

# ENGL 641 Topics in ESL Pedagogy-DEAdd-2016-11-16

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Form Information

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*\*Indicates a required field*

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<b>Course Level*</b>	Graduate graduate-level
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## Distance Education Section

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

<b>Course Prefix /Number*</b>	ENGL 641
<b>Course Title*</b>	Topics in ESL Pedagogy
<b>Type of Proposal*</b>	<i>See CBA, Art. 42.D.1 for Definition</i>  <i>Online</i>  online
<b>Brief Course Outline*</b>	<i>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</i>  <i>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</i>  <i>direct faculty instruction, there should be a minimum of two hours of out of class student work.</i>  This aim of this course is to teach you about the basic concepts and methods of conducting and reading research, particularly focused on ESL in public school settings. The course will use a textbook to introduce you to these basic concepts and will practice their usage within the framework of the class. This course is designed to prepare you to for the process of how to read and conduct research. Within the framework of this course each student will define a research question of personal interest, collect suitable research articles, write and present a literature review and finally write and present a provisional action research proposal which could be carried out in their internship placement.  Week 1  Course Introduction  Appreciating research  The Professional TESOL teacher

## Syllabus

### Week 2

Why Research?

Where is research?

Chapter One - Understanding the Nature of Research

Chapter Two - How to Locate Research

What is research?

What is an informed reader of research?

Why do ESL teachers need research?

Understanding the search process

Finding appropriate articles

Discussion of personal research question

### Week 3

The Research Article

Understanding the Genre

Chapter Three - Understanding the Framework of a Primary Research Article

The history of the research article

The structure of the research article

Discussion of personal research question

### Week 4

Defining a Population

Chapter Four - Understanding Where Data Come From: The Sample

FIND: First research article

BRING to Class

Issues with defining a research population

Sampling models

Ethics in research

Analysis of research article

### Week 5

Research Design

Chapter Five - Understanding Research Designs

FIND: Second research article

BRING to Class

Types of research

Qualitative and quantitative designs

Types of research method

Analysis of research article

Week 6

Collecting Data

Chapter Six - Understanding Data Gathering

FIND: Third research article

Present to Class

Data collection procedures

Understanding reliability and validity

Evidence and construct validity

Analysis of research article

Week 7

Research Results

Chapter Seven - Understanding Research Results

FIND: Fourth research article

Present to Class

Presenting data

Critical approaches to reading data

Analysis of research article

Week 8

Discussing Research

Chapter Eight Discerning Discussions and Conclusions: Completing the Picture

FIND: Fifth research article

BRING to Class

Generalizability

The logical argument

Evaluating the whole article

Analysis of research article

Week 9

Literature Review Preparation

Read: Appendix A: Constructing a Literature Review

WRITE Literature review paper

Submit to D2L

READ Litvinskaya

Week 10 Literature Reviews and Presentations

Week 11 Literature Reviews and Presentations

Week 12

	<p>Action Research Project</p> <p>Ethics in Research</p> <p>READ Litvinskaya</p> <p>Week 13</p> <p>Proposals for Action Research</p> <p>Prepare draft proposal</p> <p>Week 14 Proposal writing</p> <p>Week 15 Future Research</p>
<b>Rationale for Proposal (Required Questions from CBA)</b>	
<p><b>How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?*</b></p>	<p>Dr. Carpenter received his PhD 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. &amp; Achugar, M. (2014). Working with Documents to Develop Disciplinary Literacy in the Multilingual Classroom. <i>The History Teacher</i>, 48 (1), 91 103. 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).</p>
<p><b>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies. *</b></p>	<ol style="list-style-type: none"> <li>1) To develop an understanding of research appropriate for a professional level language teacher. Students will read model texts in D2L and participate in professor led discussions in D2L. After modeling these discussions and process, the students will also lead interactions around valued texts selected by both instructor and students.</li> <li>2) To acquaint students with the literacy practices of writing a professional literature review. Models will be supplied in Content in D2L and interactions will take place in Discussions as a way to deconstruct valued writing. These discussions will be professor led and allow students to see models of professional writing as well as discuss valued choices made during the writing process.</li> <li>3) To make students into discerning, informed and critical readers of applied linguistics research. Valued texts supplied in D2L and subsequent discussions surrounding these texts will first be modeled by the professor but then will be student led within Discussions. Students will also select texts to present to the class and then in Discussions lead and respond to interactions around the texts.</li> <li>4) To introduce students to the structure and scope of professional writing in ESL. Model texts will serve here as well. In Discussions step by step deconstruction of valued texts will allow students to practice valued academic writing as well as reflect on this writing in D2L.</li> <li>5) To give each student the opportunity to develop a research topic and draft an initial proposal for this topic or possible action research. Students will upload in public spaces in D2L drafts of topics, proposals, and possible research which will all discussions around choices and interactions with both students and professor. Final uploads in Assignments will allow the professor to evaluate personal submissions as well.</li> </ol>
<p><b>How will the instructor-student and student-student interaction take place?*(if applicable)</b></p>	<p>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 instructors 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&amp; data base and collection.</p>

<p><b>How will student achievement be evaluated?</b></p>	<p>Classroom Exercises, Participation and Preparation (20%): A basic requirement of this course is appropriate classroom participation and preparation. Each student is expected to have completed the required readings. The lessons of this course include classroom exercises that will be collected by the instructor in D2L and may include pass/fail quizzes on the various readings. Article Collection (10%) One aspect of this course is the need to collect quality academic materials for your literature review. These articles need to be collected from week 4 till week 8. As will be explained in class, these articles need to be peer reviewed quality academic material in order for them to be considered. In all you will need 5 research articles. Preparation for several lessons in this class requires that you present the research articles that you have collected to class on D2L.3. Literature Review Online Presentation (30%) This review will be on how ESL pedagogy across differing age groups and different settings, public versus private, might differ. And the review should provide us with ideas about assistance and supporting the fundamental concepts and practices of English as a second language instruction.</p> <p>4. <b>Written Term Paper (40%)</b> This paper will use the Literature Review assignment to help support how ESL pedagogy across various settings aid in meeting the PDE standards as set out in (<a href="http://www.pdesas.org/Standard/Views#0 0 1181">http://www.pdesas.org/Standard/Views#0 0 1181</a>). This paper will include definitions of terms used in K-8 and 9-12 educational settings.</p>
<p><b>How will academic honesty for tests and assignments be addressed?*</b></p>	<p>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 IUP 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. IUP Academic Integrity Policy and Procedures are available in the Undergraduate Catalog, which is available at (<a href="http://www.iup.edu/registrar/catalog/">http://www.iup.edu/registrar/catalog/</a>). Papers can be submitted to Turnitin.com for evaluation by the professor to avoid any plagiarism.</p>

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