Originating Course Information

Offering of Education: Teaching & Learning 7189: Advanced Field Placement
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
Requirement/Elective Designation: Not A General Education course

General Information

Type of Request: Off Campus
Term of Offering: Spring 2013 - Regular Academic Term
Level/Career: Graduate
Rationale for proposing this offering: Columbus City Schools contract course
Description for this offering: This course provides candidates for TESOL endorsement the opportunity to practice working with second language students in a classroom environment.

Attachments

* EDU T & L 7819 Syllabus 2013.doc
(Syllabus. Owner: Mercerhill, Jessica Leigh)

* OneTimeSupplement (7189 spring).doc
(One Time Form Supplement. Owner: Mercerhill, Jessica Leigh)

Comments

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<tr>
<td>Submitted</td>
<td>Mercerhill, Jessica Leigh</td>
<td>08/27/2012 02:49 PM</td>
<td>Submitted for Approval</td>
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<tr>
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<td>Mercerhill, Jessica Leigh</td>
<td>08/27/2012 02:58 PM</td>
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<td>Achterberg, Cheryl L Blount, Jackie Marie Odum, Sarah A. Zircher, Andrew Paul</td>
<td>08/27/2012 02:58 PM</td>
<td>College Approval</td>
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</table>
A. **One-time Request Information** (This section is required for all one-time offering requests)

1. Requested Room Capacity (if university pool classroom is being requested) ________________
2. Enrollment Capacity ________________
3. Waitlist Capacity ________________
4. Final Exam:
   - ☐ Yes    ☐ No
   - ☐ Last Class (Note: per faculty rules, this option is **NOT** available for the Undergraduate career)
     a. Exam Seat Spacing ________________
5. Special Instructions or Additional Information

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

6. Class Search Title (18 character limit) AdvanceField ________________
7. Display in Class Search :
   - ☐ Yes    ☒ No
8. Credit Hours 3 ________________
9. Course Components (check all that apply):
   - ☐ Clinical   ☐ Field Experience   ☐ Independent Study
   - ☒ Laboratory   ☐ Lecture   ☐ Recitation
10. Graded Component (check one):
   - ☐ Clinical   ☐ Field Experience   ☐ Independent Study
    - ☐ Laboratory   ☐ Lecture   ☐ Recitation
11. Campus of Offering (check all that apply):
    - ☒ Columbus   ☐ Marion   ☐ Newark
    - ☐ Lima   ☐ Mansfield   ☐ Wooster (ATI)
12. Prerequisites and Exclusions

13. Permission to Enroll in this course: [ ] No Consent needed [x] Department Consent [ ] Instructor Consent

14. General Education Details (if applicable): Attach GE model curriculum compliance statement and GE course assessment plan.

C. Flexibly Scheduled/Off Campus/Workshop Request Information (This section is required for flexibly scheduled / off-campus / workshop requests only)

1. Start Date and End Date January 8 – April 16, 2013

2. Previous quarter(s) of offering and enrollment

3. Expected enrollment for proposed quarter of offering 30

4. Attach the course syllabus that includes the topic outline of the course, student learning outcomes and/or course objectives, methods of evaluation and off-campus field experience.

5. Off-Campus Site Library of Columbus Global Academy

6. Will course be taught in distance learning format: [ ] Yes [x] No

7. Complete the following for courses offered for less than term length or for Workshops:

<table>
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<tr>
<th>Level and Credit Hours:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
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<tr>
<td>Class/Lab Contact Time:</td>
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<td>Prerequisites:</td>
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<td>Exclusion or Limiting</td>
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<tr>
<td>Grade Options (Check)</td>
<td>[ ] Letter [ ] S/U [ ] Progress</td>
<td>[ ] Letter [ ] S/U [ ] Progress</td>
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7. Number of Hours of out-of-class preparation required: [ ] Total hours of class meetings: [ ] Length of each class: [ ]

8. Complete this section for Off-Campus courses only:

   Distribution of contact time (explain differences from on-campus offerings):
No difference

Instructor       Brenda Custodio                                                  Rank   Lecturer

Qualifications (explain any difference in rank/qualification from on-campus instructors
   No difference

Explain differences in teaching arrangements from on-campus offerings
   No difference

Student Services (explain how they will be provided to off-campus students):

Registration  Outreach and Engagement

Office Hours   Before class and arranged

Academic Advising

Components (Sections): Complete as needed

Begin Component 1

1. Component (Section) Type (Choose 1):
   [ ] Clinical                           [ X] Lecture
   [ ] Field Experience                   [ ] Recitation
   [ ] Independent Study                  [ ] Seminar
   [ ] Lab                                 [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   [ ] Clinic Field Experience            [ ] Flexibly Scheduled
   [ ] Computer taught                    [ X] In Person
   [ ] Distance Learning                   [ ] Video Taught

3. Meeting Pattern
   [ ] MON   [X ] TUE   [ ] WED   [ ] THR   [ ] FRI   [ ] SAT   [ ] SUN

4. Meeting start time:  4:30__________  5. Meeting end time: _7pm___________

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
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<tbody>
<tr>
<td>Custodio.1</td>
<td>Primary</td>
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<td>Yes</td>
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7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
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<th>Priority</th>
<th>Characteristic</th>
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<tr>
<td>1</td>
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9. Notes: ______________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After

End Component 1
1) **EDU T & L 7819: Field Experience**  Graduate  3 credit hours  
School of Teaching and Learning, (T & L)  
Language, Literacy & Culture (LLC)  
Foreign and Second Language Education (FSLED)  

**Instructor:** Dr. Brenda Custodio  

**Contact Information:**  
Dr. Brenda Custodio  
3069 Bocastle Ct.  
Reynoldsburg, OH 43068  
custodio.1@osu.edu  

2) **Course Description**  
This course complements the field experience in which students in the M.A. program and TESOL endorsement are required to take part. The course is used primarily as a place where students can reflect upon and discuss what they have observed in their field experience with LEP students. As a means of enriching the field experience, the course examines the larger, and closely related, topic of teacher-based research on teaching. Assigned course readings and course tasks or activities will serve as a means of lending shape to the actual field experience. The course also operates as a kind of workshop in which students can complete some of the written work associated with the field experience. Thus, the course functions within a discussion/workshop framework, and students should come to class sessions prepared to share questions and comments arising from their field experience and from the assigned readings (which are meant to augment the field experience).  

3) **Relationship to Other Courses/Curricula:**  
The course is a required course for the MA in FSLED and for TESOL endorsement.  

4) **Knowledge, Skills and Dispositions**  
Effective second language educators need to draw upon many types of knowledge including six NCATE knowledge bases:  

**Standard One:** Knowledge of students (possess knowledge and understanding of students of diverse cultural and language backgrounds)  
**Standard Two:** Knowledge of and competence in the English language (possess knowledge and understanding of English structure and usage)  
**Standard Three:** Knowledge of language development and second (new) language acquisition (possess knowledge and understanding of the process of language learning)  
**Standard Four:** Foundations of second (new) language instruction (possess knowledge of understanding of the context of second (new) language instruction in the United States)
Standard Five: Knowledge and skills in instructional assessment (possess knowledge and skills in the assessment of second (new) language learners

Standard Six: Knowledge and skills in methodology and materials for teaching second (new) language learners (possess knowledge of and skills in the instruction of linguistically diverse learners)

This field course will provide an introduction to classroom teacher research in each of those six types of knowledge essential for Teaching English to Speakers of Other Languages for students of various ages (from children to adults), within various institutional contexts from K-12 in public schools in the U.S. Class activities will enable students to become reflective practitioners with respect to all six NCATE knowledge bases.

Objectives

1. Develop critical observation skills to describe classroom interactions objectively.

2. Collaborate with other field experience classmates to provide feedback to all aspects of instruction, assessment, and classroom management.

3. Document development through the field experience by keeping a log on growth, insights, awareness, understandings, and reflection as they relate to the field of second language education; second language students; and textbooks and reading materials.

5. Off-Campus Field Experiences:
This course is planned for teachers who are certified in other subject areas and seeking to fulfill TESOL endorsement requirements. It assumes that teachers are either currently teaching ESL or are in a school where they can arrange during their planning period or after school to observe an ESL teacher or—if there is no ESL program—work with 2-3 English language learners for a set period each week (either observing them and supporting their academic achievement within a class or tutoring them).

6. Diversity:
The course explores the interconnections between knowledge of learners (the 2nd NCATE knowledge base) in all their rich dimensions of social identity—racial, linguistic, religious, ethnic, gender and sexual identity, educational and socio-economic backgrounds, social context (the 5th NCATE knowledge base) and all the other 6 areas of knowledge so that students through their field experience can be advocates for English language learners. An important area is to strengthen home-school connections to support academic achievement.
Many effective ESOL teachers have developed a broad repertoire of cultural and linguistic responsiveness to second language students through their own experiences of studying a second language or living and working in a non-English speaking environment. Empathy and flexibility are dispositions which enable teachers to better know the needs of students from diverse cultural and linguistic backgrounds. While this course, within an English-dominant educational environment, cannot replicate a study-abroad or immersion experience, students will through their field experiences systematically observe ESL students, shadow ESL students in their various content area tasks and projects, focusing on what English language learners comprehend, how to support their language acquisition and enhance their participation within their classes and how to facilitate more positive interactions with native English speaking peers.

1. Technology:
Technology provides a variety of tools to support ESOL students learning across the curriculum. The ESOL population in the Columbus area is comprised of students who bring diverse resources to our school system. The course will explore use of technology incorporate the home languages and cultures into the classrooms and the funds of knowledge from many communities into curriculum development. Candidates will be expected to utilize Carmen for several class activities and will upload a final portfolio for the endorsement process into TK20 as part of the NCATE review process.

8. Topical Outline:
Week 1 (January 8)
   Intro to course, course assignments, and texts (Wallace: Chapters 1 and 2)
   Overall discussion of NCATE standards and their relationship to TESOL endorsement

Week 2 (January 15)
   Discussion of Field Experience projects and expectations
   Conducting a literature review

Week 3 (January 22)
   Qualitative and Quantitative Research Techniques (Wallace: Chapter 3)
   Select ethnography and meet with group to discuss points to cover in presentation

Week 4 (January 29)
   Visit to OSU library for research
   First Task Due on Carmen: Interview of an ESL teacher, not your mentor

Week 5 (February 5)
   Action Research and Classroom Research (Wallace: Chapters 4 – 7)
   Field notes, surveys, questionnaires and interviews
Week 6 (February 12)
Discussion of field experiences (Reports to groups and to class)
Second Task Due on Carmen: Survey or Questionnaire given and analyzed

Week 7 (February 19)
How to read and review a research article
Data Analysis

Week 8 (February 26)
Discussion of portfolio progress and rubric components
Training on TK20
Case Studies (Wallace: Chapter 8)

Week 9 (March 5)
Oral report on SLA research article
Discussion of triangulation of data
Task Three: Report on a second language research study article to Carmen

Week 10 (March 12)
Group discussion of Ethnographies by title

Week 11 (March 19)
Task Four: Ethnography report on Carmen
No class

Week 12 (March 26)
Final review of portfolio components
Action Research finalized
Discussion of field experience in groups

April 2—No Class, Spring Break for CCS

Week 13 (April 9)
Report on field experience to class
Task Five: three journal submissions and a two-page report on field experience

Week 14 (April 16)
Final Portfolio Projects Oral Presentation
Due on Carmen and TK20 by April 20 at midnight
Class evaluation
9. Course Requirements/Evaluation:

**Field Experience:** Each student will be expected to spend 30 hours observing and/or assisting in a classroom with ELL students. At least part of the time needs to be actual presentation of material or tutoring. If you have ELL students in your regular classroom, you will just need to spend twenty hours observing another teacher or class with and complete the required form. Three journal submissions and a two-page reflection on the experience will be required on Carmen.

**Ethnographies Discussion and Presentation:** Each participant will choose from the ethnographies listed below and read one. Following the guidelines presented in class, each participant will meet with the other students who read the same ethnography for a discussion of keys points and then present the groups findings to the class. A two-page review of the ethnography will be one task required on Carmen.

**Article Critique:** Each participant will locate and review an article involving a study of second language instruction. The article must be from a peer-reviewed journal. After reading the article, the participant will critique the article from the perspective of the type of study conducted, the type of data collection involved, and a review of the quality of the study from the perspective of the reader. It is suggested that the article may also be used in the literature review for the final project.

**Action Research Final Project.** This is the key assignment in the course. As you participate in this field experience, you should be generating a detailed account of your observations, activities, and so forth in relationship to their final project. In addition, you should be gathering relevant material from the school at which you perform your field experience and conduct your study. All of the materials written and gathered for this assignment will be assembled in a portfolio to be submitted at the end of the course. You many cover any component of your field experience that is of interest to you. You may do a case study and look at one student, one culture group, or one school. You may also select an area for improvement or detailed analysis. A preliminary progress report will be given to the class which will report on the topic selected, the data collection methods chosen, and the information obtained from the process so far.

**Portfolio:** The portfolio is your culminating project for the TESOL endorsement program. It is to uploaded into TK20 as part of your requirements for receiving your endorsement. It will contain the following components:
- A personal statement of your interest in this field of work (25%)
- A lesson plan that is reflective of your best work (25%)
- Your action research project (40%)
- A reflection of the portfolio as a whole (10%)

The portfolio is not part of the grade for this course, but will be reviewed for placement in the TK20 archives.
Evaluation
Tasks submitted to Carmen (10 points each for total of 50%)
1. Interview of an ESL teacher
2. Survey or questionnaire
3. SLA article review
4. Ethnography
5. Field experience journals and report

Final Project/Portfolio (50%)

Letter Grading:
A (94-100) A- (90-93) B+ (87-89) B (84-86) B- (80-83) C+ (77-79)
C (74-76) C- (70-73) D+ (67-69) D (64-66) D- (60-63)

10. Course Texts

1. Required text for all participants
   Michael J. Wallace. Action Research for Language Teachers.

2. Selection of one ethnographic book from the following list:
   - Fu, Danling. “My Trouble is my English.”
   - Ioga, Cristina. Inner World of the Immigrant Child.
   - Olson, Laurie. Made in America.
   - Boyson, Beverly and Short, Deborah. Creating Access.
   - Menken, Kate. English Learners Left Behind.
   - August and Shanahan. Developing Reading and Writing for Second Language Learners.
   - Custodio, Brenda. How to Design and Implement a Newcomer Program.

3. Selected Readings on various qualitative and quantitative studies about second language acquisition and instruction.

11. Statement of Student Rights

“Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations.”