



## ENG 457.0SE & 4RE Teaching ESL

COURSE SYLLABUS: Spring 2017

### INSTRUCTOR INFORMATION

**Instructor:** Hilal Ergül

**Office Location:** HL 307

**Office Hours:** Thursdays 2-4 PM

**Email Address:** [hilal.ergul@tamuc.edu](mailto:hilal.ergul@tamuc.edu)

**Preferred Form of Communication:** Office hour visits

### COURSE INFORMATION

#### *Materials – Textbooks, Readings, Supplementary Readings*

##### *Textbook - Required*

- Larsen-Freeman, D. & Anderson, M. (2011). *Techniques & Principles in Language Teaching*. 3rd Edition. Oxford University Press. ISBN: 978 0 19442 360

##### *Reading - Required*

- 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. **[available on eCollege DocSharing]**
- Supplementary readings may be uploaded to eCollege.

#### *Course Description*

This course focuses on the linguistic, psychological, and sociocultural foundations for teaching English to speakers of other languages. It surveys historical, as well as current trends in the methods and materials of ESL, of language testing, and of language-program evaluation. Also appropriate for students interested in teaching second or foreign languages other than English.

Prerequisites: Lvl U ENG 102 Min Grade C or Lvl U ENG 288 Min Grade C or Lvl U ENG 1302 Min Grade C

#### *Student Learning Outcomes*

Students will...

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1. demonstrate their knowledge of the history of ESL methodology and of the appropriate terminology. The students will demonstrate this knowledge in the production of the method's schemata and in their classroom observation report.
2. demonstrate their understanding of the different ESL methodologies. The students will demonstrate this understanding during the class discussions, the discussion facilitation as well as in their report on a classroom observation.
3. apply basic principles of ESL language teaching methodology. The students will demonstrate their ability to apply these basic principles in the lesson plans they will produce during the semester as well as during the learning activities they will be facilitating.
4. demonstrate their understanding of the effects of English varieties on language learning and teaching. This will be demonstrated in their reading response to an article on the topic.

## **COURSE REQUIREMENTS**

### ***Minimal Technical Skills Needed***

Computer and Internet literacy, including but not limited to: using the learning management system, using Microsoft Word and PowerPoint, using presentation and graphics programs, etc.

### ***Instructional Methods***

Class meetings will give each student the chance to practice important tenets of being a teacher. This course is designed in an interactive format to ensure optimum student participation. It follows the historical development of the different teaching approaches and theories. The assignments will help students develop their own understanding through the schemata and the class discussion facilitation. The activities and the lesson plans produced by the students will help them put their learning into practice. You will develop

- (1) a better understanding of the evolution of teaching practices and of current trends in language teaching,
- (2) the ability to use this knowledge in order to plan activities and lessons for a variety of language learners and situations, and
- (3) a better understanding of English varieties and their effects on language learning and teaching.

See the "Assessments" section below for details.

### ***Student Responsibilities or Tips for Success in the Course***

- Read the syllabus very carefully.
- Log into the course shell on eCollege regularly.
- Utilize your instructor's office hours; these are times set aside for you exclusively in order to help you succeed in this class.
- Complete all assignments in a timely manner.
- Do not be late to class.

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- Speak up; ask questions. Your instructor would rather get a lot of questions than see a lot of low grades.

## GRADING

Final grades in this course will be based on the following scale:

**90%-100%= A, 80-89%= B, 70-79%= C, 60-69%= D, 59% & below= F**

Assignment Name	Grade (%)
Lesson Plans	30
Teaching method schemata	22
Class participation	10
Activity facilitation	10
Discussion facilitation	10
Classroom observation report	10
Reading responses	8

### Assessments

The assessments consist of a series of activities and assessments to assist you in achieving the outcomes for the course. Each week you will work on various combinations of assignments, activities, discussions, and readings.

#### Lesson Plans (10 x 3 = 30%)

Lesson plans will be based on your textbook. You will choose one of the methods we have covered and complete a lesson plan that links the thoughts, beliefs, attitudes, values, and awareness to 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. There will be three lesson plans throughout the semester. We will discuss the format in class.

#### Teaching Method Schemata (2 x 11 = 22%)

For each teaching method we study, you will create your schema of it and put it on a chart. Think of this chart as your unique cheat sheet that contains the name of the method, its main principles, the pros and cons with your explanations as to *why* they are pros or cons (i.e., your reasoning), and your notes or ideas. The schemata chart titles can look like the one below:

Teaching Method	Main principles	Pros (with reasoning)	Cons (with reasoning)	My notes and ideas

At the end of the semester, you will have the schemata of eleven teaching methods in your chart. 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

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practice. Your updated chart is due each week we look at a new teaching method by noon on Thursdays.

### **Class Participation (10%)**

You are expected to do the readings before class and to take part in the discussions by making comments and sharing ideas on the topic. The students may prepare questions or comments that arose during the reading to help with their participation.

### **Activity facilitation (10%)**

Each student will be responsible for teaching a language element to the other students. Each student will choose a different week to present their activity. You may need to work in pairs based on the number of students enrolled. The student(s) will hand in the activity plan to the instructor before the presentation; it will detail the elements taught during the activity, the objectives of the activity, the duration of the different elements, how the activity follows the elements of the teaching method, the material required to do the activity, and what the teacher and the students need to do. More details will be given in class.

### **Class discussion facilitation (10%)**

Each student will be responsible for preparing one class discussion on a teaching method. You may need to work in pairs based on the number of students enrolled. You will prepare 8 to 10 questions on the chapter you are responsible for and turn them in to the instructor one week prior to the class discussion (e.g. if you are facilitating the week 10 discussion, you will submit your questions to the teacher in week 9 on Thursday). These questions will have been well thought out, as they will serve to help the other students during their reading, and be the basis of the class discussion the following week. Once you have instructor approval, you will email them to your classmates via eCollege (so your instructor is copied). You will be graded on the quality of the questions as well as your ability to facilitate the discussion.

You are strongly encouraged to run your questions by the instructor prior to the submission deadline so that you can revise them if you need to.

### **Classroom observation report (10%)**

Each student will observe one lesson in an ESL classroom and fill out the observation form.

### **Reading Responses (4 x 2 = 10%)**

You will write two reading responses to two different scholarly articles. Each response will be between 350 and 500 words long and will include the following elements: a short summary of the text, what you learned, what surprised you, and some comments or your opinion on the article. You should also make connections to class discussions.

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## TECHNOLOGY REQUIREMENTS

- To fully participate in online courses 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.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- 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\\_Reg\\_WebHelp/en-us/#LS\\_Technical\\_Requirements.htm#Browse](http://help.ecollege.com/LS_Tech_Reg_WebHelp/en-us/#LS_Technical_Requirements.htm#Browse)

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)

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## 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://myLeo) 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](mailto: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.

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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 are strongly 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](mailto: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.

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

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

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- 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***

Unless stated otherwise, the instructor will grade assignments within a week, and respond to emails within one business day. You should not expect answers to emails after 5 PM or on weekends. Please refer to the syllabus and/or our eCollege course shell before sending an email to your instructor. She may not respond to emails if your questions are already answered on the syllabus or on eCollege. Refrain from sending last minute emails about assignments, or emailing assignments instead of submitting them on eCollege as they may not be graded.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### ***Course Specific Procedures/Policies***

See Attendance & Participation in the assessment section above. Please note that the university has no policy for "excused absences" except for university sanctioned events, so please save your absences for illness, court appearances, child care arrangements, and other situations when you must miss class.

All assignments are to be submitted via eCollege Dropbox. Emails, hard copies, etc. will not be graded. All assignments are worth 100 points. After the deadline, you have one week to submit late work to be graded out of 85 points. Once the Dropbox submission closes for an assignment, you may no longer receive points for that assignment.

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## **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **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>

### **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 162

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

Fax (903) 468-8148

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Email: [Rebecca.Tuerk@tamuc.edu](mailto:Rebecca.Tuerk@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.

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## COURSE OUTLINE / CALENDAR

Week	Date	Before Class	In Class	Due
1	Jan 19		Introductions	
2	Jan 26	Read L-F & A: Chapter 1; F&S: pp. 1-12	Discussion on readings	
3	Feb 2	Read L-F & A: Chapter 2; F&S: pp. 13-31	Discussion facilitator(s): Activity facilitator(s): Discussion on readings	Schema chart
4	Feb 9	Read L-F & A: Chapter 3; F&S: pp. 32-35	Discussion facilitator(s): Activity facilitator(s): Discussion on readings	Schema chart
5	Feb 16	Read L-F & A: Chapter 4	Discussion facilitator(s): Activity facilitator(s): Discussion on readings	Schema chart
6	Feb 23	Read L-F & A: Chapter 5	Discussion facilitator(s): Activity facilitator(s): Discussion on readings	Schema chart
7	Mar 2	Read L-F & A: Chapter 6	Discussion facilitator(s): Activity facilitator(s): Discussion on readings	Schema chart & Lesson plan 1
8	Mar 9	Read L-F & A: Chapter 7	Discussion facilitator(s): Activity facilitator(s): Discussion on readings	Schema chart
<b>March 13-17 SPRING BREAK</b>				
9	Mar 23	Read L-F & A: Chapter 13	<b>Online discussion</b> on Chapter 13	Reading response 1
10	Mar 30	Read L-F & A: Chapter 8	Discussion facilitator(s): Activity facilitator(s): Discussion on readings	Schema chart & Lesson plan 2
11	Apr 6	Read L-F & A: Chapter 9	Discussion facilitator(s): Activity facilitator(s): Discussion on readings	Schema chart
12	Apr 13	Read L-F & A: Chapter 10	Discussion facilitator(s): Activity facilitator(s): Discussion on readings	Schema chart
13	Apr 20	Read L-F & A: Chapter 11	Discussion facilitator(s): Activity facilitator(s): Discussion on readings	Schema chart & Lesson plan 3
14	Apr 27	Read L-F & A: Chapter 12	Discussion facilitator(s): Activity facilitator(s): Discussion on readings	Schema chart & classroom observation report
15	May 5	Read L-F & A: Chapters 14 & 15	Discussion on readings	Reading response 2

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