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 Off Campus
Term of Offering Autumn 2013 - Regular Academic Term
Level/Career Graduate, Undergraduate
Rationale for proposing this offering To offer the required Methods course for the TESOL Endorsement to CCS teachers via O&E.
Description for this offering 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.

Attachments

* 5615 Syllabus for AU 2013.docx: Custodio syllabus
  (Syllabus. Owner: Wisnor, Steven Thomas)

* 5615 Supplement form for AU’13 Ed T and L 5615.docx: Custodio form
  (One Time Form Supplement. Owner: Wisnor, Steven Thomas)

Comments

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<tbody>
<tr>
<td>Submitted</td>
<td>Wisnor, Steven Thomas</td>
<td>12/06/2012 02:36 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Mercerhill, Jessica Leigh</td>
<td>12/10/2012 08:12 AM</td>
<td>Unit Approval</td>
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<tr>
<td>Pending Approval</td>
<td>Achterberg, Cheryl L Blount, Jackie Marie Odum, Sarah A. Zircher, Andrew Paul</td>
<td>12/10/2012 08:12 AM</td>
<td>College 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 ________________
3. Waitlist Capacity ? ________________
4. Final Exam:
   - [ ] Yes  [x] No
   - [ ] Last Class (Note: per faculty rules, this option is *NOT* available for the Undergraduate career)
   a. Exam Seat Spacing ________________
5. Special Instructions or Additional Information
   - This class is specifically for Columbus City School teachers and will take place off campus in a school. The class will be one time a week for the entire semester.
6. Class Search Title (18 character limit)  **TESOL Methods** ________________
7. Display in Class Search :
   - [ ] Yes  [x] No
8. Credit Hours 3 ________________
9. Course Components (check all that apply):
   - [ ] Clinical  [ ] Field Experience  [ ] Independent Study
   - [ ] Laboratory  [x] Lecture  [x] Recitation
10. Graded Component (check one):
    - [ ] Clinical  [ ] Field Experience  [x] Independent Study
    - [ ] Laboratory  [ ] Lecture  [ ] Recitation
11. Campus of Offering (check all that apply):
    - [x] Columbus  [ ] Marion  [ ] Newark
12. Prerequisites and Exclusions only for Columbus City School teachers

13. Permission to Enroll in this course: □ No Consent needed □ Department Consent □ Instructor Consent

14. General Education Details (if applicable): Attach GE model curriculum compliance statement and GE course assessment plan.

B. Group Studies Request Information (This section is required for group studies requests only)

1. Previous quarters of offering and enrollment (Regular course numbers should be sought for group studies courses taught three times with success).

2. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests).

3. Attach the course syllabus that includes the topical outline of the course, student learning outcomes and/or course objectives and methods of evaluation.

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 August 27 to December 10, 2013

2. Previous quarter(s) of offering and enrollment Autumn 2013

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:  □ Yes  □ No

7. Complete the following for courses offered for less than term length or for Workshops:

<table>
<thead>
<tr>
<th>Level and Credit Hours:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
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<tbody>
<tr>
<td>Class/Lab Contact Time:</td>
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<td>Prerequisites:</td>
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<td>Exclusion or Limiting</td>
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<td>Grade Options (Check)</td>
<td>□ Letter  □ S/U  □ Progress □ Letter □ S/U □ Progress</td>
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Number of Hours of out-of-class preparation required:  □  Total hours of class meetings:  □  Length of each class:  □

8. Complete this section for Off-Campus courses only:

Distribution of contact time (explain differences from on-campus offerings):
The hours of the class are the same, but the course is only for Columbus City School teachers.

Instructor  Dr. Brenda Custodio  Rank  Lecturer

Qualifications (explain any difference in rank/qualification from on-campus instructors)
The instructor is not a full-time faculty member.

Explain differences in teaching arrangements from on-campus offerings
The class will be taught off campus one day a week.

Student Services (explain how they will be provided to off-campus students):
Registration  Offered on site by Outreach and Engagement
Office Hours  Immediately before and after class or by appointment
Academic Advising  provided by full-time staff on campus

D. Study Tour Request Information (This section is required for study tour requests only)
1. Previous quarters of offering and enrollment:

2. Expected enrollment for proposed quarter of offering:

3. This request has been discussed with and has the concurrence of the following academic units needing this study tour or with academic units having directly related interests (list units and this course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests.):

4. Attach the academic plan that includes student learning outcomes and/or course objectives, topical outline and percent of time spent on each topic, methods of instruction, course requirements, methods of examination and percent of the final grade each method constitutes, textbooks and/or reading lists, admission procedure, orientation and debriefing plans and method of dealing with any expected language barriers.

5. Attach the administrative plan for the study tour that includes an itinerary, arrangements for travel, housing, meals, classrooms, excursions, and budget.

ATTACHMENT TYPES that may be needed for this form:

Cover Letter
Syllabus
Study Tour Academic Plan
Study Tour Administrative Plan
Concurrence Letters / Forms
GE model curriculum compliance statement
GE course assessment plan
Memo of Understanding
Appeal statement
Other supporting documentation
*Instructor Name, Office, Phone, E-mail, Office Hours
Dr. Brenda Custodio
  Contact information: custodio.1@osu.edu or 614-371-1011 (cell)
Office hours: By arrangement or before or after class (preferred)

*Course Number, Title and Description, Credit Hours
EDUTL 5615: TESOL Methods
3 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 ESL/Bilingual curriculum.
6. Articulate basic issues in second language evaluation and assessment.
7. Identify resources for ESL/EFL teachers.

*Required Text(s) and Related Course Materials*

**Required Textbook:**


<table>
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<tr>
<th>Session</th>
<th>Topic</th>
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| 1. August 27 | **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, *Making it Happen*  
|             | Ch. 2 The classroom as an environment for language acquisition  
|             | Ch. 3 L1 and L2 Language Acquisition  |
| 2. September 3 | **Review of Second Language Acquisition Principles**  
|             | **Program Design and Language Delivery Systems**  
|             | Richard - Amato, *Making it Happen*.  
|             | Ch. 3 L1 and L2 Language Acquisition  |
| 3. September 10 | **TESOL Methods and Approaches** – Historical Perspectives  
|             | **Required Reading:**  
|             | Richard - Amato, *Making it Happen*.  
|             | Ch.1 From grammatical to communicative approaches  |
|             | **Sample Methods Demonstration and sign up**  |
| 4. September 17 | **Role of Home Language and Culture in ESL --**  
|             | **Knowledge of social context in the classroom.**  
|             | Chapters 4 - 6  
|             | Barriers and Bridges in the American school system  
|             | Suggestions for integrating culture into the curriculum  
|             | Affective domain and its relationship to SLA  
|             | *(Methods demonstrations begin)*  
|             | **Introduction to final project**  |
| 5. September 24 | **ESL for elementary students**  
|             | Literacy development methods  |
| 6. October 1 | **Classroom Support methodologies**  
|             | Ch. 8 TPR  
|             | Ch.10 Jazz chants,  
|             | Ch.11 Storytelling, role play, and drama  
|             | Ch.12 Games  |
7. October 8  
**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 conclude)*

8. October 15  
**Students with Limited Formal Schooling**  
Newcomer Programs  
Chapters 1 – 3 in Newcomer book

9. October 22  
**Content-based ESL and SIOP**  
Chapter 17 Teaching Language Through Content  
Chapter 15 Lesson planning for ELLs  
Chapter 7 and 8 in Newcomer book

10. October 29  
**Literature-based ESL for Adolescents**  
*Required Reading:* Richard - Amato.  
Ch. 13 Literacy development for ELLs  
Chapter 6 in Newcomer book

11. November 5  
**Materials Selection and Evaluation**  
Chapter 9 in Newcomer Book

November 12—No class: Parent – Teacher Conferences

12. November 19  
**Assessment-- Knowledge of educational goals and assessment Curriculum and Program Evaluation—**  
Chapter 10 in Newcomer book  
*Required Readings:* Richard-Amato. Ch. 7 Language assessment

November 26—No class: Thanksgiving Vacation

13. December 3  
**Project Presentations**  
Share final curriculum projects with class  
*Course evaluations due*
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

Class participation (Including self-evaluation) 5%
Methods demonstration 25%
Final project 50%
Midterm examination 20%

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://sudntaffairs.osu/info for students/csc.asp](http://sudntaffairs.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/](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.