### Flex Course Request

**College:** EHE  
**Course Bulletin Listing:** EDU T&L - EDUCATION:TEACHING & LEARNING  
**Course Prefix:**  
**Course Number:** 963  
**Generic course or decimal subdivision?** ✓  
**Course Decimal:** 08

**Full Course Title:** Foreign and Second Language Testing: M.A. Students Only

**Level:** ✓ Graduate  
**Credit Hours:** 4  
**Proposed Effective Year:** 12  
**Proposed Effective Term:** Spring Quarter

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

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

**Course Description:** Students enrolled in the TESOL endorsement program will be introduced to core concepts, theories, issues, and practices in second/foreign language testing and classroom assessment.

**Offering Pattern:** ✓ This year  
**GEC Course**

**General Course Information Statement:**

**Offered in Distance Learning Format?**  
**Service Learning?**

**Date Range(s):** 3/29-5/31
Complete this section for off-campus courses

Off-campus ZIP code 43213

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

Instructor Dima Alghothani Rank Instructor

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 20

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 office of Outreach and Engagement in the College of Education for 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**: Dima Alghothani
- **Faculty Email**: mcneill.27@osu.edu
- **Contact Name**: Sarah McNeill
- **Contact Dept**: EDUTL
- **Contact Email**: mcneill.27@osu.edu
- **Contact Phone**: 2-2476

**THE OHIO STATE UNIVERSITY**  WWW.OSU.EDU
The Ohio State University
College of Education and Human Ecology
School of Teaching & Learning
EDU T & L 963.08: Foreign & Second Language Testing
Spring 2012
Thursdays/4:30-7:00/Central Crossing HS

Instructor: Dr. Dima Alghothani
Email: alghothani.2@osu.edu
(614) 210-0294

Course: EDU T & L 963.08 (Foreign and Second Language Testing), 4 graduate credit hours.

Course Description: This course introduces students to core concepts, theories, issues, and practices in second and foreign language testing, with a particular focus on classroom assessment. The emphasis is on the assessment of English language skills and ability; however, the course content may also apply to other second languages. Testing as seen within a communicative language teaching (CLT) framework is emphasized. In addition to reviewing fundamental aspects of testing and giving students hands-on experience in test construction, the course examines the assessment of specific domains of language ability: listening, speaking, reading, writing, grammar, and vocabulary. The course seeks to provide students who have little or no prior experience in testing with a foundation in testing principles and practices in an effort to prepare them for their own classroom (and other) testing experiences. Class sessions are typically a combination of lecture, class discussion, and group work.

Course Objectives: This course aims to prepare teachers to design their own tests and other assessment instruments. In keeping with this overall goal, the objectives for this course are as follows:

• Develop in students the ability to design valid and reliable assessment instruments
• Empower students to develop their own philosophy toward testing and classroom assessment
• Demystify testing and so reduce (or eliminate) anxiety about the world of language testing
• Draw links between teaching and testing/assessment
• Enrich understanding of the implications of standards-based and standardized testing for teaching and classroom-based assessment

Required Texts:


Additional readings are made available through Carmen.
Grading Plan:

- Classroom Participation (10%)
- Test Construction Project (30%)
- Test Critique (25%)
- Presentation (20%)
- Midterm Exam (15%)

Grading Scale:

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

Topical Outline:

Session One (March 29)
* Introduction to course, assignments, and texts.
* Readings to be discussed:
  + Brown & Abeywickrama, Chapter 1 (Assessment Concepts and Issues)
  + Hughes, Chapter 1 (Teaching and Testing)
  + Hughes, Chapter 7 (Stages of Test Development)

Session Two (April 5)
* Readings to be discussed:
  + Brown & Abeywickrama, Chapter 3 (Designing Classroom Language Tests)
  + Hughes, Chapter 3 (Kinds of Tests and Testing)
  + Hughes, Chapter 8 (Common Test Techniques)

Session Three (April 12)
No Class: Spring Break
Assignment submitted via Carmen

Session Four (April 19)
* Readings to be discussed:
  + Brown & Abeywickrama, Chapter 2 (Principles of Language Assessment)
  + Hughes, Chapter 4 (Validity)
  + Hughes, Chapter 5 (Reliability)
  + Hughes, Chapter 6 (Achieving Beneficial Backwash)

Session Five (April 26)
* Readings to be discussed:
  + Brown & Abeywickrama, Chapter 7 (Assessing Listening)
  + Brown & Abeywickrama, Chapter 8 (Assessing Speaking)

Session Six (May 3)
* Readings to be discussed:
  + Brown & Abeywickrama, Chapter 9 (Assessing Reading)
  + Hughes, Chapter 11 (Testing Reading)

* Midterm Exam Due
Session Seven (May 10)
* Readings to be discussed:
  + Brown & Abeywickrama, Chapter 10 (Assessing Writing)
  + Hughes, Chapter 9 (Testing Writing)

*Test Critique Due

Session Eight (May 17)
* Readings to be discussed:
  + Brown & Abeywickrama, Chapter 6 (Beyond Tests: Alternatives in Assessment)
  + Hughes, Chapter 13 (Testing Grammar and Vocabulary)

Session Nine (May 24)
*Presentations

Session Ten (May 31)
* Readings to be discussed:
  + Brown & Abeywickrama, Chapter 4 (Standards-Based Assessment)
  + Brown & Abeywickrama, Chapter 5 (Standardized Testing)

*Test Construction Project Due

Assignment Details:

*Classroom Participation & Readings*: Each student will be actively engaged in class. Actively engaged means being prepared, contributing to discussions and problem solving, and supporting other people’s participation. Unexcused absences and/or a lack of informed participation in class discussion will adversely affect your grade. All assigned readings listed under a date are to have been read before that class meeting. As you read, highlight, take notes, summarize, look up new words or concepts, and come with questions for me and/or your classmates. In short, engage with the readings and be well prepared to work with them in class.

*Test Construction Project*: In this assignment, you will identify a specific ESL context and develop your own test for at least two of the commonly assessed areas (listening, speaking, reading, writing, grammar, vocabulary) relative to the students in that class. You will provide a rationale for the approach taken to their testing situation. The tests should be created to cover an instructional period that runs at least one month, and all test materials must be original (do NOT use materials prepared by others). An outline for the project will be provided early in the course and students should expect to work on the project throughout the quarter. The primary purpose of this assignment is to allow students hands-on test construction experience related to principles and techniques discussed in assigned readings and class sessions. Between the description of various testing features and specifications, the test themselves, and the rationale for the approaches taken to the testing situation, this paper will be 10-15 pages in length.

*Test Critique*: In this 8-10 page paper, you will critique the OTELA (the Ohio Test of English Language Acquisition). The paper will consist of five parts: (1) a general introduction to the test (history, purposes, uses, etc.); (2) a detailed description of the exam itself; (3) an analysis/critique of the test (here you could cite other critiques); (4) a discussion of your recommended changes; and (5) a conclusion.

*Presentation*: For this assignment, you will prepare a Power Point presentation in which you examine the ESL assessment situation at the school you teach. Using the terminology and concepts
acquired through the course readings and discussions, you will introduce the philosophy of language assessment being followed at the school and describe specific ways in which assessment of ESL students is conducted. In addition to this description, you will provide your personal insights/analyses of the assessments as well as engage your classmates in a discussion or activity that deepens their understanding of the assessment issues addressed in the presentation. The objective of this presentation is to enrich your (as well as your peers’) understanding of the main points taught in the course through an examination of an authentic ESL testing situation.

Midterm Exam: This will be a take-home exam essay, which will be due May 3rd, 2012. The questions will be distributed during Session 5. Expect to write around 4 pages.

Policies for Student Conduct and Participation: Given that this course functions within a discussion/workshop framework, participation is essential. Hence, it is expected that students attend all classes, except in emergencies. Please notify the course instructor about all absences, preferably BEFORE the absence. More than two missed class meetings will result in a lower grade. If you must miss a class, you are responsible for getting the notes and assignment information from your classmates.

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.

If I suspect that a student has committed academic misconduct in this course, I am obligated 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://studentaffairs.osu.edu/resource_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)

ODS Statement: Any student who feels s/he may 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 Services 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/](http://www.ods.ohio-state.edu/). Please make sure that students know they 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 outlined 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, religion, sex, sexual orientation, or veteran status, is prohibited.

The School of Physical Activity and Educational Services (PAES) is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School of PAES prohibits discrimination against any member of the school’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

**Off-Campus Field Experiences:** This course is offered off campus for certified teachers seeking the TESOL Endorsement.

**Technology:** Tk20 is the “online portfolio” system which OSU uses for documenting teacher candidates’ attainment of benchmarks for licensure. All TESOL endorsement students **MUST** enroll in Tk20 and submit documents therein. For this particular course, the test critique will be submitted.
Flex Course Request Form

College: EHE
Course Bulletin Listing: EDUTL (e.g. EDUTL - Education Teaching and Learning)

Course Number: 913
Generic course or decimal subdivision: Y/N
Course Decimal: 08

Level: Undergraduate [ ] Graduate [X] Grade Option: Letter [X] S/U [ ] Credit Hours: 4

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

Flexibly Scheduled / Off-Campus / Workshop Course Information

Course Description:
Students enrolled in the TESOL endorsement program will be introduced to core concepts, theories, issues, and practices in second/foreign language testing and classroom assessment.

25 word limit

Course offered less than term length: Y/N
Distribution of Class Time: 3 hrs./10 weeks (e.g. 3 hrs./10 weeks)

Offering Pattern: Distance Learning Format: Y/N (means 100% online)
Section Size: 20
Date Range: March 29 - May 31

Off-Campus Offering: Y/N
Off-Campus ZIP code: 43213
Off-Campus Location: Central Crossing HS

Hours Out-of-Class Preparation: 30
Total Class Meeting Hours: 30
Length of each Class: 3 hours

Advertised Course Title: Foreign and Second Language Testing

Faculty Name: Dima Algho-thehni
Faculty Rank: 

Faculty Phone: (414) 210-0294
Faculty E-mail: alghothani.2@osu.edu

Secondary Instructor: 
Desired Access: 

SI Phone: 
SI E-mail: 

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

Approved by the Graduate Studies Committee Chair: 
Date: 1-18-2012

Approved by the School Director: 
Date: 1-18-2012