

TESOL 102 – TESOL TEACHING METHODS I SYLLABUS

COURSE DESCRIPTION

This is the first of two courses on foreign language teaching methodology. This course emphasizes benefits of foreign language learning, language acquisition theory, Communicative Language Teaching, major and minor teaching methodologies, and teaching speaking, listening, reading, writing, and culture.

TEXTS

No textbook is required. All readings and video viewing activities are housed directly within the course.

COURSE OUTCOMES

1. The future teacher understands best practices for effective instruction.
2. The future teacher understands that the process of second language acquisition includes the interrelated skills of listening, speaking, reading, and writing.
3. The future teacher plans learning activities to enable students to grasp the significance of cultural differences and similarities.
4. The future teacher understands the prominent teaching methodologies used in the profession.
5. The future teacher is familiar with major issues in the profession as well as professional organizations.

COURSE STRUCTURE

This course is constructed with the course outcomes as its foundation. You will be asked to contribute through a variety of assignments, activities, and assessments that will help you achieve the desired outcomes.

This course is set up according to three units. They differ in length and have different kinds of assignments/activities in accomplishing the desired outcomes. The three units within this course are outlined below:

1. TESOL Intro & Theories (Lessons 2-4)
2. Teaching Methods 1-6 (Lessons 5-10)
3. Teaching the Five Skills (Lessons 11-13)

Please do your best to fully contribute each week as you complete each of your assignments/activities for each unit. Your effort and invested time in earlier units will help prepare you for the units that come in the latter part of the course.

ASSIGNMENT CATEGORIES

This course is designed to encourage a lot of interaction and discussion concerning completed assignments. There will be different assignment types that you will complete throughout the course. Make sure to fully contribute and participate in completing, and when appropriate, sharing your work with your classmates.

To help you have a better picture as to what will be expected, read the assignment descriptions below:

Reading and Video Viewing: Each week you will be asked to read and view (as assigned) various materials regarding the topic of study that week. Each of these assignments will be listed on the weekly overview page for easy access. Make sure to be thorough in completing these assigned reading and viewing activities, as they will be the basis for your assignments, activities, discussion boards, and assessments.

Quizzes (various points each): There are a number of quizzes in this course. Think of these quizzes as a means to helping you learn the content. You will be encouraged to use your notes and video clips to help answer the quiz questions. You will only have one attempt to complete each quiz.

Write and Discuss Discussion Boards (10 points each): These discussion boards are spread throughout the course to encourage you to first, think for yourself, and second, to see the views and opinions of others regarding the assigned topic. Make sure to carefully read each assignment before you begin writing your posts. Your initial response will be due first; your response posts to the posts of your classmates' will be due later in the week. Make sure to be thorough in all your contributions to each discussion board as you will be graded on how well you articulate your ideas as well as participating in a discussion with your classmates.

Papers (10 points each): There are three papers you will be asked to complete. These one-page reflection papers will allow you to demonstrate your learning regarding the different topics you have studied. You will upload the paper through I-Learn for the instructor to grade.

Sharing Board: Lesson Plans (20 points each): This assignment type will predominantly be accomplished during the Teaching Methods Unit. These seven assignments will allow you to research, create, perform, and share various lesson plans. As part of the creation of the lesson plan, you will be asked to record yourself teaching 3-5 minutes of a section of your lesson plan. Focus on creating a product that will benefit you in your future classroom. Once you've completed your lesson plan and video, post both the lesson plan and a link to your video on the sharing board for all to access. The purpose of sharing completed lesson plans with everyone is so that everyone can capture at least 10 lesson plans to add to their "toolbox" of items to use within their own future classroom.

Top 20 Activities (20 points each): There will be five top 20 assignments that you will complete during the Teaching the Five Skills Unit. After reviewing many different available resources, you will compile a list of your top 20 activities that can be used within the classroom that will help you to teach reading, writing, speaking, listening, and culture within your classroom. You will submit your list with reasoning as to why you chose such activities.

Culture Assimilators (10 points each): There will be three culture assimilator assignments that you will complete during the Teaching the Five Skills Unit. These assignments will allow you to present a circumstance that is misinterpreted by someone from another culture, to provide possible reasons for the misunderstanding, and to then explain why the correct answer is correct and why the remaining choices are incorrect. Each completed assignment will be posted on a discussion board for the class to add to their toolbox.

Various Assignments (20 points each): There will be a few other types of assignments that you will complete within this course. You will create a mini-drama (brief play) and post it on a discussion board for the class to add to their toolbox. You will also complete some sample quizzes and a list of functional – notional items for the instructor to grade.

All of the above mentioned assignment categories will help you to achieve the course's outlined outcomes. Take the time to engage in the material and to interact with your fellow students and you will come away more prepared to enter the TESOL classroom to teach your own future students.

COURSE REQUIREMENTS

It will be expected that the student look at the *Lesson Overview* for each section to make sure he or she knows what is due and when. It is assumed the student will be spending **9-12 hours a week** on this course so please plan accordingly. Be sure to complete all readings and video viewings necessary to be able to complete the assignments, quizzes, and/or complete discussion board requirements.

In order to have a big picture for the course as to when everything is due, please visit the Schedule found in the Course folder.

GRADING

Grading will be on a point system. There are **831 total points** possible. The tentative breakdown is as follows:

- Quizzes: 416 points
- Assignments: 210 points
- Sharing Boards (lesson plans): 140 points
- Write and Discuss DBs: 35 points
- Papers: 30 points

The instructor's evaluation of assignments is his or her subjective judgment and he or she makes no claims that the grading will be fair.

Grade Scale is as follows:

93% - 100%	A
90% - 92%	A-
87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
73% - 76%	C
70% - 72%	C-
67% - 69%	D+
63% - 66%	D
60% - 62%	D-
59% and below	F

LATE WORK POLICY: There is a 30% penalty for late work and a 10% penalty per day for late tests. All late work must be turned in **before** the last day of class. We do not give extra credit. The instructor will gladly make reasonable efforts to accommodate students with special needs. Please inform him or her of any special needs during the first week of class. The instructor reserves the right to penalize individuals for rude behavior directed toward the teacher and/or fellow students. The instructor also reserves the right to make changes to the syllabus provided the class is afforded sufficient time to adjust.

ADDITIONAL INFORMATION

University Policies

Academic honesty is required and any violation will be dealt with according to the University Academic Honesty Policy.
Policy on Sexual Discrimination/Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an education program or activity that receives federal funds, including Federal loans and grants. Title IX also covers student-to-student sexual harassment. If you encounter unlawful sexual harassment or gender based discrimination, please contact the Personnel Office at (208) 496-1130.

Reasonable Accommodation for Students with Disabilities:

Brigham Young University Idaho provides reasonable accommodations to qualified students with disabilities pursuant to applicable disability law.

Information regarding services for BYUI students with disabilities may be found at <http://www.byui.edu/disabilities>

Disability Services
156 & 158 McKay Library, East Wing
BYU–Idaho
Rexburg, ID 83460-0425
(208) 496-9210
(208) 496-5210 fax
Email: disabilityservices@byui.edu

Personal Conduct

All of your correspondence with the teacher or other classmates must be respectful. Writing something disrespectful or “venting” is unprofessional and not becoming of a university student. In addition, it is not in accordance with the Honor Code of BYU-Idaho and you will be subject to discipline accordingly. You are invited to re-read the BYU-I Honor Code and the “Principles of Personal Honor.” <http://www.byui.edu/student-honor-office/ces-honor-code>.

CONTACT INFORMATION

If any technical difficulties arise throughout the course contact the Online Support Center or the Help Desk before contacting the instructor.

Online Support Center

Phone: (866) 672-2984
Email: onlinelearning@byui.edu
Website: <http://www.byui.edu/online/online-support-center>
Text Messaging: (208) 557-4142
Hours: Monday through Friday, 7 AM to 7 PM, MT
Skype: [onlinesupportcenterbyui](https://www.skype.com/partners/byui)
Live Chat: Available on the Online Support Center Website.
Help Desk

Phone: (208) 496-9000
Toll Free Number: 1 (866) 237-5195
Email: helpdesk@byui.edu
Website: <http://www.byui.edu/help-desk>
Hours: Monday through Friday, 7 AM to 9 PM Saturday, 9 AM to 5 PM
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