



EDUC/PSYC 353 - Education in Italy: Seminar and Practicum

Course Syllabus

Instructor: Christian Tarchi, Ph.D.

Credits: 3

Contact Hours: 3 contact hours/week practicum; 40 contact hours total
1.5 contact hours/week seminar; 20 contact hours total

Prerequisites: Application based admission

Class Hours: TBA

Office Hours: TBA

Course Type: Seminar and Practicum

Lab Fee: 15 €

Course Description

The course has two components: one reflective (seminar) and one experiential (practicum). The weekly seminar component is where students will examine educational psychology, pedagogical models, and English language teaching methods. Through discussion of readings, sharing of experiences, group work, and focused assignments, students will increase their understanding on how culture influences learning, as well as how to teach English as a foreign language.

The practicum is a means of applying intercultural communication skills and theoretical knowledge to gain practical, field-specific experience. Students will work with local primary and high schools. Practicum placements are determined by students' and schools' class schedules and will be decided during Week 2. For descriptions of the practicum sites and student responsibilities, please see page 3.

The goal of this course is to introduce students to cultural engagement based on mutual benefit and growth through dialogue and hands-on experience. The course is designed for students willing to broaden their cultural perspectives, develop a heightened sense of intercultural awareness and sensitivity, and see different communities from a comparative, global standpoint. Students who commit to this course should keep an open mind, be motivated to actively learn, and be flexible.

Learning Outcomes and Assessment Measures

By the end of the course, students will be able to:

Learning Outcomes	Assessment Measures
	<i>Course requirements that will be used to assess students' achievement for each learning outcome</i>
Improve intercultural competence attitudes (e.g., respect, openness, and curiosity);	Journal
gain intercultural competence knowledge and comprehension (e.g., cultural self-awareness, deep cultural knowledge, and socio-linguistic awareness);	Learning Log
improve intercultural competence skills (listening, observing, evaluating, analyzing, and relating);	Reading highlights
improve their ability to behave and communicate appropriately and effectively in intercultural contexts, through enhanced adaptability, flexibility, ethno-relative view, and empathy	Participation Reflective Paper
Improve the ability to teach English as a foreign language	Practicum Evaluation by Community Partner Presentation

Course Materials

Readings

- Crystal, D. (2000). Emerging Englishes. *English Teaching Professional*, 14, 3-6.
- Deardorff, D. K. (2006). Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization. *Journal of Studies in International Education*, 10, 241-266.
- Gannon, M. J. (2001). *The Italian Opera. Understanding Global Cultures, Metaphorical Journeys through 23 Nations*. Thousand Oaks, CA: Sage Publications, Inc.
- Marx, H. & Moss, D.M. (2011). Please mind the culture gap: intercultural development during a teaching education study abroad program. *Journal of Teacher Education*, 62 (1), 35-47.

Readings will be made available online to students.

Further Readings

- McCarthy, M. & O'Keeffe (2013). *Spoken Grammar*
- Larsen-Freeman, D. (2013). *Teaching Grammar*
- Zimmerman, C. B. (2013). *Teaching and Learning for Second Language Learners*
- Lazaraton, A. (2013). *Second Language Speaking*
- Ediger, A.M. (2013). *Teaching Second/Foreign Language Literacy to School-Age Learners*
- Olshtain, E. (2013). *Practical Tasks for Mastering the Mechanics of Writing and Going Just Beyond*.

The readings will be made available online to students, and are included in the following books, located in the Course Reserve Section of the Umbra Library:

Celce-Murcia, M., Brinton, D.M. & Snow, M.A. (2013). Teaching English as a Second or Foreign Language. Boston,US: Heinle Cengage Learning.

Assessment

Participation	15%
Journal	15%
Learning Log	15%
Reading Highlights	15%
Reflective paper	15%
Presentation	15%
Practicum Evaluation by Community Partner	10%

Grading

Letter grades for student work are based on the following percentage scale:

Letter Grade Range	Numerical Score Equivalent	Student Performance
A	93% - 100%	Exceptional
A-	90% - 92%	Excellent
B+	87% - 89%	Superior
B	83% - 86%	
B-	80% - 82%	
C+	77% - 79%	Satisfactory
C	73% - 76%	
C-	70% - 72%	
D+	67% - 69%	Low Pass
D	63% - 66%	
D-	60% - 62%	
F	59% or less	Fail (no credit)

Course Requirements

Grades are based on students' commitment to the practicum and participation in class seminars, as well as students' academic work, assessed through journaling, reflective papers, and presentations.

Participation (15%)

Class participation grades are based on oral contributions to the collective learning experience. Participation means active engagement in the course: being prepared for class (having carefully read that day's assignments), asking questions, responding to questions, and attentively listening to others.

Journal (15%)

Students will be required to keep a weekly journal. The journal will be alternatively in written form and in video log form. The focus of the journal will follow the weekly themes in the syllabus and reflections on the subjects

that have been discussed in class and presented in the readings. In addition, students will illustrate how such topics relate to their own practicum experiences.

Learning Log (15%)

At the beginning of the semester, students will choose five skills from a list provided which they intend to develop and improve upon throughout the semester during the practicum experience. Each practicum session, students must record the date and time, what activities they have done, and which of the chosen skills were involved in order to accomplish those activities. Halfway through the semester, students will assess which skills have been developed and which need to be addressed. At the end of the semester, students will reflect on their learning log to take stock of their experience.

Reading Highlights (15%)

Each week, students are required to read the assigned reading and submit three to five reading highlights to the instructor. Highlights are a short collection of 85-character bullet points (including spaces) that convey the core messages and provide a quick textual overview of the reading. These bullet points describe the essence of the reading and highlight what is distinctive about it.

Reflective Paper (15%)

Students will have to submit a reflective paper at the end of the course. They will be required to select and discuss a topic from the units to a personal experience, citing three recent authoritative sources. The paper should be approximately 1,500 words long.

Presentation (15%)

Students will prepare two oral presentations, one individual and one in a group. The instructor will assist students in reflecting on how to prepare effective presentations. The individual presentation will allow students to report the main findings of their individual assignment to the class. The topic of the group presentation will focus on students' work with the community partner, which will be presented to a broader audience during Special Academic Events Week.

Practicum Evaluation by Community Partner (10%)

Host supervisors will be asked to provide a feedback that reflects students' engagement and commitment to the practicum.

Attendance Policy

Class attendance is **mandatory**. Students are allowed **two "free" absences**, which do not need to be justified. **It is the students' responsibility to keep them in case of real necessity (sickness or any other unforeseen inconvenience that may prevent students from being in class)**. Each additional absence, unless for a very serious reason, will lower the students' grade by one grade level (i.e., a final grade of a B+ would be lowered to a B).

If students miss class, they are responsible for obtaining class notes from other students and/or for meeting the professor during office hours. It is also the policy of the Institute that any student who has eight or more absences automatically fails the class.

Except in the case of medical emergencies, absences are not accepted when tests are scheduled; tests cannot be made up. **Furthermore, scheduled times and dates indicated for exams, quizzes, oral presentations, and any other graded assignments cannot be changed for any reason.** Even if more sections of the same class are activated, students may only take exams during the scheduled times and dates for the section they are enrolled in.

Presence during mandatory field trips is especially important for student performance in class. Missing a

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mandatory field trip, unless for a very serious reason that is communicated to the professor and Umbra Academic Director in a timely manner, will lower students' final grade by one grade level (i.e., a final grade of a B+ would be lowered to a B).

Academic Integrity

All forms of **cheating** (i.e., copying during exam either from a fellow student or making unauthorized use of notes) and **plagiarism** (i.e., presenting the ideas or words of another person for academic evaluation without acknowledging the source) will be handled according to the Institute Academic Policy, which can be found in the Umbra Institute Academic Policies and Conduct Guidelines.

Classroom Policy

Students are expected to follow the policy of the Institute and demonstrate the appropriate **respect** for the historical premises that the school occupies. Please note that **cell phones** must be turned off before the beginning of each class. **Computers and other electronic devices** cannot be used during class lectures and discussions.

Schedule of Topics, Readings, and Assignments

WEEK 1

Introduction to the seminar and the practicum: Goals and expectations, understanding culture, and how cultures differ

WEEK 2

Dimensions of students influencing the study abroad students: Exploring students' attitudes and disposition towards the study abroad experience. Defining intercultural communication.

Readings

Marx & Moss, Please Mind the Culture Gap: Intercultural Development During a Teaching Education Study Abroad Program, 2011

WEEK 3

Intercultural competence: Developing intercultural competence throughout the semester.

Readings

Deardorff, Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization, 2006

WEEK 4

Italian culture and its educational system: Interpreting students' experiences through the lenses of the Italian culture.

Readings

Gannon, The Italian Opera, 2001

WEEK 5

Managing an EFL classroom. Part 1: Lesson planning.

Readings

Purgason, Lesson Planning in Second/Foreign Language Teaching, 2013

WEEK 6

Managing an EFL classroom. Part 2: Skills for teachers.

Readings

Brinton, Tools and Techniques of Effective Second/Foreign Language Teaching, 2013

WEEK 7

Midterm assessment of the experience: Discussion of first part of the experience and goals for the second part.

Submit midterm learning log report

SEMESTER BREAK

WEEK 8

Effective teaching in the practicum: Students discuss what aspects contribute to create effective and engaging activities in the practicum.

WEEK 9

Language skills: reading, writing, grammar, listening, and speaking.

Students choose a reading from the list, create a 15-minute workshop, and get ready to discuss its most relevant aspects in class.

Readings

McCarthy & O'Keeffe, Spoken Grammar, 2013

Larsen-Freeman, Teaching Grammar, 2013

Zimmerman, Teaching and Learning for Second Language Learners, 2013

Lazaraton, Second Language Speaking, 2013

Ediger, Teaching Second/Foreign Language Literacy to School-Age Learners, 2013

Olshtain, Practical Tasks for Mastering the Mechanics of Writing and Going Just Beyond, 2013

WEEK 10

Fostering reflection in cultural disabilities studies: Photovoice, Designing and running participatory photography projects.

Readings

PhotoVoice, The Photovoice Manual, n.d.

WEEK 11

Discussing students' projects. In-class discussion of students' ideas about the reflective paper and the presentation

End of Semester Community EngageGAMES overview with Umbra staff and preparation for event.

WEEK 12

Umbra Institute Closed

Online class. Students submit oral presentation to the instructor. Time in class for preparing the group presentation for the Community EngageGAMES Presentation during Special Academic Events Week.

Submit reflective paper today.

WEEK 13

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Taking stock of our experience. Taking stock of our experience and discussion of learning log.

WEEK OF FINAL EXAMS AND SPECIAL ACADEMIC EVENTS

The Final Exam and Special Academic Events Calendar will be provided later in the semester