

LING 4395-001
Internship in TESOL
Summer 2020

Instructor: Cynthia Kilpatrick

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Office Hours: Tues/Thurs 10-11am, on Microsoft Teams or Zoom

Description of Course Content: This class is required for the undergraduate certificate in TESOL. It consists of an internship (paid or unpaid), supervised by a faculty coordinator, with the student performing duties related to the academic curriculum of TESOL and/or the application of this knowledge. Students are required to perform significant teaching-related duties in an ESL/EFL environment in order to develop skills related to their career. In general, the teaching that students do is designated as volunteer work in a local community. This internship works toward building English language teaching skills, working with a community in need, and developing one's self as a global citizen through participation in and reflection upon the course experiences.

Student Learning Outcomes: Upon successfully completing this course, students should be able to

- 1) Critically evaluate their own teaching in order to refine their individual teaching styles.
- 2) Use a variety of strategies to solve real-world classroom teaching problems.
- 3) Critically evaluate more experienced EFL teachers in order to learn from those who are already in the workplace.
- 4) Reflect on their own workplace readiness based on feedback from their course instructor, internship supervisor, peers, and colleagues.
- 5) Create a professional resume and statement of teaching philosophy that are appropriate for advertised TESOL positions.

The Maverick Advantage Distinction: This course contains a Global Connections, Service Learning, and Career Development Maverick Advantage Distinguishing Activity. The Maverick Advantage consists of high impact practices which expose students to experiential learning while attaining their undergraduate degree. Through reflective activities, students enhance their understanding of course content, think critically to apply academic training to real-world issues, and develop a greater sense of self in order to attain their future goals.

For questions about the Maverick Advantage distinction, email studentaffairs@uta.edu, or see <https://www.uta.edu/student-affairs/maverick-advantage/maverick-advantage-distinction>.

Required Textbooks and Other Course Materials: This course does not require a textbook. Course materials will be provided on the Canvas site for the class.

Grading: Final grades will be determined as follows:

- A = 90% or above
- B = 80-90%
- C = 70-80%
- D = 60-70%
- F = below 65

Graded Components and Grade Weights for the Internship

- 50% Classroom Teaching Components
(60 hours may include observing, teaching, tutoring, etc)
- 10% Weekly Check-ins and hours updates
- 8% Resume
(Includes initial draft and final revised version)
- 7% Statement of Teaching Philosophy
(Includes initial draft and final revised version)
- 25% Reflection Journal

Descriptions of Graded Components:

Classroom Teaching Components (50% of your overall grade):

This course requires that students actively participate in a minimum of 60 hours of volunteer work with an organization that serves English language learners. These 60 hours may look different for different students; please discuss your particular assignment with the course instructor to ensure that you are completing all of your hours in an acceptable way. In addition to working directly with ESL students, those who are enrolled in this course should be prepared to plan lessons, grade assignments if needed, participate in discussion with others, and share their experiences with the class as a whole.

Please note that the goal of this course is not just for you to gain hours teaching, but also for you to see what it's like to work with an organization that provides services for English Language Learners. As such, you are encouraged to work with your organization in any way that they need help, from filing, to answering phones, to working with individual students and small groups. Of course this also includes observing teachers, planning activities and lessons, grading assignments when needed, and teaching/tutoring as assigned.

Each student must keep a log of their hours worked and have their hours verified by a supervisor at their volunteer location. At the end of the teaching assignment, the hours log and verification must be completed and submitted. Note that to make an A on this portion of the class, you MUST complete 60 verified hours of service to your organization. If you complete fewer than 45 hours, you will receive no more than 30 out of the 50 points for this portion. Points will be assigned as follows:

50 points = Student went above and beyond expectations

>60 hours

Complete log with clearly defined categories and descriptions

Verification completed and uploaded

45 points = Student met expectations

60 hours

Complete log of hours with defined categories

Verification completed and uploaded

40 points = Student met some expectations

At least 45 but fewer than 60 hours, OR

Incomplete log of hours, OR

Incomplete Verification

35 points = Student Minimally met expectations

At least 45 but fewer than 60 hours, AND either

Incomplete log of hours, OR

Incomplete Verification

30 or fewer points = Student did not meet expectations

Fewer than 45 hours, OR

Incomplete log of hours AND Incomplete verification

Weekly Check-ins and Hours Updates (10% of your overall grade): Each week until you have completed your teaching hours, you will be expected to provide a check-in on how things are going. This check-in MUST include your total hours to date and how many were teaching vs. prep/grading/other. This will be done on the Canvas discussion board, but the hours update can be done as a part of your ongoing reflection journal with a link provided in the appropriate week's

discussion board. Please note that the total points awarded for these assignments will be equally distributed across the weeks it takes each student to complete all of their teaching hours (if 10 weeks, each week is worth only 1 point, but if only 5 weeks, each week is worth 2 points)

Resume and Teaching Statement (15% of your overall grade): Two of the most common items that are requested in applications for teaching positions are (i) a Resume and (ii) a Statement of Teaching Philosophy. As a requirement for this course, you will create versions of these documents, which you can then adapt for job applications in the future. Initial versions of these documents will be submitted by the beginning of the third week of class (by 11:59pm on Monday, June 22), and then resubmitted no later than the beginning of the 6th week of class (by 11:59pm on Monday, July 13).

Reflection Journal (25% of your overall grade): This course requires that you reflect on your learning experience in order to better understand and appreciate the connections between your coursework, your volunteerism, and your study abroad. In order to facilitate this, you will be asked to write 5 reflections during this course:

Who am I Reflection:

Suggested Submission Date: Before you begin, or as soon as possible
Who in the world am I? Where do I fit in a multicultural world?

Needs and Strengths Assessment:

Suggested Submission Date: After ~5-10 hours with your students
What are the needs and strengths of my students? In what ways can I meet their needs and grow their strengths?

Self-Observation Reflection

Suggested Submission Date: When you have completed 15-20 hours
What can I learn from my own teaching?

Observing other teachers Reflection

Suggested Submission: Anytime at your convenience
What can I learn from others? In what ways can I grow by observing and collaborating with others?

Who am I now Reflection

Suggested Submission Date: Upon completion of hours
What do I leave with my students? How have I impacted them?
How have I grown as a TESOL professional?

Course Schedule

As the instructor for this course, I, Cynthia Kilpatrick, reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this class.

Week	What's due	Due Date
1	Who am I Reflection Plan of Completion Week 1 Check-in and Hours Update	Monday, June 15
2	Resume and teaching statement Needs and Strengths Assessment Week 2 Check-in and Hours Update	Monday, June 22
3	Self-Observation Reflection Week 3 Check-in and Hours Update	Monday, June 29
4	Observing other teachers Reflection Week 4 Check-in and Hours Update	Monday, July 6
5	Revised resume and teaching statement Week 5 Check-in and Hours Update	Monday, July 13
6	Who am I now Reflection Week 6 Check-in and Hours Update	Monday, July 20
7	Week 7 Check-in and Hours Update	Monday, July 27
8	Week 8 Check-in and Hours Update	Monday, August 3
9	Week 9 Check-in and Hours Update	Monday, August 10
10	Week 10 Check-in and Hours Update Final Hours Log Verification of hours	Monday, August 17