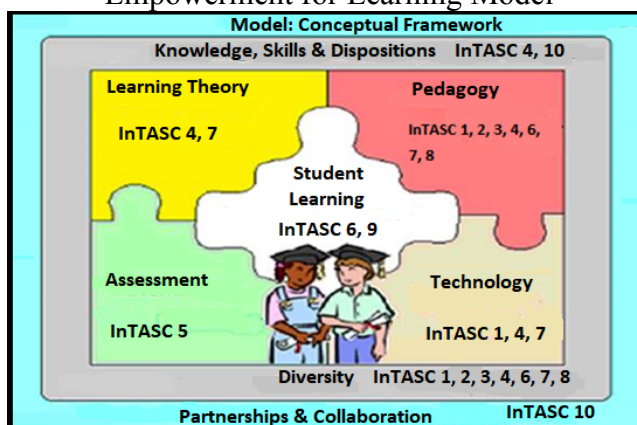


TSL 660 Materials and Methods I (Online)
(G6 May 16 – July 6, 2016)
Professor: Andrea Giordano
Office: AB 307
Office hours: M-F 3:00-5:00 p.m.
Phone: 270-789-5084
Credit hours: 3
Location: Online
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School of Education Conceptual Framework Theme:
Empowerment for Learning Model



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.

Course Objectives:

Upon completing this course, students should be able to:

Teach mini-lessons of speaking and listening

Write in-depth lesson plans

Research the history of teaching English to speakers of other languages, especially as it pertains to speaking, listening and pronunciation

Develop their own original speaking, listening and pronunciation materials and activities

Required Text:

Celce-Murica, M., Brinton, D.M., & Goodwin, J.M. (2016). Teaching Pronunciation: a course book and reference guide, (2nd ed.). New York: Cambridge.

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

Topics Covered:

The History and Scope of Pronunciation Teaching

Research on the Teaching and Acquisition of Pronunciation Skills

The Consonant System
 The Vowel System
 Connected Speech, Stress, and Rhythm
 Techniques, Tools, and Technology
 Pronunciation and Listening

PROFESSIONAL STANDARDS addressed in this course:

Aligned with Assessment (point values)	KTPS/ InTASC	KTPS/InTASC Diversity Proficiency	ILA Standards	SPA Standards (TESOL)	CAEP Advanced Standards for Teaching and Learning
Discussion Boards (105 pts)	2g,o, 6k,l,m, 7g,q, 8a,f,h, 9e, 10m	2h	1.1, 2.1-2, 4.1-2, 5.1- 3, 6.2	1.b, 2.a-b, 2.d-e, 2.g,, 3.a-c, 4.a, 4.c	1.A.1
Quizzes (40 pts)	2g, h, i, j, k, 3l, m, 4j, k, l, m, n, 7g, h, i, j, k, l, m, 8h,j,s, 10.m	2h 4m	1.1, 2.1-2, 3.3 5.1-4	1.a, 2.a-b, 2.d-e, 2.g, 3.a-c, 4.a, 4.c	1.A.1
Lesson Plans (225)	1A,B,C,E,G, 2A, 3F, 4D,F, G, 5C 6B, D,F,G,H, 7A,B,C,D 8A, 8B,C , E,F,I	1g 2h 2n 4m 6g 7b 9h	1.1, 2.1-3, 3.3, 4.2	1.b, 3.a-c, 4.c	1.A.1
Chapter Assignments (50 pts)	2f,g, 4f, 5p, 7m, 8n		2.3	3.c, 4.c	1.A.1
Field Experiences (100 pts)	1e, 1g,h,I,j,k, 2e,g,m,o,7n,o,q, 8h,p,q,r,s	1g 2n 3f 4m 6g	2.2	2.e, 2.g, 3.b, 5.b	1.A.1

Alignment to state and national standards

Kentucky Teacher Performance Standards/Interstate Teacher Assessment and Support Consortium (KTPS/InTASC)

KTPS/InTASC 1 Learner Development

KTPS/InTASC 2 Learner Differences

KTPS/InTASC 3 Learning Environments

KTPS/InTASC 4 Content Knowledge

KTPS/InTASC 5 Application of Content

KTPS/InTASC 6 Assessment

KTPS/InTASC 7 Planning for Instruction

KTPS/InTASC 8 Instructional Strategies

KTPS/InTASC 9 Professional Learning and Ethical Practice

KTPS/InTASC 10 Leadership and Collaboration

CU Diversity Proficiencies (from KTPS/InTASC)

1B The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1G The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehension and instruction relevant, accessible, and challenging.

2H The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2N The teacher makes learners feel valued and helps them to learn to value each other.

3F The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

4M The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

6G The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

7B The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individual and groups of learners.

9H The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

10Q The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

International Literacy Association (ILA)

Standard 1 Foundational Knowledge
Standard 2 Curriculum and Instruction
Standard 3 Assessment and Evaluation
Standard 4 Diversity
Standard 5 Literate Environment
Standard 6 Professional Learning and
Leadership

Council for Accreditation of Educator Programs (CAEP)

Standard 1 Content and Pedagogical Knowledge
Standard 2 Clinical Partnerships and Practice
Standard 3 Candidate Quality, Recruitment, and
Selectivity Standard 4 Program Impact
Standard 5 Provider Quality Assurance and Continuous Improvement

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

Domain 1: Language

- 1.a. Language as a system (1.a.2-3)
- 1.b. Language acquisition and development (1.b.4-5)

Domain 2: Culture as It Affects Student Learning

2.g. Cultural competence

Domain 3: Planning, Implementing and Managing Instruction

- 3.a. Planning for standards-based ESL and content instruction (3.a.1, 3.a.3-5)
- 3.b. Implementing and managing standards-based ESL and content instruction (3.b.1-3, 6-8)
- 3.c. Using resources and technology effectively in ESL and content instruction (3.c.1-4)

Domain 4: Issues of Assessment for English Learners

4.c. Classroom-based assessment for ESL (4.c.1-3)

Class Schedule (Subject to Change)

Week

Monday - Sunday

Topic Reading Assignments

5/16-5/22 Introduction & The History and Scope of Pronunciation Teaching

- * Syllabus
- * Teaching Pronunciation (TP) Chapter 1 (p. 1-14)
- * Discussion Forums
- * Chapter 1 Assignment
- * Quiz

5/23-5/29 Research on the Teaching and Acquisition of Pronunciation Skills

- * Teaching Pronunciation (TP) Chapter 2 (p. 15-40)
- * Discussion Forums
- * Chapter 2 Assignment
- * Quiz

5/30-6/5 The Consonant System

- * Teaching Pronunciation (TP) Chapter 3 (p. 41-112)
- * Discussion Forums

- * Chapter 3 Assignment
- * Quiz
- 6/6-6/12 The Vowel System * Teaching Pronunciation (TP) Chapter 4 (p. 113-162)
- * Discussion Forums
- * Chapter 4 Assignment
- * Quiz
- 6/13-6/19 Connected Speech, Stress, and Rhythm
- * Teaching Pronunciation (TP) Chapter 5 (163-220)
- * Discussion Forums
- * Chapter 5 Assignment
- * Quiz
- 6/20-6/26 Techniques, Tools, and Technology
- * Teaching Pronunciation (TP) Chapter 9 (335-364)
- * Discussion Forums
- * Chapter 9 Assignment
- * Quiz
- 6/27-7/3 Pronunciation and Listening
- * Teaching Pronunciation (TP) Chapter 10 (366-393)
- * Discussion Forums
- * Chapter 10 Assignment
- * Quiz
- 7/4-6 Final Week * Field Experience Form and Report (SOE students)
- * 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.

School of Education Attendance Policy

Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than six (6) absences for Monday/Wednesday/Friday courses and no more than four (4) absences for Tuesday/Thursday courses. Absences in excess of these numbers of days will result in an F for the course. Tardy is defined as missing 10 minutes or less of class time due to late arrival or early departure. An accumulation of two tardy instances will equate to one day of absence to be applied to the course attendance policy. Anything more than 10 minutes and less than 30 minutes of missed class time will result in a half day absence. More than 30 minutes of missed class time will be considered a full day. Your arrival and departure time are as important as your presence regularly. This is essential for a smooth classroom experience for you and your classmates now as well as the expectation you will face as a classroom teacher when employed later. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student's responsibility to notify the professor in advance of the excused absence.* It is also the student's responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.

16 week terms: Online students must participate weekly as defined by the professor in the syllabus. 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. **You will be withdrawn from this course if you miss more than two class sessions.**

Incomplete Statement

A grade of “I” is 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

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.

Title IX Coordinator:

Terry VanMeter

1 University Drive

UPO Box 944

Administration Office 8A

Phone – 270-789-5016

Email – 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

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.

Student Academic Progress (SAP):

Department of Education federal regulations require Campbellsville University to monitor its student's 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 that 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.

Disposition Assessment

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.