ENG 657.01W: TESOL Methods II
COURSE SYLLABUS: SPRING 2016

Instructor: Dr. Dongmei Cheng (Assistant Professor of Linguistics)
Office Location: Hall of Languages 116
Office Hours: Face/Face: Monday & Wednesday 2:00-3:30 or by appointment
            Online: Daily
Office Phone: 903-886-5254
Office Fax: 903-886-5980
University Email Address: dongmei.cheng@tamuc.edu

Students are welcome to attend face/face office hours. I will check the Virtual Office during my online office hours. Questions posted in the Virtual Office will be answered within 24 hours (M-F). If you would like to see me in office at a different time, please email me to set up an appointment. I check my email several times a day during the week and at least one a day on weekends.

COURSE INFORMATION

Required Textbooks:


Additional Text Required:
Publication Manual of the American Psychological Association (6th edition). Those of you who are not familiar with APA style which is required in the discipline of TESOL/applied linguistics, need to purchase a copy of this manual for research papers and annotated bibliography. You should obtain this book from booksellers of your choice.

Course Description:

This is the second course in a two-course sequence designed to prepare individuals to become teachers of ESOL. It has two core components: material development and language assessment. The course is designed for MA students who are primarily practitioners. Students will engage in the following activities:

Syllabus/schedule subject to change
1. Examining fundamental principles guiding successful second language material development and assessment.
2. Selecting, reading, and critically analyzing and assessing second language materials and resources (i.e., textbooks, electronic resources, instructional medium, and computer technology).
3. Developing provisional materials for a real or imagined language courses.
4. Preparing and evaluating the materials for a sample lesson as well as teaching a portion of it to a group of students, and
5. Preparing and evaluating test samples for a real or imagined language course.

This course is 3 credit hours (0 lab hours). Prerequisite: TESOL Methods I or instructor approval.

**Student Learning Outcomes**

1. Students will develop a solid understanding of the core issues in second language material development and assessment through reading critically, discussing, and evaluating existing language teaching materials and assessment tools.
2. Students will have the ability to design their own materials and assessment tools for specific teaching contexts and purposes.

**COURSE REQUIREMENTS**

**Assessments:**

Each student's performance in the following areas will determine the student's grade for this course:

**Discussions (30%):** The weekly discussions provide opportunities for you to interact with your classmates to discuss key concepts and terms targeted in the course readings. You are expected to be present in a discussion on at least three different days before the due date/time. In other words, you should be engaged throughout the discussion- not simply posting comments and replies at the very end of the discussion. You are also expected to make a minimum number of comments and replies to your classmates’ comments for every discussion. The specific requirements are provided in the description for each discussion assignment.

**Annotated bibliography (20%):** You are expected to compile an annotated bibliography of at least 10 sources published since 2000 related to either TESOL materials and resources development or second language assessment. Each entry should briefly summarize the source material before moving into reaction and critique. Each entry must be headed by accurate APA reference information. Include with your annotated bibliography a five to seven page paper articulating the major trends in the research. The focus of this paper might be on principles and procedures of material development and assessment, current trends and questions, problems, researcher/subject relationships, historical evolution of the field’s understanding of the phenomenon you are addressing, or any other connection you can reasonably draw among the sources you have reviewed. Full texts of your bibliography entries should be made available electronically to your instructor.
Term paper (20%): This paper should be about six to eight pages on material development or ESL assessment. Your choice this time should be dependent on your choice of the annotated bibliography. For example, if your annotated bibliography is on material development, your paper must be on assessment.

For a paper on material development, you are expected to select, read, and critically analyze and evaluate one or two ESL textbooks, electronic resources, computer software/app, or other course materials and resources in one teaching area such as reading, writing, listening, speaking, vocabulary, grammar, pragmatics, etc. If you choose to work on assessment, you are expected to select and evaluate a set of tests designed for or used as a sequence for a particular ESL class or a standard test (e.g., TOEFL, ELTS, etc.). Your analysis should be informed by the readings we do in class and at least four additional sources of research.

Micro-teaching (10%): You are expected to teach 10-15 minutes of a selected unit from a syllabus you prepare to a real/imagined group of ESL students. If you are currently teaching or have access to a classroom, you will video-record yourself in the classroom. If you don’t have access to a real group of ESL learners, you can video-record yourself while pretending to teach an imagined group of ESL students. In this mini-teaching presentation, you need to demonstrate how you use one material (e.g., an instructional handout, a PPT/prezi, etc.) and one assessment tool (e.g., a paired interview task, a writing task, etc.) you have developed. You will upload your micro-teaching video to the site required by your instructor. More details will be provided later.

Final portfolio (20%): You are required to submit to me a portfolio that includes a syllabus from which your micro-teaching unit is taken, a set of self-developed materials for teaching this unit, two self-developed means of assessment, and a two to three page reflective essay in which you discuss the effectiveness of the material and assessment means. Your discussion must be informed by the readings we do in class.

Student Responsibilities:
- You are responsible for familiarizing themselves with the syllabus and all course instructions found in the online course platform.
- You are responsible for reading/watching all print and online resources assigned to you each week.
- You are responsible for completing and submitting all assignments online.
- You are responsible for contacting the professor via the Virtual Office or email regarding questions on assignments PRIOR to the due date.
- You are expected to complete all assignments on time, as no late assignments are accepted. All work not submitted on time will receive a grade of 0. In addition, makeup and extra credit assignments are not available.

GRADING

Scale used to compute final letter grades:
A: 90-100%  B: 80-89%  C: 70-79%  D: 60-69%  F: 59%-Below
IMPORTANT INFORMATION FOR THIS ONLINE COURSE

Work Week:
Our work week runs from Monday at 12am to Sunday 12pm. All weekly activities must be received by Sunday at 12 pm.

Online Participation:
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 discussion. Courtesy means engaging in such behaviors such as listening carefully to others, accepting that various points of views can be valid, maintaining a focus on the discussion in hand and treating others as you wish to be treated. Online courtesy requires meeting some different standards than face/face situations: a good guide to Netiquette can be found at: http://www.albion.com/netiquette/

ACCESS AND NAVIGATION

Pearson Learning Studio (eCollege) Access and Log in Information:
This course will be facilitated using Pearson Learning Studio (eCollege), the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: http://www.tamuc.edu/myleo.aspx.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to Pearson Learning Studio (eCollege), click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

Pearson Learning Studio (eCollege) Student Technical Support:
Texas A&M University-Commerce provides students technical support in the use of Pearson Learning Studio (eCollege). The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on ‘Live Support’ on the tool bar within your course to chat with a Pearson Learning Studio (eCollege) Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson Learning Studio (eCollege) Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with Pearson Learning Studio (eCollege) Technical Support Representative.

Help: Click on the ‘Help’ button on the toolbar for information regarding working with Pearson Learning Studio (eCollege) (i.e. how to submit to dropbox, and how to post to discussions, etc.)

For assistance with the library: To access the Library databases and tutorials click on the Library link under Course Home or minimize your Pearson Learning Studio (eCollege) session
and open another browser window going to the Library's web site directly, at the following link: http://www.tamuc.edu/library, not from within Pearson Learning Studio (eCollege).

myLeo Support:
Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at https://leo.tamuc.edu.

Policy for Reporting Problems with Pearson Learning Studio (eCollege):
Should students encounter Pearson Learning Studio (eCollege)-based problems while submitting assignments/discussions/comments/exams, the following procedure MUST be followed:
1. Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511.
2. Students MUST file their problem with the helpdesk and obtain a helpdesk ticket number.
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number.
4. At that time, I will call the helpdesk to confirm your problem and follow up with you.

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the help desk. You are strongly encouraged to check for compatibility of your browser BEFORE the course begins and to take the Pearson Learning Studio (eCollege) tutorial offered for students who may require some extra assistance in navigating the Pearson Learning Studio (eCollege) platform. ONLY Pearson Learning Studio (eCollege)-based problems are legitimate.

Internet Access:
An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

Learner Support:
Go to the following link One Stop Shop- created to serve you by attempting to provide as many resources as possible in one location.
Go to the following link Academic Success Center- focused on providing academic resources to help you achieve academic success.

UNIVERSITY PROCEDURES/POLICIES

Academic Honesty Policy:
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.

**ADA Statement (for Student 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

**Non-Discrimination Statement:**
A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

**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).

**Student Grievance Procedure:**
Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Department Head or Assistant Department Head by completing a Student Grievance Form (available in the main office, HL 141). In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult University Procedure 13.99.99.R0.05 (“Student Appeal of Instructor Evaluation”).
## COURSE OUTLINE

*Note: Schedule is flexible and subject to change.*

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<th>WEEK</th>
<th>TOPIC/ASSIGNED READING</th>
<th>ACTIVITIES/ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Week 1 (1/19-1/24)</td>
<td>Introduction of the course &amp; material development T Part A Data collection and material development</td>
<td>Discussion posts</td>
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<tr>
<td>Week 2 (1/25-1/30)</td>
<td>T Part B The process of material writing</td>
<td>Discussion posts</td>
</tr>
<tr>
<td>Week 3 (2/1-2/7)</td>
<td>T Part C The process of materials evaluation</td>
<td>Discussion posts</td>
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<tr>
<td>Week 4 (2/8-2/14)</td>
<td>T Part D The electronic delivery of materials</td>
<td>Discussion posts</td>
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<tr>
<td>Week 5 (2/15-2/21)</td>
<td>T Part E Ideas for material development; Start annotated bibliography assignment</td>
<td>Discussion posts</td>
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<tr>
<td>Week 6 (2/22-2/28)</td>
<td>Introduction of language assessment B &amp; A Chapter 1 Assessment concepts and issues</td>
<td>Discussion posts</td>
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<td>Week 7 (2/29-3/6)</td>
<td>B &amp; A Chapter 2 Principles of language assessment</td>
<td>Discussion posts</td>
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<tr>
<td>Week 8 (3/7-3/13)</td>
<td>B &amp; A Chapter 3 Designing classroom language tests Start term paper assignment</td>
<td>Discussion posts Annotated bibliography progress report</td>
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<td>Week 9 (3/14-3/20)</td>
<td>Spring Break—NO CLASS</td>
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<tr>
<td>Week 10 (3/21-3/27)</td>
<td>B &amp; A Chapter 4 Standard-based assessment B &amp; A Chapter 5 Standardized testing</td>
<td>Discussion posts</td>
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<td>Week 12 (4/4-4/10)</td>
<td>B &amp; A Chapter 7 Assessing listening</td>
<td>Discussion posts</td>
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<td>Week 13 (4/11-4/17)</td>
<td>B &amp; A Chapter 8 Assessing speaking</td>
<td>Discussion posts Annotated bibliography DUE</td>
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<td>Week 15 (4/25-5/1)</td>
<td>B &amp; A Chapter 10 Assessing writing</td>
<td>Discussion posts</td>
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<tr>
<td>Week 16 (5/2-5/8)</td>
<td>B &amp; A Chapter 11 Assessing grammar &amp; vocabulary Course conclusion &amp; final evaluation</td>
<td>Discussion posts Term paper DUE</td>
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<tr>
<td>Final Week (5/9-5/13)</td>
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<td>Micro-teaching &amp; Final portfolio DUE</td>
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