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Course Description
- Guided, hands-on, practical experience in TESOL. This course involves observing an experienced TESOL instructor in action, teaching under the supervision of the practicing instructor (and of the professor) and critically evaluating in writing and discussion both the observation and teaching experience. This class is designed to be taken in conjunction with the Methods course (SSLL 718).

Required texts (same as SSLL 718)

Practicum
- A requisite portion of this course is ESOL classroom observation and participation. Students are expected to be an ESL classroom a minimum of one hour per week per course hour. (The more time you can spend the better, of course). Ideally the observation will take place with a single, consistent K-12 class with a certified ESL instructor who has been actively teaching ESL full-time for two or more years. If the ideal situation is simply not possible given your individual situation, please contact me and together we will explore the possibilities and discuss the next best approach.
- A critical part of the practicum will be guided instruction where you take over a class under the guidance of the regular instructor and the professor one time per month. It is imperative that you discuss this aspect of the practicum with the ESL practitioner you intend to observe and partner with. This instructor should also be willing to communicate with me (the professor) at least twice during the course of your practicum.
- For at least one-half your observation time, you should be a silent observer, sitting in the back of the classroom as unobtrusively as possible. You may discuss your level of involvement in the second half of the semester with your practicing partner.

Evaluation
- Journal (50%): A weekly journal chronicling your experience in the ESL classroom. Both during the times you teach and observe. You should discuss the journal with your ESL practitioner preferably receiving permission to keep the observations private. Again, if this not possible, please discuss the situation with me.
- Observation & Teaching (50%): The practitioner will be asked to evaluate you during the semester of your observation. Additionally, I will visit your classroom during your teaching to do my own evaluation.

Plagiarism
- Any form of academic dishonesty may failure on the assignment to a conversation with the dean.

Accommodations
- To request accommodation for a disability, please contact the Office of Disability Services (CLC 107, Phone: 503-5123) and see the course instructor as soon as possible.

Grading
90% = A; 80% = B; 70% = C; 60% = D
Tentative Schedule

(Note: The topics here are designed to run one week behind that of 718 so that your observations in the practicum focus on the lecture and discussion from the Methods course, reinforcing practically what we’ve explored theoretically.)

Week 1: Introductions, practical concerns. Getting set up.

Week 2: Anticipation.
(Journal entries should be written before class, but may be revised based on our discussion).
Discuss your own practicum situation. Where will you be? What do you already know about the situation: the practitioner, the students, the classroom, other issues? What predictions can you make about what you will experience? What are your greatest fears and expectations?

Week 3: Discuss the culture of the class you are observing. What language groups are represented? What affective strategies can you see the teacher using to produce an environment conducive for learning on the part of all participants? Do the students seem to ‘belong’? If so, how has this been accomplished? If not, what could be done to enhance their integration? What do you know about teachers with ESL students in their mainstream classes? Ask your ESL practitioner what s/he has seen and report situations where this is being handled either well or poorly.

Week 4: Classroom management
What is the set up of the classroom? What communicative message does the set up send? Is the arrangement by choice or by necessity? What does the teacher do to use or overcome the physical layout? What works? What doesn’t? What would you do differently? What is the language make-up of the class? How does it seem to affect the classroom? What appear to be the biggest problems with class management? What are the greatest successes you observed?

Week 5: Your Turn
If possible, this should be first the week you teach the ESL class you have been observing.

***Questions will be developed for this and future weeks and the course progresses.***

Week 6:
Week 7:
Week 8:
Week 9:
Week 10:
Week 11:
Week 12:
Week 13:
Week 14:
Week 15:

*** This syllabus is subject to change ***