

Eastern Michigan University
College of Arts & Sciences
Department of Foreign Languages and Bilingual Studies
Syllabus LNGE 202: Grammar for ESL Teachers, 3 credit hours

Semester:	Instructor:
Room:	Phone:
Meeting times:	Office:
Office Hours	E-mail:

Course Description:

From the catalog: The main purpose of this course is to help students to develop: (a) an explicit understanding of the most frequently occurring English structures, (b) a working knowledge of prescriptive and descriptive rules, (c) sensitivity to learners' developmental errors, and (d) the analytical skills needed to teach grammar to English language learners.

This course has been created in accordance with the Michigan State Department of Education (MDE) Standards for the Preparation of Teachers in English as a Second Language, and the Teachers of English to Speakers of Other Languages (TESOL) Inc. ESL Standards for the Accreditation of Initial Programs in P-12 Teacher Education, thus meeting the National Council for Accreditation of Teacher Education (NCATE) Standards for Professional Development Schools.

Objectives:

By the end of the course, students should be able to:

- ✓ Identify the various types of phrases and complete clauses in a sentence
- ✓ Accurately reduce clauses whenever possible
- ✓ Recognize and expand reduced clauses and phrases
- ✓ State the meaning and uses of the grammatical structures studied
- ✓ Connect meta-language to the grammatical structures studied
- ✓ Analyze learners' errors and isolate the gaps in their production
- ✓ Assess a learner's level of grammatical competence through their performance

Required Texts:

Morenberg, M. (1997). *Doing Grammar* (2nd ed.) New York: Oxford University Press.
ISBN 0-19-509783-7

Grades/Methods of Evaluation:

Preparation for and participation in class discussions	10%
Short Assignments	10%
2 Grammar Tests	40%
Grammar Research Project	20%
Oral Presentation of Research Project	5%
Final Exam	25%

Grades:

100% – 94%	=	A	83% – 80%	=	B–	69% – 67%	=	D+
93% – 90%	=	A–	79% – 77%	=	C+	66% – 64%	=	D
89% – 87%	=	B+	76% – 74%	=	C	63% – 60%	=	D–
86% – 84%	=	B	73% – 70%	=	C–	less than 60%	=	E

Student Assignments:**Preparation/Participation:**

In order to get the most from any class, it is important to have read the assigned material and to come to class prepared to participate. This is especially true in a Grammar course, since many of the terms used in the course will be new vocabulary for students. It is important that students are prepared to discuss concepts using correct terminology.

Short Assignments:

Throughout the semester students will be asked to analyze authentic texts in order to discover the uses of key grammar forms in context, and to demonstrate their understanding of the grammatical structures of English.

2 Grammar Tests:

As required by NCATE and the Michigan Department of Education, students will be required to demonstrate a high level of skill in their content area: In this case the structure of English. Grammar tests will include both practical and analytical items related to descriptive and prescriptive grammar items.

Grammar Research Project:

Students may choose to research a grammar point of their choice. The research must include explanations of the target grammar from multiple sources and a descriptive analysis of the target grammar based on a search of appropriate discourse found in authentic texts. The project must include a discussion of the use of the target form across registers and the pedagogical implications of the results of the research.

Oral Presentation of Research Project:

Students will give a formal presentation of the findings of their grammar research using the appropriate register. The presentation should include a lesson for teaching the target grammar form(s) to ESOL students at an appropriate level.

NCATE – Final Exam:

The final exam will be comprehensive. It will include a measure of the students' grammatical abilities and a measure of the students' comprehension of the metalinguistic awareness of language covered during the entire course. *Results of the exam will be collected and reported as aggregate data for program accreditation purposes.*

Course Outline:

Week 1:	Parts of speech and sentence basics
Week 2:	Grammatical meta-language, phrase groups
Week 3:	Verb types and subsequent grammatical structures, including phrasal verbs
Week 4:	Verb tenses: times and aspects
Week 5:	Modals & modal phrases
Week 6:	Adjective words, phrases and clauses & their reductions (comparatives)
Week 7:	Adverb words, phrases and clauses
Week 8:	More adverb words, phrases and clauses & their reductions
Week 9:	Noun words (including articles), phrases and clauses
Week 10:	More noun words, phrases and clauses & their reductions
Week 11:	Gerunds, infinitives, etc.
Week 12:	Grammatical constraints in discourse (oral and written), connectors
Week 13:	THE definite article, passive voice
Week 14:	Review and Wrap-up

For the record:

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Judicial Services (SJS) for discipline. Examples of inappropriate classroom conduct include repeatedly arriving late to class, using a cellular telephone, or talking while others are speaking. You may access the Code online at: <http://www.emich.edu/sjs>.

- **Disability accommodations:** If you wish to be accommodated for your disability EMU Board of Regents policy #8.3 requires that you first register with the Access Services Office (ASO) in room 203 King Hall. You may contact ASO by telephone at (734) 487-2470. Students with disabilities are encouraged to register with ASO promptly as you will only be accommodated from the date you register with them forward. No retroactive accommodations are possible.

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 - Registering for more than one ONLINE course per term (F-visa only)
 - Endorsing I-20 or DS-2019 for re-entry into the USA
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Bibliography

ESL grammar textbooks

- Azar, B. S. (1989). *Understanding and Using English Grammar (2nd Ed.)*. Englewood Cliffs, NJ: Prentice Hall.
- Hartmann, P. et al. (1998). *Tense Situations: Tenses in Contrast and Context (2nd Ed.)*. Orlando, FL: Harcourt Brace & Company.
- Kolln, M. & Funk, R. (2000). *Understanding English Grammar*. Longman.
- Larsen-Freeman, D. (1997). (Series Ed.). *Grammar Dimensions: Form, Meaning, and Use (2nd Ed.)*. Boston, MA: Heinle & Heinle.
- Maurer, J. (1995). *Focus on Grammar: An Advanced Course for Reference and Practice*. Longman Grammar Series. Addison-Wesley Publishing Company.
- Schoenberg, I. (1997). *Focus on Grammar: A Basic Course for Reference and Practice*. White Plains, NY: Longman Addison-Wesley.
- Steer, J. M. & Carlisi, K. A. (1998). *The Advanced Grammar Book (2nd Ed.)*. Boston, MA: Heinle & Heinle.

Grammar Reference Books

- Biber, D., Johanson, S., Leech, G., Conrad, S., & Finegan, E. (1999). *Longman Grammar of Spoken and Written English*. Harlow, Essex, England: Pearson Education Limited.
- Byrd, P. & Benson, B. (1992). *Applied English Grammar*. Boston, MA: Heinle & Heinle.
- Celce-Murcia, M. & Larsen-Freeman, D. (1999). *The Grammar Book: An ESL/EFL Teacher's Course (2nd Ed.)*. Rowley, MA: Newbury House.
- Dirven, R. & Radden, G. (2000). *Cognitive English Grammar*. Amsterdam: John Benjamins.
- Firsten, R. & Killian, R. (1994). *Troublesome English*. Englewood Cliffs, NJ: Prentice Hall.
- Greenbaum, S. & Quirk, R. (1990). *A Student's Grammar of the English Language*. Essex, UK: Longman.
- Jacobs, R. (1995). *English Syntax: A Grammar for English Language Professionals*: Oxford University Press.

Lock, G. (1996). *Functional English Grammar: An Introduction for Second Language Teachers*. Cambridge University Press.

Master, P. (1996). *Systems in English Grammar: An Introduction for Language Teachers*. Upper Saddle River, NJ: Prentice Hall.

Loberger, G., & Welsh, K. S. (2002). *Webster's New World English Grammar Handbook*. Indianapolis, IN: Wiley.

Yule, G. (1998). *Explaining English Grammar*. Oxford University Press.

Grammar Textbooks for Language Teachers

Biber, D., Conrad, S., & Leech, G. (2002). *Longman Student Grammar of Spoken and Written English*. Harlow, Essex, England: Pearson Education Limited.

Firsten, R. & Killian, R. (2000). *The ELT Grammar Book*. Miami-Dade County, FL: ALTA Book Center.

Master, P. (1996). *Systems in English Grammar: An Introduction for Language Teachers*. Upper Saddle River, NJ: Prentice Hall Regents.

Morenberg, M. (2002). *Doing Grammar (3rd Ed.)*. Oxford University Press.

Eastern Michigan University
College of Arts & Sciences
Department of Foreign Languages and Bilingual Studies
Syllabus: LNGE 223, Introduction to Language

Semester:	Instructor:
Room:	Phone:
Meeting times:	Office:
Office Hours:	E-mail:

Course Description

From the catalog: The basic principles of linguistic structure as they apply to the western European languages taught in the department.

This course has been created in accordance with the Michigan State Department of Education (MDE) Standards for the Preparation of Teachers in English as a Second Language, and the Teachers of English to Speakers of Other Languages (TESOL) Inc. ESL Standards for the Accreditation of Initial Programs in P-12 Teacher Education, thus meeting the National Council for Accreditation of Teacher Education (NCATE) Standards for Professional Development Schools.

Objectives

The main objectives of this course are to gain an understanding of the structure of language and the role language plays in our lives. We will examine the various systems that comprise a language (i.e. vocabulary, grammar, sound) and ways of describing them. We'll also explore the ways in which people use language to convey meaning and how language evolves. I hope that through this course you will gain appreciation for language as a unique, vital and dynamic product of the human race.

Required Texts

Ellis, R. (1997). *Second Language Acquisition*. New York: Oxford University Press.

Fromkin, V. Rodman, R. and Hyams, N. 2003. *Introduction to Language* (7th ed.). Boston: Heinle & Heinle.

Parker, F., & Riley, K. (2005). *Linguistics for Non-Linguists: A Primer with Exercises* (4th ed.). Boston: Pearson.

Course Requirements & Grading

Requirements

1. **Attend class punctually and regularly.** Classes are devoted to discussing the textbook readings, reviewing assigned homework and exploring applications of textbook material. When you miss class, you miss important material and fail to develop your understanding of the material as well as that of others. Your grade for class participation will definitely suffer if you miss more than a few hours of class.

2. **Complete all daily assignments and the short assignments on time.** Occasionally I will collect and assess assigned written work related to the day's reading, so always come to class prepared. Written work done during or after the class meeting will not be accepted. Whenever you are absent due to sickness, please contact me before class or immediately after. You are responsible for what you missed and for any assignments due at the next class meeting.

Because this is a survey course, covering the various subfields of linguistics, the information we cover in each chapter is self-contained. Thus, you benefit most from studying on a regular basis. As your instructor, my role is to help you learn the course material by raising and answering questions, providing useful examples, and encouraging you to learn independently as well as from each other. As the student, your role is to take charge of your learning: Monitor and assess what you know, what you need to know and how you can best learn it. Any time you need additional information or explanation of the class work, please see me during my office hours.

Grades:

100% – 94%	=	A	83% – 80%	=	B–	69% – 67%	=	D+
93% – 90%	=	A–	79% – 77%	=	C+	66% – 64%	=	D
89% – 87%	=	B+	76% – 74%	=	C	63% – 60%	=	D–
86% – 84%	=	B	73% – 70%	=	C–	less than 60%	=	E

Scoring

Preparation and class participation	10%
4 tests	40%
Short assignments	30%
Final exam	<u>20%</u>
	100%

Tests and Final Exam

Each of the four tests will cover the material for one section of the course. The final exam will be cumulative, covering all course materials.

Short Assignments

Each of the short assignments will deal with a different aspect of language. The short assignments are meant to provide students with practice in the analysis and description of language. Each will require students to apply their knowledge of the way language works to the teaching and learning of English.

NCATE:

Course outline:

Week one:	Introductions and Overview; Characteristics & Functions of Language
Week two:	The Brain and Language; Morphology: Words and word formation
Week three:	Morphology, continued.; Syntax: Sentence Structure
Week four:	Syntax, continued
Week five:	Semantics: The Study of Meaning Short Assignment #1 DUE TEST #1
Week six:	Semantics, continued; Phonetics: Sound Production
Week seven:	Phonetics, continued; Phonology: Sound Patterns
Week eight:	Phonetics, continued TEST #2
Week nine:	Psycholinguistics: Language Learning and Processing Short Assignment #2 DUE
Week ten:	Psycholinguistics, continued
Week eleven:	Sociolinguistics: Language in Society
Week twelve:	Language in the school system Test #3
Week thirteen:	Language Change
Week fourteen:	Computers in Language Study Test #4
Week fifteen:	Cumulative Final Exam

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Eastern Michigan University
College of Arts & Sciences
Department of Foreign Languages and Bilingual Studies
Syllabus: LNGE 240 Linguistic and Cultural Diversity in the U.S.

Semester:	Instructor:
Room:	Phone:
Meeting times:	Office:
Office Hours:	E-mail:

Course Description

From the catalog: Students will explore the nature of language and its relationship to cultural diversity in the US as it impacts the classroom. Emphasis will be on the role of geography, ethnicity, and social status on language diversity in the US, and the impact of language choice within educational settings.

Is English the official language of the United States? What is the standard form of English? Why do so many Americans speak incorrect English? Why does everyone else have an accent? Are the media ruining English? Why do *those people* speak such bad English? Should I “write it like I would say it”? Should I speak like I write? Are kids these days destroying the English language? This course will explore the use of English in the United States. Students will be confronted with language myths and biases and exposed to the realities of English use in the U.S. Topics covered will include linguistic features of language that determine pronunciation, dialect, pragmatic application, register, and idelect. Larger themes include the question of the relationship between language and culture, including “correct usage,” regional and ethnic language diversity, the question of “standard” English, socio–economically determined language differences, and language differences between the sexes.

Rationale

This course meets the requirements for General Education, Perspectives on a Diverse World, U.S. Diversity in that it allows students to explore the complexity of their own cultural identities as codified in their own variety of English and attitudes towards others’ varieties. It encourages students to confront their own naïve attitudes and beliefs about language, and to recognize the roots of language–based social, cultural, and racial intolerance.

Course objectives

During the course, the students will:

- Develop awareness of the richness of the variety of Englishes in the U.S.
- Explore the relationship between language and culture as it relates to use of Englishes in the U.S.
- Explore their own language identities and how these relate to the language identities of others in the U.S.

- Explore the causes and consequences of language intolerance in the U.S.
- Examine the causes of language intolerance, its roots in ethnocentrism, and its connection to exclusion in the U.S.
- Explore how language diversity is connected to income distribution and social class
- Develop awareness of diverse communication styles in the U.S.
- Learn to include language and culture issues in the ESOL classroom

Suggested Textbooks

Johnson, F. L. (2000). *Speaking Culturally: Language Diversity in the United States*. Thousand Oaks, CA: Sage.

Bauer, B., & Trudgill, P. (1998). *Language Myths*. New York: Penguin.

Suggested supporting media

Cran, W., & MacNeil, R. (2005). *Do you speak American?* [DVD videorecording] MacNeil/Lehrer & Paladin InVision Production with Thirteen/WNET in association with KLRU. Princeton, NJ: Films for the Humanities & Sciences.

Course format:

This class will use a combination of lectures and cooperative learning groups.

Grades:

100% – 94%	=	A	83% – 80%	=	B–	69% – 67%	=	D+
93% – 90%	=	A–	79% – 77%	=	C+	66% – 64%	=	D
89% – 87%	=	B+	76% – 74%	=	C	63% – 60%	=	D–
86% – 84%	=	B	73% – 70%	=	C–	less than 60%	=	E

Scoring:

Quizzes/homework	10%
Language and culture interview	10%
Midterm exam	20%
Reflection papers	30%
Final exam	30%

Quizzes and homework:

Periodically students will be assigned tasks to assess their knowledge of the course readings, lectures, and group work. These short assignments will focus on language contact and change, attitudes towards language varieties, and the students’ own language identities.

Language and culture interview:

Students will interview someone from a non-English language and cultural background and write a report that explores the role of language in defining identity. The paper should reflect on the similarities and differences between the interviewee's language experiences in the classroom and those of the student, and on the nature of language in determining identity in educational settings.

Reflection papers:

Students will be asked to write papers throughout the semester reflecting on the nature of language and diversity. The papers will synthesize information gathered through reading, videos, and other media sources and reflect on the nature of language as it relates to U.S. culture of the classroom. Students' papers will address the richness of the variety of Englishes in the U.S., the nature of language identity, and the causes and effects of language intolerance in educational settings.

Exams:

The midterm exam will focus on assessing students' knowledge of the nature of diverse communication styles in the U.S. and of the historical, geographical, and cultural causes of that diversity. The Final exam will focus on the social, economic, political, and pedagogical consequences of attitudes towards language diversity, and on their connections to class and income distribution.

Course outline:

Week one:	Myths about language
Week two:	The history of English in the U.S.
Week three:	Accent, dialect, or language?
Week four:	Registers of English and idiolects
Week five:	Geographically determined language differences
Week six:	Experientially determined language differences
Week seven:	Review English differences in the U.S.; Midterm exam
Week eight:	Ethnically determined language differences
Week nine:	Language and sex
Week ten:	Class determined language differences
Week eleven:	Language and social status
Week twelve:	Language in the school system
Week thirteen:	Language myths revisited
Week fourteen:	Review; Final Exam

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**Eastern Michigan University
College of Arts & Sciences
Department of Foreign Languages and Bilingual Studies
Syllabus LNGE 325 Second Language Acquisition**

Semester:	Instructor:
Room:	Phone:
Meeting times:	Office:
Office Hours:	E-mail:

PREREQUISITES: **LNGE 202 & LNGE 223**

COURSE DESCRIPTION:

From the catalog: Students examine the nature of learning a second language simultaneously with, or subsequent to, one's first language. Linguistic, cognitive, affective, cultural and social factors influencing the acquisition of another language will be explored. Focus will include various age and English ability levels.

This course has been created in accordance with the Michigan State Department of Education (MDE) Standards for the Preparation of Teachers in English as a Second Language, and the Teachers of English to Speakers of Other Languages (TESOL) Inc. ESL Standards for the Accreditation of Initial Programs in P-12 Teacher Education, thus meeting the National Council for Accreditation of Teacher Education (NCATE) Standards for Professional Development Schools.

OBJECTIVES

The Michigan State Board of Education indicates, under the heading of Language Acquisition, that qualified ESOL teachers must:

- *Demonstrate knowledge of the language acquisition processes in first and second language learning, age differentials in language learning, and individual learning styles;*
- *Apply knowledge of the nature of learning a second language simultaneously with, or subsequent to, one's first language. Recognize linguistic, cognitive, affective, cultural, and social factors influencing the acquisition of another language.*

This class will examine the principal theories of language learning with emphasis on these factors. The course will focus particularly on the applicability various theories to the practice of teaching and learning of a second language.

By the end of the course, Students **Will Be Able To**:

1. Explain the evolution of the theoretical perspectives on the nature of language, on second language acquisition and on second language pedagogy;
2. Identify current issues in the field of ESOL/TESL;

3. Demonstrate awareness of the effects of individual learner characteristics on the SLA/SLL experience
4. Discuss the effects of individual learner characteristics on SLA/SLL experience
5. Identify pedagogical implications of SLA/SLL theories for classroom practice
6. Describe the linguistic, cognitive, affective, cultural and social factors influencing SLA/SLL.

GRADING

The degree to which students meet these objectives will be assessed on the basis of:

Completing quizzes/homework/caucus entries 20%

(Through which students will exchange knowledge of the language acquisition processes in first and second language learning, age differentials in language learning, and individual learning styles)

Developing a language learner profile 20%

(Through which students will apply their knowledge of the linguistic, cognitive, affective, cultural, and social factors influencing the acquisition of another language and demonstrate awareness of the effects of individual learner differences on the SLA/SLL experience.)

Midterm 20%

NCATE – Comprehensive Final exam **20%**

(Through which students will apply knowledge of the nature of learning a second language simultaneously with, or subsequent to, one's first language, demonstrate their knowledge of the linguistic, cognitive, affective, cultural, and social factors influencing the acquisition of another language, show evidence of their awareness of the effects of individual learner differences on the SLA/SLL experience and identify the pedagogical implications of SLA/SLL theories for classroom practice.

The exam is truly comprehensive, in that it requires students to apply the knowledge of Grammar and Language learned in prerequisite courses – i.e., LNGE 202 and LNGE 223 – to SLA theory and practice. Scores will be collected and tabulated in aggregate for purposes of program accreditation.)

Research paper on a current issue in TESOL 20%

(Through which students will provide an in depth analysis of one of the issues areas reflected in the objectives.)

REQUIRED TEXT

Lightbown, P. M. & Spada, N. (1998). *How Languages Are Learned*. Oxford: Oxford University Press.

GRADES:

100% – 94%	=	A	83% – 80%	=	B–	69% – 67%	=	D+
93% – 90%	=	A–	79% – 77%	=	C+	66% – 64%	=	D
89% – 87%	=	B+	76% – 74%	=	C	63% – 60%	=	D–
86% – 84%	=	B	73% – 70%	=	C–	less than 60%	=	E

OUTLINE OF COURSE TOPICS

- Topic 1: Critical Issues in SLA/SLL and TESOL
- Topic 2: The Nature of Language
- Topic 3: First Language Acquisition
- Topic 4: How do first and second language compare
- Topic 5: How do individuals vary in SLA/SLL
- Topic 6: Audiolingualism in SLA/SLL
- Topic 7: Cognitive Approaches to SLA/SLL
- Topic 8: Interactionist Approaches
- Topic 9: Krashen’s Monitor Model and the Natural Method
- Topic 10: Socio-cultural Approaches to SLA/SLL
- Topic 11: Communicative Competence
- Topic 12: Nature of Language Revisited

For the record:

- **Academic dishonesty:** Academic dishonesty, including all forms of cheating and/or plagiarism, will not be tolerated in this class. Penalties for an act of academic dishonesty may range from receiving a failing grade for a particular assignment to receiving a failing grade for the entire course. In addition, you may be referred to the Office of Student Judicial Services for discipline that can result in either a suspension or permanent dismissal. The Student Conduct Code contains detailed definitions of what constitutes academic dishonesty, but if you are not sure about whether something you're doing would be considered academic dishonesty, consult with the instructor.
- **Plagiarism:** One word: **DON'T**. Any assignment you submit that indicates evidence of being copied from another source, or which is clearly not your own work, will receive a grade of 0. After one such grade, and the resulting warning, a second such paper will result in a grade of E (Failure) for the course. If you are unsure exactly what constitutes plagiarism, please come to my office hours and discuss it with me.
- **Code of conduct:** Students are expected to abide by the Student Conduct Code and assist in creating an environment that is conducive to learning and protects the rights of all members of the University community. Incivility and disruptive behavior will not be tolerated and may result in a request to leave class and referral to the Office of Student Judicial Services (SJS) for discipline. Examples of inappropriate classroom conduct include repeatedly arriving late to class, using a cellular telephone, or talking while others are speaking. You may access the Code online at: <http://www.emich.edu/sjs>.
- **Disability accommodations:** If you wish to be accommodated for your disability EMU Board of Regents policy #8.3 requires that you first register with the Access Services Office (ASO) in room 203 King Hall. You may contact ASO by telephone at (734) 487-2470. Students with disabilities are encouraged to register with ASO promptly as you will only be accommodated from the date you register with them forward. No retroactive accommodations are possible.
- **For International students: F and J visa students, have 10 days to report any:** Changes in your name, residential address, academic status (full or part-time enrollment), program of study or completion date, student level (undergraduate to graduate), or funding source (employment or graduate assistant position); Intent to transfer to another university; Probation or disciplinary action due to a criminal conviction.
In accordance with new federal regulations, these must be reported to the EMU Office of International Students (OIS), 229 King Hall within 10 days of occurrence; failure to do so may result in arrest and deportation. You may not drop or withdraw from a course without OIS approval. If you have questions or concerns, contact the OIS at 487-3116, not the course instructor.)

➤ **The Student Exchange Visitor Information System (SEVIS) requires F and J students to report the following to the Office of International Students, 229 King Hall within ten (10) days of the event:**

Changes in your name, local address, major field of study, or source of funding.

Changes in your degree-completion date

Changes in your degree-level (ex. Bachelors to Masters)

Intent to transfer to another school

Prior permission from OIS is needed for the following:

Dropping ALL courses as well as carrying or dropping BELOW minimum credit hours

Employment on or off-campus

Registering for more than one ONLINE course per term (F-visa only)

Endorsing I-20 or DS-2019 for re-entry into the USA

Failure to report may result in the termination of your SEVIS record and even arrest and deportation. If you have questions or concerns, contact the OIS at 487-3116, not your instructor.

Bibliography

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- Brown, H. D. (2000). *Principles of language learning and teaching*. (4th ed.). White Plains, NY: Prentice Hall.
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- Doughty, C., & Williams, J. (Eds.). (1998). *Focus on form in classroom second language acquisition*. Cambridge: Cambridge University Press.
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- Fillmore, L. W., & Snow, C. E. (2000, August 23). *What teachers need to know about language*. Retrieved March 4, 2002, from <http://www.cal.org/ericcll/teachers/teachers.pdf>
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- McLaughlin, B. (1992). *Myths and misconceptions about second language learning: What every teacher needs to unlearn*. (Educational Practice Report 5). Santa Cruz, CA: The National Center for Research on Cultural Diversity and Second Language Learning, University of California, Santa Cruz.
- Omaggio-Hadley, A. (2001). *Teaching language in context* (3rd ed.). Boston: Heinle & Heinle.
- Parker, F., & Riley, K. (2005). *Linguistics for Non-Linguists: A Primer with Exercises* (4th ed.). Boston: Allyn & Bacon/Longman.
- Piper, T. (1998). *Language and learning: The home and school years* (2nd ed.). Upper Saddle River, NJ: Merrill.
- Swan, M., & Smith, B. (Eds.). (1987). *Learner English: A teacher's guide to interference and other problems*. Cambridge: Cambridge University Press.
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**Eastern Michigan University
College of Arts & Sciences
Department of Foreign Languages and Bilingual Studies
Syllabus TSLN 330, TESOL Methods: Literacy**

Semester:	Instructor:
Room:	Phone:
Meeting times:	Office:
Office Hours:	E-mail:

Course Description:

From the catalog: This course teaches recent literacy theory and its application to pedagogy, including research-based concepts of literacy and their relationship to practical aspects of language acquisition. The course builds teacher candidates' understanding of language and literacy development with an emphasis on teaching English to speakers of other languages.

This course has been created in accordance with the Michigan State Department of Education (MDE) Standards for the Preparation of Teachers in English as a Second Language, and the Teachers of English to Speakers of Other Languages (TESOL) Inc. ESL Standards for the Accreditation of Initial Programs in P-12 Teacher Education, thus meeting the National Council for Accreditation of Teacher Education (NCATE) Standards for Professional Development Schools.

Prerequisite:

LNGE 325, Second Language Acquisition, Junior standing

Objectives:

1. Provide an overview of current research and theories of ESOL literacy.
2. Provide a theoretical foundation for ESOL literacy.
3. Develop student awareness of the key factors influencing literacy teaching in TESOL.
4. Discuss practical applications of ESOL literacy teaching theory.
5. Discuss specific ESOL literacy teaching techniques, and the ways in which they can be adapted to a variety of target student groups.

By the end of the course, students should be able to:

1. Explain the relationship between language and literacy.
2. Discuss specific ESOL literacy skills and sub skills from theoretical and pedagogical perspectives.
3. Correctly and consistently use the terminology of ESOL teaching in discussions and written work.
4. Discuss ESOL literacy from cognitive, metacognitive, and linguistic perspectives.
5. Describe the salient features of written language that need to be learned for ESOL literacy acquisition.
6. Explain the relationship between L1 and L2 literacy.

7. Demonstrate understanding of the key issues for ESOL literacy teaching in the P-12 setting.
8. Write lesson plans that properly address ESOL literacy standards, specifically including content, language, and strategy objectives for each lesson.
9. Demonstrate the ability to adapt written materials to improve ESOL student comprehension and learning.
10. Explain their personal philosophies of language learning and teaching and defend those philosophies with reference to research in the field of second language acquisition (SLA).

Required Texts:

Pressley, M. (2002). *Reading Instruction That Works: The Case for a Balanced Teaching*. (2nd Ed.) New York, NY: The Guilford Press.

Samway, K. D. (2000). *Integrating the ESL Standards into Classroom Practice Grades 3-5*. Bloomington, IL: TESOL, Inc.

Stahl, S. (1999). *Vocabulary Development*. Cambridge, MA: Brookline Books.

ESL Standards for Pre-K-12 Students. (1997). Alexandria, VA: TESOL.

Course Pack:

Aebersold & Field 1997, Chapter 2: Factors that influence reading in an L2/FL; Brown 2001, Chapter 19: Teaching Writing; Feldman 2002, Preparing teachers to guide children’s language development; Grabe & Kaplan 1996, Chapter 10: Teaching writing at the beginning levels; Grabe & Stoller 2002, Chapter 2: Comparing L1 and L2 reading; Madden et. al. 1997, Reading, writing, and language arts in success for all; McDonough & Shaw 2003, Chapter 5: Adapting materials; Underwood & Batt 1996, Chapter 1: Reading as skilled information processing;

Grades:

100% – 94%	=	A	83% – 80%	=	B–	69% – 67%	=	D+
93% – 90%	=	A–	79% – 77%	=	C+	66% – 64%	=	D
89% – 87%	=	B+	76% – 74%	=	C	63% – 60%	=	D–
86% – 84%	=	B	73% – 70%	=	C–	less than 60%	=	E

Scoring:

Quizzes/homework	10%
Materials analysis and adaptation projects (2)	20%
Standards teaching technique project	20%
Midterm exam	20%
Final exam	30%

Quizzes/homework:

Students will complete weekly homework or quizzes that demonstrate their comprehension of the required text. These assignments will prepare students for the style and content of the exams.

Materials analysis and adaptation projects:

Students will find materials used in elementary content courses, analyze the language necessary to comprehend the materials, and adapt the materials for use with ELL students. The first project will focus on reading, and the second on writing. Both projects will take a balanced approach, integrating bottom-up techniques in teaching vocabulary, grammar, and discourse with top-down holistic/extensive teaching techniques. This assignment focuses on practical application of the theoretical foundations of literacy to literacy pedagogy.

Standards teaching technique project:

Students will choose literacy-teaching materials and create one unit of at least three connected lessons. The lessons must demonstrate the ability to teach vocabulary, grammar, reading, and writing through the adaptation of published materials for English language learners. Finished projects will be used as part of the NCATE assessment material. Key to successful completion of this assignment will be for students to clearly demonstrate how they can adapt materials for English language learners in mainstream content elementary classes.

Exams:

The midterm and final exams will use a variety of question styles that reflect the declarative knowledge presented in the course. Scores will be utilized in the NCATE assessment process. The midterm will focus on knowledge of the theoretical underpinnings of TESOL literacy pedagogy, while the final will focus on practical connections between theory and praxis.

Course Outline:

- Week 1: What is Literacy and how is it related to Language?
- Week 2: The relationship between L1 and L2 literacy
- Week 3: Balanced/interactive approaches to teaching reading; analysis of reading materials
- Week 4: Reading vocabulary development
- Week 5: From grammar to discourse
- Week 6: Rhythm and flow: Reading coherence and speed
- Week 7: Review Reading; Midterm Exam
- Week 8: The relationship between reading and writing
- Week 9: Balanced/interactive approaches to teaching writing; analysis of writing materials
- Week 10: Writing: vocabulary use
- Week 11: Writing: grammar to discourse
- Week 12: Strategies for learning literacy
- Week 13: Adopting & adapting materials to teach literacy
- Week 14: Course review; Final Exam

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Changes in your degree-completion date
Changes in your degree-level (ex. Bachelors to Masters)
Intent to transfer to another school
Prior permission from OIS is needed for the following:
Dropping ALL courses as well as carrying or dropping BELOW minimum credit hours
Employment on or off-campus
Registering for more than one ONLINE course per term (F-visa only)
Endorsing I-20 or DS-2019 for re-entry into the USA
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- Perez, B., & Torres-Guzman, M. E. (1996). *Learning in two worlds: An integrated Spanish/English biliteracy approach* (2nd ed.). White Plains, NY: Longman.
- Perfetti, C. A., Van Dyke, J., & Hart, L. (2001). The psycholinguistics of basic literacy. *Annual Review of Applied Linguistics*, 21, pp. 127-152.
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- Samway, K. D. (Ed.). (2000). *Integrating the ESL standards into classroom practice: Grades 3–5*. Alexandria, VA: TESOL.
- Scarcella, R. (1990). *Teaching language minority students in the multicultural classroom*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Schmitt, N. (2000). *Vocabulary in Language Teaching*. New York: Cambridge University Press.
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- TESOL. (1997). *ESL standards for pre-K–12 students*. Alexandria, VA: Author.
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Eastern Michigan University
College of Arts & Sciences
Department of Foreign Languages and Bilingual Studies
Syllabus TSLN 332, TESOL Methods: Listening & Speaking

Semester:	Instructor:
Room:	Phone:
Meeting times:	Office:
Office Hours:	E-mail:

Course Description:

From the catalog: This course connects recent language theory and research-based concepts of the teaching of oral/aural language to practical aspects of language acquisition and teaching. The course builds teacher candidates' understanding of oral/aural language development with an emphasis on teaching English to speakers of other languages.

This course has been created in accordance with the Michigan State Department of Education (MDE) Standards for the Preparation of Teachers in English as a Second Language, and the Teachers of English to Speakers of Other Languages (TESOL) Inc. ESL Standards for the Accreditation of Initial Programs in P-12 Teacher Education, thus meeting the National Council for Accreditation of Teacher Education (NCATE) Standards for Professional Development Schools.

Prerequisites:

LNGE 325 Second Language Acquisition

Objectives:

1. Provide an overview of current research and theories of ESOL oral language development.
2. Provide a theoretical foundation for development of ESOL oral language skills.
3. Develop student awareness of the key factors influencing the teaching of listening and speaking to ESOL learners.
4. Discuss practical applications of ESOL oral language learning theory.
5. Discuss specific ESOL oral language skills teaching techniques, and the ways in which they can be adapted to a variety of target student groups.

By the end of the course, students should be able to:

1. Explain the relationship between speaking and listening in oral language development.
2. Discuss specific ESOL oral language skills and sub skills from both theoretical and pedagogical perspectives.
3. Correctly and consistently use the terminology of ESOL teaching in discussions and written work.
4. Discuss ESOL oral language skills from the perspectives of sociolinguistics and variation due to context.

5. Describe the salient features of oral language that need to be learned for ELLs' success in academic settings.
6. Explain the relationship between BICS and CALP.
7. Demonstrate understanding of the key issues for ESOL listening and speaking teaching in the P-12 setting.
8. Write lesson plans that properly address ESOL standards and benchmarks from the Michigan Guidelines and the TESOL profession, specifically including content, language, and strategy objectives for each lesson.
9. Demonstrate the ability to review and adapt materials to improve ESOL student comprehension and performance, appropriate to age and grade level.
10. Explain their personal philosophies of language learning and teaching and defend those philosophies with reference to research in the field of second language acquisition (SLA).

Required Texts:

Smallwood, B. A. (2000). *Integrating the ESL Standards Into Classroom Practice Grades Pre-K-2*. Alexandria, VA: TESOL. (Other grade levels as needed.)

Nunan, D. and Miller, L. (Editors). (2002). *New Ways in Teaching Listening*. Alexandria, VA: TESOL.

Bailey, K. M. and Savage, L. (Editors). (1994) *New Ways in Teaching Speaking*. Alexandria, VA: TESOL.

ESL Standards for Pre-K-12 Students. (1997). Alexandria, VA: TESOL.

Richard-Amato, P.A. (1996). *Making it Happen*. White Plains, NY: Longman.

Grades:

100% – 94%	=	A	83% – 80%	=	B–	69% – 67%	=	D+
93% – 90%	=	A–	79% – 77%	=	C+	66% – 64%	=	D
89% – 87%	=	B+	76% – 74%	=	C	63% – 60%	=	D–
86% – 84%	=	B	73% – 70%	=	C–	less than 60%	=	E

Scoring:

Quizzes/homework	10%
Materials analysis and adaptation projects	20%
Standards teaching technique project	30%
Midterm Exam	15%
Final Exam	25%

Quizzes/homework:

Designed to provide preparation for both mid-term and final exams as well as check on comprehension of reading and practical application as the semester goes along. Quizzes will be both announced and unannounced. If homework is turned in late, it will be marked down.

Materials analysis and adaptation projects:

Students will review current materials available for teaching ESL learners to improve their speaking and their listening. They will also choose one set of materials for each skill and adapt for a specific grade level and ESL proficiency level.

Standards teaching technique project:

Students will construct a unit of at least three lessons that are linked to the standards and the benchmarks of the Michigan ELP framework. Specific lesson plans for each of the lessons must address the skills and the subskills necessary for the ESL students' success in order to demonstrate the students' ability to design lessons appropriate for improved listening and speaking. Included will be the materials to be used, both commercial and original. Again, the materials included will demonstrate the students' ability to select, adapt, and create appropriate materials for both age and grade level.

Midterm Exam:

In-class written exam covering the theoretical content of the course to date, primarily declarative knowledge.

Final Exam:

In-class written exam will focus on the new theoretical content of the course, and also the practical application of the declarative knowledge covered.

Course Outline:

- Week 1: What is oral language and how does it develop in L2?
- Week 2: The relationship between oral language in L1 and L2.
- Week 3: Approaches to teaching listening comprehension: analysis of listening materials.
- Week 4: The relationship of pronunciation, non-verbal communication to listening comprehension.
- Week 5: Bics vs. Calp: Context embedded vs. context reduced.
- Week 6: Review listening: Midterm Exam
- Week 7: The relationship between listening and speaking.
- Week 8: Approaches to teaching speaking: analysis of speaking materials.
- Week 9: The relationship of pronunciation, non-verbal communication to comprehensibility.
- Week 10: Speaking: Different genres
- Week 11: Strategies for speaking/listening and techniques for teaching them.
- Week 12: Integrating speaking/listening activities into non-language classes (?)
- Week 13: Adopting and adapting materials for teaching speaking and listening (and pronunciation?)
- Week 14: Presentation of teaching units and review of course; Final Exam

For the record:

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 - Changes in your name, local address, major field of study, or source of funding.
 - Changes in your degree-completion date
 - Changes in your degree-level (ex. Bachelors to Masters)
 - Intent to transfer to another school
 - Prior permission from OIS is needed for the following:
 - Dropping ALL courses as well as carrying or dropping BELOW minimum credit hours
 - Employment on or off-campus
 - Registering for more than one ONLINE course per term (F-visa only)
 - Endorsing I-20 or DS-2019 for re-entry into the USA
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Eastern Michigan University
College of Arts & Sciences
Department of Foreign Languages and Bilingual Studies
Syllabus TSLN 410, TESOL Methods: Content-Based Approaches

Semester:
Room:
Meeting times:
Office Hours:

Instructor:
Phone:
Office:
E-mail:

Course Description:

***From the catalog:** This course focuses on applying principles of English language instruction within content courses. Emphasis is placed on teaching students to use research-based methods of teaching language components (i.e., grammar, vocabulary, and pronunciation) and integrating the 4-skills (listening, speaking, reading, and writing) while teaching specific content (e.g., science, social studies).*

This course has been created in accordance with the Michigan State Department of Education (MDE) Standards for the Preparation of Teachers in English as a Second Language, and the Teachers of English to Speakers of Other Languages (TESOL) Inc. ESL Standards for the Accreditation of Initial Programs in P-12 Teacher Education, thus meeting the National Council for Accreditation of Teacher Education (NCATE) Standards for Professional Development Schools.

Prerequisites:

TSLN 330, TESOL Methodology: Literacy & TSLN 332, TESOL Methodology: Listening & Speaking

Objectives:

1. Provide an overview of current research and theories of English language teaching in content-area classes.
2. Provide a theoretical foundation for development of ESOL language skills within the context of content-area classes.
3. Develop student awareness of the key factors influencing the teaching of English to ESOL learners within content-area classes.
4. Discuss practical applications of ESOL language learning theory.
5. Discuss specific ESOL language skills teaching techniques, and the ways in which they can be adapted to a variety of target student groups in a variety of content-area classes.

By the end of the course, students should be able to:

1. Explain the relationship between language and content-area teaching.
2. Discuss specific ESOL language skills and sub skills from both theoretical and pedagogical perspectives.
3. Correctly and consistently use the terminology of ESOL teaching in discussions and written work.

4. Discuss ESOL language skills from the perspectives of content-based approaches (e.g., CBI, CALLA, & SEI).
5. Describe the salient features of language that need to be learned for ESOL student's success in academic settings.
6. Demonstrate understanding of the key issues for ESOL teaching in the P-12 setting.
7. Write lesson plans that properly address ESOL standards and benchmarks from the Michigan Guidelines and the TESOL profession, specifically including content, language, and strategy objectives for each lesson.
8. Demonstrate the ability to assess content, language, and strategy learning outcomes.
9. Demonstrate the ability to review and adapt materials to improve ESOL student comprehension and performance, appropriate to age and grade level.
10. Explain their personal philosophies of language learning and teaching and defend those philosophies with reference to research in the field of TESOL and second language acquisition (SLA).

Required Texts:

Irujo, S. (Ed.) (2000). *Integrating the ESL Standards Into Classroom Practice Grades 6-8*. Alexandria, VA: TESOL.

Echevarria, J., & Graves, A. (2003). *Sheltered Content Instruction: Teaching English-Language Learners with Diverse Abilities*. (2nd ed.). Boston: Allyn & Bacon.

Haley, M. H., & Austin, T. Y. (2004). *Content-Based Second Language Teaching and Learning: An Interactive Approach*. Boston: Allyn & Bacon.

Grades:

100% – 94%	=	A	83% – 80%	=	B–	69% – 67%	=	D+
93% – 90%	=	A–	79% – 77%	=	C+	66% – 64%	=	D
89% – 87%	=	B+	76% – 74%	=	C	63% – 60%	=	D–
86% – 84%	=	B	73% – 70%	=	C–	less than 60%	=	E

Scoring:

Quizzes/homework	10%
Materials analysis and adaptation projects	20%
Standards teaching technique project	30%
Midterm Exam	15%
Final Exam	25%

Quizzes/homework:

Designed to provide preparation for both mid-term and final exams as well as check on comprehension of reading and practical application as the semester goes along. Quizzes will be both announced and unannounced. If homework is turned in late, it will be marked down.

Materials analysis and adaptation projects:

Students will review current materials available for teaching ESOL learners. They will also choose one set of materials for each skill and adapt for a specific grade level and ESOL proficiency level.

Standards teaching technique project:

Students will construct a unit of at least three lessons that are linked to the standards and the benchmarks of the Michigan ELP framework. Specific lesson plans for each of the lessons must address the skills and the subskills necessary for the ESOL students' success in order to demonstrate the students' ability to design lessons appropriate for improved language within specific content areas. Included will be the materials to be used, both commercial and original. Again, the materials included will demonstrate the students' ability to select, adapt, and create appropriate materials for both age and grade level.

Midterm Exam:

In-class written exam covering the theoretical content of the course to date, primarily declarative knowledge.

Final Exam:

In-class written exam will focus on the new theoretical content of the course, and also the practical application of the declarative knowledge covered.

Course Outline:

- Week 1: What is content-based instruction?
- Week 2: The relationship between language and content lessons in L1.
- Week 3: Approaches to teaching CBI: analysis of content materials for language focus.
- Week 4: Combining skills in language instruction for the standards-based content classroom.
- Week 5: Cooperative language learning methods in content classes.
- Week 6: Review; Midterm Exam
- Week 7: The relationship between language and content on standardized tests.
- Week 8: Approaches to teaching CBI: analysis of materials.
- Week 9: CALLA and strategy instruction.
- Week 10: Registers and genres in content lessons.
- Week 11: Strategies and techniques for teaching them.
- Week 12: Integrating language activities into non-language classes: SEI and SDAIE
- Week 13: Adopting and adapting content materials to focus on teaching language
- Week 14: Presentation of teaching units and review of course; Final Exam

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Eastern Michigan University
College of Arts & Sciences
Department of Foreign Languages and Bilingual Studies
Syllabus TSLN 420: SLA Testing and Assessment

Semester:
Room:
Meeting times:
Office Hours:

Instructor:
Phone:
Office:
E-mail:

Course Description:

***From the catalog:** This course will teach students the basics of testing English speakers of other languages (ESOL) based on current second language acquisition theory, review existing tests used with ESOL students, develop tests and alternative assessments for ESOL students, and practice administering ESOL tests used in public schools.*

The primary goal of this course is to prepare teachers to select appropriate ESOL assessment practices that best meet the needs of ESOL students and programs, and which match the professional and state standards for working with English Language Learners.

This course has been created in accordance with the Michigan State Department of Education (MDE) Standards for the Preparation of Teachers in English as a Second Language, and the Teachers of English to Speakers of Other Languages (TESOL) Inc. ESL Standards for the Accreditation of Initial Programs in P-12 Teacher Education, thus meeting the National Council for Accreditation of Teacher Education (NCATE) Standards for Professional Development Schools.

Objectives:

1. Provide an overview of current language assessment measures and techniques that are age appropriate for English Language Learners in k-12 settings.
2. Provide a foundation for understanding appropriate assessment measures for English Language Learners.
3. Develop student awareness of the importance of using a variety of assessment techniques to inform instruction, and to provide accountability.
4. Develop student awareness of the linguistic and cultural bias that may occur in many standardized assessment instruments, and how that may affect student success in school.
5. Provide background in the differences between language proficiency testing and other types of assessment as they affect English Language Learners in the school setting.
6. Provide background in the use of various standards-based language proficiency instruments and the value of such data for identification, placement, and language proficiency for appropriate academic achievement.
7. Provide knowledge of the importance of a systematic assessment plan to include all of the data needs

8. Provide practical applications of administering, developing, and interpreting English Language Learners' assessments that use the benchmarks from the MDE Curriculum guidelines and the TESOL Standards.
9. Provide guidance in understanding the use of standardized tests for both the State and the NCLB guidelines.

By the end of the course, students should be able to:

1. Explain and describe current language assessment measures and techniques, and the uses for each type of measure.
2. Explain and describe the relationship of language assessment to measures required for NCLB (the MEAP and the new State English Language Proficiency instrument).
3. Interpret the results of both in-class assessment results and high-stakes standardized test results to students and to other stake-holders.
4. Develop appropriate assessment measures for a specific instructional plan, administer the measure, evaluate the effectiveness of it, and adapt instruction on the basis of the results.
5. Explain the differences in grade level test results when ESOL students are still being assessed for English language proficiency.
4. Explain how being an English language learner may affect test performance in academic classes.
5. Explain the importance of a comprehensive assessment plan for the English Language Learners in a school, including state-requirements for identification, placement, and progress.
6. Describe the use of the Michigan benchmarks in the Curriculum guide for standards-based assessment.
7. Use knowledge of the new ELP assessment from the state for constructing classroom based assessment measures reflecting the Michigan standards.
8. Explain some of the effects of confusing language proficiency with academic achievement for students, parents, teachers, school districts, and the public.

Required Texts:

Authentic Assessment for English Language Learners: Practical Approaches for Teachers.

1996. J. Michael O'Malley and Lorraine Valdez Pierce. Addison-Wesley.

New Ways of Classroom Assessment. 1998. J.D. Brown, Editor. TESOL.

Coursepack/e-reserve: Chapter 7, Assessment, and 8, Model Lessons and Assessment Procedures in N. Cloud, F. Genesee, and E. Hamayan, *Dual Language Instruction* (Heinle & Heinle) 2000. (tons of things from Kappan and Ed Leadership) Links to MDE sites as well as reports from California given in San Antonio at TESOL, 2005.

Course Grading:

Two assessment reviews (one authentic; one standardized)	20%
Project report	30%
Two observation and/or interview reports (5% each)	10%
Two tests [mid-term (10%) and final exam (20%)]	30%
Homework, assignments and quizzes (announced and pop)	<u>10%</u>
	100%

Grades:

100% – 94% =	A	83% – 80% =	B–	69% – 67% =	D+
93% – 90% =	A–	79% – 77% =	C+	66% – 64% =	D
89% – 87% =	B+	76% – 74% =	C	63% – 60% =	D–
86% – 84% =	B	73% – 70% =	C–	less than 60% =	E

Project Descriptions:

Assessment reviews:

Students will review one of the standardized tests being used in the school setting for content, potential cultural bias, practical considerations, and how the test results can be used to inform instruction of English Language Learners. Students will also work with a classroom teacher to review one of the teacher-made assessment measures (of whatever variety) in terms of what it tells the teacher in terms of informing instruction, student progress, academic achievement, etc.

Project Report:

Students will work with one ESOL classroom teacher and help design an assessment measure for a specific unit. Students will administer the assessment measure, score it, and interpret the results for the teacher and the students. Suggestions for instruction as a result of the assessment will also be given. Students will then reflect on the effectiveness of the assessment and make suggestions for improvement in the next assessment. Teacher comments and student comments will also be included in the project report.

Two observation and/or interview reports:

Students will interview and/or observe two different teachers (of different age and grade levels) about assessment. If possible, they will observe the administration of an assessment with the specific group of students and then discuss it with the teacher.

Tests:

Mid-term and final will be based on theoretical knowledge about the effects of testing and the considerations for valid assessment of ESOL students for both language proficiency and academic achievement. Final exam will also include application of the concepts.

Week one:	Introduction, definition of testing and assessment
Week two:	Testing basics: Reliability & Validity
Week three:	Achieving Reliability
Week four:	Achieving Validity
Week five:	Referencing: NRT, CRT, Self-Referenced
Week six:	Analyzing standardized tests
Week seven:	Review, Midterm Exam
Week eight:	Testing & TESOL
Week nine:	Assessment: summative & formative
Week ten:	Needs assessment
Week eleven:	Classroom assessment
Week twelve:	Accommodating ESOL students
Week thirteen:	Utilizing the results of assessments
Week fourteen:	Review and Final Exam

For the record:

- **Office hours:** It is my pleasure to talk to students during office hours, but it is also your responsibility to use that time to improve your understanding of assignments, grading, course policy, or readings that you find difficult. Learning how to utilize a professor's office hours will also help you in future classes. Please take the time to come to my office hours throughout the semester.
- **Academic dishonesty:** Academic dishonesty, including all forms of cheating and/or plagiarism, will not be tolerated in this class. Penalties for an act of academic dishonesty may range from receiving a failing grade for a particular assignment to receiving a failing grade for the entire course. In addition, you may be referred to the Office of Student Judicial Services for discipline that can result in either a suspension or permanent dismissal. The Student Conduct Code contains detailed definitions of what constitutes academic dishonesty, but if you are not sure about whether something you're doing would be considered academic dishonesty, consult with the instructor.
- **Plagiarism:** One word: **DON'T**. Any assignment you submit that indicates evidence of being copied from another source, or which is clearly not your own work, will receive a grade of 0. After one such grade, and the resulting warning, a second such paper will result in a grade of E (Failure) for the course. If you are unsure exactly what constitutes plagiarism, please come to my office hours and discuss it with me.
- **Code of conduct:** Students are expected to abide by the Student Conduct Code and assist in creating an environment that is conducive to learning and protects the rights of all members of the University community. Incivility and disruptive behavior will not be tolerated and may result in a request to leave class and referral to the Office of Student Judicial Services (SJS) for discipline. Examples of inappropriate classroom conduct include repeatedly arriving late to class, using a cellular telephone, or talking while others are speaking. You may access the Code online at: <http://www.emich.edu/sjs>.
- **Disability accommodations:** If you wish to be accommodated for your disability EMU Board of Regents policy #8.3 requires that you first register with the Access Services Office (ASO) in room 203 King Hall. You may contact ASO by telephone at (734) 487-2470. Students with disabilities are encouraged to register with ASO promptly as you will only be accommodated from the date you register with them forward. No retroactive accommodations are possible.
- **For International students: F and J visa students, have 10 days to report any:** Changes in your name, residential address, academic status (full or part-time enrollment), program of study or completion date, student level (undergraduate to graduate), or funding source (employment or graduate assistant position); Intent to transfer to another university; Probation or disciplinary action due to a criminal conviction.

In accordance with new federal regulations, these must be reported to the EMU Office of International Students (OIS), 229 King Hall within 10 days of occurrence; failure to do so may result in arrest and deportation. You may not drop or withdraw from a course without OIS approval. If you have questions or concerns, contact the OIS at 487-3116, not the course instructor.)

➤ **The Student Exchange Visitor Information System (SEVIS) requires F and J students to report the following to the Office of International Students, 229 King Hall within ten (10) days of the event:**

Changes in your name, local address, major field of study, or source of funding.

Changes in your degree-completion date

Changes in your degree-level (ex. Bachelors to Masters)

Intent to transfer to another school

Prior permission from OIS is needed for the following:

Dropping ALL courses as well as carrying or dropping BELOW minimum credit hours

Employment on or off-campus

Registering for more than one ONLINE course per term (F-visa only)

Endorsing I-20 or DS-2019 for re-entry into the USA

Failure to report may result in the termination of your SEVIS record and even arrest and deportation. If you have questions or concerns, contact the OIS at 487-3116, not your instructor.

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