

Sookmyung Women's University
Graduate School of TESOL
Practicum II
Policy- Fall 2016

Overview:

This three-hour-per-week course has two main components. The first of these is the reflective component. We will be using the reflective journals and videos taken during the teaching of the participants' courses to reflect on our own individual teaching practices as well as on elements of in-class language learning. Reflection is one of the key elements for further developing teaching skills in in-service teachers and as such is used as a way of getting teachers to develop skills which enable them to become autonomous in their own development as teachers. The second component of this class revolves around the design and creation of a teaching portfolio. Here we will be working individually and in groups to create a portfolio that highlights our training, skills, and achievements as teachers. An important part of this teaching portfolio, which will be handled for the most part in the sister course (Practicum I), will be an action research project. In this way, this course is seen as a real-world review for the comprehensive exams and a practical application of all that has been learned in the entire TESOL MA program.

Objectives:

The key objective of the Practicum II course is to give the students an opportunity to reflect on and evaluate their performance in the classroom as well as their professionalism as teachers in a low stress environment based on critical concern and caring. Basically what we want to do in this class is have the students reflect on their roles and performances as English teachers in the foreign language classroom. We will be doing this through the online writing of reflective journals and lesson plans, posting responses to the reflections of others and discussing these in class, making presentations, and creating a high-quality professional teaching portfolio.

Texts and Materials

Bullock, A. & Hawk, P. (2009). *Developing a teaching portfolio* (3rd edition). Upper Saddle River, NJ: Pearson Education.

Constantino, P. & DeLorenzo, M. with Tirrel-Corbin. (2009). *Developing a professional teaching portfolio* (3rd edition). Upper Saddle River, NJ: Pearson Education.

Richards, J. and C. Lockhart. (1996). *Reflective teaching in second language classrooms*. Cambridge: Cambridge University Press.

Summer Reading:

Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners*. New York/London: Routledge.

Additional Materials: Students must bring to each class a folder to hold any papers that the instructor and other students give out. You may need to save these for your portfolios. Take good care of them.

Methodology

English Only: The working language of this Practicum 2 class is English. This means all official aspects of the course including all assignments, presentations and in-class discussion will be conducted in English only. As this is a multilingual classroom, students are expected to follow international standards on language use and sensitivity. Failure to do so will result in a lower participation grade.

Classroom: This class is about reflection on both a small classroom and a large professional scale. As such, we will be engaging in small group and class discussions. Students will be sharing their reflection journals with others and we will be reviewing classroom performance and environmental aspects together. The Practicum 2 classroom, therefore, will be an area for reflection, cooperation, and self-discovery. Leave your egos and inhibitions at home and set your brain and energy level on *high*. Remember the end goal is for the participants to reflect on themselves as teachers and their classroom situation. This is a collective effort and we need to be willing to help others as well as accept criticism/help from others. This will be a discussion-based class with the focus of the discussion being the participants themselves. Be ready for this.

Attendance: Students are expected to attend all scheduled classes and on time. Absences cannot be tolerated in a class like this where we all have to work so closely together. Always one student's absence will adversely affect her/his classmates. If you are going to be absent and know it beforehand, make sure you contact the instructor as far in advance as possible. More than 2 absences, excused or otherwise, will result in automatic failure.

Assignments:

Practicum II students are expected to write reflective journals each week and post comments for at least 3 other reflective journal entries from other classmates, as well as make presentations in class and prepare materials for the portfolio.

Reflective Journals and Lesson Plans

Students are expected to conduct interventions and revisions to their regular lesson plans for their classes each week. These will be spearheaded out of the Practicum I class but will be reported on in the Practicum II class. Reflective journals are to be posted each week on the special web board set up for this purpose by Friday evening, so that you have Saturday and Sunday to post comments and responses to at least 3 of your classmates' reflections, latest by Sunday 12am, which is the day before they will be discussed in class. Students should also submit hard copies of those assignments for comments by the instructor. The number of reflective journals will depend on the amount of time the participants meet with their students but shall not exceed three reports per week. Basically, participants are expected to write up a report for each meeting they have with the student group. Following the first five weeks of general observation and reflection, these journals should address the issues related to the interventions and plans the participants have devised as part of their ongoing action research project.

Portfolio

Other assignments given during the course of the semester will relate to the portfolio. In the beginning of the semester there will be several short assignments designed to heighten the participants' sense of self as a teacher. Doing all these weekly assignments will ultimately help the students on their final project – the portfolio. As the semester continues the work on the journal will cross over to the work that is being done in Practicum I, especially with the intervention of the Action Research project. In any case, during the duration for the semester, the participants will be scaffolded through the process of creating their own teaching portfolio.

Grades: Final grades will be based on performance in the following categories.

Reflective Attitude	25%
Class Participation	20%
Assignments	25%
Portfolio (overall)	30%

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