

ALDS 6200/6211/6212: Praxis

ALDS 6200/6211/6212, Praxis in Applied Linguistics and Discourse Studies, includes a field placement in an educational, workplace or community setting and guided theory-informed analysis of the field experience.

Common types of placement include

- Being mentored to teach a course in ALDS, CCDP, or ESLA (term 1) and then teaching the course (term 2)
- A two-term research assistantship on campus
- Designing and teaching an [enrichment mini-course](#)
- A one or two-term field placement in an educational, workplace or community setting off campus, such as a student's place of employment; the placement must bear relevance to the student's academic and professional goals in pursuing a doctoral program in applied linguistics and discourse studies

In some cases, praxis can also take place in the context of a TAs assignment, such as one that involves mentoring of other TAs or other responsibilities that contribute to the student's professional development beyond the marking and grading of course work.

Evaluation

What makes a praxis placement distinctive from other types of field placement is the emphasis on the self-reflective, theory-informed analysis of the experience. The student is expected to reflect on and theorize their experience, so that theory informs praxis and vice versa. To assist with this reflective work, the student will

- meet regularly with their PhD supervisor(s) and, when applicable, their on-site supervisor or mentor
- keep a reflective journal on their praxis, including descriptions of ongoing experiences and analytical notes attempting to bring some aspect of theory to bear on these experiences
- write a deliverable such as a self-reflective report based on the journal and submit it for evaluation to the PhD supervisor(s) at the end of the praxis placement; a course outline and/or course materials with an explanatory essay

The specific requirements and criteria for evaluation depend on the type of placement and will be specified on the Praxis Approval Form, which must be signed by the student, the PhD supervisor, and the Graduate Supervisor.

ALDS 6200, ALDS 6211, and ALDS 6212 are graded as satisfactory (SAT) or unsatisfactory (UNS).

Timeline and Procedure: General

In consultation with their PhD supervisors, students can choose one of two options:

- register in ALDS 6200, a 1 credit course to be completed in one term (fall, winter, or summer) or in two consecutive terms (fall and winter only)
- register first in ALDS 6211 (0.5 credit) and later in ALDS 6212 (0.5 credit).

Which option is most appropriate will depend on the type of placement. ALDS 6211 and ALDS 6212 can be taken in any terms (fall, winter, or summer), and need not be taken in two consecutive terms. This is the best option for placements that spread over two nonconsecutive terms. For example, course scheduling constraints may be such that mentorship in teaching a course must be received a year ahead

of teaching the course. ALDS 6200 is recommended for field placements that take place over one term only. It is expected that whether they take one term or two terms, field placements will require similar amount of work (about 10 hours per week over two terms or 20 hours per week over one term, on average).

Normally, the Praxis courses are completed in the second year of the doctoral program. However, there might be exceptions depending on the requirements of the field placement. Furthermore, students are encouraged to make plans with their PhD supervisors for praxis placements in the first year of their doctoral studies.

Once plans for the praxis are agreed upon, the student and the supervisor fill out the **Praxis Approval Form**. This form specifies: a) the field placement, b) the course option (ALDS 6200 or ALDS 6211/6212), c) the registration term(s), and d) the evaluation. This form is submitted to the Graduate Supervisor for signature and then kept by the Graduate Administrator with the student's files.

Timeline and Procedure: Mentorship and Teaching

Placements involving teaching an undergraduate course in ALDS, CCDP, or ESLA are subject to curricular needs, budgetary approval, and mentors' availability. They typically must be planned a year ahead. The timeline will depend on the frequency at which a course is given but general guidelines are as follows:

1. **Assessing Potential:** The student expresses interest in teaching a course; the PhD supervisor consults with the Assistant Director (ALDS) or Program Coordinator (CCDP, ESLA) to determine whether and when the course may be offered and assess the student's degree of preparation for teaching the course.
2. **Mentorship (term 1):** The student registers in 6211, attends (as an observer) the course for which he or she is mentored, keeps a reflective journal on the experience, and meets regularly with the instructor and the PhD supervisor (separately and as needed) to share reflections, ask questions, and receive guidance on teaching the course in the future. In some cases, the instructor is also the PhD supervisor, but it is not necessary. The student submits, to the PhD supervisor, a short report on the mentorship experience, including a proposed course outline and other materials to be used when teaching the course.
3. **Budgeting and Hiring:** If, upon completion of the mentorship, the instructor and the PhD supervisor recommend the student for teaching the course, the student submits an application for a course instructorship (as per Article 17 of the Collective Agreement between CUPE 4600-2 and Carleton University) to the Chair of SLALS. The Chair, advised by the Assistant Director (ALDS) or the Program Coordinator (CCDP, ESLA), evaluates the application, which can entail an interview with the candidate. If approved, the Chair recommends the student for hire as a contract instructor (as per Article 17).
4. **Teaching (term 2):** The student registers in 6212 and teaches the course (with the guidance of the mentor[s]), while keeping a reflective journal. The student submits a report on the praxis experience to the PhD supervisor at the end of the term, for evaluation.

Remuneration

Field placements are typically unpaid, but on occasion they may be paid

Insurance

If the field placement is paid, it is expected that the student will be covered by the employers' Workplace Safety Insurance Board ([WSIB](#)) coverage. Exceptions can include placements in some Non-

Governmental Organizations or international placements that do not offer such coverage, in which case coverage can be obtained by Carleton's workplace insurance by following [these procedures](#). If the field placement is unpaid, whether on or off campus, then the student must print and complete the two forms below and follow [these steps](#):

- [Unpaid Placements – Letter to Placement Employers](#)
- [Unpaid Placements – Student Declaration of Understanding and Agreement](#)

Resources

It is up to the student and the PhD supervisor to identify the theories and theorists that are most appropriate for a given praxis placement. Resources of general interest include:

Boice, R. (1991). New faculty as teachers. *Journal of Higher Education*, 62, 150-173.

Bourdieu, P. (1992). The purpose of reflexive sociology (the Chicago workshop). In P. Bourdieu & L.J.D. Wacquant (Eds.), *An invitation to reflexive sociology* (pp. 60-215). Chicago: The University of Chicago Press.

Brookfield, S.D. (1995). What it means to be a critically reflective teacher. In S.D. Brookfield, *Becoming a critically reflective teacher* (pp. 1-27). San Francisco: Jossey-Bass. On ARES.

Hammersley, M., & Atkinson, P. (2007, 3rd edition). *Ethnography: Principles in Practice*. London: Routledge.

Palmer, P. (1998). Teaching from Within"= (Introduction). In P. Palmer, *The Courage to Teach*. San Francisco: Jossey-Bass.

Hubball, H., Clarke, A., & Poole, G. (2010) Ten-year reflections on mentoring SoTL research in a research-intensive university. *International Journal for Academic Development*, 15(2), 117-129.

Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.

Woods, D. (1996) *Teacher Cognition in Language Teaching*. Cambridge: Cambridge University Press. Read chapter 7 (part) and Chapter 8 (Chapter 9 is included as well in case you want to read further)