ENGL 426/526 ESL Methods and Materials -DEAdd-2017-03-10

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Form Information

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First Step: <u>**ONLY**</u> change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-DEAdd-2015-08-10**

- *If DUAL LISTED list BOTH courses in the page title*

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Third Step: Make sure the word *DRAFT* is in yellow at the top of the proposal

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*Indicates a required field

Proposer*	Dr. Brian Carpenter	Proposer Email*	bcarpent@iup.edu
Contact Person*	Brian Carpenter	Contact Email*	bcarpent@iup.edu
Proposing Department/Unit*	English Education	Contact Phone*	4123702717

Course Level*	undergraduate-level

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

Course Prefix /Number*	ENGL 426
Course Title*	ESL Methods and Materials
Type of Proposal*	*See CBA, Art. 42.D.1 for Definition* online
Brief Course Outline*	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments* *As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or* *direct faculty instruction, there should be a minimum of two hours of out of class student work.* **Course Goals** This course is designed to raise your awareness about TESOL Methods and Materials. As stated in the course catalogue: An introduction to English as a Second Language theory and practice. Aims: (1) general understanding of current theory and methods of teaching ESL; (2) ability to select appropriate, and adapt existing, materials for elementary and high school ESL students. Recommended for all English teachers who expect to have ESL students in their classes. To be more clear, at the end of this course, student will - explain models of ESL program design used in elementary, junior, and senior high schools. - show an understanding of ESL placement and assessment instruments. - analyze and discuss current approaches to teaching ESL, using teaching materials, and ways K-12 teachers can continue to develop their ESL teaching knowledge and skills. Week 1

- Introductions Syllabus
- Language Experience with Feedback
- Language use and users by MAK Halliday
- Defining the Issues
- Halliday work
- Peruse Larsen-Freeman and Anderson

Week 2

- What kind of resource is language by R. Hasan
- CH1 Gibbons, Defining the Issues
- Preface/Intro TPLT HW

Week 3

- Choosing Methods for teaching
- Assignment 1
- Population investigation
- EL Learners Population Assignment

Week 4

- From English Language Learners to Emergent Bilinguals by O. Graca, JA Kleifgen, & L. Falchi
- Teaching English Language Learners: What the Research Does and Does Not Say by C. Goldenberg
- Ch2 Gibbons Intellectual Work in Practice

Week 5

- Assignment 1 due
- The Grammar
- Translation Method

Week 6

- The Direct Method
- TESOL
- SLA
- Read Swain and Nunan

Week 7

- Ch3 Gibbons Literacy in the Curriculum: Challenges for ESL Learners
- Language Acquisition and Socialization: Three Developmental Stories and Their Implications by E. Ochs and B. Schieffelin

Week 8

- Engaging with Academic Literacy: Examples of Classroom Activities Genre pedagogy in L2 writing by Hyland (2007)
- TESOL
- Ch. 4 Gibbons
- Audio Lingual Method
- Assignment 2 - Definitions of Multilinguals

Week 9

- Reflection on Assignment two
- Teaching Academic Language in L2 Secondary Settings by Schlleppegrell and OHallaron (2011

Week 10

- Desuggestopedia
- The Silent Way
- Assignment 3 - Multilingual Interview

Week 11

- Community Language Learning
- Assignment 4 Common practices and terms in Pennsylvania Standards investigation
- Total Physical Response
- HW Ch. 5 and 6 Gibbons Reading

Week 12

- Content-based
- Gibbons Quiz
- Hand in Assignment 4
- Ch7 Gibbons Planning Talk for Learning and Literacy

Week 13

- Community Language Teaching
- Assignment 5 Multilingual Writing Analysis
- Funds of Knowledge by Moll

Week 14

- Task-based
- Assignment 6 Poster Session Out
- Ch8 Gibbons - Planning for a high-challenge, high-support classroom

Week 15

- Changing the Rules, Changing the Game: A Sociocultural Perspective on Second Language Learning in the Classroom by P. Gibbons
- In-class Reflection
- Final Poster Grade and Rubric Returned

Rationale for Proposal (Required Questions from CBA)

How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?*	Dr. Carpenter received his Ph.D. in English Education in 2008 and received his MA in TESOL in 1994 from the School for International Training. His experiences working within the ESL community began in 1988 and continue to this day as a member of TESOL and as the author of a number of publications on working with English Language Learners in public school settings (see Carpenter, B. D., Earhart, M. & Achugar, M. (2014). Working with Documents to Develop Disciplinary Literacy in the Multilingual Classroom. *The History Teacher*, *48* (1), 91 â 103. for an example) Dr. Carpenter has led numerous online classes at IUP (Engl 101 and 202) and at the University of Pittsburgh (Assessment in Writing, Teaching Writing, and Grammar and Instruction).
For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies. *	This course provides an introduction to the field of Teaching English to Speakers of Other Languages (TESOL) with an emphasis on teaching English as a Second Language (ESL) to K-12 students. Based on an understanding of professional standards set by international TESOL, course participants will be able to: 1. Explain models of ESL program design used in elementary, junior , and senior high schools. 2. Show an understanding of ESL placement and assessment instruments. 3. Analyze and discuss current approaches to teaching ESL, useful teaching materials, and ways K-12 teachers can continue to develop their ESL teaching knowledge and skills.
How will the instructor-student and student-student interaction take place?* (if applicable)	A variety of formal and informal interactions will be built into the course for the purposes of feedback and evaluation. As part of all weekly modules and assignments, students will be expected to participate in threaded discussions regarding course content. Furthermore, the student will collaborate with other group members via team discussion area and then document and present their interaction and projects to the instructor in D2L. The instructorâs role in these discussions is to provide feedback to the students, to clarify information, to correct false assumptions, and to provide additional guidance in understanding the course content. The instructor will also assist students (through Skype or email) in preparing class projects that evaluate student ability to apply new concepts learned in this course. Additional teacher-student interactions will take place via e-mail, telephone and online office hours as needed. Students will interact with one another through the threaded discussion forums and course e-mail. Within the discussion forum a specific topic is usually set aside for informal student interactions to discuss topic off topic, but to still build relationships and communication skills. Student readings and works will be supported by a mandatory Library session on using and exploring research topics in the Library & data base and collection.

How will student achievement be evaluated?	Participation	50 points	(25pts /7 weeks)
	Connections	45 points	(3x15)
	Assignments	401 points	(4 x 50 pts + 100 + 1)
	Teaching Demos	50 points/ea	(100pts)
	Reading Presentations 20 points/ea	(40pts)	
	Final Class Reflection 20 points		
	Total	656 points	
How will academic honesty for tests and assignments be addressed?*	Academic integrity will be maintained using a variety of methods. These methods include the use of informal writing assignments (to establish a norm) and testing controls available in D2L. Additionally, students will be informed of policies pertaining to academic integrity and expected to agree to a statement regarding course policies to assure their understanding. The following statement will be included among the course policies in the course syllabus: Academic Integrity Policy Indiana University of Pennsylvania expects a full commitment to academic integrity from each student. This syllabus represents a contract between you and the instructor of this course and that you agree to follow the rules and expectations set up therein. The following instances are considered violations of academic integrity: Providing or receiving unauthorized assistance in coursework, including papers, quizzes, and examinations. Using unauthorized materials and resources during quizzes and tests. Possessing course examination materials without the prior knowledge of the instructor. Plagiarizing which is the use of papers, dissertations essays, reports, speeches and oral presentations, take-home examinations, computer projects, and other academic exercises or the passing off of ideas or facts beyond common knowledge with attribution to their originators. Engaging behaviors that are disruptive or threatening to others. Using computer technology in any way other than for the purposes intended for the course. Please note that IUP faculty use a variety of technologies and techniques to check the authenticity of student work. Violations of academic integrity will be handled per IUPâs Academic Integrity Policy and Procedures. Failure to comply with the policies and procedures may result in a decrease in grade, involuntary withdrawal from an academic program, suspension, expulsion, or rescission of a conferred degree. IUPâs âAcademic Integrity Policy and Proceduresâ are available in the Undergraduate Catalog, which is available at http://www.iup.edu/registrar/catalog/ ; http://www.iup.edu/registrar/catalog/. Papers can be submitted to http://Turnitin.com, for evaluation by the professor to avoid any plagiarism.		

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