EDME 532: TESOL INTERNSHIP AND SEMINAR
SUMMER / 2015

Professor: S. Quinn O. Dyrli
Email: quinndyrli@comcast.net
Faculty Availability: via forum, email and phone

Course Dates: May 17-Aug. 22, 2015
Phone: (570)-310-1228

Faculty Availability

I am available primarily via email. I check my email multiple times throughout the day, and will get back to you within 24 hours during the work week (unless otherwise notified). If you have an urgent question on the weekend please contact me first by email. If you have not received a response by email within a few hours, you may contact me at home (570-310-1228).

Faculty Expectations of Students

Preparation: Read through the entire course overview before the course begins, so that you can plan ahead for the assignments. You will submit your assignments via our online learning management system.

Instructional and Non-instructional Time: In addition to your field experience, you will spend approximately one hour per week on “instructional time” (comparable to in-class time) and three hours per week on “non-instructional time” (comparable to “homework”). See the remainder of this syllabus for the tasks which will comprise your instructional and non-instructional time in this course.

Asynchronous/Synchronous Learning: This course will require primarily asynchronous learning, which means that you can work independently at your own pace within certain schedule constraints/limitations. Some face to face or skype meetings will be scheduled during this course. See the remainder of the syllabus for further details.

Assignment Guidelines: Guidelines for each graded assignment are posted online. Please read through all of these at the beginning of the course, and then again when each assignment is due. I will grade your work according to the rubrics given in these guidelines.

Course Description

This course is a supervised field experience of 120 hours in a setting appropriate for the student’s program and career goals. Concurrent seminar will provide time for reflection on practice, integration of faith commitment with practice, and reinforcement of program objectives. 4 credits
Curriculum Map

The fundamental educational task of Messiah College is to promote successful and meaningful learning and to help students attain the College-Wide Graduate Educational Objectives (CWGEOs), the Graduate Program in Education Program Objectives, and the objectives for each course in a student’s program.

The college and program objectives are measured through an assessment plan that allows the graduate faculty and college administrators to routinely evaluate and maintain the Graduate Program in Education’s effectiveness in meeting the required objectives. Student work samples are collected in accordance with the assessment plan and are anonymously evaluated using the assessment plan rubrics. You are invited and encouraged to read the objectives and assessment plan in the linked attachments.

Course Objectives

1. Demonstrate principles of effective instruction and assessment practice in the TESOL context.
2. Work collaboratively with other professionals and students and/or families.
3. Describe how one’s Christian faith impacts practice in the TESOL context.
4. Identify areas for self-improvement and for curricular improvement in the given placement.

Textbook and Other Course Materials

Journal articles and texts, as selected by student.

COURSE REQUIREMENTS

Field Experience Hours

Students will complete 120 hours in a field placement relevant to TESOL. Students take primary responsibility for locating a field experience venue. When a field experience option is found, students communicate with Amanda Sigel (asigel@messiah.edu) who will then contact the institution or school to formalize the field experience arrangement.

Following are some parameters and guidelines for the field experience hours within the internship:

1. The total number of hours logged must be 120.
2. Hours must all relate to TESOL, but may fall into any of these categories:
   a. Teaching ESOL: At least half of the hours must fall into this category.
   b. Training others in TESOL
   c. Developing TESOL curricula, programs or materials. Note that simply preparing materials for classroom teaching does NOT count in this category. This category applies to larger projects involving development.
   d. Administering a TESOL program or event such as an English Camp
3. Hours may be in more than one venue, in different TESOL settings. Note that in either EDME 521 or in this internship, at least 20 hours must be spent in K-12 public school.
4. Hours may be completed in a paid position.
5. You are required to identify an onsite mentor. If this person does not have more training in TESOL than you, that is okay. If a well-trained and experienced person is not available, you will still need an onsite person for some contextual understanding and reflection, but most of your TESOL-related feedback will come from your Messiah College professor.

6. Your field experience should provide you with opportunities to collaborate with others and engage in leadership, in addition to teaching.

Meetings with Professor
The student will meet regularly with the professor to discuss the internship experience, and to reflect on practice, collaboration and leadership within the context of the internship experience. These meetings will take place either face to face or via video conferencing.

Meetings with Onsite Mentor
The student will meet regularly with the onsite mentor. These meetings may be largely about logistics related to the program, courses, curricula, etc. or, it may include discussions of problems and issues, and their solutions.

Note: The student bears responsibility to set up and document meetings with the professor and mentor, ensuring that the required number of hours is fulfilled within the time frames required.

Annotated Bibliographies
The student will create annotated bibliographies with a minimum of three sources in each, in the three broad program categories: practice, collaboration and leadership. These bibliographies will serve as resources for the issue papers.

Issue Papers
Students will write three papers on issues within or related to the field placement, in the categories of practice, collaboration and leadership.

Instructional Unit
Students will turn in a five-lesson instructional unit, with accompanying materials and with at least one form of assessment. These lesson plans and assessment must be used in the internship experience. One or two taught lessons should be observed by the professor (possibly by video), and all lessons require a post-teaching reflection.

Note: The time involved in the instructional unit falls under the “internship” portion of this course, not the “seminar” portion. It is thus not reflected in the course schedule below. The time to submit the instructional unit can be negotiated with the professor, considering the particularities of the internship context.

Reflection Paper
Students will submit an 8-10 page reflection paper on the internship teaching experience. This paper should highlight:

- Learning that has taken place during the internship
- The core areas of practice, collaboration and leadership
- Discussion of the implications of Christian faith within your profession
Portfolio
Students will create a goal-directed portfolio which includes evidence to support the conclusion that the student has achieved particular program goals. The portfolio assignment is designed to foster self-evaluation and the ability to articulate one’s strengths to a potential employer. Portfolios may include teaching artifacts, letters of reference, and original writing samples. Follow the instructions given in the handbook and on the website.

Grading

<table>
<thead>
<tr>
<th>%</th>
<th>Item</th>
</tr>
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<tbody>
<tr>
<td>10</td>
<td>Completion of required meetings; meeting log turned in</td>
</tr>
<tr>
<td>5</td>
<td>Context and Planning Paper</td>
</tr>
<tr>
<td>15</td>
<td>Annotated Bibliographies</td>
</tr>
<tr>
<td>30</td>
<td>Issue Papers</td>
</tr>
<tr>
<td>20</td>
<td>Instructional Unit</td>
</tr>
<tr>
<td>10</td>
<td>Final Reflection Paper</td>
</tr>
<tr>
<td>10</td>
<td>Portfolio</td>
</tr>
</tbody>
</table>

In addition to course assignments, students must achieve at least Basic scores on the PDE 430 form at the end of the internship.

Course Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>75-79</td>
</tr>
<tr>
<td>C</td>
<td>70-74</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 69</td>
</tr>
</tbody>
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Written Work
It is important that your written work meet graduate level standards. Papers submitted digitally should meet the same criteria that hard copy papers must meet. Any paper you submit should look like you would want it to look if it were printed out. Please follow these guidelines:

- A typical page of writing is 12 pt. font, double-spaced, with one-inch margins. Only a full page of writing counts as a page.
- Use APA style for citations and referencing.
- All papers must have your name and the name of the assignment at the top, or on a title page.
- All papers should have titles.
- Longer papers normally require headings, following APA guidelines.
- Grammar, spelling and punctuation are very important. Edit your paper well.
- Lack of clarity in writing, lack of coherence in organization or reasoning, and redundancy which extends the paper beyond its substance will all result in a lower grade. Creating and following an outline when you write can help you avoid some of these problems.

Feedback on written work
My feedback on your written work is designed to help you develop in your thinking and writing. For this development to take place, it is important for you to understand the difference between feedback and editing. Feedback alerts you to the kinds of errors you are making; editing would correct those errors. For example, if you have errors in punctuating plurals and possessives, feedback will tell you that you have errors in this area, and editing would correct those errors for you. As another example, if you have
a sentence that is unclear, feedback will tell you that a sentence is unclear; editing would change the sentence for you to make it clearer. My role as your instructor is to provide you with feedback, not edit your work. I will try to provide helpful feedback to you so that you can improve the quality of your papers, rather than repeating the same errors. It is your responsibility to find and use the resources you need to improve your writing. I suggest the “Purdue Owl” website as an excellent writing resource, and have a link to this site on our Canvas course home page.

It is your responsibility to look carefully at your returned papers, make sure you can see my comments (you will find my comments on your corrected papers, in Canvas), and initiate dialogue with me if anything is unclear. I welcome student questions or comments following up on my comments on your papers!

COURSE POLICIES

Extra Credit
Generally extra credit points are not awarded in this course.

Late Assignments
All assignments are due by 11:59 pm on the due date assigned. A 10% deduction in the points available for each assignment will occur for each day an assignment is late (unexcused). Failure to complete any assignment by the end of the course could result in the student failing the whole course.

Returned Assignments
Assignments will be returned to the student for review of the assigned grade. The assignment will include comments from the professor and an indication of the basis for the grade assigned. If students have questions about the grade assigned it is up to the student to contact the professor and set up a time to discuss the grade. Students may also ask for clarification about a grade through email to the professor within three days of receiving the grade for any assignment. All assignments will be reviewed, graded, and grades posted in the grade book a maximum of one week after the due date.

Academic Integrity
The Academic Integrity Policy for Graduate Students is found in the graduate student handbook. Primary responsibility for knowledge of and compliance with this policy rests with the student.

Americans with Disabilities Act
Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services. Contact DisabilityServices@messiah.edu (717) 796-5382.

Library and Librarian Assistance
The Library is an obvious source of information for research, presentations and projects. Beth Mark is the specific library liaison assigned to the education graduate programs. Although any librarian is trained and prepared to assist you, Beth works specifically with education and is most familiar with the resources and databases that relate to this field. Do not hesitate to contact her if you are having trouble locating specific sources for your assignments, as she is more than willing to help you. Contact her directly at bmark@messiah.edu or by calling (717) 796-1800, ext. 3590 OR (717) 418-9584 (cell).
Writing Center
The Writing Center is available to any graduate student who has a desire to improve his/her writing. The role of the center is to provide feedback (not editing) on written work. Feedback alerts you to the kinds of errors you are making, lets you know when something is not clear, and suggests that you have not fully supported an argument. Feedback does NOT correct your grammatical errors, rewrite your sentences, or provide you with the specific points to support your argument. Ultimately, it is your responsibility to find and use the resources you need to improve your writing but connecting with our Writing Center, either online or face-to-face, is a good place to start.

Hardware and Software Recommendations
Student technology recommendations are found on the Information Technology Services website. These guidelines have been put in place to best equip you to have an optimal technological experience in our online programs.

Technical Support for Students
Technological support is available to all students during the days and times listed on the Information Technology Services homepage. Students also have access to technical support (i.e. tutorials, help functions, etc.) through the College’s portal, MCSquare, and through the College’s Learning Management System.

Statement of Copyright Protection
The materials in this Messiah College course are only for the use of students enrolled in this course for purposes associated with this course and may not be further disseminated.

Statement of Confidentiality
Students may be asked to post written work and to engage in written dialog with other class members within an LMS. The student should be aware that although confidentiality within the course environment is encouraged, it is possible that users in and outside the course may have access to course content.

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Click here for resources and databases that relate to this field
**EDME 532 COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Assignments (All should be directly related to the internship teaching context.)</th>
<th>Hours IT</th>
<th>Hours NIT</th>
<th>Objectives Met</th>
</tr>
</thead>
</table>
| Outlining context Predicting needs Planning professional development | - 4-5 p. paper: Context and planning  
  - 1 hour: Discussion of paper with professor  
  - 2 hours: Orientation/observation with onsite mentor | 3        | 8         | 2, 4           |
| Practice: Teaching and Assessment          | - Annotated bibliography on Teaching and Assessment (3 sources)  
  - 4-5 p. paper: An issue related to practice  
  - 2 hours: Discussion of bibliography and paper with professor  
  - 1 hour: Ongoing discussion with onsite mentor | 3        | 10        | 1, 2, 4        |
| Collaboration                              | - Annotated bibliography on Collaboration (3 sources)  
  - 4-5 p. paper: An issue related to collaboration  
  - 2 hours: Discussion of bibliography and paper with professor  
  - 1 hour: Ongoing discussion with onsite mentor | 3        | 10        | 1, 2, 4        |
| Leadership Instructional Unit              | - Annotated bibliography on Leadership (3 sources)  
  - 4-5 p. paper: An issue related to leadership  
  - 2 hours: Discussion of bibliography and paper with professor  
  - 1 hour: Ongoing discussion with onsite mentor  
  - Submit instructional unit | 3        | 15        | 1, 2, 4        |
| Reflection on internship experience        | - 2 hours: Discussion of internship experience with professor  
  - 8-10 p. Reflection paper on internship experience | 2        | 16        | 1, 2, 3, 4     |
| **TOTAL**                                  |                                                                                                                                          | 14       | 59        |                |