Expanding Chinese in the New Jersey World Languages Classroom-The Rutgers/NJ School District School Summer Project Practicum in Language Education Course Syllabus 15:253:523

General Information

Instructor: Lucy Lee

Email address: lleeclass@yahoo.com

Pre-practicum Planning Meeting Time and Location:
June 30, 2008  5:30 pm
Rutgers, Language Institute
20 Seminary Place, New Brunswick, NJ 08901

Practicum Time and Location:
July 21-August 1, 2008
8:30 am to 4 pm
Princeton Regional School District, Princeton High School

Post-practicum Reflection Meeting:
Date to be announced
Rutgers, Language Institute
20 Seminary Place, New Brunswick, NJ 08901

Course Description

This course offers participants a supervised field experience in a world language education summer program. Participants will observe certified teachers and high school students engaged in world language teaching and learning. Over the course of the practicum, they will conduct several mini-lessons. The course instructor will lead participants in guided reflection upon how key components of the Standards for Foreign Language Learning and the New Jersey Professional Standards for Teachers and School Leaders are put into practice. Upon completion of the practicum, participants will set goals for their continuing professional development plans.

Course Texts

Required Texts:

Course Member Contributions

1. Participation (60% of course grade):
   a. Participants will observe classroom instruction and engage in guided reflections focusing on specific instructional strategies and issues.
   b. Participants will conduct several mini-lessons in which they are responsible for planning and leading class activities.

2. Reflective Journal (20% of course grade):
   Participants will keep a daily journal. Each day, participants will focus on a select topic. Journals are to be written as homework each evening and handed in to the course instructor each morning. Each journal entry will respond to a prompt focused on that daily topic (see schedule below), and participants will answer the following additional questions:
   1. What three things did you find interesting about today’s activities? Why?
   2. What two things will you apply in your future teaching? Why?
   3. What would you like to learn more about?
   4. What is one (or more) question you have in response to today’s activities?

3. Final Paper (20% of course grade):
   Participants will write a reflection paper about their experience during the practicum. In the paper, participants will focus on three key learning experiences and what these experiences will mean for their future teaching. Participants must draw upon concepts from readings and discussion in their methodology and other courses, making links to research and scholarship. Participants must include how this practicum experience has helped them set goals for their long-term professional development plans. The final paper should be a minimum of 6 double-spaced typed pages. The paper is due at the July 30th meeting.

More detailed descriptions and expectations for the contributions will be given to you during the course of the semester.

Grading Scale

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A</td>
</tr>
<tr>
<td>90-94</td>
<td>B+</td>
</tr>
<tr>
<td>85-90</td>
<td>B</td>
</tr>
<tr>
<td>80-84</td>
<td>C+</td>
</tr>
<tr>
<td>75-79</td>
<td>C</td>
</tr>
</tbody>
</table>

Please refer to your student handbook for regulations regarding plagiarism and appropriate student conduct. Students needing special accommodations should speak to me or contact the Office of Disability Services at 732-932-2847.
Pre-practicum Planning Meeting, June 30
Introduction to Practicum and Course Expectations

Practicum Day One, July 21
Observation Focus: How to Begin?
Focus on how the learning environment is organized; strategies of classroom management; expectations for student behavior; and the creation of a positive, safe, and productive learning climate.

Practicum Day Two, July 22
Observation Focus: How subject matter knowledge made accessible and meaningful to all students?
Focus on how teachers have chosen subject matter concepts (linguistic and cultural) and activities to reinforce students’ learning; how teachers have captured key ideas and related them to students’ prior knowledge; and how teachers have worked to convey how knowledge is developed from the vantage point of the learner.

Practicum Day Three, July 23
Observational focus: How is instruction adapted given students’ special needs, diverse backgrounds, ages, and individual differences?
Focus on how teachers have demonstrated respect for individual and cultural differences and adapted teaching strategies to build on learners’ strengths while taking into account issues of social class, gender, race, ethnicity, language, sexual orientation, age, special needs and developmental abilities.

Practicum Day Four, July 24
Observation focus: How do teachers plan instruction?
Focus on how teachers organize their activities and materials and how interdisciplinary connections are made.

Practicum Day Five, July 25
Observation focus: How do teachers build relationships beyond the classroom?
Focus on the ways teachers build relationships with parents, guardians, families and community resources.

Practicum Day Six, July 28
Observation focus: How do teachers foster communication?
Focus on how teachers use language in the classroom; how teachers organize instruction to develop interpretive modes of communication; and how the target language is used in the classroom. What strategies have been provided to students to decipher communication with Chinese native speakers?

Practicum Day Seven, July 29
Observation focus: How do teachers foster communication?
Focus on how students are using language in the classroom; how teachers organize instruction to develop interpersonal and presentational modes of communication. What strategies have been provided to students to help students communicate with native speakers of Chinese and make themselves understood in front of an audience?
**Practicum Day Eight, July 30**
Observational Focus: How do teachers manage their classrooms?
Focus on how teachers create supportive, safe, and respectful learning environments that encourage positive social interaction, active engagement and self-motivation.

**Practicum Day Nine, July 31**
Observational Focus: How have teachers integrated the teaching of culture?
Focus on the Chinese and Taiwanese cultural products, practices, and culture into their instruction and the instructional strategies they have used to integrate language and culture instruction.

**Practicum Day Ten, August 1**
Observational focus: How is student achievement assessed? What are your needs for your long-term professional development?
Focus on how teachers have used formal and informal assessment techniques to assess student learning outcomes. Prepare teacher candidates to plan for their long-term professional development.