



**ENG 657.01W: TESOL Methods II
COURSE SYLLABUS: SPRING 2018**

Instructor: Dr. Dongmei Cheng (Assistant Professor of Applied Linguistics)
Office Location: Hall of Languages 116
Office Hours: Face/Face: Monday & Wednesday 11:00-12:30 or by appointment
Online: Daily
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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 weekdays. Emails sent over the weekend will be handled on the following Monday.

COURSE INFORMATION

Required Textbooks:

Brown, H.D., & Abeywickrama, P. (2010). *Language assessment: Principles and classroom practices*. (2nd Ed.). White Plains, NY: Pearson Education. (referred to as B & A in course outline below)

Tomlinson, B. (2nd Ed.). (2011). *Materials development in language teaching*. Cambridge: Cambridge UP. (referred to as T in course outline below)

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 your synthesis paper. 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

Communication: Virtual Office and Email

Please post questions about the course and materials in the **Virtual Office** under **Course Home** at the top of the navigation menu on the left so all students can benefit from your question and from answers by me and other students' answers. For individual questions, please send me an **e-mail**. While I have access to it, I won't normally check the **Student Lounge**, which is intended for interactions among the students of this course.

Submitting Papers:

Please place your papers (in Word document format: .doc or .docx) in the *Dropbox* specified for each paper. Late assignments (after the cut-off date) will not be graded and will receive a grade of zero. Assignments will not be accepted by e-mail.

Remember that your papers should be submitted using *Microsoft Word* (either PC or Mac). If you are using any other word processor, you must convert your files to MS Word or RTF (rich text format) before submitting them.

You are responsible for submitting a file I can read. If I can't read your first submission, I will alert you and give you the opportunity to correct the problem. After the first time, if you submit work that I cannot read, you will be given a zero on that assignment if the due date has passed.

In order to submit an assignment using the Dropbox, please follow the following steps:

1. Click **Dropbox** tab
2. Click **Submit an Assignment**
3. Select **Basket** (e.g. Prospectus & Bibliography)
4. Add **Attachments** (3 steps--Select File, Attach File, OK)
5. Add **Comments** (if any)
6. Verify that your Attachment is attached.
7. If all is OK, click **Submit**
8. If your Assignment was successfully submitted, you will see **OK**. (If you don't see OK, you need to identify the problem.)
9. Your assignment then goes to the **Outbox** of your Dropbox. Once it is graded, it will be back in your **Inbox**.

You are responsible for submitting your work correctly and on time. Please remember to put your name on all work you submit. Papers with no names will have two (2) points subtracted from the final grade.

Online Discussions:

You are required to participate in each week's online discussions, post your reply to each discussion topic and respond to your classmates' posts. I expect that students will exhibit courtesy toward others in these online discussions. Courtesy means NOT engaging in online rudeness or refusing to focus on 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/>

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. Therefore, at the beginning of each week, check all materials and assignments for that week, plan ahead, and ask any questions you might have. Don't log in for the first time in a given week on Sunday afternoon! It is my policy not to accept late work. I will give you what I consider ample time to complete your readings and assignments, so I expect work to be turned in on time. Work that is late will receive zero points. 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 contact me.

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 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.

Final e-portfolio (70%): Throughout the semester, you will compile a comprehensive electronic portfolio documenting your accomplishments in this advanced TESOL Methods course. To ensure the quality of this assignment, the different components of this e-portfolio will be due at different times. You will receive feedback from both the instructor and your colleagues on the different components of your portfolio.

The following are the components of the final e-portfolio and grade distributions:

- Part One: An **introduction** of your targeted student group and the background information of your class. This introduction needs to contain all necessary background information regarding your targeted student group for others to understand your material and assessment design. **(5%)**
- Part Two: A complete set of **self-developed materials** for a specified unit of language instruction. **(10%)**
- Part Three: Two different means of **self-developed assessment** tools utilized in your lessons. **(10%)**
- Part Four: A **synthesis paper** in which you argue for the effectiveness of your self-developed materials and assessment tools via referring to relevant literature. This paper needs to be 8-10 pages long, and you are required to cite at least 5 outside academic sources (primarily journal articles and book chapters, excluding TESOL textbooks) in this paper. **(20%)**
- Part Five: A **microteaching** presentation which includes your demo teaching of 15-20 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 embed your micro-teaching video in your final e-portfolio. **(10%)**
- Overall quality: This is referring to the **final product** of your e-portfolio. You are required to revise the different parts of your portfolio based on instructor and peer feedback. At the end of the semester, you will upload revised content from all parts,

together with your micro-teaching video to a designated e-platform (i.e., livebinders.com) for the final assessment. (15%)

Total Possible = **100%**
 (“No curve” grading scale / 100 percent possible, 90-100=A 80-89=B 70-79=C and so on. . .)

Late Assignment Policy:

No late work will be accepted. Work should be submitted by 11:59pm, Central time, on the due date that is given in the week's assignment. In a special circumstance with a valid excuse (which needs to be documented in paper and authorized), you may be granted with 24-hour grace period to complete your assignments.

If you are having difficulties completing your work, please let me know before the work is due.

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.**

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled browser. For PC users, the suggested browser is Google Chrome or Mozilla Firefox. For Mac users, the most current update of Firefox is suggested.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.

- A webcam and microphone are required for class presentations.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website.
[Browser Check](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset) http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (*version 17 or later*) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical) <https://secure.ecollege.com/tamuc/index.learn?action=technical>

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@tamuc.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.

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.

Tenets of Common Behavior statement:

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook)

Campus Concealed Carry statement:

Campus Concealed Carry -Texas Senate Bill -11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Nondiscrimination notice:

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.

Students with Disabilities information:

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:

Student Disability Resources & Services
 Texas A&M University-Commerce
 Gee Library, Room 162
 Phone (903) 886-5150 or (903) 886-5835
 Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

COURSE OUTLINE

Note: Schedule is flexible and subject to change.

Day	TOPIC/ASSIGNED READING	ASSIGNMENTS DUE BEFORE CLASS <i>(Writing assignments are due in eCollege at 11:59pm on the Sunday before class)</i>
Feb 5-11	Introduction of the course & material development T Part A Data collection and material development	
Feb 12-18	T Part A Data collection and material development Introduction to the final portfolio project <i>Start Final Portfolio Part One: Introduction</i>	Read T Part A (Chapter 2- 4)
Feb 19-25	T Part B The process of material writing	Read T Part B (Chapter 5- 7) <u>Final Portfolio Part One: Introduction Due (5%)</u>
Feb 26-Mar4	T Part C The process of materials evaluation <i>Start Final Portfolio Part Two: Self-developed Materials</i>	Read T Part C (Chapter 8-11)
Mar 5-11	T Part D The electronic delivery of materials	Read T Part D (Chapter 12-13)
Mar 12-18	Spring Break—NO CLASS	
Mar 19-25	T Part E Ideas for material development	Read T Part E (Chapter 14-17) <u>Final Portfolio Part Two: Self-developed Materials Due (10%)</u>
Mar 26-Apr 1	<i>Introduction of language assessment</i> B & A Chapter 1 Assessment concepts and issues B & A Chapter 2 Principles of language assessment <i>Start Final Portfolio Part Three: Self-developed Assessments</i>	Read B&A Chapter 1-2
Apr 2-8	B & A Chapter 3 Designing classroom language tests B & A Chapter 4 Standard-based assessment	Read B&A Chapter 3-5

	B & A Chapter 5 Standardized testing	
Apr 9-15	B & A Chapter 6 Alternative assessment B & A Chapter 12 Grading & Student evaluation	Read B&A Chapter 6 & 12
Apr 16-22	B & A Chapter 7 Assessing listening B & A Chapter 8 Assessing speaking B & A Chapter 9 Assessing reading	Read B&A Chapter 7-10 <u>Final Portfolio Part Three: Self-developed Assessments Due (10%)</u>
Apr 23-29	B & A Chapter 10 Assessing writing B & A Chapter 11 Assessing grammar & vocabulary <i>Start Final Portfolio Part Four: Synthesis Paper</i>	Read B&A Chapter 10 & 11
Apr 30-May 6	<i>Synthesis Paper Online Peer Review</i>	Final presentation (10%)
<u>Final Portfolio (All Four Parts) Due at 11:59pm, May 8th.</u>		