

**INTR 613: TESOL Classroom Dynamics Practicum  
Course Syllabus**

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BGC 255  
8:00 – 1:00 p.m. (M-F)  
Office Hours: M - R 2:00 - 4:00

**Mission Statement:** Our mission is to develop professionals skilled in the theory and practice of missions for committed service in a dynamically changing world.

**TESOL Mission Statement:** Our mission is to develop specialists in Teaching English to Speakers of Other Languages who demonstrate a high level of professionalism as the foundation for cross-cultural ministry. Our model of professionalism is a synthesis of three general areas: educator, specialist, and servant of the kingdom.

**Student outcomes for the course in relation to the Department Mission Statement:** By the end of this course, the student will have developed as an effective cross-cultural professional in these areas:

- (i) Knowledge of the four dimensions of classroom instruction: planning, interaction with learners, classroom management, and classroom climate,
- (ii) Knowledge of the dynamics of instruction through observation of ESL/EFL classes in Chicago or abroad,
- (iii) Ability to reflect critically about their own teaching techniques and the teaching of others,
- (iv) Ability to demonstrate effective instructional techniques through supervised teaching in ESL/EFL classrooms.

**Required Texts:**


Brown, H. Douglas. 2007. *Teaching by Principles, 2<sup>nd</sup> Edition*. New York: Addison Wesley Longman, Inc.

Richards, Jack C. and Lockhart, Charles. 1996. *Reflective Teaching in Second Language Classrooms*. New York, NY: Cambridge University Press.

Pierson, Cheri. 2008. INTR 613: TESOL Classroom Dynamics Practicum.

Snow, Don. 2006. *More Than a Native Speaker*. Alexandria, VA: TESOL, Inc.

**Course Requirements:**

- (a) *Supervised instruction (iv)*. A minimum of 10-12 hours of supervised instruction, with written lesson plans and a self-assessment recorded in a teaching journal after each class taught,
- (b) *Classroom observation (ii, iii)*. Observation of and participation in ESL classes, using a variety of techniques for analysis,
- (c) *Teaching demonstrations (iii, iv)*. Participation in several microteaching videotaped sessions, each demonstrating an innovative ESL teaching technique, followed by peer and self-analysis,
- (d) *Teaching Journal (i, iii)*. Completion of the assigned readings, including responses to specific articles in the teaching journal,
- (e) *Final Paper (i, iii)*.  A final paper, approximately 8-10 pages in length, which summarizes what was learned during the course and presents goals for future improvement in instruction,
- (f) *Group Participation (i, iii)* Participation in groups, discussions, demonstrations and other activities. Attendance is expected at every class period.

**Grading:**

- Class/group participation (10%)
- Microteachings/self analysis (20%)
- Teaching journal: 3 observations, lesson plan reflections on teaching, lesson plans for observed hours of teaching, peer feedback, response to readings, group work (40%). Due the final week of class.
- Final Paper: (30%) Due two weeks after you complete your teaching assignment.

**Special Instructions:**

Your final paper needs to follow APA typing standards. In addition, your paper should be typed and double spaced in Times New Roman using a 12-point font with 1.5 inch left margin and all others one inch. Your title page should have your CPO mailbox number together with the department and instructor's name as the return address. When writing your paper, use non-discriminatory language.

Except for illness and emergencies, 10% will automatically be deducted from the total you receive on your assignment for any late journals or final papers received within the first week after the due date. Thereafter, 10% will be deducted each week your papers are late.

Academic dishonesty will not be tolerated, including plagiarism. Plagiarism is the use of information from a specific source without acknowledging that source.

*Teachers who are better informed as to the nature of their teaching are able to evaluate their stage of professional growth and what aspects of their teaching they need to change. In addition, when critical reflection is seen as an ongoing process and a routine part of teaching it enables teachers to feel more confident in trying different options and assessing their effects on teaching.*

(Richards and Lockhart, Reflective Teaching in Second Language Classrooms, p. 4)

### **Course Schedule:**

- Day 1**  
Monday
- Devotions
- 1) Course Introduction: Goals, Syllabus
  - 2) Reflective Teaching Model
  - 3) Observation and Evaluation Forms
  - 4) Effective Classroom Practices (Four Dimensions of Classroom Instruction)
  - 5) Discussion: What does a good teacher do in the classroom?

BREAK

#### **Dimension 1: Planning Dimension**

- 1) Ten Common Mistakes to Avoid (Scenarios & Discussion)
- 2) Lesson Planning Components
- 3) **First Teaching Presentation** Discussion (a)

BREAK

- 4) Workshop: Writing objectives & lesson plan
  - 5) Pairs: Evaluating your plan
  - 6) Orientation to Practicum Placements (Dr. Alan Seaman)
  - 7) **Second Teaching Presentation** (Out of Class Assignment)
- Teaching Journals Due**

**Day 2**  
Tuesday

#### **Dimension 1: Planning Dimension Continued**

- Devotions
- 1) Openings/Closings/Practice
  - 2) Preparation for Microteaching 1

BREAK

#### **Dimension 2: Interactive Dimension**

- Interactive Components
- Question types and patterns
  - Wait time
  - Planning group work
  - Feedback to Error

BREAK

**Third Teaching Presentation**  
Mary Cerutti, Harper College

**Day 3**  
Wednesday

**Dimension 3: Management Dimension**

Devotions

**Fourth Teaching Presentation**

David Onufrock, Tutorium in Intensive English, UIC

BREAK

Microteaching 1 Presentations

BREAK

Microteaching 1 Analysis

**Day 4**  
Thursday

**Dimension 3: Classroom Management Dimension Continued**

Devotions

Pro-active and Reactive Classroom Management Components

- Flexibility
- Dealing with students' problems (Scenarios/Discussion)
- Seating patterns/teacher position

BREAK

- Pacing
- Instructions and transitions

(Critical Analysis with Dr. Pierson – Sign Up Wed Afternoon)

BREAK

**Dimension 4: Classroom Climate**

- Classroom atmosphere
- Teacher voice and language
- Energy Level
- Cultural Factors
- Preparation for Microteaching 2

**Day 5**  
Friday

**Professional Development**

Devotions

Microteaching 2 Presentations

BREAK

Microteaching 2 Analysis

BREAK

Professional Development  
In-Class Course Evaluation  
Wrap Up