

LSC Use Only No: LSC Action-Date: UWUCC USE Only No. UWUCC Action-Date: Senate Action Date:
 02-45, part 2 App 3/18/03 App 4/29/03

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Jerry Gebhard	Email Address jgebhard@iup.edu
Proposing Department/Unit English	Phone 724/367-6492

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

- 1. Course Proposals (check all that apply)**
- New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

ENGL 426 ESL Methods and Materials	ENGL 426/526 ESL Methods and Materials
<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>

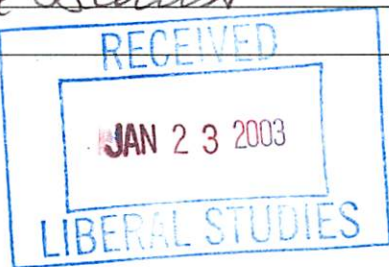
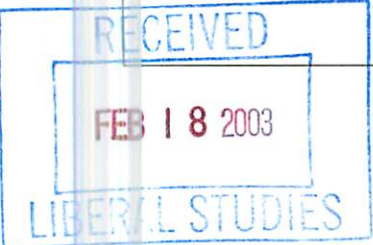
- 2. Additional Course Designations: check if appropriate**
- This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

- 3. Program Proposals**
- New Degree Program Program Title Change Other
 New Minor Program New Track
 Catalog Description Change Program Revision

<i>Current program name</i>	<i>Proposed program name, if changing</i>
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4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>Jerry Gebhard</i>	<i>01/13/03</i>
Department Chair(s)	<i>Gail Schuist</i>	<i>12/16/02</i>
College Curriculum Committee Chair	<i>Wally</i>	<i>1/22/03</i>
College Dean	<i>[Signature]</i>	<i>1/22/03</i>
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Schuist</i>	<i>3/18/03</i>

* where applicable



Part II: Description of Curriculum Change

Catalog description(s) of dual level course:

ENGL 426: ESL Methods and Materials 3c-01-3sh

Prerequisite: Senior standing or permission of the instructor.

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.

ENGL 526: ESL Methods and Materials 3c-01-3sh

Prerequisite: Admission to and/or good standing in the MA/TE degree program.

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.

Previous course name and number: ENGL 426 ESL Methods and Materials

Proposed change:

ENGL 426/526 ESL Methods and Materials

Rationale for change:

As more non-native speakers of English enroll in American public secondary schools, it is increasingly important that IUP students who seek certification in secondary English teaching prepare specifically for working with generation one, generation one and a half, and generation two English language learners. This course has existed on the books as an undergraduate elective, but it has not been taught regularly. In response to changing demographics, we encourage our English Education undergraduates to take this course, and it fits best into their program of study at the senior level. The M.A. in Teaching English program revision that is forthcoming includes the graduate counterpart of this course as a program requirement. Thus, this request for dual level approval anticipates that revision and offers the department a way to meet enrollment levels necessary to offer the course regularly.

Note: An updated syllabus is attached. The last person to teach this course, Dr. Jerry Gebhard, has a paper copy of the syllabus he last used, but a computer crash has made it problematic to provide clean copies of that syllabus, let alone the 'syllabus of record' -- which may, in fact be lost. Dr. Gebhard has done an extensive review of current materials so that he might offer this updated syllabus. The framework and premise of the course remain unchanged. The materials and methods included in this version reflect current practice for working with English language learners in public school contexts across a range of developmental levels (K-12).

Also selectively read through *The ESL Standards for Pre-K-12 Students – Glossary*: www.tesol.org/assoc/k12standards/it/10.html or on personal reserve at the library.

Class Two: This class is devoted to discussion of the professional ESL standards for K-12 students. As much of the course is centered on how teachers can meet these standards, it is important to study them carefully.

Homework for week two: Review and write in your log about ESL standards for K-12 students. Also, read *Teaching ESL K-12* (Becker and Hamayan), chapters one, two, and three. (Tasks in the book to be assigned.)

Week Two: Usual ESL Curricula, Limitations of Traditional ESL Curricula & Three ESL Program Models Used in Elementary Schools

We will discuss usual traditional ESL curriculum, the limitations of this curriculum on teaching students in schools, and gain an overview of three ESL program models (pullout, inclusion, and team-teaching) that are used in elementary schools today.

Homework for week three: Write in your log. Read: (1) *Teaching ESL K-12*, chapter four; (2) Harper, C. and Platt, E. (1998) Full inclusion for secondary ESOL students: some concerns from Florida. *TESOL Journal* 7(5): 30-37 (in Copies Now pack); (3) Peyton, J.K. and Adger, C.T. 1998. Immigrant students in secondary school: creating structures that promote achievement. *TESOL Journal* 7(5): 4-5; (4) Dwyer, M.A. 1998. Creating and sustaining change for immigrant learners in secondary schools. *TESOL Journal* 7(5):6-11.

Week Three: ESL Program Models in Secondary Schools

Classes this week will be devoted to gaining an overview of four program models used in secondary schools, as well as research on successful programs.

Homework for week four: Write in log. Read: *Teaching ESL K-12*, chapter 5.

Week Four: Assessment

This week will be devoted to ways of assessing the language *abilities* of ESL students and issues associated with assessment and placement.

Homework for week five: Write in log. Read: *Teaching ESL K-12*, chapters 6 & 7.

Week Five: Special Education and ESL Students and Involving Parents

We will look at the issues involved in referring ESL students to special education services, as well as how teachers can understand why some parents are reluctant to participate in their children's education and how teachers can facilitate parent involvement.

Homework for week six: Read chapters 1 and 2 in *Reading, Writing, & Learning in ESL*

Week Six: English Language Learners in Schools and Classroom Practices

We will consider what the authors of our second text, *Reading, Writing and Learning in ESL: A Resource Book for K-12 Teachers*, say about learners and K-12 schools, and about Second Language Acquisition (SLA) theory as it relates to K-12 students.

Homework for week seven: Read chapters 3 and 4 in *Reading, Writing, & Learning in ESL*.

Week Seven: Classroom Practices and Oral Language Development in SLA

We will apply what we read by doing a variety of hands-on activities with ESL teaching techniques and materials.

Homework for week eight: Read chapters 5 in *Reading, Writing & Learning in ESL*.

Week Eight: Emergent Literacy: Learning to Read and Write

We will discuss and role-play ways that teachers can provide chances for beginning level English Language Learners to learn to read and write in English.

Homework for week nine: Read chapter 6 in *Reading, Writing & Learning in ESL*.

Week Nine: Process Writing

Classes this week will be filled with activities and materials students and teachers can use to improve their writing skills. Lots of hands-on experiences!

Homework for week ten: Complete school observation reports

Week Ten: School Observations

We will have discussions on what we observed and learned about K-12 English Language Learners, the program(s) for these students, the problems they face & ways they work at solving these problems, and more. We will try to relate what we observed to what we have read about and discussed in class.

Homework for week eleven: Read chapter 7 in *Reading, Writing & Learning in ESL*. Also read "Literature-based ESL for Secondary Schools" by Brenda Custodio and Marilyn Jean Sutton (*TESOL Journal*, 1998) – in your Copies Now pack.

Week Eleven: Reading And Literature Instruction

We will spend this week considering how we can use literature to teach English Language Learners. We will devote at least half our time to studying literature materials and considering ways to use them.

Homework for week twelve: Read chapters 8 and 9 in *Reading, Writing & Learning in ESL*.

Week Twelve: Content Reading and Writing

Our time will be spent considering what teachers can do to make content reading comprehensible to students, including what we can do before and after students read.

Homework for week thirteen: Read chapter 10 in *Reading, Writing & Learning in ESL*. MA students need to have book reports completed and collected into a volume. How will classmates have access to the volume?

Week Thirteen: Reading Assessment

We will spend this week on how we can assess English Language Learners' reading abilities.

Homework for week fourteen: Read chapter "Professional Development from the Inside Out" by Ann Jaramillo (*TESOL Journal*, 1998 – in your Copies Now pack). Group dialogue journals are due for undergraduate students. Reading logs are due for graduate students. Course synthesis papers are due for all students.

Week Fourteen: Professional Development & Discussion on What We Learned about Teaching K-12.

We will consider ways we can continue to work on our professional development as K-12 ESL teachers.

Culminating Experience– During the Final Exam Week

During the scheduled exam time, we will meet. At that time you will have a chance to give a verbal summary, based on your 8-page report, on what you learned, as well as discuss and rank, as a class, the ten most important things that were learned during the semester.

Attendance Policy

Student learning is enhanced by regular attendance and participation in class activities and discussions. As such, the attendance policy for this course is directly linked to the participation grade in the course. As the course evaluation section of this syllabus shows if a student misses more than three classes (without a note from the health clinic or doctor), that student will have one point for each absence (beyond three absences) taken off his or her grade, up to 15

points. If a student misses three or less classes, she or he will earn a full 15/100 course points as his or her reward.

Required Textbooks

Becker, Helene and Hamayan, Else V. 2001. *Teaching ESL K-12: Views from the classroom*. Boston: Heinle & Heinle.

ESL standards for pre-K-12 students. Alexandria, VA: TESOL. Also available on line: www.tesol.org/assoc/k12standards.

Peregoy, Suzanne F. and Boyle, Owen F. 2000. *Reading, writing and learning in ESL: a resource book for K-12 teachers*. White Plains, NY: Longman.

Supplemental Texts (Highly recommended for your resource collection)

Celce-Murcia, Marianne. (Ed.). 2001. *Teaching English as a second or foreign language, 3rd edition*. Boston: Heinle & Heinle.

Schinke-Liano, L. and Rauff, R. 1996. *New ways in teaching young children*. Alexandria, VA: TESOL.

Short, D.J. 1999. *New ways in teaching English at the secondary level*. Alexandria, VA: TESOL.

Snow, Marguerite Ann and Brinton, Donna M. (Eds.) 1997. *The content-based classroom: perspectives on integrating language and content*. White Plains, NY: Longman.

Special Resource Requirements

There are no special resource requirements for this course.

Course Evaluation

15% or 15/100 possible course points. Students are expected to participate in a variety of classroom activities, including discussions, demonstrations, presentations, role-plays, simulations, and guest lectures and questioning sessions. This part of the grade is directly connected to the course attendance policy. If a student misses more than three classes (without a note from the health clinic or doctor), that student will have one point for each absence (beyond three absences) taken off his or her grade, up to 15 points. (Also see the attendance policy in this syllabus.) If a student misses three or less classes, she or he will earn a full 15/100 course points.

25% or 25/100 possible course points. Students are expected to join a dialogue journal group of 3-4 students, and together have an on-going weekly dialogue over course readings and experiences. The professor will evaluate the number and quality of each individual student's entries and give that student up to 25/100 possible course points.

10% or 10/100 possible course points. Students, in small groups of three-five, are expected to visit a school (arranged by the course instructor and through invitation from the school principal, teacher, and ESL students), observe classroom interaction and other activities, and talk with the students and teachers about their program for ESL students. Based on the school visit, each group is expected to write an informal 3 page typed (double spaced) report on what they learned from visiting the school. Students who write a thoughtfully written report will earn a full 10/100 course points. Poorly written reports will be returned to the student with suggestions for revision. This student will be expected to rewrite the report to earn the full 10 course points.

10% or 10/100 possible course points. Students are expected to meet with the coordinator of the *Conversation Partner* program at the American Language Institute (ALI) and to learn about and participate in the program. This will likely include attending a few conversation partner classes at the ALI, being matched with an international student who is learning English as a Second Language, and conversing with this student outside of class. Students who meet with the international student at least 7 times during the semester (but, hopefully more!) will earn the full 10 course points.

40% or 40/100 possible course points. At the end of the course, students are expected to review the dialogue journal entries, review readings, and consider other pertinent experiences while taking the course. Based on the total course experience, each student is expected to write up an 8-page report that synthesizes what she or he learned in the course.

A = 90 -100 points B = 80 – 89 points C = 70 – 79 points D = 60 – 69 points

Course Bibliography

A bibliography is attached.

Catalog Description

EN 334 ESL Methods and Materials

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.

3 classroom hours

3 semester hours

Prerequisite: Junior or senior status.

Course Objectives: This course is an introduction to theory and practice in teaching English as a Second Language (ESL). By the end of this course, students will be able to:

- Understand current communicative language teaching theory and practices of teaching ESL
- Select appropriate ESL teaching materials for elementary, junior high school, and high school students,
- Adapt existing, materials for elementary, junior high school, and high school ESL students

Required Texts:

Clark, Raymond. (1980). Language teaching techniques. Brattleboro, VT: Pro Lingua.

Graham, Carolyn. (1978). Jazz chants. New York: Oxford University Press.

Hines, Mary. (1980). Skits in English. New York: Regents Publishing.

Johnson, Keith and Morrow, Keith. (1981). Communication in the classroom: Applications and methods for a communicative approach. White Plains, NY: Longman.

Maley, Alan, Duff, Alan, and Grellet, Françoise. (1980). The mind's eye: Using pictures creatively in language learning. Cambridge: Cambridge University Press.

Moskowitz, Gertrude. (1978). Caring and sharing in the foreign language class: A sourcebook on humanistic techniques. Rowley, MA: Newbury House.

Segal, Bertha. (1981). Teaching English through action. Brea, CA: Berty Segal, Inc.

Course Requirements:

1. Students are expected to participate in classroom activities. These activities include small group and whole class discussions on the content of readings, observation and discussion about interaction in ESL classrooms through video viewing, oral presentations, and trying out different ESL materials and methods, such as doing jazz chants, skits, problem solving activities, and small group buzz-group discussions.
2. Students are expected to select an area of interest, research that area, and write a 10-page report on what they learned. Students are encouraged to consider books and academic journals, as well as to interview ESL students and experienced ESL teachers. Students are encouraged to select a topic that relates to their education major and interest, such as "Teaching English as a Second Language to Elementary School Children", "Materials for Teaching Listening Comprehension to Teenagers", and "Teaching ESL students to communicate: Theory and Practice". (The students and teacher will generate a list of possible research areas in class.)
3. Students are expected to take midterm and final exams on course content. These two exams include open-ended essay questions.

Grading

Course Participation:	30%
Research Report:	30%
Midterm Exam:	20%
Final Exam:	20%

90% – 100% = A 80% - 89% = B 70% - 79% = C 60% - 69% = D 0-59% = F

Attendance Policy

Students are expected to attend all classes. If a student is consistently absent from class without justification, this could result in a low course participation grade.

Course Schedule

Week One: Get acquainted; basic overview of the field, definitions of acronyms in the field, and an introduction to Communication theory. (Source: Johnson and Morrow, 1981)

Week Two: Communication theory and applications to teaching ESL. (Sources: Johnson and Morrow, 1981; Clark, 1980)

Week Three: A workshop called "How communicative?" and discussion on communicative language teaching. (Source: Johnson and Morrow; handouts)

Week Four: Language teaching techniques (Source: Clark, 1980)

Week Five: Humanistic teaching techniques (Source: Moskowitz, 1978)

Week Six: Humanistic teaching techniques continued (Source: Moskowitz, 1978)

Week Seven: Midterm exam. Jazz Chants and songs to teach ESL. (Source: Graham, 1978)

Week Eight: Research topic workshop; meeting ESL students at IUP – ESL student guests.

Week Nine: Total Physical Response in Theory and Practice (Source: Segal, 1981 and handouts)

Week Ten: Using pictures (Source: Maley, Duff, and Grellet, 1980, Moskowitz, 1978 and handouts)

Week Eleven: Teaching elementary school children ESL through whole language– an observation workshop (Sources: documentary of an elementary school ESL class; handouts)

Week Twelve: The ESL high school student – problems and ways high school teachers and community support groups can help the student to acculturate. (Source: handouts; guest high school teacher)

Week Thirteen: Skits and drama; problem solving activities (Source: Hines, 1980)

Week Fourteen: Questions and Answers – Preparing for the final exam; research reports.

Final Exam: Essay questions on the designated day, time, and place.

Course Bibliography:

Bowen, J. Donald. (1975). Patterns of English pronunciation. Rowley, MA: Newbury House.

Brown, Gillian and Yule, George. (1983). Teaching the spoken language. New York: Cambridge University Press.

Clark, Raymond. (1980). Language teaching techniques. Brattleboro, VT: Pro Lingua.

Graham, Carolyn. (1978). Jazz chants. New York: Oxford University Press.

Grellet, Françoise. (1981). Developing reading skills: A practical guide to reading comprehension exercises. New York: Cambridge University Press.

Hines, Mary. (1980). Skits in English. New York: Regents Publishing.

Johnson, Keith and Morrow, Keith. (1981). Communication in the classroom: Applications and methods for a communicative approach. White Plains, NY: Longman.

Longerman, Jack. (1983). Video in language teaching. New York: Cambridge University Press.

Maley, Alan, and Duff, Alan. (1982). Drama techniques in language learning: A resource book of communication activities for language teachers. New York: Cambridge University Press.

Maley, Alan, Duff, Alan, and Grellet, Françoise. (1980). The mind's eye: Using pictures creatively in language learning. Cambridge: Cambridge University Press.

Moskowitz, Gertrude. (1978). Caring and sharing in the foreign language class: A sourcebook on humanistic techniques. Rowley, MA: Newbury House.

Oller, John and Richard-Amato, Patricia. (Eds.) (1983). Methods that work: A smorgasbord of ideas for language teachers. Rowley, MA: Newbury House.

Robinet, Betty. (1978). Teaching English to speakers of other languages: Substance and technique. New York: McGraw Hill.

Ur, Penny. (1981). Discussions that work: Task-centered fluency practice. New York: Cambridge University Press.

Segal, Bertha. (1981). Teaching English through action. Brea, CA: Berty Segal, Inc.

Stevick, Earl. (1976). Memory, meaning and method: Some psychological perspectives on language learning. Rowley, MA: Newbury House.

Wright, Andrew. (1976). Visual materials for the language teacher. White Plains, NY: Longman.

New Syllabus of Record

Catalog Description

ENGL 426/526: ESL Methods and Materials

3 class hours

0 lab hours

3 semester hours

Prerequisite: Undergraduates must have senior status or permission of the instructor.

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.

Course Objectives

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.

Course Outline

Week One: Course Introduction

Class One: During the class we will meet each other, go over the syllabus, and discuss some of the basics of the course. We will also begin to discuss some of the key terms and concepts associated with understanding course content. We will also read a short New York Times article – *Wave of Pupils Lacking English Strains Schools* (Zhao, August 5, 2002). This article shows the statistics on the large number of immigrant school age youth who are entering the US education system.

Homework for next class: Read *ESL Standards for Pre-K-12 Students* (available at the Co-Op Bookstore or on-line: www.tesol.org/assoc/k12standards/it/09.html)

Also selectively read through *The ESL Standards for Pre-K-12 Students – Glossary*: www.tesol.org/assoc/k12standards/it/10.html or on personal reserve at the library.

Class Two: This class is devoted to discussion of the professional ESL standards for K-12 students. As much of the course is centered on how teachers can meet these standards, it is important to study them carefully.

Homework for week two: Review and write in your log about ESL standards for K-12 students. Also, read *Teaching ESL K-12* (Becker and Hamayan), chapters one, two, and three. (Tasks in the book to be assigned.)

Week Two: Usual ESL Curricula, Limitations of Traditional ESL Curricula & Three ESL Program Models Used in Elementary Schools

We will discuss usual traditional ESL curriculum, the limitations of this curriculum on teaching students in schools, and gain an overview of three ESL program models (pullout, inclusion, and team-teaching) that are used in elementary schools today.

Homework for week three: Write in your log. Read: (1) *Teaching ESL K-12*, chapter four; (2) Harper, C. and Platt, E. (1998) Full inclusion for secondary ESOL students: some concerns from Florida. *TESOL Journal* 7(5): 30-37 (in Copies Now pack); (3) Peyton, J.K. and Adger, C.T. 1998. Immigrant students in secondary school: creating structures that promote achievement. *TESOL Journal* 7(5): 4-5; (4) Dwyer, M.A. 1998. Creating and sustaining change for immigrant learners in secondary schools. *TESOL Journal* 7(5):6-11.

Week Three: ESL Program Models in Secondary Schools

Classes this week will be devoted to gaining an overview of four program models used in secondary schools, as well as research on successful programs.

Homework for week four: Write in log. Read: *Teaching ESL K-12*, chapter 5.

Week Four: Assessment

This week will be devoted to ways of assessing the language *abilities* of ESL students and issues associated with assessment and placement.

Homework for week five: Write in log. Read: *Teaching ESL K-12*, chapters 6 & 7.

Week Five: Special Education and ESL Students and Involving Parents

We will look at the issues involved in referring ESL students to special education services, as well as how teachers can understand why some parents are reluctant to participate in their children's education and how teachers can facilitate parent involvement.

Homework for week six: Read chapters 1 and 2 in *Reading, Writing, & Learning in ESL*

Week Six: English Language Learners in Schools and Classroom Practices

We will consider what the authors of our second text, *Reading, Writing and Learning in ESL: A Resource Book for K-12 Teachers*, say about learners and K-12 schools, and about Second Language Acquisition (SLA) theory as it relates to K-12 students.

Homework for week seven: Read chapters 3 and 4 in *Reading, Writing, & Learning in ESL*.

Week Seven: Classroom Practices and Oral Language Development in SLA

We will apply what we read by doing a variety of hands-on activities with ESL teaching techniques and materials.

Homework for week eight: Read chapters 5 in *Reading, Writing & Learning in ESL*.

Week Eight: Emergent Literacy: Learning to Read and Write

We will discuss and role-play ways that teachers can provide chances for beginning level English Language Learners to learn to read and write in English.

Homework for week nine: Read chapter 6 in *Reading, Writing & Learning in ESL*.

Week Nine: Process Writing

Classes this week will be filled with activities and materials students and teachers can use to improve their writing skills. Lots of hands-on experiences!

Homework for week ten: Complete school observation reports

Week Ten: School Observations

We will have discussions on what we observed and learned about K-12 English Language Learners, the program(s) for these students, the problems they face & ways they work at solving these problems, and more. We will try to relate what we observed to what we have read about and discussed in class.

Homework for week eleven: Read chapter 7 in *Reading, Writing & Learning in ESL*. Also read "Literature-based ESL for Secondary Schools" by Brenda Custodio and Marilyn Jean Sutton (*TESOL Journal*, 1998) – in your Copies Now pack.

Week Eleven: Reading And Literature Instruction

We will spend this week considering how we can use literature to teach English Language Learners. We will devote at least half our time to studying literature materials and considering ways to use them.

Homework for week twelve: Read chapters 8 and 9 in *Reading, Writing & Learning in ESL*.

Week Twelve: Content Reading and Writing

Our time will be spent considering what teachers can do to make content reading comprehensible to students, including what we can do before and after students read.

Homework for week thirteen: Read chapter 10 in *Reading, Writing & Learning in ESL*. MA students need to have book reports completed and collected into a volume. How will classmates have access to the volume?

Week Thirteen: Reading Assessment

We will spend this week on how we can assess English Language Learners' reading abilities.

Homework for week fourteen: Read chapter "Professional Development from the Inside Out" by Ann Jaramillo (*TESOL Journal*, 1998 – in your Copies Now pack). Group dialogue journals are due for undergraduate students. Reading logs are due for graduate students. Course synthesis papers are due for all students.

Week Fourteen: Professional Development & Discussion on What We Learned about Teaching K-12.

We will consider what we learned in this course, as well as how we can continue to work on our professional development as K-12 ESL teachers.

Culminating Experience– During the Final Exam Week

During the scheduled exam time, we will meet. At that time you will have a chance to give a verbal summary, based on your 8-page report, on what you learned, as well as discuss and rank, as a class, the ten most important things that were learned during the semester.

Attendance Policy

Student learning is enhanced by regular attendance and participation in class activities and discussions. As such, the attendance policy for this course is directly linked to the participation grade in the course. As the course evaluation section of this syllabus shows if a student misses more than three classes (without a note from the health clinic or doctor), that student will have one point for each absence (beyond three absences) taken off his or her grade, up to 15

Required Texts (for both undergraduate and graduate students)

Becker, Helene and Hamayan, Else V. 2001. *Teaching ESL K-12: Views from the classroom*. Boston: Heinle & Heinle.

ESL standards for pre-K-12 students. Alexandria, VA: TESOL. Also available on line: www.tesol.org/assoc/k12standards.

Peregoy, Suzanne F. and Boyle, Owen F. 2000. *Reading, writing and learning in ESL: a resource book for K-12 teachers.* White Plains, NY: Longman.

A Collection of Readings and Other Materials should be purchased at Copies Now.

Required Reading for MA Students.

MA students are expected to select, read, and write a report on one of the books listed below. (See course requirements for MA students). Of course, these books are also highly recommended for undergraduate students! Feel free to read!

Barbieri, M. 2002. "Change my life forever": giving voice to English-language learners. Portsmouth, NH: Heinemann.

Clayton, J.B. 1995. *Your land, my land: children in the process of acculturation.* Portsmouth, NH: Heinemann.

Levitan, S. 1998. *I'm not in my homeland anymore: voices of students in a new land (for grades 7-12).* Portsmouth, NH: Heinemann.

Watkins-Goffman, L. 2001. *Lives in two languages: an exploration of identify and culture.* Ann Arbor, MI: The University of Michigan Press.

Optional Texts (Highly recommended for your resource collection)

Celce-Murcia, Marianne. (Ed.). 2001. *Teaching English as a second or foreign language, 3rd edition.* Boston: Heinle & Heinle.

Schinke-Liano, L. and Rauff, R. 1996. *New ways in teaching young children.* Alexandria, VA: TESOL.

Short, D.J. 1999. *New ways in teaching English at the secondary level.* Alexandria, VA: TESOL.

Snow, Marguerite Ann and Brinton, Donna M. (Eds.) 1997. *The content-based classroom: perspectives on integrating language and content.* White Plains, NY: Longman.

Course Evaluation: Undergraduate Students

15% or 15/100 possible course points. Students are expected to participate in a variety of classroom activities, including discussions, demonstrations, presentations, role-plays, simulations, and guest lectures and questioning sessions. This part of the grade is directly connected to the course attendance policy. If a student misses more than three classes (without a note from the health clinic or doctor), that student will have one point for each absence (beyond three absences) taken off his or her grade, up to 15 points. (Also see the attendance policy in this syllabus.) If a student misses three or less classes, she or he will earn a full 15/100 course points.

25% or 25/100 possible course points. Students are expected to join a dialogue journal group of 3-4 students, and together have an on-going weekly dialogue over course readings and experiences. The professor will evaluate the number and quality of each individual student's entries and give that student up to 25/100 possible course points.

10% or 10/100 possible course points. Students, in small groups of three-five, are expected to visit a school (arranged by the course instructor and through invitation from the school principal, teacher, and ESL students), observe classroom interaction and other activities, and talk with the students and teachers about their program for ESL students. Based on the school visit, each group is expected to write an informal 3 page typed (double spaced) report on what they learned from visiting the school. Students who write a thoughtfully written report will earn a full 10/100 course points. Poorly written reports will be returned to the student with suggestions for revision. This student will be expected to rewrite the report to earn the full 10 course points.

10% or 10/100 possible course points. Students are expected to meet with the coordinator of the *Conversation Partner* program at the American Language Institute (ALI) and to learn about and participate in the program. This will likely include attending a few conversation partner classes at the ALI, being matched with an international student who is learning English as a Second Language, and conversing with this student outside of class. Students who meet with the international student at least 7 times during the semester (but, hopefully more!) will earn the full 10 course points.

40% or 40/100 possible course points. At the end of the course, students are expected to review the dialogue journal entries, review readings, and consider other pertinent experiences while taking the course. Based on the total course experience, each student is expected to write up an 8-page report that synthesizes what she or he learned in the course.

A = 90 -100 points B = 80 – 89 points C = 70 – 79 points D = 60 – 69 points

Course Evaluation: Graduate Students

15% or 15/100 possible course points. Students are expected to participate in a variety of classroom activities, including discussions, demonstrations, presentations, role-plays, simulations, and guest lectures and questioning sessions. This part of the grade is directly connected to the course attendance policy. If a student misses more than three classes (without a note from the health clinic or doctor), that student will have one point for each absence (beyond three absences) taken off his or her grade, up to 15 points. (Also see the attendance policy in this syllabus.) If a student misses three or less classes, she or he will earn a full 15/100 course points.

10% or 10/100 possible course points. Students, in small groups of three-five, are expected to visit a school (arranged by the course instructor and through invitation from the school principal, teacher, and ESL students), observe classroom interaction and other activities, and talk with the students and teachers about their program for ESL students. Based on the school visit, each group is expected to write an informal 3 page typed (double spaced) report on what they learned from visiting the school. Students who write a thoughtfully written report will earn a full 10/100 course points. Poorly written reports will be returned to the student with suggestions for revision. This student will be expected to rewrite the report to earn the full 10 course points.

30% or 30/100 possible course points. MA students are expected to keep a reflective learning log on course content. Students should use the log as a way to think about and reflect on the course content. It is important for students to write in the log consistently and with purpose. This log should include the following:

- **Responses to readings. Students should write brief summaries and thoughtful comments about the content of each book chapter or journal article.**
- **Responses to classroom discussions. These responses should go beyond notes taken in class. What was learned? What might be useful in the future?**
- **Responses to classroom activities, such as role-plays, simulations, and guest lectures?**
- **Ideas and knowledge gained from working in their dialogue journal group.**
- **Questions about course content students want to ask, as well as the answers they are given.**
- **Teaching ideas and materials for teaching ESL.**

- **Observation notes and reports.**
- **Any other knowledge or information that is useful to the student.**

15% or 15/100 possible course points. Each MA student is expected to select one of the books listed on page one in the Required Reading for MA Students section on the lives of immigrant children, read this book, and write a 6-page report. Students are also expected to meet outside class to discuss how to write the report, as well as to discuss their ideas with the professor. The audience for this critique will be classmates (undergraduate & graduate students; see below.). Then, as a group, MA students are asked to compile the book reports into a set and to make the set available to classmates (both undergraduate and graduate students) on-line and/or on a disk.

30% or 30/100 possible course points. At the end of the course, students are expected to carefully study their **learning log entries**, review readings, and consider other pertinent experiences while taking the course. Based on the total course experience, each student is expected to write up an 8-10 page report that synthesizes what she or he learned in the course.

A = 90 -100 points B = 80 – 89 points C = 70 – 79 points D = 60 – 69 points

Course Bibliography

A bibliography is attached.

Course Bibliography ESL Methods and Materials

Sources of Interest to K-12 Teachers

There are four sets of sources below. The first set includes readings on K-12 program approaches, as well as ways of teaching K-12 English language learners. The second set includes references to readings on multicultural education. The third set includes teaching materials for teaching English language learners at the elementary level. The fourth set includes references to techniques and example teaching materials for teaching English language learners at the secondary level.

Readings on Approaches to Teaching ESL K-12

Agor, B. (Ed.). 2000. *Integrating the ESL standards into classroom practice: Grades 9-12*. Alexandria, VA: TESOL.

Becker, H. 2001. *Teaching ESL K-12: views from the classroom*. Boston: Heinle & Heinle.

Bèrubè, B. 2002. *Managing ESL programs in rural and urban schools*. Alexandria, VA: TESOL.

Brinton, D.M. and Master, P. 2001. *New ways in content-based instruction*. Alexandria, VA: TESOL.

Gibbons, P. and Cummins, J. 2002. *Scaffolding language, scaffolding learning: teaching second language learners in the mainstream classroom*. Portsmouth, NH: Heinemann.

Irujo, S. (Ed.). 2000. *Integrating the ESL standards into classroom practice: Grades 6-8*. Alexandria, VA: TESOL.

Lewis, G. and Bedson, G. 1999. *Games for children*. New York: Oxford University Press.

Peregoy, S.F. and Boyle, O. 2001. *Reading, writing and learning in ESL: a resource book for K-12 teachers*. White Plains, NY: Longman.

Rigg, P. and Enright, S. 1986. *Children and ESL: integrating perspectives*. Alexandria, VA: TESOL.

Samway, K.D. (Ed.). 2000. *Integrating the ESL standards into classroom practice: Grades 3-5*. Alexandria, VA: TESOL.

Schinke-Liano, L. and Rauff, R. 1996. *New ways in teaching young children*. Alexandria, VA: TESOL.

Short, D.J. 1999. *New ways in teaching English at the secondary level*. Alexandria, VA: TESOL.

Snow, M.A. 2001. Content-based and immersion models for second and foreign language teaching. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language* (pp. 303-318). Boston: Heinle & Heinle.

Snow, M.A. and Brinton, D. 1997. *The Content-based classroom: perspectives on integrating language and content*. White Plains, NY: Longman.

Uhrmacher, P.B. (Ed.). 1993. *English as a second language teacher resource handbook: a practical guide for K-12 ESL programs*. Thousand Oaks, CA: Sage.

Vale, D. and Feunteun, A. 1995. *Teaching children English*. New York: Cambridge University Press.

Wright, A. 1995. *Storytelling with children*. New York: Oxford University Press.

Readings on Multicultural Education

Coelho, E. 1998. *Teaching and learning in multicultural schools: an integrated approach*. Clevedon, England: Multilingual Matters.

Richard-Amato, P.A. and Snow, M.A. 1991. *The multicultural classroom: readings for content-area teachers*. White Plains, NY: Longman.

Toohey, K. 2000. *Learning English at school: identity, social relations and classroom practice*. Clevedon, England: Multilingual Matters.

Watkins-Goffman, L. 2001. *Lives in two languages: an exploration of identity and culture*. Ann Arbor, MI: The University of Michigan Press.

Woods, P., Boyle, M. and Hubbard, N. 1999. *Multicultural children in the early years: creative teaching, meaningful learning*. Clevedon, England: Multilingual Matters.

Yamada-Yamamoto, A. and Richards, B. 1998. *Japanese children abroad: cultural, educational, and language issues*. Clevedon, England: Multilingual Matters.

Sample Teaching Materials for Elementary School ESL Learners

Brauer, J.Z., Harris, M. Tiltsman, K. and Cellman, C. 2002. *Open Sesame (a series of books for children based on Sesame Street)*. New York: Oxford University Press.

Graham, C. 1996. *Mother goose jazz chants*. New York: Oxford University Press.

Graham, C. 1990. *Jazz chant fairy tales*. New York: Oxford University Press.

Graham, C. 1996. *Let's chant, let's sing*. New York: Oxford University Press.

Graham, C. 1979. *Jazz chants for children*. New York: Oxford University Press.

Howe, D.H. 2002. *American start with English (a series of student books and workbooks)*. New York: Oxford University Press.

Sample Teaching Materials for Secondary School ESL Learners

Graham, C. 1998. *Small talk: more jazz chants*. New York: Oxford University Press.

Graham, C. 2000. *Jazz chants old and new*. New York: Oxford University Press.

Turner, C., Shane, J. and Podnecky, J. 2001. *Success in the U.S.: immigrants true stories*. New York: Oxford University Press.

Whitney, N. 2002. *Open house (a series of four ESL texts and workbooks for young teens)*. New York: Oxford University Press.

Books on the Lives and Needs of Immigrant Children

The books listed in this section focus on research into the lives of immigrant children. Some of the readings focus on the lives of children in school and some focus on their lives outside the school setting.

Barbieri, M. 2002. *"Change my life forever": giving voice to English-language learners*. Portsmouth, NH: Heinemann.

Clayton, J.B. 1995. *Your land, my land: children in the process of acculturation*. Portsmouth, NH: Heinemann.

Levitan, S. 1998. *I'm not in my homeland anymore: voices of students in a new land* (for grades 7-12). Portsmouth, NH: Heinemann.

Watkins-Goffman, L. 2001. *Lives in two languages: an exploration of identity and culture*. Ann Arbor, MI: The University of Michigan Press.

Professional Books on Innovative ESL Teaching Methodologies

These books provide knowledge on innovative ways ESL can be taught.

Burke, A.F. and O'Sullivan, J.C. 2002. *Stage by stage: a handbook for using drama in the second language classroom*. Portsmouth, NH: Heinemann.

Cook, Berty Segal. 1995. *Teaching English through action*. Brea, CA: Berty Segal, Inc.

Larsen-Freeman, D. 2001. *Techniques and principles in language teaching, second edition*. New York: Oxford University Press.

Richards, J.C. and Rodgers, T.S. 1986. *Approaches and methods in language teaching*. New York: Cambridge University Press.

Stevick, E. 1980. *A way and ways*. Rowley, MA: Newbury House

Edited Books on ESL Teaching

Each book includes chapters written by different authors. Some chapters are theoretical and research based while others are highly practical and filled with teaching ideas. The chapters in the *New Ways in Teaching* books are have short practical teaching ideas and are written by classroom teachers for classroom teachers. *Voices from the Language Classroom* (edited by Bailey and Nunan), *Teaching in Action* (edited by Richards), and *Teacher Learning in Language Teaching* (edited by Freeman and Richards) include research done by teachers for teachers.

Bailey, K. M. and Savage, L. (Eds.). 1994. *New ways in teaching speaking*. Alexandria, VA: TESOL.

Bailey, K.M. and Nunan, D. (Eds.).1996. *Voices from the language classroom*. New York: Cambridge University Press.

Boswood, T. (Ed.). 1997. *New ways of using computers in language teaching*. Alexandria, VA: TESOL.

Brown, J.D. (Ed.). 1998. *New ways of classroom assessment*. Alexandria, VA: TESOL.

Celce-Murcia, M. (Ed.). 2001. *Teaching English as a second or foreign language*, 3rd edition. Boston: Heinle & Heinle.

Cohen, A.D. 2001. Second language assessment. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language* (pp. 515-534). Boston: Heinle & Heinle.

Day, R. (Ed.). 1993. *New ways in teaching reading*. Alexandria, VA: TESOL.

Freeman, D. and Richards, J. C. (Eds.). 1996. *Teacher learning in language teaching*. New York: Cambridge University Press.

Larimer, R.E. and Schleicher, L. (Eds.), 1999. *New ways in using authentic materials in the classroom*. Alexandria, VA: TESOL.

Nunan, D. (Ed.) 1995. *New ways in teaching listening*. Alexandria, VA: TESOL.

Richards, J.C. (Ed.). 1998. *Teaching in action: Case studies from second language classrooms*. Alexandria: TESOL.

Rivers, W. M. (Ed.). 1986. *Interactive language teaching*. New York: Cambridge University Press.

Silberstein, S. (Ed.). 1993. *State of the art TESOL essays: Celebrating 25 years of the discipline*. Alexandria: TESOL.

Shameem, N. and Tickoo, M. (Eds.). 1999. *New ways in using communicative games in language teaching*. Alexandria, VA: TESOL.

White, R. V. 1995. *New ways in teaching writing*. Alexandria, VA: TESOL.

Teaching Language Skills to ESL Learners

The follow sources are selected journal articles and books on teaching language skills. Some readings focus on teaching practices relate to theory and research. Others are very practical readings at the technique level. Purposefully, some sources reflect current theory and practice while others reflect theory and practice from an historical perspective.

Aebersold, J. A. and Field, M. L. 1997. *From reader to reading teacher: issues and strategies for second language classrooms*. New York: Cambridge University press.

Allen, V.F. 1990. *Techniques in teaching vocabulary*. New York: Oxford University Press.

Auerbach, E. R. and Paxton, D. 1997. "It's not the English thing": bringing reading research into the ESL classroom. *TESOL Quarterly* 31, 2:237-262.

Brumfit, C. 1994. *Communicative methodology in language teaching*. Cambridge: Cambridge University Press.

Celce-Murcia, M. (Ed.). 2001. *Teaching English as a second or foreign language*, 3rd edition. Boston: Heinle & Heinle.

Day, R. and Bamford, J. 1998. *Extensive reading in the second language classroom*. New York: Cambridge University Press.

Duff, A. and Maley, A. 1990. *Literature*. New York: Oxford University Press.

Ediger, A. 2001. Teaching children literacy skills in a second language. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language* (pp. 153-169). Boston: Heinle & Heinle.

Ernst, G. 1994. "Talking circle": conversation and negotiation in the ESL classroom. *TESOL Quarterly* 28(2): 293-322.

Ferris, D. and Tagg, T. 1996. Academic listening-speaking tasks for ESL students: problems, suggestions, and implications. *TESOL Quarterly* 30(2): 297-320.

Fotos, S. 1994. Integrating grammar instruction and communicative language use through grammar consciousness-raising tasks. *TESOL Quarterly* 28(2): 323-352.

Gebhard, J.G. 1996. *Teaching English as a foreign or second language: A teacher self-development and methodology guide*. Ann Arbor: The University of Michigan Press.

Grellet, F. 1981. *Developing reading skills: a practical guide to reading comprehension exercises*. New York: Cambridge University Press.

Kippel, F. 1992. *Keep talking: communicative fluency activities for language teaching*. New York: Cambridge University Press.

Krashen, S. D. and Terrell, T. D. 1983. *The natural approach*. New York: Pergamon Press.

- Kreeft, J., Jones, C., Vincent, A., and Greenblatt, L. 1994. Implementing writing workshop with ESOL students: visions and realities. *TESOL Quarterly* 28(3): 469-488.
- Leki, I. 1992. *Understanding ESL writers: a guide for (non-ESL) teachers*. New York: Heinemann.
- McKay, S.L. 2001. Literature as content for ESL/EFL. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language* (pp. 319-331). Boston: Heinle & Heinle.
- Murphy, J. M. 1991. Oral communication in TESOL: integrating speaking, listening, and pronunciation. *TESOL Quarterly* 25(1): 51-76.
- Murphy, T. 1992. *Music and song*. New York: Oxford University Press.
- Nunan, D. 1995. Closing the gap between learning and instruction. *TESOL Quarterly* 29(1): 133-158.
- Peck, S. 2001. Developing children's listening and speaking in ESL. . In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language* (pp. 139-150). Boston: Heinle & Heinle.
- Ramirez, A. G. 1995. *Creating contexts for second language acquisition: Theory and methods*. White Plains, NY: Longman.
- Rardin, J. 1977. The language teacher as facilitator. *TESOL Quarterly* 11(4): 383-7.
- Reid, J.M. 1993. *Teaching ESL writing*. White Plains, NY: Longman.
- Richard-Amato, P. A. 2003. *Making it happen: interaction in the second language classroom*, 2nd edition. White Plains, NY: Longman.
- Richards, J. C. and Rodgers, T. S. 1986. *Approaches and methods in language teaching*. New York: Cambridge University Press.
- Rigg, P. 1993. Whole language in TESOL. In S. Silberstein (Ed.). 1993. *State of the art TESOL essays: Celebrating 25 years of the discipline*. Alexandria: TESOL.
- Rinvolucris, M. 1984. *Grammar games*. New York: Cambridge University Press.

Savignon, S. 1993. Communicative language teaching: state of the art. In S. Silberstein (Ed.). 1993. *State of the art TESOL essays: Celebrating 25 years of the discipline*. Alexandria: TESOL.

Stern, H. H. 1983. *Fundamental concepts of language teaching*. Oxford: Oxford University Press.

Selected Sources: ESL Teacher Professional Development

This section includes selected sources on ESL teacher development. It includes references to reflective teaching, observation, action research, journaling, and other ways teachers can continue to gain awareness of teaching and learning.

Bailey, K. Curtis, A. and Nunan, D. 2001. *Pursuing professional development*. Boston: Heinle & Heinle.

Bartlett, L. 1990. Teacher development through reflective teaching. In J.C. Richards and D. Nunan (Eds.), *Second language teacher education*, (pp.202-214). New York: Cambridge University Press.

Burns, A. 1997. Valuing diversity: Action researching disparate learner groups. *TESOL Journal* 7(1): 6-11.

Burns, A. 1998. *Collaborative action research*. Cambridge: Cambridge University Press.

Crandall, J. 2001. Keeping up to date as an ESL or EFL Professional. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language* (pp. 535-554). Boston: Heinle & Heinle.

Crookes, G. 1993. Action research for second language teachers: Going beyond teacher research. *Applied Linguistics* 14, 2:130-44.

Day, R. R. 1990. Teacher observation in second language teacher education. In J.C. Richards and D. Nunan (Eds.), *Second Language Teacher Education* (pp. 43-61). New York: Cambridge University Press.

Fanselow, J. F. 1987. *Breaking rules: generating and exploring alternatives in language teaching*. White Plains, NY: Longman.

Fanselow, J. F. 1988. "Let's see": contrasting conversations about teaching. *TESOL Quarterly* 22, (1): 113-30.

Fanselow, J. F. 1992. *Contrasting conversations*. White Plains, NY: Longman.

Gebhard, J.G. and Ueda-Motonaga, A. 1992. The power of observation: "make a wish, make a dream, imagine all the possibilities!". In D. Nunan (Ed.), *Collaborative language learning and teaching* (pp. 179-191). Cambridge: Cambridge University Press.

Gebhard, J.G. and Oprandy, R. 1999. *Awareness of language teaching: A guide to exploring beliefs and practices*. New York: Cambridge University Press.

Murphy, J.M. 2001. Reflective teaching in ELT. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language* (pp. 499-514). Boston: Heinle & Heinle.

Richards, J. C. 998. *Beyond training*. New York: Cambridge University Press.

Richards, J.C. and Lockhart, C. 1994. *Reflective teaching in second language classrooms*. New York: Cambridge University Press.

Richards, J.C. and Nunan, D. (Eds.). 1990. *Second language teacher education*. New York: Cambridge University Press.

Wajnryb, R.1992. *Classroom observation tasks*. Victoria: Cambridge University Press.

Wallace, M.1998. *Action research for language teachers*. New York: Cambridge University Press.

Part III. Letters of Support or Acknowledgement

Attached are letters of support/acknowledgement from the following interested/affected departments:

Dr. Lynne Alvine, Coordinator of MA in Teaching English Program

Dr. Linda Norris, Director of English Education Program



Indiana University of Pennsylvania

Department of English
Leonard Hall, Room 110
421 North Walk
Indiana, Pennsylvania 15705-1094

724-357-2261
Fax: 724-357-2265
Internet: <http://www.iup.edu>

*Honoring Yesterday
Creating Tomorrow*

December 15, 2002

To Whom It May Concern:

In the process of revising the MA/TE program so that it might more appropriately reflect recent changes in the College of Education and Educational Technology and also reflect current changes in the demographics of American public schools, I consulted with Dr. Nancy Hayward, MATESOL Coordinator, along with MATESOL program faculty members Dr. Jerry Gebhard and Dr. Dan Tannacito.

Our collective thinking was that a course offering basic instruction in working with English language learners would be appropriate for pre-service secondary English teachers. My colleagues in TESOL recommendation that we update the undergraduate course ENGL 334: ESL Methods and Materials and make it dual level so that both undergraduate English Education majors and MA/TE students could enroll. For the MA/TE students, it would become a program requirement, replacing ENGL 694: Observation in Teaching English. For undergraduates, it would be a senior elective.

As this change is important to our MA/TE revision going forward, I fully support these changes. Thank you.

A handwritten signature in black ink, appearing to read 'Lynne Alvine'.

Dr. Lynne Alvine
Professor of English
Coordinator, MA/Teaching English

Lynne Alvine

From: "Linda C Norris" <lnorris@iup.edu>
To: "Lynne Alvine" <lalvine@adelphia.net>
Sent: Sunday, December 15, 2002 7:06 PM
Subject: Re: revision need 2

Lynne:

As Director of the IUP undergraduate program in English Education, I support the change of ENGL 426 ESL Methods and Materials to a dual level course: ENGL 426/525 ESL Methods and Materials. The dual level status will allow both our undergraduate and graduate students seeking secondary English certification to become better prepared for teaching in the culturally diverse contexts of American public schools. As this course is an elective in the undergraduate program and will be a requirement in the newly revised MA/TE program, the dual level status will enhance our ability to offer this opportunity for our undergraduate students more regularly. Thank you. LN