Professor: Dr. Jan Dormer  
Email: jdormer@messiah.edu  
Course Dates: Aug. 24-Oct. 18  
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 syllabus before the course begins, so that you can plan ahead for reading and assignments. You may also find it helpful to navigate through the “Modules” on Canvas, as the course tasks are organized by week there. 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.

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. 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 for you.

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 content-based and task-based curriculum design for ELLs.
3. Address varying ESL competency levels by utilizing a variety of instructional techniques.
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.
6. Collaborate with colleagues in order to.
7. Utilize TESOL’s K-12 ESL standards or other appropriate standards in lesson design.

**Textbooks and Other Course Materials:**

**Required for All:**


**Required for TESOL Certificate Program:**

ISBN-10: 1596670649

**Required for PDE ESL Program Specialist Certification Program:**


**Suggested for PDE ESL Program Specialist Certification Program:**


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


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.


Article on Content-Based Instruction: [http://www.cal.org/resources/digest/cranda01.html](http://www.cal.org/resources/digest/cranda01.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__standards___policies/7531/elps_for_ells/509513)

**Assessment Links**
- [http://www.colorincolorado.org/webcasts/assessment#readings](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 Canvas.

**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 role in contributing to and learning from the discussion forums.

**Posting Expectations**

For the majority of the course, two discussion topics will be posted on Canvas 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 (2) follow-up responses. These may be to two different colleagues, or they may be in the form of two or three dialogues. Your responses need not be long – a sentence or two may be sufficient. But, they 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. (You will not be able to see others’ posts until you have submitted your own.)

By THURSDAY: Read ALL of the responses.

By FRIDAY/SAT.: Post a minimum of 2 responses.

By SATURDAY: Make sure you have read all the follow-up responses.

Note: for each of the days above, the meaning is “by 11:59 p.m., that night”.

**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.

**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 in “Files”, then “Assignment Guidelines” on Canvas.

**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/](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 “comment” function in Canvas. 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. There are links to help on the home page of the Canvas course site if you are having difficulty finding my comments on your papers. 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. Ideally, your field experience should be at least partially with learners who:
• Are at low English levels
• Are at higher ages (grade 3 or higher)

Your field experience may take place in a regular public school classroom setting or in another setting, such as a ministry or community program. The setting must be one of formal 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 should have your placement set up and approved through the field placement office by the end of the first week of class, to start the beginning of the second week of class.

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 (by video, if onsite observation is not possible), utilizing the student’s observation form.

These assignments are explained further in the assignment guidelines provided on Canvas.

**Grading**

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

**Grading Scale**

- A  93-100%
- A- 90-92%
- B+ 87-89%
- B  83-86%
- B- 80-82%
- C+ 77-79%
- C  73-76%
- 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** – Graded assignments will be available for review on Canvas. The student will be able to see 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**

The [Academic Integrity Policy for Graduate Students](#) is found in the graduate student handbook. 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
The Writing Center is available to any graduate student who has a desire to improve his/her writing. The role of the center is to provide feedback (not editing) on written work. Feedback alerts you to the kinds of errors you are making, lets you know when something is not clear, and suggests that you have not fully supported an argument. Feedback does NOT correct your grammatical errors, rewrite your sentences, or provide you with the specific points to support your argument. Ultimately, it is your responsibility to find and use the resources you need to improve your writing but connecting with our Writing Center, either online or face-to-face, is a good place to start.

Hardware and Software Recommendations
Student technology recommendations are found on the Information Technology Services website. These guidelines have been put in place to best equip you to have an optimal technological experience in our online programs.

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, Canvas – 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**

<table>
<thead>
<tr>
<th>Week</th>
<th>Week/Topic Assignments</th>
<th>Hours (# of weeks)</th>
<th>Objectives Met/Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1. TESOL Methods</td>
<td>IT*</td>
<td>N-IT*</td>
</tr>
<tr>
<td></td>
<td>Read Brown, chs. 1-3: Methods and Post-methods; respond in a forum</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Read Dormer: “Where Can I Get my Shoe Fixed”; Read article on CBI; Respond in a forum</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Quiz 1: Historical Methods</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2. Principles and Faith</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read Brown, ch. 4-5: Principles and Motivation; respond in a forum</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>Read Wong &amp; Purgason articles (find in online library): The Role of Faith and Belief; respond in a forum</td>
<td>2</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td>Reflection paper on Brown’s principles</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3. Contexts of Teaching and Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read Brown, ch. 6-7: Age and proficiency levels; respond in a forum</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Read Brown, ch. 8: Instructional Contexts; share and discuss field experience contexts in a forum</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read Dormer, “Shared Competence”: Collaboration; respond in a forum</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Read State and TESOL standards</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4. Designing Classroom Lessons</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skim Buttner or Reiss text. Respond in a forum.</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Read Brown, ch. 9-12: Curriculum and lesson development; respond in a forum</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Submit powerpoint on contextualized instruction</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
### 5. Implementing Classroom Lessons

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit lesson plan one</td>
<td>3</td>
<td>1,3,5,6,7</td>
</tr>
<tr>
<td>Read Brown, chs. 13-16: Interaction and Classroom Management; respond in a forum</td>
<td>2</td>
<td>1,3,5,7</td>
</tr>
<tr>
<td>Read Brown, chs. 18-21</td>
<td>2</td>
<td>1,3,5,7</td>
</tr>
<tr>
<td>Small group presentation of a skill area (video or face to face)</td>
<td>3</td>
<td>1,3,5,6,7</td>
</tr>
<tr>
<td>Read Brown ch. 22: Form-focused instruction; Watch video of a form-focused lesson; respond in a forum</td>
<td>2</td>
<td>1,3,5,7</td>
</tr>
<tr>
<td>Begin working on collaboratively created observation form</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Submit lesson plan two</td>
<td>3</td>
<td>1,3,5,6,7</td>
</tr>
</tbody>
</table>

### 6. Principles and Issues of Language Assessment

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Brown, ch. 23 and Dormer &quot;I Can&quot;; post in a forum on language assessment</td>
<td>2</td>
<td>1.5, 1,3,4,5,7</td>
</tr>
<tr>
<td>Quiz on assessment</td>
<td>1</td>
<td>1,3,4,5,7</td>
</tr>
<tr>
<td>Read an article on a language assessment issue</td>
<td>2</td>
<td>3.5, 1,3,4,5,7</td>
</tr>
<tr>
<td>Submit lesson plan three</td>
<td>2</td>
<td>1,3,4,5,7</td>
</tr>
<tr>
<td>Finish and submit collaboratively created observation form</td>
<td>1</td>
<td>1,3,4,5,6,7</td>
</tr>
<tr>
<td>Begin working on PD Presentation on Assessing English Learners</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

### 7. Classroom-Based Assessment

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Brown ch. 24; respond in a forum on classroom-based assessment</td>
<td>2</td>
<td>3, 1,3,4,5,7</td>
</tr>
<tr>
<td>Submit PD Presentation on Assessing English Learners</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Watch two videotaped PD Presentations on assessing English language learners; provide feedback</td>
<td>2</td>
<td>1,3,4,5,7</td>
</tr>
</tbody>
</table>

### 8. Wrap-Up

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share course learning</td>
<td>3</td>
<td>1,3,4,5,6,7</td>
</tr>
<tr>
<td>Teaching observation by professor, with follow-up conference</td>
<td>2</td>
<td>1,3,4,5,7</td>
</tr>
<tr>
<td>Submit final instructional plan; dialogue with professor</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Submit final paper</td>
<td>20</td>
<td>1,3,4,5,7</td>
</tr>
</tbody>
</table>

**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