



TESOL Methods and Assessment with Field Experience (3) (EDME 521) FALL / 2013

Professor: Dr. Jan Dormer
Email: jdormer@messiah.edu

Course Dates: Aug. 25-Oct. 19
Office and Phone: Boyer 411,
717-796-1800, ext. 7053

Faculty Availability: via forum, email and phone

Faculty Availability

Contact: I will be checking in on the course at least once a day during the work week (unless otherwise notified). I am also very willing and happy to communicate individually with students as needed. Please contact me via email only if your question is of a personal nature. If you have questions about the course (assignments, dates, expectations, etc.) please post them on the General Course Forum so that everyone can benefit from the answers. If you contact me individually, my commitment is to respond to you in 24 hours or less on weekdays. If you have an urgent question on the weekend please contact me by email. If you have not received a response by email within a few hours, you may contact me on my cell phone at (765) 546-9767.

Faculty Expectations of Students

Preparation: Read through the entire course schedule before the course begins, so that you can plan ahead for reading and assignments. Submit responses in the pre-course forums.

Announcements: At the beginning of each week, I will post an announcement that will provide an overview of your requirements for that week. Please make sure that you read the announcements every time you log in to the course. These will be updated regularly with important course information. Any time I post an announcement I will also send an email notification for the announcement.

Instructional/Non-instructional Time: During this 8-week course, students will spend roughly 5-8 hours submitting and reading posts in the discussion forums, watching videos, and completing quizzes. This is roughly equivalent to classroom time. Roughly 8-12 hours per week will be required for text reading and assignment completion. This is equivalent to graduate level, out of class work time.

Asynchronous/Synchronous learning: This course will require primarily asynchronous learning, which means that students can work independently at their own pace within certain schedule constraints/limitations. At least two synchronous learning experiences will be scheduled during this twelve week course (see course schedule). These will occur either face to face or online. More information will be provided at the beginning of the course.

I am also available to talk on the phone, via the chat tool on Canvas, on Skype or in whatever way may be most convenient.

Course Description

This course is an introduction to the modern theories and current practices of TESOL methodology. Topics include instructional approaches, lesson planning, evaluation of resources, and classroom management. The course also includes a discussion of classroom diagnostic and achievement assessment and program-level assessment. The main topics include

approaches to evaluating language subskills (vocabulary, grammar, pronunciation) and communication skills (speaking, listening, reading, and writing); models of language assessment; examination of standardized tests and their appropriate application; and research-based framework linking assessment to instruction. Supervised field experience required. Prerequisite: EDME 503 Advanced Instructional Design and Assessment

Course Objectives:

1. Apply theoretical concepts to choice of teaching methodologies, administering and interpreting assessment, and designing/selecting instructional materials.
2. Outline and explain steps involved in content-based curriculum design for ELLs.
3. Address varying ESL competency levels by utilizing a variety of instructional techniques within single lesson and single content topics.
4. Describe and analyze the major issues and controversies on second/foreign language pedagogy and their implications for classroom teaching.
5. Prepare and execute effective second/foreign language lessons to different learners in various instructional settings.
6. Collaborate with colleagues in order to design, evaluate, and select teaching materials for second/foreign language teaching situations.
7. Integrate TESOL's K-12 ESL and content-area PA State Standards into curriculum.

Textbooks and Other Course Materials:Required:

Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press. ISBN: 9780761988892

Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy*. 3rdEd. White Plains, NY: Pearson. ISBN: 0-13-612711-8

Vogt, M. & Echevarria, J. (2008). *99 ideas and activities for Teaching English learners with the SIOP model*. Pearson. ISBN: 0-205-52106-1

Additional Readings and Resources (access provided through Canvas or library):

Dormer, J. E. (2009). Where can I get my shoe fixed?: Authentic tasks for students in EFL settings. In M. Dantas-Whitney & S. Rilling (Eds.), *Authenticity in the language classroom and beyond: Adult learners* (pp. 11-18). Alexandria, VA: Teachers of English to Speakers of Other Languages (TESOL), Inc.

Dormer, J. E. (2012). Shared competence: NEST/NNEST collaboration that benefits all. In A. Honigsfeld and M. Dove (Eds.), *Co-teaching and Other Collaborative Practices in the EFL/ESL Classroom: Rationale, Research, Reflections, and Recommendations*, Charlotte (pp. 241-250.) NC: Information Age Publishing.

Dormer, J. E. (2010). I can! Bringing self-evaluation to a task-based syllabus for language learning success. In M. C. Coombe and A. Shehadeh (Eds.), *Task-Based Learning* (pp. 137-148). Alexandria, VA: Teachers of English to Speakers of Other Languages (TESOL), Inc.

Purgason, K. B. (2009). Classroom guidelines for teachers with convictions. In M.S. Wong and S. Canagarajah (Eds.), *Christian and critical English Language educators in dialogue: Pedagogical and ethical dilemmas* (pp. 185-192). New York: Routledge.

Wong, M. S. (2009). Deconstructing/reconstructing the missionary English teacher identity. In M.S. Wong and S. Canagarajah (Eds.), *Christian and critical English Language educators in dialogue: Pedagogical and ethical dilemmas* (pp. 91-105). New York: Routledge.

Article on Content-Based Instruction: <http://www.cal.org/resources/digest/cranda01.html>

Dormer video-taped lesson demonstrating form-focused instruction:

<https://s3.amazonaws.com/TESOLwebsite/videos/trc/jdormer.html>

PA English Language Proficiency Standards (ELPS) Links

- http://www.portal.state.pa.us/portal/server.pt/community/measurements_standards_policies/7531/elps_for_ells/509513
- http://www.portal.state.pa.us/portal/server.pt/community/measurements%2C_standards_policies/7531/powerpoint_presentation_elp_for_ells/509514

Assessment Links

- <http://www.colorincolorado.org/webcasts/assessment#readings>
- [Performance-Based Assessment: Promoting Achievement for English Language Learners \(68K PDF\)*](#), by Lorraine Valdez Pierce (George Mason University)
- [English Language Learners and High-Stakes Tests: An Overview of the Issues](#), by Bronwyn Coltrane (Center for Applied Linguistics)
- [Assessment Portfolios: Including English Language Learners in Large-Scale Assessments](#), by Emily Gomez (Center for Applied Linguistics)
- [Assessment and Accommodations for English Language Learners: Issues and Recommendations](#), by Jamal Abedi (Journal of School Improvement)

Additional course readings and/or links will be posted on Sakai.

Course Requirements

Forum Discussions

Much of the course learning happens through the discussion forums, just as course learning would occur through classroom discussions in a face to face class. It is important that you understand your roles in contributing to and learning from the discussion forums.

Posting Expectations

For the majority of the course, two discussion topics will be posted on Sakai each week. After completing the course reading, you will be expected to post original responses (250-300 words) to the topic prompts, then respond to colleagues. Your original responses should include references to the readings (please cite using APA style, though no references are required in the forums), and should be aimed at contributing to our course learning community. You are required to post a minimum of five (5) follow-up responses. These may be to five different colleagues, or they may be in the form of two or three dialogues. Each response should be



substantive, normally containing questions, suggestions, or new information, and must further dialogue on course topics.

Your posts should be written in an academic though informal style. Text language is not appropriate. Though there are some commonly used abbreviations in education and in the field of TESOL, please be courteous to those who may not be as familiar with acronyms or terms, and provide appropriate explanations.

You are expected to read ALL posts. Information disseminated through the forums is equivalent to information discussed in a classroom. You are responsible to read and learn from comments and new information posted by the professor or colleagues in the forums. You will note that most forums are identified as being worth **TWO HOURS** of classroom time. That is four hours per week, when there are two forums. I do expect that students will read thoroughly and respond thoughtfully, actually spending four hours weekly on the forums.

Weekly due dates for posting:

- By WEDNESDAY: Original post is due.
- By THURSDAY: Read ALL of the responses.
- By FRIDAY/SAT.: Post a minimum of 5 responses.
- By SATURDAY: Make sure you have read all the follow-up responses.

Facilitating Expectations

At the beginning of the course, I will designate student facilitators for each topic. Each student will facilitate one topic during the course. The facilitator must:

- Contribute a post by MONDAY which elaborates on and furthers the basic topic prompts posted by the professor.
- Pose at least one new question in his/her post.
- Respond to colleagues throughout the week, asking follow-up questions and furthering learning. The facilitator should have at least ten (10) posts in the discussion.

Forum Grading

You will receive a grade out of 5 for each forum post. See the grading rubric on Canvas. The forums account for 25% of your course grade, divided as follows: 20% for your forum posts and responses, and 5% for facilitating one topic during the course.

Assignments

This course has many diverse assignments which will further and showcase your course learning. For each assignment there is a detailed explanation and grading rubric posted under “assignments” on Sakai.

Written Work

It is important that your written work meet graduate level standards. Papers submitted digitally should meet the same criteria that hard copy papers must meet. Any paper you submit should look like you would want it to look if it were printed out. Please follow these guidelines:

- A typical page of writing is 12 pt font, double-spaced, with one-inch margins. Only a full page of writing counts as a page.
- Use APA style for citations and referencing. This is a useful resource on APA style: <http://owl.english.purdue.edu/owl/section/2/10/>
- All papers must have your name and the name of the assignment at the top, or on a title page.
- All papers should have titles.
- Longer papers normally require headings, following APA guidelines.
- Grammar, spelling and punctuation are very important. Edit your paper well.
- Lack of clarity in writing, lack of coherence in organization or reasoning, and redundancy which extends the paper beyond its substance will all result in a lower grade. Creating and following an outline when you write can help you avoid some of these problems.

Feedback on written work

I will comment on your written assignments using the “track changes” function in Word. It is your responsibility to look at your returned papers, make sure you can see my comments, and initiate dialogue with me if anything is unclear. I welcome student questions or comments, by email, following up on my comments on your papers!

Field Experience

For more detailed information, see the “Field Experience” document on Canvas.

Description of Setting:

The field experience in this course consists of 20 hours of observation and teaching in an ESL or EFL setting. Your field experience may take place in a regular public school classroom setting or in another setting, such as a ministry or community ESL program. The setting must be one of classroom instruction, not self-study or individualized tutoring. Some examples of field experience settings for this course are: 1) a ministry such as a church or mission English program, 2) a community adult ESL program, 3) an after school ESL/EFL program for children, or 4) an ESL class in a public or private K-12 school.

Setting up the Placement:

1. If you are already employed by a public school, it may be possible for you to complete this field experience in your own school or district, if you so desire. You may make initial inquiries within your building or district to find out if this is feasible. If responses are positive, email information to Amanda Sigel, asigel@messiah.edu, Field Placement Coordinator. Amanda will contact the district on your behalf and make the formal request.
2. If you do not work in a public school, email Amanda Sigel at asigel@messiah.edu so that she can begin setting up a placement for you. You should contact Amanda as early as possible to begin the dialogue about your field placement. She will need time to make the appropriate arrangements.

You must have your placement set up and approved through the field placement office by Aug 31, to begin your field experience the week of Sept. 3.

Course Assignments connected to the Field Experience:

You will keep a field experience log during the course. Download the template for the log from Canvas. Your log and interaction with your classmates about your experiences is required for

passing the field experience. In addition, the following course assignments are directly connected to the field experience:

- The instructional plan
 - One collaboratively designed observation form
 - One lesson observed by the professor, utilizing the student's observation form
- These assignments are explained further in the assignment guidelines provided on Canvas.

Grading

<u>Percentage</u>	<u>Description</u>
20	Participation in forum discussions
5	Facilitating one forum discussion
5	Quiz 1: Historical methods
5	Reflection paper on Brown's principles
10	Powerpoint on Contextualized Instruction. Define one TESOL context; along with appropriate standards and instructional techniques
5	Small group presentation: a skill area (reading, writing, speaking, listening)
15	Instructional Plan: Three integrated lesson plans with assessment
5	Collaborative creation of an observation form, showing an understanding of effective instructional practice
5	Observation done by the professor, using the student's observation form
5	Quiz 2: Terminology: Assessment, BICS and CALP
10	PD Presentation: Assessing English learners
10	Final paper: Research-based reflective action plan

Grading Scale

A	93-100%	B-	80-82%
A-	90-92%	C+	77-79%
B+	87-89%	C	73-76%
B	83-86%	F	72% and below

Course Policies

Extra Credit: Generally extra credit points are not awarded in this course.

Late Assignments All assignments are due by midnight on the due date assigned. A 10% deduction in the points available for each assignment will occur for each day an assignment is late (unexcused). Failure to complete any assignment by the end of the course could result in the student failing the whole course.

Returned Assignments – Assignments will be returned to the student for review of the assigned grade. The assignment will include comments from the professor and an indication of the basis for the grade assigned. If students have questions about any grade assigned, they may ask for clarification through email or by phone *within a week of the date the assignment has been returned by the professor*. Students may also request a face to face or video chat meeting about any grade, within the one-week time-frame. All assignments will be reviewed, graded, and grades posted in the grade book a maximum of one week after the due date.

Academic Integrity

Personal integrity is a behavioral expectation for all members of the Messiah community: administration, faculty, staff, and students. Violations of academic integrity are not consistent with the community standards of Messiah College. These violations include:

Plagiarism. Submitting as one's own work part or all of any assignment (oral or written) which is copied, paraphrased, or purchased from another source, including on-line sources, without the proper acknowledgment of that source. Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another's work as your own, etc.

Cheating. Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work. Examples: using a cheat sheet, altering a graded exam, looking at a peer's exam, having someone else take the exam for you, using any kind of electronic mobile or storage devices (such as cell phones, PDAs, Blackberry, iPods, iPhones, Flashdrives, DVDs, CDs), communicating via email, IM, or text messaging during an exam, using the internet, sniffers, spyware or other software to retrieve information or other students' answers, purposely disconnecting from the internet to cause a lock on an online exam, etc.

Fabrication. Submitting altered or contrived information in any academic exercise. Examples: falsifying sources and/or data, etc.

Misrepresentation of Academic Records. Tampering with any portion of a student's record. Example: forging a signature on a registration form or change of grade form on paper or via electronic means.

Facilitating Academic Dishonesty. Helping another individual violate this policy. Examples: working together on an assignment where collaboration is not allowed, doing work for another student, allowing one's own work to be copied.

Computer Offenses. Altering or damaging computer programs without permission. Examples: software piracy, constructing viruses, introducing viruses into a system, copying copyrighted programs, etc.

Unfair Advantage. Attempting to gain advantage over fellow students in an academic exercise. Examples: lying about the need for an extension on a paper, destroying or removing library materials, having someone else participate in your place, etc.

Penalties for Violations of the Academic Integrity Policy - A faculty member may exercise broad discretion when responding to violations of the Academic Integrity Policy. The range of responses may include failure of the course to a grade reduction of the given assignment. The typical consequence for violations will be failure of the assignment. Some examples of serious offenses which might necessitate the penalty of the failure of the course include cheating on an examination, plagiarism of a complete assignment, etc.

The academic integrity policy in its entirety can be found in the student handbook and should be reviewed by every student, as the primary responsibility for knowledge of and compliance with this policy rests with the student.

Americans with Disabilities Act



Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services. Contact DisabilityServices@messiah.edu, (717) 796-5382.

Library and Librarian Assistance

The Library is an obvious source of information for research, presentations and projects. Beth Mark is the specific library liaison assigned to the education graduate programs. Although any librarian is trained and prepared to assist you, Beth works specifically with education and is most familiar with the resources and databases that relate to this field. Do not hesitate to contact her if you are having trouble locating specific sources for your assignments, as she is more than willing to help you. Contact her directly at bmark@messiah.edu or by calling (717) 796-1800, ext. 3590 OR (717) 418-9584 (cell).

Writing Center

Academic writing, using APA style guidelines, is required in this course. If you need assistance in writing academically and professionally, you may contact Messiah's writing center: http://www.messiah.edu/academics/writing_center/

Minimum Hardware and Software Requirements

- Internet Connection: High speed or Broadband required; Satellite Broadband not recommended due to conflicts with synchronous software; Air cards may not be used
- Browser:
 - Mozilla Firefox 3.0 or higher (required)
- Operating System Version:
 - Windows® XP (recommended), or
 - Windows® Vista, or
 - Windows® 7, or
 - MAC OS 10.4 or higher
- Processor: 2.0 – 4.0 GHz
- Memory (RAM):
 - Windows® XP: 512 MB or more; or
 - Windows® Vista: 1024 MB or more; or
 - MAC OS: 1024 MB or more
- Hard Disk Space: 40 GB or more of free space
- CD-ROM CD-RW drive (DVD or combo drive helpful)
- Any Office Suite:
 - MS Office 2007 or newer, or
 - OpenOffice 3.1, or
 - Google Docs
- Webcam and headset

Minimum Computer Skills Requirements

Students must possess basic computer skills and have regular access to a computer with the Minimum System Requirements in order to participate fully. Specifically, students who enroll in an online course must have basic computer skills including:

- A working knowledge of word processing
- Navigate the internet using different search engines

- Email (Compose, Attach, Send, Read)
- Utilize Microsoft Office programs (Word & PowerPoint)
- Copy and Paste

Technical Support for Students

For your convenience, a telephone hotline is available seven days a week in order to provide assistance for technological problems. This hotline is staffed by the College’s Information and Technology Services staff and provides “real person” assistance during the following times:

- By phone at (717) 796-1800 ext. 3333
 - 7am-11pm EST - Monday thru Friday
 - 8am-11pm EST - Weekends & Holidays
- Via email helpdesk@messiah.edu

In the event you need to leave a message, please provide your name, number, and a brief description of the issue you are experiencing. You will receive a call back as soon as possible.

You also have access to technical support (i.e. tutorials, help functions, etc.) through the College’s portal, MCSquare, and also through the College’s Learning Management System, SAKAI – Help(for Students) tab.

Statement of Copyright Protection

The materials in this Messiah College course are only for the use of students enrolled in this course for purposes associated with this course and may not be further disseminated.

Statement of Confidentiality

Students may be asked to post written work and to engage in written dialog with other class members within an LMS. The student should be aware that although confidentiality within the course environment is encouraged, it is possible that users in and outside the course may have access to course content.

Course Schedule and Online Equivalency

Week	Week/Topic Assignments	Hours (# of weeks)		Objectives Met/Tasks
Aug 25-31	1. TESOL Methods	IT*	N-IT*	
	Read Brown, chs. 1-3: Methods and Post-methods; respond in a forum	2	2	1,4
	Read Dormer: “Where Can I Get my Shoe Fixed”; Read article on CBI; Respond in a forum	2	1	
	Quiz 1: Historical Methods	1		1,4
Sept 1-7	2. Principles and Faith			
	Read Brown, ch. 4-5: Principles and Motivation; respond in a forum	2	1.5	1,4
	Read Wong & Purgason articles (find in online library): The Role of Faith and Belief; respond	2	.5	1,4

	in a forum			
	Reflection paper on Brown's principles		6	1,4
Sept 8-14	3. Contexts of Teaching and Learning			
	Read Brown, ch. 6-7: Age and proficiency levels; respond in a forum	2	2	1-4
	Read Brown, ch. 8: Instructional Contexts; share and discuss field experience contexts in a forum	1		
	Read Dormer, "Shared Competence": Collaboration; respond in a forum	2	1	1-4
	Read State and TESOL standards		2	1-4
Sept 15-21	4. Designing Classroom Lessons			
	Read Brown, ch. 9-12: Curriculum and lesson development; respond in a forum	2	2	1,3,4,6,7
	Read Echevarria & Vogt, Chs. 1-8: Instructional Planning Templates and SIOP; respond in a forum	2	4	1,3,4,7
	Submit powerpoint on contextualized instruction		4	1-4
	Submit lesson plan one		3	1,3,5,6,7
Sept 22-28	5. Implementing Classroom Lessons			
	Read Brown, chs. 13-16: Interaction and Classroom Management; respond in a forum	2	2	1,3,5,7
	Read Brown, chs. 18-21		2	1,3,5,7
	Small group presentation of a skill area (video or face to face)	3	3	1,3,5,6,7
	Read Brown ch. 22: Form-focused instruction; Watch video of a form-focused lesson; respond in a forum	2	1	1,3,5,7
	Begin working on collaboratively created observation form	1	1	
	Submit lesson plan two		3	1,3,5,6,7
Sept 29-Oct 5	6. Principles and Issues of Language Assessment			
	Read Brown, ch. 23 and Dormer "I Can"; post in a forum on language assessment	2	1.5	1,3,4,5,7
	Quiz on assessment	1		1,3,4,5,7
	Read Gottlieb, ch. 1-4 and online article on assessment; Post in a forum on assessment of ELLs in the U.S.	2	3.5	1,3,4,5,7
	Submit lesson plan three		2	1,3,4,5,7
	Finish and submit collaboratively created	1	1	1,3,4,5,6,7

	observation form			
	Begin working on PD Presentation on Assessing English Learners		2	
Oct 6-12	7. Classroom-Based Assessment			
	Read Gottlieb, ch. 5-9, Brown ch. 24 and Echevarria & Vogt, Ch. 9; respond in a forum on classroom-based assessment	2	3	1,3,4,5,7
	Submit PD Presentation on Assessing English Learners		2	
	Watch three videotaped PD Presentations on assessing English language learners; provide feedback	2		1,3,4,5,7
Oct 13-19	8. Wrap-Up			
	Field experience sharing face to face or by video	3		1,3,4,5,6,7
	Teaching observation by professor, with follow-up conference	2		1,3,4,5,7
	Submit final instructional plan; dialogue with professor	1	3	
	Submit final paper		20	1,3,4,5,7
	TOTAL	42	79	

*Instructional Time (IT) 42 hrs / 3 credits

*Non-Instructional (N-IT)"Homework"

NOTE: Reading based on 30 pages per hour; Writing papers based on 2 hours/page