



School Education and Exercise and Sports Science

Virtual Campus – Spring 2009

Feb. 23, 2009-May 16, 2009

*Mission: Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.*

**EDLI 4345-VC01 Teaching English as a Second Language  
Course Outline**

<b>Instructor:</b>	Walter Doué      Email: <a href="mailto:douew@wbu.edu">douew@wbu.edu</a> ; 806-742-9520
<b>Course Page:</b>	<a href="http://virtualcampus.wbu.edu">http://virtualcampus.wbu.edu</a>
<b>Help Desk:</b>	<a href="http://www.wbu.edu/academics/online_programs/Help%20Desk/default.html">http://www.wbu.edu/academics/online_programs/Help%20Desk/default.html</a>
<b>Textbook 1:</b>	Diaz-Rico, Lynne T., (2008, 2 <sup>nd</sup> Edition). <i>Teaching English Learners-Strategies and Methods</i> . Boston: Allyn & Bacon.
<b>Textbook 2:</b>	State Board for Educator Certification (2003) <i>Preparation Manual: 154 English as a Second Language</i> .
<b>Prerequisite:</b>	EDUC 3402 or consent of Instructor

**Catalog Description:**

Methods of teaching ESL for bilingual and ESL teachers. Instructional strategies are developed for transitioning to English and mainstreaming second language English-speakers.

An emphasis of the course is on developing instructional procedures for teaching reading, writing along with developing oral language. Content/subject sheltered instructional techniques.

**Course Objectives:**

Upon the conclusion of this course, students actively engaged in learning will be able to:

1. Understand fundamental language concepts and know the structure and conventions of the English language.
2. Understand the process of first-and second-language acquisition and use this knowledge to promote students' language development in English.
3. Understand ESL teaching methods and use this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
4. Understand the factors that affect ESL students' learning of academic content, language, and culture.
5. Understand formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and use assessment results to plan and adapt instruction.

The more the student puts into the course, the higher his or her outcome competencies will be.

**Course Requirements:**

- **General:** This online course will be presented via the [Blackboard Learning System](#). Complete all assignments by midnight CST on the due date. Late assignments receive 0 point.
- **Online Testing:** Quizzes and the final exam are open-book and consist of T/F, multiple choice,

and short answer questions. They will be available on Blackboard for several days during the assigned week.

- **Attendance:** Attendance is expected and anticipated. Students are responsible for the material presented on Blackboard as well as in the assigned readings and writings.
1. Abstracts: Two written abstracts of current (since 1999) articles from professional peer reviewed journals or other reliable sources which discuss English as a Second Language. This one page paper will be written in APA format with ½ page consisting of a summary of the article and a ½ page reaction/response to the material read. Attach a copy of the printed article along with the bibliographic information as the header. Information regarding the APA style may be found at <http://wbu.edu/>.
  2. Blog: Weekly writing with thoughts on your readings from the text book. I will post a weekly thread for your comments from each Chapter.
  3. Ch 5 Graphic Organizer – Complete an instructional graphic organizer mapped for a learner centered lesson unit pertaining to a TEKS unit.
  4. Ch 7 “Imagination” – In a one page written APA style paper, discuss how you would use “Imagination” in your classroom. Provide information as to materials, supplies, possible sources, time needed for the TEKS curriculum exercise. Include strategies you might use and how this exercise would benefit the ESL student.
  5. Weekly quizzes on PowerPoint presentations and chapter readings.

**GRADING RUBRIC:**

Assignment	Possible	Earned
Mid-term	20	
Abstracts (2) @ 10 points each	20	
Blog	20	
Ch 5 Graphic Organizer	10	
Ch 7 “Imagination”	10	
Final Exam	20	
Weekly Quizzes	100	
<b>TOTAL</b>	<b>200</b>	

**Assessment/Grading:**

- A = 90% - 100%
- B = 80% - 89%
- C = 70% - 79%
- D = 60% - 69%
- F = 0% - 59%

Incomplete Grade:  
Contact your instructor.

**Course Calendar**  
**(I reserve the right to amend the course outline as needed)**

Session	Date	Classwork	Assignment
1	Feb 23 <sup>rd</sup>	Introduction and Syllabus TESOL Preface <a href="http://www.tesol.org/">http://www.tesol.org/</a> SBEC Prep Manuel (4-8) SBEC Prep Manuel (K-3) <a href="http://www.sbec.state.tx.us/">http://www.sbec.state.tx.us/</a>	Read: Ch 1-2 for next class "What every Teacher Should Know" Blog Thread: What is TESOL?
2	March 2 <sup>nd</sup>	Ch 1 & 2 PowerPoint	Read: Ch 3 Blog Thread: Is grammar important for ESL students? Quiz 1-Ch. 1-2
3	March 2 <sup>nd</sup>	Ch 3 PowerPoint	Read: Ch 4 Blog Thread: What is performance based learning? <b>Abstract 1 due on March 9<sup>th</sup></b> Quiz 2-Ch 3
4	March 9 <sup>th</sup>	Ch 4 PowerPoint	Read: Ch. 5 Blog Thread: Discuss strategies that can be used with ESL students? Quiz 3-Ch 4
5	March 16 <sup>th</sup>	<b>SPRING BREAK</b>	
6	March 23 <sup>rd</sup>	Ch 5 PowerPoint	Read: Ch 6 <b>Abstract #2 due on March 30<sup>th</sup></b> Blog Thread: Is listening the same as hearing? How does this affect an ESL student in the classroom? Quiz 4-Ch 5
7	March 30 <sup>th</sup>	Mid-term Exam Ch 6 PowerPoint	Read: Ch 7 & 8 <b>Mid-term</b> Graphic due April 6 <sup>th</sup> Blog Thread: Discuss the writing process for an ESL student.
8	April 6 <sup>th</sup>	Ch 7 & 8 PowerPoint	Read: Ch 9 Blog Thread: Should art be implemented in an ESL classroom? Quiz 5-Ch. 6
9	April 13 <sup>th</sup>	Ch 9 PowerPoint	Read: Ch 10 <b>"Imagination &amp; ESL" paper due April 20<sup>th</sup></b> Quiz 6-Ch 7,8 & 9
10	April 20 <sup>th</sup>	Ch 10 PowerPoint	Read : Ch 11 Presenter Blog Thread: Final thoughts?? Quiz 7-Ch 10
11	April 27 <sup>th</sup>	Ch 11 PowerPoint	Final Blog thread: What Should Every Teacher Know about an ESL classroom? Quiz 8-Ch 11
12	May 4 <sup>th</sup>	Ch 12 & 13 - PowerPoint	Final Exam May 11 <sup>th</sup> Quiz 8-12&13
13	May 11 <sup>th</sup>	<b>Final Exam</b>	

## **Course Outcome Competencies:**

Domain II    ESL Instruction and Assessment  
Competency 003, 004, 005, 006, 007

**ACADEMIC HONESTY:** University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work). Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty see catalog for more information about academic dishonesty.