

Syllabus

I. COURSE DESCRIPTION

This course is designed to prepare the TESOL student for two major fields in teaching ESL/EFL: teaching students with little or no literacy in any language and teaching K-12. Half of the course will focus on the specific needs of the literacy student and how to meet those needs. The other half of the course will focus on how the TESOL student can adapt the skills learned for teaching adult learners to teaching young English language learners and adolescent English language learners.

II. COURSE OBJECTIVES

At the end of the term students should be able to do the following:

1. understand the needs of literacy, especially refugee, English language learners.
2. know how to plan lessons to meet those needs.
3. understand how children and adolescents differ from adult learners.
4. know how to apply the principles of adult English language teaching to the young learner and adolescent classroom.
5. know how to plan lessons that are appropriate for young and adolescent English language learners.

III. REQUIRED TEXTBOOKS

Bell, J., and B. Burnaby. *A Handbook for ESL Literacy*. Toronto: OISE, 1984.

Pinter, Annamaria. *Teaching Young Language Learners*. Oxford: Oxford, 2006.

IV. TENTATIVE CLASS SCHEDULE

DATE	TOPICS	READINGS & ASSIGNMENTS
January 12	Teaching Literacy Introduction to Literacy	B&B 1
15	Background Adult Classes	B&B 2&3
19	Literacy Lessons	B&B 4
22	Teaching Pre-literacy	B&B 5
26	Day of Prayer – No Class	
29	Teaching Reading	B&B 6
February 2	Teaching Writing	B&B 7 Pre-literacy lesson

DATE	TOPICS	READINGS & ASSIGNMENTS
February 5	Teaching Multi-level Classes	B&B 8
9	Lessons and Activities	B&B 9-10
12	Assessment	B&B 11 Reading/writing lesson
16	Special Needs of Refugees	
19	Review of ESL Literacy	
23	Teaching Young Learners Intro to young learners and their learning	P 1
26	Learning at home and at school	P 2-3 Needs Assessment Supplement
March 2 & 5	Reading Week – No Classes	
9	ELT for young learners TPR	P 4
12	Teaching Listening and Speaking	P 5
16	Teaching Reading and Writing	P 6
19	Teaching Vocabulary and Grammar	P 7
23	Learning Strategies	P 8
26	Materials and Assessment	P 9-10
30	Teaching Teens Introduction to teens and their learning	Lesson for younger learners
April 2	Good Friday – No Class	
6	The international adolescent	
9	Considerations for ELT with teens	
13	CALLA Learning Strategies	
16	Review of K-12	Lesson for older learners
19 - 23	Final Exam Week	Portfolio

V. REQUIREMENTS AND GRADING

- | | | |
|----|---|-----|
| 1. | Attendance and participation | 10% |
| 2. | Reading responses | 10% |
| 3. | Chapter presentation for literacy or K-12 | 10% |
| 4. | Needs Assessment Supplement for refugee class | 10% |
| 5. | Plan pre-literacy lesson | 10% |
| 6. | Plan reading/writing lesson | 10% |
| 7. | Plan lesson for younger learners | 10% |
| 8. | Plan lesson for older learners | 10% |
| 9. | Portfolio | 20% |

1. **Attendance and participation** – Students must attend and actively participate in class.
 2. **Readings responses** – Read the assigned chapter(s) from each of the textbooks and write a brief summary and response. These will due at the *beginning* of class on the day assigned.
 3. **Chapter presentation for literacy or K-12** –
 1. Sign up for a chapter presentation.
 2. Prepare to share your summary of the chapter and highlight one or two ideas or tasks from the chapter that you would consider using in your future teaching. You may choose to highlight by demonstrating a task, having volunteers participate in a mini-lesson or role play, showing a poster or PowerPoint, etc. Be creative – you’re the teacher. You have 15 - 20 minutes to present.
 3. Write a reflection after your presentation. Reflect on how you prepared, how you presented, and how the class responded. This reflection is due one week after your presentation.
 4. **Needs assessment supplement for refugee class** – In groups of three, students will brainstorm a supplementary list of ideas, tasks, and activities for the first day of a refugee ESL class which the students can add to the Assessment Tool that was or will be created in Methods and Materials.
- 5-8. **Plan lessons** – Prepare four lesson plans:
- 1) One lesson for pre-literacy students,
 - 2) One lesson for literacy students with a reading/writing focus,
 - 3) One lesson for younger learners (ages 3-7), and
 - 4) One lesson for older learners (ages 13-17).

Each lesson plan is to include the following elements:

- A description of the students for whom the lesson is prepared (whether real or fictitious): Their ethnic background and language goals
- Specific objectives for this lesson (e.g. at the end of this lesson the learners will)
- A relevant theme
- 1) an introduction task [hook],
2) a presentation task [book],
3) a controlled practice task [look], and
4) a free use task [took].
- Bibliography of at least 3 sources (e.g. class texts, ESL course books)

Note: Your lesson plan should be clear enough and complete enough that someone else could present it from the materials you hand in. You must include all materials, (visuals, tapes, worksheets, etc) to be used in the lesson.

9. **Portfolio** – The portfolio will contain:
 - All reading responses from the chapters
 - The needs assessment supplement
 - The class presentation reflection
 - The four lesson plans
 - Any materials from other TESOL courses or practica that you would wish to present in a job interview.

VI. COURSE POLICIES

Percentage to Letter-Grade Breakdown

<i>A+</i>	97-100	<i>B</i>	84-86	<i>C-</i>	70-73	<i>F</i>	-60
<i>A</i>	94-96	<i>B-</i>	80-83	<i>D+</i>	67-69		
<i>A-</i>	90-93	<i>C+</i>	77-79	<i>D</i>	64-66		
<i>B+</i>	87-89	<i>C</i>	74-76	<i>D-</i>	60-63		

Late Assignment Policy

Assignments must be handed in by 4:30pm on the due date listed in the syllabus unless otherwise specified. If you *must* hand in an assignment late, submit a letter explaining the reason for the lateness and any documentation you may have for the delay. I will decide if any deductions will be taken off at that time. 5% will be taken off for every day an assignment is late. Once I have handed back assignments, if your assignment has not been handed in at that point, at best you will receive a pass grade. However, all in-class chapter presentations must be presented on the scheduled day to receive a grade.

Attendance Policy

How the content of this course is presented is as important as the actual content. Therefore, if you are absent for more than 5 days you will receive an automatic failure in the course. To discourage lateness, 3 late arrivals will count as one absence.

Academic Honesty

I have the expectation that every assignment is done with scholastic integrity and honesty. Assignments that are plagiarized (i.e. work that is not the students' own work) will be given a grade of zero.

Information and Communication Technologies in the Classroom

Student use of information and communication technologies for purposes other than class note-taking is not allowed in the classroom, as students are expected to give their total attention to class activities. Use of cell-phones or iPods is never appropriate in the classroom, and use of laptop computers to play games, chat with others, browse the internet, or engage material not related to the class is always distracting to classmates and disrespectful to the instructor. Unlike some other post-secondary institutions, Providence has not yet found it necessary to ban laptops from the classroom, or prevent wireless internet access in classrooms. Only judicious use of them will keep it that way.

SIGN UP SHEET FOR CHAPTER PRESENTATIONS

DATE	CHAPTER	NAME
January 12	B&B 1	Cathy
15	B&B 2&3	Cathy
19	B&B 4	
22	B&B 5	
29	B&B 6	
February 2	B&B 7	
5	B&B 8	
9	B&B 9 B&B10	
12	B&B 11	
23	P 1	
26	P 2 P 3	
March 9	P 4	
12	P 5	
16	P 6	
19	P 7	
23	P 8	
26	P 9 P 10	