LING 5302: Methods and Materials for TESOL
Fall 2013

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Office Hours: Thursday 4-5PM

Section Information: LING 5302-001

Time and Place of Class Meetings: Thursday 5:30PM - 8:20PM, PH 200

Description of Course Content: This course will be an in-depth study of how to design ESL/EFL reading and writing classes and how to create instruction and assessment materials for these classes based on sound pedagogical principles. Much of the course will include hands-on experience, discussion, and practical application of course topics. A key component of the course is the student's participation in volunteer ESL teaching.

Student Learning Outcomes:
After successfully completing this course, students should be able to:
1) Identify and apply different methodologies in ESL/EFL reading and writing instruction
2) Critically assess the applicability of these methodologies in various ESL/EFL contexts
3) Create and evaluate lesson plans and implement these lessons in the ESL/EFL reading and writing classroom
4) Create, evaluate, and modify teaching materials for ESL/EFL reading and writing classes
5) Integrate theoretical proposals, practical teaching recommendations, and (new and existing) teaching materials to create purposeful ESL/EFL classes

Required Textbook and Other Required Materials: The textbooks listed below are necessary for this course. Most weeks you will complete a textbook reading in preparation for class discussion and activities. The books are available online as well as in the campus bookstore. The Ferris & Hedgcock text is also available as an e-book in the UTA library.

Ferris, D.R., & Hedgcock, J.S. (2004). Teaching ESL composition: Purpose, process, and practice. New York: Routledge.
ISBN# 9780805844672

Grabe, W. (2009). Reading in a second language: Moving from theory to practice. Cambridge: Cambridge University Press
ISBN# 9780521729741

Additional materials will be posted on the Blackboard site (https://elearn.uta.edu/webapps/login/) for the course. You are responsible for checking this Blackboard site regularly to access (among other things) class notes, updates, assignments, and grades as well as the course blog.

Descriptions of major assignments and examinations:
--Demo lessons (2): during weeks 4-14; you will choose two classes to do demo lessons
--Lesson plans (2): due the Monday after each of your demo lessons
--Article presentation (1): during weeks 4-14, depending on the topic you choose
--Textbook evaluation presentation (1): once during weeks 4-14
--Weekly blog entries: due each Wednesday during weeks 2-14
--Service learning reflections: 9/26 10/24 11/21

(see below for detailed descriptions of each of these assignments)

Written assignments should be submitted to the course Blackboard site (as .pdf or .doc files).

Grading policy: Your grade on each component of the class will be determined on the basis of the percentage of points earned to points possible: 100-90% = A, 89-80% = B, 79-70% = C, 69-60% = D, 59-0% = F. Your final grade will be determined in the same fashion but taking into account the weightings listed below:

Course engagement	10%
Demo lessons	20%
Lesson plans	20%
Article presentation	10%
Textbook evaluation presentation	10%
Weekly blog entries	15%
Service learning reflections	15%

Course engagement. Attend all classes (and show up on time) and participate in class discussion/activities. You will lose participation points if you are late or absent from class.

Demo lessons. You will conduct two demo lessons during the semester, in separate weeks. The first will focus on writing instruction, and the second will focus on reading instruction (but they can, and probably should, incorporate other skills as well). You should plan a one-hour lesson, clearly motivating each component, and then choose a ~15-minute segment of this lesson to teach. This segment should include activities for your "students" (your classmates) to participate in, not just lecture. Before beginning this demo lesson, you will be expected to briefly explain your goals for the lesson and relevant contextual information, e.g., target student proficiency level, learning context (ESL, EFL, ESP, EAP), etc. After the lesson, you will be expected to briefly discuss how the activities/components of the demo lesson match its goals and then address questions/comments from your classmates. Before your demo lesson, you should email me a sketch of your lesson plan and describe the portion of the lesson that you intend to demonstrate. This information should be sent to me no later than the Monday before your demo lesson.

Lesson plans. You will submit two lesson plans during the semester. They will be fully fleshed-out versions of the lesson plans for your demo lessons. They should include information on the target student population, the class objective(s), a chronologically-ordered description of each component/activity, evaluation procedures, and class materials (e.g, PowerPoint slides, handouts, worksheets, etc.). These lesson plans will vary in length, but should contain enough detail for another instructor to easily reconstruct the class. You should submit your lesson plan no later than the Monday after the associated demo lesson. This should give you enough time to integrate feedback from me and your classmates into your lesson plan.

Article presentation. You will select a research article related to the topic for the week and deliver a ~20-minute presentation (~15 minutes for the presentation; ~5 minutes for discussion) on this article using PowerPoint slides and/or a handout. You should email me the pdf of your article at least one week prior to your presentation for approval. The article will be uploaded onto the course Blackboard site so that the entire class can access it. After your presentation, you should also upload your PowerPoint slides and/or a handout (for assessment and so that they can be made available to your classmates).

Textbook evaluation presentation. For this assignment, you will select a TESOL textbook (or language teaching software package) that has a substantial reading/writing instructional component. You will then prepare a short presentation (10-15 minutes) on this text for your classmates. This presentation should minimally include (i) a description of the target audience and structure of the text and (ii) an evaluation of the text's strengths and weaknesses, including suggestions for supplementary materials that would address its weak points. You should be sufficiently familiar with the text to answer your classmates' questions regarding (among other things) its content and applicability to different instructional contexts. To support your presentation and provide your classmates with necessary reference information, you should prepare a short handout that includes the full bibliographical reference (in APA) for the textbook and the main points of your presentation.

Blog Posts. You will write weekly blog posts on Blackboard in preparation for class discussion. In these blog posts, you will be asked to discuss teaching implications/applications related to the topic for the week. These blog posts will be due the night before each class (i.e., Wednesday night) during weeks 2-14.

Service learning reflections. You will participate in a service learning project in which you will do volunteer ESL teaching/tutoring in the community. A minimum of 10 hours is required and must be verified by a supervisor at your service learning site. (A list of possible sites will be provided.) You will submit 3 reflections on this service teaching, due before class on 9/26, 10/24, and 11/21. These reflections should be clear and concise (~1 page in length, double spaced). They should not simply summarize what happened in your class/tutoring session, but should instead raise a question or issue, discuss a problematic teaching situation (and offer suggestions for solving it!), make connections to class material and other scholarly work related to language pedagogy/learning, or illustrate a "light bulb" moment. In other words, these reflections should give some insight into what you have learned from this teaching experience.

Late Submission of Assignments: Late assignments may be accepted (at the instructor's discretion) but with a grade penalty. Assignments submitted late are unlikely to be returned to you in a timely manner, and they will not receive the same amount of feedback as an assignment handed in on time.

Projected Course Schedule:

Week 1 (8/22) / course introduction; literacy development and L2 writing
Reading: F&H ch. 1 and 2

Week 2 (8/29) / planning an L2 writing class
Reading: F&H ch. 3

Week 3 (9/5) / texts and materials for L2 writing
Reading: F&H ch. 4

Week 4 (9/12) / teacher responses to L2 writing; treating errors in L2 writing
Reading: F&H ch. 5 and 7

Week 5 (9/19) / peer responses to L2 writing
Reading: F&H ch. 6

Week 6 (9/26) / L2 writing assessment
Reading: F&H ch. 8
Service learning reflection #1

Week 7 (10/3) / technology in L2 writing instruction
Reading: F&H ch. 9

Week 8 (10/10) / how reading works
Reading: G 1-2

Week 9 (10/17) / reading in different languages; reading in an L2
Reading: G 6-7

Week 10 (10/24) / main-idea comprehension; reading strategies
Reading: G 10-11
Service learning reflection #2

Week 11 (10/31) / understanding discourse structure; learning vocabulary through reading
Reading: G 12-13

Week 12 (11/7) / reading fluency; extensive reading
Reading: G 14-15

Week 13 (11/14) / reading curriculum and instruction
Reading: G 16

Week 14 (11/21) / reading assessment
Reading: G 17
Service learning reflection #3

Other important dates:
    9/9 Census Day
    10/30 Last day to drop classes

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Jeffrey Witzel.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity: Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

> *I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

> *I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about

activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located immediately to your left as you exit the classroom. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

Auditors: The Department of Linguistics and TESOL has a "no audit" policy. However, with instructor permission, Department of Linguistics and TESOL faculty, staff, and students enrolled in a linguistics/TESOL program may be able to sit in on a course. These courses cannot be used to satisfy any degree or program requirements/electives, nor will any credit (including retroactive credit) be granted.