### Flex Course Request

**College**
- EHE

**Course Bulletin Listing**
- EDU T&L - EDUCATION: TEACHING & LEARNING

**Course Prefix**

**Course Number**
640

**Generic course or decimal subdivision?**

**Full Course Title**
Methods and Techniques of Teaching English to Speakers of Other Languages

**Level**
- Undergraduate
- Graduate

**Credit Hours**
4

**Proposed Effective Year**
12

**Proposed Effective Term**
Winter Quarter

**Previous term(s) of offering and enrollment**

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### Flexibly Scheduled/Off-Campus/Workshop Course Information

**Course Description**
Study of the use of new instructional materials for intermediate and advanced TESOL classes; teaching of reading, writing, literature, and culture; evaluation.

**Offering Pattern**
- This year
- Every other year

**GEC Course**

**General Course Information Statement**

**Offered in Distance Learning Format?**

**Service Learning?**

**Date Range(s)**
Jan. 10th - Mar. 3rd,

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10/26/2011
Complete this section for off-campus courses

Off-campus ZIP code

Explain differences in distribution of contact time with on-campus offerings

Instructor: Dr. Brenda Custodio
Rank: Adjunct Faculty

Explain differences in instructor rank/qualifications with on-campus offerings

Explain differences in teaching arrangements from on-campus offerings

Explain how student services will be provided to off-campus students (registration, office hours, academic advising, etc.)

General Information

Expected Section Size: 0

State the need and purpose of the course. Indicate how the course relates to the primary goals of the academic unit/school/college/university
This course is contracted through the School of Teaching and Learning Office of Outreach and Engagement to serve the needs of the Columbus City School Teachers.

Describe any changes in library, equipment, or teaching aids needed

Expected Enrollment for Proposed Offering Term

Please complete and attach the form(s) on the following page before completing the package.

Scheduling Supplement Form

Course Contact Information

Faculty Name  Dr. Brenda Custodio
Faculty Email custodio.1@osu.edu
Contact Name Sarah McNeill
Contact Dept EDUTL
Contact Email mcneill.27@osu.edu
Contact Phone 2-2476
Flex Course Request Form

College: EHE  Course Bulletin Listing: (EDUTL – Education Teaching and Learning)

Course Number: 640  Generic course or decimal subdivision: N  Course Decimal: ___

Level: Undergraduate _____ Graduate ___X__  Grade Option: Letter ___X___ S/U ____  Credit Hours: ___4___

Proposed Effective Year: 2012  Proposed Effective Term: ___WI___  Previous Terms of Offering: ___WI___

Flexibly Scheduled / Off-Campus / Workshop Course Information

Course Description: This course is the off-campus section of a course that is also taught on campus. This section is for Columbus City School teachers and is offered through the Office of Outreach and Engagement.

25 word limit

Course offered less than term length: N  Distribution of Class Time: ___(3 hrs/10 weeks)___

Offering Pattern: Distance Learning Format: N (means 100% online)  Section Size: 20  Date Range: Jan 10 – March 13

Off-Campus Offering: Y  Off-Campus ZIP code: 43068  Off-Campus Location: Columbus Global Academy

Hours Out-of Class Preparation: 80 hours  Total Class Meeting Hours: _40_  Length of each Class: _4 hours_

Advertised Course Title: ___Ed T and L 640: TESOL Methods___

Faculty Name: ___Dr. Brenda Custodio_____  Faculty Rank: ___Adjunct Faculty_____

Faculty Phone: ___614-365-8811_________  Faculty E-mail: ___bcustodi@columbus.k12.oh.us

Secondary Instructor: ___________________  Desired Access: ____________________

SI Phone: _____________________________  SI E-mail: _________________________

Academic Advising Opportunity: (by appointment, and before and after class)

________________________________________

Approved by the Graduate Studies Committee Chair: __________________________ Date: _____________

Approved by the School Director: __________________________________________ Date: _____________
The Ohio State University
College of Education and Human Ecology
School of Teaching & Learning

T & L 6400
Winter/2012
Tuesdays 4:30-7:00 pm

*Instructor Name, Office, Phone, E-mail, Office Hours
Dr. Brenda Custodio, Columbus Global Academy, Columbus City Schools, 365-8811
bcustodi@columbus.k12.oh.us or custodio.l@osu.edu or 614-371-1011 (cell)
Office hours: By arrangement or before or after class (preferred)

*Course Number, Title and Description, Credit Hours
T & L 6400: TESOL Methods
4 credit hours

* Graduate Level, Credits, Class time distribution, prerequisites, quarters offered, general information, exclusions, cross-listing.
Information is included on course form (Flex Form)

* Course Objectives/Learning outcomes: The goal of teacher preparation programs at The Ohio State University is to prepare discipline-based, reflective practitioners for pluralistic society through research-based inquiry. Students preparing to be teachers in the Teaching English to speakers of other languages M.Ed. program learn to be reflective, to develop a broad repertoire of teaching skills, to develop sound relationships with culturally and linguistically diverse students and colleagues, and to base their teaching practice on sound theory and research.

The purpose of this course is to present an experientially-based introduction to the field of Teaching English to Speakers of Other Languages. We believe that effective second language educators need to draw upon many types of knowledge including six NCATE knowledge bases: 1) knowledge of curriculum, 2) knowledge of learners, 3) knowledge of subject matter, 4) knowledge of educational goals and assessment, 5) knowledge of social context and 6) knowledge of pedagogy. This course will provide an introduction to each of those six types of knowledge essential for Teaching English to Speakers of Other Languages for students of various ages (from children to adults), within various institutional contexts from K-12 in public schools in the U.S. as well as teaching English as a foreign language internationally.

Many effective ESOL teachers have developed a broad repertoire of cultural and linguistic responsiveness to second language students through their own experiences of studying a second language or living and working in a non-English speaking environment. Empathy and flexibility are qualities which enable teachers to better know the needs of students from diverse cultural and linguistic backgrounds.
Demonstrations and simulated lessons will provide an experiential context for discussing second language teaching and learning. Through this course we will explore theories of language acquisition, experience teaching and learning through a variety of second language teaching methods and techniques, and engage in observation and discussion with novice and experienced ESOL teachers. The course emphasizes problem-solving in curriculum design and instruction with opportunities for individual study and reflection and discussion with other practitioners. The final project, in which course participants learn through actual teaching, serving as an aide or tutor or designing a curriculum project, will provide an opportunity to engage in teacher research, reflecting on the application of course readings to actual second language teaching practice.

Following successful completion of this course, the student will be able to:

1. Describe the major historical approaches and methods of TESOL and bilingual education.
2. Outline contemporary theories of language learning and teaching.
3. Develop increasing familiarity with learner characteristics and special needs of second language students.
4. Plan and deliver appropriate instruction for a wide variety of situations and learners in teaching listening, speaking, reading, writing and thinking.
5. Demonstrate awareness of how to honor and integrate the home cultures of students in the FSI/Bilingual curriculum
6. Articulate basic issues in second language evaluation and assessment.
7. Identify resources for BSL/EFL teachers.

*Required Text(s) and Related Course Materials

Required Textbook:


*Topical Outline-Schedule of Topics, Readings, Assignments

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1. Jan 10</td>
<td>Introduction to course. Course overview and requirements. NCATE: Six knowledge bases 1) knowledge of curriculum, 2) knowledge of learners, 3) knowledge of subject matter, 4) knowledge of educational goals and assessment, 5) knowledge of social context and 6) knowledge of pedagogy. Required reading: Richard - Amato, <em>Making it Happen</em>. Ch. 2. The classroom as an environment for language acquisition. Ch. 3. L1 and L2 Language Acquisition.</td>
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<td>2. Jan 17</td>
<td>TESOL Methods and Approaches – Historical Perspectives Required Reading: Richard - Amato, <em>Making it Happen</em>. Ch.1 From grammatical to communicative approaches.</td>
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Sample Methods Demonstration and sign up


4. Jan 31 | ESL for elementary students Ch. 8 TPR Ch.10 Jazz chants, Ch.11 Storytelling, role play, and drama Ch.12 Games (Methods demonstrations continue) |

5. Feb 7 | Computer Assisted Language Learning – Special speakers on integrating technology in the ESL classroom. Required Readings: Richard- Amato, Ch.16 Tools of the trade: textbooks, computer programs, and videos (Methods demonstrations continue) |
6. Feb 14  
**ELLs and School Policy and Programs**  
Newcomer Programs  
Chapters 1 – 3 in Newcomer book  
(Methods demonstrations continue)

7. Feb 21  
**Content-based ESL and SIOP**  
Chapter 17 Teaching Language Through Content  
Chapter 15 Lesson planning for ELLs  
Chapter 7 and 8 in Newcomer book

8. Feb 28  
**Ways to promote literacy development: Literature-based ESL**  
*Required Reading:* Richard - Amato.  
Ch. 13 Literacy development for ELLs  
Chapter 6 in Newcomer book

9. March 6  
**Assessment & Evaluation—Knowledge of educational goals and assessment**  
*Required Readings:* Richard-Amato. Ch. 7 Language assessment  
Chapter 10 in Newcomer book  
Share final curriculum projects with class  
*Course evaluations due*

10. March 13  
**No Class/Final Projects Due**  
To be submitted electronically via Carmen and TK20

**Assignment Details:**

1. **Attendance:** It is expected that students will attend all classes, except in emergencies. Please notify the course instructor about all absences, preferably BEFORE the absence. Use the listserv if you are absent to post your reactions to the assigned readings.

2. **Assignments:** All course assignments and projects should precisely follow the guidelines provided by the instructor and are expected to be completed on time. All late assignments will be penalized by a reduction of at least one letter grade. Late assignments are discouraged.
3. Readings: All reading assignments should be completed before the date assigned for class discussion. To encourage interaction among students and provide opportunities for group discussion in class, each student should bring one question to class for each reading assigned.

4. Methods Demonstration of Language Teaching
   - Create a five to ten minute presentation about a language teaching method.
   - Demonstrate how you would use this method to teach a class (either ESL or a foreign language)
   - Prepare a handout to accompany the demonstration for participants to use
   - Prepare a short report or handout on your method which will include:
     a) Background and description of the method;
     b) Critical analysis of the method, including comparisons with other methods;
     c) Possible variety in adaptations of the method;
     d) Its appropriateness for various situations (ESL/EFL/Bilingual? Age? Level? Teaching Context?)
     e) Bibliography of teacher resources for this method
     f) One page personal reaction/reflection to the method from each member of group
     g) This single lesson plan will be demonstrated in class, be uploaded into Carmen, and available on the TK20 website.

Teaching Methods from which to choose:
Audiolingual
CALL (computer-assisted language learning)
CALLA (cognitive academic language learning approach)
Content-based ESL (Math, Science, or Social Studies)
Cooperative learning activities/Games
ESL through Drama/Storytelling/Role play
ESL through Music/Dance
ESL through Video
Grammar Translation
Jazz Chants
Literature-based ESL integrating four skill areas
Suggestopedia
SIOP/ Sheltered Instruction
Total Physical Response

5. Final Project

Curriculum Project:
Design a project that will support ELL students at an age that you feel comfortable teaching (elementary, secondary, or adult). Develop a thematic
unit that you could use in your classroom that utilizes at least two of the methods discussed in this class. Include a description of the class, a rationale for the methods and topic selected, activities to support unit, an assessment option, and a two-page reflection on the experience. This will include lesson plans for at least one week. The unit will be presented in class, will be uploaded into Carmen, and will also be available on the TK20 website.

*Grading Plan/Grading Rubric

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Methods</td>
<td>25%</td>
</tr>
<tr>
<td>Final project</td>
<td>50%</td>
</tr>
<tr>
<td>Midterm examination</td>
<td>20%</td>
</tr>
</tbody>
</table>

Grading Scale

A  93-100%  B+  87-89  C+  77-79  D+  67-69
A-  90-92   B   83-86   C   73-76   D   60-66
B-  80-82   C-  70-72   E  59% or less

Policies for Student Conduct and Participation

Students are expected to attend class and to participate. No more than 2 classes absences will be accepted in order to gain credit for the course. Unplanned circumstances will be considered on an individual basis (e.g., death in the immediate family, illnesses).

Academic Misconduct—The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obliged by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student conduct (http://sutdntaffairs.osu/info for students/csc.asp).

ODS Statement—Any student who feels s/he may be need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Service is relied upon for assistance in verifying
the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; http://www.ods.ohio-state.edu/. You will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

Grievances and Solving Problems—According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor.” Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlines in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”

Statement on Diversity—The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religions, sex, sexual orientation, or veteran status, is prohibited.

Technology

Technology provides a variety of tools to support ESOL students learning across the curriculum. The course will introduce the field of Computer Assisted Language Learning (CALL) including opportunities for students to develop skills in areas such as web design, video, power point and electronic communication through WEBCT. The ESOL population in the Columbus area is comprised of students who bring diverse resources to our school system. The course will explore use of technology incorporate the home languages and cultures into the classrooms and the funds of knowledge from many communities into curriculum development. The course will model and demonstrate how technology can facilitate the development of multilingual, multicultural voices to promote academic achievement.