Course Description:
The practicum in *Teaching English to Speakers of Other Languages* (TESOL) is designed to accommodate students in the TESOL program who are ESL teachers, mainstream teachers working on getting ESL-endorsed by the MDOE, international students, and adult educators. In this course, students acquire practical ESL/EFL teaching experience in the field while applying knowledge gained through coursework and research. This course is aligned with the TESOL standards. 40 hours of fieldwork, a practicum placement will be required. The TESOL practicum provides students with numerous and varied placement opportunities and can be completed in the United States, Canada or overseas.

Pre-requisites: Matriculated students who have completed 24 hours of program course work.

Credit Hours: 3
Course Type: Practicum
Maximum Class Size: 10

Course Goal:
The goal of this course is to help students gain valuable ESL/EFL teaching skills and apply the knowledge and information acquired via the process of taking coursework to teaching in the field in a systematic manner.

Course Outcomes (aligned with TESOL standards):
Students will be able to:
1. Apply their knowledge of theories, research, and best practices to *Teaching English to Speakers of Other Languages* (English as a Second and/or Foreign Language).
2. Apply their knowledge of phonology, morphology, pragmatics, semantics, and syntax to help ELLs develop the linguistic skills they need.
3. Apply their knowledge of not only general English but also ESL literacy and specifically Academic ESL literacy.
4. Plan, implement, and manage instruction, including a solid understanding of the various standards and principles applied to ESL pedagogy.
5. Customize their teaching approach to reflect students’ needs and objectives.
6. Create standards-driven teaching materials and assessment tools that reflect the fundamental principles of differentiated instruction and mutual respect.
7. Create a personal scholarly agenda that will serve as a plan for future professional development.
Relation to SEHD Core Values

1. **Democracy**: Students will create an opportunity for English language learners to succeed by acquiring valuable skills and translating them into pedagogy that is meaningful to culturally and linguistically diverse students in the US and overseas.

2. **Civility and caring**: Students will demonstrate civility and caring by working with students representing sociocultural groups who are often marginalized, including refugees, asylees, migrant workers, immigrants, and other non-mainstream groups. Students will apply their scholarly and mature understanding of the issues of ethnicity, race, first language, religion, gender, sexual orientation, individual learning styles, ability and disability, social status, socioeconomic status, and other factors to actual teaching and learning contexts in Maine and/or elsewhere.

3. **Equity and diversity**: Students will acquire skills that will allow them to work with culturally and linguistically diverse students in a variety of contexts. They will immerse in culturally and linguistically diverse environments.

4. **Social justice**: Students will become aware of culturally and linguistically appropriate, fair assessment practices and work with culturally and linguistically diverse ELLs in an atmosphere that fosters critical discourse analysis skills.

5. **Ethical practice**: Students will become able to treat ELLs and other CLD students fairly, gaining valuable experience in applied equity pedagogy.

6. **Scholarship**: Students will form their own epistemology and re-define themselves as teacher-scholars. This practical, hands-on work will inspire students to continue learning about English as a Second Language education, applied linguistics, and diversity.

7. **Professional learning and continuous improvement**: In addition to gaining practical ESL teaching skills, students will create a foundation for future professional development. This means that they will become aware of current research, best practices, standards (including WIDA and TESOL standards), and apply all of the above in the field. Because ESL teachers and ESL-endorsed mainstream teachers are visualized as professionals who are able to lead entire communities of colleagues, students in this course will create a roadmap for success for ELLs at their practicum site.

Attendance policy
Since this is an on-line course, students are expected to submit blog entries on a weekly basis. In the event that this is not possible, please let the instructor know of possible Internet/ Wi-Fi limitations in advance.

Assignments and Grading
- An initial goal-setting meeting will frame the practicum experience for each student. The practicum consists of two parts: observation and instructional support. In meeting with the student, the practicum instructor will help the student identify their goals and to outreach to schools etc. if necessary to set up observational opportunities. In addition, the practicum instructor will outreach to set up practicum experiences for the student.
- The student will reach out to the host teacher/ host school to meet in order to set up the schedule for their practicum and to describe the role of the TESOL practicum.
- The practicum experience will be a combined total of 40 hours in the field.
- The student will set up a blog (GoogleDocs, WordPress, etc.) to document their practicum experiences on a weekly basis. The student is expected to make their blog as creative and inviting as they choose and are encouraged to add photos of student activities and work samples in order to document and showcase teaching and learning experiences.
• The TESOL practicum blog consists of: a) an **introduction** into the student’s background, educational experiences, etc. and rationale for teaching in this field b) a description of **goals** for the practicum c) set the stage for the practicum, where, describe the **context** for the instructor to make sure it is well represented. If there are multiple contexts please provide a description and d) a **final reflection** which is a wrap-up of the entire experience where the student describes their learning in response to the goals that were set at the start of and may have been added throughout the practicum experience.

• The blog itself is a forum where the student will document and highlight observations and instructional support and teaching that occurred during the course of the week. Students can describe learner’s backgrounds, English language needs, highlight instructional strategies that worked or might have worked with students. Students are also expected to raise questions and make connections between theory and practice. Students will interpret what they see in their placement locale and reflect on course readings and discuss their thoughts as they compose a blog entry. Observation is seen as a form of systematic research, and these observations will lead students to make connections between theory and practice. The blog is an opportunity to experiment with the format and content so as to find an approach that works best. The goals are practical - - the roots are in the classroom.

A = 93-100%, A- =90-92%, B+ = 87-89%, B = 83-86%, B- = 80-82%, C+ = 77-79%, C = 73-76%, C- = 70-72%

**Academic Integrity, Academic Support and Student Services**

**Academic Integrity:**
As a student it is important to know about the University of Maine System policy on academic integrity. Violations of student academic integrity include any actions that attempt to promote or enhance the academic standing of any student by dishonest means (e.g., cheating, plagiarism, fabrication and academic misconduct). Students may be accused, charged and penalized for any violations as appropriate. Please refer to USM’s Student Conduct Code and Statement of Academic Integrity available online at [http://usm.maine.edu/ocs](http://usm.maine.edu/ocs). Click on the link “for students” for definitions and procedures.

If you have any questions about the academic integrity process, please contact the Student Services Coordinator at your local UMS center or campus or Heidi McDonald, Campus Liaison, University College, Education Services by phone 1-800-868-7000 ext. 3368 or by email: Heidi.mcdonald@maine.edu.

At any point in the semester, if you encounter difficulty with the course or feel that you could be performing at a higher level, consult with me. Students experience difficulty in courses for a variety of reasons. The following are resources on campus for students.

For writing skills or time management, you can make an appointment with a student tutor or receive E-tutoring via the Learning Commons located in both the Portland and Gorham libraries. For more information, visit [http://www.usm.maine.edu/learningcommons](http://www.usm.maine.edu/learningcommons). The Writing Center at LAC is also available to all USM students and is a great option for students living in the greater Lewiston/Auburn area. For more information, please visit [http://usm.maine.edu/writingcenter](http://usm.maine.edu/writingcenter).
If you need accommodations due to a disability, please contact the Disability Services Center for confidential assistance and accommodation authorization. Timely notification of accommodations is essential. For more information, visit http://usm.maine.edu/dsc. University Health and Counseling Services is a student resource that promotes the health and well-being of the USM community. More information can be found at www.usm.maine.edu/uhes.

For help with Blackboard course or other technology, contact the USMTech support can be found through the USM Helpdesk via: https://usm.maine.edu/ctel/blackboard-student-documentation or call 780-4029.

Library support
Live support is available during business hours. Go to http://usm.maine.edu/library and click on “Ask a Librarian” to chat with a librarian. You can also call the USM library in Portland (780-4270), Gorham (780-5345), or at LAC (753-6540). Remember that as a USM student, you have already paid for access to online article databases through the library’s website (EBSCO Host/Academic Search Complete, JStor, and others).

USM Anti-Discrimination Policy
The University of Southern Maine shall not discriminate on the grounds of race, colour, religion, sex, sexual orientation, national origin or citizenship status, age, disability or veteran’s status in education, employment, and all other areas of the University. Discrimination inquiries should be directed to Betsy Stivers, Equal Opportunity Center of Excellence. She can be reached at 207-780-4709 or elizabeth.stivers@maine.edu.