

ENGL 4350  
Internship I  
Fall 2009

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**Bane**

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Hours: Daily 8:00-9:00; MWF 9:00-10:00  
TTh 11:00-12:00 or by  
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**Course Description and Course Objectives or “What is this class and what will I learn?”**

This course is part of the senior block for candidates in English education. The course involves field projects, field seminars, and supervised teaching where candidates gain knowledge in language arts pedagogical theory and gain experience in organizing instruction, in creating a productive learning environment, and in achieving professional behaviors. Interns will be able to choose from a variety of activities designed in collaboration with the school principal. The activities address identified needs in the school and will serve the two-fold purpose of developing the skills of the interns and meeting the needs of the students and the school. Interns will be required to spend at least three hours each week in the field setting but may spend more if necessary.

**Students in this course must have completed the professional education core and must be enrolled in Methods of Teaching English.**

Upon completing this course, candidates will be able to

- work effectively with individual students to increase their mastery of required skills in language arts.
- complete a case study of one student to record progress and draw conclusions concerning effective methods and attitudes for working with underachieving students.
- collaborate with public school professionals in designing and delivering instruction for individual students and groups of students.
- design activities to extend student thinking.
- assess student learning through formative and summative evaluations.
- chart student progress to demonstrate student growth.
- reflect on experiences through regular journal entries.

**Course Requirements or “What do I have to do?”**

Interns will be required to spend at least three hours each week at Conway High East. Interns will be placed with individual teachers and will tutor students who have been identified as having language arts deficiencies. The professional nature of the internship demands professional behavior in all matters, including punctuality and responsible attendance. Teacher candidates are expected to exhibit a high degree of professionalism as reflected in their speech, manner, and dress. Candidates will be expected to attend all scheduled times in the public schools. Absences should be only in the case of illness or emergencies. For unavoidable absences, proper notification is expected as well as plans to make-up the time and work in the internship setting. Unprofessional conduct relative to attendance will result in a conference with the instructor. **Continued disregard for professional conduct will result in candidates being asked to drop the senior block.** Inappropriate absences will affect candidates' grades.

**Assessment or “How do you grade something like this?”**

Candidates will be evaluated using the UCA Teacher Performance Outcomes Assessment (TPOA) Instrument. All four domains will be assessed through various activities. Self-evaluation by candidates will also be an expected part of the evaluation process. Candidates will begin to compile their Exit Portfolio. Candidates must select and organize evidence of all criteria in each of the four domains. During the semester that candidates are enrolled in Internship I, their readiness to enter Internship II is assessed via the portfolio and mentor teacher/university instructor evaluation using the TPOA.

In addition to the two Methods teaching presentations, candidates will complete the following three assignments. **All assignments will be due December 10.**

### **I. Activity to Extend Students' Thinking (100 points)**

One of the areas of greatest challenge for novice teachers is extending students' thinking beyond the content presented in a particular lesson. Evidence of this problem is found in UCA student scores on C3 of the Performance Outcomes Assessment, which measures performance in this area. Graduates who take the Praxis III assessment are also rated lower in this area than in any other. To help you practice this skill, you will plan an activity that will lead students to stretch, to ask questions, see connections, and/or recognize possibilities.

You will design a plan for extending students' thinking. You may focus on your case study student if you wish and try to move him/her to think beyond the literal level. Or you may design an activity for one of the classes with which you work. You do not actually have to carry out the plan, but you may if you have the opportunity.

#### **Report Format:**

- 1) **Title:** Provide an appropriate title for your activity.
- 2) **Audience:** Indicate the target audience for the activity, for example, case study student, ACP class, English class.
- 3) **Objective:** Write a clear objective for the activity with an eye to the extended thinking goal.
- 4) **Description:** Describe the activity you have in mind. Be detailed in explaining what students will be asked to do and how this particular activity will result in extending thinking.
- 5) **Evaluation:** Explain how you will determine whether or not the goal for the activity is met. In other words, what will you look for to determine the success of the activity in extending thinking.

### **II. Reflective Journal (100 points)**

This is the place to write all the information you will need for the projects outlined here; it is the starting point for all the other assignments. Your journal is a place for notes about the observations of your case study student, notes on volunteer activities and professional resources, ideas for extending student thinking that will eventually lead to a formal plan. You will also want to write about your impressions and the experiences that influence your thinking about teaching and your responses to the course texts. Collect as much information as possible, reflect on it, and then draw from it to complete the formal reports. Date each entry. Your journal may be hand written in a notebook, it may be done on the computer and saved to a portable file, or you may record your information on an audio tape for playing back later. Any of these methods is acceptable as long as the information is saved and used in the other assignments. The journal will be submitted at the end of the semester as indicated by the date above.

### **III. Case Study of Individual or Small Group (100 points)**

A case study allows an examination over time of the progress of an individual student or a small group of students. Once you have selected a student, you will need to carefully document all the information needed for the study. You may do this in the reflective journal and then draw the material for the study from your notes.

You will be provided with some examples of case studies done by actual teachers. You do not need to follow these exactly; rather you should use them to give you some sense of what a case study might involve. Below is an account of the basic elements of the study, though you may add other categories if you desire.

#### **Format for Case Study:**

- 1) **Title:** Use a title that identifies the subject. Do not use the student's full real name. You may use a first name or initials, or you may use a fictitious name to afford anonymity.
- 2) **Background:** Explore the social and academic background of the student. Be as thorough as possible. Ask the teacher and other professionals to share information with you. Do what you can to find out about the student's home culture while respecting the privacy of the student and his/her family. If possible, record the student's performance on achievement tests as well as class assignments and exams, so you can determine progress as you work with the student.
- 3) **Observations:** Observe the student in as many different settings as possible. Study the student's class participation. Does he/she complete homework assignments? Does the student volunteer to answer questions? Does he/she respond when called upon? You may wish to do a chart to reflect this participation. Also observe the student working in a group in class, working with you, in the halls or at lunch if possible. Make notes about his/her interactions with others, including you.

- 4) **Plan(s):** Begin with some sort of evaluation of the student’s skills. Consider this a pre-evaluation to be used in developing a plan; then work with the mentor teacher to develop a plan for helping the student improve his/her skills. Include in your plan the steps you intend to take, the materials you will use, collaboration with the teacher or other school personnel, and the assessment or evaluation plans you have in place to determine progress.
- 5) **Evaluation:** The final section of your study should chart the progress of the student based on pre and post evaluations. You may wish to record information in both the social and academic realms. Discuss what you found most helpful in your work with the student and also what you would change if you undertook such an assignment in the future. Outline what you learned from the experience. In other words, evaluate the student’s progress, but also evaluate your effectiveness and the overall success of the project as a learning experience for you.

**Grade Distribution or “So, what’s all this worth?”**

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| 1. Activity to Extend Student Thinking                 | 100 pts. |
| 2. Reflective Journal                                  | 100 pts. |
| 3. Case Study of Individual or Small Group of Students | 100 pts. |

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**Total: 300 pts.**

**University Policies or The Fine Print**

The university’s two academic bulletins – the University of Central Arkansas *Undergraduate Bulletin* and *Graduate Bulletin* – are the official publications for all academic programs and policies. Students are urged to study these bulletins. In addition, students should familiarize themselves with the various policies in the *Student Handbook*, some of which are outlined below. The *Handbook* may be accessed online at [http://www.uca.edu/student/dean/student\\_handbook.php](http://www.uca.edu/student/dean/student_handbook.php).

**Academic Misconduct/Plagiarism.** Any student deemed guilty of an act of academic misconduct may fail the course, be placed on probation or suspended from the university for a specific period of time, or be expelled from the university (*Student Handbook* 32-34).

**Sexual Harassment.** Sexual harassment by any faculty member, staff member, or student is a violation of both law and university policy and will not be tolerated at the University of Central Arkansas. Sexual harassment of employees is prohibited under Section 703 of Title VII of the Civil Rights Act of 1964 and sexual harassment of students may constitute discrimination under Title IX of the Education Amendments of 1972 (*Student Handbook* 95-99).

**Americans with Disabilities Act.** The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Office of Disability Services, 450-3135.

