# Flex Course Request

**College**: EHE

**Course Bulletin Listing**: EDU T&L

**Course Prefix**: -

**Course Number**: 887

**Generic course or decimal subdivision?**: Yes

**Course Decimal**: 46

**Full Course Title**: TESOL

**Level**
- Undergraduate
- Graduate

**Credit Hours**: 3

**Proposed Effective Year**: 12

**Proposed Effective Term**: Spring Quarter

**Previous term(s) of offering and enrollment**: 

## Flexibly Scheduled/Off-Campus/Workshop Course Information

**Course Description**: This course is a required end of program practicum for the TESOL endorsement program.

**Offering Pattern**
- This year
- Every other year

- GEC Course

**General Course Information Statement**: 

- Offered in Distance Learning Format?
- Service Learning?

**Date Range(s)**: 3/27-5/28/2012
Complete this section for off-campus courses

Off-campus ZIP code 43215

Explain differences in distribution of contact time with on-campus offerings

Instructor Dr. Charles Hancock
Rank Professor

Explain differences in instructor rank/qualifications with on-campus offerings

Explain differences in teaching arrangements from on-campus offerings

Explain how student services will be provided to off-campus students (registration, office hours, academic advising, etc.)

General Information

Expected Section Size 20

State the need and purpose of the course. Indicate how the course relates to the primary goals of the academic unit/school/college/university
This course is contracted through the Office of Outreach and Engagement for Columbus City School Teachers.

Describe any changes in library, equipment, or teaching aids needed

Expected Enrollment for Proposed Offering Term

Please complete and attach the form(s) on the following page before completing the package.  
*Scheduling Supplement Form*

**Course Contact Information**

Faculty Name  | Charles Hancock
---|---
Faculty Email  | hancock.2@osu.edu
Contact Name  | Sarah McNeill
Contact Dept  | EDUTL
Contact Email  | mcneill.27@osu.edu
Contact Phone  | 2-2476
Ed T&L 887.46  
Field Experience for the TESOL Endorsement Program  

Spring Quarter 2012  

The Ohio State University

<table>
<thead>
<tr>
<th>Instructors Contact Information</th>
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<tr>
<td><strong>Co-Instructor:</strong></td>
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<td><strong>Phone:</strong></td>
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<td><strong>E-mail:</strong></td>
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<td><strong>Office:</strong></td>
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<td><strong>Office hours:</strong></td>
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| **Co-Instructor:** | Dr. Brenda Custodio |
| **Phone:** | (614) 365-8811 |
| **E-mail:** | custodio.1@osu.edu |
| **Office:** | Columbus Global Academy High School |
| **Office hours:** | By office appointments sign-ups scheduled at Columbus Global Academy HS |

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<th>Required Texts, Readings &amp; Resources</th>
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Main textbooks:  


Additional readings: Handouts and e-reserve materials (to be announced on Carmen &/or in class)
3) Knowledge and Skills in Instructional Assessment reflection on contemporary professional practice as a teacher (possess knowledge and skills in assessment of second –new- language learners) Standard 5

4) Knowledge and Skills in Methodology and Materials for Teaching Second –new- Language Learners). Standard 6


6) Candidates describe, analyze, and evaluate their TESOL field experience. Standard 7

Tk20:
For those in the OSU teacher licensure program & TESOL Endorsement programs, further information about Tk20, the “online portfolio” system that OSU uses for documenting teacher candidates’ attainment of benchmarks for licensure, is available as needed and must be utilized for the TESOL Field Experience course.

Written Assignments

All assignments should be word-processed and double-spaced, using 12-point font size and the standard, pre-set, 1-inch page margins. Times New Roman is the recommended standard font style. Professionalism is important, so all papers must be proofread and include your name, the date, and the assignment title on them. Assignments are to be saved as an MS Word file (.doc or .docx) only, submitted electronically to the course “Dropbox” on Carmen, and must be posted no later than 11:59 p.m. on the due-date, no exceptions. Do not submit assignments to the instructor via e-mail. Points will be deducted if assignments are not submitted on Carmen on time.

All assignments should be saved electronically as “Lastname_Assignment_Title.doc” (e.g., Hancock_Week2_Task.doc).

The instructors will conduct periodic “Entrance Tickets” to verify that written copies of tasks are brought to class each week for review and discussion.

Attendance & Participation

In order to participate fully in the courses and in your professional preparation, and because our time together is so brief, attendance is mandatory. It is crucial that you come to every class on time. If you have a dire emergency and must miss any class or portion of a class, please e-mail Dr. Hancock or Dr. Custodio in advance. NOTE: Please do not schedule meetings, appointments, etc., during class time.
mails. Remember, too, that OSU is an open access state, and your e-mails are not considered private. If you must send an email to the instructors that is beyond the scope of a brief question or comment (i.e., that will be longer than two or three sentences), you should make an appointment to speak with one of the instructors in person either during office hours, or before and/or after class.

Accommodations

Statement of Student Rights: Any student who may need an accommodation based on the impact of a disability should contact Dr. Hancock or Dr. Custodio privately to discuss specific needs before the second class meeting. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations: http://www.ods.ohio-state.edu/

Statement on Diversity

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon a protected class status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Academic Misconduct

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct.

If an instructor suspects that a student has committed academic misconduct in a course, he or she is obligated by University Rules to report the suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct: http://studentaffairs.osu.edu/info_for_students/csc.asp

Writing Assistance for Papers
Weekly Task Reflections = 7
For each week of Field Experience, you will find teach, tutor, observe, and reflect about how to meet the needs of ELLs in your field placement. These tasks help you explore and expand on issues related to this course and with your mentor teachers, and other school personnel. Complete the tasks before the due-date, write a 1½ page summary (of substance, with examples) of your experiences with these tasks, and be ready to discuss them in class.

Group Presentation (final 2 class sessions in Spring Quarter)
You and your partners will offer a 20–30 minute presentation on the highlights from your Field Experience and engage your classmates in discussion & activities intended to deepen their understanding related to TESOLL. There should be clear “presentation” and “class activity” portions of the presentation. Opportunities for class interaction during part of your group presentation must be included on the date of the presentation. Please feel free to discuss your group presentation with the instructors before the date of the presentation.

Portfolio (End-of-term TESOL Endorsement Program major requirement)

1. 4–5 lessons (related to an instructional unit of ESL instruction for a particular grade and ELL theme);
2. Written rationale for the instructional unit consisting of 3–4 pages of text that presents a summary of the thematic unit, TESOL principles, theory, with references from TESOL K-12 textbooks;
3. Reflections about the individual lessons and the overall unit plan in terms of meeting the needs of ELLs (based on TESOL standards and the ODE “Blue” book;
4. Sample TESOL instructional materials developed during the field experience for different grade levels and ELL student needs;
5. Contents of the portfolio must demonstrate age-appropriateness as well as English language content used for communicative and academic purposes;
6. Appropriate descriptions of teaching, tutoring, and materials development for ELLs during the field experience in the domains of Listening, Speaking, Reading, and Writing are included in the portfolio (See ODE “Blue” book standards, benchmarks, and grade bands;
7. Evidence of creativity and the use of authentic instructional strategies and instructional materials are included in the portfolio;
8. Lessons build-up (culminate) over the 10 weeks that showcase student learning based on the TESOL Endorsement program candidate’s instruction and practice during the 30-hour field experience practicum.

Personal Statement (due as part of the final Portfolio)
Given your most recent experiences and development during the Field Placement course, you will write a personal essay in which you identify the setting in which you completed your field experience and some of the main issues that you saw and dealt with while in
Reading material to be discussed: (a) ODE Ohio Limited English Language Proficiency Standards ("Blue: book), pages 1-11; (b) Read Chapter 1: English Language Learners in School, Peregoy & Boyle, pages 1-31.
- Communicative competence in ELL settings
- BICS and CALP in ELL settings
- The four skills (overview) of Listening, Speaking, Reading, and Writing
- APA discussion
- Creating learning logs and reflection journals during the field experience

Due: Week 2 Reflection Task

Week 2 Task: Discuss your preferences for teaching and tutoring in your field setting with your mentor teacher and solicit feedback and suggestions. Discuss with your mentor the issue of student assessment and exams (e.g., OTELA and other standardized tests and accommodation for ELLs). If possible, review examples of previous ELL exam(s) with your mentor. How are students assessed? Importantly, how might you use any of this data (or similar data you could generate with ELL students) for teaching and training ELLs in skills related to learning and test-taking strategies? What are some additional ways by which you might “assess” students or “measure” some aspect of student performance or beliefs in TESOL?

Week 3: April 10, 2012 (Tuesday) More Language Skills Discussion & Work

Reading material to be discussed: (a) Benchmarks for ELLs ("Blue book, pages 12-50); (b) Read Chapter 2, Second Language Acquisition, Peregoy & Boyle, pages 33-72.

Topics
- Continued discussion of the Speaking skill and teaching ELLs
- Video debriefing and discussion for the portfolio of teaching episodes

Due: Week 3 Reflection Task

Week 3 Task: Conduct a brief, 15-minute interview with your school’s principal (or assistant principal) about TESOL. Focus your interview around only two or three topics, particularly the need for TESOL. (You could also inquire about heritage language learners, school’s student policy regarding discipline, ELL teachers’ roles and responsibilities, ELL teacher professional development, hiring of new teachers, and what principals look for in prospective TESOL job candidates, etc.) Be respectful of your administrator’s time, and thank them for the opportunity to learn more about the teaching profession and TESOL!
done differently? What might you do differently in the future when you interview someone with a focus on TESOL?

Week 6: May 1, 2012

Writing assessment (including OTELA)

Reading material to be discussed: (a) Benchmarks for ELLs (“Blue book, pages 97-106); (b) Read Chapter 4, Oral Language Development in Second Language Acquisition, Peregoy & Boyle, pages 118-154.

- OTELA
- Writing teaching and assessment for ELLs
- ODE “Blue” book with writing standards

Due: Week 6 Reflection Task

Week 6 Task: Interview your mentor about his/her multiple roles as a TESOL teacher. Ask your mentor to discuss the following topics: Professional development, managing the school day, teacher collaboration, committee work, extracurricular activities, positives and negatives of the workplace, classroom seating arrangements, group work, intervention strategies for ELLs, student cheating and disruptive behaviors, schedule interruptions, managing the paperwork, parent communication with parents who do not speak or read English, and balancing work and private life. Be sure to reflect upon your TESOL mentor’s comments, i.e., don’t just write a list of their responses.

Week 7: May 8, 2012 Tuesday

Standardized tests and ELL student needs

Reading material to be discussed: (a) Read Chapter 5, Emergent Literacy: English Language Learners Beginning to Read and Write, Peregoy & Boyle, pages 156-205.

Due: Week 7 Reflection Task

Week 7 Task: Discuss your TESOL instructional experience this term with your TESOL mentor teacher. What suggestions does he or she have for you in terms of continued observation, tutoring, and teaching ELLs? How does he or she recommend that you proceed with discovering “answers” to your own TESOL questions? What suggestions does he or she have at this point about your progress as an ELL instructor so far? What new TESOL issues might you need to explore, or what TESOL issues bear revisiting?

Week 8: May 15, 2012 Tuesday

Developing your final Portfolio

Group presentations (half the class)
Primary Course Reference Books and Articles


Flex Course Request Form

College: EHE  Course Bulletin Listing: EDUTL – Education Teaching and Learning

Course Number: EDTL 87  Generic course or decimal subdivision: Yes  Course Decimal: .46

Level: Undergraduate _____ Graduate _____ X _____  Grade Option: Letter _____ S/U _____  Credit Hours: 3

Proposed Effective Year: 2012  Proposed Effective Term: Spring  Previous Terms of Offering: Autumn 2011

Flexibly Scheduled / Off-Campus / Workshop Course Information

Course Description:

25 word limit
This course is a required end-of-program practicum for the TESOL Endorsement program. This section is limited to Columbus City School staff and must have prior approval of the instructor for enrollment. Students must complete 30 hours of direct contact with ESL K-12 learners. A weekly seminar is held at the Columbus Global Academy (Hamilton Ave). The seminar runs from 4:30-6:18 pm each Tuesday from March 27 to May 29, 2012. A practicum portfolio must be submitted to TK20. Please address any questions or concerns about this field placement course to Dr. Charles R. Hancock.

Course offered less than term length: N  Distribution of Class Time: 30 hours of direct contact with ESL K-12 students in an assigned field placement in Columbus City Schools

Offering Pattern: Distance  Learning Format: N (means 100% online)  Section Size: 20 maximum  Date Range: March 27 through May 28

Off-Campus Offering: Yes  Off-Campus ZIP code: 43215  Off-Campus Location: Columbus Global Academy HS

Hours Out-of Class Preparation: 30 contacts hours with ESL learners  Total Class Meeting Hours: 10  Length of each Class: 2.5 hours

Advertised Course Title: Field Experience in TESOL

Faculty Name: Dr. Charles R. Hancock  Faculty Rank: Professor

Faculty Phone: (614) 292-8047  Faculty E-mail: hancock.2@osu.edu

Secondary Instructor: Dr. Brenda Custodio  Desired Access: OSU CARMEN course and TK20

SI Phone: (614) 365-8811  SI E-mail: custodio.1@osu.edu

Academic Advising Opportunity: ______ by appointment and after class (by appointment, after class, etc.)

Approved by the Graduate Studies Committee Chair: ______ Date: 1-19-2012

Approved by the School Director: ______ Date: 1-20-2012