Originating Course Information

Offering of Education: Teaching & Learning 5615: TESOL Methods
Fiscal Unit/Academic Org School of Teaching & Learning - D1275
Requirement/Elective Designation Not A General Education course

General Information

Type of Request Flexibly Scheduled, Off Campus
Term of Offering Autumn 2012 - Regular Academic Term
Level/Career Graduate, Undergraduate
Rationale for proposing this offering Contract course for Columbus City Schools, offered through Outreach and Engagement.
Description for this offering The purpose of this course is to provide experiential learning and instruction with a variety of methods, both past and present, for teaching linguistically and culturally diverse students.

Attachments

• OneTimeSupplement (3)-autumn 2012.doc
  (One Time Form Supplement. Owner: Mercerhill,Jessica Leigh)
• 5615 Syllabus Au.doc
  (Syllabus. Owner: Mercerhill,Jessica Leigh)

Comments

• Approved on behalf of GSC. 6/26/12 (by Mercerhill,Jessica Leigh on 06/26/2012 04:14 PM)

Workflow Information

<table>
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<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<td>Mercerhill,Jessica Leigh</td>
<td>06/26/2012 04:14 PM</td>
<td>Submitted for Approval</td>
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<tr>
<td>Approved</td>
<td>Mercerhill,Jessica Leigh</td>
<td>06/26/2012 04:15 PM</td>
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<td>Zircher,Andrew Paul</td>
<td>07/11/2012 04:55 PM</td>
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<td>Herness,M Scott Myers,Dena Elizabeth</td>
<td>07/11/2012 04:55 PM</td>
<td>GradSchool Approval</td>
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</table>
A. **One-time Request Information** (This section is required for all one-time offering requests)

1. Requested Room Capacity (if university pool classroom is being requested) ________________
2. Enrollment Capacity 20
3. Waitlist Capacity 5
4. Final Exam:
   - [ ] Yes  [x] No
   
   a. Exam Seat Spacing
5. Special Instructions or Additional Information
6. Class Search Title (18 character limit) TESOL Methods and Materials
7. Display in Class Search:
   - No
8. Credit Hours 3
9. Course Components (check all that apply): Lecture
10. Graded Component (check one): Lecture
11. Campus of Offering (check all that apply):
    - [x] Columbus
    - [ ] Marion
    - [ ] Newark
    - [ ] Lima
    - [ ] Mansfield
    - [ ] Wooster (ATI)
12. Prerequisites and Exclusions
13. Permission to Enroll in this course: Department Consent

C. **Flexibly Scheduled/Off Campus/Workshop Request Information** (This section is required for flexibly scheduled /off-campus / workshop requests only)

1. Start Date and End Date  Aug 22-Dec 4, 2012
2. Previous quarter(s) of offering and enrollment
3. Expected enrollment for proposed quarter of offering 20
4. Attach the course syllabus that includes the topic outline of the course, student learning outcomes and/or course objectives, methods of evaluation and off-campus field experience.

5. Off-Campus Site: Columbus Global Academy
6. Will course be taught in distance learning format: No
### 7. Complete the following for courses offered for less than term length or for Workshops:

<table>
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<th>Level and Credit Hours:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
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<tr>
<td></td>
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<td>Graduate and three hours</td>
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<tr>
<td>Class/Lab Contact Time:</td>
<td>35 hrs</td>
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<td>Prerequisites:</td>
<td>NA</td>
<td>NA</td>
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<td>Exclusion or Limiting Clause:</td>
<td>NA</td>
<td>NA</td>
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<td>Grade Options (Check one):</td>
<td>XLetter  S/U  Progress</td>
<td>XLetter  S/U  Progress</td>
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<td>Number of Hours of out-of-class preparation required:</td>
<td>30 hrs</td>
<td>Total hours of class meetings: 35</td>
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### 8. Complete this section for Off-Campus courses only:

Distribution of contact time (explain differences from on-campus offerings):
Office of Outreach and Engagement

Instructor: Elizabeth McNally  Rank: PhD

Qualifications (explain any difference in rank/qualification from on-campus instructors)
none

Explain differences in teaching arrangements from on-campus offerings  **none**

Student Services (explain how they will be provided to off-campus students):
Registration Office of EHE and Columbus City Schools
Begin Component 1

1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [x] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [ ] Flexibly Scheduled
   - [x] In Person
   - [ ] Video Taught

3. Meeting Pattern
   - [ ] MON [ ] TUE [x] WED [ ] THR [ ] FRI [ ] SAT [ ] SUN

4. Meeting start time: ______ 4:30______  
5. Meeting end time: ____7:00________

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
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<tbody>
<tr>
<td>Dr. Elizabeth C McNally</td>
<td>Primary</td>
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<td>Yes</td>
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9. Notes: Off campus at Columbus Global Academy ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [x] After

End Component 1
The Ohio State University  
College of Education and Human Ecology  

Ed. T & L 5615 (640)  

Methods  

Wednesday 4:30-7:00  
Autumn 2012  
Columbus Global Academy Library  

Dr. Elizabeth McNally  
614-378-4939  
mcnally.48@osu.edu  
Office hours: By appointment only  

COURSE DESCRIPTION  
The purpose of this course is to provide experiential learning and instruction with a  
variety of methods, both past and present, for teaching linguistically and culturally  
diverse students. Further, we will study the use of new instructional materials for  
multiple levels of ESL classes; including the teaching of reading, writing, speaking and  
listening, as well as discussing the role of culture and evaluation in this instruction.  

Objectives: Following successful completion of this course, teachers will  
• Explore variations in language teaching methods  
• Gain an understanding of instructional materials available for teaching culturally  
  and linguistically diverse students  
• Discuss primary issues in the assessment of English Language Learners  
• Develop an understanding of the role of language in social interaction  

Textbooks and Readings:  
The following books are required and are available from multiple online booksellers (not  
at the OSU bookstore). The articles are available through the OSU library or the  
website is provided.  

Aguirre-Munoz, Z., & Amabisca, A. (2010). Defining opportunity to learn for English  
language learners: Linguistic and cultural dimensions of ELL’s Instructional  

language proficiency and the resulting implications for instructional provision and  


COURSE REQUIREMENTS AND EVALUATION

PARTICIPATION AND ATTENDANCE: Active and engaged participation is required. Coming to class prepared entails that the student has read the materials for that day’s class and is ready to discuss the material. The level of this course suggests that the student is eager to address issues and concerns in current language methods and practice. Attendance at every class meeting is required. Arriving late and leaving early
counts against the student’s participation. Please contact me if there is an emergency situation. If there are more than 3 absences, the student may not be able to adequately meet the objectives of the course, and a passing grade may not be possible.

**READINGS:** It is expected that the student comes to class having read the required daily material and be ready to discuss and problematize it. The readings will be referenced in class, so they must be physically present with the student.

**READING RESPONSES:** Choose 10 of the 12 class sessions class session to write a reading response to the required reading for that day. These are short papers (approx. 500 words), in which the student responds to the material. The student can critique, problematize, question, or discuss Aha’s found within the reading. It is expected that the reading responses begin to refer to other readings and materials being discussed during the course. Please label the reading response as to which meeting number it is. The reading response is due on the day that we are discussing that material. Late papers will not be accepted.

**Methods Demonstration:** Choose a method and prepare a 30 minute presentation discussing how you would use the method to teach a particular standard/standards within your content area. Create a lesson plan that reflects this method/methods. The lesson plan should include: objectives tied to specific standards, the method(s) (with a justification explaining why this method/methods align with the particular objective(s)), materials, and assessment. Prepare a handout for the other class members that includes: the background/description of the method, critical analysis (including comparisons to other methods), possible variations, and appropriateness for different levels/ages. *This assessment will be submitted to TK 20.*

**CRITICAL REVIEW:** The student will write and present a critical review of a current article discussing an aspect of educating ELLs in a K-12 context. Please prepare the review (approx. 1500 words), a handout for your classmates, and a five minute discussion. This should begin with a summary of the article and include: why you chose this article, its strengths and weaknesses, and how the student sees it fitting into the topic of the day.

**FINAL PAPER:** The student will combine the essential learning of the quarter into one cumulative final paper. The student will draw upon at least 5 sources that we have reviewed during the quarter, demonstrating a synthesis of key themes, while applying it to their personal pedagogy going forward. This paper will be approximately 10 pages, with an additional references page.

**EVALUATION:**

<table>
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<tr>
<th>Assessment</th>
<th>Points</th>
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<tr>
<td>Reading Responses (10 papers/5 pts each)</td>
<td>50</td>
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<tr>
<td>Method Demonstration</td>
<td>20</td>
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<td>Critical Review (10 pts. for the paper, 5 pts. for presentation)</td>
<td>10</td>
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<tr>
<td>Final Paper</td>
<td>20</td>
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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. I am obligated to report any suspected academic misconduct.

ODS STATEMENT: Any student who feels s/he may need an accommodation based upon a disability should contact me privately to discuss specific needs of the individual.

STATEMENT ON DIVERSITY: The College of Education values and affirms diversity in the student body. Discrimination in any form is prohibited.

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”.
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<th>Wk</th>
<th>Date</th>
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<td>Intro:</td>
<td>Larson-Freeman chap. 1 (Intro)</td>
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<td>-The Audio-Lingual Method</td>
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<td>-The Silent Way</td>
<td>Larson-Freeman Chap 5-7</td>
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<td>-Desuggestopedia</td>
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<td>Sirota article</td>
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| 11 | **Language policy and politics, part 1** | • Diaz-Rico chap 11  
• Aguirre-Munoz article |
| 12 | **Language policy and politics, part 2** | • Sheng article  
• Good article |