LINGUISTICS 4354.001: MATERIALS AND METHODS FOR TESOL

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Course Description: This course will introduce students to methods and materials for TESOL, with particular attention paid to the teaching of different skills within a Communicative Language Teaching framework. In addition, the course continues building on the skills first learned in LING 4353, including effective lesson planning, needs analysis, goals & objectives, lesson procedures, task facilitation, materials development, and assessment/evaluation tools. Much of the course will include hands-on experience, discussion, and practical application of course topics. A required component of the course is participation in a minimum of 10 hours of practical training that includes observation of master teachers and practice in teaching English in the local community.

Learning Goals / Objectives: After successfully completing this course, students should be able to:
1) Critically evaluate existing ELL lesson materials and plans in terms of communicativity and effectiveness
2) Modify existing lesson plans to increase communicativity without sacrificing effectiveness
3) Create communicative ELL materials and activities
4) Implement effective methods in teaching grammar, vocabulary, reading, writing, pronunciation, speaking, and listening
5) Construct a realistic integrated lesson from start to finish, justifying each part/activity
6) Demonstrate mastery of tools used for online language teaching
7) Integrate theory and practice to generate effective rubrics for ESL classes

Required Text: There is no required textbook for this course. Instead, each week you will be provided with readings and resources that you are expected to become familiar with.

ASSESSMENTS AND CRITERIA FOR ASSIGNING GRADES

Assignments	Points Possible	Percentage of Final Grade
Course participation	50	10%
Practical Course Engagement	100	20%
Weekly Activities & Assignments	250	50%
Final Project	100	20%

Grading Policy									
A	90-100% 450-500 pts.	B	80-89 % 400-449 pts.	C	70-79 % 350-399 pts.	D	60-69 % 300-349 pts.	F	59% or lower 299 pts. or lower

DESCRIPTION OF MAJOR ASSIGNMENTS

Course Participation. Your level of course community and participation will comprise 10% of your grade in this course. This refers to participation in group, paired, and full-class activities, including involvement in discussions. Generally, students are expected to check in on the course no fewer than 3 times throughout the week. Participation points will be awarded on a weekly basis. These points may be earned through discussion board posts and other assignments applying teaching principles discussed each week.

1) **Discussion Board Posts**

   This class will provide you an opportunity to discuss what you are learning with your peers in a semi-formal context. You can earn up to 50 points by actively and meaningfully participate in discussion boards. You will earn 2 points for each response to the instructor or classmates' posts or 5 points for each original post (i.e. posting a problem, question or resource) for a maximum of 10 points per module. Discussion Board points begin in Module 2.

2) **Synchronous Sessions**

   In each module, the instructor will host a synchronous session (lecture) via an online platform, such as Blackboard Collaborate. Unless otherwise stated, these will take place on Tuesday evenings at 8 pm and will last approximately 1 hour. In addition, there may be various "pop-up" Blackboard Collaborate sessions throughout the semester as the need arises for additional instruction or workshop/discussion time. All sessions are optional (in the sense that there will be no points awarded for attendance), however you are *strongly* encouraged to participate as often as possible as regular attendance will bolster your understanding of course materials. For those who are unable to attend, recordings of all sessions will be posted in the relevant module the following day.

Practical Classroom Experience. Students will participate in volunteer teaching no fewer than 10 hours over the course of this semester. In addition to completing 10 hours of service, students will be expected to submit 1 reflection of their practical and reflective teaching within each unit. Reflections should be clear and concise, with well-organized thoughts, no shorter than 300 words and no longer than 750 words. These responses should *not* simply summarize what happened, 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 either pedagogy or language acquisition, or illustrate a "light bulb" moment for the student. In other words, these responses should give some insight into what the student (you, the student enrolled in 4354, not the students you are working with) learned from the experience.

In addition, the practical teaching component is meant to help you reflect on who you are as a teacher, so you will also complete an early survey/synopsis of who you are as a teacher in week 1 and a final reflection on your development over the course of the semester in the final week of class.

See rubric on Blackboard for how reflections will be graded.

Practice & Assignments. All enrolled students will be expected to participate in weekly assignments and activities. Individual tasks within each module will be clearly marked as either an **assignment** or **practice.** The difference between the two is broken down as follows:

-Practice Learning Activities: In each module, the Practice learning activities are designed to introduce you to different aspects of English teaching methodology and materials. These may involve reading background literature, academic sources, or exploring online resources related to second language learning and teaching. Throughout the process, you will be required to reflect on what you are learning and make meaningful connections between what you are learning in the course and real-world teaching.

Unless otherwise indicated, learning activities are worth 5 points. See rubric on Blackboard for how points are awarded for learning activities.

-Assignments: In assignments, you will be required to produce new, original material for formal grading. In many instances, this will involve producing a clearly defined teaching activity for each different unit throughout the course. Each activity must be distribution-ready and include a teacher instruction page as well as a student worksheet. We will work together on fitting several different activities together to create a full lesson plan.

Students are encouraged to discuss ideas with their colleagues, search the internet, and gather resources of any kind in order to create the best activity, lesson, or written work possible, but all work submitted must be your own, or appropriately cited.

Unless otherwise indicated, assignments are worth 10 points. See rubric on Blackboard for how points are awarded for assignments.

Final Project. For your final project you will create a proposal for an ESL or EFL class targeted to a particular population. This proposal should include the following pieces, which we will work on throughout the semester:
1) A complete syllabus, including goals and description of student population
2) A detailed schedule for at least 10 classes that follows a logical sequence and includes an appropriate topic and language goal
3) At least 2 detailed lesson plans that could be used in this class
4) An assessment guide (a rubric, point break-down, etc.) for at least one activity included in one of the lesson plans

See rubric on Blackboard for how points will be awarded for the Final Project.

COURSE POLICIES

Expectations for Out-of-Class Study. A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit course might have an expectation of 9 hours of reading, study, etc. outside of class. Since this is an online class worth 3 credits, there is an expectation of an additional 3 that would be spent in the classroom if this were a face-to-face class. Therefore, the amount of time that you can expect to spend on this course is **at most** 12 hours per week on average.

Assignment Due Dates. All assignments are due by 11:59 pm Central Time on the indicated due date. Blackboard will time stamp your submission, so be sure to finish it by the appropriate time and date. Late work will be accepted with a starting value of 80% of the original points. Late work will not be accepted once the instructor has started grading the assignment. Any work submitted after that point will be awarded zero points.

Netiquette. Students are expected to utilize appropriate etiquette when interacting online. For synchronous sessions, this means interacting during the session by answering and asking questions via chat or your mic when appropriate (and muting your mic afterwards). If you use your mic or camera during the session, please be sure that any background noise is minimized. For discussion board assignments, netiquette means replying to someone who has responded to your post, using emoticons to convey emotion or intent when appropriate, and respecting your peers' responses, even if you do not agree with them. Remember that critiquing is not the same as criticizing. Any critiques should be respectful toward your peers and helpful in improving their work.

Participation: As this is an online course, attendance will be measured by your active participation in class discussions, group projects and discussions, and synchronous sessions. In the case of discussion boards and other group activities, you should strive to respond in a ***thorough***, ***meaningful,*** and ***timely*** fashion to questions raised by either the instructor and/or your peers. Lack of participation in discussions, or lack of satisfactory responses will negatively impact your participation grade. In addition, you are required to log in to the Blackboard site for this course frequently (3 or more times) throughout the week.

Communication. The instructor will communicate with students exclusively through the Blackboard email and announcement functions, and official MavMail. The instructor will check email at regular intervals throughout the day and your emails will typically receive a response within 24 hours. Emails sent over the weekend will receive a response by end of day on Monday. Either the instructor or course TA will respond to your email within 24 hours.

Both the instructor and the teaching assistant will be holding regular (weekly) "office hours" on Blackboard Collaborate. These will happen at regularly scheduled times to be announced on the first day of class. Although the instructor commits to making him or herself available online for this time period, it is recommended that you email the instructor with the topic or question you plan to discuss during the office hour meeting at least three hours before the scheduled meeting.

Extra Credit. Students may earn ***up to*** 10 extra credit points through various opportunities throughout the semester. You will earn 2.5 extra points for anything that requires up to 30 minutes of participation and 5 extra points for anything that requires more. These opportunities include (but are not limited to) the following:
- Experiments: Participate in a linguistics experiment. If not provided, request a confirmation of participation for from the experimenter. This should be scanned and emailed to me by the last day of class.
- Attend a talk - This means that you arrive before the presenter begins speaking and stay throughout the question and answer period. For a poster session, you must listen to three people talk about their posters to receive extra credit points. You should write a one-page summary of the talk including your notes, observations, and follow-up questions concerning the presentation topic. This should be emailed to me by the last day of class. Opportunities for attending talks/conferences will be announced as they arise.

Technology Requirements. This course will utilize Blackboard extensively. All course materials will be available via Blackboard, and you will also be using it to submit assignments, participate in discussions, engage with your peers, and communicate with the instructor. Once this course becomes available to students, it can be accessed by logging into the Blackboard website: http://elearn.uta.edu. Within the first week of class look for an email from your instructor letting you know that you can now access this class on Blackboard. It is ***your*** responsibility to make sure that you are able to access Blackboard. In the unlikely event of a Blackboard outage lasting more than 24 hours, the instructor will adjust deadlines and/or accept submissions via email.

Written submissions via Blackboard ***MUST*** be submitted as Microsoft Word documents (.doc files) or as PDFs (.pdf). Written work submitted in other formats, and submissions written into the comment box of the Blackboard assignment submission page will ***not*** be graded.

In addition, you will also be responsible to have a working knowledge of the following programs or software:

     Blackboard Collaborate
     Screenr (or a comparable screencasting program)
     Kaltura

Tutorials will be available early in the semester to help you familiarize yourself with these programs.

Syllabus and Schedule Changes. Instructors try to make their syllabi as complete as possible; however, during the course of the semester they may be required to alter, add, or abandon certain policies/assignments. Although course materials are laid out well in advance of the course start date, instructors reserve the right to make such changes in the event they become necessary. Students will be informed of any changes in writing.

IMPORTANT ACADEMIC AND ADMINISTRATIVE POLICIES

Attendance: At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, which meets exclusively online, I will not be taking official attendance. Joining the live synchronous sessions is encouraged, but not required. If you are not able to join the session, you should watch the recording. In lieu of attendance, weekly participation points will be awarded for an active presence in online discussions and for completing practical application assignments of the course materials. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

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/).

Disability Accommodations: UT 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), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* 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 disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:
The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.
Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Title IX Policy: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Academic Integrity: Students enrolled all UT Arlington courses 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 in their courses by 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. Additional information is available at https://www.uta.edu/conduct/.

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 http://www.uta.edu/universitycollege/resources/index.php.

University Tutorial & Supplemental Instruction (Ransom Hall 205): UTSI offers a variety of academic support services for undergraduate students, including: 60 minute one-on-one tutoring sessions, Start Strong Freshman tutoring program, and Supplemental Instruction. Office hours are Monday-Friday 8:00am-5:00pm. For more information visit www.uta.edu/utsi or call 817-272-2617.

The IDEAS Center (2nd Floor of Central Library) offers **FREE** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

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.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

Final Review Week: for semester-long courses**,** 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.

Librarian to Contact: Our librarian for linguistics, Jody Bailey, is your friend. Find her at Room 312, Central Library, or contact her at jbailey@uta.edu or 817.272.7516.

LING 4354-001: Materials and Methods for TESOL
PROJECTED COURSE SCHEDULE

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. Note: Some weeks may have additional readings or podcasts required on Blackboard.

Module 1 Introduction & Review of CLT Jan 16th – 26th	Learning Objectives • Review 4353 materials (for needs assessment and further discussion) • Define the principles of Communicative Language Teaching (CLT) • Classify lessons as CLT/non-CLT • Engage with Practical Classroom Experience Assignments & Practice • Practice 1: Discussion--Nice to Meet You! • Assignment 1: What is CLT? • Assignment 2: CLT or not CLT? • PCE: Reflection #1, Who Am I as a Teacher? • PCE: Contact your Practical Classroom Experience organization
Module 2 Making Grammar Relevant Jan 26th – Feb 9th	Learning Objectives: • Recognize "straight grammar" vs. CLT grammar • Evaluate and modify existing lesson plans along CLT criteria Assignments & Practice: • Practice 1: Discussion on Inductive Grammar Teaching & Noticing Grammar • Assignment 1: Activity Critique • Assignment 2: Activity Re-Write • Assignment 3: Syllabus Modification • PCE: Reflection #2
Module 3 Building Vocabulary & Reading Skills Feb 9th – 23rd	Learning Objectives: • Evaluate Vocabulary activities along CLT criteria • Create new CLT vocabulary activities and extensive reading assignments Assignments & Practice: • Practice 1: TPR with beginning vocabulary • Practice 2: Vocab building and teaching non-fiction • Practice 3: Developing reading skills • Assignment 1: CLT Reading/Vocab activity • Assignment 2: Lesson Plan Critique • PCE: Reflection #3
Module 4 Teaching Writing Feb 23rd – March 9th	Learning Objectives: • Identify organizational devices • Critique use of organizational devices for ESL students • Adapt existing writing prompts for meaningful and relevant ESL • Propose appropriate writing rubric Assignments & Practice: • Practice 1: Discussion on teaching writing • Practice 2: Discussion on graphic organizers • Practice 3: Using rubrics for writing • Assignment 1: Teaching how to use graphic organizers • Assignment 2: Writing with social media • PCE: Reflection #4
March 12th-16th	**Spring Break**

Module 5 Building Pronunciation Skills March 19th – 30th	Learning Objectives: • List and describe the sounds of English • Compare and contrast sounds of English with those of other languages • Create activities focused on problematic sounds • Create activities focused on problematic prosodic patterns Assignments & Practice: • Practice 1: Pronunciation Doctor • Practice 2: Webinar • Assignment 1: Pronunciation Activities • Assignment 2: Real-life pronunciation training • PCE: Reflection #5
Module 6 Focus on Speaking and Listening March 30th – April 13th	Learning Objectives: • Identify effective aids in teaching speaking and listening • Create communicative lesson plan using modified or original activities • Justify the use of different techniques/activities Assignments & Practice: • Practice 1: Discussion on Teaching Speaking and Listening • Assignment 1: Creating a list of course topics • Assignment 2: Listening and speaking activity • Assignment 3: Creating a skills-based lesson • PCE: Reflection #6
Module 7 Integrating Skills April 13th – 27th	Learning Objectives: • Create integrated lesson plan • Justify the use of different techniques/activities • Provide feedback/critique to others Assignments & Practice: • Practice 1: Discussion on Integrating Activities • Assignment 1: Reading and resources for integrating skills • Assignment 2: Integrated skills lesson plan
Wrap-Up Week April 27th-May 4th	Learning Objectives: • Summarize concepts and cement understanding Assignments & Practice: • Assignment 1: CLT backwards and forwards • PCE: Who I Am as a Teacher, part 2 • PCE Hours Verification Form • Extra Credit Submissions
Finals Week	**Due: Tuesday, May 8th by 11:59pm – No Late Submissions Accepted** **Final Projects**

Other dates: **January 31st – Census date**
                         March 12-17 – Spring Break
                         March 30th - Last day to drop
                         May 4th – Last Day of Classes
                         May 5th-11th – Exam Week