Expanding Chinese in the New Jersey World Languages Classroom
The Rutgers/NJ School District School Summer Project
Practicum in Language Education I
語言教學實習（一）
Course Syllabus
15:253:623: F1

General Information 購程重要日期

Instructor:  Lucy Lee
Email address: llee@class@yahoo.com

Pre-practicum Planning Meeting Time and Location:
Thursday, July 1st, 5:45 pm
Rutgers, Language Institute
20 Seminary Place, New Brunswick, NJ 08901

Practicum Time and Location:

July 12-15; 19-22; 26-29 (Mondays through Thursdays)
8:30 am to 4 pm
Highland Park Middle School
330 Wayne Street
Highland Park, NJ 08904

July 16; 23; and 30 (Friday Meetings)
9 am - 3 pm
Rutgers, Graduate School of Education, Room 124 Lecture Hall
10 Seminary Place, New Brunswick, NJ 08901

Post-practicum Reflection Meeting:
Tentative Date, August 14th
Rutgers, Language Institute
20 Seminary Place, New Brunswick, NJ 08901

Course Description 購程概述

This course offers participants a supervised field experience in a Chinese world language education summer program. Participants will observe certified teachers engaged in Chinese world language teaching and learning in an elementary setting. Over the course of the practicum, participants 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.
Successful completion of this course counts toward the practicum requirement of the Rutgers World Language Chinese Alternate Route Certification Program.

**Course Texts 课程書目**

**Required Texts:**


**Course Member Contributions 課程評分項目**

1. Participation (60% of course grade):
   a. Participants will actively participate in the practica activities and discussions.
   b. Participants will observe classroom instruction and engage in guided reflections focusing on specific instructional strategies and issues.
   c. Participants will conduct several Chinese language 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 Chinese language 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 Chinese language 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 August 14th meeting (*note this date is tentative).

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

<table>
<thead>
<tr>
<th>Grading Scale 學生成績對照表</th>
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<tbody>
<tr>
<td>95-100 A</td>
</tr>
<tr>
<td>90-94 B+</td>
</tr>
<tr>
<td>85-90 B</td>
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<tr>
<td>80-84 C+</td>
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<tr>
<td>75-79 C</td>
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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.

<table>
<thead>
<tr>
<th>Tentative Course Schedule 課程日程表</th>
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<tr>
<td><strong>July 1, Pre-practicum Planning Meeting</strong></td>
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<tr>
<td>Introduction to Practicum and Course Expectations 語教實習課簡介與評量</td>
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<tr>
<td><strong>HP Practicum Day One, July 12</strong></td>
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<tr>
<td>Observation Focus: How to Begin? 視察重点：如何踏出成功的第一步？</td>
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<td>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.</td>
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<td><strong>HP Practicum Day Two, July 13</strong></td>
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<td>Observation Focus: How is subject matter knowledge made accessible and meaningful to all students? 視察重點：課程內容應該如何調適才能引導所有學生的學習？</td>
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<tr>
<td>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.</td>
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HP Practicum Day Three, July 14
Observational focus: How is instruction adapted given students’ special needs, diverse backgrounds, ages, and individual differences?
觀摩重點：為了迎合學生年齡，背景，各別差異及特殊須求，授課教師在課堂上作了哪些調整呢？

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.

HP Practicum Day Four, July 15
Observation focus: How do teachers plan instruction?
觀摩重點：如何為授課作準備？

Focus on how teachers organize their activities and materials and how interdisciplinary connections are made.

HP Practicum Day Five, July 16
Meet on RU Campus 羅格斯大學見

Reflection about week one and preparation for week two
One-on-one conferences with instructors to determine week two goals

HP Practicum Day Six, July 19
Observation focus: How do teachers build relationships beyond the classroom?
觀摩重點：授課教師如何搭起教室與家長和社區的橋樑呢？

Focus on the ways teachers build relationships with parents, guardians, families and community resources.

HP Practicum Day Seven, July 20
Observation focus: How do teachers foster communication?
課程觀摩重點：授課教師如何培育學生使用語言溝通的能力呢？

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?

HP Practicum Day Eight, July 21
Observation focus: How do teachers foster communication?
觀摩重點：授課教師如何培育學生使用語言溝通的能力呢？

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?
HP Practicum Day Nine, July 22
Observational Focus: How do teachers manage their classrooms?
観摩重點：授課教師如何管理教室秩序，培養一個健康的學習環境呢？

Focus on how teachers create supportive, safe, and respectful learning environments that encourage positive social interaction, active engagement and self-motivation.

HP Practicum Day Ten, July 23
Meet on RU Campus 羅格斯大學見

Reflection about weeks one and two and preparation for week three
One-on-one conferences with instructors to determine week three goals

HP Practicum Day Eleven, July 26
Observational Focus: How have teachers integrated the teaching of culture?
観摩重點：授課教師如何將文化融入授課內容呢？

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.

HP Practicum Day Twelve, July 27
Observation Focus: How do we make connections with the local and global communities?
観摩重點：如何將授課內容與當地及世界各地的社群結合？

Focus on how teachers prepare for the integration of local and global cultures and how teachers work with classroom guests and parents.

HP Practicum Day Thirteen, July 28
Observational focus: How is student achievement assessed?
観摩重點：如何評鑑學生的學習成果？

Focus on how teachers have used formal and informal assessment techniques to assess student learning outcomes over the course of the summer program.

HP Practicum Day Fourteen, July 29
Observation Focus: How does including community guests enrich the curriculum?
観摩重點：邀請社區成員參與授課內容有哪些正面效應？

Focus on how teachers and administrators can work together to offer exciting offerings that motivate students to continue their world language studies.

HP Practicum Day Fifteen, July 30
Reflections and Looking Forward
観摩研討與展望

One-on-one conferences with instructors
Understanding the Certification Process and Considering our Short-term and Long-term Professional Development Needs