**Divison:** Teacher Education  

**Program Area:** Language Education  

**Course #:** LED 6530  

**Course Title:** Teaching ESL/ Foreign Language: Methods II  

**Section #:** 28397-001  

**Term/Year:** Winter, 2014  

**Course Location:** 231 State Hall  

**Day:** Tuesday  

**Time:** 5:00 p.m. – 7:45 p.m.  

**Instructor:** Dr. Connie Zucker  

**Office Address:**   

**Office Hours:** By appt.  

**Office Phone #:** cell: 734.812.5882 [voice mail]  

**e-mail:** c.zucker@wayne.edu  

**Course Description:** Fundamental theory and practices that support proficiency-based instruction in communicative language teaching. Preparation of teaching materials with emphasis on proficiency guidelines, national standards, integration of technology, www resources, oral assessment, and the integration of language skills.

*The Effective Urban Educator: Reflective, Innovative and Committed to Diversity*
Grading rubrics will be used in evaluating your work; these will be posted on Blackboard well in advance of the assignment due date.

**Learner Outcomes:** [Numbers in parentheses refer to Michigan Teacher Preparation Standards (2004).]

1. **Reflective:** The undergraduate or graduate student will reflect on, examine, analyze, and understand second/foreign language proficiency-oriented instruction principles and theory that are essential to create effective contextualized communicative language lessons that enhances diverse students’ own language learning capability.
   [1.2, 1.3, 3.1, 3.4, 4.4, 4.5, 4.6, 4.8] (Discussion Boards, Essay: Philosophy of Language Teaching)

2. **Effective:** The undergraduate or graduate student will integrate the national and state standards into curriculum planning and language instruction.[4.1, 4.2, 4.3, 4.7, 4.8, 7.3] and assessment—differentiating with attention to the diversity of learners. [5.1, 5.2, 5.3, 5.4, 5.5] (Lesson Plan Design and Presentation)

3. **Innovative:** The undergraduate or graduate student will research and evaluate critical issues and/or crucial topics about basic constructs in contextualized communicative language assessment to develop an understanding of oral proficiency testing methods. [5.1, 5.2, 5.3, 5.4, 5.5] (Rubrics for Assessing Lesson Plan)

4. **Innovative:** The undergraduate or graduate student will demonstrate competence with current technology (i.e., Power Point, web-based resources) in designing world language lessons. [1.3] (Lesson Plan Presentation; course exam)

5. **Effective:** The undergraduate or graduate student will integrate the national and state standards into curriculum planning, language instruction, and assessment. [5.1, 5.2, 5.3, 5.4, 5.5] (Lesson Plan Design and Presentation)

6. **Reflective:** The graduate student will acquire insights and develop skills in reading, understanding, analyzing, synthesizing, and evaluating second language acquisition/learning research about a broad range of topics and issues related to contextualized communicative proficiency-oriented instruction and specifically to oral language proficiency testing and assessment. (Research Analysis & Philosophy of Language Teaching Essay)

**Required Text(s):**


**Additional References:**


_The Effective Urban Educator: Reflective, Innovative and Committed to Diversity_


Teachers of Speakers of other Languages, Inc. *ESL standards for pre-k-12 students.* Alexandria, VA: Author. [for ESL endorsement candidates]

**Class Policies:**

Class Policy [regarding attendance, submission of assignments, etc]:

The course will be taught in the seminar fashion, meaning that each session will be in the form of discussions centered on the assigned readings. Students will be expected to prepare thoroughly for each class and contribute significantly to the discussions. Pursuant to these goals, students must attend to the following each week in preparation for class:

1. Come to class regularly. Please refrain from in-class texting and/or online shopping. 😊
2. Come to class prepared to thoughtfully present ideas, reactions, comments, etc. about the readings.
3. Allow sufficient time to both read and reflect.
5. Make-up examinations, incomplete grades, and late written assignments are accepted only under extenuating circumstances and/or at the discretion of the instructor.

**Course Assignments:**

1. **Attendance:** This is a seminar; thus, attendance is essential if you are to participate in small group assignments and class discussion. If you need to miss a class meeting, please arrange with a student to help fill you in and pick up handouts for you. NOTE: Some class “meetings” will be conducted on-line via a discussion board on Blackboard. Your discussion board posting will be evidence of your “attendance” and your contribution to the discussion will figure into this aspect of your grade. Certain questions will be posted for you to respond to; you will sometimes be asked to respond to other classmates’ posts as well. These questions will be based on the course readings. For full credit, your post must be made during the allowed window.

2. **Mini-Lesson Plan Presentation:** Mini-lesson Demonstration: task-based lesson using the web, PowerPoint, and any other technology that supports your lesson. Send your power point to the students in class when you have presented it. Submit this to the professor electronically at the end of the course. You will present a foreign language (or ESL, if you are in that program) lesson plan with focus on the integration of internet and world wide web technology in the contextualized proficiency-oriented communicative language classroom.
   - This should be part of a task-based lesson.
   - Use the template provided on Blackboard.
   - It should include a well-developed, detailed performance assessment rubric. (examples will be shared)
   - This lesson should be presented using Power Point.
   - Distribute hard copies of your lesson plan to the class members. This presentation should be between 15 and 30 minutes.

NOTE: Teach your lesson as if we were your students. Make yourself comprehensible when using the second language.

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3. **Oral Assessment Assignment** – On **Feb. 11th**, we will analyze sample SOPIs (Simulated Oral Proficiency Interviews). You will work with a partner on your analysis and submit it at the end of class. Finally, you need to draft an original speaking assessment that can be used in connection with your mini-lesson. It should emulate the format of one segment of a SOPI. Indicate the proficiency level of your audience and include enough material to inspire eliciting a 3- to 5-minute speaking sample from your students. Get input during class from Dr. Zucker and other students. This should be submitted with your lesson plan.

4. **Philosophy of Language Teaching Methods Assignment** – Essay inspired by the pre- and post- beliefs surveys—**It would be good to place this in your teaching portfolio**.

   This would be an essay written in first person, 2 to 3 pages double-spaced with citing and references (in APA style) at the end. Be specific about your beliefs, using concrete examples or scenarios, and support your beliefs with research. Submit as an email attachment by **APRIL 1st**.

5. **Major Exam**: The mid-term exam will **concentrate on readings up to Spring Break**. It will consist of multiple-choice and short-answer questions and will be done in class without the assistance of notes or books. Study topics will be posted on Blackboard. The exam is **MARCH 18th**.

WSU requires additional assignments for graduate students when a course is offered for both undergraduate and graduate credit. The only students that are exempt are those listed as “undergraduate” on my class list.

6. **Graduate research article analysis**.

   You will receive a research study to analyze using the template provided. Any other format will not be accepted.

   Submit your completed collection of assignments (all attached to one email) including your lesson with power point, reflective essay on philosophy and the graduate research analysis no later than **APRIL 27th**.

   Note: Each grade category above will be weighted equally.

**LED6530 Grading Guidelines**

**Grading System (Rubric for Grading Philosophy of Language Teaching Essay and the Research Analysis)**

(100-90%) (Graduate and Undergraduate) This score will be awarded to papers showing a high degree of competence; coverage of all parts of the question as described in the course reader; effective organization and critical analysis. References to course materials are utilized to support analysis of cultural and linguistic values. Examples are used to illustrate analysis of multiple perspectives based on a defined set of professional beliefs and practices. Authoritative sources are cited for generalizations about culture and second language education. Surface feature and grammatical or mechanical errors are few and minor.

(89-75%) (Graduate and Undergraduate) This score acknowledges the clearly competent response, although it may be weak in some aspects of the superior paper: e.g. it may slight one part of the question; may not be as effectively organized or detailed; may have minor grammatical inconsistencies; may not be supported by references to course materials or use as many pertinent examples; may show less in-depth analysis of multiple perspectives; may focus on personal beliefs to the exclusion of analysis from a professional "Bilingual/ESL/Foreign Language teacher" point of view; those that fail to cite authoritative and reputable sources for statistics or global evaluations of culture and second language education.
(74-65%) (Graduate) and (74-60%) (Undergraduate) This score will be given to papers demonstrating competence; however, the papers will be less developed and the analysis may be more superficial than papers scored 89-75%. Papers awarded this score may show occasional awkwardness of expression and grammatical weakness. Grammatical and mechanical errors may obscure author’s meaning or interfere with the flow of the writing. Paragraphing may be infrequent or inappropriate.

(64-0%) (Graduate) (59-45%) (Undergraduate) This score will be awarded for the following papers:--those that are primarily a restatement of subject’s words or ideas without adequate rationale given for their selection; - -those that deal with only one part of the question; --those that offer clichés instead of thoughtful analysis; --those that remain general and undeveloped or without relevance to the author’s own cultural experience, values or beliefs; --those that lack focus or pertinent detail

(64-0%) (Graduate) (44-0%) (Undergraduate) This score will be used for papers that are severely underdeveloped or that exhibit serious weaknesses in structure or syntax; -- papers that show little understanding of the question or demonstrate incompetence in structure, syntax or other conventions of standard written English.

Class Outline and Readings

Note: This is a substantially new syllabus for this course. Therefore, the dates below may be modified if necessary. Dates of the on-line class meetings appear in red. Discussion Board topics and requirements will be posted on Blackboard. Check your WSU email frequently.

Readings and other assignments should be prepared for the date where they appear below.

<table>
<thead>
<tr>
<th>Date Due</th>
<th>Topics for Discussion</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>#1 Jan. 7</td>
<td>Defining and assessing oral proficiency</td>
<td>--Discuss course syllabus; student info cards; teacher beliefs pre-survey; self-assessment --Omaggio, pp. 1-42 --Activity pp. 42-43</td>
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<td>#2 Jan. 14</td>
<td>Historical overview; Professional organizations; Using Technology.</td>
<td>--Omaggio, pp. 86-129 --Shrum, pp. 1-10; pp.481-484 --Shrum p. 7, Task 1 and 2 (be ready to discuss in class) --Shrum, p. 449-480 (Ch. 12) What technology do you feel comfortable using with students? How can newer technologies and websites be used in teaching second languages? Come with at least one suggestion.</td>
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<tr>
<td>#3 Jan. 21</td>
<td>Contextualizing input and output; Oral proficiency and error correction</td>
<td>--Shrum, Ch.1 pp.11-40 -- Discussion Board assignment</td>
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</tbody>
</table>
| #4 Jan. 28 | Interlanguage; The Standards for Foreign Language Learning | --Omaggio, Ch.6, pp. 230-272 --Shrum, Ch. 2, pp.46-69 --Discuss mini-lesson requirements; --APA requirements, examples --Do 5 C’s assignment **Finalize sign-up for lesson presentations **Discussion of analyzing a study. (guideline provided) Give
| #5 | Feb. 4 | Discussing the research | --Shrum, Ch. 3, pp.73-103  
--Find an article [a research STUDY] about teaching to promote language proficiency, teacher feedback and/or assessment.  

**Discussion Board assignment—Post a synopsis of the article (tell purpose, population, outcome) and give the bibliographic reference for it in APA style.** |

| #6 | Feb. 11 | Planning Instruction  
"planning backwards"  
The Simulated Oral Proficiency Interview (SOPI) | --Omaggio, pp. 459-466  
Lesson template for LED6530  
Go to this site and see the New Bloom’s Taxonomy  
http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm  
Also pictured on p. 79, 485, 486 (Shrum)  
Discuss SOPI examples. I will give direction for this. Discuss design of the speaking assessment to accompany your mini-lesson. Create a first draft in class for feedback. |

| #7 | Feb. 18 | Authentic Assessment | --Omaggio, Ch. 9, pp. 390-450  
--Bring in 3 copies of a foreign language test that you have given or taken in a class. We will do an activity from p. 451  
--Differences between tests/quizzes and performance assessments.  
--Bring your revised speaking assessment for feedback from class.  
-- Shrum,Ch. 11, pp. 394-444  
Standards-Based Assessment of Language Performance: Defining and categorizing varieties of assessments  
Developing authentic assessments/rubrics  
**CASE STUDY ONE**, Shrum, p. 443 –Evaluating authentic assessments/rubrics |

| #8 | Feb. 25 | Discussion Board assignment—wait for instructions  
You will be assigned an exam topic to explain. |

| #9 | Mar. 4 | The 3 Communicative Modes | --Shrum, Ch. 6, pp. 178-207  
See Omaggio, Ch. 5 for more examples  
Tentatively,  
--**CASE STUDY**, Shrum, Interpretive Mode  
--**CASE STUDY**, Shrum Presentational Mode  
--**CASE STUDY**, Shrum,: Interpersonal Mode (cont’d)  
**Discuss exam topics!**  
**Mini-lesson presentations:**  

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<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Mar. 11</td>
<td>SPRING BREAK</td>
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</table>
| #10 Mar. 18 | EXAM on COURSE CONCEPTS  
(Exam will likely take 30-60 minutes, after which you can leave.) |
| #11 Mar. 25 | Presentational Communication  
(writing and speaking, projects, performances that are scripted)  
--Discuss Exam  
-Do POST-survey on beliefs about language learning/teaching  
-Shrum, Ch. 9, pp. 299-340  
-Discuss and display examples of presentational lesson ideas in class; bring in an example of your own if you have a favorite.  
See Omaggio, Ch. 7 for more examples.  
Mini-lesson presentations:  
1.  
2.  
3.  
4. |
| #12 Apr. 1 | Philosophy Essay  
Web resources  
Target Date: Email me a copy of your essay on methods and philosophy of language teaching (based on beliefs surveys).  
Discussion Board Assignment—sharing websites—wait for specific instructions  
Other readings/activities to be announced. |

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| #13 | Apr. 8 | Interpersonal Mode of Communication | If you will be requesting an Incomplete, I need to know today.  
-- Shrum, Ch. 8 pp. 245-292  
**I will ask each of you to present one web-based resource and show how it works (and what its value is) to the class. I will try to arrange for us to hold class in a computer lab tonight.** |
| #14 | Apr. 15 | Middle School language programs  
“Teacher talk” and staying in the target language (the debate) | -- Shrum, Ch. 5 pp. 145-174  
--Course Evaluation  
**Mini-lesson presentations:**  
1.  
2.  
3.  
4. |
| #15 | Apr. 22 | Submit your completed collection of assignments in one email, including your lesson with power point, reflective essay on philosophy and the graduate research article analysis.  
DUE TODAY -- Anything submitted after this date may not be considered in your grade. |

**Plagiarism:**  
Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments. I plan to use Turnitin.com. ”

**Grading System:** All assignments will be given a letter grade and will be weighted equally. Research paper rubric is on Blackboard.

**College of Education Grading Policy:**

The College of Education faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student’s performance in a course. For undergraduates and post-degree students, C-, C, C+ grades will be awarded for satisfactory work that satisfies all course requirements; B-, B, B+ grades will be awarded for very good work, and A, A- grades will be reserved for outstanding performance. For graduate students, B-, B, B+ grades will be awarded for satisfactory work, and A, A- grades will be awarded for outstanding performance. Please note that there will be a distribution of grades from A-E within the College of Education.
Grades of A:

At the graduate and undergraduate level, satisfactory work is "good" work. Completion of assignments does not constitute "good" or "satisfactory" work. Grades of A are awarded to outstanding work.

Undergraduate Grades:

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Graduate Grades:

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NEW Enrollment/ Withdrawal Policy

Beginning in Fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in Fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

Attention Students with Disabilities:

"If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TTY: telecommunication device for the deaf; phone for hearing impaired students only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University."

Religious Observance Policy:

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Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.