

University of Wisconsin-Stevens Point

Department of World Languages and Literatures

Foreign Language Education 344: Teaching English as a Second Language Spring 2017

- Instructor: Dr. Michael K. Olsen
- E-mail: molsen@uwsp.edu
- Office Hours: T R, 2:00-3:00 and by appointment, CCC 411
- Class Schedule: T R, 12:35-1:50, CCC 304

Required text

1. Brown, H. D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Pearson Education.
2. Selection of articles & readings on D2L

Course description

This course provides an introduction to the theory and practice of teaching English as a Second Language. We will discuss theories and research findings of second language acquisition that inform language pedagogy. In addition, students will learn how to implement theoretical understandings of second language acquisition to create pedagogically sound lesson plans. It is intended that (most) assignments can, with minimal modifications, be taken to the students' future classroom.

Learning Outcomes

By the end of this course, students will...

- gain a basic understanding of current issues in Second Language Acquisition
- demonstrate an understanding of important contemporary topics in ESL education and how these topics impact classroom planning and teaching
- develop a specialized vocabulary to aid in professional discussions
- form their own, well-reasoned opinions based on readings, observational experiences, and discussion with colleagues
- engage in reflective learning and practice
- gain a greater appreciation for content-based teaching in ESL classrooms as well as techniques of teaching ESL to aid them in their future classrooms
- use assessment strategies to evaluate information in an informed manner for which they will hold their future students accountable
- use technology in a way that enhances other teaching strategies in the ESL classroom
- formulate a well-articulated classroom management plan
- demonstrate professional work habits as a teacher

Field Experience

As part of this course, students will be required to participate in at least 30 hours of field experience. Each student will be placed with an ESL teacher who will help to advise and guide them through this process. The purpose of this practicum is to expose

students to classroom interaction in an ESL environment. At the end of the practicum experience, students will have the cooperating teacher fill out the clinical field experience report (on D2L), scan it, and turn it in via OneDrive.

Evaluation

You determine your grade for this course by fulfilling a contract that spells out in advance the requirements as well as the penalties for not fulfilling the terms of your contract. Students that fail to submit an assignment or do not submit a satisfactory revision after being given careful feedback (either by a fellow student or by me) will receive a U grade for that assignment.

CONTRACT GRADING

The advantage of contract grading is that you, the student, decide how much work you wish to do this semester; if you complete your work on time and satisfactorily, you will receive the grade for which you contracted. This approach requires planning ahead, thinking about all your obligations and responsibilities this semester, and also determining what grade you want or need in this course. If you complete the work you contracted for, you receive that grade.

I respect the student who only needs a B, who has other obligations that preclude doing all of the requirements to earn an A in the course, and who contracts for the B and carries out the contract perfectly. This choice also represents a major life skill: taking responsibility for your own workflow.

GRADE CALCULATING

During the second class session, each student will sign, with a classmate as a witness, a contract for a grade. I will countersign and keep a copy of your contract on file. *All requirements and penalties for each grade are spelled out below.* There are only two grades for any assignment—**satisfactory** (*full credit = 1 point*) / **unsatisfactory ‘U’** (*no credit = poor quality, late, or not submitted = 0 points*). At the end of the course, points will be tallied. If you fail to do a contracted assignment or your peers do not deem your work satisfactory, you will receive the grade penalty spelled out in the contract and in the table below. Throughout the semester, you have the opportunity to resubmit your work until you receive full credit. Keep in mind the final due date for assignments beyond which no work may be resubmitted. The goal is for everyone to produce satisfactory work.

RANGES FOR LETTER GRADES (Your grades will be calculated in D2L. You have access to your grade at all times.)			
A – Contract		B - Contract	
A	100 %	B	100 %
A-	1 grade of U	B-	1 grade of U
B+	2 grades of U	C+	2 grades of U
B	3 grades of U	C	3 grades of U
B-	4 grades of U	C-	4 grades of U
1 drop in final grade		for every assignment completed unsatisfactorily	
1 drop in final grade		for every absence beyond 2 classes (=U)	

Participation/Attendance

1. Students will be graded based on their active participation in class activities (whole class, group work, pair work). Students are expected to come to class prepared by having read the assigned reading for that day. Although we will not be focusing on everything from the readings in class, students are still expected to understand the information found in the readings. We are here to learn, so contribute with your thoughts and concerns! Respectful behavior is expected (no use of cell phones in the class).
2. Attendance is obligatory and contributes to the grade earned for the course. When absent, participation is not possible and therefore results in a loss of participation points. Absences that are justified by a doctor's note are excused. In case of an emergency (i.e., due to grave illness, hospitalization, funeral of a family member, etc.), you must let me know as soon as possible. Send me an email, or leave me a note in my mailbox. Written documentation/evidence of extenuating circumstances must be given to me within one week of the absence.
3. Arrive on time. When students arrive late, they disrupt the class and may miss important announcements.

For a B grade, you need to score an average of 20 on the self-evaluation form.

Grade A

In addition to regular class attendance, you engage in class discussions with comments and observations often and voluntarily. You display an active engagement and noticeable interest in becoming a teacher (score above an average of 25 on self-evaluation form).

Assignments

1. DISCUSSION QUESTIONS

Discussion Questions are postings on a forum on D2L that are tied with the reading for each class period. These Discussion Questions represent a chance to engage with the readings, to process the readings more thoroughly, to develop one train of thought, and to practice writing fully-developed paragraphs. Students will 1) select one central idea, discuss your own position on the subject, and support your argument using examples from the reading, our class discussions, or your own experience as a language learner/language teacher and 2) pose a question (either for clarification or further inquiry) relating to the reading. **These postings will be due at 9:00 am the day they are written on the course calendar.**

Grade A

You will also give a short presentation on the discussion questions submitted by your peers for one of the readings. You will pick at least 2 issues described in these postings, briefly summarize each issue, and propose your response based on discussions and previous class readings.

2. POSTER: ESL IN THE US AND IN WISCONSIN

Why do we have to offer ESL instruction in US and in Wisconsin schools? With a group, you will design a poster that addresses the following topics:

- Laws / events: Lau vs. Nichols; Bilingual Education Act; No Child Left Behind; California's proposition 227; formation of bilingual schools in Dade County, FL; Arizona's proposition 203; Elementary and Secondary Education Act (1984); founding of TESOL.
- Historical evolution of ESL population in the US
- Current situation in Wisconsin: Who are the ESL students in Wisconsin? Where are they from? What laws exist? How does the state deal with ESL students currently? Describe the direction of ESL instruction in Wisconsin.

Grade A

In addition to completing the poster, record your presentation of the poster where you explain each aspect (maximum length of each presentation = 10 minutes). Submit the video to OneDrive. This presentation needs to be without notes. Consider this exercise as training for a job interview and dress professionally.

3. COLLECTION OF ACTIVITIES

Constructing good lesson plans necessitates a collection of well-designed and effective activities. For ESL instruction, these activities need to encourage the use of English and foster the acquisition of the English language. In this class, you must start a collection of activities (15) to ensure that you have a set of building blocks for the future. Throughout the semester every student will have an opportunity to present their favorite activity in a 5-minute presentation.

For each activity:

- Explain how the activity works
- Include the appropriate grade level
- Describe when you would use the activity during a lesson and why
- Provide any handouts for the activity

4 activities should incorporate technology

Grade A

In addition to submitting the 15 activities, students add an explanation for each activity where you comment on how the activity positively influences the acquisition of the English language. This explanation must reference at least 2 readings; one reference may be our textbook, the other one needs to be a reading not covered in class. Each outside reading may not be referenced more than 3 times.

4. CLASSROOM MANAGEMENT PLAN

Each student needs to develop an outline of general classroom rules and practices that will help to facilitate an atmosphere conducive to general learning and language learning in particular. This outline should also reflect the characteristics for the level(s) that you would like to teach (e.g., if you expect to teach at the elementary level, plan for that level). General categories should include:

- homework policy
- student expectations
- types of activities and assignments
- responsibilities of students and the teacher
- consequences for not meeting expectations.

Grade A

In addition to submitting the classroom rules, students add an explanation (at least 2 pages double-spaced) of how ESL classrooms differ from regular classrooms. Address answers to questions such as how do you deal with the different socio-economic realities of ESL students, what kind of language use do you encourage in your classroom (English only vs. bilingual), how does the cultural background of your students add potential challenges to your classroom, etc. Make sure to reference at least 3 readings in your reflection; one reference may be our textbook, the other two need to be readings not covered in class.

5. LESSON PLANS

Effective lesson planning shows that you understand how to teach English to non-native speakers and learners of English. You need to create 4 lesson plans for a level, where you plan to teach in the future (i.e., 1st grade, High School, adult education, etc.). Each lesson plan must be written using the lesson plan framework from the SOE (on D2L). Also, it is expected that you provide all additional materials to be used for each day (handouts, websites, etc.). Finally, you should incorporate a meaningful use of technology (i.e., use of the computer) that will be of value to students in understanding the topic at hand.

- Lesson plans 1 & 2 (topic-based lessons): develop a 2-lesson sequence on a specific topic relevant for your level of instruction
- Lesson plan 3 (reading): pick a reading text appropriate for your level of instruction and develop a lesson that allows students to engage with the text
- Lesson plan 4 (writing): pick a writing assignment and develop a complete lesson around it.

Grade A

In addition to submitting 4 fully developed lesson plans, students also address the following elements:

- At least one of your lessons must incorporate work with a SmartBoard
- Lesson plans 1 & 2: a comprehensive list of topics covered in ESL classes based on the curriculum relevant for your chosen level (I suggest you discuss this list with your cooperating teacher)

- Lesson plan 3: an annotated (= summary and evaluation) bibliography (=list of sources such as books, websites, documents, etc.) of 15 works typically read at your chosen level
- Lesson plan 4: a 1-page discussion of problems ESL students might face during your lesson based on what you know about second language acquisition

6. ASSESSMENT

What is assessment? How does it differ from testing? How are ESL students assessed both formally and informally? For this assignment, students formulate assessment tools (e.g., rubrics) to be used for their lessons.

Grade A

Assessment represents a time-consuming and important part of every ESL teacher's professional life. In addition to submitting the rubrics for your 4 lessons, submit a list as well as a description/discussion of assessments ESL teachers administer regularly. Make sure to reference sources where you obtain information about these assessment tools using the APA style manual.

7. PRACTICUM REFLECTION

Observing other teachers and reflecting on your own approach to teaching serves as a major component for training to enter the teaching profession. During your practicum, you are expected to write extensive journal notes. You will use these notes to write 5 practicum reflections. Each reflection should engage critically with the observed instruction, citing examples from your own language learning experience and providing suggestions for improvement. The reflections must discuss the following topics:

1. Thorough description of the language of ESL students you observed
2. The role of assessment
3. Classroom management
4. Topic of your choosing
5. Topic of your choosing

Potential topics for reflections 4 and 5 you could choose from are: error correction, teacher feedback, activity formats, the use of the students' L1, etc. Each reflection should comment on how the classroom practices under observation contribute to language learning.

The clinical field experience report is a part of the practicum reflection grade and will be turned in to OneDrive the same day as the practicum reflection.

Grade A

In addition to submitting 5 reflections as described below, you reference at least 3 readings in your reflections; one reference may be our textbook, the other two need to be readings not covered in class.

8. FINAL EXAM (OUT OF 25 POINTS)

The final exam will be a comprehensive exam of concepts and terms covered during the semester. The exam will require you to be familiar with all the important terms we covered in class and in the readings. Both response papers and in-class discussions should prepare you well for this exam, so take both your preparation for class as well as the work we do in class very seriously.

For a B grade your score must be at least 17 points.

Grade A

Your score must be at least 21 points.

9. TEACHING PHILOSOPHY

You will write/revisit your teaching philosophy to incorporate your approach for ESL instruction. This document is crucial to any application and needs to paint a picture of your performance in a classroom and your educational philosophy underlying this performance. I am not looking for a collection of inspirational quotes from other people but a document describing yourself in your own words. This document may only be 1 page single-spaced!

For a B grade, you do not have to complete this assignment.

Grade A

To complete this assignment, you need to follow 4 steps:

- Step 1: Either write a teaching philosophy or edit an existing one to address the fact that you are also trained to teach in an ESL setting.
- Step 2: Exchange your teaching philosophy with a partner to receive initial feedback on your teaching philosophy.
- Step 3: Arrange a meeting with a tutor at the UWSP Tutoring-Learning Center. As part of this session, work on writing strong paragraphs. Ask to work on structuring a coherent paragraph and choosing stronger verbs so that you express more succinctly how you want to portray yourself as a teacher.
- Step 4: Rework your teaching philosophy based on the feedback.

GENERAL COMMENT ON WRITING

I urge you to pay close attention to the revision process of any assignment you submit. I also reserve the right to deduct points from each assignment, which does not meet the standards of good academic writing. If you would like additional help with revising your assignments, feel free to talk to me or to visit the UWSP Tutoring-Learning Center. Below is a list of common issues in student writing:

- Overuse of the verb 'to be:' Avoiding excessive use of passive voice and choosing stronger verbs serve as a good way to tackle this writing issue. Also, avoid phrases such as there is, it is, there are, that is, etc.
- Underdeveloped paragraphs: Each paragraph must begin with a topic sentence and end with a summary sentence. A paragraph, which is not at least 3 sentences long,

cannot be considered a fully developed paragraph. In addition, each paragraph should only address one topic. Provide plenty of evidence to support each topic.

- Lack of transitions: Create logical connections between sentences in paragraphs and between paragraphs in your paper. Also, if you have read the syllabus up to this point, please email me a picture of Animal the muppet. No joke.

Disability Services: Any student who has a disability and is in need of classroom and/or exam accommodations, please contact the Disability & Assistive Technology Center (715 346-3365). If you are already working with the Disability & Assistive Technology Center, arrange to meet with me during my office hours to discuss reasonable modifications that may be necessary. For more information, visit the Disability & Assistive Technology Center website at <http://www.uwsp.edu/disability/Pages/default.aspx>.

Academic Misconduct: This course is part of the UW-Stevens Point academic community, an academic community that is bound together by the traditions and practice of scholarship. Honest intellectual work – on examinations and on written assignments is essential to the success of this community of scholars. Using classmates' responses to answer exam questions or disguising words written by others as your own undermines the trust and respect on which our course depends. The work in this course is challenging and will demand a good deal of each of you. I have every confidence that each of you can succeed. Doing your own work will enhance your sense of accomplishment when the semester comes to a close.

Additionally, the classroom environment is a unique opportunity for students to share ideas, opinions, discuss classroom and course content. As each student is entitled to contribute in class, specific expectations are necessary to ensure a thriving classroom environment. Expectations include: arriving to class on time, being prepared for class, no electronic devices, unless authorized to do so, any loud shouting, excessive side conversations, arriving to class under the influence of any alcohol or drugs, profane language, and verbal or physical threats, intimidation of any kind, or any other behavior that may be disruptive to the professor or other students. If any of this behavior is exhibited, you may be asked to leave the class for the day. Any continued disruptive behavior may result in a referral to the Dean of Students Office.

IMPORTANT: This syllabus is accurate and complete to the best of my knowledge. However, I reserve the right to make midcourse changes to the readings, assignments, or exam dates as needed.

CALENDAR

This calendar is tentative. Students are responsible for checking D2L and their university e-mail accounts. Assignments, guidelines, and other deadlines will be posted and sent there.

Week	Date	Topic	Readings	Assignments
1	Jan. 24	Introduction to course	The Syllabus	
	Jan. 26	Language Learning Beliefs	Lightbown & Spada: Chapter 7	Discussion Question

2	Jan. 31	English Language Learners-Guest Lecturer	English Language Learners	Discussion Question
	Feb. 2	Second Language Acquisition	Cook: Chapter 1	-Drafts of 3 activities -Discussion Question
3	Feb. 7	Second Language Acquisition	Cook: Chapter 2	Discussion Question
	Feb. 9	Second Language Acquisition	Cook: Chapter 3	Discussion Question
4	Feb. 14	Second Language Acquisition	Cook: Chapter 4	Discussion Question
	Feb. 16	Teaching Methods	Brown: Chapter 2	-Drafts of 3 activities -Discussion Question
5	Feb. 21	Teaching Methods	Brown: Chapter 3	Discussion Question
	Feb. 23	Teaching Methods		Draft of Teaching Philosophy
6	Feb. 28	Standards	ESL Standards for PreK-12 Students	Discussion Question
	Mar. 2	Language Policy	Brown: Chapter 8	-Drafts of 3 activities -Discussion Question
7	Mar. 7	Lesson planning	Brown: Chapter 10	-Poster: ESL in the US and in Wisconsin -Discussion Question
	Mar. 9	Lesson planning	Brown: Chapter 1 (3-10)	Discussion Question
8	Mar. 14	Techniques / Materials	Brown: Chapter 11	-Drafts of a Lesson Plans 1&2 -Discussion Question
	Mar. 16	Listening in the ESL classroom	Brown: Chapter 18	Discussion Question
9	Mar. 21	NO CLASS	SPRING BREAK	
	Mar. 23	NO CLASS	SPRING BREAK	
10	Mar. 28	Speaking in the ESL classroom	Brown: Chapter 19	-Drafts of 3 activities -Discussion Question
	Mar. 30	Reading in the ESL classroom	Brown: Chapter 20	Discussion Question
11	Apr. 4	Writing in the ESL classroom	Brown: Chapter 21	Discussion Question
	Apr. 6	Teaching with Technology	Research ESL technology	Drafts of a Lesson Plans 3&4
12	Apr. 11	<i>Revisions and peer editing</i>		Drafts of 3 activities
	Apr. 13	Assessment	Brown: Chapter 23	Discussion Question
13	Apr. 18	Assessment	O'Malley & Valdez Pierce	Discussion Question
	Apr. 20	<i>Individual meetings in my office – sign up for 15-minute time slots</i>		Bring Drafts of: • Lesson Plans • Collection of Activities
14	Apr. 25	<i>Individual meetings in my office – sign up for 15-minute time slots</i>		

	Apr. 27	<i>Individual meetings in my office – sign up for 15-minute time slots</i>		<ul style="list-style-type: none"> • Assessment • Teaching Philosophy • Practicum Reflections
15	May 2	<i>Revisions and peer editing</i>		
	May 4	Classroom management	Brown: Chapter 15	-Collection of Activities -Discussion Question
16	May 9	Classroom management	Brown: Chapter 14	-Lesson Plans -Assessment -Discussion Question
	May 11	Preparing for the Job	Brown: Chapter 25	-Classroom Management Plan -Practicum Reflections -Teaching Philosophy -Discussion Question
Finals	May 15 (Mon.)	FINAL EXAM (2:45am-4:45pm)		