English 644 ESL Media and Materials-DEAdd-2016-11-16

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Form Information

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First Step: <u>**ONLY**</u> change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-DEAdd-2015-08-10**

- *If DUAL LISTED list BOTH courses in the page title*

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Indicates a required field

Proposer*	Brian D. Carpenter	Proposer Email*	bcarpent@iup.edu
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Proposing Department/Unit*	English	Contact Phone*	x7 2265

Course Level*	graduate-level

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

Course Prefix /Number*	644
Course Title*	ESL Media and Materials
Type of Proposal*	*See CBA, Art. 42.D.1 for Definition* online
Brief Course Outline*	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments* *As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or* *direct faculty instruction, there should be a minimum of two hours of out of class student work.* ENGL 644 surveys current theory and practice in English language teaching as well as many of the historical traditions that have defined the ELL pedagogies. The class addresses a variety of approaches to integrating instructional technology and multimedia, designing classroom materials, and preparing lessons for various skills in a range of educational contexts. Our approach emphasizes context and choice as a way of thinking about perspectives on language teaching and learning. This means that we assume that we must 1) tailor our practices for students to meet the changing contexts, 2) develop informed personal theories of teaching and learning, and 3) examine connections between language and power relations that may accompany the teaching of English. <table><tr><td>Date</td><td>In-class work</td></tr><tr><td>Week 1</td><td>Kumaravadivelu Chs. 1 & 2 Halliday - Towards a language based theory of learning</td></tr></table>

Week 2	Kumaravadivelu/Halliday Discussion HW Thornbury – Methods, post-method, and métodos https://www.teachingenglish.org.uk/article/methods-post-method-m%C3%A9todos Pennycook, A. (1989) The concept of method, interested knowledge, and the politics of language teaching. TESOL Quarterly, 23.	
Week 3	Larsen-Freeman,Thornbury, Pennycook Disc **Grammar Translation** HW H. Douglas Brown – English Language Teaching in the "Post-Method" Era in The Archive Larsen-Freeman Ch. 2 & 3 Kumaravadivelu Ch. 4	
Week 4	Brown, Larsen-Freeman, Kumaravadivelu Discussion Unit Plan Construction based on Brown's ideas. **Direct Method** HW Larsen-Freeman Ch. 4 Kumaravadivelu Ch. 10	
Week 5	Larsen-Freeman, Kumaravadivelu Discussion **Audio-Lingual Method** HW Holliday – The Legacy of Lockstep Larsen-Freeman Chs. 5, & 6	
Week 6	Holliday/LF Disc **Desuggestopedia** HW Larsen-Freeman Ch. 9 Kumaravadivelu Ch. 8	
Week 7	**Community Language Learning** HW Larsen-Freeman Ch. 10 Kumaravadivelu Chs. 5 & 9	
Week 8	**The Silent Way** LF/K Disc HW Unit Plan Work	
Week 9	**Unit Plan Reflection and Work** HW Holliday - Native Speakerism McConachy & Hata – Addressing Textbook representations	

Week 10	K/Holliday/McConachy & Hata Disc **Communicative Language Teaching** HW Larsen-Freeman – Complexity in SLA Sanger & Giddings – A simple approach to Complexity Theory	
Week 11	**Total Physical Response** LF/Sanger & Giddings Disc HW Kumaravadivelu Ch. 12 Approaching Images by Oliveira	
Week 12	K/Oiveira Disc **Content-based Instruction** HW Kumaravadivelu Ch. 7 Littlewood – The task based approach Kern - Perspectives on Technology *Website for building ESL Lessons*	
Week 13	**Task-based Language Teaching** Littlewood/Kern Discussion Kumaravadivelu/Unit Plan Work	
Week 14 & 15	Unit Plan Final Draft Presentation	

Rationale for Proposal (Required Questions from CBA)

| **How is/are the instructor (s) qualified**

in the Distance Education delivery

method as well as the discipline?* | Dr. Carpenter received his PhD in English Education in 2008 and received his MA in TESOL in 1994 from the School for International Training. His experiences working within the ESL community began in 1988 and continue to this day as a member of TESOL and as the author of a number of publications on working with English Language Learners in public school settings (see Carpenter, B. D., Earhart, M. & Achugar, M. (2014). Working with Documents to Develop Disciplinary Literacy in the Multilingual Classroom. *The History Teacher*, *48* (1), 91 – 103. for an example) Dr. Carpenter has led numerous online classes at IUP (Engl 101 and 202) and at the University of Pittsburgh (Assessment in Writing, Teaching Writing, and Grammar and Instruction). |

For each outcome in the course, describe **how the outcome will be achieved using** **Distance Education technologies.** *****	• To introduce graduate students to a postmethod, task-based approach to ESL material development. This will be accomplished in the D2L environment by having assigned readings uploaded to Content and creating Discussions, both professor and student led, around professor selected topics and approaches. • To provide graduate students with the experience of developing new materials and assessment tools for use in the second language classroom. Students will upload lesson plans and assessments to public spaces in D2L where the community and participate in providing feedback and interactions around the uploaded material. As each student is also a Certified Teacher, the chance to try out a selection of Lesson Plans in either formal or non-formal settings will allow another area for interaction within D2L. By uploading reflections on experience students and professor can develop interactions around choices made in lessons and reflect on these choices using classroom experiences. • To provide graduate students with the experience of researching their own language use as a basis for material development. As students are asked to keep a journal, this journal will be posted in Assignments to the professor, but students will be asked to select sections or observations of their choosing and upload these to a public discussion space so that students and professor can have interactions within D2L around these student created opportunities. • To provide graduate students with the experience of working within a materials and assessment tools development team. Students, and groups, will upload materials and assessments in a public space in D2L (Discussions for example) where other students and the instructor can interact and reflect on postings. Work product to be evaluated by the instructor will be uploaded in a private area such as Assignments so students can be assessed and evaluated.
How will the instructor-student and **student-student interaction take place?*** **(if applicable)**	A variety of formal and informal interactions will be built into the course for the purposes of feedback and evaluation. As part of all weekly modules and assignments, students will be expected to participate in threaded discussions regarding course content. Furthermore, the student will collaborate with other group members via team discussion area and then document and present their interaction and projects to the instructor in D2L. The instructor's role in these discussions is to provide feedback to the students, to clarify information, to correct false assumptions, and to provide additional guidance in understanding the course content. The instructor will also assist students (through Skype or email) in preparing class projects that evaluate student ability to apply new concepts learned in this course. Additional teacher-student interactions will take place via e-mail, telephone and online office hours as needed.Students will interact with one another through the threaded discussion forums and course e-mail. Within the discussion forum a specific topic is usually set aside for informal student interactions to discuss topic off topic, but to still build relationships and communication skills.
How will student achievement be evaluated?	**Course Activities & Assessment** *Participation & Preparation: 20%* This includes, reading all assigned materials, and actively taking part in classroom interactions on D2L. There will also be various in--class presentations, and activities throughout the semester as well as assignments to be uploaded to our class D2L site. IUP attendance policy dictates that you will be penalized if you miss more than three classes over the semester. If you have to miss class, please let me know and please arrange to get all missed assignments and materials from either me or from one of your colleagues. *Unit Plan: 30%* You will be constructing a full unit plan with a small group. This will consist of approximately 8 lessons (depending on the specific teaching context you are addressing). This is an individual project. *Unit Plan Rationale: 10%* A primary emphasis in this course will in making connections between our personal beliefs and our approach to language teaching. This assignment will require you to prepare a succinct statement of your own philosophy of language teaching. Your statement should reference appropriate concepts from our readings and discussions and connect them to the unit plan you prepare for class. This will be due with your unit plan during our last meeting of the semester. Specific guidelines will be discussed in class. *Approach and Lesson Plan for Approach: 20%* I hope to spend a good deal of time in class discussing, generating, and demonstrating teaching ideas. All class members will likely have multiple opportunities to explore and present their ideas. We will schedule two short teaching lesson plans for each approach. Your lesson plan will be based on selected teaching methods, sociopolitical issues, or macrostrategies that you relate to a particular learning context. We will create and discuss guidelines for this assignment during class. *Reflection on your Lesson plan and feedback: 20%* I will provide guidelines for this reflection at the appropriate time during the semester.

| How will academic honesty for tests and assignments be addressed?* | Academic integrity will be maintained using a variety of methods. These methods include the use of informal writing assignments (to establish a norm) and testing controls available in D2L. Additionally, students will be informed of policies pertaining to academic integrity and expected to agree to a statement regarding course policies to assure their understanding. The following statement will be included among the course policies in the course syllabus: Indiana University of Pennsylvania expects a full commitment to academic integrity from each student. This syllabus represents a contract between you and the instructor of this course and that you agree to follow the rules and expectations set up therein. The following instances are considered violations of academic integrity: Providing or receiving unauthorized assistance in coursework, including papers, quizzes, and examinations. Using unauthorized materials and resources during quizzes and tests. Possessing course examination materials without the prior knowledge of the instructor. Plagiarizing which is the use of papers, dissertations essays, reports, speeches and oral presentations, online examinations, computer projects, and other academic exercises or the passing off of ideas or facts beyond common knowledge with attribution to their originators. Engaging behaviors that are disruptive or threatening to others.Using computer technology in any way other than for the purposes intended for the course. Please note that IUP faculty use a variety of technologies and techniques to check the authenticity of student work. Violations of academic integrity will be handled per IUP's Academic Integrity Policy and Procedures. Failure to comply with the policies and procedures may result in a decrease in grade, involuntary withdrawal from an academic program, suspension, expulsion, or rescission of a conferred degree. IUP's "Academic Integrity Policy and Procedures" are available in the Undergraduate Catalog, which is available at http://www.iup.edu/registrar/catalog/. Papers can be submitted to http://Turnitin.com for evaluation by the professor to avoid any plagiarism. |