THE UNIVERSITY OF TENNESSEE AT MARTIN
DEPARTMENT OF EDUCATIONAL STUDIES
COURSE SYLLABUS
TESL 710 Principles of Teaching ESL Spring 2010

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The best way to reach me is via email if you have a personal concern that cannot be solved via the discussion board general questions thread. You may call me if you have an emergency question that you need answered immediately or if you have personal concerns that you do not wish to share electronically. Please post all class questions to the General Discussion Board; I will check it daily if possible. Good start... there are few things that I think should be added to your syllabus somewhere... (1) the best way to get in touch with you, and how often you respond to emails. (2) what your expectations are for their participation and response to things like discussion boards. (3) where they can go to get technical help... Helpdesk, Online Tutor page, etc. Those are some things that I think are important.

I. Course Title and Number
TESL 710 Strategies for Teaching ESL

II. Semester Credit Hours
3 graduate semester credit hours

III. Catalog Description/Purpose
The application of various teaching methods in reading, writing, listening, and speaking for English language learners including cultural considerations, multiple learning modalities, and materials adaptation for content area teaching.

IV. Rationale
Academic requirements and standards for English language learners are parallel with those for English speaking students. That is why ESL teachers and classroom teachers must be equipped to teach English listening, speaking, reading, writing, and vocabulary while delivering academic content at the same time. Both materials and strategies for instruction must be modified for the language level of the particular student. The ESL teacher must work in concert with the general classroom teacher and other educational personnel to create progress in language acquisition, academic success, and socio cultural integration for each English language learner.

V. Teacher Education Model
The UTM Teacher Education Model is designed to develop teachers who facilitate learning by engaging in methods and strategies which can transform students from passive recipients of information to active participants in their own intellectual growth. The faculty is committed to providing teacher candidates with a variety of experiences to increase knowledge, skills, and dispositions in working with students of culturally diverse backgrounds, exceptionalities, and varying learning styles. The faculty also view technology as an integral component of the teacher education program and believe candidates should know how to enhance learning through the use of a wide variety of materials including human and technological resources. Therefore embedded and intertwined among the components of the conceptual framework are the commitments to diverse learners and the use of technology and assessment as pedagogical tools to enhance student learning. The UTM Teacher Education Program is based on a conceptual framework that has been derived from current research and best practice. The following three key components represent a compilation of expectations an “Educator as a Facilitator of Learning” is expected to develop: Knowledge, Skills, and Application, Reflective Practice, and Professional and Ethical Behavior.

VI. Performance-based Outcomes/Learning Activities
A. This course meets the State Matrix Knowledge and Skills for ESL:

1. Professional
   a. Knowledge of various ESL methods, approaches and strategies to facilitate non-English language background students’ learning of reading, writing, speaking, and listening in English and other content areas
   b. Ability to apply multiple approaches with learners of varied ages, stages of development, learning styles, and cultures and in varied learning environments.
   c. Ability to analyze, select and modify curriculum and materials to facilitate students’ successful transition into the regular curriculum.
   d. Awareness of bilingual education methods and the role of a student’s native language in the learning of English as a second language
   e. Knowledge of the required methods of identifying, placing, monitoring, and exiting of non-English
language background students.
f. Ability to assess, select, administer, interpret and communicate the results of formal and informal
teaching and academic assessments.
g. Awareness of the importance of using varied data sources to distinguish developmental stages of
language acquisition from other special needs.
h. Ability to communicate, collaborate, and consult with students, teachers, parents, staff, administrators,
and other service providers regarding the social and academic integration of non-English language
background students.
i. Knowledge of current state and federal requirements affecting the provision of services to non-
English language background students.

2. Language

a. Knowledge of linguistics enabling the teacher to apply understanding of the differences in the sound
systems, forms, structures, and lexicon of English and other languages.
b. Knowledge of the cultural, psycholinguistic, and sociolinguistic variables that affect second language
learning and the ability to apply that knowledge in the classroom.
c. Knowledge of the similarities and differences between first and second language acquisition and the
ability to apply that knowledge in the classroom.

3. Culture

a. Knowledge of the impact of culture on non-English language background students' perceptions, learning styles, needs, expectations, and rate of second language acquisition.
b. Knowledge of the particular aspects of American culture and traditions that must be understood and used correctly by non-English language background students for successful acculturation.
c. Appreciation of cultural diversity and the ability to communicate in varied cultural situations to
enable students to reach their educational objectives.

B. This course was designed in accordance with the following Teachers of English to Speakers of Other
Languages position paper.
700 South Washington Street, Suite 200, Alexandria, Virginia 22314 USA Telephone 703-836-0774 ● Fax
703-836-7864 ● E-mail tesol@tesol.org ● Web http://www.tesol.org

TESOL Position Statement on Teacher Quality
in the Field of Teaching English to Speakers of Other Languages

English language learners, whether in an English as a second language (ESL) or English as a foreign
language (EFL) setting, have the right to be taught by qualified and trained teachers. Native speaker proficiency in
the target language alone is not a sufficient qualification for such teaching positions; the field of teaching English to
speakers of other languages (TESOL) is a professional discipline that requires specialized training. Qualified ESL
and EFL educators not only should demonstrate a high level of written and oral proficiency in the English language
(regardless of native language), but also should demonstrate teaching competency. Moreover, qualified ESL and
EFL educators should be aware of current trends and research and their instructional implications in the fields of
linguistics, applied linguistics, second language acquisition, sociolinguistics, language pedagogy and methodology,
literacy development, curriculum and materials development, assessment, and cross-cultural communication. Where
applicable, ESL and EFL educators should receive the necessary degree, licensing, validation, or certification as
determined by their institution, country, or region from qualified ESL/EFL teacher educators. Most importantly, ESL
and EFL educators, like all teachers, require ongoing professional development, and should receive both the
resources and support for continued professional growth and achievement. Approved by the Board

C. This course meets the following UTM Teacher Candidate Diversity Proficiencies:
1. Identify and address his/her own biases. (RP)
2. Consider diversity when planning and implementing instruction. (RP)
3. Consider diversity when wording questions and responses. (RP)
4. Be completely comfortable with classroom discussion on diversity topics. (PEB)

ETHNICITY
5. Consider ethnicity when designing instruction. (RP)
6. Explicitly include a variety of ethnic groups in the curriculum. (KSA)
7. Communicate with students, parents, and colleagues of varied ethnicities in an equitable manner. (PEB)
RACE (Caucasian, African American, Asian or Pacific Islander, Native American, and other)
8. Value racial diversity as an integral component of educational systems. (RP)
9. Understand how the culture of race affects learning. (KSA)
10. Communicate with students, parents, and colleagues of all races in an equitable manner. (PEB)

SOCIOECONOMIC STATUS
11. Consider socioeconomic status when designing instruction. (RP)

LANGUAGE
12. Value linguistic diversity as an integral component of educational systems. (RP)
13. Understand the unique needs of linguistically diverse learners. (KSA)
14. Adapt instruction to the needs of linguistically diverse learners. (PEB)

EXCEPTIONALITIES (Intellectual, communicative, sensory, behavioral, physical, multiple, autism, other health impaired)
15. Consider these exceptionalities when designing instruction. (RP)

RELIGION
16. Consider religious diversity when designing instruction. (RP)
17. Understand legal issues regarding the expression of religion in the public schools. (KSA)
18. Communicate with students, parents, and colleagues of all religions in an equitable manner. (PEB)

GEOGRAPHICAL AREA
19. Consider geographical diversity when designing instruction. (RP)
20. Understand variations in regional speech and attitudes. (KSA)

D. This course was also designed with the requirements for the Praxis II English as a Second Language test in mind.

E. The student will display the following Professional Dispositions:
1. Respectful, correct, and positive verbal and written communication style. Observe “netiquette.”
2. Turning in assignments in a timely manner for successful completion.
3. Professional written communications. All outside written work for this course must be done on a computer word processor; work must be double-spaced, free of spelling/grammatical errors, and in conformance with the requirements of the APA Publication Manual (6th ed.).
4. Notifying the instructor in advance or immediately of any circumstances, technological or personal which interfere with timely completion of assignments.
5. Turning in only original or correctly cited work. Plagiarism includes sharing and online sourcing, etc. and is grounds for course failure and removal from the program. **Plagiarism can be easily detected and is grounds for failure of the course upon the first incidence. There will be no warnings.** It is each teacher candidate’s personal and professional responsibility to understand plagiarism, to avoid it, and to always do original work. Safe assignment will be used to aid in the detection of plagiarism. The professor may submit an assignment to safe assignment at any time. All violations will be reported to the office of student affairs. Professional and ethical behavior, and the integrity that it subsumes, are the keystones of the teaching profession.
6. Supporting others’ learning by sharing your own ideas, questions, and comments. **Teacher candidates know that teaching involves giving as well as receiving.**

VII. COURSE CONTENT
B. Assignments: Chapter/topic folders, assignments, etc. are found in the assignments content area of blackboard. Due dates are found on the course calendar.
C. Turning in work: All papers must be turned in with the assignment tool on or before the deadline. Make sure that you save your work in .rtf format before submitting it to Blackboard. If you are unsure as to how to accomplish this task, please contact the IT Help Desk at 731.881.7900.
D. Time Management. Midnight Sunday will be the due date of choice. Many assignments will involve working with students; therefore, you must take school schedules into consideration on time management. If you begin your work for the week on Friday night, you will find it next to impossible to do the experiences with students. A good timeline is to study and take notes on Monday, post your discussion on Tuesday, work with students Tuesday through Thursday, respond to posts Friday, complete papers on Saturday, and revise papers and make sure everything is turned in by midnight Sunday.

E. Paper Headings. Make sure that your name, TESL710, assignment title, and a page number are on all submissions. This information should be placed in a header so that assignments are properly credited. Example: Beverly Hearn TESL710 Professional Goals paper 1

F. File names. Please use a title similar to the assignment title when saving your work. Observe file name conventions. Example: bhearn_tesl710_PGP Computer problems can result from improper file names. Let's try to avoid them.

G. Announcements: Any techno-glitches, comments of common concern, reflections on assignments/ discussion board and updates/course changes will be posted in the announcement content area.

H. Questions regarding the announcements, assignments, etc. should be posted on the discussion board general question thread that has been established for this purpose for the benefit of all. General questions and questions of common concern are not to be sent to me as an email. If you have personal concerns, you may send them via email. If you have concerns that you do not wish to share electronically you may contact me via telephone.

I. Discussion Board: Each chapter/topic folder will contain a topic for discussion. Each student is to post his/her own reflection on the discussion board (suggested length: 100-150 words). It is suggested that you organize your major contribution to the discussion board before posting. Grammar and spelling should be corrected and professional. In addition to your initial thread posting on the discussion board, you will be expected to reflect upon two other postings. All contributions are to be made in a scholarly manner and should reflect prior knowledge, knowledge gleaned from the text, and personal experience. There are no correct answers. Contributions of “good job”, “I agree”, etc. will not be credited to this requirement. Contributions made after the due date will not be accepted for credit. This part of the course is considered your “attendance” grade. Points will be deducted for the following:

♣ Grammar & spelling that detracts from your contribution,
♣ Lack of clarity in your response, and
♣ Number of posted reflections to other students’ threads.
♣ Contributions posted after the due date will receive 0 points.

I read all postings and frequently make comments, provide points to ponder or throw in a controversial comment to make you think about your response. Make sure you read all new postings every one or two days. The discussion board postings will hopefully stimulate professional growth and curiosity and assist you in making good decisions in your problem solving as an educator.

J. Lesson Plans and Observations: You will be required to design, present, and evaluate instruction. If you are presently teaching, you may work with your class, a group, or an individual student as appropriate. Use the UTM form for your lesson plans if a lesson plan format is not mandated by the assignment and/or you do not have another form which is required by your school. http://www.utm.edu/departments/cebs/_pdf/Sample_Lesson_Plan.pdf

K. Field work. A total of 30 hours is required for the endorsement. If this is your first TESL class, you should aim for 15 hours of field work minimum. If necessary, lessons and strategies may be repeated in different contexts and with different students to assist you in the accumulation of the required total. If this is the second TESL course taken, you must accumulate the remaining balance of the 30 hours. Your two field work logs for both TESL courses should total 30 hours. The field work experience log is posted on the course documents. Each experience should be signed off by a superior and will be spot checked. The field work log will count for a significant percentage of the grade for this class.

L. Background check: If you are not currently teaching, you will need to make arrangements to access a classroom for observation and presentation purposes. The lessons may be taught to a small group or an individual. To visit a public school classroom, you should have a background check on file at UTM. Please contact educational student services (731-881-7215) as soon as possible if you have not yet obtained a background check and are not currently teaching. Provide documentation of the background check and submit it as requested.

M. E mail addresses
If you use an email address other than the UTM one assigned to you it is your responsibility to make the provisions to have your UTM email forwarded to the address you use most frequently. All students will
complete midterm and final Examinations to receive credit in the course.

VIII. ASSESSMENT
Points and percents are equal: 100 points, 100%
- Notes, 2 pts. for total of approx. 20 or 20%
- Discussion boards one point each for a total of approx. 10 or 10%
- Other chapter assignments 2 or more pts ea. For a total of approx. 30 or 30%
- Field work will account for the balance of the assignment points. approx. 10 or 10%
- Mid Term and final objective multiple choice based on notes, approx. 15 each for a total of approx. 30 or 30%
- Almost all assignments (except final) will be due on Sundays at midnight. Check the course calendar on blackboard for an overview of due dates to assist in planning. No credit will be given for assignments turned in late without consultation with the instructor prior to the due date.

*The instructor reserves the right to make minor adjustments in the percentages according to needs of the individual class.

Grading Scale
- 93-100% = A
- 83-92% = B
- 73-82% = C
- 60-72% = D
- Below 60% = F

Any student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodation from PACE or Student Academic Support Center within the first two weeks of the semester.

IX. REQUIRED TEXTBOOK

OTHER RESOURCES
The State of Tennessee Department of Education, Curriculum & Instruction website has Both ESL and Content standards for each grade K-8. We teach to objectives; ESL students are evaluated on regular academic standards in the content areas. As an ESL teacher, you must be cognizant of the requirements of all the grades and subjects—no small task.

Also the state of Tennessee has consulted with Robert Marzano to create a listing of vocabulary words for each grade level. ESL professionals should make a concerted effort to teach these vocabulary words; they are the content curriculum boiled down to its essence and essentials.

The Paul Meek Library section PE 1128 cover the subject of TESOL. The call number works in all libraries.

There are regional textbook collections in Tennessee which contain all state approved textbooks. Paul Meek Library and Jackson State Community College Library house those collections in West Tennessee.

Professional Journals in Paul Meek Library contain articles & assessments and may be accessed using the many search engines available on the library website.

The UTM website has a tab for the library which gives you access to electronic search engines. If you have trouble locating journal articles, call the librarians at 731-881-7064.

X. PREREQUISITES
Currently endorsed teacher in Tennessee or accepted in the Transition to Teaching Program

XI. FACULTY FREQUENTLY TEACHING COURSE
Above

XII. PROGRAM(S) IN WHICH COURSE IS REQUIRED
Additional endorsement in ESL, for teachers licensed in the state of Tennessee
Transition to Teaching—ESL endorsement K-12 for the state of Tennessee