I. Locator Information:
Instructor: Dr. Ji Young Kim
Course # and Name: TESL 510 Theories and Principles in Teaching ESL
Semester Credit Hours: 3
Day and Time Class Meets: T 6 p.m. - 8:45 a.m. SBE 213
Total Contact Hours for Class: 37.5 hrs.
Email address: jkim@uncfsu.edu

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@broncos.uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Information from FSU or FSU students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. The student is responsible for ensuring the mailbox remains available to receive notifications. FSU is not responsible for issues related to notifications that are not deliverable due to full mailboxes. Inquiries or requests from personal email accounts are not assured a response.

II. Course Description from University Catalog
English composition I is a course designed to give extensive practice in the writing process, with emphasis on expository forms appropriate to everyday personal, business, and academic writing.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Title IX – Sexual Misconduct
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Dionne Hall
Licensed Professional Counselor
Spaulding Building, Room 167
(910) 672-2167
dhall9@uncfsu.edu

Ms. Linda Melvin
Director, Student Health Services
Spaulding Building, Room 121
(910) 672-1454
lmelvi10@uncfsu.edu
Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Title IX Coordinator  
Barber Building, Room 242  
(910) 672-1141

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

IV. Textbook:

V. Student Learning Outcomes for TESL 510:
Upon completion of this course, students should be able to
1. demonstrate understanding of concepts, theories, research, and practice related to the language acquisition and literacy development of limited English proficient students.
2. identify, choose, and adapt a wide range of materials, resources and technologies in ESL and content instruction.
3. recognize how diverse languages, cultures, family backgrounds, and abilities affect the learning of English as a Second Language

VI. Course Requirements and Evaluation Criteria
a. Grading Scale – The University grading scale will be utilized to determine all graded work in this class. Find below the grading symbols of the University, and their numerical equivalents.
   A= 90-100%  B= 80-89%  C= 70-79%  D= 60-69%  F= 59% or less
b. Graded Assignments

1. Research Article Review (10%): You will be responsible for two summaries and reader responses to articles of your choice.
2. Research Presentation (20%): You will work on your research topic and present your research paper.
3. Online discussion (10%): You will participate in online discussion using the Blackboard learning system. Your postings should include your reaction to the required reading and questions. Additionally, you are required to response to two other classmates.
4. Glossary of terms (10%): In the readings you will be doing for this class, you will be learning new vocabulary from a variety of disciplines. Please keep a glossary of terms that are new to you and that you think are important to know. Try not to copy the text- discern the meaning of the term from the text and formulate your own definition.
5. Quality Teaching Practice (30%) – Students are expected to demonstrate a ten-minute lesson. The students are expected to incorporate proper techniques learned from the class. Students should prepare the lesson plan and the evaluation. In addition, students are expected to include the following.
   (1) Teaching Demonstration
   • Content area instruction- you will choose a content area for your teaching.
   • Lesson plan- you will specify student population, age, proficient level, location and etc.
   • Teacher made project- you will provide the meaningful input.
   • Resource file- Students collect identify, choose and adapt a variety of materials, resources for your teaching. This should include all materials already in hand and collected during the term to be used for teaching.
- Technology resources- you will introduce and evaluate at least 3 websites and two software programs.
- Assessment strategies and interpretation- You will provide formal/informal/alternative assessment for English language learners; your interpretation of those assessments; and a description of how the information was used to make instructional decisions and show growth in literacy skills and content area learning.

(2) Reflection on your teaching: You will identify and describe the ESL teaching methods and strategies that you used for your teaching and reflect on your effective teaching methods and differentiated instruction that supported LEP students’ L2 development and academic language skills; and demonstrated growth in students’ literacy skills and content area learning.

6. **Portfolio (20%)** – You are required to submit a portfolio at the end of the year showcasing your understanding of the major topics of this class and learning as it relates to working with ELL students (Portfolio requirements are attached).
   - Description of ESL teaching methods and strategies including theoretical base
   - Assessment strategies and interpretation- informal/alternative assessment for English language learners; your interpretation of those assessments; and a description of how the information was used to make instructional decisions and show growth in literacy skills and content area learning.
   - Reflection on learning-reflect on your effective teaching methods and differentiated instruction that supported LEP students’ L2 development and academic language skills; and demonstrated growth in students’ literacy skills and content area learning
   - Attachments: handouts, your project presentation, and peer feedback sheets

c. **Attendance**
Class attendance and punctuality are vital to your success in this class. Much of the learning required for this class will be acquired through interactive class activities, presentations, and discussions. Your participation in classes will allow you to develop a comprehensive understanding of the course competencies. You must be there to participate.

d. **Policy on Missed or Late Assignments** – Any missed or late assignment / tests will not be accepted. Students with valid documentation of excused absences may make up their missed or late assignments/ tests.

e. **Academic Dishonesty**: According to the FSU Code of Student Conduct, a student violates the Academic Dishonesty Policy if he or she attempts to cheat or plagiarize, cheats (receiving unauthorized aid or assistance on any form of academic work), plagiarizes (copies the language structure, ideas and/or thoughts of another without giving appropriate recognition and/or adopting it as one’s own original work), falsifies (unauthorized changing of grades or conduct involving any untruth, spoken or written, regarding any circumstances related to academic work), or aids and abets others to cheat or plagiarize. Penalties include failing the course, suspension, and expulsion, and will be prosecuted to the fullest extent possible. I expect you to organize your ideas systematically and adhere consistently to conventions of Standard Written English (SWE). You should also demonstrate in your writing a clear understanding and application of research methods for academic papers with appropriate use of format and citations, preferably MLA.

**MLA Formatting and Style Guide**

http://owl.english.purdue.edu/owl/resource/557/01/

Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.

**VII. Student Behavior Expectations:** -The instructor will respect all students and will make every effort to maintain a classroom climate that promotes learning for all students. Students must accept their responsibility for maintaining a positive classroom environment by abiding by the following rules:
1. Students are expected to arrive to class on time, remain in class until dismissed by the instructor, and refrain from preparing to leave class until it is dismissed.
2. Student/teacher relationships, as well as relationships among peers, must be respectful at all times.
3. Students are not permitted to wear headphones or other paraphernalia that may be distracting to the classroom.
environment.
4. Students must refrain from any activity that will disrupt the class; this includes turning off cell phones and pagers.
5. Students are not permitted to use profanity in the classroom.
6. Students will not pass notes or carry on private conversations while class is being conducted.

**Consequences for Failing to Meet Behavioral Expectations:** The first time a student violates one of these rules, the instructor will warn him or her privately, either after class or before the next class. (Faculty members reserve the right to warn students publicly if needed.) The second time a student violates the guidelines; the instructor may deduct as many as twenty points from the student’s next exam grade. If a student violates the guidelines three times, the instructor will report the student to the Dean of Students for disciplinary action according to the FSU Code of Student Conduct.

**VIII. Academic Support Resources** - This course will use Smarthinking and Purdue University’s Online Writing Lab [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/).

**IX. Course Outline and Assignment Schedule**

**X. TEACHING STRATEGIES:** Teaching strategies include the use of structured overview, large and small group activities, individual oral presentation, reflections, structured overview of class observation, teaching demonstration, portfolio, class discussion, on-line discussion, Internet research and reading.

**XI. COURSE OUTLINE (with Assignment Schedule)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Orientation and introduction to course</td>
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<td>Portfolio #1</td>
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<tr>
<td>Week 2</td>
<td>Human Learning</td>
<td>Ch.4 (Brown)</td>
<td>Portfolio #2 &amp; 3 - Profile of Self as a Language Learner and Teacher</td>
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<td>Portfolio content</td>
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<td>Week 3</td>
<td>Language, Learning, teaching and content instruction</td>
<td>Ch.1 (Brown)</td>
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<td>Week 4</td>
<td>Age and Acquisition</td>
<td>Ch. 2-Ch.3 (Brown)</td>
<td>Portfolio #4</td>
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<td>First Language Acquisition</td>
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<td>Second Language Acquisition</td>
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<td>Week 5</td>
<td>Styles and Strategies</td>
<td>Ch. 5 (Brown)</td>
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<td>→ Language Teaching Methodology</td>
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<td>→ Technology use for content instructional objectives</td>
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<td>→ Computer Assisted Language Learning Activities</td>
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<td>Week 6</td>
<td>Strategies</td>
<td>Handouts</td>
<td>Portfolio #5</td>
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<td>→ Strategies to modify the content instruction</td>
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<td>→ Strategies to modify the language of oral instruction</td>
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<td>→ Strategies to modify the language of written instruction: textbooks and assignments</td>
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<td>Week 7</td>
<td>SIOP Workshop</td>
<td>Handouts</td>
<td>Portfolio #6</td>
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<td>Week 8</td>
<td>Research paper topic presentation - Online Postings</td>
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<td>Research paper topic presentation (Blackboard discussion board posting required)</td>
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<td>Week 9</td>
<td>Curriculum adaptation</td>
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<td>→ Developing methods to facilitate curriculum</td>
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<td>→ Materials/ Resource Development</td>
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<td>→ Modifying plans and texts</td>
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<td>→ Modifying assignments</td>
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<tr>
<td>Week</td>
<td>Activities</td>
<td>Notes</td>
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<td>10</td>
<td>Teaching Demonstration</td>
<td>Teaching Demonstration, Lesson Plan and Evaluation</td>
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<td>11</td>
<td>Personality Factors</td>
<td>Ch. 6 (Brown)</td>
<td>Chapter Presentation</td>
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<td>Research Paper Presentation</td>
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<td>13</td>
<td>Veteran’s Day - University Closed</td>
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<td>14</td>
<td>Socio-cultural Factors</td>
<td>Ch. 7-8 (Brown)</td>
<td>Chapter Presentation</td>
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<td>Chapter 8 Cross-Linguistic Influence and Learner Language</td>
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<td>15</td>
<td>Communicative Competence</td>
<td>Ch. 9 (Brown) Ch. 10 (Brown)</td>
<td>Chapter Presentation</td>
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<td>Theories of SLA</td>
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<td>16</td>
<td>Portfolio Evaluation</td>
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<td>Portfolio Evaluation</td>
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**Note:** As the instructor, I reserve the right to make changes, when necessary, to this course outline.

**XII. TEACHING STRATEGIES** (E.g., large and small group activities, individual and group projects, field observations, reflections, structured overview, lecture-discussion, demonstration, discussion, role play, panels, case studies, and Internet research, on-line discussion board.)

Teaching strategies include the use of structured overview, large and small group activities, individual oral presentation, reflections, structured overview of class observation, teaching demonstration, portfolio, class discussion, on-line discussion, Internet research and reading.

**XIII. REFERENCES (Suggested Readings, Internet and/or Multi-media Resources)**


**Other References**

http://tesol.org
http://iteslj.org/ESL.html
http://a4esl.org/
http://www.csun.edu/~hcedu013/esplans.html
http://www.phoenix.k12.or.us/stories/storyReader$78
http://www.efl4u.com/
http://www.rong-chang.com/lsnplan.htm