

# Syllabus

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## I. Course Description:

This course is designed to provide students with a cross-cultural teaching experience. The course includes preparation work before starting the practicum and 60 hours minimum of teaching in a cross-cultural setting. This course is a required course for all TESOL majors.

*Prerequisites: In order to do the PIII teaching component, completion of the TESOL certificate is required. The PIII preparation can begin while students are completing the certificate.*

## II. Course Objectives:

Upon completion of the course, the student will have done the following:

1. Prepared to teach cross-culturally through meetings or contact with the supervisor.
2. Researched and prepared an information facts sheet about the culture in which he/she will be entering.
3. Put together a TESOL resource kit.
4. Spent a minimum of 60 hours of teaching English in another country/culture.
5. Reflected on the experience through keeping a journal.

## III. Assignments:

1. Meet at least 3 times during the semester with the supervisor and other Practicum students for discussion and preparation. In the case of an independent study, the student will maintain contact with the supervisor through individual meetings, emails or other arrangements set forth in discussion with the supervisor.

Value: 5%

2. Put together a "TESOL Survival Kit". The kit is intended to provide the teacher with basic resources which could be taken into any English teaching situation. The kit *could include but is not limited* to resources such as:

- a grammar resource text book (*mandatory*)
- a pronunciation resource text book (*mandatory*)
- flash cards
- photographs/pictures
- materials (markers, mack-tack, scissors, paper, etc.)

- lesson plans
- conversation game ideas
- game board activities
- a picture dictionary

Value: 10%

3. Read and research at least 3 sources on the culture in which you will be teaching. Prepare a facts sheet from what you have learned that will be pertinent to teaching in this particular cultural context. Be prepared to present your list and discuss it with your supervisor. At the end of the teaching experience, the facts sheet will be revised to include anything new that you learned and would like to add for future teachers who will be teaching in this particular context.

Value: 10%

4. At least four weeks before starting the teaching component, submit a list of what you have done in preparation. Include how you have prepared personally (*e.g. visa, travel arrangements, vaccinations, passport, appropriate apparel, etc.*), professionally (*e.g. mentor, TESOL kit, resources, etc.*), and spiritually (*e.g. prayer support, spiritual mentors, locating church or spiritual community in host culture, etc.*).

Value: 5%

5. Go to teach English in another culture that is not your own. Teach a minimum of 60 hours. Provide a curriculum outline and description of your students and teaching situation at the beginning of your teaching position. Choose 6 lesson plans which best represent what you have done during your teaching and submit them for feedback and evaluation. Along with the six lessons, include a written reflection of what happened during the lesson, whether or not the goals and aims of the lesson were met, what went well, what didn't go well, and whether or not you would plan or choose to do something differently in the future. Submit any materials along with each lesson plan and reflection.

*Criteria: Curriculum, assessment description, lesson plans, materials*

Value: 60%

6. Write a reflective journal processing your cross-cultural experience. You can process in which ever form you choose (poems, songs, journal entries, letters, blog, etc.). You will submit the journal at the end of your teaching to be graded by your supervisor. You can submit the journal online, by email or mail it to your supervisor.

*Criteria: completion, punctuality, consistency, effort, reflection.*

Value: 10%

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