

## English 457(online 01W & 02W) Teaching ESL Fall 2012

### Course Syllabus

#### Robert Baumgardner

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#### Instructor Information

Dr. Robert J. Baumgardner earned a Ph.D. in Linguistics from the University of Southern California in 1982. In the same year he was granted a Certificate in the Teaching of English to Speakers of Other Languages. His principal research interest is World Englishes. He has done extensive fieldwork and research in Pakistan, Iran, Sri Lanka and Mexico. He is co-editor of a book on English for Specific Purposes (Macmillan, 1988) and editor of a book on English in Pakistan (Oxford University Press, 1993) and South Asia (University of Illinois Press, 1996) as well as author of numerous articles on ESP and English in Pakistan and Mexico. His CV is posted on the Department of Literature and Languages website.

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#### Student Orientation Tutorial (SOT)

Under *My Courses/Special Courses* you will find the *NExT SOT* (Student Orientation Tutorial). If this is your first on-line course, **it is imperative that you take this tutorial**. It's an excellent introduction to how to navigate eCollege. It's also a good review if you feel rusty in eCollege operations.

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#### Important Disclaimer

The course syllabus below is the official English 457 (Fall 2012) syllabus. Any other previously-published version of the syllabus is not valid. ***The only Syllabus for this course is the one below.***

rjbaumgardner, August 20, 2012

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#### Course Policies and Procedures

This course consists of a series of activities and assessments to assist you in achieving the outcomes/objectives for the course and instructional units/modules. For you to complete the course

successfully, you will need to read all weekly assigned readings thoroughly and critically, read a book on culture in the ESL classroom (see ***Extended Reading*** below), prepare carefully for two examinations (a mid-term and a final), take three quizzes, and participate in class discussions.

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#### Course Description

In this course you will (1) increase your understanding of the principles of second-language learning and second-language teaching (2) become acquainted with a variety of teaching methods and techniques (3) make explicit your own set of second-language learning/teaching principles and (4) apply those principles to determine the appropriateness of learning/teaching materials, methods and techniques.

Our two course textbooks and online article complement each other very well. In the Fillmore and Snow article you will learn the basics of language; in Ariza (*Extended Reading*) you will learn about the sociocultural aspects language in the classroom; and in Larsen-Freeman & Anderson you will learn about the hands-on, classroom aspect of English Language Teaching through 14 different teaching methods/approaches and the philosophies that underpin each.

List of Methods/Approaches covered in Larsen-Freeman are:

1. Grammar-Translation
2. The Direct Method
3. The Audio-Lingual Method (ALM)

4. The Silent Way
5. Community Language Learning
6. Total Physical Response
7. Desuggestopedia
8. Communicative Language Teaching/Learning
9. Content-Based Learning
10. Task-Based Learning
11. The Participatory Approach
12. Learning Strategy Training
13. Cooperative Learning
14. Multiple Intelligences

### **ENG 457 - Teaching ESL**

#### *Catalogue Course Description*

This course focuses on the linguistic, psychological, and sociocultural foundations for teaching English to speakers of other languages. It surveys historical, as well as current trends in the methods and materials of ESL, of language testing, and of language-program evaluation. Prerequisite Eng 1302.

Note Also appropriate for student interested in teaching second or foreign languages other than English.

Hours: Three

**Course  
Outline/Calendar**

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Below please find each week's work. *Each week runs from Monday, the first day of the week to the following Sunday.*

Week 1 August 27 - September 2, 2012 Fillmore & Snow Open Discussion

Week 2 September 3 - September 9 Larsen-Freeman & Anderson Chapters 1,2

Week 3 September 10 - September 16 Chapter 3 DM Open Discussion *Quiz*

Week 4 September 17 - September 23 Chapter 4 ALM *Discussion*

Week 5 September 24 - September 30 Chapter 5 Silent Way Open Discussion

Week 6 October 1 - October 7 Chapter 6 Desuggestopedia *Quiz*

Week 7 October 8 - October 14 Chapter 7 Community Language Learning

Week 8 October 15 - October 21 Chapter 8 TPR *Discussion*

Week 9 October 22 - October 28 *Mid-Term Examination*

Week 10 October 29 - November 4 Chapter 9 Communicative Language Teaching

Week 11 November 5 - November 11 Chapter 10 & 11 Content-based & Task-based

Week 12 November 12 - November 18 Chap. 12 Participatory *Quiz Discussion*

Week 13 November 19 - November 25 Thanksgiving

Week 14 November 26 - December 2 Chapter 13 Learning Strategies etc.

Week 15 December 3 - December 9 Chapters  
14,15 Technology/Concl. *Discussion*

Week 16 December 10 - December 14 *Final Examination*

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**Student Learning  
Outcomes**

Students who complete *English 457* will:

- (i) increase their understanding of the principles of second-language learning and teaching
  - (ii) become acquainted with a variety of teaching methods and techniques
  - (iii) make explicit their own set of second-language learning/teaching materials
  - (iv) become aware of his/her attitudes to varieties of English and other languages
  - (v) learn to respect all varieties of language
  - (vi) learn to put this respect into play in the language-teaching classroom
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**Textbooks/Materials**

Ariza, Eileen N. Whelan (2010) *Not for ESOL Teachers* (2nd ed.). Boston: Allyn & Bacon. ISBN: 978-0-13-715455-5 **REQUIRED**

Fillmore, Lily Wong & Catherine E. Snow (2000) "What Teachers Need to Know About Language." Available online as a free download. **REQUIRED**

Larsen-Freeman, Diane & Marti Anderson (2011) *Techniques and Principles in Language Teaching* (3rd ed.). Oxford: University Press. ISBN 978-0194423601  
**REQUIRED**

*You can check out [www.chegg.com](http://www.chegg.com) for information on textbook rentals.*

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**Extended Reading**

Students come to our schools from almost every country in the world, bringing with them an

enormous variety of language experiences, belief systems, and behavioral patterns. Such variety in linguistic and cultural background presents many challenges and offers many opportunities. Your *Extended Reading* text, ***Not for ESOL Teachers*** by Eileen N. W. Ariza, examines the relationship between language use, instructional activities, and the development of language and literacy in multilingual and multicultural settings. While reading the text you should think carefully about your beliefs and attitudes about your own language and about the language of others who live around you. Being aware of your beliefs and attitudes will help you become more tolerant of the variation in language use from one individual to the next and from one group to the next. It will also help you better understand the change that language constantly undergoes in personal and social use. The ability to recognize and value variation and change, constants in all human processes, is at the heart of a mature perspective on any of those processes.

I would suggest you begin reading *Not for ESOL Teachers* at the latest by mid-term. Of course you can begin earlier if you wish. Questions from the book will appear on the last *Quiz* and the *Final Examination*. It's a fascinating read, and it will open your eyes to the real situation regarding language and culture in the ESOL classroom. Enjoy!

**Communication:  
Virtual Office and  
e-mail**

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Please post class- and materials-related questions in the *Virtual Office* so all students can benefit from your question and (I hope) my answer. I normally check the *Virtual Office* on a daily basis except Sunday.

Private matters (such as grade questions) should be taken care of by e-mail.

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**Grading policy**

First and foremost, I want to make it clear that this is not a correspondence course in which you work at your own pace to complete assignments and examinations. This is a paced, on-line course in which you will be expected to read and complete assigned work according to given deadlines. It is my policy not to accept late work. I will give you what I consider ample time to complete your readings and discussions, so I expect work to be turned in on time. Work that is late will receive a zero. Make it a habit, however, not to wait until 11:59 to turn in an assignment because it takes a few minutes for eCollege to log in your assignment. You should turn in your work well ahead of the deadline. If you have any questions about this policy, please send them to the Virtual Office. ***Nota Bene: No work for extra credit will be given.*** Following is a breakdown of the components of grades:

100	Mid-Term Examination
100	Final Examination
60	Quizzes
40	Discussions
300	<b>Total</b>

  

A	270-300
B	240-269
C	210-239
D	180-209
F	179 & below

***Nota Bene:*** No grades of ***Incomplete*** will be given in English 457-01W for Fall 2011.

**Discussion Guidelines**

In conducting a Discussion, please keep in mind the ***Discussion parameters:***

Please submit no more than two postings. The first one should be a question about, a reaction to or a personal example of something in the Discussion prompt, the Chapter for the week, or the week's Chapter Overview. This should be about 200 to 300 words in length (minimum 200, maximum 300). The second posting should be your reaction to another classmate's posting. This second posting should be about 100 words minimum and 200 words maximum.

Putting what we want to say in briefer form is actually much harder than writing with no length limit. Graded Discussions will run from Wednesday to Sunday midnight on weeks they are assigned.

There are a number of reasons why I am asking that you follow these instructions. **One**, as I stated above, is that it's more of a challenge in writing to put what we want to say in condensed form than it is to write without limits. We all need to learn how to write in this manner because it's the way writing often takes place in the "real" world. **Two**, if there are no limits, then there is too much material being posted and it is impossible for us to have a true discussion, i.e. reacting to what someone else has posted. **Three**, I also want to take part in the discussions, but if there are too many ideas, questions, queries, it's impossible to keep up. I jump in selectively because I want you too to react to your classmates' questions, and we generate plenty of questions by keeping within the limits. And **Four**, these parameters keep in check those of us who tend to be too loquacious.

If you do not follow the above instructions, points will be deducted from your Discussion mark for that week. Happy Talking!! rjb

#### Open Discussions

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In this class we shall also have **Open Discussions**. This is a place for you to express opinions, ask questions and make comments in general about the readings. **Open Discussions** are not graded and it is not mandatory that you participate (unlike **Discussions** which are assignments and graded). **Discussion Guidelines** do not apply to **Open Discussions**, i.e. you may contribute as much as you desire (but see Netiquette).

Feel free in an **Open Discussion** to make your own contribution, to respond to another classmate's contribution or to answer another classmate's question. Remember too that rules of Online Courtesy apply in both **Open Discussions** as well as **Discussions**.

Student Technical  
Support & Library  
Access

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#### **Contacting eCollege for Technical Support:**

**The following support options are available 24**

## **hours a day / 7 days a week:**

- **Help: Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)**
- **Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.**
- **Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.**
- **Email: [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege Technical Support Representative.**

## **Contacting Your Instructor:**

**If you have questions pertaining to the content of this course (e.g., questions about an exam, course due dates, grades, etc.), please contact me through the "Virtual Office." If you have a question about grades or a private matter, please use e-mail.**

### **STUDENT SUPPORT SERVICES:**

**eCollege Technical Concerns:** Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week. by sending an email directly to [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org). You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511 or 720-920-6656 (direct), or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

**Course Concerns:** If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact your instructor via email, through the "Virtual Office," or during office hours.

**Other Questions/Concerns:** Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with

questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

**Student Code of Conduct:** The A&M-Commerce Student Guidebook (page 55) details student rights and explains grievance procedures. The guidebook includes the Student Code of Conduct.

### **eCollege Technical Concerns:**

Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week, by sending an email directly to [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org). You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511 OR 720-920-6656. The eCollege Helpdesk may also be reached through Chat by clicking on the 'Help' link at that top of this page, and then clicking on the 'Contact Help Desk' link.

### **Accessing Library Databases & Tutorials::**

To access the Library databases and Library tutorials you must open a separate browser session. Minimize your eCollege session and open another browser window going to the Library's web site directly: <http://www.tamuc-commerce.edu/library> not from within eCollege.

Currently enrolled

students wanting to access databases from abroad:

1. Install the VPN client software from: <https://vpn.tamu-commerce.edu>.

2. Open the installed VPN application and enter personal login information as follows:

**Login:** student\<(your CWID) (Example: student\12345678)

**Password:** (enter your myLeo password)

**Plagiarism and Academic Dishonesty**

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Plagiarism is the presentation of the words or ideas of another person as your own. This will result in failure for the work plagiarized and possibly a failure in the course. Be sure to give credit in your papers for all borrowed language and ideas. I will assume that you are able to distinguish scholastic use of sources and cooperative work with your classmates from plagiarism and other forms of academic dishonesty. If you have any questions, however, please speak to me. No level of dishonesty is acceptable. (For further information please see the *Academic Honesty* statement of the Department of Literature and Languages below.)

Department of Literature and Languages

Texas A&M University-Commerce

Policy #12

April 28, 2003

ACADEMIC HONESTY

Preamble. Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. Faculty members are expected to employ

teaching practices that encourage academic honesty.

1. Academic Dishonesty Defined. Texas A&M University-Commerce defines “academic dishonesty” in the following way (Procedure A13.12 “Academic Honesty”):

Academic dishonesty includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

2. “Plagiarism” Further Specified. The Department of Literature and Languages builds on the university definition of “plagiarism,” given in 1, in the following manner (taken from “Defining and Avoiding Plagiarism: The WPA [Council of Writing Program Administrators] Statement on Best Practices,” undated, pages 1-2, 12 March 2003.

<<http://www.ilstu.edu/~ddhesse/wpa/positions/WPAplagiarism.pdf>>):

Plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. [. . .] Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

3. “Collusion” Further Specified. Collusion specifically includes selling academic products. According to the Texas Penal Code (Title 7 Offenses Against Property, Chapter 32 Fraud, § 32.50 Deceptive Preparation and Marketing of Academic Product), an “academic product” means a term paper, thesis, dissertation, essay, report, recording, work of art, or other written, recorded, pictorial, or artistic product or material submitted or intended to be submitted by a person to satisfy an academic requirement of the person.”

The Texas Penal Code also specifies that person commits a Class C misdemeanor offense “if, with intent to make a profit, the person prepares, sells, offers or advertises for sale, or delivers to another person an academic product when the person knows, or should reasonably have known, that a person intends to submit or use the academic product to satisfy an academic requirement of a person other than the person who prepared the product.”

4. Responsibility. Matters of academic dishonesty are handled initially by the instructor. If the instructor feels the problem warrants more attention, it should then be pursued through the department head. If the department head and instructor wish, it should be brought to the attention of the dean of the college for study and review before being referred to the University Discipline Committee (adapted from Texas A&M University-Commerce Procedure A13.04, “Plagiarism”).

Instructors may also choose to refer cases directly to the University Discipline Committee (Texas A&M University-Commerce Code of Student Conduct 6.a[2]).

5. Statement for Course Outlines. Instructors of record in the Department of Literature and Languages are required to include an Academic Honesty statement in all course outlines. The following language is suggested for that statement:

*Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise.*

*Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3])*

6. This Policy supersedes Department of Literature and Languages Policy #12, “Plagiarism,” dated October 10, 1990, and will be effective until further notice.

7. The Head of the Department of Literature and Languages is responsible for maintaining this policy current.

Gerald Duchovnay, Head, Department of Literature and Languages

April 28, 2003

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**Late Work Policy**

*No late work will be accepted.* No exceptions. Work should be submitted by midnight, Central time, on the due date that is given in the Week's assignment.

Examinations should also be submitted during the time frame specified for each. No exceptions. Failure to submit an examination on time will result in a zero grade.

That having been said, if, because of unforeseen circumstances, you are experiencing problems turning in your work on time, please alert me *before* the due date.

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**Drop Course Procedure**

**Drop Course Procedure:**

A student may now drop a course by logging into their myLEO account. After logging into the myLEO account click on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page. The student will then select the class they wish to drop along with the reason for dropping the class. Once the drop request is completed by the student it will then be routed to the instructor for approval.

Upon instructor approval the student drop request will be sent to the Office of the Registrar for processing. A student may access myLEO to view their drop and they should also receive an email notification to their myLEO email.

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**Online Courtesy (Netiquette)**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Student's Guidebook*, Policies and Procedures, Code of Student Conduct)

I expect that students will exhibit courtesy toward others in this

online class. Courtesy means not engaging in online rudeness or refusing to focus on group or class discussions. Courtesy means engaging in such behaviors such as paying careful attention to others in discussions, accepting that various points of views can be valid, and treating others as you wish to be treated.

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**Teacher Certification.** If you are seeking teacher certification in English, Spanish or ESL, you must pass the TExES, the state's certification examination. The TExES Preparation guides describing the English (#117, #131) and the ESL (#154) exams may be downloaded at

<http://www.texas.com>

Dates for the exam as well as university registration deadlines are available at the A&M-Commerce Educator Certification website: <http://excet.tamu-commerce.edu/registration.htm>. Additional information regarding teacher certification in English, ESL, and Spanish is available in the main office of the Department of Literature and Languages, at

<http://faculty.tamu-Commerce.edu/bolin/>

or from the following faculty advisors: Ms. Dottie McIntyre (English Adviser), Ed North 220, Telephone 903-886-5778, [Dottie\\_McIntyre@tamu-commerce.edu](mailto:Dottie_McIntyre@tamu-commerce.edu); Dr. Robert J. Baumgardner (ESL Adviser), HL 116, Telephone 903-886-5254, [Robert\\_Baumgardner@tamu-commerce.edu](mailto:Robert_Baumgardner@tamu-commerce.edu); Dr. Inma Lyons (Spanish Adviser), HL 221, 903-886-8774, [Inma\\_Lyons@tamu-commerce.edu](mailto:Inma_Lyons@tamu-commerce.edu).

(see also *Major Policies* below).

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### **MAJOR POLICIES** *English as a Second Language (ESL)*

The ESL TExES differs from all other TExES exams in the Department of Literature and Languages. ESL is not a stand-alone certification; rather, it is an endorsement or add-on certification. Students may be working on an ESL endorsement as undergraduates, as graduate students, or under an emergency permit. However, because ESL is NOT a certificate, no distinctions between these groups of students is necessary.

Additionally, because of the nature of the ESL TExES, students may be approved to take the ESL along with another TExES test. This exemption applies ONLY to the ESL TExES.

The ESL Advisor is Dr. Robert Baumgardner. Contact information for Dr. Baumgardner:

Office: HL 116

Telephone: 903-886-5254

Email: Robert\_Baumgardner@tamu-commerce.edu

Students must meet with the ESL Advisor for evaluation and review of courses. Because so few students take the ESL TExES in any given year, regularly scheduled workshops are not available.

### Course Requirements

Undergraduate students are expected to take the undergraduate courses. Students enrolled in the Graduate ESL Endorsement program are expected to take the graduate courses. Emergency permit students may choose whichever courses(s) best fit their schedules.

Undergraduate	Graduate
English 301 or 331	English 501 or 555
English 358	English 558
English 457	English 557
English 462	English 562

### "At Risk" Criteria

Students must earn a "B" grade or above in three of the four required courses. Students who have earned more than one "C" grade are considered to be at risk and may have to re-take a course or courses.

ESL practice test manuals are available from the Literature and Languages Main Office, HL 141. The manual is also available in electronic format at:

<http://www.tea.state.tx.us/teks>

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**Students with Disabilities:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services  
Texas A&M University-Commerce**

**Gee Library**

**Room 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)

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