

# Texas Wesleyan University

## EDU 6358 Improving Practice Internship

### Catalogue Description:

Capstone course that synthesizes ESL/EFL understandings. The course will result in the development of a project consisting of both design of an instructional learning system and a demonstration or summary report of actual teaching situations. The capstone project will serve as the final evaluative process for demonstrating one's proficiency in teaching ESL/EFL learners and the issuance of the TESOL certificate. Texas certified teachers may also opt to sit for the Texas ESL certificate examination. TExES barcode will be given upon successful completion of this course. Course may be repeated for additional credit.

### Prerequisites:

Acceptance into Graduate Studies in Education.

**Description of course:** Students will develop a teaching/learning project that demonstrates ability to teach ESL/EFL students. The project may include international teaching settings as well as local settings. The project must reflect experience in a variety of teaching settings (one-on-one, small groups, whole class, etc.) The project may *not* include hours logged from the interns current ISD teaching position, but should reflect *new* ESL experiences. Please make sure your project meets these guidelines. Any questions about your project in respect to these guidelines should be discussed with the instructor prior to beginning the hours in question.

**Instructor:** Debra Thomas

**Phone:** 817-907-3390

**Email:** [debra.thomas@fwisd.org](mailto:debra.thomas@fwisd.org)

**Office:** T.B.A.

**Office Hours:** By appointment

**Meeting Time:** We will have at least one group meeting (date and time to be announced). Instructor is available by phone to set up other meetings as necessary. In TWU Travel and Teach program, students will be observed during their ESL teaching experience.

**Meeting Place:** T.B.A.

**Required Texts:** No required text – see required readings section.

**Instructional Methods:**

Instruction will include 3 hours of observation of instructor modeling ESL teaching strategies at TCC (Northeast campus), dialogue, individual projects, observations (where appropriate), and lesson planning and preparation for Travel and Teach programs.

**Grading:**

Students will receive a pass/fail grade for this course. Passing grade is contingent upon successful completion of required hours and assignments.

**Course Requirements for Portfolio:**

1. **One hundred clock hours** logged in service to ESL learners (50 hours to be awarded for TWU sponsored international travel – for example, the Travel and Teach programs.)
2. **Reflective journaling of 100 hours.** Please reflect upon your practice and improvement, impact on student's learning and how to better serve ESL students.
3. **Brief summary of observation of instructor** at TCC, including identification of ESL strategies.
4. **Reader response to journal articles.** A reader's response shall be written over various articles that shows application possibilities for teaching, as well as reflection on improvement of practice.
5. **Final Portfolio** should include all of the above (1-4) in an organized notebook. Also, **a learning design of an ESL program** is required. This learning design plan will include (but is not limited to): position/philosophy statement, target population for the learning system, and sample lessons.\*

\*A total of 3 sample lessons, 1 for beginner learners, 1 for intermediate, 1 for advanced---provide application of ESL modification and application to texts (either novels, newspaper articles, picture books) used in the classroom.

**Required Readings (4 articles) and reflective summaries:**

1. How to be an Effective EFL Writing Teacher by David Martin  
[http://www.eflpress.com/how\\_to\\_be\\_an\\_effectwrt\\_efl.html](http://www.eflpress.com/how_to_be_an_effectwrt_efl.html)
2. Enabling a Reader Through Picture Books: A Case Study by Fatimah Hashim  
<http://www2.aasa.ac.jp>
- 3 and 4. Two professional journal articles of your choice dealing with ESL issues that are applicable to your current or future teaching experience. Website location is sufficient.

**Texas Wesleyan Policies:** Students should read the current Texas Wesleyan University Catalog and Student Handbook to become familiar with University policies. This includes, but is not limited to, grade appeal, sexual harassment, student access to records, and other policies specified in the current catalog are applicable unless otherwise stated in this syllabus.

**Subject to Change Policy:** Course syllabi are intended to provide students with basic information concerning the course. The syllabus can be viewed as a “blue print” for the course; changes in the syllabus can be made, and students will be informed of any substantive changes concerning exams, the grading or attendance policies and changes in project assignments.

**Sexual Harassment:** In accordance with Texas Wesleyan University administrative policy, sexual harassment is reprehensible and will not be tolerated by the University. The class will not tolerate such behavior as it creates an unacceptable educational environment.

**Disabilities:** Texas Wesleyan University adheres to a disability policy, which is in keeping with relevant federal law. The university will provide appropriate accommodation. Students must notify instructors of any permanent or temporary disabilities and must provide documentation regarding those disabilities prior to the granting of an accommodation. For assistance, students should consult with the Director of the Counseling Center (817.531.7565).