**Campbellsville University**

**TSL 660 Materials and Methods I**

**May 15 – July 5, 2017 (G5 2016-17)**

Professor: Andrea Giordano

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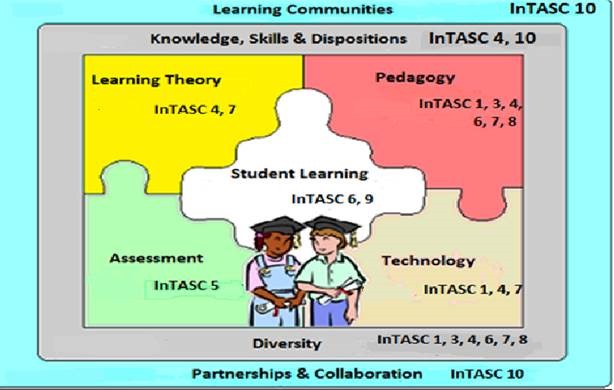
Credit hours: 3

Location: Online

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**“Empowerment for Learning”**

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**Course Description:**

This course is designed to give students practical hands-on experience in developing materials for teaching speaking, listening and pronunciation to English speakers of other languages. An overview of current approaches, issues, and practices in the teaching of English to speakers of other languages will be given.

**Required Text:**

Richard-Amato, Patricia A. (2010). *Making It Happen: From Interactive to Participatory Language Teaching: Evolving Theory and Practice* (4th ed.). White Plains: Pearson Longman.

When articles are provided as learning resources, you can find them by searching the library databases here: <http://www.campbellsville.edu/databases>

**Course Objectives:**

Upon completing this course, students should be able to:

* Understand historically and currently relevant language teaching approaches
* Research the history of teaching English to speakers of other languages, especially as it pertains to speaking, listening and pronunciation
* Write in-depth lesson plans
* Develop their own original speaking, listening and pronunciation materials and activities
* Teach lessons of speaking and listening

#### P-12 Alignment to State and National Standards: Teaching Standards

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Aligned with**  **Assessment**  **(point values)** | **Kentucky Teacher Standards** | **KTS Diversity Indicators** | **InTASC** | **ILA Standards** | **TESOL Standards** | **CAEP Advanced Standards for Teaching and Learning** |
| **Discussion Boards**  105 points (7 @ 15 pts) | 1.3, 1.5, 2.1, 4.1, 4.4, 5.2, 6.1-3 | 1.2, 3.3, 4.2 | 1.d-h, 2.g, i-k, 3.i, 3.l, 7.i-k, 8.l | 1.1, 2.1-2, 4.1-2, 5.1-3 | 1.a-b, 2.a, 2.e, 3.a-c | 1.A.1 |
| **Graded Assignments/**  **Journals**  140 points (7 @ 20 pts) | 1.3, 1.5, 2.1-4, 4.1-4, 5.2, 6.1-3 | 1.2, 3.3, 4.2 | 1.d-h, 2.g, i-k, 3.i, 3.l, 7.i-k, 8.l | 1.1, 2.1-2, 4.1-2, 5.1-3 | 1.a-b, 2.a, 2.e, 3.a-c | 1.A.1 |
| **Quizzes**  87 points | 1.3, 1.5, 2.1-4, 4.1-4, 5.2, 6.1-3 | 1.2, 3.3, 4.2 | 1.d-h, 2.g, i-k, 3.i, 3.l, 7.i-k, 8.l | 1.1, 2.1-2, 4.1-2, 5.1-3 | 1.a-b, 2.a, 2.e, 3.a-c | 1.A.1 |
| **Field Experience**  30 points | 1.3, 2.1-5, 3.1-3, 4.1-4, 5.2, 6.2, 9.1 | 1.2, 3.3, 4.2 | 1.g-h, 2.e, 2.i-j, 3.i, 3.l, 4.l-m, 5.e, 6.b, 7.b, 7.1, 8.h, 8.l | 2.1, 4.1, 5.2, 6.1 | 1.a-b, 2.a-b, 2.e, 2.g, 3.a-c, 4.c | 1.A.1, 2.3 |
| **Lesson Plan and Video**  100 points | 1.1-5, 2.1-5, 3.1-5, 4.1-5, 5.1-2, 5.6, 6.1-5, 7.1, 7.3 | 1.2, 3.3, 4.2, 6.3 | 1.b, 1.d-h, 2.a-b, 2.e-f, 2.1-o, 3.b-g, 4.h, 4.m, 5.e, 5.j, 6.b, 7.b-c, 7.j, 7.n, 7,q, 8.a-I, 8.l, | 2.1-3, 4.1-2, 5.2, 5.4 | 1.a-b, 2.a-b, 2.e, 2.g, 3.a-c, 4.c | 1.A.1 |

**Kentucky Teacher Standards (KTS)**.

Standard 1: Demonstrates Applied Content Knowledge

Standard 2: Designs and Plans Instruction

Standard 3: Creates and Maintains Learning Climate

Standard 4: Implements and Manages Instruction

Standard 5: Assesses and Communicates Learning Results

Standard 6: Demonstrates the Implementation of Technology

Standard 7: Reflects On and Evaluates Teaching and Learning

Standard 9: Evaluates Teaching and Implements Professional Development

**KTS Diversity Proficiencies**

1.2 Connects content to life experiences of students.

3.3 Values and supports student diversity and addresses individual needs

4.2 Implements instruction based on diverse student needs and assessment data.

6.6 Integrates student use of available technology into instruction to enhance learning outcomes

and meet diverse student needs.

8.1 Identifies students whose learning could be enhanced by collaboration.

**Interstate Teacher Assessment and Support Consortium (InTASC)**

Standard #1: Learner Development.

Standard #2: Learning Differences.

Standard #3: Learning Environment.

Standard #4: Content Knowledge.

Standard #6: Assessment.

Standard #7: Planning for Instruction.

Standard #8: Instructional Strategies.

**P-12 Teachers of Speakers of Other Languages Standards (TESOL)**

Standard 1: Language

Standard 2: Culture

Standard 3: Planning, Implementing and Managing Instruction

Standard 4: Assessment

**International Literacy Association Standards (ILA).**

1. Foundational Knowledge
2. Curriculum and Instruction
3. Assessment and Evaluation
4. Diversity
5. Literate Environment

**Topics Covered:**

* From Grammar-based to communicative approaches: a historical perspective
* The process of learning a second Language in the classroom: a cognitive view
* Toward a sociocultural/cognitive model
* Emergent Participatory language teaching
* Developing skills: implicit and explicit teaching strategies
* The affective domain
* Physical involvement in the language learning process
* Chants, music, and poetry
* Storytelling, role play, and drama

***Field Experience: You will submit two documents related to your field hours experience: one form and one report.***

**Field Hours:**

The student will participate in 6 hours of site-based classroom field experience for ESL/EFL children and youth. This should include at least two ESL/EFL classes, preferably in two different skill/knowledge areas, at two different levels, and taught by two different instructors. ESL Endorsement students must observe in P-12. MA TESOL students may observe in any ESL/EFL setting. The 6 hours of field experience for this course must comprise observation, assisting, tutoring, instruction of small/large groups and analyzing the classroom environment.  Before participating in field experiences, each ESL Endorsement student must sign the Code of Ethics (704 KAR 20:680) form.  Each student will post a report of their field experiences. This will fulfill 6 hours of the 30-hour field experience required for students seeking endorsement from the state of Kentucky.

The student will document the experience on the Field Experience Summary Report form and address the following elements in the field experiences report:

* Place/Institution where you observed the classes
* Instructor(s)
* What you did in addition to observing
* students’ age,  proficiency level, and educational background
* Students’ academic orientation, if applicable
* Program/Curriculum orientation
* Textbook(s) being used
* Class size
* Topic(s)/ Skills/Grammatical points covered/lessons objectives
* How the material is presented
* How the material is practiced
* How the feedback is provided
* Things you like the most about the classes you observed
* Things that you would do different if you were to teach the classes
* Any suggestions for the instructor and others in this class

**Class Schedule (Subject to Change)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week**  **Monday - Sunday** | **Topic** | **Reading** | **Assignments** |
| 5/15-5/21 | History and Scope of Language Teaching | \* Syllabus  \* Chapter 1 (p. 19-38) | \* Discussion Forum  \* Module 1 Assignment  \*Quiz |
| 5/22-5/28 | Cognitive and Sociocultural Models | \* Chapters 2 and 3 (p. 39-91)  \* Changing Fossilized Pronunciation (in Moodle) | \* Discussion Forum  \* Module 2 Assignment  \*Quiz |
| 5/29-6/4 | Participatory Language Teaching and Implicit/Explicit Teaching Strategies | \* Chapters 4 and 5 (p. 92-151) | \* Discussion Forum  \* Module 3 Assignment |
| 6/5-6/11 | The Affective Domain and Physical Involvement in the Language Learning Process | \* Chapters 6 and 8 (p. 152-173, 213-224) | \* Discussion Forum  \* Module 4 Assignment |
| 6/12-6/18 | Chants, Music, Poetry, Storytelling, Role Play, and Drama | \* Chapters 10 and 11 (260-292) | \* Discussion Forum  \* Module 5 Assignment |
| 6/19-6/25 | IPA and the Teaching of Pronunciation | \*The Study of Language Chapters 3 and 4 (in Moodle) | \* Discussion Forum  \* Module 6 Assignment  \*Quiz |
| 6/26-7/2 | Teaching Listening | \* Pronunciation and Listening (in Moodle) | \* Discussion Forum  \* Module 7 Assignment  \*Quiz |
| 7/3-5 | Evaluation Week | | \* Field Experience Form  \* Field Experience Report  \* Pronunciation Lesson Plan and Lesson Video Due |

**Course Requirements and Grading Scale**

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F ▼60%

**School of Education Mission Statement:**

In support of the institutional mission, the mission of the teacher education program is to prepare teachers for their respective fields in society by providing an academic infrastructure based on scholarship, service and Christian leadership. The primary goal of the program is to advance scholars who are competent, caring and qualified, who can positively impact student learning, and who are committed to life-long learning in a global society.

Since research has demonstrated that the teacher is the most important factor affecting student learning, the teacher education program is committed to preparing candidates who are empowered and effective servant leaders in the classrooms, schools, communities and throughout the world. The teacher education program is a performance-based process that strives to achieve this mission globally by

* preparing teachers who demonstrate the knowledge, skills and dispositions to plan, implement and evaluate instruction to assure that all students learn and perform at high levels,
* honoring, understanding, and respecting diverse voices and communities in society,
* establishing partnerships and collaborating with the professional community,
* supporting and enhancing Christian characteristics of servant leadership.

**Disability Statement**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions.  If you have a documented disability or condition of this nature, you may be eligible for disability services.  Documentation must be from a licensed professional and current in terms of assessment.  Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**Plagiarism Policy**

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**Campbellsville University’s Online Course Attendance Policy. Bi-term and 8 week terms**

Online students must participate weekly as defined by the professor in the syllabus [for TSL 661: discussion boards, quizzes, journal]. After 1 week (12.5%, 1/8th of the scheduled classes) without contact, the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

**Requests for Incomplete**

Candidates may request an Incomplete before Week 8. A grade of “I” can be assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I” grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

**Title IX Statement**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789-5016; Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu). Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

**Student Academic Progress (SAP)**

U.S. Department of Education federal regulations require Campbellsville University to monitor its students’ academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility.  All students who were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

**Communication Requirement**

Students are expected to activate and regularly use the university provided email domain (studentname@students.campbellsville.edu) for all email communication for this class.

**Dispositions Assessment (for School of Education Students)**

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self-efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc., that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.