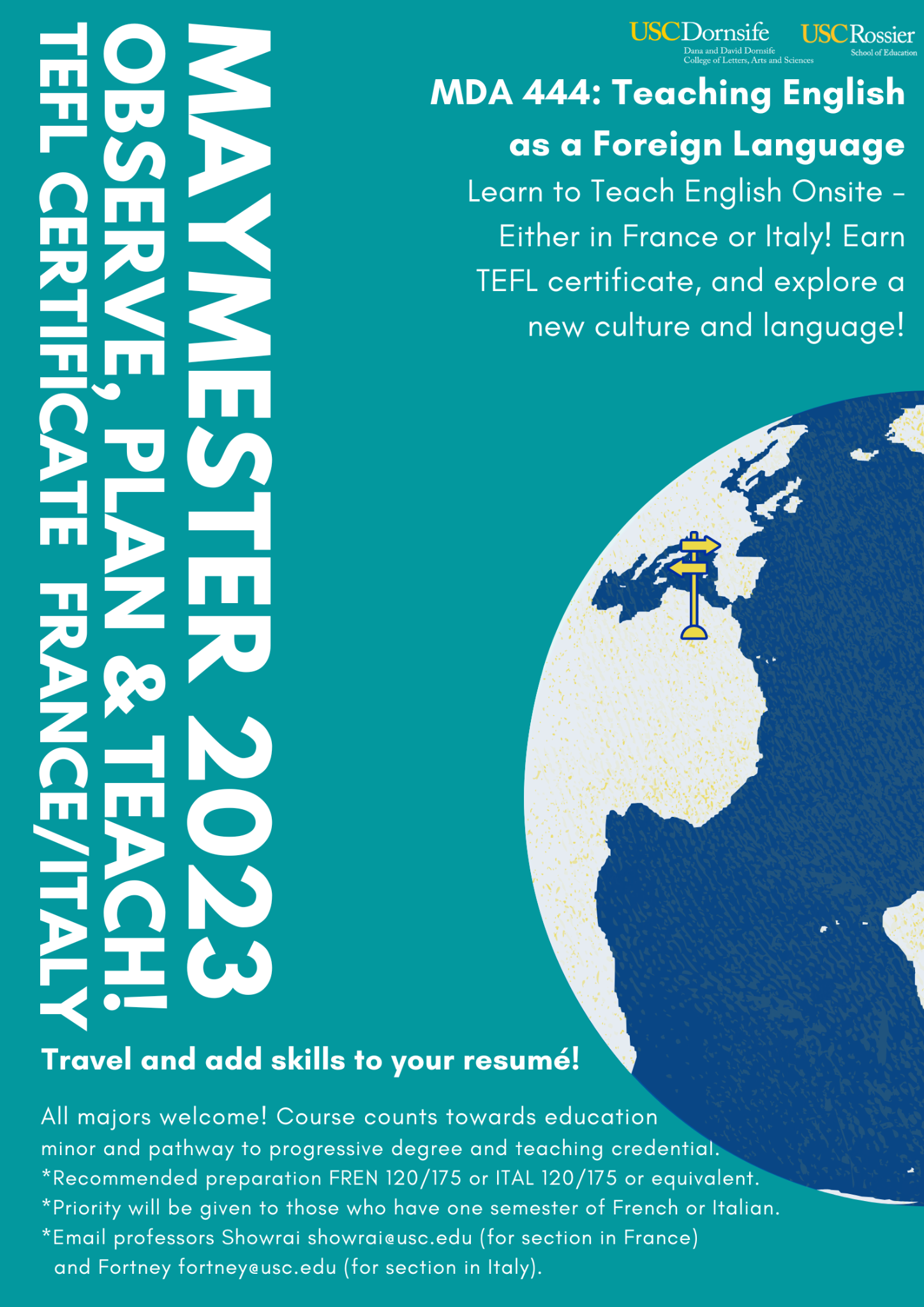
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**Course ID and Title** MDA444 Teaching English as a Foreign LanguageA picture containing text, clipart

Description automatically generated

**Units: 4**

**Term:** Spring/Summer 2023

M, T, W, Th

May 15 2022-June 9 2023

**Location:** Rome, Italy

**Los Angeles: 05/15/2023 - 05/19/2023**

**Rome, Italy: 05/20/2023 - 06/9/2023**

**Faculty Jenifer Crawford, Ph.D.**

**Contact Info:** [jenifeac@usc.edu](mailto:jenifeac@usc.edu), 530.519.4085 (cell), WhatsAppQr code

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I will reply to all calls, emails and WhatsApp messages within 48 hours during the Spring Semester and within the same day during the Maymester session abroad.

|  |
| --- |

**Course Description**

Learn to Teach English Onsite in Rome! Earn a TEFL certificate, and explore a new culture and language! This Maymester course will support you to become an equitable English as a Foreign Language (EFL) teacher by giving you the tools to engage in ongoing reflection to ensure your practices are theory-driven and socioculturally sustaining so that you can facilitate learning experiences that are inclusive and empowering. Upon completion of this course, you will earn a department certificate in Teaching English as a Foreign Language (TEFL). In this on location course you will have the opportunity to observe EFL classes and teach EFL lessons as well as visit organizations and locations related to education and society in Los Angeles, California and in Rome, Italy.

In Los Angeles you will visit and observe EFL courses and multilingual elementary and secondary courses while you prepare language lessons to teach in Italy from 05/16/2023 - 05/20/2023. In Rome, Italy, from 05/20/2023 - 06/15/2023, you will teach and observe language lessons in public middle and high schools, private language academies, and at universities in Rome. Onsite visits in Rome will also include to Centro Astalli to speak with political exiles and refugees along with visits to the Colosseum, Roman Forum, the Vatican Museums, United Nations World Food Programme headquarters to learn about school feeding programs, and the Villa Borghese will be included. You will live in homestay families or stay in a hotel in Rome. Integral to understanding education and society will be two three-day excursions to Naples and Milan. First, students will travel to the wealthy northern city of Milan to juxtapose its structure, organization and opportunities that are more consistent with Northern European cities to the realities facing Romans and much of the rest of Italy. Then students will head to the southern city of Naples that is home to many migrants coming from North Africa. These travels will serve to add greater depth to our conversations and analysis of TEFL as we consider regional differences shaping education and society in Italy today.

The course will be conducted in English and will feature lessons in conversational Italian. Cultural and linguistic immersion will offer opportunities for students to reflect on their own learning process to inform their EFL teaching. The focus of this course is to learn how to teach EFL. In the course you will learn that language teaching and learning is a social, political, cultural, and personal process of becoming in the target language. Given this importance of society in language teaching, you will connect the learning objectives of how to teach EFL to education and society through reflective prompts that will be offered for all on site visits and learning experiences.

**Learning Objectives**

* Design EFL learning activities and two EFL lessons.
* Teach two EFL lessons.
* Observe language learning activities and activities in educational organizations.
* Reflect on linguistic and local factors in language teaching and learning.

**Prerequisite(s):** None.

**Co-Requisite(s):** None.

**Concurrent Enrollment:** None.

**Recommended Preparation**:Recommended preparation FREN 120/175 or ITAL 120/175 or equivalent. Priority will be given to those who have one semester of French or Italian.

\*Email professors Showrai showrai@usc.edu (for section in France) and Fortney fortney@usc.edu (for section in Italy).

**Required Readings and Supplementary Materials**

All required materials will be provided by the instructor via ARES and on the Blackboard platform. These will include articles, videos, and websites from a diverse set of educators equitably enacting English language education. It is imperative that students secure the required materials listed in the course schedule table below. Starting with Week 1, students will be expected to read, reflect upon, and prepare to discuss assigned texts (readings, videos/tutorials, and online resources) prior to class time. All assigned texts listed in the course calendar will be either hyperlinked (links often require a [VPN](https://itservices.usc.edu/vpn/) and [USC Shibboleth](https://itservices.usc.edu/aboutuscnetid/) sign-in), located in [ARES](https://reserves.usc.edu/) (USC course reserve), or will be located on the Blackboard class page (for all mini-lectures).

**Communication**

Communication and collaboration are essential for teachers working in any school. Therefore, it’s important that you feel comfortable asking questions about and giving feedback on this course just as your classmates will be providing you with feedback on the plans you develop in this class. If you have questions or comments, please speak to your professor directly.

**Description and Assessment of Assignments**

Below is a general overview of the assignments. The instructor will provide a detailed assignment description and grading rubric for each assignment. For the detailed descriptions and rubrics, please see the assignment guides posted on Blackboard and in the class Google Drive folder.

**Grading Breakdown**

Including the above detailed assignments, how will students be graded overall? Participation should be no more than 15%, unless justified for a higher amount. All must total 100%.

| **Assignment** | **Points** | **% of Grade** |
| --- | --- | --- |
| TEFL Lesson Plans | 35 | 35 |
| TEFL Instruction | 35 | 35 |
| Language Teaching & Learning Reflection | 30 | 30 |
| **TOTAL** | 100 | 100 |

**Grading Scale (Example)**

Course final grades will be determined using the following scale

A 95-100

A- 90-94

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D+ 67-69

D 63-66

D- 60-62

F 59 and below

**Assignment Rubrics**

Include assignment rubrics to be used, if any.

**Assignment Submission Policy**

Describe how, and when, assignments are to be submitted.

**Grading Timeline**

Announce a standard timeline for grading and feedback.

**Additional Policies**

Add any additional policies that students should be aware of: late assignments, missed classes, attendance expectations, use of technology in the classroom, etc.

**Weekly Activities**

There are a number of class activities that you will be asked to complete each week, either before or during class time. The purpose of these activities is to help you engage in more thoughtful reflection about topics, serve as interim tasks for other course assignments, and/or provide practice for key skills. The out of class activities primarily consist of 6 hours of instructional observation and practice done in pairs or small groups that will be scheduled and organized by your instructor and Italiaidea and whole-class trips to schools, community/Non-Governmental/Non-Profit organization, and cultural and touristic sites. In class activities will include self and peer review.

**In-Class Self and Peer Review**

Every week of class, you will conduct reviews of plans and instructional rehearsals. You will be required to include this review in the appendices of your course assignments, and you will not be graded separately for this activity. You will complete your review based on a rubric for a given assignment and/or a checklist for that assignment.

* Week 1, you will be reviewing your own and your peers’ Lesson Plans
* Week 2 and 3, you will be reviewing your own and your peers’ teaching of one or more of their lesson plans.
* Week 4, you will be reviewing your own and your peers’ Language Teaching & Learning Reflection.

**Three Major Course Assignments**

There are three major assignments in the course that are each worth 30-35% of your grade. Each assignment (listed below) aligns with one of the four course learning objectives. Detailed assignment guides with steps for completion of the assignment, rubrics, templates/outlines, and assignment exemplars can be found using the links below.

* [Assignment Guides and Exemplars](https://drive.google.com/drive/folders/1E9V4LHw4Rr_3mZ1FppM9_pFGam9DR02X?usp=sharing)

**TEFL Lesson Plan**

**Learning Objective**

By the end of this course, students should be able to design EFL learning activities and two EFL lessons.

**Assignment Description**

This assignment is due by the end of the class on Day 4. Design two effective and inclusive EFL lesson plans. The goal of this assignment is to demonstrate the learning objective and your growth in language learning lesson design over the semester. At the end of the lesson plan, there is a space for you to reflect on the strengths and areas for growth of your lesson plan.

**Grading**

Your instructor will use a rubric that is available in the Assignment Guides and Exemplars Google Drive folder. Your language lesson plan will be evaluated on the degree to which it generally demonstrates mastery of the above learning objective and specifically incorporates the key element of critical, multilingual pedagogy across traditional, progressive, and critical instructional orientations.

**Steps**

1. Get organized by reviewing the in-depth assignment descriptions, template, and examples.
2. Review one Italian EFL school and classroom context in Rome, including language levels, language program, age, and learning standards. You can choose between the instructor-given case or your current or future teaching context.
3. Review the readings and material regarding designing a language learning lesson.
4. Draft the lesson plan using one of the lesson plan templates provided by your instructor.
5. Proofread and confirm that your plan met all of the assignment criteria in the rubric. Complete self-review and peer review of your assignment using the checklist. Sign and date the self-review checklist in Appendix 1. Include peer review feedback in Appendix 2.
6. Upload the assignment to the Blackboard platform by the deadline.

**TEFL Instruction**

**Learning Objective**

By the end of this course, students should be able to teach two or more EFL classes that they designed.

**Assignment Description**

This assignment is due on assigned teaching days during the second and third week of the course. The goal is to give students confidence, support, and feedback by letting them try out teaching a short lesson that they designed.

**Grading**

Your instructor will use a rubric that is available in the Assignment Guides and Exemplars Google Drive folder.

**Steps**

1. Prepare to teach your lesson by meeting with your co-teachers and reviewing your lesson plan.
2. Teach your lesson.
3. Meet with your instructor to discuss strengths and areas for improvement.

**Language Teaching & Learning Reflection**

**Learning Objective**

By the end of this course, students should be able to observe language learning activities and activities in educational organizations. Then based on the observations, students should be able to reflect on linguistic and local factors in language teaching and learning.

**Assignment Description**

This assignment is due during class on Day 15 and 16. Complete daily TEFL reflection journal entries. Write a 2-page language teaching and learning reflection paper. This paper should include a 1-page TEFL (instructional) personal philosophy statement and a 1-page summary of most important cultural, social, and linguistic factors that shape how languages are learned. In class Day 15 and 16 be prepared to discuss how your experiences in the course in Los Angeles and Rome shaped that philosophy. The goal of this Language Teaching & Learning Reflection should be to connect theory to practice in the context of factors in education and society that impact TEFL.

**Grading**

Your instructor will use a rubric that is available in the [Assignment Guides and Exemplars](https://drive.google.com/drive/folders/1uGepjev90BaZe42n3BiZX0zD0lnERSeF?usp=sharing) Google Drive folder. Your plan will be evaluated on the degree to which it generally demonstrates mastery of the above learning objective and specifically incorporates the following aspects: describes personal approach to lesson planning, identifies key instructional strategies, ensures a culturally and linguistically responsive classroom community of learners, and includes 2-3 references.

**Steps**

1. Get organized by reviewing the in-depth assignment descriptions, and template.
2. Complete daily TEFL reflection journal entries. Pay particular attention to insights in lesson planning, instruction, classroom culture, and the impact of linguistic and social context on TEFL.
   1. Review the guidelines for journal entries and the sample journal entry in the assignment guide.
   2. Your professor will provide a reflective prompt before each site visit, class observation, teaching activity, or Italian crash course.
   3. Spend 5 minutes in sustained reflective writing on the given prompt during or directly following an activity. Each journal entry should be 3-4 sentences.
   4. Share this written reflection on the class reflective journal Google Document.
   5. Expect to complete approximately 15 entries.
3. Review course readings and material regarding lesson planning, instruction, and language teaching and learning.
4. Draft a 2-page language teaching and learning reflection paper. This paper should include a 1-page TEFL (instructional) personal philosophy statement and a 1-page summary of most important cultural, social, and linguistic factors that shape how languages are learned.
5. Proofread and share for peer review on Day 15 to ensure that your plan met all of the assignment criteria in the rubric.
6. Upload the assignment to the Blackboard platform by the deadline.

**Assignment Rubrics**

Your instructor will use rubrics to evaluate all graded assignments. These rubrics will be available in the Assignment Guides and Exemplars Google Drive folder in the detailed assignment guides.

**Assignment Submission Policy**

Any work that is submitted after the stated deadline will receive a 10% penalty for everyday it is late. In other words, the moment the assignment is submitted late, you’ll receive a 10% late penalty. If the assignment is not submitted after the first 24-hour period, an additional 10% will be added to the penalty. An additional 10% will be added for every 24-hour period it is late thereafter until it reaches a maximum of 50% penalty for late assignments. If serious circumstances arise that hinder you from meeting the deadline, you must contact the instructor by email BEFORE the assignment due date in order to be given consideration.

**Grading Timeline**

Your instructor will provide feedback on all assignments within one to three days of submission.

**Academic integrity**

In education, plagiarism is considered a violation of academic integrity by the school. For the first violation, a failing score will be applied to submitted work that has been plagiarized. Such work may not be resubmitted for a new grade. Second and further violations will be reported to the school.

**Attendance**

Regular class attendance is necessary, as students are required to participate and lead weekly in-class discussions.

**Classroom Norms**

Sharing our ideas, practices, and plans with others, and opening ourselves to critique (or peer feedback) can be a vulnerable process. To model the expectations of a professional work environment in our field and promote a respectful classroom environment, we agree to:

* not interrupt when someone else is speaking;
* critique ideas and practices, not people;
* support critique with evidence from course texts, or speak from personal experience;
* allow everyone to participate (i.e., don’t dominate or remain silent);
* keep a positive tone when engaging in class discussions and group work;
* equitably share group work across group members; and
* accept feedback in the positive spirit with which it is given, as a means of development.

**Course, Peer, and Self-Evaluation**

There will be a second-week evaluation given in this course. Final evaluation will be given at the final class meeting. Candid and detailed feedback on both evaluations is appreciated and is used to improve the course and instruction. You will also be required to do self- and peer evaluations throughout the course in connection with the assignments.

**Leadership**

There are several opportunities for leadership in the class in the field of language education. You will be asked to lead instructional activities with your peers and you will have an opportunity to take a leadership role during in-class peer review. You can take a leadership role in the language teaching profession by adapting and sharing some of your work in the course as Created Open Educational Resources on our USC [Technology, Equity, and Language Learning](https://sites.usc.edu/tell/) website. You can take a leadership role by enacting your equitable language lesson plans in your current or future language classroom. The activities and plans you develop for language education can be discipline-based, depending on if you are an ELD, ESL, World or Foreign Language Teacher, or Dual-Language Teacher in the U.S. or an international context. You can also evaluate the implementation of one or more of your plans and share these results during conferences or in journals supported by local professional organizations, such as [CATESOL](https://www.catesol.org/) and [CABE](https://www.gocabe.org/).

**Technology**

Students taking the class on the ground are required to bring an internet-enabled device with browser capabilities, such as a cell phone or a laptop, to class. During class time, it is expected that students will use their devices only to participate in activities guided by the instructor. Use of devices for other purposes is not permitted during class time. If you require an internet-enabled device, the USC Computing Center Laptop Loaner Program–USC Information Technology Services provides loaner laptops at the general-use computing centers in King Hall, Ahmanson Information Commons at Leavey Library, and Waite Phillips Hall. This service is only available to currently enrolled USC students with a valid USCard. To check out a laptop, go to the service desk at a [USC computing center](https://itservices.usc.edu/spaces/computingcenters/) and log in to the laptop checkout webpage.

**Course Schedule/Itinerary: A DAILY BREAKDOWN**

**activities (**IMPORTANT: For each unit of in-class contact time, the university expects two hours of out-of-class student work per week over a semester.

There will be 45 hours of classroom learning. This class is 4 units, and you should plan to spend 8 hours out-of-class each week for this course.

Instruction & Observation: University, K-12, Language Schools

1. Week 1: Lesson Planning
   1. Observation
2. Week 2: English Instruction
   1. Instruction
   2. Observation
3. Week 3: English Instruction
   1. Instruction
   2. Observation
4. Week 4: Reflection
   1. Organization Visits
   2. Observation

|  | **Topics/Daily Activities (contact hours)** | **Readings and Homework** | **Due Dates for Assignments/Deliverables** |
| --- | --- | --- | --- |
| **Week 1: Welcome &**  **EFL Lesson Planning – Lesson Objectives, Assessments, and Instructional Activities.** | | | |
| DAY 1 | Class time (10:00-1:00):   1. Welcome & Orientation 2. Identify three instructional orientations: traditional, progressive, and critical to English language teaching 3. Explain why local factors in education and society including race, class, and gender impact English Language Teaching and learning. | *Required Reading:*   * Short, D., Becker, H., Cloud, N., & Hellman, A. B. (2018). *The 6 principles for exemplary teaching of English learners: Grades K-12*. Chapter 1. [*A Vision for Exemplary English Language Teaching*](https://drive.google.com/file/d/1cg88cs6xuBoHbSkxAwsti7xErItJcDZJ/view?usp=sharing)*.* (p 1-8). TESOL Press.   *Additional In-Class Resources:*   * Executive Summary in Beacco, J. C., Byram, M., Cavalli, M., Coste, D., Cuenat, M. E., Goullier, F., & Panthier, J. (2016). [Guide for the development and implementation of curricula for plurilingual and intercultural education](https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016806ae621). Council of Europe. (Read10p. 9-14) * Chang, B., & Salas, S. (2020). [Disrupting method: Critical pedagogies & TESOL](https://drive.google.com/file/d/1i1w-IxYYl_IRiM_RU3uE83XNLURrf8-a/view?usp=sharing). In J. K. Shin & P Vinogradova (Eds.), *Contemporary foundations for teaching English as an additional Language: Pedagogical approaches & classroom applications* (p 15- 22). London: Routledge. (6 pages) * Mini-Lecture: [Three Instructional Orientations](https://drive.google.com/file/d/1NosI2FOMaNRnZXc-fd0lPWpgOldv4sVJ/view?usp=sharing) * Mini-Lecture: [Five Elements of Instruction](https://drive.google.com/file/d/1yfUU4FUnTSAJhJhsbGvq069rX4ckKlSZ/view?usp=sharing) * [Implicit Bias](https://youtu.be/u3aCKTfei_4) (4:21) * American Council for Teachers of Foreign Languages. [Core Practices for World Language Learning](https://drive.google.com/file/d/1g_BgMVgQNuMLVC2KiszCtYG_U7EKGkQi/view?usp=sharing). (1 page) * [Core Concepts of Racial Equity](https://drive.google.com/file/d/11XWb1k5QUxlhr7E0auKUxopVExNPN1mU/view?usp=sharing) USC Center for Urban Education 2020 (2 pages) |  |
| DAY 2 | Class time (10:00-1:00):   1. Describe criteria and format of a learning objective (i.e., specific and measurable; action goal + noun) 2. Apply criteria of learning objectives to revise given learning objectives   Italian Crash Course (2:00-3:00) | *Required Videos/Tutorials:*   * [TESOL Program Lesson Objectives Checklist](https://drive.google.com/file/d/1abxof4AjQayoSGezbxT5rZrwanzVDmQT/view?usp=sharing) (1 page) * [*Writing Learning Objectives*](http://cet.usc.edu/cet/wp-content/uploads/2017/06/writing_learning_objectives.docx)(2 pages)   *Additional In-Class Resources:*   * [*Bloom's Taxonomy*](http://cet.usc.edu/cet/wp-content/uploads/2016/12/blooms_taxonomy.docx) * [Bloom's Taxonomy for World Languages](http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/7-Packet_2-Hedstrom_Blooms_FL.pdf.aspx) * [*Learning Objectives FAQ*](http://cet.usc.edu/cet/wp-content/uploads/2017/06/learning_objectives_faq.docx) * [Learning Objective examples](https://tips.uark.edu/learning-objectives-before-and-after-examples/) * [Tips for Using Bloom's Taxonomy](https://tips.uark.edu/using-blooms-taxonomy/) * [Improving Outcomes with Bloom's Taxonomy](https://www.omicsonline.org/open-access/improving-outcomes-with-blooms-taxonomy-from-statistics-education-to-research-partnerships-2155-6180.1000e130.pdf) * [Language Objectives: The Key to Effective Content Area Instruction for English Learners](https://www.colorincolorado.org/article/language-objectives-key-effective-content-area-instruction-english-learners) * [Teaching Techniques: Writing Effective Learning Objectives](https://www.linkedin.com/learning/teaching-techniques-writing-effective-learning-objectives?u=76870426) (51 minutes – Use [Shibboleth login to LinkedIn Learning](https://itservices.usc.edu/linkedin-learning/)) |  |
| DAY 3 | Class time (10:00-1:00):   1. Draft learning objectives for lesson plan assignment 2. Describe approaches to sequence instructional activities   Site/School Visit (2:00-4:00) | *Required Reading:*   * Clementi, D., & Terrill, L. (2017). [Lesson design](https://drive.google.com/file/d/1GMc22H7ZbpRudv9s3vuK8TLYP2WUtQ4E/view?usp=sharing). In *The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design* (Chapter 3, pp. 53–68). (15 pages)   *Additional In-Class Resources:*   * [Zwiers, Chapter 2: Designing Activities and Lessons](https://drive.google.com/open?id=1MAnVOwHFMMvqTBpJ-x23nBRzlkgHCxM_) (13 pages) * [Topics, themes and essential questions for lessons and units](http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Content-Elaborations) * [Good Essential Questions](https://www.teachthought.com/pedagogy/examples-of-essential-questions/) * [Critical Language Lesson Plan](https://drive.google.com/file/d/1T9-xh5DOe925SMU0-o92pgGUeA6VQuZp/view?usp=sharing) and [Filled Example](https://drive.google.com/file/d/1TINMXY7RQEOJUusN2g-mYJWWW2U8y0_j/view?usp=sharing) |  |
| DAY 4 9:30-12:30 | Class time (10:00-1:00):   1. Develop instructional activity sequence based on Learning Objectives 2. Draft sequence of instructional activities for lesson plan assignment   Italian Crash Course (2:00-3:00) | *Required Reading:*   * Buechel, L. (2021) Teachers as Agents of Change: Unpacking ELF Lessons with an Anti-biased Lens. In J. Crawford & R. Filback. TESOL Guide for Critical Praxis in Teaching, Inquiry, and Advocacy. IGI. (25 pages)   *Additional In-Class Resources:*   * Crookes, G. (2013). [Critical ELT in Action](https://drive.google.com/file/d/1TW1hDM5DKonCPqwVTrDoUpeUE_V3g4iK/view?usp=sharing). Chapter 2 Getting Started: Materials and Curriculum Content p.8-45. * [Course Design](https://vimeo.com/227815173/7652fa1a21) (3:42) * [Aligned Assessments](https://vimeo.com/228841242/b2bc72524d) (6:50) * [How to…](https://drive.google.com/file/d/1-9BmwlpGSerKpCshe3awQCqUMLs1vid5/view?usp=sharing)Lesson Planning Resources for Language Education (10 pages) * Culturally Responsive Instruction Observation Protocol ([CRIOP](https://drive.google.com/file/d/1UOqIUH9NVMBfuV7wb7d_-12dXcUIwLhJ/view?usp=sharing)). Section: Instruction; pages 8-9. * [Backward design overview and tools](http://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Backward-Design) * [Backward Design](https://www.actfl.org/resources/guiding-principles-language-learning/backward-design) * [Inclusive Course Design](https://bokcenter.harvard.edu/inclusive-course-design) * [Design High- Quality Lessons for Language Development](https://www.tesol.org/the-6-principles/the-6-principles/principle-3) | **Due at the end of class: TEFL Lesson Plan** |
| *Friday-Sunday: Milan Trip* | | | |
| **Week 2: EFL Instructional Strategies - Building on Background Knowledge; Instruction of Language Form; Integrating Language Skills & Practices; Tailoring Instruction: Differentiation, Grouping, and Scaffolding.** | | | |
| DAY 5 | Class time (10:00-1:00):   1. Describe ways to identify and leverage EFL learners linguistic, content, and sociocultural background knowledge. 2. Revise and rehearse one activity from EFL lesson plan for Italian EFL students.   Site/School Visit (2:00-4:00) | *Required Reading:*   * Gross, E. & Crawford, J. ([DRAFT](https://drive.google.com/file/d/1KAxm9kU9ntyx7DiHVGU-_ROHNzUb-u3U/view?usp=sharing)) Building on background knowledge. In *Critical multilingual pedagogies: A practical guide to linguistically and culturally sustaining teaching* (pp–21). Routledge.   *Additional In-Class Resources:*   * Mini-Lecture: [Identifying and Leveraging Background Knowledge](https://drive.google.com/file/d/1_wfq5pxhl_z37YrAtu4AtnC2sjZ202OF/view?usp=sharing) * Mini-Lecture: [Applying Traditional, Progressive, and Critical Approaches to Building on Background Knowledge in an Instructional Activity](https://drive.google.com/file/d/11ox0Peej84Xyi9drEIGFwcnVJcQOpRMI/view?usp=sharing) * Know Your Learners: <https://www.tesol.org/the-6-principles/the-6-principles/principle-1> * [Background knowledge](https://www.youtube.com/watch?v=mysrzOT0iJs) |  |
| DAY 6 | Class time (10:00-1:00):   1. Describe strategies to teach English language form. 2. Revise and rehearse one activity from EFL lesson plan for Italian EFL students.   Italian Crash Course (2:00-3:00) | *Required Reading:*   * Kinsella, K. (2005). [*Preparing for effective vocabulary instruction*](https://drive.google.com/file/d/17i1pyIlANLX2S813MGRMbp0OS0zu2ga1/view?usp=sharing). SCOE.   ***Additional In-Class Resources:***   * VanPatten, B. (2017). [Input enhancement and focus on form](https://drive.google.com/file/d/1BKCLK2MvrfvnKyrbn7u7m7irQs51y59N/view?usp=sharing). In *While We're on the Topic: BVP on Language, Acquisition, and Classroom Practice* (pp. 100-104). ACTFL. * Larson-Freeman. (2014). [Teaching grammar.](https://drive.google.com/file/d/1cSpfJu1AeQ1CndwOJ9BCo37v5l1eqmaH/view?usp=sharing) In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.) *Teaching English As a Second or Foreign Language* (4th ed., pp 256–270). National Geographic Learning. * Krashen (2020) [Self-Selected Fiction: The Path to Academic Success?](http://www.sdkrashen.com/content/articles/2020._self-selected_fiction_krashen__catesol.pdf) CATESOL Newsletter, April. (p. 1-2) * Mini-Lecture: [Instruction of Language Form](https://drive.google.com/file/d/1yvsoVTVphg-7ACTZh3X8q_IB4EJCgnst/view?usp=sharing) * Excerpt from [Krashen Master Class #1](https://www.youtube.com/watch?v=Dcaua3cb6GQ) (Watch 8:00-14:30 minutes) * [Krashen/Chomsky dialogue](https://www.youtube.com/watch?v=EnE7JOcGwP0) (6:36 minutes total) * [The Great World Language Debate du Jour: Grammar vs. Communication](https://www.edutopia.org/blog/communication-rules-world-language-classroom-sarah-wike-loyola) * [Teach Grammar as Concepts in Meaningful Contexts](https://www.actfl.org/resources/guiding-principles-language-learning/teach-grammar-concepts-meaningful-contexts-language-learning) * [Selecting Vocabulary Words to Teach English Language Learners](https://www.colorincolorado.org/article/selecting-vocabulary-words-teach-english-language-learners) * [Teaching Tolerance: Word Work](https://www.tolerance.org/classroom-resources/teaching-strategies/word-work) * [Use of Target Language in Language Learning](https://www.actfl.org/resources/guiding-principles-language-learning/use-target-language-language-learning) |  |
| DAY 7 | Class time (10:00-1:00):   1. Describe strategies to integrate English language skills and practices. 2. Revise and rehearse one activity from EFL lesson plan for Italian EFL students.   Site/School Visit (2:00-4:00) | *Required Reading:*   * Gross, E. & Crawford, J. (2021) An Equitable Approach to Integration of Skills, Practices, and Content in a TESOL Lesson. In J. Crawford & R. Filback. TESOL Guide for Critical Praxis in Teaching, Inquiry, and Advocacy. IGI.   ***Additional In-Class Resources:***   * Mini-Lecture: [Integration of Language, Content, and Sociocultural Skills](https://drive.google.com/file/d/1krKnh_ihCXFpyt6WNles8xBiGukFJyAG/view?usp=sharing) * [Interpretive: Ideas for reading, listening, and viewing activities](http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Strategies_Interpretive_MCwebsite.pdf.aspx) * [Interpersonal: Ideas for conversational activities](http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Strategies_Interpersonal_MCwebsite.pdf.aspx) * [Presentational: Ideas for speaking, writing, and signing activities](http://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Strategies_Presentational_MCwebsite.pdf.aspx) |  |
| DAY 8 | Class time (10:00-1:00):   1. Describe strategies to tailor instruction through scaffolding, differentiation, and grouping. 2. Revise and rehearse one activity from EFL lesson plan for Italian EFL students.   Italian Crash Course (2:00-3:00) | *Required Reading:*   * Walquí. (2006). [Scaffolding instruction for English language learners: A conceptual framework](https://drive.google.com/file/d/1XQ3vE5ZMICjFsoyFyjGqmVI49LKlnSLb/view?usp=sharing). *International Journal of Bilingual Education and Bilingualism, 9*(2), 159–180.   ***Additional In-Class Resources:***   * Mini-Lecture: [Tailored Instruction](https://drive.google.com/file/d/1mOAe2KRWNjOa6prmb9ny66RBLs2mkvgF/view?usp=sharing) * Mini-Lecture: [Applying Traditional, Progressive, and Critical Approaches to Tailored Instruction](https://drive.google.com/file/d/1_fI9lRGDRuftcqgTDG732sy73OfXxiSg/view?usp=sharing) * [*Effective Groupwork*](http://cet.usc.edu/cet/wp-content/uploads/2018/09/CETResource_EffectiveGroupWork.docx) * Borja, L. A., Soto, S. T., & Sanchez, T. X. (2015). [Differentiating instruction for EFL learners](https://drive.google.com/file/d/1IaRDdnmzbtLyY-neFPhxx3jQKUvsDaEP/view?usp=sharing). *International Journal of Humanities and Social Science, 8*(1), 30–36. * Herman, E. (2020).[*Grouping students: Heterogeneous, homogeneous and random structures*](http://exclusive.multibriefs.com/content/grouping-students-heterogeneous-homogeneous-and-random-grouping-structures/education). | **Due at the end of class:**  **TEFL Observation & Teaching Journal – Midpoint Review** |
| *Friday-Sunday: Rome Site Visits* | | | |
| **Week 3: Classroom Culture - Diversity, Equity, and Inclusion; Learning Environment; Policies and Procedures; Norms for Student Engagement.** | | | |
| DAY 9 | Class time (10:00-1:00):   1. Review Classroom Support Plan assignment 2. Review key concepts in classroom management, classroom culture.   Site/School Visit (2:00-4:00) | *Required Reading:*   * Hollie, S. (2018). *Culturally and linguistically responsive teaching and learning.* Shell Education.  [Chapter 3](https://drive.google.com/file/d/15Mug7jFUC2TJkWp3vboaNEagzgL4mN-B/view?usp=sharing): Is My Classroom Management Culturally Responsive? pp. 85–118.   ***Additional In-Class Resources:***   * [Classroom Dynamics](https://bokcenter.harvard.edu/classroom-dynamics) * [Key Moves](https://bokcenter.harvard.edu/inclusive-moves) * [Navigating Difficult Moments](https://bokcenter.harvard.edu/navigating-difficult-moments) * Dowd & Green. (2016). [Chapter 1](https://drive.google.com/file/d/1qm5l3R7ie28Dg812Er2IiEYKYLwSNYcM/view?usp=sharing): Classroom procedures and [Chapter 2](https://drive.google.com/file/d/1ouCYANIm7teM9y8nwsgCdmnhok65jvwJ/view?usp=sharing): Classroom rules and expectations. In *Classroom Management in the Digital Age: Effective Practices for Technology-Rich Learning Spaces* (pp. 1–38). EDTechTeam Press. |  |
| DAY 10 | Class time (10:00-1:00):   1. Explain key practices for a Culturally Responsive EFL Classroom.   Italian Crash Course (2:00-3:00) | ***Reading:***   * Hollie, S. (2018). *Culturally and linguistically responsive teaching and learning.* Shell Education.  [Chapter 7](https://drive.google.com/file/d/14QdIksHJdA9v5QJ-lJNKGKKTwDZQrFAj/view?usp=sharing): Is My Learning Environment Culturally Responsive? pp. 181–198   *Additional In-Class Resources:*   * [Navigating Difficult Moments](https://bokcenter.harvard.edu/navigating-difficult-moments) |  |
| DAY 11 | Class time (10:00-1:00):   1. Analyze examples of classroom policies and procedures, and draft three equitable policies or procedures 2. Analyze examples of norms for student engagement and draft a plan to support equitable student engagement 3. Analyze examples of a learning environment and draft a plan to support classroom learning environments   Site/School Visit (2:00-4:00) | *Required Reading:*   * Culturally Responsive Instruction Observation Protocol ([CRIOP](https://drive.google.com/file/d/1UOqIUH9NVMBfuV7wb7d_-12dXcUIwLhJ/view?usp=sharing)). Section: Class & Family; pages 2-5.   *Additional In-Class Resources:*   * Hollie, S. (2018). *Culturally and linguistically responsive teaching and learning.* Shell Education.  [Appendix](https://drive.google.com/file/d/1gj7USdDkfDGexGXF8M_nrlFkRoVOeIPK/view?usp=sharing) H: CLR Learning Environment Survey, p. 289 Appendix I: Situational Appropriateness Practice, pp. 295–298 Appendix J: Situational Appropriateness Scale. pp. 299–302. Reference Appendix E: CLR Strategies, p. 237. * Responsive Classroom: <https://youtu.be/-bPL8YiqAwo> (9 minutes) and<https://youtu.be/HTfZSVlkKaE> (12 minutes) |  |
| DAY 12 | Class time (10:00-1:00):   1. Analyze examples of a classroom culture/management philosophy and outline key objectives for your classroom culture. 2. Critically reflect on your classroom support strategies (strength, weakness, how to improve, equity)   Italian Crash Course (2:00-3:00) | *Required Reading:*   * Saito, E & Kwang Johnson, N. (2021) Advancing Transformative Social Emotional Learning for Socially Just and Equity-based Language Learner Classrooms. In J. Crawford & R. Filback. TESOL Guide for Critical Praxis in Teaching, Inquiry, and Advocacy. IGI.   *Additional In-Class Resources:*   * Kinsella, K. (2012).[*Creating a classroom culture for structured interactions*](https://drive.google.com/file/d/1Wv8_WImmIuhpIdPwahVsd2WiSlMvZTew/view?usp=sharing) (pp. 23–25). * Moore, E. & Ferrario, K. (2021) Creating an inclusive classroom culture: A language socialization approach. In J. Crawford & R. Filback. TESOL Guide for Critical Praxis in Teaching, Inquiry, and Advocacy. IGI. * Jagers, R. J., Rivas-Drake, D., & Borowski, T. (2018). [Equity and social and emotional learning: A cultural analysis](https://drive.google.com/file/d/11T_r-ngDrG-a64MrYOffYse_QPf-qTpo/view?usp=sharing). Chicago, IL: CASEL. (Read pp.1-15) | **Due at the end of class: TEFL**  **Classroom Culture Support Plan** |
| *Friday-Sunday: Naples Trip* | | | |
| **Week 4: EFL Teaching – Philosophy of Teaching; Reflection on Education and Society in Rome Italy; EFL Career opportunities in Italy.** | | | |
| DAY 13 | Class time (10:00-1:00):   1. Summarize the role and steps involved in critical reflection on instruction and lesson planning   Site/School Visit (2:00-4:00) | *Required Reading:*   * Complete Reflective Practice Survey   *Additional In-Class Resources:*   * [Adapt Lesson Delivery as Needed](https://www.tesol.org/the-6-principles/the-6-principles/principle-4) * [Monitor and Assess Student Language Development](https://www.tesol.org/the-6-principles/the-6-principles/principle-5) * [Engage and Collaborate within a Community of Practice](https://www.tesol.org/the-6-principles/the-6-principles/principle-6) |  |
| DAY 14 | Class time (10:00-1:00):   1. Reflect on your instructional activities and lesson plan by identifying the orientations and elements present in your lesson plan.   Italian Crash Course (2:00-3:00) | *Required Reading:*   * Larrivee, B. (2008). [Development of a tool to assess teachers’ level of reflective practice](https://drive.google.com/file/d/1o49kA7MxSDYheaPM9APlVeE788Hc8Isk/view?usp=sharing). *Reflective Practice, 9*(3), 341–360.   *Additional In-Class Resources:*   * Mini-Lecture: [Critical Reflection in Language Education](https://drive.google.com/file/d/1_z-7Q1MxfQnCvaMAgKw-igoNZhotlYcS/view?usp=sharing) |  |
| DAY 15 | Class time (10:00-1:00):   1. Debrief excellent EFL teaching. 2. Reflect on how factors in education and Italian society shape your philosophy of TEFL 3. Conduct self- and peer review of the EFL Teaching Philosophy Statement.   Site/School Visit (2:00-4:00) | *Required Reading:*   * Jungheim, S. & Vega (2021). Achieving Praxis for TESOL Educators: A Reflective Self-Checklist to Support Culturally Responsive/Sustaining Practices. In J. Crawford & R. Filback. TESOL Guide for Critical Praxis in Teaching, Inquiry, and Advocacy. IGI.   *Additional In-Class Resources:*   * Liliedahl, S. (2021). Critical Consciousness Checklist. In J. Crawford & R. Filback. TESOL Guide for Critical Praxis in Teaching, Inquiry, and Advocacy. IGI. | **Due at the end of class:**  **Philosophy of EFL Teaching Statement** |
| DAY 16 | Class time (10:00-1:00):   1. Identify EFL Career Opportunities in Italy 2. Final Course Reflection and Conclusion. | No assigned readings  *Additional In-Class Resources:*   * TEFL Job Interview Guide * TEFL Job Search Guide * TEFL Cover Letter Guide | **Due at the end of class:**  **TEFL Observation & Teaching Journal – Final Review**  **In Class Mock Job Interview (drawing on journal and teaching statement)** |
| *Friday: Farewell & Departures* | | | |

**REMINDER: USC LEGAL REQUIREMENTS**

USC requires certain documents (e.g., Travel Release Form, Medical Treatment Authorization Form) for all students studying overseas, and also requires a roster of students which must be provided a minimum of 7 days in advance of departure. Further details are available at the website of Student Support and Advocacy, Division of Student Affairs [studentaffairs.usc.edu/ssa/ssa-overseas](https://studentaffairs.usc.edu/ssa/ssa-overseas/) or call (213) 821-4710.

**Statement on Academic Conduct and Support Systems**

**Academic Conduct:**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](https://policy.usc.edu/scampus-part-b/). Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

**Support Systems:**

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*

[studenthealth.usc.edu/counseling](https://studenthealth.usc.edu/counseling/)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*

[suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org/)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call*

[studenthealth.usc.edu/sexual-assault](https://studenthealth.usc.edu/sexual-assault/)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298*

[equity.usc.edu](https://equity.usc.edu/), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*

[usc-advocate.symplicity.com/care\_report](https://usc-advocate.symplicity.com/care_report/)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

*The Office of Disability Services and Programs - (213) 740-0776*

[dsp.usc.edu](http://dsp.usc.edu/)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Support and Advocacy - (213) 821-4710*

[uscsa.usc.edu](https://uscsa.usc.edu/)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](https://diversity.usc.edu/)

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu/), [emergency.usc.edu](http://emergency.usc.edu/)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu/)

Non-emergency assistance or information.

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