

TSL 4940: TESL Internship

Course Information

Fall 2024: Tuesdays, 4:05-6:00; Thursdays, 5:10-6:00
Turlington 2333

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Office Hours: T, 9:35-10:25; R, 9:35-11:30, and by appointment
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Course Description

This course is designed to provide you with instructional support and professional mentoring as you design and teach ESL workshop courses. This support and mentoring will include opportunities to:

- Learn about course design and lesson planning within a communicative framework
- Design, in collaboration with others, a 4-week workshop appropriate for the target audience
- Create and deliver appropriate instructional activities and materials for your workshop
- Reflect on your abilities to teach content while managing the learning environment
- Develop and implement appropriate assessment measures to evaluate student learning
- Work collaboratively with fellow interns
- Reflect on your professional development as an ESL teacher

Student Learning Outcomes

By the end of the course, you will be able to:

- Design an English workshop for ESL Visiting Scholars
- Create and teach lessons using appropriate materials
- Provide feedback and support to fellow ESL teachers
- Reflect on your own professional development as an ESL teacher

Course Learning Tasks

The following tasks are designed primarily to help you develop as a teacher. As such, they focus on your development rather than an evaluation of your abilities.

Your Learning Story (100 points; 10% of Final Grade)

As a starting point for your development, you will begin the semester by reflecting on your past experiences as a learner, focusing on how those experiences have shaped you as a learner/teacher, in a narrative format. In other words, tell me your autobiography as a learner. Make sure to also include a discussion of how you

currently view yourself as a teacher and what your goals for the semester are. In other words, tell me (1) where you have been as a learner, (2) where you are now as a teacher, and (3) where you want to be at the end of the internship. **Assessed as Satisfactory (S)/Unsatisfactory (U).**

Developing Your Course (60 points; 6% of Final Grade)

During Weeks 2 and 3 of the semester, you and your co-teacher will work together to develop your 4-week workshop class. As part of this development process, you will complete and submit (1) a pre-assessment task that gauges your students' knowledge of the content you will be teaching and (2) a first day lesson plan that is designed to orient students to the topic of your workshop. **These materials will be assessed as Done/Not Done.**

Practice Teach (100 points; 10% of Final Grade)

Before you begin teaching, you will do a Practice Teach (30 minutes) for your classmates and me. During this time, you will receive feedback on your lesson, your materials, your tasks, and your teaching. While this can be an incredibly face-threatening activity, the goal of this is for you to receive invaluable feedback that will help you get ready for teaching. You are required to submit your lesson plan for the practice teach to me by at least two days ahead of time. **Assessed as Done/Not Done.**

Tiny Talks (160 points; 16% of Final Grade)

After each teaching session, you and your co-teacher will de-brief by engaging in a "tiny talk". A "tiny talk" is an unobtrusive safe space for you to externalize your thoughts and feelings on your teaching through dialogue with your partner. As the talker, you will describe what happened in the lesson and express what you are feeling about how it went and why, talking through what happened and expressing what you could have, or should have done differently. As the listener, you will ask questions, provide feedback, and encourage your partner. You will provide me with a recording of the session within the following two days so that I may provide feedback, including specific suggestions, and ask questions. **Assessed as Done/Not Done..**

Teach Your Course (160 points; 16% of Final Grade)

Together with a co-teacher, you will design and teach a workshop-style English class for Visiting Scholars here at UF. You will design this course according to the goals and objectives of the scholars as well as the teaching context. You will then work together with me and your co-teacher to design instructional materials and tasks to engage the students and assess their learning. Throughout the semester, you will be required to create materials and tasks to be developed during meetings with me and your co-teacher that you will then implement in your course. **Assessed as Done/Not Done.**

Dialogic Video Protocol and Plan of Action (150 points; 15% of Final Grade)

During your first week of teaching, you will record one of your teaching sessions. Within the following week, you and I will watch your teaching session together and discuss and reflect on the lesson. We will then, on the basis of our observation and discussion, set up a Plan of Action for you to address focal points of teaching, growth points, that you will need to work on the rest of the semester. We will be particularly concerned with how you respond to student engagement and interaction with you and your teaching activities, and how that shapes what you do/did. **Assessed as Done/Not Done.**

Workshop 1 Reflection (50 points; 5% of Final Grade)

After teaching your workshop for the first time, you and your partner will write a brief reflection on the experience, focusing on (1) what worked well, (2) what left room for improvement, and (3) what changes or adjustments you will make for the next time. **Assessed as Satisfactory (S)/Unsatisfactory (U).**

The Internship: A Look Back (100 points; 10% of Final Grade)

For this assignment, I want you to look back on your teaching experience in the internship and discuss how it has changed and influenced your teaching practice going forward. Using your “Your Learning Story”, tiny talks, dialogic video protocol and plan of action, experience teaching, interactions with students, and interactions with your teaching colleagues and me, you will write up a 7-10 page narrative of your development as a teacher. You will identify specific areas of development and trace that development over the semester as well as areas for future development. **Assessed according to rubric.**

Lesson Plans (120 points; 12% of Final Grade)

As part of the undergraduate TESL Program, you are required to submit three formal lesson plans from the Internship at the end of the semester as the final exit exam for the program. **Assessed as Satisfactory (S)/Unsatisfactory (U).**

Grading

Course Assignments and Grading

Assignment	Points
Your Learning Story	100
Developing Your Course	160
Practice Teach	100
Tiny Talks	160
Teaching Your Course	160
Dialogic Video Protocol & Plan of Action	150
The Internship: A Look Back	100
Lesson Plans	120

Grading Scale

100—93	A	76—73	C
92—90	A-	72—70	C-
89—87	B+	69—67	D+
86—83	B	66—63	D
82—80	B-	62—60	D-
79—77	C+	59—0	E

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Course Textbook

There is no required textbook. All required readings will be provided as links on Canvas.

Course Expectations (How to Succeed in this Course)

Collaborate With Your Partner

You will be working with a partner to design and teach your workshop. In large part, the success of this experience and your workshop will depend on how well you collaborate with your partner. Therefore, it is essential that you and your partner come to this experience ready to work together and help each other succeed. You don't always have to get along or like each other (though it's better if you enjoy working together), but you have to be willing and able to collaborate.

Actively Participate in the Course Design Process

During the first four weeks of the course (and the week between workshops), we will spend our class time discussing core concepts of teaching and course design and designing your workshop (including materials). Therefore, class attendance is not only mandatory, but also incredibly important for your success in this internship. If you cannot make it to class, please let me and your co-teacher know ASAP.

Complete Work on Time

Good time management is one of the most crucial skills you need as a teacher. This includes planning your work-life balance so that you can meet all your deadlines. Every assignment in this course has a deadline that you will need to meet. Also, you need to be able to walk into class sessions you are teaching prepared to teach, which includes having all your materials ready to go. When it comes to course assignments, late assignments will not be accepted unless you have prior approval from me.

Communicate with Me

Communication is essential for any strong professional relationship, whether it be between teacher and student or between co-teachers. As such, I cannot stress the point enough that if you need to communicate with me, do not hesitate to reach out using any of the provided methods (e.g. e-mail/Canvas, office hours). If I don't respond within 24 hours (except weekends), try again.

Be Honest

UF students are bound by The Honor Pledge which states "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [See the UF Conduct Code website for more information](#). If you have any questions or concerns, please consult with the instructor in this class.

Provide Feedback

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals
2. Their Canvas course menu under GatorEvals
3. The central portal at <https://my-ufl.bluer.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Take Care of Yourself

College can be a challenging time. In addition to studying for multiple courses, you may face a host of social, mental, and physical challenges. It is important that you take care of yourself, both physically and mentally, so that you can not only survive, but thrive. If you or a friend is in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to the student.

Request Accommodations if You Need Them

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. [See the "Get Started With the DRC" webpage on the Disability Resource Center site](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Be Prepared for Technology Issues

Technology, for all its benefits, doesn't always work. So, it's important for you to have a Plan B. Save files on your computer as well as Google Drive or Dropbox. Be prepared to submit assignments earlier than the last minutes in order to avoid possible internet issues when submitting assignments. If you're having issues with UF technology (e.g. Canvas), contact the UF Computing Help Desk (<https://helpdesk.ufl.edu/>). Worst comes to worst, contact me and let me know your situation and we can work something out.

Tentative Course Schedule

The course syllabus provides a general plan for the course; deviations may be necessary. If deviations are made, I will upload an updated schedule to Canvas.

Week	Dates	Topic	To Do	Assignments
1	8/21	Introduction to Internship	Be ready to talk about yourself!	Meet with partner and discuss plans
2	8/26	Concepts of Teaching	Read materials online Begin designing course with partner	Personal Narrative
	8/28	Pre-Assessments	Continue designing course/lessons	
3	9/2	Developing Course	Create Day 1 Lesson Create Pre-Assessment	Day 1 Lesson Plan and Pre-Assessment
	9/4	Developing Course	Prepare Practice Teach Lesson	Practice Teach Lesson Plan
4	9/9	Practice Teach	Practice Teach	Send Pre-Assessment to Students
	9/11	Practice Teach	Practice Teach	
5	9/16	Workshop #1	Co-Teach	Tiny Talks after each session; sent to me day after
	9/18	Workshop #1	Partner 1 Teaches	
6	9/23	Workshop #1	Partner 2 Teaches	
	9/25	Workshop #1	Partner 2 Teaches	

7	9/30	Workshop #1	Partner 1 Teaches	Record yourself teaching during your first week; meet with me after
	10/2	Workshop #1	Partner 1 Teaches	
8	10/7	Workshop #1	Partner 2 Teaches	
	10/9	Workshop #1	Co-Teach	
9	10/14	Debrief	Reconvene and Revise	
	10/16	Debrief	Reconvene and Revise	
10	10/21	Workshop #2	Co-Teach	Tiny Talks after each session; sent to me day after
	10/23	Workshop #2	Partner 1 Teaches	
11	10/28	Workshop #2	Partner 2 Teaches	
	10/30	Workshop #2	Partner 2 Teaches	
12	11/5	Workshop #2	Partner 1 Teaches	
	11/7	Workshop #2	Partner 1 Teaches	
13	11/11	NO CLASS - HOLIDAY		
	11/13	Workshop #2	Partner 2 Teaches (or Co-Teach)	
14	11/18	Debrief		
	11/20	Debrief		
15	11/28	Thanksgiving		
	11/30	Thanksgiving		
16	12/2	Celebration		Narrative Inquiry Three Lesson Plans