UNIVERSITY OF THE FRASER VALLEY

ORIGINAL COURSE IMPLEMENTATION DATE: January 2004
REVISED COURSE IMPLEMENTATION DATE: September 2017
COURSE TO BE REVIEWED: (six years after UEC approval) March 2023
Course outline form version: 09/15/14

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: TESL 433	**Number of Credits:** 4 Course credit policy (105)
Course Full Title: Second Language Education Practicum **Course Short Title (if title exceeds 30 characters):** SLE Practicum	
Faculty: Faculty of Professional Studies	**Department (or program if no department):** Adult Education

Calendar Description:

This practicum component of the TESL certificate enables students to apply their studies of theory and methodology of second language teaching and learning in an approved ESL instructional setting.

Note: Students with credit for TESL 333 cannot take this course for further credit.

Prerequisites (or NONE):	TESL 400 (formerly TESL 300), TESL 408, TESL 410 (formerly TESL 310), and TESL 420.
Corequisites (if applicable, or NONE):	
Pre/corequisites (if applicable, or NONE):	

Equivalent Courses (cannot be taken for additional credit)
Former course code/number: **TESL 333**
Cross-listed with:
Equivalent course(s):
Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit
Transfer credit already exists: ☐ Yes ☒ No
Transfer credit requested (OReg to submit to BCCAT):
☐ Yes ☒ No (if yes, fill in transfer credit form)
Resubmit revised outline for articulation: ☐ Yes ☐ No
To find out how this course transfers, see **bctransferguide.ca**.

Total Hours: 70
Typical structure of instructional hours:

Lecture hours	4
Seminars/tutorials/workshops	6
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	50
Online learning activities	8
Other contact hours: mentor/supervisor consultations	2
Total	**70**

Special Topics
Will the course be offered with different topics?
☐ Yes ☒ No
If yes, different lettered courses may be taken for credit:
☐ No ☐ Yes, repeat(s) ☐ Yes, no limit
Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 15

Expected frequency of course offerings (every semester, annually, every other year, etc.): Annually

Department / Program Head or Director: Seonaigh MacPherson	**Date approved:**	November 2016
Faculty Council approval	**Date approved:**	December 2016
Campus-Wide Consultation (CWC)	**Date of posting:**	March 17, 2017
Dean/Associate VP: Tracy RyderGlass	**Date approved:**	December 2016
Undergraduate Education Committee (UEC) approval	**Date of meeting:**	March 24, 2017

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Observe a second language or ESL class through a professionally critical lens
- Demonstrate an ability to design and teach lessons and create constructive learning environments for English language learners (ELLs) or second language learners.
- Prepare integrated activity-based language lesson plans that are relevant and appropriate for target students, programs, and contexts.
- Adjust teaching and curriculum on the basis of ongoing reflective practice and formative assessment processes.
- Collaborate with peers and/or supervisors in creating a supportive learning environment for studentsPlan ongoing professional development in the field of TESL or SLE.

Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because the practicum is required for TESL Canada Professional Standard Two and is required by our UFV program to demonstrate the ability to apply what is learned in the other coursework to the practice of teaching a second language.

Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

- guided observation (minimum 20 hours)
- guided teaching and class management (minimum 30 hours)
- portfolio compilation with reflective writing (a component of both observation and teaching time)
- online peer discussions – critical incident analysis (min. 8 hours)
- sponsor/mentor consultation, collaboration, and performance review (minimum 4 hours)
- classroom seminars (minimum 6 hours)
- practicum supervisor consultation and performance review (minimum 2 hours)
- assignments (ex. textbook work, student needs assessment tool creation, lesson planning, peer observation and evaluation, etc.)

Grading system: Letter Grades: ☐ Credit/No Credit: ☒ Labs to be scheduled independent of lecture hours: Yes ☐ No ☒

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (if more space is required, download Supplemental Texts and Resource Materials form)

	Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
2.	Farrell, T.	Promoting Teacher Reflection in Second Language Education: A Framework for TESOL Professional	☒	Routledge	2015
3.			☐		

Required Additional Supplies and Materials (software, hardware, tools, specialized clothing, etc.)

Students will be expected to supply any and all teaching materials required to complete the 30 hours of teaching as well as materials for the portfolio completion.

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments:	25%	Midterm exam:	%	Practicum:	75%
Quizzes/tests:	%	Lab work:	%	Field experience:	%	Shop work:	%
Other:	%	Other:	%	Other:	%	Total:	100%

Details (if necessary):

Upon completion of the course, students will receive a Credit, No Credit, or Incomplete. Students who receive a credit will have attended all of the classroom/seminar and online sessions (unless instructor permission was given) and successfully completed all of the practicum requirements as well as the portfolio work (which includes demonstrated completion of volunteer hours within an ESL or SLE setting). Students who receive an Incomplete will normally have up to 6 weeks after the final course date to complete either the practicum requirements or the portfolio work, or both. An incomplete will only be issued in extenuating circumstances after consultation with and agreement by the practicum supervisor. (Poor time management or an unsuccessful practicum for example, will not be considered as reasons for issuing an incomplete.)

Typical Course Content and Topics

Within the mandatory minimum of 20 hours of observation, 30 hours of teaching and 20 hours for seminars, consultation, collaboration, performance review, and creation of a portfolio there will be considerable variation of content from student to student given the nature of a practicum class. However, all students will complete the guided observation and teaching hours, the reflective writing assignments, the portfolio compilation, the peer observation and evaluation, and textbook and materials assignments. All students will also consult sponsors with respect to lesson planning and materials creation. In addition, they will also have their teaching performance reviewed by both their sponsors and the practicum supervisor.