

Syllabus

Course Name: TESOL

Course Credit: 3

Total Credit Hours: 48

Course prerequisites: N/A

Meeting: Tuesdays 10:05-11:25 Rihua 103; Wednesdays 8:30-9:50 Rihua 103

Instructors: Cecily Hurst, JD, MA; Guest Lecturer: [REDACTED], PhD

Course Description:

This is the first course in a two-course sequence designed to prepare individuals to become competent language teachers, particularly in the ESL/EFL context. This course introduces current student-centered approaches to teaching and the historical and methodological background of the TESOL profession. It aims to explore various issues related to the principles, approaches, and techniques of English language teaching and learning. Course topics include creating a student-centered classroom, the history of language teaching approaches as these relate to current methods, teaching by cognitive, affective and linguistics principles, teaching specific language skills. The knowledge and skills acquired in this course are foundational to further TESOL training and are expected to be applied in students' future teaching practice and career.

Course Objectives

On completion of this course, students will:

- Be familiar with the foundations of reflective teaching practice as they apply to TESOL
- Be familiar with the foundations of a student-centered approach to teaching
- Be familiar with the history of language teaching approaches and the current theory and research concerning principles of L2 teaching and learning.
- Gain hands-on experience of a wide variety of teaching methods through activities
- Develop the ability to examine a variety of current TESOL methods and techniques for individual and integrated skills instruction.
- Develop the competence to create effective lesson plans geared toward a specific instructional setting.
- Be able to utilize newly learned knowledge to analyze and critique theory and practice of L2 teaching and learning.
- Apply newly learned knowledge to create, demonstrate and peer-review instructional activities in class workshop settings.

Instructor-student interaction and student preparation time:

This course is taught over a 12-week time span, during which the instructor and students will meet twice a week. Classes will provide ample time for teacher-student interaction and questions, and if further help in understanding class material or completing assignments is needed, the instructor will keep regular office hours. Time commitment

will vary by assignment, but on average students are expected to dedicate 3-4 hours a week towards assigned tasks.

Teaching Strategies:

This class will use a variety of teaching strategies to facilitate student learning, focusing on student choice and including group discussion & analysis, skill demonstration and peer review, reflective journaling and response essay/multimedia project assignments. Significant amounts of class time will involve applied work analyzing and producing examples of the teaching approaches discussed.

Required Resources:

Required Textbooks: (Posted on OLC)

Brown, H.D. & Lee, H. (2015). Teaching by principles: An interactive approach to language pedagogy (4th ed). White Plains, NY: Pearson Education. ISBN-13: 9780133925852

Larsen-Freeman, D. & Anderson, M. (2011). Techniques & Principles in Language Teaching (3rd ed). Oxford University Press. ISBN-13: 9780194423601

Other Learning Resources:

Other brief readings, videos and materials to be provided by instructor.

Course Evaluation and Grading:

Class discussions presentations & activities	10%
<u>Writing & Multimedia Assignments (<i>Student Choice Option, see details below</i>)</u>	
• Reflective Journal Entries (5 total; due Sunday 11:59pm each weeks	5%
• Literature Review (covering 2 articles, due week 12)	5%
• Response Essay or Multimedia Project (due week 4)	5%
Teaching by Principles Individual Presentation (due week 6)	7.5%
Lesson Plans (x2, due weeks 10 & 11)	7.5%
Teaching Demonstration & Peer Review (x2, due weeks 10 & 11)	10%
<u>Total:</u>	50%

Writing/Multimedia Assignments: Students will complete two formal writing assignments and/or multimedia projects (one Literature Review and one Response Essay, with the choice to produce either or both as Multimedia Projects) in which they thoughtfully assess and respond to designated readings on L2 teaching and learning in 600-700 words per paper or project. Students are expected to incorporate the required readings, relevant teaching/learning theories, and/or their own reflection and real-world experience of teaching and learning. Students will also complete 5 weekly reflective journal entries, of 1-3 paragraphs (175-300 words) per journal entry. Journal entries are informal writing opportunities to consider thoughtfully the application, personal relevance, and potential of readings and concepts introduced in readings and through in-class learning. Students may select the weeks in which to complete journal entries according to personal interest and scheduling preferences.

Student Choice Options for Writing & Multimedia Assignments: These assignments count for 15% of your total course grade. You may complete all three, only 2, or only 1 of these assignments according to your preferences and scheduling commitments. The percentage weight of the assignment will vary according to your choice. If you do all three assignments, each will count for 5%. If you do two, each will count for 7.5%. If you complete one, it will count for 15%. If you do more than one assignment and wish to drop that grade, you may do so and use the other assignments to fulfill the course requirements but keep in mind the due dates for the assignments as these are not flexible.

Lesson Plans: Students will produce two structured lesson plans for 50-minute classes in relation to different language skills. Careful reading of the required texts and supplementary materials is essential to inform lesson plan structure, method, and content.

Midterm Exam

20%

Final Exam

30%

These assignments are to provide students with opportunities to demonstrate their knowledge of various topics covered in the course and their ability to analyze and evaluate practical issues about applying TESOL theories and methods. Question types will include multiple-choice questions, true/false questions, short-answer questions and short essays.

Course and Instructor Policies:

Learning Community: We are co-constructing our knowledge in class through our discussions and shared experiences of reviewing readings, applying theory to create lesson plans, and demonstrating and evaluating teaching practice segments. This requires all to be fully engaged in the learning process by preparing carefully, participating actively, and sharing thoughts candidly yet respectfully.

Attendance: Class attendance is expected. Excused absences may be approved ahead of time for required university activities. Unexcused absences will impact your participation grade, and unexcused absences totaling more than 1/3 of the class periods will result in a failing grade for the course.

Tardiness: Be on time for class. Tardiness may negatively affect your participation grade.

Cell Phones: Use of cell phones or other electronic devices such as tablets or laptops is prohibited in class unless it is explicitly allowed by the instructor for class purposes.

Assignments: Late assignments will be accepted with a 5% reduction in grade each day. After seven days, late assignments will no longer be accepted, and the student will receive a grade of zero for that assignment. Written assignments are to be submitted in appropriate academic (APA) format.

Make-up Exam: A make-up exam will be available only for previously approved absences.

Communication: Cecily Hurst: I encourage you to contact me via email or WeChat if you have any questions about this course. I generally respond to emails within 24 hours. Please send messages direction to cecily.hurst@languagelorax.com. You are also welcome to attend my office hours in the Ming Building, 5th Floor, Room 569. If you would like to ensure you do not have to wait for other students, please make an appointment Friday 11:00-1:00. There are walk-in periods (no appointment needed) from 3:00-5:00 on Tuesday and Wednesday, on a first-come, first-served basis. You may need to wait for other students during the walk-in period.

 Office Hours: Monday & Wednesday
14:30-16:00, 

Syllabus Change Policy: The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Tianhua College Academic Integrity Policy:

SNUTH expects all students to display honest, ethical behavior at all times and under all circumstances. Academic dishonesty is defined as follows:

Cheating: includes but is not limited to a) the use of unauthorized assistance in taking any type of test or completing any type of classroom assignment; this includes use of generative AI in completing an assignment that has not specifically been designated as AI-use approved b) assisting another student in cheating on a test or class assignment, including impersonation of another student.

Plagiarism: includes but is not limited to a) failure to give full and clear acknowledgement of the source of any idea that is not your own; b) handing in the same assignment for two different courses without the consent of the instructors.

Fabrication: the forgery, alteration, or misuse of any University academic document, record, or instrument of identification.

Academic Misconduct: intentionally or recklessly interfering with teaching, research, and/or other academic functions.

Sanctions: Faculty members who find evidence of academic dishonesty have sole discretion to determine the penalty, using their professional judgment. This can include a failing grade in the course, or removal of the student from the course. Additional sanctions will be imposed when a student is found to have violated the academic integrity policy more than once; these sanctions may include suspension or expulsion from the university.

Class Schedule:

Lesson	Topics	Periods	Readings, Assignments & Activities
1	<i>Introduction Overview of TESOL Methods</i>	4	• Brown & Lee Chapter 1 • Larsen-Freeman & Anderson, Chapter 1 • In-class ice-breaking activity LL 2 & 1 • In-class GTK the Syllabus scavenger hunt • In-class group video summary, discussion & mind-mapping 5 C's [oral/visual SC] • Reflective Journal Entry 1
2	<i>History of Language Teaching Approaches</i>	4	• B&L Chapter 2 • L&A Chapters 2 & 3 • Introduction to Literature Review • Group jigsaw activity • Reflective Journal Entry 2
3	<i>Language Teaching Methods</i>	4	• L&A Chapters 4, 5, & 6 • In-class discussion • In-class group activity: teaching methods Poster/Eval/Presentation SC • Literature Review: HW for Class Presentation • Reflective Journal Entry 3 • Extra Workshop Lit Review Q&A Sched TBA
4	<i>Language Teaching Methods, (cont'd)</i>	4	• L&A Chapters 7, 8, & 9 • In-class group work (matching & eval) • In-class group activity: methods magic bag • Response Essay/Multimedia Project • Reflective Journal Entry 4
5	<i>Communicative Teaching Approaches</i>	4	• B&L Chapter 3 • L&A Chapters 10 & 11 • Teaching Approaches: Speed Interview, Mini-Demo SC or Design a Handout SC • Reflective Journal Entry 5

6	<i>Teaching by Principles: Cognitive, Affective & Linguistic Foundations of Language Learning</i>	4	• B&L Chapters 4, 5, & 8 • L&A Chapter 12 • TBP Individual Project Presentations • Reflective Journal Entry 6
7	MIDTERM EXAM	4	• Mid-term Review Team Game • Mid-term Topic Sheet Gallery • Practice Midterm Released • Midterm Examination • Reflective Journal Entry 7
8	<i>Class Interaction & Technology Use</i>	4	• B&L Chapters 12 & 13 • L&A Chapters 13 & 14 • Reflective Journal Entry 8 • In-Class Group Technology Showcase Activity
9	<i>Curriculum, lesson planning & materials</i>	4	• B&L Chapters 9, 10, & 11 • Group Sample Student Lesson Plan Peer Review Activity • Reflective Journal 9
10	<i>Teaching across age & proficiency levels; classroom management</i>	4	• B&L Chapters 6, 7 & 14 • Lesson Plan I • Teaching Demonstrations Group I • Reflective Journal 11
12	<i>Teaching Language Skills: Listening Speaking & Vocabulary</i>	4	• B&L Chapters 15 & 16 • Lesson Plan II • Teaching Demonstrations Group II • Peer Reviews Group I • Reflective Journal Entry 12

11	<i>Teaching Language Skills: Reading, Writing & Grammar</i>	4	• B&L Chapters 17, 18 & 19 • Teaching Demonstrations Group III • Peer Reviews Group II & III • Practice Exam Released
12	FINAL EXAMINATION	4	• Final Exam Review Session • Extra Office Hours Q & A (Schedule TBA) • Final Exam

Lessons Plans

Time	Lesson 1
Contents	• Introduction and Overview of the Course
Objectives (Goal)	• Students gain an overall understanding of the course, SC concepts and assessment criteria. • Formative assessment of the students' level of foundational concept knowledge and related language.
Teaching Strategy	• Develop a classroom community through ice-breaking activity, and the student group collaborative process • Introduce SC & assessment concepts through activities • Evaluate the students' pre-existing level of teaching knowledge through info gap (scavenger hunt) & evaluative/critical tasks.
Process	• Introductions and course overview • Ice-breaker – 2 & 1 activity & name card mini-background • Group formation (combined choice & parameters) • Get to know the Syllabus & Group Presentation Rubric Activities ▪ Scavenger Hunt ▪ Group Evaluation Sheet • In-class Group Presentation of Evaluation Sheets (Syllabus & Group Presentation Rubric) with SC of medium & method
Assessment	• Initial assessment of the students' pedagogical knowledge by performance on GTK the Syllabus & Rubric activities and of conceptual knowledge through evaluative task. • Needs analysis of students' foundational/conceptual preparedness for TESOL instruction.

Time	Lesson 2
Contents	• Essentials of the Student-Centered Classroom
Objectives (Goal)	• Students will understand and apply 5C's of Student-Centered Teaching through collaborative activities involving student choice (SC)
Teaching Strategy	• 5 C's of student-centered classroom instruction introduced through video gap-fill activity & group evaluative response activity • SC concept introduced by group selection of response medium & format
Process	• Groups formed through combination of SC and parameters • Concept scaffolding sheet & links provided to group • Rubric & evaluation of group process & product introduced previous session in Group Activity Rubric evaluation • Student groups complete activity, process & respond to concepts, determine medium in which to share responses and present response in chosen format • Coaching & targeted scaffolding noting areas & individuals needing support • Reflection: Feedback discussion after the task, with students mentioning the challenges that they encountered.
Assessment	• Initial assessment of the students' pedagogical knowledge by performance on info-gap task and conceptual knowledge through evaluative task • Initial assessment of collaboration learning skills through group activity • Needs analysis of students' foundational/conceptual preparedness for TESOL instruction based on targeted scaffolding, presentations and students' evaluations