ENG 457 Teaching ESL
Fall 2015
Tuesday 4.30-7pm
EDS101/MPLX120

Instructor: Dr. Lucy Pickering
Office Location: HL 308/HL 307
Office Hours: Tuesday 2-4pm; Thursday 2-3pm; By Appt
Office Fax: 903-886-5980
University Email Address: lucy.pickering@tamuc.edu

COURSE INFORMATION

Materials

Textbook(s) Required:


Additional Readings maybe uploaded to the Electronic Course Shell

Course Description:

This course encompasses both methodological and student management issues in TESOL teaching. On completion of the course you will (1) be familiar with current classroom practice and theory in ESL teaching; (2) be able to use this knowledge to plan appropriate instruction for a variety of L2 learners and teaching situations; (3) become familiar with the linguistic systems of English that comprise the content area for ESL teaching. This is an introductory level course and no background in this area is required.

Student Learning Outcomes:

1. Applies basic principles of ESL/EFL language teaching methodology: This is a key component of the assignments and students will demonstrate their ability to apply these basic principles in their thought-in-action lesson plans completed throughout the semester.

2. Demonstrates knowledge of linguistic systems of English: Through their assignments, students are required to demonstrate an increased awareness of the structure and
function of linguistic systems in English. This will be facilitated through course reading &
jigsaw assignments.

3. Demonstrates knowledge of the history of ESL methodology and appropriate
terminology. This is a key component of the class reading and discussion and will be
thoroughly reviewed in the midterm and final exam.

**COURSE ASSESSMENT & INSTRUCTION**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam (take-home)</td>
<td>20%</td>
</tr>
<tr>
<td>Thought-in-Action Lesson plans (3)</td>
<td>30%</td>
</tr>
<tr>
<td>Method Schema (10)</td>
<td>20%</td>
</tr>
<tr>
<td>Jigsaw Classroom Presentation (1)</td>
<td>15%</td>
</tr>
<tr>
<td>Classroom Participation</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>89-80</td>
<td>B</td>
</tr>
<tr>
<td>79-70</td>
<td>C</td>
</tr>
<tr>
<td>69-60</td>
<td>D</td>
</tr>
<tr>
<td>59 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

**Notes on Assignments:**

In order to complete this class successfully, you are required to fulfill all assignments and attend
all weekly meetings. The two major assignments in addition to your exams address two crucial
areas: 1) Being an ESL learner: What your learners are thinking/struggling with as they move
forward in their English language learning; and 2) What you need to know in terms of your
content area, i.e., the English language! We will use *experiential learning* to work with these
areas; in other words, you will *experience* working with language and *experience* working on
presentations for your colleagues on different aspects of English grammar.

**Jigsaw Classroom Presentations:**

The jigsaw classroom is a cooperative learning technique with a three-decade track of
increasing positive educational outcomes. Just as in a jigsaw puzzle, each piece – each
student’s part – is essential for the completion and full understanding of the final product. As
each student’s part is essential, then each student is essential; and that is what makes this
strategy so effective (taken from [http://www.jigsaw.org/overview.htm](http://www.jigsaw.org/overview.htm)).
In this instantiation of jigsaw learning you will be working in small groups of three within or
across campuses. Each group will present one aspect of English grammar/vocabulary
(using Powerpoint). Each group will be responsible for one presentation. I will work with each
group if/when they request help. We will discuss the format in class.

**Thought-in-Action Lesson plans:**
These lesson plans derive from your textbook on Techniques in Language Learning. You will choose one of the methods we have covered and complete a lesson plan that links the thought, beliefs, attitudes, values and awareness with action in the classroom. Each of your lesson plans will respond directly to the principles that guide the method you have chosen. This assignment is an opportunity for you to closely reflect on your teaching practice, specifically, how your own beliefs and ‘maxims’ guide your teaching practice. Each of you will produce three lesson plans. We will discuss the format in class.

Methods' Schemata
Each of you will fill a schema for each one of the method we study. Each schema will contain the name of the method, its main principles, the pros and cons with your explanations, and you notes or ideas. The schema can look like the one below.

<table>
<thead>
<tr>
<th>Method</th>
<th>Main principles</th>
<th>Pros and why they are pros</th>
<th>Cons and why they are cons</th>
<th>My notes and ideas</th>
</tr>
</thead>
</table>

At the end of the semester, you’ll have a scheme with as many rows as methods you studied. It will be useful to you both to have a quick overview of all the methods and to figure out what are the principles and activities you want to include in your classroom practice. These schema are due each week from weeks 3-13 (i.e., every time we look at a new teaching method. They are due by 10am on the day of class (Wednesday).

Format for the final exam will be discussed prior to the assigned date.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Attendance Policy

Attendance is required and will be taken at each class. Missing classes will result in a grade penalty. Excessive tardiness can be penalized as an absence. The university has no policy for “excused absences” except for university sanctioned events,

Grievance Procedure:

Students who have concerns about this course or the instructor should speak first to the instructor about those concerns. If the student is unsatisfied with the outcome of that conversation, the next person in the chain of command is the Chair of the Department, Dr. Hunter Hayes. Students should contact him via e-mail at Hunter.Hayes@tamu.edu.

Academic Honesty

The official departmental policy: “Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonestly. 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])
Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "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.

**Statement on behalf of students with disabilities**

**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@tamuc.edu

**Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

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**COURSE OUTLINE**

(Schedule is flexible and subject to change)

**Week 1 Introduction**

9/1 Course/Student Introductions

**Week 2**

9/8 L-F & A: Chapter 1 & 14  
**F&S: pp. 1-12**

**Week 3**

9/15 L-F & A: Chapter 2

**Week 4**

9/22 L-F & A: Chapter 3
Week 5
9/29  L-F & A: Chapter 4
       Jigsaw Presentation (1):
       Thought-in-action Lesson Plan (1) Due

Week 6
10/6   L-F & A: Chapter 5
       F&S: pp. 20-25

Week 7
10/13  L-F & A: Chapter 6
       Jigsaw Presentation (2):

Week 8 Dr. Pickering at AAAL meeting in Florida
10/20  Midterm Review – Online Content

Week 9
10/23  L-F & A: Chapter 7
       Jigsaw Presentation (3):
       F&S: pp. 25-32
       Thought-in-Action Lesson Plan (2) Due

Week 10
10/27  L-F & A: Chapter 8
       Jigsaw Presentation (4)

Week 11
11/3   L-F & A: Chapter 9
       Jigsaw Presentation (5):
       F&S: pp. 32-41

Week 12
11/10  L-F & A: Chapter 10
       Jigsaw Presentation (6):

Week 13
11/17  L-F & A: Chapter 11
**Jigsaw Presentation (7)**
**Thought in Action Lesson Plan (3) Due**

**Week 14 ThanksGiving**

11/24  Online Content
L-F & A: Chapter 12

**Week 15**
12/3  L-F & A: Chapters 13 & 15
Jigsaw Presentation (8)

Take-home final exam handed out

**Take-Home Final Exam Due: Tuesday December 15th**

I. **RUBRIC FOR EXAM:**

<table>
<thead>
<tr>
<th>Student Work Demonstrates…</th>
<th>Meets or exceeds all criteria (90-100%)</th>
<th>Work makes a clear attempt to meet all criteria (80-89%)</th>
<th>Work makes a clear attempt to meet some but not all criteria (70-79%)</th>
<th>Work fails to meet most of criteria (69-60%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Meets maximum content guidelines required for a full response</td>
<td>Most of responses meet maximum content guidelines required for a full response</td>
<td>Minimal content</td>
<td>Minimal or some incorrect content</td>
</tr>
<tr>
<td>Structure</td>
<td>All prose meets the requirement of consecutive sentences in a paragraph/essay format</td>
<td>Most of prose meets the requirement of consecutive sentences in a paragraph/essay format</td>
<td>Some of prose does not meet requirement (e.g. uses bullet points or lists)</td>
<td>Most of prose does not meet requirement (e.g. uses bullet points or lists)</td>
</tr>
<tr>
<td>Timeliness</td>
<td>Is handed in on time</td>
<td>Is handed in on time</td>
<td>Is handed in late</td>
<td>Is handed in late</td>
</tr>
<tr>
<td>Length</td>
<td>Meets or exceeds length requirement</td>
<td>Meets length requirement</td>
<td>Does not meet length requirement</td>
<td>Does not meet length requirement</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Well written, is in standard academic English, grammatically</td>
<td>Fairly well written, is mostly in standard academic</td>
<td>Not well written, fails to meet standards of academic English, some</td>
<td>Badly written, many grammatical errors, fails to meet standards</td>
</tr>
<tr>
<td></td>
<td>accurate</td>
<td>English, few grammatical errors</td>
<td>grammatical errors of academic English</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>----------</td>
<td>----------------------------------</td>
<td>---------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>

II. RUBRIC FOR JIGSAW PRESENTATIONS:

<table>
<thead>
<tr>
<th>Student Work Demonstrates…</th>
<th>Meets or exceeds all criteria (90-100%)</th>
<th>Work makes a clear attempt to meet all criteria (80-89%)</th>
<th>Work makes a clear attempt to meet some but not all criteria (70-79%)</th>
<th>Work fails to meet most of criteria (60-69%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jigsaw Requirement</td>
<td>Transitions between sections of the presentation are well established</td>
<td>For the most part, transitions between sections of the presentation are well established</td>
<td>For the most part, transitions between sections of the presentation are not established</td>
<td>Transitions between sections of the presentation are not established</td>
</tr>
<tr>
<td>Content</td>
<td>Each section of the presentation addresses material creatively &amp; appropriately</td>
<td>For the most part, each section of the presentation addresses material creatively &amp; appropriately</td>
<td>In most cases, each section of the presentation fails to present material creatively &amp; appropriately</td>
<td>Consistently, each section of the presentation fails to present material creatively &amp; appropriately</td>
</tr>
<tr>
<td>Presentation</td>
<td>Presentation conducted professionally and fluently</td>
<td>Most of presentation conducted professionally and fluently</td>
<td>Much of presentation is not conducted in a professional and fluent manner</td>
<td>Presentation is not conducted in a professional and fluent manner</td>
</tr>
<tr>
<td>Timeliness</td>
<td>Is presented on due date</td>
<td>Is presented on due date</td>
<td>Is not presented on due date</td>
<td>Is not presented on due date</td>
</tr>
<tr>
<td>Citations¹</td>
<td>All citations to published material are included and written in APA format</td>
<td>The majority of citations to published material are included and written in APA format</td>
<td>Many of the citations to published material are not included or inappropriately formatted</td>
<td>In general, citations to published material are not included or inappropriately formatted</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Well written, is in standard academic English, grammatically</td>
<td>Fairly well written, is mostly in standard academic</td>
<td>Not well written, fails to meet standards of academic English, some</td>
<td>Badly written, many grammatical errors, fails to meet standards</td>
</tr>
</tbody>
</table>

¹ NOTE: This includes online material
### III. RUBRIC FOR LESSON PLANS:

<table>
<thead>
<tr>
<th>Student Work Demonstrates…</th>
<th>Meets or exceeds all criteria (90-100%)</th>
<th>Work makes a clear attempt to meet all criteria (80-89%)</th>
<th>Work makes a clear attempt to meet some but not all criteria (70-79%)</th>
<th>Work fails to meet most of criteria (60-69%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Method (e.g., how does your lesson plan meet the principles underlying the method?)</td>
<td>All 10 questions are adequately addressed in the discussion of the lesson plan</td>
<td>For the most part, all 10 questions are adequately addressed in the discussion of the lesson plan</td>
<td>Most of the 10 questions are not adequately addressed in the discussion of the lesson plan.</td>
<td>All 10 questions are not addressed in the discussion of the lesson plan.</td>
</tr>
<tr>
<td>Content (e.g. each element of the lesson plan is included: Rationale; objectives; student &amp; teacher activities; materials; timing; assessment.)</td>
<td>All elements of the lesson plan are addressed fully &amp; appropriately</td>
<td>For the most part, all elements of the lesson plan are addressed fully &amp; appropriately</td>
<td>In most cases, all elements of the lesson plan are not addressed fully &amp; appropriately</td>
<td>In each case, elements of the lesson plan are not addressed fully &amp; appropriately</td>
</tr>
<tr>
<td>Timeliness</td>
<td>Is presented on due date</td>
<td>Is presented on due date</td>
<td>Is not presented on due date</td>
<td>Is not presented on due date</td>
</tr>
<tr>
<td>Citations²</td>
<td>All citations to published material are included and written in APA format</td>
<td>The majority of citations to published material are included and written in APA format</td>
<td>Many of the citations to published material are not included or inappropriately formatted</td>
<td>In general, citations to published material are not included or inappropriately formatted</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Well written, is in standard academic English, grammatically accurate</td>
<td>Fairly well written, is mostly in standard academic English, few grammatical errors</td>
<td>Not well written, fails to meet standards of academic English, some grammatical errors</td>
<td>Badly written, many grammatical errors, fails to meet standards of academic English</td>
</tr>
</tbody>
</table>

² NOTE: This includes online material
<table>
<thead>
<tr>
<th>grammatical errors</th>
<th>errors</th>
<th>English</th>
</tr>
</thead>
</table>