



**ENG 457 Teaching ESL (80222 & 80898) Fall 2016
Tuesday 4:50-7:30 pm**

Instructor: Shigehito Menjo

Office Location: HL 126

Office Hours: 10:30 a.m.-12:00 p.m. on Tuesdays and Thursdays, and by appointment

Office Phone: N/A

Office Fax: (903) 886.5980

University Email Address: smenjo@leomail.tamuc.edu

COURSE INFORMATION

Materials

Textbook(s) Required:

- 1) Larsen-Freeman, D. & M. Anderson. (2011). **Techniques & Principles in Language Teaching**. 3rd Edition. *Oxford University Press*. ISBN: 978 0 19442 360
- 2) Fillmore, L. W., Snow, C. E., & Educational Resources Information Center (U.S.). (2000). **What teachers need to know about language**. Washington, DC: U.S. Dept. of Education, Office of Educational Research and Improvement, Educational Resources Information Center. **[This book is available online and in eCollege for free]**

Additional Readings maybe uploaded to the Electronic Course Shell

Course Description:

This course encompasses both methodological and student management issues in TESOL teaching. On completion of the course you will (1) be familiar with current classroom practice and theory in ESL teaching; (2) be able to use this knowledge to plan appropriate instruction for a variety of L2 learners and teaching situations; (3) become familiar with the linguistic systems of English that comprise the content area for ESL teaching. This is an introductory level course and no background in this area is required.

Student Learning Outcomes:

1. Applies basic principles of ESL/EFL language teaching methodology: This is a key component of the assignments and students will demonstrate their ability to apply these basic principles in their thought-in-action lesson plans completed throughout the semester.
2. Demonstrates knowledge of linguistic systems of English: Through their assignments, students are required to demonstrate an increased awareness of the structure and function of linguistic systems in English. This will be facilitated through course reading, jigsaw assignments, and quizzes.
3. Demonstrates knowledge of the history of ESL methodology and appropriate terminology. This is a key component of the class reading and discussion and will be thoroughly reviewed in quizzes and final exam.

COURSE ASSESSMENT & INSTRUCTION
--

Final Exam (take-home): 20%

Quizzes: 10 %

Thought-In-Action Lesson Plans (3): 20 %

Method Schema (10): 15%

Jigsaw Classroom Presentation (2): 15 %

Classroom Observation Report (2): 20 %

Grading Scale (%):

90-100	A
89-80	B
79-70	C
69-60	D
59 and below	F

Notes on Assignments:

In order to complete this class successfully, you are required to fulfill all assignments and attend all weekly meetings. The two major assignments in addition to your exams address two crucial areas: 1) Being an ESL learner: What your learners are thinking/struggling with as they move forward in their English language learning; and 2) What you need to know in terms of your content area, i.e., the English language! We will use *experiential learning* to work with these areas; in other words, you will *experience* working with language and *experience* working on presentations for your colleagues on different aspects of English grammar.

Jigsaw Classroom Presentations:

The jigsaw classroom is a cooperative learning technique with a three-decade track of increasing positive educational outcomes. Just as in a jigsaw puzzle, each piece – each student’s part – is essential for the completion and full understanding of the final product. As each student’s part is essential, then each student is essential; and that is what makes this strategy so effective (taken from

<http://www.jigsaw.org/overview.htm>).

In this instantiation of jigsaw learning, **you will be working in a pair. Each pair will present one aspect of English grammar/vocabulary (using Powerpoint)**. Each of the students will be responsible for three presentations. We will discuss the format in class.

Thought-in-Action Lesson plans:

These lesson plans derive from your textbook on Techniques in Language Learning. You will choose one of the methods we have covered and complete a lesson plan that links the thought, beliefs, attitudes, values and awareness with action in the classroom. Each of your lesson plans will respond directly to the principles that guide the method you have chosen. This assignment is an opportunity for you to closely reflect on your teaching practice, specifically, how your own beliefs and ‘maxims’ guide your teaching practice. Each of you will produce three lesson plans. We will discuss the format in class.

Methods’ Schemata

Each of you will fill a schema for each one of the method we study. Each schema will contain the name of the method, its main principles, the pros and cons with your explanations, and you notes or ideas. The schema can look like the one below.

Method	Main principles	Pros and why they are pros	Cons and why they are cons	My notes and ideas

At the end of the semester, you’ll have a scheme with as many rows as methods you studied. It will be useful to you both to have a quick overview of all the methods and to figure out what are the principles and activities you want to include in your classroom practice. These schema are due each week from weeks 3-13 (i.e., every time we look at a new teaching method. **They are due by 10am on the day of class (Tuesday).**

Class observation report

Each student will observe two ESL classrooms and fill out the observation form for each class. Two classrooms have to be different such as different proficiency levels or different schools.

Format for the final exam will be discussed prior to the assigned date.

TECHNOLOGY REQUIREMENTS

- To fully participate in online assignments you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset)

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical)
<https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](http://www.tamuc.edu/myleo.aspx) and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a "Browser Test" prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.
Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site](http://247support.custhelp.com/) <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies,

Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu).
<https://leo.tamuc.edu>

Learner Support

The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>


The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student’s university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Please contact your instructor with any questions you may have. Your instructor's communication preference is e-mail, and his address is: smenjo@leomail.tamuc.edu. Since eCollege uses this e-mail address, you can send me emails from eCollege. Also, each instructor in the department of literature and languages is required to keep at least three office hours per course per week.

Announcements are posted on eCollege and/or sent out via e-mail. Check your eCollege and university e-mail frequently.

Grievance Procedure:

Students who have concerns about their writing course or instructors should speak *first* to the instructor about those concerns. If the student is unsatisfied with the outcome of that conversation, the next person in the chain of command is the Director of the First-Year Writing Program, Dr. Hunter Hayes. Students should contact his via e-mail at Hunter.Hayes@tamuc.edu

See this website for details about these policies:

<http://web.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/firstYearWriting/informationForStudents.aspx>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Attendance Policy

Attendance is required and will be taken at each class. Missing classes will result in a grade penalty. Excessive tardiness can be penalized as an absence. The university has no policy for "excused absences" except for university sanctioned events.

Academic Honesty

The official departmental policy: "Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of

academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b [1,2,3])

If you ever have any questions about a particular use of a source, always ask your instructor. They want you to avoid plagiarism, too, so they will help you do so whenever and wherever they can. Do what you can to take advantage of this support—to look innocent in addition to being innocent when it comes to charges of plagiarism.

Students guilty of academic dishonesty of plagiarism can expect to fail the assignment in question or the entire course depending on the nature of the incident. See your *Writing at Texas A&M University-Commerce* Guide (a required text for this course) for more information.)

On University-Sanctioned Activities

To accommodate students who participate in university-sanctioned activities, the First-Year Composition Program offers sections of this course at various times of the day and week. If you think that this course may conflict with a university-sanctioned activity in which you are involved--athletics, etc.--please see your instructor after class on the first day.

Late Work Policy

Quiz:

A quiz should be taken at a time when it is given. No make-up quizzes are given unless a student submits a legitimate document.

Assignment/Paper:

If you submit any assignment after the deadline, you will receive **the following grade with NO feedback**

1 day late: 60 %

2 days late: 50 %

3 days late and more: 0 %

WITH legitimate documents such as a doctor's note, your late submissions will be taken into consideration. Please let your instructor know why you need late submission, and adjustments can possibly be made in the Late Work Policy.

All of your writing assignments are submitted via eCollege. Because eCollege will not accept any paper after the deadline, make sure that you have enough time to avoid late submission. Posting may take longer than you think. So don't submit 1 minute before the deadline for example. It may

reach the server in more than 2 minutes, which results in late submission.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: StudentDisabilityServices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE

(Schedule is flexible and subject to change)

Week 1 Introduction

9/01 Course/Student Introductions

Week 2

9/08 L-F & A: Chapter 1
F&S: pp. 1-12
Brief Introduction of Linguistics
Lesson Planning

Week 3

9/15 L-F & A: Chapter 2
F&S: pp. 13-25
Integrating 4 skills
Classroom Observation
Phonetics: The sounds of English (consonants)

Week 4

9/22 L-F & A: Chapter 3 & 4
F&S: pp. 25-32
Teaching listening
Assessments
Phonetics: The sounds of English (vowels)
Jigsaw Presentation (2)

Week 5

9/29 L-F & A: Chapter 5 & 6
Teaching speaking
Phonology: the sound system of English 1
Jigsaw Presentation (2)
Thought-in-action Lesson Plan 1 Due Week

Week 6

10/06 L-F & A: Chapter 7 & 8
F&S: pp. 32-35
Teaching Reading
Phonology: the sound system of English-2
Jigsaw Presentation (2)

Week 7

10/13 L-F & A: Chapter 9
Teaching writing
Morphology-1
Jigsaw Presentation (2)

Week 8

10/20 L-F & A: Chapter 10
Morphology-2
Jigsaw Presentation (2)
Thought-in-Action Lesson Plan 2 Due
Classroom Observation 1 Due

Week 9

10/27 L-F & A: Chapter 11
Morphophonology-1
Jigsaw Presentation (2)

Week 10

11/03 L-F & A: Chapter 12
Morphophonology-2
Jigsaw Presentation (3)

Week 11

11/10 L-F & A: Chapter 13
Syntax-1
Jigsaw Presentation (3)

Week 12

11/17 L-F & A: Chapter 14
Syntax-2
Jigsaw Presentation (3)
Thought in Action Lesson Plan 3 Due

Week 13

No Class (Thanks Giving)

Week 14

12/01 Teacher Development
Language Variation
Jigsaw Presentation 3

Week 15

12/08 Teachers for Social Responsibility
Wrap-up

Jigsaw Presentation

Classroom Observation 2 Due

Take-Home Final Exam handed out

Take-Home Final Exam Due: Tuesday December 13th

I. RUBRIC FOR EXAM:

Student Work Demonstrates...	Meets or exceeds all criteria (90-100%)	Work makes a clear attempt to meet all criteria (80-89%)	Work makes a clear attempt to meet some but not all criteria (70-79%)	Work fails to meet most of criteria (69-60%)
Content	Meets maximum content guidelines required for a full response	Most of responses meet maximum content guidelines required for a full response	Minimal content	Minimal or some incorrect content
Structure	All prose meets the requirement of consecutive sentences in a paragraph/essay format	Most of prose meets the requirement of consecutive sentences in a paragraph/essay format	Some of prose does not meet requirement (e.g. uses bullet points or lists)	Most of prose does not meet requirement (e.g. uses bullet points or lists)
Timeliness	Is handed in on time	Is handed in on time	Is handed in late	Is handed in late
Length	Meets or exceeds length requirement	Meets length requirement	Does not meet length requirement	Does not meet length requirement
Accuracy	Well written, is in standard academic English, grammatically accurate	Fairly well written, is mostly in standard academic English, few grammatical errors	Not well written, fails to meet standards of academic English, some grammatical errors	Badly written, many grammatical errors, fails to meet standards of academic English

II. RUBRIC FOR JIGSAW PRESENTATIONS:

Student Work Demonstrates...	Meets or exceeds all criteria (90-100%)	Work makes a clear attempt to meet all criteria (80-89%)	Work makes a clear attempt to meet some but not all criteria (70-79%)	Work fails to meet most of criteria (60-69%)
Jigsaw Requirement	Transitions between sections of the presentation are well established	For the most part, transitions between sections of the presentation are well established	For the most part, transitions between sections of the presentation are not established	Transitions between sections of the presentation are not established
Content	Each section of the presentation addresses material creatively & appropriately	For the most part, each section of the presentation addresses material creatively & appropriately	In most cases, each section of the presentation fails to present material creatively & appropriately	Consistently, each section of the presentation fails to present material creatively & appropriately
Presentation	Presentation conducted professionally and fluently	Most of presentation conducted professionally and fluently	Much of presentation is not conducted in a professional and fluent manner	Presentation is not conducted in a professional and fluent manner
Timeliness	Is presented on due date	Is presented on due date	Is not presented on due date	Is not presented on due date
Citations ¹	All citations to published material are included and written in APA format	The majority of citations to published material are included and written in APA format	Many of the citations to published material are not included or inappropriately formatted	In general, citations to published material are not included or inappropriately formatted
Accuracy	Well written, is in standard academic English, grammatically accurate	Fairly well written, is mostly in standard academic English, few grammatical errors	Not well written, fails to meet standards of academic English, some grammatical errors	Badly written, many grammatical errors, fails to meet standards of academic English

III. RUBRIC FOR LESSON PLANS:

Student Work Demonstrates...	Meets or exceeds all criteria (90-100%)	Work makes a clear attempt to meet all criteria (80-89%)	Work makes a clear attempt to meet some but not all criteria (70-79%)	Work fails to meet most of criteria (60-69%)
Principles of Method (e.g., how does your lesson plan meet the principles underlying the method?)	All 10 questions are adequately addressed in the discussion of the lesson plan	For the most part, all 10 questions are adequately addressed in the discussion of the lesson plan	Most of the 10 questions are not adequately addressed in the discussion of the lesson plan.	All 10 questions are not addressed in the discussion of the lesson plan.
Content (e.g. each element of the lesson plan is included: Rationale; objectives; student & teacher activities; materials; timing; assessment.)	All elements of the lesson plan are addressed fully & appropriately	For the most part, all elements of the lesson plan are addressed fully & appropriately	In most cases, all elements of the lesson plan are not addressed fully & appropriately	In each case, elements of the lesson plan are not addressed fully & appropriately
Timeliness	Is presented on due date	Is presented on due date	Is not presented on due date	Is not presented on due date
Citations ²	All citations to published material are included and written in APA format	The majority of citations to published material are included and written in APA format	Many of the citations to published material are not included or inappropriately formatted	In general, citations to published material are not included or inappropriately formatted
Accuracy	Well written, is in standard academic English, grammatically accurate	Fairly well written, is mostly in standard academic English, few grammatical errors	Not well written, fails to meet standards of academic English, some grammatical errors	Badly written, many grammatical errors, fails to meet standards of academic English