. Students should complete the following experiences and complete a 1 page write up on each.
2. Working from your own informal interviews with school personnel and your own observations, write a detailed essay about how parents and community members are involved in the placement setting. Are they present? Which days? Do they provide materials? Do they help design curriculum? How do they know about student progress? What meetings and school events do they attend? What is their relationship with teachers at the school?
3. Have a meeting with your cooperating teacher to discuss professional development opportunities and advice they can give you. You should specifically discuss:
    - How they establish professional goals and pursue opportunities to grow in the field of ESL and what advice they can give you.
    - How they work with other teachers and staff to provide comprehensive, challenging educational opportunities for ESOL students in the school.
    - How they engage in collaborative teaching in general education and content-area classrooms.

Sheltered Instruction Mini Unit:

Practicum students must write up, using the SIOP Mini Unit format, a 5 of the lesson mini-unit which they co-create with their cooperating teacher. A proposal (see assignments for a form) must be submitted by the 20 hour mark of the practicum experience and be approved. Students must be observed teaching at least one of the lessons from the unit and should co-teach or solo teach (as determined by the cooperating teacher) the other lessons. These lessons will be submitted using the mini-unit template. required to teach these lessons or come up with their own idea, rather they must observe lessons and recreate the lesson plan in SIOP format (see

lesson plan and mini-unit template in the course documents section, as well as links to the standards).

Course Requirements:
The practicum has three basic requirements:

- At least sixty hours in an educational setting, observing, tutoring, and interacting with ESOL students in the placement site (you must log your hours and have the teacher sign off on them, you will also have the teacher fill out the end of practicum completion form (attached);
- Contact with instructor after initial placement and every 20 hours of completion and then respond to the questions your instructor asks of you
- Creation of a portfolio which documents participant learning, including log of classroom activities and reflections about suggested experiences, this will also include 5 lesson SIOP mini unit (written by you).

Grading Scale:

- 94-100%=A
- 93=A-
- 89-92%= B+
- 82-88%= B
- 81=B-
- 78-80=C+
- 71-77=C
- 70=C-

General Course Requirement Assessment:

1. A – Exemplary
    - Individual participants at this level indicate connections between content and instruction that exemplify an extraordinary understanding of how the knowledge gained will improve student learning.
    - All written assignments are exceptionally clear, conceptually strong, and show depth of thought.
    - Participation is shown with regular attendance and thorough preparation for class discussions and activities. Presentations and analyses of speech data indicate a high level of initiative and creativity in preparation.
2. B – Proficient
    - Individual participants at this level indicate an ability to apply content knowledge to classroom instruction.
    - All written assignments are clear, show some conceptually connections and depth of thought. Participation is shown with regular attendance and adequate preparation for class discussion and activities.
    - Weekly work indicates some level of initiative and creativity in the preparation.
3. C – Adequate
    - Individual participants at this level show some application of content knowledge to classroom instruction.

- Written assignments are satisfactory but may lack conceptual connections and depth of thought.
- Participation is shown with regular attendance and preparation for class that shows some evidence of planning.
- Weekly work and analyses indicate basic reading of the topic and some preparation.

Means of Assessment:
Evaluation:

- IF A STUDENT DOES NOT COMPLETE ALL 60 HOURS, OR DOES NOT SUBMIT A VERIFICATION THEY WILL RECEIVE AND AUTOMATIC F IN THE COURSE
- Contact with Instructor following every 20 hours of completion (this also includes the first day check-in): 25%
- Portfolio (includes daily log, write-ups of experiences, proposal & mini unit): 75%

Major Assessments and Course Outcome(s)

- Daily Journal - 1, 2, 3, 4, 5
- Mini-Unit - 1, 2, 3, 4, 5
- Investigative Experience - 1, 2, 5

General Education Category and Outcomes:
NA

University Writing Requirement Outcomes:
NA

Writing Center Statement:
The EOU Writing Center provides a place — physical or virtual — where every EOU student can find an interested, responsive reader. Writing tutorials are free of charge for EOU undergraduate and graduate students and are available for writing at any course level and for writing resumes, job letters, and graduate applications. For drop-in hours or to schedule in-person, synchronous online, or asynchronous online tutoring, please visit the EOU Writing Center: Writing Center – Eastern Oregon University (opens in new tab).

Classroom Decorum:
NA

Academic Misconduct Policy:
Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found responsible for an act of academic misconduct (including but not limited to cheating, unauthorized collaboration, fabrication, facilitation, plagiarism or tampering) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the University, or a combination of these.

Accommodations/Students with Disabilities Policy:
Any student who feels they may need accommodation for any type of disability must contact the Disability Services Office in Loso Hall, Room 233. Phone: 541-962-3081.

Disclaimer:
This standard syllabus provides only general information on the course. For those enrolled in the course a detailed syllabus will be provided by the Instructor at the beginning of the term. Please keep in mind that not all courses are offered every year.

Date:
11/14/2014