

LING 3300/4300: CLINICAL EXPERIENCE I & II
Utah State University-RCDE
Spring 2010

COURSE: LING 3300/4300

INSTRUCTOR: Aaron Roggia

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OFFICE HOURS: Thurs. 1:00-3:00pm by visit (in #103), by phone, or by video chat.
Please let me know in advance if you plan to visit with me.

COURSE DESCRIPTION

Ling 3300 and Ling 4300 are the first and second, 1 credit-hour, pre-student teaching experiences in middle and secondary schools for future second language teachers. The Office of Field Experiences and I will assign you to a secondary school classroom for a clinical experience of at least 30 hours during the semester. A fee of \$50 is required as an honorarium for your mentor teacher.

For more information on the purposes of and procedures related to the clinical experiences, see <http://teal.usu.edu/htm/ofe/sefe/clinical-experiences> and <http://www.teal.usu.edu/htm/ofe/sefe> .

PREREQUISITES

Ling 4400 or Ling 6400 should have been completed prior to taking this course or should be taken concurrently with Ling 3300/4300.

COURSE OBJECTIVES

The main objective of the clinical experience is for education students to begin to experience the second language classroom from a teacher's perspective. The goals of this course are the following:

1. Students will become acquainted with the role of a teacher in the classroom.
2. Students will become acquainted with a teacher's relationships with students, parents, colleagues, staff, and administrators within the context of second language teaching.
3. Students will expand their knowledge of strategies that teachers use to generate enthusiasm for learning a second language, engage students in learning, and organize the learning environment.

MENTOR TEACHER

Your assigned mentor teacher is an important source of practical experience and can help you to have success in the profession. The mentor teacher will work with you and will evaluate you at the end of the semester. See the Clinical Evaluation Form found at <http://www.teal.usu.edu/files/uploads/SECED/Clinical%20Evaluation%20SCED.pdf> .

STUDENT RESPONSIBILITIES

Students are expected to conduct themselves professionally. You should be prepared, arrive early to class, be respectful, and dress professionally (consult with your mentor teacher on what to wear). You should only miss class in the case of illness or emergency. If you cannot attend, you must notify the mentor teacher at an early time.

EVALUATION

This course will be graded pass/fail. To pass the course, you must do the following:

1. Email Information. You should email me the following information in list format ASAP so that I may arrange a Clinical Experience for you:

1. Days and times available for your Clinical Experience (or when you are absolutely not available).
2. The language you need to teach.
3. What school you would like to work in. (You need to have one clinical experience at a high school and one at a junior high/middle school.)

2. Pre-Clinical Experience Self-Assessment. Before you begin your clinical experience, you should assess yourself using the Clinical Evaluation Form (<http://www.teal.usu.edu/files/uploads/SECED/Clinical%20Evaluation%20SCED.pdf>). The purpose of doing a pre-self assessment is to know where you stand and to prepare for your mentor teacher's formal assessment at the end of the clinical experience.

3. Observation Reports (2). Complete two observation reports of your mentor teacher or another language instructor. The report form is on BlackBoard.

4. Journal. Your 1-2 page handwritten journal entry for each day in class should include the **date** and the following **3** parts, which you should clearly label:

(1) Daily Summary. Each day, you should summarize what the teacher and students did by giving the sequence and description of the class activities. You should comment on what worked well and what did not. You should also record any new activities that you learn from your mentor teacher.

(2) Daily Checklist Activity. You and your mentor teacher should choose activities for you to do that will assist him or her and the students. Each day after completing a planned activity, you should write about what you did. The following activities are suggested from the Clinical Experience Activities Checklist:

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| <input type="checkbox"/> Read aloud to students | <input type="checkbox"/> Help students form groups/teams |
| <input type="checkbox"/> Explain instructional material | <input type="checkbox"/> Conference with students about their writing and/or class projects |
| <input type="checkbox"/> Distribute supplies/equipment | <input type="checkbox"/> Teach simple mini-lessons |
| <input type="checkbox"/> Take attendance | <input type="checkbox"/> Monitor small group work/cooperative learning activities |
| <input type="checkbox"/> Keep records of grades | <input type="checkbox"/> Grade student worksheets or quizzes |
| <input type="checkbox"/> Observe another teacher | <input type="checkbox"/> Share a special, related talent |
| <input type="checkbox"/> Shadow a student | <input type="checkbox"/> Prepare and lead activities to enrich or extend the curriculum |
| <input type="checkbox"/> Prepare materials | <input type="checkbox"/> Review concepts previously learned with the students |
| <input type="checkbox"/> Arrange a display/exhibit | <input type="checkbox"/> Assist students who need extra help with concepts |
| <input type="checkbox"/> Locate resource people | <input type="checkbox"/> Lead the class in checking assignments |
| <input type="checkbox"/> Locate resource material | <input type="checkbox"/> Design/implement a full-length lesson |
| <input type="checkbox"/> Plan and implement simple activities | |
| <input type="checkbox"/> Instruct small groups (simple activities) | |

(3) Instructor Interviews. Each day, when possible, you should ask your mentor teacher at least one question to help you learn more about the profession and you should write down what you learn. You should begin with following topics:

1. The teacher's education, other careers, years teaching, and reasons for becoming a teacher.
2. What the teacher does to be organized in teaching and grading.
3. The teacher's views on classroom management and on helping students with various needs.
4. How the teacher generates student enthusiasm for learning the language.
5. What methods have been the most effective in helping students learn the target language.
6. What parents, colleagues, staff, and administrators ask the teacher to do.
7. What activities have been the most effective in engaging students to learn the language.
8. What are the best and worst things about teaching.
9. You should continue asking questions of your own each day about educational issues and record what you learn.

The Pre-Clinical Experience Self-Assessment, the 2 Observation Reports, and the Journal should be scanned to pdf and emailed as a pdf file to aaron.roggia@usu.edu by **midnight Friday, May 7, 2010.**

PLAGIARISM STATEMENT

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged used of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, and denial or revocation of degrees.

