TSL 653-01: Seminar in Content Teaching and Integrated Skills in ESL

Credit Hours: 3.0

I. Course Title: Seminar in Content Teaching and Integrated Skills in ESL

II. Catalog Description: An exploration of advanced methods of teaching ESL, integrating all language production and reception skills and linguistic structural knowledge within a content/theme-based pedagogical framework, specifically addressing how grammar is incorporated within a multidimensional model of ESL/EFL instruction.

III. Purpose: To develop students’ understanding of the principals and processes of all language modes of ESL, enabling them to design and deliver their own courses in ESL/EFL, addressing the language needs and learning styles of learners in different instructional settings.

IV. Course Objectives: By the end of this course, students will have the requisite knowledge and skills to (Coded for Kentucky Experienced Teacher Performance Standards, NTPS; TESOL Standards, TESOL; KERA Initiatives KERA)

A. discuss theoretical concepts/models in all skill areas of ESL/EFL. (NTPS 2, 7, 9; TESOL 1, 2, 3, 5; KERA 1-3)
B. understand and articulate the major controversies and issues in teaching in the ESL/EFL classroom, especially issues of skill integration. (NTPS 1, 2, 7, 9; TESOL 3; KERA 1-3)
C. evaluate critically the existing texts and materials in second/foreign language. (NTPS 1, 2, 3, 5, 7, 10; TESOL 3; KERA 1-3)
D. create original instructional materials within the integrated skills framework. (NTPS 1, 2, 3, 5, 7, 10; TESOL 1, 2, 3; KERA 1-3)
E. design lessons, activities, units, and courses for various proficiency levels for an established or conceived curriculum or program. (NTPS 1, 2, 3, 5, 7, 10; TESOL 1, 2, 3; KERA 1-3)
F. problematize issues facing ESL professionals, resulting in effective solutions to those problems. (NTPS 1, 2, 3, 5, 7, 10; TESOL 1, 2, 3, 5; KERA 1-3)
G. use knowledge of ESL/EFL pedagogical grammar to articulate and demonstrate the role of grammar in a multidimensional curriculum. (NTPS 1, 2, 3, 5, 7, 10; TESOL 1, 2, 3, 5; KERA 1-3)

The EPBS Themes – Diversity, Assessment, Literacy/Reading, and Closing the Gap are explored as course topic that students discuss, research, and write literature reviews over to fully explore these topics. They investigate these themes and how they should be implemented in the language classroom. Students design materials and assessment tools that address all of these themes.
V. Content Outline: This course will provide an overview of second language (L2) methodology, focusing specifically on the teaching and learning of L2 language skills. The course will address theoretical frameworks, curricular concerns, and assessment concerns for all language skill areas. In addition, special attention will be drawn to the integration of the different skill areas, including the integration of grammatical instruction into these skill areas.

VI. Instructional Activities: The primary focus of the course will be discussion, workshop, student demonstration and presentation. Additionally, I will present information on specific topics in short lecture format. Students are expected to read the assigned material before class and to come to class prepared to be actively engaged in the discussion.

VII. Field, Clinical, and/or Laboratory Experiences: Some observation in the ESL Program at Murray State (or elsewhere) will be required. Students will be required to make observational (ethnographic) notes for class discussion and for inclusion in their course portfolio. Students will keep a teaching/learning journal of their experience to be included in their course portfolio.

VIII. Resources: While there are sufficient resources in the library to undertake some curriculum and syllabus development, students are encouraged to make use of interlibrary loans in order to utilize a larger selection of materials. Please note that this process may be time consuming, so plan accordingly. The internet should also prove useful.

IX. Grading Procedures: Letter grades will be assigned according to the following scale:

- A = 90 – 100 pts.
- B = 89 – 80 pts.
- C = 79 – 70 pts.
- D = 69 – 60 pts.
- E = 59 – 0 pts.

X. Attendance Policy: Students cannot learn without consistent effort throughout the semester. Attendance is expected in all sessions. Attendance will be taken and recorded in all class sessions. Your grade will be lowered if you have excessive absences. More than one absence is considered excessive. You cannot pass this course if you miss class six times.

XI. Academic Honesty Policy: This policy is provided in the Murray State Graduate Bulletin at the following address:
http://www.murraystate.edu/provost/catalogs/G01University.html#Policy%20on%20Academic%20Honesty

Plagiarism or academic dishonesty will have consequences from failure of the assignment or exam to failure of the entire course. The biggest problem students often have is not attributing materials and ideas to the sources they are from. This is especially easy to do, even unintentionally, when the internet is used heavily in a course. If you do use outside sources at anytime, be sure to provide full references. Another problem some students have with academic honesty is getting unauthorized help. There are times—especially on quizzes, exams, and some projects—that you are supposed to work entirely on your own without consulting anyone. Make sure you do so at those times. Rest assured that I am an expert in tracing plagiarism and must and will treat all cases very seriously.
XII. Course Requirements:

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<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A. Lesson Plans &amp; Microteaching Demonstrations</td>
<td>40%</td>
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<tr>
<td>Four different lessons (10% each)</td>
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<tr>
<td>B. Grammar Lesson Discussion &amp; Demonstrations</td>
<td>20%</td>
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<tr>
<td>Two different lessons (10% each)</td>
<td></td>
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<tr>
<td>C. Final Class Portfolio</td>
<td>40%</td>
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<tr>
<td><strong>Total Percentage of Grade</strong></td>
<td><strong>100%</strong></td>
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XIII. Texts:


American Psychological Association (2001). *Publication manual (5th ed.)*. Washington, DC: Author. (Note this text is not for reading but for accurate documentation of all written assignments submitted to the MA TESOL program.)


XIV. Prerequisite: TSL 510, TSL 530, TSL 580

XV. Statement of Affirmative Action and Equal Opportunity: Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-762-3155.

Detailed assignments:

**Description of assignments:** What follows is a general description of assignments you can expect to do for this course. Detailed assignment sheets will be made available.

- **Lesson Plans:** Students will develop and submit lesson plan units for the different areas of language instruction as the primary focus, yet will include the integration of other skill areas. Each lesson plan unit will include a lesson for Beginning, Intermediate, and Advanced language learner lessons; and students will do a microteaching demonstration of one of the lessons.

- **Grammar Lesson Discussion & Demonstration:** Students will select a grammatical topic from the chapters in *The Grammar Book* to present to the class. Each presentation will have a
short description of a grammatical concept and a longer teaching demonstration of sample activities.

- **Observation:** Students will be required to observe classes in the different skill areas of reading, writing, listening, speaking, and grammar and take observational (ethnographic) notes for inclusion in their course portfolio.

- **Reading:** You will read one fiction or non-fiction book in English of your choice.

- **Final Portfolio:** This portfolio will consist of three parts:
  1. A reflective, self-evaluative essay
  2. Observations from your ESL classroom observation and your tutoring experience.
  3. Teaching materials developed from the book you chose to read
  4. A collection of lessons that demonstrate your ability to teach for a variety of levels in all of the skill areas. More information will be given as the semester progresses