Multilingual/Multicultural Studies Program (MMS)
Department of Teaching & Learning
Steinhardt School of Culture, Education & Human Development, NYU

FIELD EXPERIENCE SEMINAR of FOREIGN LANGUAGE TEACHING/
OBSERVATION SEMINAR for 2nd Language Teaching
FLGED-GE1915.001/2918.001/BILED-GE2250.001  Spring 2015  Thurs 4.55-6.35

Dr. GISELLA McSWEENY  212 628-6903h  ggmcsz@gmail.com
Office: 6th floor, 239 Greene St.  Office hours: tba

COURSE OBJECTIVES

To explore the following aspects in second/foreign language classrooms through class observation, school visits, readings, film, professional conferences, class discussions, and observation reports:

- second/foreign language classroom practices: management, organization/implementation, S/T relations, error correction...
- roles of teacher (planning for instruction/assessment, instructing/engaging students in learning, assessing student learning) and student in second/foreign language learning (edTPA requirements);
- principles, methods and techniques of second/world language teaching and learning and how they apply to current teaching practices;
- resources for teachers and students of second/foreign languages

Areas to reflect upon/observe to help you prepare for the edTPA requirements:
- positive learning environment, mutual respect/responsiveness to Ss w/ various needs/backgrounds
- scaffolding prior academic learning to personal/cultural/community attributes
- communicating in L2, using the 4 modalities
- differentiating instruction

***course ideally culminates w/ student teaching placement/s.

REQUIRED TEXTS:


REQUIRED ACTIVITY: Teacher’s Place 594-4482x17 eduv@americanplacetheater.org
NB: ALL MMS students are required to join MMS list serve
To post messages: mmsl@forums.nyu.edu

WE HAVE 2 COURSE SCHEDULES ACCORDING TO LIKES/DISLIKES OF FORMAT; PLS FOLLOW ONE ONLY AND CHK WEEKLY AS WE CHANGE ACCORDING TO NEEDS OF STUDENTS

Course Schedule:
Week 1 Jan 29
Introduction: course overview, observation schedule, topics, & general criteria (getting in, grouping, board sharing of info)

OBSERVATION EXERCISE

 jap (Read for next week-2/2-3): Brown Chapters 2 & 3 (historical & modern L2 teaching)
Reflection #1 Expectations/Uncertainties 2 copies-always

Week 2 Feb 5
Observation techniques, observation reports
Case Study: Teacher Training Through Video (film DM/S&D)
 jap (Read for next week- 2/9-10): Brown Chapters 1, 4, 5 & pp 493-498 (starting out, principles & motivation, checklist);
 갖고 Reflection #2 Who Am I? 2 copies every time

Week 3 Feb 12
Discussion topic # 1: Qualities of good language learners
CS: Dead Poet Society (film)
 jap (for next week): Brown Ch 10 & 16 (lesson planning, learner strategy training);
 jap (for next week): Jones Section 1 (classroom management system)
 갖고 Reflection #3 (unless otherwise specified, your choice)

Week 4 Feb 19
#2 Qualities of a good language teacher
CS Mr Holland’s Opus? (film);
 jap (for next week): Brown Ch 13, 14, 15 (interaction & classroom management);
 jap (for next week): Jones Section 2 (proximity)
 갖고 Reflection #4
Bring: copy of field notes to class (handwritten is fine!)

Week 5 Feb 26
Observation reports & Resource List
# 3 Communicative and interactive language teaching
 jap (for next week): Brown Ch 11 & 22 (techniques/materials, grammar);
 jap (for next week): Jones Section 3 (creating independent learners)
Due: 2 copies (1 coded/1 UNCoded) OBSERVATION REPORT # 1
+ field notes (classroom portrait)
Week 6  **Mar 5**  
Observation reports  
# 4  Developing metalinguistic competence—listening/speaking skills  

*(for next week): Brown Ch 17, 18 (4 skills, listening);  
*(for next week): Jones Section 4 (raising expectations)  

**: Reflection #4 (due)**

Week 7  **Mar 12**  
Observation reports  
#5  Developing metalinguistic competence—reading/writing  

*(for next week): Brown 20, 21, p393 (reading, writing);  
*(for next week): Jones Section 5 (classroom structure)  

**DUE: Midterm self-assessment (mega/metarefection) #7 (T-chart)**

Week 8  **Mar 26**  
Observation reports  
#6  Teaching grammatical competence (vocab/structure)  

*(for next week): Brown 23 (assessment—traditional);  
*(for next week): Jones Section 6 (ch 13, 14, 15 brats, +, calm & strong)  

**DUE: 2 copies OBSERVATION REPORT # 2 (comparison of 2 classes/levels)  
1coded copy/1 UNcoded copy**

Week 9  **Apr 2**  
Discussion of schools observed  

*(for next week): Brown 24 (assessment—classroom based);  
*(for next week): Jones Chapters 16 (The Turn), 17, 18 (setting limits)  

**: Reflection #5 (due)**

Week 10  **Apr 9**  
Observation Reports  
#7  Error correction, evaluation & assessment  

*(for next week): Brown 19 & 345-8 (speaking), 26 (social responsibility)  

**: Reflection #6 (due)**

Week 11  **Apr 16**  
Observation reports  
#8  Handling student diversity in L2 classroom  

*(for next week): Brown Ch 12 (technology);  
*(for next week): Jones 19, 20 (setting limits, cooperation)  

**Due**: (2) OBSERVATION REPORT #3 (contrasting techniques—3+ classes)

Week 12  **Apr 23**  
Observation reports  
#9  Using Songs to Foreshadow Grammar  

*(for next week): Brown Ch 25 (teacher development);  
Prepare discussion of theory/questions
📖 (for next week): Jones Ch 21, 22 (responsibility, problem students)

📝: Reflection #8 Dis/likes

Due 📝: Lesson Plan (use form in syllabus, hand in & on BB)

NB: while this is ONE lesson, think also of how this fits into a unit

Prepare: what you feel you need discussed in class from

readings/Resource list (collection of resources to teach L2)

Week 13  **Apr 30**

Discussion of final observations
Discussion of theory/questions (methodology)

📖 (for next week): Jones Ch 23 (PAT)

Due: (2) FINAL OBSERVATION REPORT (summary of observations)

Prepare: PRESENTATION of something observed, Portfolios

Week 14 & 15  **May 7/14**

DUE 📝: Resource List and on BB

DOUBLE CLASS! PRESENTATION: Summary of Obs/Acting

📝: Reflection #9 Final Self-Assessment T-chart (with GRADE for self)

PORTFOLIOS End-semester PARTY (food/wine)

COURSE REQUIREMENTS: **FUN**

**ATTENDANCE:** No more than 2 absences; 2 lates = 1 absence. In case of either, please inform me as well as your learning buddy. You are responsible for making up all readings, written assignments, and for classes missed (your learning buddy should be of help).

**READINGS:** All required readings must be done before coming to class and you should be ready to discuss them. Please bring text/s to class. (Do not read too far in advance as readings are subject to change.)

**FIELD EXPERIENCES:** minimum of 30 class hours of school visits, class observations, conferences with teachers, field visits to cultural agencies/organizations. *2/3 hours at grade level/s and language/s you plan to teach, 1/3 in other areas. FINDING STing PLACEMENT.*

***PARTICIPATION:** Your meaningful and productive participation in the seminar and your reflections on the observations can mean a great deal to the success of this course, your learning/your classmates’ learning AS WELL AS TO YOUR GRADE.

NO WALLFLOWERS IN TEACHING!!

**CHAPTER PRESENTATIONS:** In the first half of the semester, each S will present/teach to the class one segment from the assigned chapter readings; in the second half of the semester, each S will team-teach an assigned chapter to the class. “My chapter examined... and my focus is....” DO **NOT** LECTURE—THINK OF HOW YOU ENJOY LEARNING!
ALONG WITH

PEER CRITIQUE: Each S writes a brief, thoughtful evaluation on Ss’s chapter presentations to be emailed to presenter. These are meant to be helpful and to hone Ss’ observation/critiquing/teaching skills. *Save responses received/given to include in your portfolio.

OBSERVATION REPORTS: Each S is required to submit 4 CODED observation reports with Key on 1st page. These sites observed are also to be viewed/examined as possible ST/internship placements. (1 coded copy/1 uncoded copy)

1. The first report may be a portrait of a classroom.
2. The second report may be a COMPARISON OF 2 CLASSES or a general report that includes multiple school visits and observations.
3. The 3rd report should focus on one particular area (eg, the teaching of grammar and error correction, teacher and student relations,…).
4. The 4th and final report is a summary of highlights of your field experiences.

PRESENTATIONS: The final 2 classes will be devoted to each S presenting a small segment of an actual observation session and its ties to theory of language teaching and learning. Ss reenact what was actually observed in the field and discuss its impact.

REFLECTIVE JOURNALS: A reflective journal is your learning log in which you reflect on the observations. In the journal, you should write in a reflective way about your ideas, thoughts, and reactions to what you have been observing in an informal way. Your journal may include, but not be limited to, the following:
- reflections on class observations and field experiences
- questions about the readings
- responses to the readings and class discussions
- comments connecting your own experience as a language learner or teacher with the readings
- ideas/thoughts to share with the instructor/classmates

Other journal/observation report requirements include:
- TWO copies of each assignment
- ***Type, double space, FONT SIZE 12 (otherwise resubmit)
- Normally wide margins for comments
- Keep journals on a weekly basis and number them
- Name and dates on the journal, top left corner
- Submit journals on the assigned dates
- Be ready to read and respond to log partner
- Journals handed in together with observation reports

PROFESSIONAL CONFERENCES: Each S is required to attend at least 1 professional development conference as part of observations. For ex,
PROFESSIONAL JOURNAL ARTICLE CRITIQUE: Each S is required to write 1 BRIEF, FORMAL, ANALYTICAL paper in MLA or APA style on a BRIEF professional journal article of her/his choosing, preferably in the discipline of her/his area of certification. This paper can NOT be on an article from popular media (ie, newspaper or magazine), nor can it have been used in another class, but may have been accessed via the internet. A copy of the HIGHLIGHTED journal article MUST accompany the S’s paper. More important than your restating the article are your thoughts on the article’s content, methods of research, author’s research, etc. Also, it is imperative that you make clear the distinction between your thoughts and researcher’s (ie, be careful of plagiarizing! Most important, what is your connection to this research (why did you choose it? how does it serve you as a future teacher? how do you envision implementing the researcher’s findings?).

OR (Gisella’s preference): ***Lesson Plan taken from one of the classes observed over the course of the semester or something you would like to try out when you teach or have previously taught. Make that distinction clear (yours or observed class). Please follow suggested format enclosed (to be discussed). Please include as attachments any materials you may use in your lesson!

LEARNING BUDDIES: of your own choosing (wk 2). The purpose of “lebus” is to discuss class-related topics, possibly visit schools together, and be responsible for your partner’s learning.

***2 COPIES OF EACH REFLECTION & OBSERVATION REPORT Reflections and observation reports will be submitted (2 piles) at the beginning of each class--1 for yours truly and 1 for your log partner of that week. The purpose of this is manifold: in this way, you review what your colleagues are writing, you have yet another glimpse into other classrooms, and you have someone with whom you can exchange journals/logs on a weekly basis who is responsible for the reading of/responding to your writings.

RESOURCE LIST: List of resources you intend on using to keep up your language as well as use for possible sites for your future students (to be included in your portfolio as well as posted on NYU Classes).

SCHEDULE OF OBSERVATIONS: A schedule of all observations completed (solo and with others) much like a list with an annotated bibliography in which each S gives date/time/school/class/teacher/ comments/ratings and a total number of days/hours/schools/teachers observed. Also to be included are: conferences attended with a list of particular presentations, professional journals/articles read, and chapters presented in class (solo and team taught).
BLACKBOARD = NYU CLASSES Participation on BB is extremely important especially for those less verbal in class. Please feel free to post, respond, and begin new threads. If you feel a new forum (Discussion Board) should be added, please lmk at your earliest convenience!

MID-TERM & FINAL SELF-ASSESSMENTS: T-chart--twice during the semester. Each S is to assess her/his progress/process/growth in the course by setting standards and goals by mid-semester then determining those results by the semester’s end. + 1 P (anonymous/signed) suggestions to better this course.

PORTFOLIOS: Table of Contents; Road Map; Schedule (of observations, conferences, class presentations, outside readings, and visits to cultural centers); representative works of semester; observation reports, mid/final self-assessments. BE CREATIVE! (start EARLY!)

CRITERIA for GRADING: Participation 20% (in class and on BB); Reflections 20%; Observation Reports 20%; Presentations 20%; Portfolio 20%. ANY & ALL problems (foreseeable & actual)—come see me as soon as necessary—do not wait for problems to become problems!

ALI connection Ss planning on teaching adults/internship vs public schools All Ss registered for E29.2250 must observe at ALI as well as outside.

Students with Disabilities (http://steinhardt.nyu.edu/academics/affairs/faq/key_elements) “Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at 212 998-4980, 240 Greene Street, www.nyu.edu/csd.”

Academic Integrity (http://steinhardt.nyu.edu/policies/academic_integrity)

DISCLAIMER: Syllabus is a work in progress and can be changed based on the needs of professor/students as well as by vote
Spring/Fall 201

School: ______________________________

RE: Observations and Student Teaching

To Whom It May Concern:

I am writing to thank you for accommodating ____________________________, a student in Multilingual/Multicultural Studies Program (TESOL/Bilingual Education/Foreign Language Education) at New York University, to observe in your school during the ________ Semester, 200_. Observation and student teaching is required for all pre-service teachers for their degree at NYU and for New York State teacher certification. Being in an authentic school setting and practicing teaching under the guidance of an experienced teacher play a very important role in preparing our students for future teaching in our schools. Your collaboration and support to make the observation sites and field placements possible are greatly appreciated.

Thank you very much for your assistance. If you have any questions, please feel free to contact me at ggmczs@gmail.com

Sincerely yours,

Gisella McSweeny, Ph.D.
Multilingual/Multicultural Studies
You will be scheduled to observe classes at the American Language Institute based on the information you provide here. Most ALI classes are scheduled at the following times. Please indicate the days and times you are available to observe classes by writing “yes” on the lines provided.

If you have any special requests regarding the classes you observe (level, content) please indicate these at the bottom. And if you yourself have been a student at the ALI, please list the teachers you have studied with. Remember the more available you are, the greater the possibility of accommodating you.

<table>
<thead>
<tr>
<th>name</th>
<th>phone #</th>
<th>e-mail</th>
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</table>

### Monday
- 9-12
- 1:20-2:40
- 2:30-5:50
- 6:20-8:50

### Tuesday
- 9-12
- 10-12
- 1:20-2:40
- 2:30-5:50
- 6:20-8:50

### Wednesday
- 9-12
- 1:20-2:40
- 2:30-5:50
- 6:20-8:50

### Thursday
- 9-12
- 10-12
- 1:20-2:40
- 2:30-5:50
- 6:20-8:50

Total number of hours you need to observe at the ALI: _____

Special requests or comments:
ST's name  Date  
Supervisor  CT  
School  Grade  

TITLE & Type of Lesson (total time) 

Previous lesson: (briefly, what does this build on?) 

*Aim: (a why/how question that Ss can answer by the end of the lesson—should be on BB) 

Do Now: (what Ss do as soon as they enter classroom—should be on BB) 

Objectives: SWBAT (Ss will be able to…use “SWBAT” & list w/out repeating SWBAT, separate w/ ; if more than 1) 3--Linguistic, Content, Cultural 

Motivation: (something that catches/heightens Ss’ attention) 

Procedures: 
1. T asks Ss…(*keep in present tense throughout and put an expected time duration of each step at end) 
2. step 2 (expected time) 
3. (expected time) 
4. (expected time) 

Homework/Follow up lessons: 

Evaluation: 

Concluding Remarks: 

Reflection on how lesson went:
<table>
<thead>
<tr>
<th>DATE</th>
<th>DISCUSSION</th>
<th>ASSIGNMENTS DUE ON THIS DATE</th>
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<tbody>
<tr>
<td>Wk 1 Jan 29</td>
<td>Introduction; Course Overview; Observation Schedule; Topics; General Criteria (getting in, group sharing of info)</td>
<td>None</td>
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<tr>
<td>Wk 2 Feb 5</td>
<td>Observation techniques; observation reports; Case Study: Teaching Training Through Video (film DM/S&amp;D)</td>
<td>Brown Ch. 2-3 Reflection 1: Expectations/Uncertainties</td>
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<td>Wk 3 2/12</td>
<td>Discussion topic #1: Qualities of good language learners; CS: Dead Poets’ Society (film)</td>
<td>Brown Ch. 1, 4-5, pp. 493-498 (starting out, principles &amp; motivation, checklist) Reflection 2: Who Am I?</td>
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<td>Wk 4 2/19</td>
<td>Discussion topic #2: Qualities of a good language teacher; CS: Mr. Holland’s Opus (film)</td>
<td>Brown Ch. 10, 16 (lesson planning, learner strategy training) Jones Section 1 (classroom management system) Reflection 3: (unless otherwise specified, your choice) Bring copy of field notes (handwritten is fine!)</td>
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<td>Wk 5 2/26</td>
<td>Observation Reports &amp; Resource List Discussion topic #3: Communicative &amp; interactive language teaching</td>
<td>Brown Ch. 13-15 (interaction &amp; classroom management) Jones Section 2 (proximity) 2 copies OBSERVATION REPORT #1 + field notes (classroom portrait)</td>
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<td>Wk 6 Mar 2</td>
<td>Observation Reports Discussion topic #4: Developing listening/speaking skills</td>
<td>Brown Ch. 11 &amp; 22 (techniques/materials, grammar) Jones Section 3 (creating independent learners) Reflection 4</td>
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<td>Wk 7 3/12</td>
<td>Observation Reports Discussion topic #5: Developing reading &amp; writing</td>
<td>Brown Ch. 17-18 (4 skills, listening) Jones Section 4 (raising expectations) T-chart Mid-term self assessment (mega/meta-reflection)</td>
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<td>Wk 8 3/26</td>
<td>Observation Reports Discussion topic #6: Teaching grammar &amp; vocab</td>
<td>Brown Ch. 20-21, p393 (reading, writing) Jones Section 5 (classroom structure) 2 copies OBSERVATION REPORT #2 (comparison of 2 classes/levels)</td>
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<td>Wk 9 Apr 2</td>
<td>Discussion of schools observed</td>
<td>Brown Ch. 23 (assessment—traditional) Jones Section 6 (ch. 13, 14, 15 brats, +, calm &amp; strong) Reflection 5</td>
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<td>Wk 10 4/9</td>
<td>Discussion topic #7: Error correction, evaluation &amp; assessment</td>
<td>Brown Ch. 24 (assessment—classroom based) Jones Ch. 16-18 (setting limits) Reflection 6</td>
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<td>Wk 11 4/16</td>
<td>Discussion topic #8: Handling student diversity in L2 classroom Lesson Planning</td>
<td>Brown 19, 26 (social responsibility), pp. 345-8 (speaking) 2 copies OBSERVATION REPORT #3 (contrasting techniques—3+ classes)</td>
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<td>Week</td>
<td>Date</td>
<td>Activity Description</td>
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| Wk 12 | 4/23  | Observation Reports  | Brown Ch. 12 (technology)  
          | Discussion topic #9:  | Jones 19-20 (setting limits, cooperation)  
          | Using Songs to Foreshadow Grammar | Lesson Plan (use form in syllabus, hand in hard copy, materials used, & post on BB) |
| Wk 13 | 4/30  | Discussion of final observations | Brown Ch. 25 (teacher development)  
          | Discussion of theory/questions (methodology) | Prepare discussion of theory/questions  
          |  | Jones Ch. 21-22 (responsibility, problem students)  
          |  | Reflection 6: Likes/Dislikes  
          |  | Prepare what you feel you need discussed in class from readings/Resource List (collection of resources to teach L2) |
| Wk 14 & 15 | May 7 & 14 | PRESENTATION: Summary of Observations/Acting PORTFOLIOS  | Jones Ch. 23 (PAT)  
          |  | 2 copies FINAL OBSERVATION REPORT (summary of observations)  
          |  | Prepare PRESENTATION of something observed & Portfolios  
          |  | Reflection 9: Final Self Assessment T-chart (with grade for yourself)  
          |  | End of semester party! (food/wine) |