Course Syllabus

Division: Teacher Education

Program Area: Foreign Language/ESL Education

Course #: LED 6520

Course Title: Teaching ESL or Foreign Language: Methods I

CRN. & Section: 28711- 901

Term/Year: Winter, 2014

Course Location: Allendale Elementary School, 3201 Oakwood Blvd., Melvindale

Day: Wednesday Time: 4:30—7:15 p.m.

Instructor: Dr. Connie Zucker

Mailbox:

Office Hours: By appt.

Office Phone #: 734.812.5882 (cell with voice mail)

E-mail: c.zucker @wayne.edu

Course Description -- Methods and techniques; fundamental theory and practice; English as an international/intranational language. Students micro-teach lessons and prepare teaching materials which emphasize integrating the four language skills for a communicative classroom.

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Course Details-- Attention is given to teaching through task-based lessons which illustrate a real-life situation. This is a seminar. Be prepared to discuss the readings. The emphasis is on interactive instruction. Students design and present lessons that address the national standards and the Michigan benchmarks for language learners. Each lesson includes a performance assessment that aligns with the Michigan Curriculum Framework.

Course Outcomes-- [Numbers in parentheses refer to Michigan Teacher Preparation Standards (2004).]

1. Reflective: The undergraduate/graduate student will examine, analyze, and understand second language teaching and learning principles that are essential for creating effective learning contexts that enhance the student’s own learning capability. [3.1, 3.4, 4.4, 4.5, 4.6, 4.8] Students will demonstrate knowledge of the linguistic elements of English and its varieties. [1.2] Students will also acquire knowledge of the similarities between English and target languages [1.4] (Readings, Mid-term Exam, Final Exam, Final Beliefs Essay).

2. Innovative: The undergraduate/graduate student will examine and evaluate the role that language learners play in the acquisition process, and what strategies, approaches, and methods can be used to teach the linguistic content presented to them in specific communicative language tasks. Using current technology (e.g., power point, YouTube, podcasts, etc.) students will use demonstrate application of theories and research related to the learners’ culture and academic achievement that support language learning [2.1, 2.2, 3.2, 3.3, 4.8] Students will design ongoing assessments appropriate to students’ age and level in order to arrive at purposeful outcome data, and reflect on learner outcomes to adjust instruction. [5.1, 5.2, 5.3, 5.4, 5.5] (Mid-term, Final Exam on Course Readings; Language Task Project).

3. Effective: The undergraduate/graduate student will identify and discuss critical issues and/or crucial topics related to second language teaching and learning principles that are essential for creating effective learning contexts to facilitate language learning such as strategies for language acquisition, design of appropriate communicative language tasks, and application of important second language acquisition research findings into classroom practice. Students will use the Michigan Curriculum Frameworks and national language standards in lesson planning. [4.1, 4.2, 4.3, 4.7, 7.3] Students demonstrate understanding of the role of culture in language learning [2.3, 2.4, 2.5] (Participation in class, Note Sheets, On-line Discussions).

4. Committed to Diversity: The undergraduate/graduate student will develop and demonstrate linguistic and cultural competence through reflective practice [6.1]: demonstrate knowledge of the teacher’s role as advocate in promoting multilingualism and recognizing diversity [6.2, 6.7]; identify and reflect upon their professional knowledge and proficiency, and seek resources for improvement [6.3, 6.5]; and demonstrate knowledge of legislative impact (past and current) on teaching in programs for world languages, English Language Learners, and bilingual education [6.4, 6.6]. (Beliefs Essay)

5. Effective: The undergraduate/graduate student will research in-depth issues of language teaching, and specifically task-based language instruction, to develop a critical understanding of the dimensions of communicative language tasks in order to develop effective communicative language activities. Students will acquire an understanding of the dynamic nature of language systems and demonstrate competency in helping students acquire a second language for social and academic purposes. [1.3] (Language Tasks Project and Lesson Presentation).

6. The graduate student will acquire insights and develop skills in reading, understanding, analyzing, synthesizing, and evaluating second language acquisition research about a broad range of topics and issues related to language learning and teaching principles, and especially communicative task-based instruction. (Article Analysis). [1.2, 1.3, 3.1, 4.5]

Required Text(s):

[Note that these references are written in APA format.]


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Additional References:
Teachers of Speakers of Other Languages, Inc. *ESL standards for pre-k-12 students*. Alexandria, VA: Author.

Course Assignments:
Each of the following assignments will be given a letter grade, and will be weighted equally. All assignments should be submitted in Microsoft Word, or in Power Point if it is your presentation. Do not place assignments on Google Docs or any web site where I need to go to retrieve them.

(1) Graduate Student Assignment: Submit an analysis of a research study taken from an academic journal on the topic of assessment of culturally diverse students. This should be a research study. I will likely provide you with an article to analyze. You will know it is a STUDY because it will include a “methodology” and “data collection” section in the article. There will be a template on Blackboard that is to be used for this assignment. Any other format will be returned to you to be resubmitted.

*You may be asked to share this analysis on a discussion board.

(2) Discussion Board and In-class Participation/Response Sheets---
Coming to class and participating in the discussion or in learning activities is essential to learning. Because this course will be partially taught in an on-line format, we will sometimes “meet” online rather than on the campus. If you must miss a class, inform the instructor of your reasons by email and/or voice mail; realize that you are responsible to get notes and handouts from someone who attended class. Note: Open houses, parent conferences, attending conferences are understandable demands on teachers’ time. You may be excused for two class meetings if necessary without penalty if all work is submitted. Further absences need to be discussed with the instructor. You are required to submit 8 Note Sheets which are responses to the readings. The form will be on Blackboard. These can be hand-written and MUST be turned in at the beginning of class in order to get full credit. Each of these will contain a brief summary of a general concept from a reading, followed with questions about the concept and/or reflective comments. These requirements will be one grade weighted equally with the others.

(3) Task-Based Lesson Project: The project is the development of three communicative language tasks for your particular target language and grade level (state the grade level/proficiency level at the beginning). For each task, cite the ESL and MELP Standards OR national foreign language standards you are addressing and the Michigan Benchmarks for World Languages. The task that you design and present to class may be used as one of the three required here. These are lesson plans. Use the lesson template provided. Include an assessment rubric for each task—a performance assessment, which is tied to the Michigan Curriculum Frameworks and the National Standards. We will discuss “planning backwards.” Use the PROVIDED TEMPLATE.

(4) Presentation of a Task-Based Lesson—Language Task Demonstration: Based on the language principles presented in our readings and in discussion, using Power Point for your presentation, design and present a task-based lesson for the classroom. It must meet the criteria of task-based teaching. Include a performance assessment rubric. Cite standards for your task—ESL and MELP standards or the Standards for Foreign Language Learning and the Michigan Curriculum Frameworks if you are a FL teacher. Present it to the class as if we were your students. Script it out if it helps you. If it’s a FL lesson, do as much as possible in the target language and try to make yourself comprehensible. Provide a copy of the lesson plan to the class and any handouts that your “students” would receive. [15 – 30 minutes] This may be done singly or with one partner; if done with a partner, it should look like two people’s combined efforts, not one person’s work divided in half.

*Caution:* Of course you can get many ideas from an Internet search, but do not print a lesson from the Internet and present it as your own. Give enough information (sample handouts, steps/ procedures, teacher script, etc.) so that the class members can take this to their classrooms and use it. Include (a) a check for comprehension and (b) a performance rubric for your lesson. Blackboard includes help in designing rubrics.

(5) Mid-term Exam: Note: The mid-term exam will concentrate on readings prior to class session #8. It will consist of

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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 and be part of a discussion.

(6) Final Exam: This uses the same format as the mid-term exam, but focuses on the materials in the second half of the course.

(7) Final Beliefs Essay:
This is based on your completion of the Beliefs Surveys (pre- and post-) and your course assignments; it will consist of an essay and include evidence of learning. On the first day of class you will complete the Beliefs Survey. This will be collected and returned to you near the end of the semester after you have completed the survey for the second time. You will look for changes or shifts in your thinking. You will describe your earlier and your current beliefs about language acquisition and learning, highlighting the 3 or 4 most notable changes that you see in the survey responses and other changes you notice during the semester. You will use class notes, assignments, and your own classroom teaching to provide evidence of your theoretical beliefs and your learning/change. Clearly document and cite pages from the readings to explain what you base your beliefs on. List complete references at the end in APA format. Be sure to turn in BOTH surveys with your essay. The essay should be 2 to 3 pages long, in Microsoft Word, and double-spaced. This is a reflective essay written in the first person.

**Undergraduate Students are required all of the above assignments except for the Graduate Research Article Analysis.

Class Policies:

The course will be taught in the seminar fashion, meaning that each session will be in the form of discussions centered around the assigned readings. Students will be expected to prepare thoroughly for each class and contribute significantly to the discussions. Come prepared to ask questions. Pursuant to these goals, students must attend to the following each week in preparation for class:
•Come to class regularly. Please do not text or do online shopping while in class. 😊
•Do all assigned readings.
•Be prepared to thoughtfully present ideas, reactions, comments, etc., about the readings.
•Allow sufficient time to both read and reflect.
•Type all written assignments and follow the form and style of the Publication Manual of the American Psychological Association (6th Ed.). Please turn in papers stapled, with no vinyl covers, etc.
•Make-up examination, incomplete grades, and late written assignments are accepted only under extenuating circumstances and/or at the discretion of the instructor.

Class Procedures and Activities:

This course will make frequent use of Blackboard. Since some class meetings will take place as discussion boards rather than physical meetings, you are expected to check your Wayne State email (and keep your mailbox emptied enough), contribute to the discussion boards, and check the Course Documents folder for handouts and other resources.

Since this class is designated a seminar, it will be conducted so as to maximize discussion, not only between instructor and students, but also among students. To facilitate this intention, most class sessions include one or more of the following:
•analysis, synthesis, evaluation and discussion of key concepts developed through the assigned readings;
•identification, discussion and application of these concepts in existing communicative classrooms;
•analysis and discussion of selected problems involving these concepts;
•discussion of the development of individual student research paper and project;
•analysis and critique of videos.

On some occasions, in order to promote a more in-depth analysis and discussion of assigned readings, students will work in small groups, and even, on occasion in pairs. Students also are encouraged to bring their questions to the instructor (by e-mail, if outside of class). Although not required, Chapter Question Sheets will be provided; using this format is very helpful in preparing for class discussion, for the exams, and for the final essay.

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. Citations must be completely referenced on the Reference page, including page numbers of books cited. Students caught plagiarizing information from other sources may 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. Be aware

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that I will put assignments through Safe Assign, a software available for checking the originality of paperwork. To enforce this policy, all outside references must be submitted with assignments.

**Grading System:**
All written work is evaluated according to the evidence of thoughtful analysis, synthesis, and evaluation of concepts. Higher-level thinking on the course topics should be clearly articulated in the writing and will become a way of distinguishing between A’s and B’s on written assignments. Clear organization of thought should be evident in your writing, including the smooth transition from one thought to another. This is part of each rubric.

**Undergraduate Grades:**

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**General Note on Grading:**
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 grades will be awarded for satisfactory work that satisfies all course requirements; B grades will be awarded for very good work, and A grades will be reserved for outstanding performance. [For graduate students B grades will be awarded for satisfactory work that satisfies all course requirements; B+ grades will be awarded for very good work, and A grades will be reserved for outstanding performance.] Please note that there is a distribution of grades from A-F within the College of Education and that pluses and minuses are recorded and distinguish distinct grade point averages.

**Classroom Etiquette and Professional Behavior:**
All pagers and phones should be turned off or in silent mode during class time. Please do not hold conversations with classmates whenever the instructor or another student is speaking. If you must text someone or talk to someone, please leave the classroom to take care of it. Your undivided attention in class is a must. An atmosphere of mutual respect is appreciated by everyone.

**WSU 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:**

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If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) 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 (TDD 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.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

Religious Observance Policy:

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.

Class Schedule

Note: Readings should be read by the date on which they are listed on the class schedule.
Read over this outline carefully and refer to it frequently. This course will be conducted partially on-line. On the nights when class does not meet, there is an assignment to complete by a stated deadline; it will either be a discussion board or an electronically submitted assignment. Although none are anticipated, check your WSU email often to see if there are any modifications to this syllabus. Things happen.

Class #1 – Wednesday, January 8, 2014
Discuss course objectives, go through syllabus, and sign up for presentations.
Survey on Language Teaching Beliefs; turn this in today. Introductions; turn in information cards.
Discuss requirements; explanation of APA format for written assignments (handout is on Blackboard).
Activity on major terms

Class #2 – Wednesday, January 15, 2014
Reading: Teaching by principles: An interactive approach to language pedagogy, Chapter 2. Take notes on the presentation and class discussion. History of Methodology.—Introduction to the WIDA
Principles of language learning and teaching, Chap. 1
Video: A Child’s Guide to Language

Class #3 – Wednesday, January 22, 2014 MEET ON LINE -- DISCUSSION BOARD
Topics: Teaching by principles; intrinsic motivation in the classroom; language, learning, and teaching issues; best practices (handout on Blackboard).
Readings: From input to output, pp. 1-24.
Teaching by principles: An interactive approach to language pedagogy, Chapters 4 and 5.
Principles of language learning and teaching, Chap. 2
Discussion Board: Questions will be on Discussion Board in Blackboard. Respond as instructed by stated deadline.

Class #4 – Wednesday, January 29, 2014--
Topics: An informed “approach”; lesson planning; task-based instruction. Input and the developing system.
Readings: From input to output, pp. 25 – 60.
Teaching by principles: An interactive approach to language pedagogy, Chapters 3 and 17
“What is it? What is it not?” Individuals will be assigned to reply to specific question for the class.
Note Sheets for chapter 1 and 2 are due at beginning of class.
Video: A Touch of Greatness -- experiential learning
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Class #5 – Wednesday, February 5, 2014 — MEET on LINE: Discussion Board Questions will be posted
Topics: Learner variables I: teaching across age levels; learner variables teaching across proficiency levels; age and acquisition --the role of AGE
Readings: 
Teaching by principles: An interactive approach to language pedagogy, Chapters 6 and 7.
Principles of language learning and teaching, Chapter 3.
Read “What is a task-based lesson?” [as used in this course] Handout is available on Blackboard. Then complete the other handout that is in Course Documents on Blackboard, “Which of these are task-based lessons?” Bring the paper to class next class to discuss which ones are task-based lessons and which are not.
Note Sheet for chapter 3 is due electronically.

Class #6 – Wednesday, February 12, 2014--
Topics: Defining a task; human learning principles; techniques, materials, technology; information-gap activities.
Reading: Principles of language learning and teaching, Chapter 4. [Human learning]
Note Sheet for chapter 4 is due at beginning of class.
Video: Information Gap.
Discussion in Class: P. 55 of Principles of language learning and teaching lists 7 myths that Brown thinks need to be cleared up. Each student will be assigned one to explain to the class (based on your books and experience) how the view is based on flawed reasoning or information. I will add my own comments, and I invite insights from other students for each of the myths.

Class #7 – Wednesday, February 19, 2014
Discussion (1) Discuss “Which of these are task-based lessons?” (see above) Brainstorm lesson ideas.
(2)DRILLS: In class...Write one item that is a mechanical drill, one meaningful, and one communicative. Discussion of Moral Dilemmas, Teaching by principles, pp. 518 and 519
Discuss questions on social v. academic language.
Mid-term Exam Topics
Read: “Teaching Listening” Ch. 18 of Teaching by principles.
Reading on BICS and CALP on Blackboard.

Class #8 – Wednesday, February 26, 2014
Topics: Interactive language teaching I: Initiation interaction; Interactive language teaching II: Sustaining interaction through group work; cooperative learning
Discussion: Discuss RUBRICS that are appropriate for your task-based lesson assessment.
Readings: Teaching by principles: An interactive approach to language pedagogy -- Ch. 13 and 14

MID-TERM EXAM -- (there are a few sample questions and a sample study guide on Blackboard)

Class #9 – Wednesday, March 5, 2014
Discuss the exam briefly.
Topics: Strategies-based instruction; learning styles and personality factors.
Readings: Principles of language learning and teaching, Chapters 5 and 6. [Optional: For more details on Strategies-based Instruction, you may want to read chapter 16 of Teaching by principles: An interactive approach to language pedagogy.]
Note Sheets for chapter 5 and 6 are due at beginning of class.
Discuss: WIDA and compensatory strategies to teach English Language Learners.

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March 10-14  WSU Spring Break

Class #10 – Wednesday, March 19, 2014-- MEET on LINE: Discussion Board Questions will be posted

Topics:  Teaching speaking; error correction; cross-linguistic influence on learner language.

Readings:  

*Teaching by principles: An interactive approach to language pedagogy,*  
Chapter 19.
*Principles of language learning and teaching,*  Chapter 9.  
*From input to output,* Ch. 4 “Output” [developing speaking skills]

Class #11 – Wednesday, March 26, 2014--

Topics:  Teaching reading; affective issues; form-focused instruction. Sample reading activities.

Readings:  

*Teaching principles: An interactive approach to language pedagogy,*  
Chapter 20 and Chapter 22.  [Teaching Writing will be addressed in detail in LED6510 & reading in RLL7600]  
*Principles of language learning and teaching,*  Chapter 10.

Presentations:  

_________________________________________  _________________________________________

_________________________________________  _________________________________________

Class #12 – Wednesday, April 2, 2014

**Turn in Research Article Analysis electronically by tonight if you want feedback prior to submitting final copy next week. Pay close attention to the assignment requirements.

Topics:  Sociocultural Factors in second language learning; second language acquisition theories.

Reading:  

*Principles of language learning and teaching,*  Chapters 7 and 10.

Note Sheets for chapters 7, 9 and 10 are due at beginning of class.

Presentations:  

_________________________________________  _________________________________________

_________________________________________  _________________________________________

Class #13 – Wednesday, April 9, 2014--

NOTE:  If you must apply for an Incomplete grade in this course, you need to discuss this with me during this week.

**Take the course post-survey on Beliefs about language teaching in class. Review essay requirements.

Topics:  Communicative competence; register and styles.

Reading:  

*Principles of language learning and teaching,*  Chapter 8.

Note Sheet for chapter 8 is due at beginning of class.

Target Due Date:  GRADUATE Article Analysis as Word attachment by midnight tonight.

Presentations:  

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_________________________________________  _________________________________________

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Class #14 – Wednesday, April 16, 2014 –

Course Evaluation

**FINAL EXAM** (You will be allowed to use notes from the entire semester, but no books).

Class #15 – Wednesday, April 23, 2014

**DUE:** Task Project, Power Point class Presentation with handouts
You may submit it all in one email to my email, as Word attachments and a Power Point.
If you submit work on a CD, using a Sharpie, be sure to label your CD’s with your NAME, COURSE#, and the CONTENTS of the CD. If you do your power point in something other than power points, please save it as a power point before putting it on the disk.

**FINAL ESSAY DUE** – hard copy with both surveys attached, or submitted electronically.