

ENG 657: TESOL Methods II
COURSE SYLLABUS: Spring 2026

Instructor:	Dongmei Cheng, Ph.D. Associate Professor of Applied Linguistics
Office Location:	Talbot Hall (Hall of Languages) 116
Office Hours:	Online (Zoom) Mon & Tue 12:00-2:00
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Zoom Meeting ID:	440 114 5788
F2F class (Section 01E):	Wednesday (2:00-4:40pm)

COURSE INFORMATION

Required Textbooks:

Tomlinson, B. & Masuhara, H. (2017). *The complete guide to the theory and practice of materials development for language learning*. Wiley Blackwell.

Brown, H.D., & Abeywickrama, P. (2018). *Language assessment: Principles and classroom practices*. (3rd Ed.). Pearson Education.

Catalog Description:

This is the second course in a two course sequence designed to prepare individuals to become teachers of ESOL. It complements the theoretical and historical perspective of TESOL Methods I with a focus on classroom practices (e.g. micro-teaching, classroom management, lesson planning, content development, and building intercultural awareness). Prerequisites: ENG 557 or instructor approval.

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 course.

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.

Grading Criteria:

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.

Course Outline:

(Schedule is flexible and subject to change)

Week (Dates)	Topic	Readings	Assignments
Week 1 (1/29-2/1)	Introduction to material development	Tomlinson & Masuhara (2018) Chapter 1 and Chapter 2 Supplementary materials on D2L	Discussion posts
Week 2 (2/2-2-8) <i>(F2F class on 2/4)</i>	Evaluating and adapting materials	Tomlinson & Masuhara (2018) Chapter 3 & Chapter 4 Supplementary materials on D2L	Discussion posts
Week 3 (2/9-2/15) <i>(F2F class on 2/11)</i>	How to develop materials	Tomlinson & Masuhara (2018) Chapter 5, Chapter 7, & Chapter 9 Supplementary materials on D2L	Discussion posts
Week 4 (2/16-2/22) <i>(F2F class on 2/18)</i>	Factors influencing materials development	Tomlinson & Masuhara (2018) Chapter 10 or Chapter 11 (Choose one chapter to read depending on your interest); and Chapter 12 Supplementary materials on D2L	Discussion posts

Week 5 (2/23-3/1) <i>(F2F class on 2/25)</i>	Visual designs and writing instructions	Tomlinson & Masuhara (2018) Chapter 13 & Chapter 14 Supplementary materials on D2L	Discussion posts
Week 6 (3/2-3/8)	Project 1: Material Development		
Spring Break: 3/9-3/15 (NO CLASS)			
Week 7 (3/16-3/22) <i>(F2F class on 3/18)</i>	Basic concepts of language assessment	Brown & Abeywickrama (2019) Chapter 1 Supplementary materials on D2L	Discussion posts
Week 8 (3/23-3/29)	Principles of language assessment	Brown & Abeywickrama (2019) Chapter 2 Supplementary materials on D2L	Discussion posts
Week 9 (3/30-4/5) <i>(F2F class on 4/1)</i>	Designing tests	Brown & Abeywickrama (2019) Chapter 3, Chapter 4, and Chapter 5 Supplementary materials on D2L	Discussion posts
Week 10 (4/6-4/12) <i>(F2F class on 4/8)</i>	Grading and evaluation	Brown & Abeywickrama (2019) Chapter 11 and Chapter 12 Supplementary materials on D2L	Discussion posts
Week 11 (4/13-4/19) <i>(F2F class on 4/15)</i>	Assessing language skills	Brown & Abeywickrama (2019) Chapter 6, Chapter 7 Supplementary materials on D2L	Discussion posts
Week 12 (4/20-4/26) <i>(F2F class on 4/22)</i>	Assessing language skills	Brown & Abeywickrama (2019) Chapter 8, Chapter 9, Chapter 10 Supplementary materials on D2L	Discussion posts
Week 13	Project 2: Assessment Development		

(4/27-5/3)	
Week 14 (5/4-5/8)	Project revisions Microteaching presentation Final E-portfolio

COURSE/ UNIVERSITY POLICIES

Course Ground Rules

Being successful in an online course requires tremendous self-discipline and high motivation. In this course, all work will be completed through D2L. You should log into the course website frequently for the course syllabus, assignments, announcements, and discussions. I strongly recommend dedicating set days/times to completing your work and working in advance so that you are always a day or two ahead. You are expected to put 2-3 hours a day to work on the course materials (involving reading and class assignments). Please note that assignment due dates are crucial and that you are expected to exert your maximum effort to meet these deadlines. We are co-constructing our knowledge in the online community. Please be prepared, read carefully, share thoughtfully, respond respectfully, and engage in all learning processes.

Netiquette

I expect that students will exhibit courtesy toward others in this online class. Courtesy means NOT engaging in online rudeness or refusing to focus on group or class discussion. Courtesy means engaging in such behaviors 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 face2face situations: a good guide to Netiquette can be found at:
<http://www.albion.com/netiquette/>

Assignment Submissions

- All assignments must be submitted to D2L Brightspace by the designated due date (generally Sunday midnight).
- The submission should be in an appropriate academic format (i.e., APA). Failure to conform to the standards will result in points deducted. To learn more about the APA format, please consult an APA style manual or check the website of Purdue Online Writing Lab (Purdue OWL).
- If you have trouble uploading the assignment to the course site, please e-mail your paper to me at dongmei.cheng@etamu.edu

Learning Management System D2L (Brightspace)

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of

the browser versions listed in the tables below, contact CITE Helpdesk or D2L Support.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

- 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.

- 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.

Communication

I encourage you to contact me if you have any questions about the contents of this course. Please send messages directly to dongmei.cheng@etamu.edu. I generally reply email within 24 hours. If you desire an online conference via Zoom or face-to-face meeting, please always email me first to set up an appointment. If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778.

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.

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.asp>. Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the following webpages: <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 Honesty Policy

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

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 in coursework:

- 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.

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

Gee Library- Room 162

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/34Safet>

yOfEmployeesAndStudents/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.

Counseling center statement

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