

**Syllabus**

**WASHINGTON ACADEMY OF LANGUAGES**  
**TESOL 590: Field Experience Internship**

3 Credits  
Effective: Fall 2014

*Access to the Internet is required.*  
*All written assignments must be in Microsoft-Word-compatible formats.*  
*See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

## **FACULTY**

**Faculty Name:**

**Contact Information:**

## **COURSE DESCRIPTION**

Field Experience Internship is a self-guided program in which TESOL Certificate students participate in a 20-hour teaching experience, designed to prepare them as TESOL professionals in future settings. Emphasis is placed on classroom teaching of ESL, or other discipline related programs (e.g. literacy, immigrant assimilation, etc.). Students employ various practices and teaching methodologies in TESOL settings and gain first-hand experiences. Students create and implement a unit plan, document their teaching, and write a reflection on the internship experience.

## **COURSE RESOURCES**

Required and recommended resources to complete coursework and assignments are available from the [Course Document Lookup](#).

## **CITYU LEARNING GOALS**

This course supports the following City University learning goals:

- Critical thinking and information literacy

## **COURSE OUTCOMES**

In this course, learners:

- Demonstrate accuracy and clarity in administrative documentation
- Analyze and synthesize key details of the teaching experience and relevant course information, and reflect on and identify areas for professional growth.
- Demonstrate skill in planning, instruction, and classroom management.

## **CORE CONCEPTS, KNOWLEDGE, AND SKILLS**

- Accuracy and detail in all assignments
- Diverse and global perspectives
- Exhibit professional competency and a sense of professional identity
- Strong written communication skills
- Complete class unit planning
- Thoughtful and complete reflection of Internship experience

## OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Attendance/Teaching	20%
Teaching Plan Proposal	25%
Teaching Portfolio	25%
Final Reflection Paper	30%
<b>TOTAL</b>	<b>100%</b>

## SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

### Attendance/Teaching

Candidates complete 20 hours of classroom teaching. Requirements include arriving to teaching site on time, being prepared for class, and accurately documenting experience through weekly logs.

<i>Components</i>	<i>% of Grade</i>
Attendance/Teaching (Identify Educational Practices)	50%
Documentation of Class Teaching (Accurate Documentation)	50%
<b>TOTAL</b>	<b>100%</b>

### Teaching Plan Proposal

Candidates develop teaching plan appropriate for the student population. Plan includes detailed notes on unit and lesson themes, course resources, and proposed activities, assignments, and assessments for the class.

<i>Components</i>	<i>% of Grade</i>
Unit Plan (Instruction)	80%
Coherence and Cohesion (Instruction)	20%
<b>TOTAL</b>	<b>100%</b>

### Teaching Portfolio

Candidates create a Teaching unit plan, grade book, attendance roster, student artifacts, all assessment documentation, and student feedback forms.

<i>Components</i>	<i>% of Grade</i>
Documentation (Accurate Documentation)	80%
Grammar and Mechanics (Accurate Documentation)	20%
<b>TOTAL</b>	<b>100%</b>

### Final Reflection Paper

Students submit one four-to five-page reflection paper in APA style, documenting and analyzing the teaching experience. Paper includes a summary and analysis of the teaching experience and reflects a clear connection of the teaching unit plan and classroom outcomes and previous learned teaching methodologies. Includes at least 3 academic references.

<i>Components</i>	<i>% of Grade</i>
Reflection and Critical Thinking (Reflection on Practice)	25%
Organization (Analysis of Internship)	25%
Connecting Teaching Plan to Classroom Outcomes (Identify Educational Practices)	25%
Structure: Grammar and Punctuation (Accurate Documentation)	25%
<b>TOTAL</b>	<b>100%</b>

## **COURSE POLICIES**

### **LATE ASSIGNMENTS**

**Late work will not be accepted. Exceptions are at the discretion of the instructor.**

### **Professional Writing**

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

## **UNIVERSITY POLICIES**

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

### **Scholastic Honesty**

Scholastic honesty in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. You are responsible for understanding CityU's policy on scholastic honesty and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Scholastic Honesty* under *Student Rights & Responsibilities*.

### **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if s/he is present at any time during the class session. For online classes, a student has attended if s/he has posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance Policy for Mixed Mode, Online and Correspondence Courses*.

## **SUPPORT SERVICES**

### **Disability Resources**

If you are a student with a disability and you require an accommodation, please contact the Disability Resource Office as soon as possible. For additional information, please see the section in the [University Catalog](#) titled *Students with Special Needs* under *Student Rights & Responsibilities*.

### **Library Services**

CityU librarians are available to help you find the resources and information you need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

### **Smarthinking**

As a CityU student, you have access to 10 free hours of online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at [help@cityu.edu](mailto:help@cityu.edu) to request your user name and password.