

**ENG 657: TESOL Methods II**  
**COURSE SYLLABUS: Spring 2024**

Instructor: Dr. Dongmei Cheng  
Office Location: DTH 116  
Office Hours: 2:00-3:00pm M, T, W via Zoom or by appointment  
University Email Address: [dongmei.cheng@tamuc.edu](mailto:dongmei.cheng@tamuc.edu)  
Preferred Form of Communication: Email or Scheduled Zoom Meeting  
Communication Response Time: Within 24 hours on weekdays (M-F)

**COURSE INFORMATION**

**Required Textbooks:**

Tomlinson, B. & Masuhara, H. (2018). *The complete guide to the theory and practice of materials development for language learning*. Wiley Blackwell.

Brown, H.D., & Abeywickrama, P. (2019). *Language assessment: Principles and classroom practices*. (3<sup>rd</sup> Ed.). Pearson Education.

**Course Description:**

This is the second course in a two-course sequence designed to prepare individuals to become teachers of ESOL. It has two core components: material development and language assessment. The course is designed for MA students who are primarily practitioners. Students will engage in the following activities:

1. Examining fundamental principles guiding successful second language material development and assessment.
2. Selecting, reading, and critically analyzing and assessing second language materials and resources (i.e., textbooks, electronic resources, instructional medium, and computer technology).
3. Developing provisional materials for a real or imagined language courses.
4. Preparing and evaluating the materials for a sample lesson as well as teaching a portion of it to a group of students, and
5. Preparing and evaluating test samples for a real or imagined language course.

This course is 3 credit hours. Prerequisite: TESOL Methods I or instructor approval.

**Student Learning Outcomes**

1. Students will develop a solid understanding of the core issues in second language material development and assessment through reading critically, discussing, and evaluating existing language teaching materials and assessment tools.

2. Students will have the ability to design their own materials and assessment tools for specific teaching contexts and purposes.

## COURSE REQUIREMENTS

### Minimal Technical Skills Needed

- Using the learning management system
- Using Microsoft Word (including the track changes and commenting functions under “Review”) and PowerPoint
- Using online presentation programs such as VoiceThread, Screencast-O-Matic and Youtube by following instructions.

### Submitting Papers:

Please place your papers (in Word document format: .doc or .docx) in the **Assignment Submission Folder** specified for each paper. Late assignments (after the cut-off date) will not be graded and will receive a grade of zero. Assignments will not be accepted by e-mail.

Remember that your papers should be submitted using *Microsoft Word* (either PC or Mac). If you are using any other word processor, you must convert your files to MS Word or RTF (rich text format) before submitting them.

*You are responsible for submitting a file I can read. If I can't read your first submission, I will alert you and give you the opportunity to correct the problem. After the first time, if you submit work that I cannot read, you will be given a zero on that assignment if the due date has passed.*

### Weekly Discussions:

You are required to participate in each week’s online discussions, post your reply to each discussion topic and respond to your classmates’ posts. I expect that students will exhibit courtesy toward others in these online discussions. Courtesy means NOT engaging in online rudeness or refusing to focus on class discussion. Courtesy means engaging in such behaviors such as listening carefully to others, accepting that various points of views can be valid, maintaining a focus on the discussion in hand and treating others as you wish to be treated. Online courtesy requires meeting some different standards than face/face situations: a good guide to Netiquette can be found at: <http://www.albion.com/netiquette/>

### Grading Policy:

First and foremost, I want to make it clear that this is not a correspondence course in which you work at your own pace to complete assignments and examinations. This is a paced on-line course in which you will be expected to read and complete assigned work according to given deadlines. Therefore, at the beginning of each week, check all materials and assignments for that week, plan ahead, and ask any questions you might have. Don't log in for the first time in a given week on Sunday afternoon! It is my policy not to accept late work. I will give you what I consider ample time to complete your readings and assignments, so I expect work to be turned in on time. Work that is late will receive zero points. Make it a habit, however, not to wait until 11:59 to turn in an assignment because it takes a few minutes for the online system to log in your assignment. You should turn in your work well ahead of the deadline. If you have any questions about this policy, please contact me.

### **Assessments:**

Each student's performance in the following areas will determine the student's grade for this course. A detailed description of each graded assignment is provided on D2L course shell.

**Discussions/Class Participation (30%):** The weekly discussions provide opportunities for you to interact with your classmates to discuss key concepts and terms targeted in the course readings. Your participation in each class is worth 10 points. You should be engaged throughout the discussion- not simply posting comments and replies at the very end of the discussion. You are also expected to make a minimum number of comments and replies to your classmates' comments for every discussion. The specific requirements are provided in the description for each discussion assignment.

**Project 1: Material Development (20%):** You will develop a lesson plan and a complete set of lesson materials on a specified unit in this part. Your lesson plan needs to cover at least 100-minute of class instruction. All materials included in this section need to be made by yourself or adapted from existing published material made by others (references are required if you are adapting other's materials). Your material design needs to reflect the new things you have learned through the first half of ENG 657, evidenced by citations of relevant course materials. You should also present all your materials in full versions as appendices of the lesson plan. Along with your self-developed materials, you should write a rationale paper (3-4 double-spaced pages) arguing for the effectiveness of your material design by referring to relevant course materials. Citations from outside sources are encouraged but not required.

**Project 2: Assessment Development (20%):** This project will include two formative assessment tasks you have developed for assessing the learning outcome of your teaching unit, corresponding to the lesson plans you created in Project 1. For each assessment task, you need to include a meaningful title, purpose and objectives of the task, test specifications, and the actual test items that you have developed. Along with your self-designed assessment tasks, you should also include a rationale paper (3-4 double-spaced pages) arguing for the effectiveness of your assessment design by referring to relevant course materials. Citations from outside sources are encouraged but not required.

**Microteaching Presentation (10%):** You are encouraged to use VoiceThread or a similar multimedia presentation tool to create this online presentation. In this presentation, you need to demonstrate how you introduce one type of material (e.g., an instructional handout, a PPT/prezi, etc.) and one specific assessment tool (e.g., a paired interview task, a writing task, etc.) that you have developed to a real/imagined group of students.

**Final Electronic Portfolio (20%):** By the end of the semester, you will compile an electronic portfolio documenting your accomplishments in this advanced TESOL Methods course. Your portfolio will include an introduction of your targeted student group and the background information of your class, the revised versions of your projects (Project 1 and Project 2), your microteaching presentation, and a reflection of what you have learned through working on these projects.

*Please note, for graduate classes, "A" grades reflect work which is clearly superior and exceeds the minimum criteria on all dimensions. "B" grades mean a good, solid performance which fulfils the basic requirements for a particular assignment. Any work that receives a grade of "C" or lower does not the minimum requirements for solid graduate work.*

## **LMS**

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## **ACCESS AND NAVIGATION**

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:** 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.

## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### **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/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance 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](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

### Graduate Student Academic Dishonesty Form

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

### Avoid Self-plagiarism

Self-plagiarism is reusing one's own previously written work partially or entirely in another piece of work without referring to the previous use. Instructors expect unique coursework for individual classes to demonstrate students' persistent learning and growth. Submitting an assignment that has already been submitted for another class, also called "recycling fraud", is a form of academic misconduct and never allowed. In case you want to further explore a research topic that you have examined in another class, please do ask for the instructor's permission beforehand.

### AI Use in Course

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty  
13.99.99.R0.10 Graduate Student Academic Dishonesty

*Dr. Cheng's guidelines on the use of AI:*

- You cannot trust anything said by an AI tool. If it gives you a number or fact, assume it is wrong unless you can verify it with another credible source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- Do not trust AI to supply citation information. Do your own research and include the proper citation information in your writing.
- You are not allowed to use AI to generate an entire assignment.
- You are permitted to use AI to facilitate your completion of the course assignments if you acknowledge your use of it and document how you use it. Please include a statement at the end of any assignment that uses AI explaining what you used the AI for and the link of your chat history. Failure to do so is in violation of academic honesty policies.
- When in doubt about whether your use of AI in a course assignment is appropriate, check with me before submitting your work for a grade.

### **Students with Disabilities-- ADA Statement**

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  
 Velma K. Waters Library Rm 162  
 Phone (903) 886-5150 or (903) 886-5835  
 Fax (903) 468-8148  
 Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<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.

### **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

### **Departmental-Specific Procedures**

#### **Student 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 the Department Head or Assistant Department Head by completing a Student Grievance Form (available in the main office, HL 141). In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult [University Procedure 13.99.99.R0.05](#) ("Student Appeal of Instructor Evaluation").

### **Collection of Data for Measuring Institutional Effectiveness**

In order to measure the level of compliance with the accreditation, throughout the semester I may collect some of the ungraded texts you produce solely for an assessment of program effectiveness that in no way affects students' course grades or GPAs.

**Course Outline:**

(Schedule is flexible and subject to change)

Week (Dates)	Topic	Readings	Assignments
Week 1 (1/29-2/4)	Introduction to material development	Tomlinson & Masuhara (2018) Chapter 1 and Chapter 2 Supplementary materials on D2L	Discussion posts
Week 2 (2/5-2/11)	Evaluating and adapting materials	Tomlinson & Masuhara (2018) Chapter 3 & Chapter 4 Supplementary materials on D2L	Discussion posts
Week 3 (2/12-2/18)	How to develop materials	Tomlinson & Masuhara (2018) Chapter 5, Chapter 7, & Chapter 9 Supplementary materials on D2L	Discussion posts
Week 4 (2/19-2/25)	Factors influencing materials development	Tomlinson & Masuhara (2018) Chapter 10 or Chapter 11 (Choose <i>one</i> chapter to read depending on your interest); and Chapter 12 Supplementary materials on D2L	Discussion posts
Week 5 (2/26-3/3)	Visual designs and writing instructions	Tomlinson & Masuhara (2018) Chapter 13 & Chapter 14 Supplementary materials on D2L	Discussion posts
Week 6 (3/4-3/10)	<b>Project 1: Material Development</b>		
Spring Break: 3/11-3/17 (NO CLASS)			
Week 7 (3/18-3/24)	Basic concepts of language assessment	Brown & Abeywickrama (2019) Chapter 1 Supplementary materials on D2L	Discussion posts
Week 8 (3/25-3/31)	Principles of language assessment	Brown & Abeywickrama (2019) Chapter 2 Supplementary materials on D2L	Discussion posts
Week 9 (4/1-4/7)	Designing tests	Brown & Abeywickrama (2019) Chapter 3, Chapter 4, and Chapter 5 Supplementary materials on D2L	Discussion posts
Week 10 (4/8-4/14)	Grading and evaluation	Brown & Abeywickrama (2019) Chapter 11 and Chapter 12 Supplementary materials on D2L	Discussion posts
Week 11 (4/15-4/21)	Assessing language skills	Brown & Abeywickrama (2019) Chapter 6, Chapter 7 Supplementary materials on D2L	Discussion posts
Week 12 (4/22-4/28)	Assessing language skills	Brown & Abeywickrama (2019) Chapter 8, Chapter 9, Chapter 10 Supplementary materials on D2L	Discussion posts
Week 13 (4/29-5/5)	<b>Project 2: Assessment Development</b>		

Final Week	<b>Microteaching presentation &amp; Final Portfolio Due: Thursday, 5/9</b>
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