TEXAS A&M
U N I V E R S I T Y
C O M M E R C E

ENG 457.01E Teaching ESL
COURSE SYLLABUS: Spring 2020

INSTRUCTOR INFORMATION
Instructor: Nabiha El Khatib
Email Address: Nabiha.ElKhatib@tamuc.edu
Office Location: Virtual Office on myLeo Online (D2L Brightspace)
Office Hours: Online office hours daily; on-site by appointment
Preferred Form of Communication: Via email or by D2L; Allow up to 24 hours for the instructor to reply during business days.

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 D2L]**

Supplementary readings may be uploaded to D2L.

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, this course is appropriate for students interested in teaching second or foreign languages other than English.

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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:

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 methods' schemata and in their online lecture discussion posts.
2. demonstrate their understanding of the different ESL methodologies. The students will demonstrate this understanding during the class discussions, peer review feedback as well as in their online discussion posts.
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 different ESL methods 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

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, e.g. schema charts and online discussions, will help students develop their own understanding of the course content. Facilitation activities and lesson plans produced by the students will help them put their learning into practice. Students 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 ESL methods and their effects on language learning and teaching.

See the "Assessments" section below for details.

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Student Responsibilities or Tips for Success in the Course
1. Read the syllabus very carefully.
2. Log into the D2L and leomail regularly.
3. Complete all assignments in a timely manner.

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
Discussion Posts	22
Facilitation Activity	15
Reading responses	11

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%)
There will be three lesson plans throughout the semester. Lesson plans will be based on your textbook on techniques in language learning. You will be assigned a method for each lesson plan. Based on this teaching method, you will complete a lesson plan that links the thoughts, beliefs, attitudes, values, and awareness of this particular method to action in the classroom. Each of your lesson plans will respond directly to the principles and techniques that guide the assigned method. 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.

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. Your schema chart is due at the end of each week prior to the week we start learning a new teaching method.
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:

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

You will put all the schemas in the same word document. 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 principles and activities you want to include in your classroom practice.

Discussion Posts (22%)

You are expected to do the readings and to take part in the discussions by making comments and sharing ideas on the topic. Your discussion will be composed of the two components:
(1) Discussion on questions based on the lecture
(2) Discussion on the facilitation activity (peer review feedback)

Facilitation Activity (15%)

Each student will be responsible for teaching a language element to the other students using the method (and the week) they have assigned up for. This is a one-time activity for each student. You may need to work in pairs based on the number of students enrolled.
The student(s) will submit the draft activity to the instructor by the Tuesday prior to the week they have signed up to present the activity, (e.g. if you will present your activity in week 3, you will submit your draft, as a PowerPoint, to the teacher in week 2 on Tuesday). This activity draft should detail the elements taught during the activity, the objectives of the activity, how the activity follows the principles and techniques of the teaching method, the materials required to do the activity, and what the teacher and the students need to do.

Reading Responses (5.5 x 2 = 11%)

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:
    - o 512 MB of RAM, 1 GB or more preferred
    - o Broadband connection required courses are heavily video intensive o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a: o Sound card, which is usually integrated into your desktop or laptop computer
    - o Speakers or headphones.
    - o *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
- 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

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:
    - o Adobe Reader https://get.adobe.com/reader/
    - o Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
    - o Adobe Shockwave Player https://get.adobe.com/shockwave/
    - o Apple Quick Time 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.

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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 p.m. or on weekends.

Please refer to the syllabus and/or our D2L 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 D2L.

Refrain from sending last minute emails about assignments, or emailing assignments instead of submitting them on D2L as they may not be graded.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Late works: All assignments are to be submitted via D2L. Emails, hard copies, etc. will not be graded. All assignments are worth 100 points. After the deadline, you have ONE DAY to submit late work. However, you need to email your instructor in advance (at least 24 hours before the assignment is due) informing her about the reason for not turning in the assignment on time. Once the submission closes for an assignment, you may no longer receive points for that assignment.

Submission Policy:
- Your writing assignments have to be saved as Word files.
- DO NOT use the PDF format or any other format. If you submit writing assignments as PDF or any other formats, your assignments will not be graded.
- Submission folders on D2L are the main tool for you to submit any assignment unless the instructor tells the class an alternative way. If you submit your work through email, you are responsible for keeping track of your submission.

Grievance Procedure:

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in person, by email, by telephone, or by another communication medium, should then schedule an appointment with Dr. Lucy Pickering.

Where applicable, students should also consult University Procedure 13.99.99.R0.05 ("Student Appeal of Instructor Evaluation").

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.

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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.pd f

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.asp   x
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesPro cedures/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 about the definition of academic dishonesty see the following procedures: Undergraduate Academic Dishonesty 13.99.99.R0.03
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedur es/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
Email: Rebecca.Tuerk@tamuc.edu
Website: Office of Student Disability Resources and Services
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServ ices/

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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 Calendar

Please note that dates for facilitation activities are not included since every student is responsible for one facilitation activity. As soon as all the students sign up for their facilitation activity by Friday of Week 2, a document with information on all facilitation activity presentations will be available on D2L. Please note that a draft of your individual activity facilitation is always due on Tuesday prior to the week that you sign up for. The final/updated facilitation activity will be due on Sunday prior to the week that you sign up for. For example, if you sign up for a facilitation activity for Week 4, your draft will be due on Tuesday of Week 3 and the updated/final activity will be due on Sunday of Week 3. As for the facilitation activity peer review which is your feedback to each other's facilitation activities, these responses will be due on Sunday at the end of every week, starting from Week 4 (due dates of facilitation activity feedback are included below).

Week	Homework	Online Activities	Assignments Due
1	Read: L-F & A: Chapter 1; F&S: pp. 1-12	Introduction to the course Self-introductions (Initial replies due 1/17 – Responses due 1/19)	
2	Read: L-F & A: Chapter 2– Grammar-Translation; F&S: pp. 13-31	Discussion on readings (Initial replies due 1/24 – Responses due 1/26)	Schema chart (due 1/26)
3	Read: L-F & A: Chapter 3 - Direct Method F&S: pp. 32-35	Facilitation Activity: Sample provided by instructor Discussion on readings: (Initial replies due 1/31 & Responses due 2/2)	Schema chart (due 2/2)
4	Read: L-F & A: Chapter 4 – Audio Lingual	Facilitation activity feedback due 2/9 Discussion on readings: Initial replies due 2/7 & Responses due 2/9	Schema chart (due 2/9)

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5	Read: L-F & A: Chapter 5 – Silent Way	Facilitation activity feedback due 2/16 Discussion on readings: Initial replies due 2/14 & Responses due 2/16	Schema chart (due 2/16)
6	Read: L-F & A: Chapter 6 – Desuggestopedia	Facilitation activity feedback due 2/23 Discussion on readings: Initial replies due 2/21 & Responses due 2/23	Schema chart (due 2/23)
7	Read: L-F & A: Chapter 7 – Community Language Learning	Facilitation activity feedback due 3/1 Discussion on readings: Initial replies only due 3/1	Schema chart (due 3/1) & Lesson Plan 1 (due 3/1)
8	Read: L-F & A: Chapter 8 – Total Physical Response	Facilitation activity feedback due 3/8 Discussion on readings: Initial replies due 3/6 & Responses due 3/8	Schema chart (due 3/8)
9	Spring Break (3/9 – 3/13)	No assignments	
10	Read: L-F & A: Chapter 9 – Communicative Language Teaching	Facilitation activity feedback due 3/22 Discussion on readings: Initial replies due 3/20 & Responses due 3/22	Schema chart (due 3/22) & Reading Response 1 (due 3/22)
11	Read: L-F & A: Chapter 10- Content-based Instruction	Facilitation activity feedback due 3/29 Discussion on readings: Initial replies due 3/27 & Responses due 3/29	Schema chart (due 3/29)

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12	Read: L-F & A: Chapter 11- Task-based Language Teaching	Facilitation activity feedback due 4/5 Discussion on readings: Initial replies only due 4/5	Schema chart (due 4/5) & Lesson Plan 2 (due 4/5)
13	Read: L-F & A: Chapter 12- The Participatory Approach	Facilitation activity feedback due 4/12 Discussion on readings: Initial replies due 4/10 & Responses due 4/12	Schema chart (due 4/12)
14	Read: L-F & A: Chapter 13	Facilitation activity feedback due 4/19 Discussion on readings: Initial replies due 4/17 & Responses due 4/19	Lesson Plan 3 (due 4/19)
15	Read: L-F & A: Chapter 14 & 15	Discussion on readings: Initial replies due 4/24 & Responses due 4/26	Choose an academic article for Reading Response 2 (due 4/24)
16	Finals Week (5/2 – 5/8)		Reading Response 2 (due 5/3)

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