

## COURSE INFORMATION

DEPARTMENT - Modern Languages

COURSE NUMBER - ENG 4033

COURSE NAME - TESOL METHODS & MATERIALS

COURSE START DATE - Monday, January 13, 2020

COURSE END DATE - Sunday, May 10, 2020

**COURSE DESCRIPTION** - Students will focus on the theoretical and practical aspects of teaching English as a Second Language. Students will have an opportunity to learn current teaching approaches in ESL, the dimensions of language proficiency, the connections between language and culture, learning strategies, and the pedagogy of teaching oral and written skills. Students will also develop ways to facilitate language learning by considering language learning contexts and language learner differences, by designing appropriate language tasks, and by evaluating teaching materials and texts.

**COURSE PREREQUISITE** - Students taking this course should have completed general education courses.

**CREDIT HOUR DESCRIPTION** - For every course credit hour of a 15-17 week semester, the typical student should expect to spend approximately 45 clock hours per term (135 clock hours for a 3-credit-hour course) of concentrated attention on course-related work, including but not limited to time engaged in class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem-solving, developing and completing projects, and other activities that enhance learning.

UNIVERSITY  
MISSION

COLLEGE  
MISSION

DEPARTMENT  
MISSION

## COURSE OBJECTIVES

Upon completion of this course, you will be able to:

-  **Distinguish** reading, writing, listening, speaking, and grammar skills that learners can achieve at different levels of English language proficiency.
-  **Describe** teaching methods and strategies being used in teaching settings you observe.
-  **Plan** and **implement** best-practice strategies for teaching the language skills of listening, speaking, reading, writing, and grammar to English Learners.
-  **Adapt** classroom materials according to learners' language proficiency levels.
-  **Model** language-teaching methods through practical teaching demonstrations and experiences.

## TEXTS AND MATERIALS

-  Selection of readings from various textbooks and journals.
-  Computer with email capability 
-  Flashdrive or online storage to back up all writing assignments. 

## INSTRUCTOR INFORMATION



INSTRUCTOR: DR. DJIGUMDE

EMAIL: MamadouDjigumde@saumag.edu 

OFFICE ROOM: Wilson 314 

OFFICE HOURS: MWF 9-10 AM & 11-12 PM 

## USEFUL WEBSITES

-  AR Department of Education English Learners: <<http://dese.ade.arkansas.gov/divisions/learning-services/english-learners>>
-  Teaching English to Speakers of Other Languages (TESOL): <<https://www.tesol.org/>>
-  U.S. Department of Education Office for Civil Rights Programs for English Language Learners: <https://www2.ed.gov/about/offices/list/ocr/ellresources.html>>

## CLASSROOM POLICIES



My classroom policies can be summarized as "BE PROFESSIONAL!"



**BE PROFESSIONAL/ EMAIL:** The best way to get in touch with me is via email. Please allow me at least 24 hours to reply. If you do not get a response, do email me again. Emails sent over the weekend will be answered on Monday. Note that all emails should be professionally written or else they won't be answered.



**BE PROFESSIONAL/ IN CLASS:** This is a discussion-based class. For this reason, come prepared to class and participate. Being professional in class involves a number of things including but not limited to showing signs of good listenership, completing all homework assignments on time, being enthusiastic about learning, being vocal in class, venturing responses, comments, criticisms, suggestions that are thoughtful, intelligent, in line with class content, and reflecting mastery of materials and additional non-mandatory readings and research.



**BE PROFESSIONAL/ATTENDANCE:** You are allowed three (3) excused absences. Use them as you wish but be aware that you are solely responsible for what you miss on those days and that you will not be given any opportunity to make it up. If you miss more than two classes, you lose 50 points on your final grade for every additional absence. After nine (9) absences, you automatically fail the class, even if the absences are excused.



**BE PROFESSIONAL/ASSIGNMENTS:** All submitted papers should be written in accordance with the formatting guidelines on the assignment sheet. Carefully review those formatting guidelines before submitting your paper. Papers should be revised and edited multiple times to avoid typos and mechanical problems that would otherwise communicate signs of sloppiness on your part. **Papers longer than a page should be stapled, or else I won't take them.** It is your job to staple your papers, not mine.



**BE PROFESSIONAL/LATE WORK:** Late work is accepted, but for every day your work is late (including weekends), it will lose 5% of the total assignment points. In case of an extreme situation, make arrangements before the assignment is due.



**BE PROFESSIONAL/PHONES:** Phones should be turned off and kept out of sight. If you are expecting or have to make an emergency or an important call, it is okay to step out of the class to answer or make your call.

## ASSIGNMENTS

### CLASSROOM OBSERVATIONS 200 POINTS

Ten times this the semester, you will observe an EL in a specific teaching situation and make connections between what you learned and the course readings/discussions in a one-page reflection.

### NEEDS ANALYSIS 300 POINTS

You will collect both oral and written data from an English learner, analyze their errors, and recommend a course of action to help the learner improve his or her language skills.

### THEMATIC UNIT 400 POINTS

Building on the observations, needs analysis, readings, and discussions, you will create and implement two lessons that address listening, reading, writing, and grammar skills.

### TEACHING PHILOSOPHY 100 POINTS

In a one or two-page teaching philosophy, you will share your philosophy and beliefs about teaching in general and second-language teaching in particular.

### TOTAL 1,000 POINTS

## ASSESSMENT

A	900
B	800
C	700
D	600
F	500

### LETTER GRADE SPECTRUM

## DISABILITY STATEMENT

It is the policy of SAU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal education opportunities. **Any student with a disability who needs accommodation should inform the instructor at the beginning of the course.** Students with disabilities are also encouraged to contact the Office of Disabilities Support Services, 216 Reynolds Center at 870-235-4154.

## ACADEMIC INTEGRITY

Southern Arkansas University affirms its commitment to academic integrity and expects all members of the University community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the University's Academic Integrity Policy, approved by the President and published in the Student Handbook. Acts of dishonesty include, but are not limited to:

- A. **Plagiarism**—the act of taking and/or using the ideas, work, and/or writings of another person as one's own.
- B. **Cheating**—an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner.
- C. **Fabrication**—faking or forging a document, signature or findings of a research project.
- D. **Resubmission**—submitting a work you have submitted for credit in a previous class.

All cases of academic misconduct will be reported and may result in penalties up to expulsion from the university. Continued enrollment in this course affirms a student's acceptance of this University policy.

## TENTATIVE CALENDAR

### Part I - General Considerations

- Week 1 ---- Course Orientation & Syllabus
- Week 2 ----- Who are learners? Critical Pedagogy
- **Week 3** ---- Performance-Based Learning and Standards
- Week 4 ----- Teaching and Learning Methods and Principles
- Week 5 ----- Learner Strategies
- Week 6 ----- Observation, Needs Analysis, and Goals
- Week 7 ----- Building Background & Comprehensible Input
- Week 8 ----- Teaching Through Dialects - Needs Analysis Due

### Part II - Specific Skills

- Week 9 ----- Teaching Listening
- Week 10 ----- Teaching Speaking
- Week 12 ----- Spring Break
- Week 13 ----- Teaching Reading
- Week 14 ----- Teaching Writing
- Week 15 ----- Teaching Grammar
- Week 16 ----- Thematic Unit Due
- Week 17 ----- Teaching Philosophy Due