Woodring College of Education  
Preparing thoughtful, knowledgeable, and effective educators for a diverse society  
Summer Intersession in Mexico, 2019  
TESL 437C: Seminar in TESOL  
(2 credits)  
Previously approved x37 Request for New Study Abroad Course e-form: 807444

**TESL 437C - Seminar in TESOL**

Provides a forum for reflection and sharing of the diverse practicum teaching experiences of a co-requisite practicum course. Research resolves current classroom needs in classroom management and ELL student advocacy. Provides practice working collaboratively to deliver professional development to colleagues and the community. Repeatable to a maximum of 4 credits. S/U grading.

**Prerequisites & Notes:**
TESL 405, TESL 406, TESL 420, TESL 421 or 437B; TESL 410 or concurrent, and, co-req TESL 437D  
Credits: 2  
Grade Mode: S/U

Instructor:  Trish Skillman

**Course Objectives:**
The seminar in TESOL offers the opportunity for practicum students to:
- reflect on classroom, school and community experiences as they apply them to personal development as a teacher and to programs for ELL learners
- compare and contrast a variety of ESL teaching experiences and institutional settings
- develop a teaching stance for the use of L2 in the classroom
- identify and share classroom management techniques
- give and receive peer support through communication and observation
- identify and analyze aspects of the learning environment and institutional practice that impact the academic achievement of ELLs
- gather information and identify strategies for the job search and continuing professional development

**Course Requirements/Grading:**
This course is graded S/U and is repeatable.

To receive a “satisfactory” and pass the seminar course, you must do **ALL** of the following (use it as a checklist!)
Complete ALL 5 seminar projects satisfactorily and on time = 500 points. A passing grade in each project is considered: + 80 pts. Any project with a quality below 80 points will need to be improved and resubmitted.

Attend all seminar face-to-face meetings = 500 points. Requirements: prepared with the projects/ journal entries to be discussed, professional and open attitude, enthusiastic participation.

SEMINAR ASSIGNMENTS DESCRIPTION (will be adjusted for summer 2018)

Cultural preparation and lesson preparation
Prior to our trip, we have three meetings. Our first meeting will focus on Mexican culture and customs, and Mexican classroom expectations for visiting teachers. We will distribute topics and outlines for lesson planning and review past teaching projects. In our second meeting, we will coordinate our teaching schedule for our practicum classroom, and demonstrate our lessons. In our third meeting we will compile our lessons and discuss the physical and emotional demands of teaching and living in a new culture.

Instructional Hours: 10 direct instruction + 20 project preparation = 30 hours

Mexico Class meetings

We will meet 5 times as a group in order to debrief, plan & share projects. At our meetings we will have the opportunity not only to discuss the project(s) due, but also to share our multiple experiences in the practicum classroom. This space will enable us to learn from each other, ask questions, and in general, support our development as teaching professionals. There will also be specific assignments to complete in small groups in class. Please remember that you are required to attend all face-to-face meetings (in the event that for medical or other emergency reasons you need to be absent from the seminar meeting, please contact your instructor for make-up work instructions).

Instructional Hours: 10 direct instruction + 20 project preparation = 30 hours

Projects

During this seminar you will develop 5 projects for our face-to-face component. Projects can be typed up, printed off and handed in in class (Times New Roman, font 12, single spaced), OR clearly and legibly handwritten in your journal. In either case, please check for grammar and spelling before submitting.

(1) SIOP Observation & Reflection (due end of week 1)
(2) Classroom Management part one (due end of week 1)
(3) Classroom Management part two (due end of week 2)
(4) Job search preparation part one (due end of week 3)
(5) Job search preparation part two (due end of week 4)

Project 1: SIOP Observation and Reflection

Review the SIOP evaluation form (attached under Course Materials). If you haven’t already shown this to your mentoring teacher, do so, as you are going to be assessed by your supervisor using the same form and it is helpful for your mentor to understand what is expected. Based on your observations and experiences working in your practicum classroom(s) in the past week, reflect on how your mentor teacher(s) addresses the strategies in each section of the rubric - write a paragraph (5-7 lines) for each section and bring your notes to class for discussion. PLEASE MAKE SURE NOT TO USE THE FORM OPENLY IN
YOUR MENTOR’S CLASSROOM SINCE THAT WOULD MAKE THEM FEEL VERY UNCOMFORTABLE. Please write your notes at home or at Ole.

Project 2: Classroom Management Part 1

Read the assigned articles classroom management posted on Canvas. Also, carefully observe how your mentor teacher handles discipline and motivation in your practicum classroom. **Write one or two paragraphs for each prompt below** that you can use to discuss during our meeting and hand in afterwards (please list the articles you are referring to)

a) What valuable classroom management concepts can you take away from the articles you chose?
b) What are significant differences and similarities between child and adult classroom management?
c) Which ideas do you think you could apply in your practicum classroom? Please describe at least two specific situations you have encountered in your practicum classroom that you could address using classroom the management techniques from the articles you read.
d) What classroom management practices have you observed in your practicum classroom? Which ones seem effective? Which ones don’t?
e) Are there any classroom management practices that you’ve experienced or observed in other classrooms, that you can share with your classmates? Be specific, with examples of what you have experienced and/or observed.

Project 3: Classroom Management Part 2

Read the assigned articles classroom management posted on Blackboard. Also, carefully observe how your mentor teacher handles discipline and motivation in your practicum classroom. **Write one or two paragraphs for each prompt below** that you can use to discuss during our meeting and hand in afterwards (please list the articles you are referring to)

f) What valuable classroom management concepts can you take away from the articles?
g) Which ideas do you think you could apply in your practicum classroom? Please describe at least two specific situations you have encountered in your practicum classroom that you could address using classroom the management techniques from the articles you read.
h) What classroom management challenges are you facing when teaching in your practicum classroom?
i) What classroom techniques have you tried in your class and how effective have they been?

Project 4: Job search preparation, Part 1

Bring a revised “teaching” resume and cover letter to class, preferably on your laptop so that you can make changes during class feedback.

Project 5: Prepare to answer the following interview questions (due on Friday September 14)

In your journal, prepare answering “points” for each of the possible interview questions provided on blackboard. We will roleplay these interviews in class.

**Integrity**

We, the faculty, students, administration, and staff of Western Washington University, are deeply committed to integrity as a fundamental principle of education. This can only be achieved when we commit to integrity throughout all of our activities at the University, including our work, academics, and campus life. To this end, each of us has a responsibility to be fair and honest. As a community of students, faculty, staff, and administrators, we recognize that our actions reflect on each of us as individuals, and on Western as a whole. As such, we honor integrity as vital to our community and the ideals of liberal education. Please review expectations at the **Integrity site**.
In addition to this site, the University Catalog in Appendix D—Academic Honesty Policy and Procedure—delineates rights and responsibilities. (Go to University Catalog and scroll down to Appendices.) Western Washington University students are responsible for reading, understanding, and following the policy and procedures regarding academic honesty as set forth in the WWU Academic Honesty Policy and Procedure.

Reasonable Accommodation Policy
Reasonable accommodation for persons with documented disabilities should be established at least one month prior to departure to Mexico through Disability Resources for Students: telephone 360-650-3083; email drs@wwu.edu; and on the web at Disability Resources.