George Mason University
Graduate Course Approval/Inventory Form

Please complete this form and attach a copy of the syllabus for new courses. Forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures should be brought to the Graduate Council Meeting. Complete the Coordinator Form on page 2, if changes in this course will affect other units.

Please indicate:  

_ X _ NEW  

_ _ MODIFY  

_ _ DELETE  

Local Unit:  ENGLISH  

Graduate Council Approval Date:  

Course Abbreviation:  LING  

Course Number:  525  

Full Course Title:  Practicum in ESL  

Abbreviated Course Title (24 characters max.): Practicum in ESL  

Credit hours:  3  

Program of Record:  TESL Certificate  

Repeatable for Credit?:

_ _ D=Yes, not within same term  

_ _ T=Yes, within the same term  

_ _ X _ N=Cannot be repeated for credit  

Activity Code (please indicate):  

_ _ Lecture (LEC)  

_ _ Lab (LAB)  

_ _ X _ Internship (INT)  

_ _ Independent Study (IND)  

_ _ Seminar (SEM)  

Catalog Credit Format  3 :3 : 0  

Course Level:  GF(500-600)  _ X _ GA(700+)  ____  

Maximum Enrollment:  18  

For NEW courses, first term to be offered:  SPR 2006  

Prerequisites or corequisites:  LING 521  

Catalog Description (35 words or less): Please use catalog format and attach a copy of the syllabus for new courses.:

This course involves the preparation and presentation of lessons to adult English as a second language (ESL) learners under the guidance of a mentor teacher and practicum professor. Field experience will consist of observation and teaching in an assigned ESL classroom.

For MODIFIED or DELETED courses as appropriate:

Last term offered:  

Previous Course Abbreviation:  

Previous number:  

Description of modification:  

APPROVAL SIGNATURES:  

Submitted by:  ________________________________ email: weinberg@gmu.edu  

Department/Program:  ________________________________ Date:  _________________  

College Committee:  ________________________________ Date:  _________________  

Graduate Council Representative:  ________________________________ Date:  _________________
### Approval from other units:

Please list those units outside of your own who may be affected by this new, modified, or deleted course. Each of these units must approve this change prior to its being submitted to the Graduate Council for approval.

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Graduate Council approval: ___________________________ Date: __________

Graduate Council representative: _______________________ Date: __________

Provost Office representative: _________________________ Date: __________
LING 525
Practicum in ESL
catalog copy
Prerequisites: LING 521 or permission of the instructor.
This course involves the preparation and presentation of lessons to adult English as a second language (ESL) learners under the guidance of a mentor teacher and practicum professor. Field experience will consist of observation and teaching in an assigned ESL classroom. Students enrolled in LING 525 will receive a grade of Satisfactory (S) or No Credit (NC).

Justification--background
Approximately three years ago the ELI notified us that new accreditation standards for ESL programs would soon be in place. These standards would require newly hired ESL faculty to meet certain minimal training requirements. Potential ESL faculty would need to take a practicum as part of their graduate degree, otherwise they could not be employed by accredited ESL programs. In October of 2004, The Commission on English Language Program Accreditation (CEA) issued its revised Standards for English Language Programs and Institutions. It states:
Language teaching faculty must have a specific knowledge base that includes at a minimum the following subject matter:
- language teaching methodology
- the nature of language/languages
- the structure of English
- second language acquisition
- intercultural communication
- practicum experience (p. 17)

Our TESL Certificate (with a Master of Arts in English: Linguistics) meets all but two of these minimal requirements. We do not explicitly deal with intercultural communication, and we do not require a formal practicum. Our TESL Certificate currently requires 6 courses:
-- descriptive linguistics (LING 520)
-- applied linguistics: teaching English as a second language (LING 521) or fieldwork in applied linguistics (LING 507)
-- modern English grammar (LING 522)
-- descriptive aspects of English phonetics and phonology (LING 523)
-- second language acquisition (LING 582)
-- elective

We are already installing sections dealing with intercultural communication in some of the required courses above (notably, LING 521), but to meet the practicum requirement, we feel that an entire course is necessary. Most graduate TESL programs have practicum courses, and in designing LING 525, we are bringing our TESL Certificate into line with these other programs. But we do not want to increase the credit hour burden on our students. We do not want to change the overall 18-credit nature of the Certificate. The new practicum will indeed be a requirement, and we will simply remove the option for an elective course.

We have already offered the course as an elective and all reports confirm that it was extremely successful.

The practicum in ESL will complement our overall program in linguistics. It will help us draw connections between theory and method. Having a practicum will
also galvanize our links to the ELI, and the ESL programs at Northern Virginia Community College.

--course objectives
--allows the student to gain valuable practical experience in ESL teaching
--introduces the student to master teachers in the field
--challenges the student to make some connections between theory and method.
--adds a crucial applied dimension to our TESL Certificate.
--requires students to formulate linguistically thoughtful and effective lesson plans

--relationship to other courses
As part of our TESL Certificate program of required courses, the practicum will add one more applied component to our otherwise theoretically oriented program. It will be integrated with our LING 521 (applied linguistics: teaching ESL) and our LING 582 (second language acquisition). The practicum will be different from our LING 507 (fieldwork in applied linguistics), which was designed to serve more of a non-classroom internship function. The practicum will also intersect with some of the overseas programs we have been involved in. These are administered through the Office of Global Education.

--anticipated audience/enrollment
Students who take this class will typically be in our MA English: Linguistics program, or in our TESL Certificate program. The class will be offered once a year, with an estimated enrollment range of 16-20 students.

--resources
No new resources are anticipated.

syllabus
(see attached)

Linguistics 525
Practicum in ESL
Spring 2006
INSTRUCTOR: Staff
CLASS LOCATION: XYZ Hall: Room xyz CLASS TIME: M 7:20 - 10:00 P.M. six times during the semester
OFFICE: Robinson Hall A 443 OFFICE HOURS LIVE & VIA WEBCT: M 4:30 - 5:30 P.M. and by appointment
PHONE: 993-2771 (Office); 993-1160 (English Department) E-MAIL: dwulf@gmu.edu
WEBCT PAGE: http://webct38.gmu.edu
(Note: Your WebCT username is your email address minus "@gmu.edu" and your password default is the last four
digits of you student ID. You should change this after you log in for the first time if you have never done so.)

COURSE DESCRIPTION:
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 course involves the preparation and presentation of lessons to adult English as
a second language (ESL) learners under the guidance of a mentor teacher and practicum professor. After the first
LING 525 seminar meeting, participants will be matched with a mentor teacher at GMU's English Language Institute (ELI) or another approved local ESL program. The field experience will consist of observation and teaching (to total 36 hours over 12 weeks) in the assigned ESL classroom. In addition, the six LING 525 seminar meetings will provide a chance to discuss second language methodologies (both theoretical and practical), analyze video footage of actual ESL/EFL classrooms, and review textbooks and activities. The course will partially be
conducted online via WebCT.

COURSE OBJECTIVES:
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.

PREREQUISITES:
LING 521 Applied Linguistics: Teaching English as a Second Language

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

COURSE REQUIREMENTS:
Students enrolled in LING 525 will receive a grade of Satisfactory (S) or No Credit (NC). Successful completion of the course is based on the following criteria:

I. SEMINAR PARTICIPATION
Attendance and participation in all six LING 525 seminar meetings is required.

II. CLASSROOM PRACTICUM EXPERIENCE AND DOCUMENTATION
A. Placement with Mentor Teacher
The practicum site will be an adult intensive ESL program such as at GMU's ELI, where students may be placed in core classes, oral communication skills classes, or electives. Please submit preferences and time constraints by the end of the first LING 525 meeting. You will receive details on your placement by the start of the second LING 525 meeting. At the ELI, core classes are scheduled M - W - F 10:30 - 12:30 and T - Th 11:50 - 1:20. Oral communication skills classes are held T - Th 2:30 - 4:20 and F 1:30 - 3:20. Elective One sections are held M - W 1:30 - 2:20 and Elective Two sections are held M - W 2:20 - 3:20. You will need to sit in on the class for an average of three hours each week. If you are unable to conduct your practicum in a GMU ELI class, you will receive assistance with placement in a comparable program in the local area.

B. 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, averaging approximately three hours per week for 12 weeks. You will observe your mentor teacher as well as perform a variety of tasks (e.g. working with small groups, helping individual students, responding to student homework, planning lessons with your mentor teacher). You should also be responsible for whole-group instruction at least six times during your teaching. (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.

C. Observation by LING 525 Professor
Your teaching will be observed by the LING 525 professor (i.e. me!) twice during the semester. You will need to submit a lesson plan to me at least 24 hours in advance. After the lesson, you should schedule a brief conference with me to discuss how the lesson went. (Time permitting, this can be done immediately after your teaching.)

D. Journal Entries
A discussion board on the class WebCT page will be set up as a venue for you to reflect upon and ask questions about your observation and teaching experiences. You should try to make a journal entry shortly after each lesson concludes while the experience is still fresh in your mind. Edit and post your entry on the class discussion board by the dates listed in the schedule below. You are required to submit ten journal entries (of at least 500 words each) over the course of the semester. In Journal Posting #1 (Due 2/10), you should describe your practicum site, to include details about location, students, level of proficiency, curriculum, course materials, and other such basic data. In Journal Postings #2 - #10, due at specific points in the semester as specified on the schedule, focus on a particular issue or question that has arisen during your observations or teaching. Provide any necessary background information so that your readers
can understand the situation or issues and (optionally) 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 (but be tactful please!);
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 and/or LING 525 seminar discussions;
9) 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 postings and other postings to our class WebCT page will be viewable by me, all your 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. An area called "The 525 Cafe" is available as a more random discussion area.)

III. 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 binder should be complete and include the following items:
1) Statement of teaching philosophy (1 - 2 pages).
2) Detailed description of one lesson you felt was particularly effective (2 - 3 pages + materials used).
3) Printouts of your ten journal entries.
4) Teaching feedback and evaluations from the professor and mentor teacher (optionally students also).
5) Optional: A videotape of your classroom teaching (at least 10 minutes).

SCHEDULE
(SUBJECT TO CHANGE)
Week Date Topic
1 M 1/23 CLASS MEETS (1st Time): Introduction and Organization
Office hours held in person and on WebCT
2 M 1/30 CLASS MEETS (2nd Time): Further Coordination
Office hours held in person and on WebCT
3 M 2/6 No class meeting: Office hours held in person and on WebCT
JOURNAL POSTING #1 DUE
4 M 2/13 No class meeting: Office hours held in person and on WebCT
5 M 2/20 No class meeting: Office hours held in person and on WebCT
6 M 2/27 No class meeting: Office hours held in person and on WebCT
JOURNAL POSTINGS #2 - #4 DUE
7 M 3/6 CLASS MEETS (3rd Time): First Review
Office hours held in person and on WebCT
* M 3/13 No class meeting; No office hours due to Spring Break Week
Depending upon whether your ESL classes meet this week, you may have the option to attend your ESL class to work toward your 36-hour total
8 M 3/20 No class meeting: Office hours held in person and on WebCT
JOURNAL POSTINGS #5 - #6 DUE
FIRST DRAFT OF STATEMENT OF TEACHING PHILOSOPHY DUE
Office hours held in person and on WebCT
10 M 4/3 No class meeting: Office hours held in person and on WebCT
11 M 4/10 No class meeting: Office hours held in person and on WebCT
JOURNAL POSTINGS #7 - #8 DUE
12 M 4/17 **CLASS MEETS (5th Time):** Third Review
Office hours held in person and on WebCT

13 M 4/24 No class meeting: Office hours held in person and on WebCT

**JOURNAL POSTINGS #9 - #10 DUE**

14 M 5/1 **CLASS MEETS (6th Time):** Final Review and Conclusion

**TEACHING PORTFOLIO DUE**

**NOTE ON ACADEMIC INTEGRITY**
Students are reminded that the George Mason University Honor Code is expected to be followed. Cheating and plagiarism will be dealt with according to GMU guidelines. All work for the class must reflect your own honest academic efforts. If there is any confusion on a point of academic integrity, please do not hesitate to contact me and ask. The need to uphold honesty in academics should be of the greatest concern to all of us.