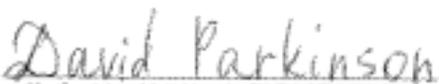
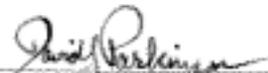


In addition to this form, please complete and submit a *Course Creation Information* form, available on the University website ([www.usask.ca/university\\_secretary/council/committees/academic\\_programs/report\\_files/course\\_creation.php](http://www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php)), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes  (must complete section 6.1) No

**Basic information about the proposed course:**

1. Department/Unit: Linguistics & Religious Studies College of: Arts and Science

2.   
(Authorizing Unit Head - PLEASE PRINT)   
(Authorizing Unit Head - SIGNATURE)

**3. Information required for the calendar:**

3.1 Label and number of course: ESOL 801.3

3.2 Title of course: Curriculum and assessment in TESOL

3.3 Total Hours: Lecture: 39  
Seminar: \_\_\_\_\_  
Lab: \_\_\_\_\_  
Tutorial: \_\_\_\_\_  
Other: \_\_\_\_\_

3.4 Weekly Hours: Lecture: 3  
Seminar: \_\_\_\_\_  
Lab: \_\_\_\_\_  
Tutorial: \_\_\_\_\_  
Other: \_\_\_\_\_

3.5 Term in which it will be offered: T1  T2  T1 or T2  T1 and T2

3.6 Prerequisite: Registration in Graduate Program

3.7 Calendar description (not more than 50 words):

This course provides an overview of approaches to curricula development in TESOL stemming from world views as well as from specific educational needs and language teaching approaches. It also identifies the role of assessment in TESOL and reviews methods of assessment.

**4. Rationale for introducing this course:**

This course is required in the proposed MA TESOL program

**5. Impact of this course:**

5.1 Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

No  Yes (Please list):

5.2 Were any other academic units asked to review or comment on the proposal?

No  Yes (Please attach correspondence)

5.3 Will the offering of this course lead to the deletion or modification of any other course(s)?

No  Yes (Please list): \_\_\_\_\_

5.4 Course(s) for which this graduate course will be a prerequisite?

None

5.5 Is this course to be required by your graduate students, or by graduate students in another program?

No  Yes (Please list): Is to be required in the proposed MA TESOL

6. Course information. (Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at [http://www.usask.ca/university\\_secretary/honesty/](http://www.usask.ca/university_secretary/honesty/))

- Checklist:
- Course objectives need to be clearly stated
  - Description of and Activities for Evaluation must be listed
  - Course Outline (syllabus) with Reading List must be included
  - Percentage of Total Mark for each evaluation listed
  - If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at [http://www.usask.ca/cgsr/prospective\\_students/forms.php](http://www.usask.ca/cgsr/prospective_students/forms.php)
  - Professor must be a member of the Graduate Faculty

6.1 EXAM EXEMPTION: Please note, if there is no final exam or if the final examination is worth less than 30% of the final grade please provide a brief statement which explains why a final examination is inappropriate for this course.

7. Enrolment:

7.1 Expected Enrolment: 15-20

7.2 From which colleges/programs: MA TESOL

8. Resources:

8.1 Proposed instructor(s) (Please include qualifications):

Veronika Makarova (PhD Linguistics), new hire in Linguistics (TBA, search in progress) from 1 July 2015 (PhD Applied Linguistics or Linguistics)

8.2 How does the department plan to handle the additional teaching or administrative workload:

Within the Departmental/College budget; additional resources to Linguistics program have been provided by the college

8.3 Are sufficient library or other research resources available for this course:

Yes

8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

No

9. Date of Implementation:

9.1 To be offered: Annually  Biennially  Alternate Years  Other

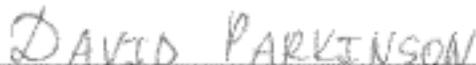
This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see [www.usask.ca/university\\_secretary/council/reports\\_forms/reports/12-06-99.php](http://www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php)) and Academic Integrity and Student Conduct (see [www.usask.ca/university\\_secretary/honesty/](http://www.usask.ca/university_secretary/honesty/)).

Date of Approval by College (of the home academic unit): 12 March, 2015

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.



(Authorizing College Signature (of the home academic unit))



(Name of Person Signing Above - PLEASE PRINT)



UNIVERSITY OF  
SASKATCHEWAN

## SESD: Course Creation Information Form

(version: May 2014)

To be completed by the College or Department following approval of the course.

Required information is grouped in appropriate blocks to correspond with the data fields of the student information system, SiRIUS. Course details will be reflected through the student self-service features of SiRIUS and are key to system and registration functionality. Information provided on this form will be used in collaboration with required information provided to the Academic Programs Committee of Council through Course Challenge. **For additional information about this form or SiRIUS, the Student Information System, contact Academic Services & Financial Assistance, SESD (phone Seanine at 1874).**

### Main Block

Subject: TESOL

Course Number: 801

Term from which this course will become effective: 1st

Month: September Year: 2016

### Information Block

What is the academic college or school to which this course belongs? CGSR

What is the department or school that has jurisdiction over this course? Linguistics and Religious Studies

If there is a prerequisite waiver, who is responsible for signing it? N/A

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

What is the academic credit unit weight of this course? 3 cu

Is this course supposed to attract tuition charges? If so, how much? Standard graduate tuition

Do you allow this course to be repeated for credit? No

How should this course be graded? N

### Schedule Types

Schedule Types that can be used for sections that fall under this course:  
(Indicate – highlight - all possible choices)

<b>Code</b>	<b>Description</b>	<b>Code</b>	<b>Description</b>
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

### Detailed Information

What attributes would be assigned to this course (would apply to all sections under the course)? Please highlight the attributes you want attached to the course

1. 0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). The NOAC attribute causes the system to roll 0 academic CUs to academic history for this course.

NOAC No Academic Credit

2. **For the College of Arts and Science only:** To which program type does this course belong?

FNAR Fine Arts

**HUM** Humanities

SCIE Science

SOCS Social Science

ARNP No Program Type (Arts and Science)

### Course Syllabus

Long Title

Course Long Title (maximum 100 characters): **Curriculum and assessment in TESOL**

Course Short Title (maximum 30 characters): **Curriculum and assessment**

(Only letters and numbers can be used in both short and long course titles. No punctuation of any type is allowed [ ' " ; : , \$ & @ ! ? / + - = % # ( ) ]

### Course Description

This course provides an overview of approaches to curricula development in TESOL stemming from world views as well as from specific educational needs and language teaching approaches. It also identifies the role of assessment in TESOL and reviews methods of assessment. The students have an opportunity to draft sample curricula and assessment tools for different educational settings and learner groups.

**Registration Information**

Restriction(s): course only open to students in a specific college, program/degree, major, year in program: GCSR

Exam Exempt: No

**Equivalent Courses**

N/A

**Mutually-Exclusive Courses**

N/A

**Information For Display In The Catalogue Only**

Catalogue Credit Units: 801. 3

Catalogue Term Hour Listing: 3L

**Additional Notes**

N/A

**NEW COURSE PROPOSAL: SYLLABUS**  
**ESOL # 301.3. Curriculum and assessment in TESOL**

**Course Description:**

This course provides an overview of approaches to curricula development in TESOL stemming from world views as well as from specific educational needs and language teaching approaches. It also identifies the role of assessment in TESOL and reviews methods of assessment. The students have an opportunity to draft sample curricula and assessment tools for different educational settings and learner groups.

**Learning Outcomes:**

By the completion of this course, students will be expected to:

- be familiar with educational world views that have been pivotal in forming TESOL curricula;
- understand the dynamics between language learning theories and worldviews on the one hand and the practical educational needs on the other hand in curricula design in TESOL;
- gain a thorough understanding of assessment tools employed in modern ESL/EAL classrooms as well as practical skills in integrating assessment tools into curricula designs;
- gain an understanding of the purposes of major testing instruments (TOEFL, TOEIC/CET, IELTS, CAEL) used for placement of ESL /EFL students in university systems and professional placements.

**Course Overview:**

**Class Schedule:**

**Week 1. Introduction. Curricula and assessments in ESL/EAL**

Definitions of curricular and educational worldviews related to ESL/EAL. The dynamics of global and local in curricula design.

Readings: Graves, 2000, Chs 1-3; Canagarajah, 2005; Richards, 2001, Ch 1; Crookes, 2009, Ch 1.

**Weeks 2-3. Curricula, norms, expertise, pedagogy and materials.**

Hierarchical and Leveled approaches to ESL/EAL curricula design

Readings: Graves, 2000, Chs 4-5; Richards, 2001, Chs 2-4

**Weeks 4-5. Major views of curricula**

Curriculum as Product (Traditionalism)

Curriculum as Process (Constructivism/Inquiry)

Curriculum as Praxis (Critical Pedagogy)

Other perspectives (Nested Pedagogical orientations)

Readings: Graves, 2000, Chs 6-8, Freire, 1998

**Week 6. Curricula-program-course connections.**

The TIEL Curriculum Design Wheel. Approaches to organizing programs and course sequencing. Context and learner analysis.

Reading: Graves, 2000, Ch 9; Richards, 2001, Ch 6.

**Week 7. Purposes of Assessment**

Administrative, Instructional and Research Assessment

Reading: Graves, 2000, Ch 10

**Weeks 8-9. Types of Assessment**

Generic types of tests: general proficiency, diagnostic, achievement, progress, gate-keeping, aptitude tests

Psychometric Language Testing: “taking language apart” vs holistic testing, focus on receptive vs. productive skills, representing language skills as quantifiable points.

Communicative (Integrative) testing: tests for grammatical competence, intelligibility, pragmatic competence, sociolinguistics competence, discourse competence, communicative strategies.

Task-based Assessment: assessment situated in specific situations/contexts, goal-oriented, active participation of learners, real world language tasks.

Reading: Richards, 2001, Ch 9;  
Coombe & Hubley, 2003, Chs 2-3

**Weeks 10-11.**

Assessment in curricula: norm and criterion-references testing

Reading: Coombe & Hubley, 2003, Chs 4-6

**Week 12.**

Review.

**Required texts:**

Coombe, Christine, A. & Hubley, N. J. (Eds.) (2003) *Assessment Practices*. TESOL, Inc.

Graves, Kathleen. (2000). *Designing Language courses: A guide for teachers*. Boston, MA: Heinle.

Richards, Jack C. *Curriculum Development in Language Teaching*. (2001) Cambridge: Cambridge University Press.

**Recommended (additional) readings:**

Crookes, Graham. (2009). Values, Philosophies and Beliefs in TESOL Cambridge: Cambridge University Press.

Canagarajah, Suresh. (2005). Reclaiming the Local in Language Policy and Practice. TESL-EJ, Vol 9(2), <http://www.tesl-ej.org/ej34/r8.pdf>

Ekbatani, Glayol and Perison, Herbert (2001). Learner-Directe Assessment in ESL. TESL-EJ. Vol 5(1). <http://www.tesl-ej.org/wordpress/issues/volume5/ej17/ej17r12/>

Freire, Paolo. (1998) Teachers as Cultural Workers: Letters to Those Who Dare Teach, Boulder: Westview Press.

Tannenbaum, Jo-Ellen (1996). Practical Ideas on Alternative Assessment for ESL students. ERIC, ED395500. <http://files.eric.ed.gov/fulltext/ED395500.pdf>

Zamel, Vivian. (1995). Strangers on Academic: The Experiences of Faculty and ESL Students across the Curriculum. College Composition and Communication, Vol 46 (4), pp 506-521. <http://www.jstor.org/stable/358325>

Evaluation: 3 written assignments (25%+15%+15%) and a final exam (45%) as follows:

1. **Curriculum proposal** (a written assignment that constitutes a proposal for a particular ESL/EAL curriculum with specification of worldview, educational settings, learner characteristics). The proposal should include a literature overview (4-5 pages) and a specific proposal (5-10 pages including graphs/charts) and a list of references (10-20 references). **Total: 25 % of the final grade**

Deadline: Week 6

Evaluation details for Curriculum proposal:  
Theoretical strength (support by literature) = 40%  
Proposal coherence (logic and internal structure) =25%  
Connectedness to educational environment and learner characteristics =25%  
References = 10%

2. **Course proposal** (integrated in the earlier submitted curriculum proposal): a written assignment that constitutes a proposal for a particular ESL/EAL course with specification of curriculum outline, worldview, educational settings, learner characteristics). The assignment should include a literature overview (3-4 pages) and a specific course proposal (4-7 pages including graphs/charts) and a list of references (5-10 references). **Total: 15 % of the final grade**

Deadline for Assignment 2: Week 9

Evaluation details (as above for Assignment 1)

3. **Assessment tool proposal** (integrated in the earlier submitted curriculum and course proposal):

A written assignment that constitutes a proposal for assessment tool package to be employed in the earlier submitted course proposal. The assignment should include a literature overview (3-4 pages) and a specific assessment tool proposal (4-7 pages including graphs/charts) and a list of references (5-10 references). **Total: 15 % of the final grade**

Deadline for Assignment 3: Week 11.

Evaluation details (as above for Assignment 1)

4. **Final exam (45%)**

Final exam will contain the following types of questions:

- a) Multiple choice questions related to curriculum design and assessment tools (40%)
- b) An essay type question related to one of the curricula types covered in class (30%)
- c) An essay type question related to one of the assessment tools covered in class (20%)
- d) A practical task requiring the student's suggestion of an assessment tool best suited to a given educational situation defined in the written form by the instructor (10%)

**Instructor:**

Veronika Makarova, PhD Linguistics, CGSR member (v.makarova @usask.ca, office: Arts 914, Tel 306-9665641), Office hours: TBA

Or

New Hire in Linguistics from 1 July 2015 (search in progress)

**University of Saskatchewan Grading System for Graduate Courses**

The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

**90-100 Exceptional**

A superior performance with consistent strong evidence of

- a comprehensive, incisive grasp of subject matter;
- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

**80-89 Very Good to Excellent**

A very good to excellent performance with strong evidence of

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to

express thoughts fluently;

- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

### **70-79 Satisfactory to Good**

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

### **60-69 Poor**

A generally weak performance, but with some evidence of

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

### **0-59 Failure**

An unacceptable performance.

## **Final Exam Scheduling**

Final examinations must be written on the date scheduled. Final examinations may be scheduled at any time during the examination period; students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given.

Students are encouraged to review all examination policies and procedures:

<http://students.usask.ca/academics/exams.php>

## **Submitting Assignments**

Assignments have to be submitted by person or by e-mail on or before the date specified in the course outline.

## **Late Assignments Policies**

Late Assignments will only be accepted if the student was unable to submit the assignment on time due to reasons beyond his/her control. Late assignments that satisfy the above criteria may be submitted within two weeks from the due date with 1% penalty per day. Assignments will not be accepted after two weeks from the due date.

## **Criteria that Must be Met to Pass**

The final mark must be equal or greater than 60%. Exams not taken, as well as assignments not submitted without a valid reason will be marked with 0%.

## **Attendance Expectation**

Attendance will not be monitored. However, students are strongly encouraged to attend classes due to the complexity of the material covered. If students miss a class, it is their responsibility to take measures not to fall behind.

### **Participation**

Participation will not be marked, but students should understand that active participation is required in class, especially during discussions.

### **Student Feedback**

Students are invited to give feedback on this class at any time. We are interested to know students' opinions on the material covered, the relevance this course has for them, their assessment of the textbook, teaching methods, and any other aspects of this course. Feedback will help us improve this course.

### **Integrity Defined (from the Office of the University Secretary)**

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct <http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>

as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals

<http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at:

<http://www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf>

### **Examinations with Disability Services for Students (DSS)**

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check

<http://students.usask.ca/health/centres/disability-services-for-students.php>

or contact DSS at 966-7273 or [dss@usask.ca](mailto:dss@usask.ca).

Students registered with DSS may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

## College of Graduate Studies and Research

Room C180 Administration Building, 105 Administration Place, Saskatoon SK CANADA S7N 5A2  
Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: [grad.studies@usask.ca](mailto:grad.studies@usask.ca)

In addition to this form, please complete and submit a *Course Creation Information* form, available on the University website ([www.usask.ca/university\\_secretary/council/committees/academic\\_programs/report\\_files/course\\_creation.php](http://www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php)), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes  (must complete section 6.1) No **Basic information about the proposed course:**1. Department/Unit: Linguistics and Religious Studies College of: Arts and Science

2.

V. MAKAROVA  
(Authorizing Unit Head - PLEASE PRINT)  
(Authorizing Unit Head - SIGNATURE)

3. Information required for the calendar:

3.1 Label and number of course: ESOL \_ 802.33.2 Title of course: Developing Language Proficiencies3.3 Total Hours: Lecture: 26Seminar: 13

Lab: \_\_\_\_\_

Tutorial: \_\_\_\_\_

Other: \_\_\_\_\_

3.4 Weekly Hours: Lecture: 2Seminar: 1

Lab: \_\_\_\_\_

Tutorial: \_\_\_\_\_

Other: \_\_\_\_\_

3.5 Term in which it will be offered: T1  T2  T1 or T2  T1 and T2 

3.6 Prerequisite: Registration in Graduate Program

3.7 Calendar description (not more than 50 words):

This course provides participants with an overview of contemporary language teaching methods used to develop second language learners' proficiency in speaking, listening, reading, writing, and other skills. Pedagogical and theoretical frameworks that inspired the origins of major language teaching methods will be explored as well.

4. Rationale for introducing this course:

5. Impact of this course:

5.1 Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

No  Yes (Please list):

5.2 Were any other academic units asked to review or comment on the proposal?

No  Yes (Please attach correspondence)

5.3 Will the offering of this course lead to the deletion or modification of any other course(s)?

No  Yes (Please list): \_\_\_\_\_

5.4 Course(s) for which this graduate course will be a prerequisite?

None

5.5 Is this course to be required by your graduate students, or by graduate students in another program?

No  Yes (Please list): Yes, required in the proposed MA TESOL

6. Course information. (Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at [http://www.usask.ca/university\\_secretary/honesty/](http://www.usask.ca/university_secretary/honesty/))

- Checklist:
- Course objectives need to be clearly stated
  - Description of and Activities for Evaluation must be listed
  - Course Outline (syllabus) with Reading List must be included
  - Percentage of Total Mark for each evaluation listed
  - If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at [http://www.usask.ca/cgsr/prospective\\_students/forms.php](http://www.usask.ca/cgsr/prospective_students/forms.php)
  - Professor must be a member of the Graduate Faculty

6.1 EXAM EXEMPTION: Please note, if there is no final exam or if the final examination is worth less than 30% of the final grade please provide a brief statement which explains why a final examination is inappropriate for this course.

7. Enrolment:

7.1 Expected Enrolment: 15-20

7.2 From which colleges/programs: MA TESOL

8. Resources:

8.1 Proposed instructor(s) (Please include qualifications):

Peter Wood (PhD, Linguistics), new hire in Linguistics (TBA, search in progress) from 1 July 2015 (PhD in Linguistics or Applied Linguistics)

8.2 How does the department plan to handle the additional teaching or administrative workload:

Within the Department/College budget; additional resources to Linguistics program have been provided by the college

8.3 Are sufficient library or other research resources available for this course:

Yes

8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

No

9. Date of Implementation:

9.1 To be offered: Annually  Biennially  Alternate Years  Other

This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see [www.usask.ca/university\\_secretary/council/reports\\_forms/reports/12-06-99.php](http://www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php)) and Academic Integrity and Student Conduct (see [www.usask.ca/university\\_secretary/honesty/](http://www.usask.ca/university_secretary/honesty/)).

Date of Approval by College (of the home academic unit): 12 March, 2015

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.



(Authorizing College Signature (of the home academic unit))



(Name of Person Signing Above - PLEASE PRINT)



UNIVERSITY OF  
SASKATCHEWAN

## SESD: Course Creation Information Form

(version: May 2014)

To be completed by the College or Department following approval of the course.

Required information is grouped in appropriate blocks to correspond with the data fields of the student information system, SiRIUS. Course details will be reflected through the student self-service features of SiRIUS and are key to system and registration functionality. Information provided on this form will be used in collaboration with required information provided to the Academic Programs Committee of Council through Course Challenge. **For additional information about this form or SiRIUS, the Student Information System, contact Academic Services & Financial Assistance, SESD (phone Seanine at 1874).**

### Main Block

Subject: TESOL

Course Number: 802

Term from which this course will become effective: 1st

Month: September Year: 2016

### Information Block

What is the academic college or school to which this course belongs? CGSR

What is the department or school that has jurisdiction over this course? Linguistics and Religious Studies

If there is a prerequisite waiver, who is responsible for signing it? N/A

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

What is the academic credit unit weight of this course? 3 cu

Is this course supposed to attract tuition charges? If so, how much? Standard graduate tuition

Do you allow this course to be repeated for credit? No

How should this course be graded? N

### Schedule Types

Schedule Types that can be used for sections that fall under this course:

(Indicate – highlight - all possible choices)

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

### Detailed Information

What attributes would be assigned to this course (would apply to all sections under the course)? Please highlight the attributes you want attached to the course

1. 0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). The NOAC attribute causes the system to roll 0 academic CUs to academic history for this course.

NOAC No Academic Credit

2. **For the College of Arts and Science only:** To which program type does this course belong?

FNAR Fine Arts  
**HUM** Humanities  
 SCIE Science  
 SOCS Social Science  
 ARNP No Program Type (Arts and Science)

### Course Syllabus

Long Title

Course Long Title (maximum 100 characters): **Developing Language Proficiencies**

Course Short Title (maximum 30 characters): **Developing ESL Proficiencies**

(Only letters and numbers can be used in both short and long course titles. No punctuation of any type is allowed [ ' " ; : , \$ & @ ! ? / + - = % # ( ) ]

### Course Description

This course provides participants with an overview of contemporary language teaching methods used to develop second language learners' proficiency in speaking, listening, reading, writing, and other skills. Pedagogical and theoretical frameworks that inspired the origins of major language teaching methods will be explored as well. Special attention will be paid to the sound system of Canadian English, Canadian orthography and the status of form focused instruction in the second language classroom.

**Registration Information**

Restriction(s): course only open to students in a specific college, program/degree, major, year in program: GCSR

Exam Exempt: No

**Equivalent Courses**

N/A

**Mutually-Exclusive Courses**

N/A

**Information For Display In The Catalogue Only**

Catalogue Credit Units: 802. 3

Catalogue Term Hour Listing: 2L-1S

**Additional Notes**

N/A

**New Course Proposal: Syllabus**  
**ESOL 802.3**  
**Developing Language Proficiencies**

**Course Description:**

This course provides participants with an overview of contemporary language teaching methods used to develop second language learners' proficiency in speaking, listening, reading, writing, and other skills. Pedagogical and theoretical frameworks that inspired the origins of major language teaching methods will be explored as well. Special attention will be paid to the sound system of Canadian English, Canadian orthography and the status of form focused instruction in the second language classroom.

**Learning Outcomes:**

By the completion of this course, students will be expected to:

- develop expertise in the foundations of the Canadian sound system,
- develop expertise in teaching Canadian English pronunciation,
- develop an in-depth understanding of theories of vocabulary acquisition and teaching methods aimed at improving learners productive and receptive vocabulary,
- enhance their knowledge of English morphology and syntax,
- enhance their understanding of the importance of form focused language instruction,
- develop an in-depth knowledge of theories and methods relevant for the teaching of speaking skills in ESL/EAL,
- develop an in-depth knowledge of theories and methods relevant for the teaching of writing skills in ESL/EAL,
- develop an in-depth knowledge of theories and methods relevant for the teaching of other language proficiency aspects in ESL/EAL, such as stylistics, and socio-cultural competence.

**Course Overview:**

**Class Schedule:**

*Week 1:*

Introduction: Teaching skills individually or integrated?

Readings: Hinkel (2014)

*Week 2-5:*

Phonology and teaching pronunciation

Readings: Celce-Murcia et al. (1996)

Week 6:

Teaching vocabulary

Readings: Nation (2001), chapters 1-9

Week 7-8

Morphology and syntax

Readings: Long (1990), Celce-Murcia (1991), Ellis (2006)

Week 9

Teaching reading in a second language

Readings: Grabe (2009)

Week 10-11:  
Teaching writing in English as a second language  
Readings: Hinkel (2014)

Week 12:  
Other skills  
Readings: Lantolf (1995)

**Instructor Information:**

Name: Peter Wood  
Contact: E-mail: peter.wood@usask.ca, or phone: 966 7814  
Office hours: T, Th, 1.00 - 2.00 pm

**Required Resources:**

Celce-Murcia, M., Brinton, D. M, Goodwin, J. M. 1996. Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages. Cambridge: CUP.

Nation, I. S. P. (2001). Learning Vocabulary in Another Language. Cambridge: CUP.

Grabe, William(2009). Reading in a Second Language. Moving from Theory to Practice. Cambridge: CUP.

Hinkel, Eli(2014). Effective Curriculum for Teaching L2 Writing. New York: Routledge.

Hinkel, E. (2006). Current perspectives on teaching the four skills. *Tesol Quarterly*, 40(1), 109-131.

Long, Micheal(2000). Focus on Form in Task Based Language Teaching. In: Richard D. Lambert and Elena Shohamy. Language Policy and Pedagogy: Essays in Honour of Ronald Walton. New York: Benjamins. pp. 179-192.

Celce-Murcia, M. (1991). Grammar pedagogy in second and foreign language teaching. *TESOL Quarterly*, 25, 459–480.

Ellis, R. (2006). Current Issues in the Teaching of Grammar. An SLA Perspective. *TESOL Quarterly*, 40(1), 83-107.

Lantolf, J. P., & Pavlenko, A. (1995). Sociocultural theory and second language acquisition. *Annual Review of Applied Linguistics*, 15, 108-124.

**Supplementary Resources:**

Hansen, J. G. & Zampini, M. I. (Eds.) 2008. Phonology and Second Language Acquisition.  
Yavas, M. 2006. Applied English phonology (Blackwell).

Chun, D. 2002. Discourse intonation L2: From theory and research to practice. Philadelphia: John Benjamins

Cruttenden, A. (1997). *Intonation*. 2<sup>nd</sup> ed. Cambridge: CUP.

Dalton, B. & Sedlhofer, B. (1994). *Pronunciation*. Oxford: OUP

Folse, K. (2006). *The Art of Teaching Speaking*. U Michigan Press.

Kelly, G. (2000). *How to teach pronunciation*. Harlow: Pearson.

Ladefoged, P. 2001. *Vowels and Consonants*. Malden: Blackwell.

Pennington, M. C. (1996). *Phonology in English language teaching: An international approach*. New York: Addison Wesley Longman.

Roach, P. 1991. *English Phonetics and Phonology: A practical course*. 2<sup>nd</sup> ed.. Cambridge: CUP.

Rodgers, H. 2000. *The Sounds of Language: An Introduction to phonetics*. Harlow: Pearson.

Wennerstrom, A. 2001. *The music of everyday speech: Prosody and discourse analysis*. Oxford: OUP.

Stekauer, P. and Lieber, Rochelle (Eds.) (2008). *Handbook of Word-Formation*. Dordrecht: Springer.

Goldberg, A. (2005). *Constructions at Work. The Nature of Generalizations in Language*. Cambridge: CUP.

**Grading Scheme:**

1	Research Paper	30 %
2	Midterm Exam	30 %
3	Final Exam	40 %
	Total	100%

**Evaluation Components:**

*1. Research paper:*

Value: 30%.

Due Date: Last day of classes

Type: A research paper in which students demonstrate understanding of the material covered in the course and the ability to apply critical thinking skills to ESL/EAL language teaching theories and methods (20-25 pages 12pt font, double-spaced).

Description: Students will be required to write a research paper in which they critically discuss the advantages and problems connected to using a specific approach to teaching one of the basic skills covered in class. The paper has to meet academic standards in terms of structure. Mandatory components are: introduction outlining research questions and methodology, literature review, description of the data, analysis, results, conclusion, and references. Students should demonstrate their command of academic writing style. The paper has to show the student's ability to form a stringent argument, supporting it with the data collected, using other research, and publications in the field and the ability to assess implications of the study within the discipline.

*2. Midterm:*

Value: 30%

Date: Week 10

Length: 90 minutes

Type: Invigilated, closed book

25% multiple choice questions

25% short answers

50% essay type questions in which students have to demonstrate critical thinking skills applied to theoretical frameworks and methodologies covered in class.

Description: The midterm exam will test the students' level of familiarity with concepts, topics, and analytical methods introduced in the first 8 weeks of the course.

*3. Final exam:*

Value: 40%.

Date: Please see the section "Final Examination Scheduling" below

Length: 3 hours

Type: Invigilated, closed book

25% multiple choice questions

25% short answers

50% essay type questions in which students have to demonstrate critical thinking skills applied to theoretical frameworks and methodologies covered in class.

Description: The final exam will test the students' level of familiarity with concepts, topics, and analytical methods introduced in the course.

## University of Saskatchewan Grading System for Graduate Courses

The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

### **90-100 Exceptional**

A superior performance with consistent strong evidence of

- a comprehensive, incisive grasp of subject matter;
- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

### **80-89 Very Good to Excellent**

A very good to excellent performance with strong evidence of

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

### **70-79 Satisfactory to Good**

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

### **60-69 Poor**

A generally weak performance, but with some evidence of

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

### **0-59 Failure**

An unacceptable performance.

### **Final Exam Scheduling**

Final examinations must be written on the date scheduled. Final examinations may be scheduled at any time during the examination period; students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given.

Students are encouraged to review all examination policies and procedures:

<http://students.usask.ca/academics/exams.php>

### **Submitting Assignments**

Assignments have to be submitted by person or by e-mail on or before the date specified in the course outline

### **Late Assignments**

Late Assignments will only be accepted if the students was unable to submit the assignment on time due to reasons beyond his/her control. A doctor's note is required if there was a medical reason for late submission.

### **Criteria that Must be Met to Pass**

The final mark must be equal or greater than 60%. Exams not taken, as well as assignments not submitted without a valid reason will be marked with 0%.

### **Attendance Expectation**

Attendance will not be monitored. However, students are strongly encouraged to attend classes due to the complexity of the material covered. If students miss a class, it is their responsibility to inform themselves what was covered in the class by asking fellow students, or the instructor.

### **Participation**

Participation will not be marked, but students should understand that active participation is required in class, especially during phases of group work, and class room discussions.

### **Student Feedback**

Students are invited to give feedback on this class at any time. We are interested to know about your opinion on the material covered, the relevance this course has for you, your assessment of the textbook, teaching methods and any other aspects of this course. Your feedback will help us improve this course continuously.

### **Integrity Defined (from the Office of the University Secretary)**

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should read and be familiar with the Regulations on Academic Student Misconduct

<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>

as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for

## Resolution of Complaints and Appeals

<http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at:

<http://www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf>

### **Examinations with Disability Services for Students (DSS)**

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check

<http://students.usask.ca/health/centres/disability-services-for-students.php>

or contact DSS at 966-7273 or [dss@usask.ca](mailto:dss@usask.ca).

Students registered with DSS may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

In addition to this form, please complete and submit a *Course Creation Information* form, available on the University website ([www.usask.ca/university\\_secretary/council/committees/academic\\_programs/report\\_files/course\\_creation.php](http://www.usask.ca/university_secretary/council/committees/academic_programs/report_files/course_creation.php)), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes  (must complete section 6.1) No

**Basic information about the proposed course:**1. Department/Unit: Linguistics & Religious StudiesCollege of: Arts and Science

2.

V. MAKAROVA  
(Authorizing Unit Head - PLEASE PRINT)

[Signature]  
(Authorizing Unit Head - SIGNATURE)

3. Information required for the calendar:

3.1 Label and number of course: ESOL 803.33.2 Title of course: Language Teaching and Technology3.3 Total Hours: Lecture: 26Seminar: 13

Lab: \_\_\_\_\_

Tutorial: \_\_\_\_\_

Other: \_\_\_\_\_

3.4 Weekly Hours: Lecture: 2Seminar: 1

Lab: \_\_\_\_\_

Tutorial: \_\_\_\_\_

Other: \_\_\_\_\_

3.5 Term in which it will be offered: T1  T2  T1 or T2  T1 and T2 

3.6 Prerequisite: Registration in Graduate Program

3.7 Calendar description (not more than 50 words):

This course provides an overview of contemporary CALL (computer assisted language learning) technologies. Students will learn about CALL technologies and practice to critically assess their affordances and shortcomings in the area. They will get an insight into theoretical issues discussed in CALL.

4. Rationale for introducing this course:

This course is required in the proposed MA TESOL program

5. Impact of this course:

5.1 Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

No  Yes (Please list):

5.2 Were any other academic units asked to review or comment on the proposal?

No  Yes (Please attach correspondence)

5.3 Will the offering of this course lead to the deletion or modification of any other course(s)?

No  Yes (Please list): \_\_\_\_\_

5.4 Course(s) for which this graduate course will be a prerequisite?

None

5.5 Is this course to be required by your graduate students, or by graduate students in another program?

No  Yes (Please list): Yes, MA TESOL

6. Course Information. (Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at [http://www.usask.ca/university\\_secretary/honesty/](http://www.usask.ca/university_secretary/honesty/))

- Checklist:
- Course objectives need to be clearly stated
  - Description of and Activities for Evaluation must be listed
  - Course Outline** (syllabus) with **Reading List** must be included
  - Percentage of Total Mark for each evaluation listed
  - If undergraduate lectures are included, also submit the **Undergraduate Course Outline (Syllabus)** and include information on what additional activities make this a graduate level course. For guidelines, see '**Undergraduate Component of Graduate Courses**' under '*Forms for Graduate Chairs*' at [http://www.usask.ca/cgsr/prospective\\_students/forms.php](http://www.usask.ca/cgsr/prospective_students/forms.php)
  - Professor must be a member of the Graduate Faculty

6.1 **EXAM EXEMPTION:** Please note, if there is no final exam or if the final examination is worth less than 30% of the final grade please provide a brief statement which explains why a final examination is inappropriate for this course.

7. Enrolment:

7.1 Expected Enrolment: 15-20

7.2 From which colleges/programs: MA TESOL

8. Resources:

8.1 Proposed instructor(s) (Please include qualifications):

Peter Wood (PhD Linguistics), new hire in Linguistics from 1 July 2015 (search in progress, PhD in Linguistics or Applied Linguistics required)

8.2 How does the department plan to handle the additional teaching or administrative workload:

Within the Department/College budget; additional resources to Linguistics program have been provided by the college

8.3 Are sufficient library or other research resources available for this course:

Yes

8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

No

9. Date of Implementation:

9.1 To be offered: Annually  Biennially  Alternate Years  Other

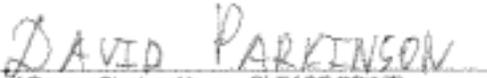
This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see [www.usask.ca/university\\_secretary/council/reports\\_forms/reports/12-06-99.php](http://www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php)) and Academic Integrity and Student Conduct (see [www.usask.ca/university\\_secretary/honesty/](http://www.usask.ca/university_secretary/honesty/)).

**Date of Approval by College (of the home academic unit):** 12 March, 2015

**The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.**



(Authorizing College Signature (of the home academic unit))



(Name of Person Signing Above - PLEASE PRINT)

*Form version April 2009*



UNIVERSITY OF  
SASKATCHEWAN

## SESD: Course Creation Information Form

(version: May 2014)

To be completed by the College or Department following approval of the course.

Required information is grouped in appropriate blocks to correspond with the data fields of the student information system, SiRIUS. Course details will be reflected through the student self-service features of SiRIUS and are key to system and registration functionality. Information provided on this form will be used in collaboration with required information provided to the Academic Programs Committee of Council through Course Challenge. **For additional information about this form or SiRIUS, the Student Information System, contact Academic Services & Financial Assistance, SESD (phone Seanine at 1874).**

### Main Block

Subject: TESOL

Course Number: 803

Term from which this course will become effective: 1st

Month: September Year: 2016

### Information Block

What is the academic college or school to which this course belongs? CGSR

What is the department or school that has jurisdiction over this course? Linguistics and Religious Studies

If there is a prerequisite waiver, who is responsible for signing it? N/A

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

What is the academic credit unit weight of this course? 3 cu

Is this course supposed to attract tuition charges? If so, how much? Standard graduate tuition

Do you allow this course to be repeated for credit? No

How should this course be graded? N

### Schedule Types

Schedule Types that can be used for sections that fall under this course:

(Indicate – highlight - all possible choices)

<b>Code</b>	<b>Description</b>	<b>Code</b>	<b>Description</b>
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	<b>Seminar</b>
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	<b>Lecture</b>	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

### Detailed Information

What attributes would be assigned to this course (would apply to all sections under the course)? Please highlight the attributes you want attached to the course

1. 0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). The NOAC attribute causes the system to roll 0 academic CUs to academic history for this course.

NOAC No Academic Credit

2. **For the College of Arts and Science only:** To which program type does this course belong?

FNAR Fine Arts  
**HUM** Humanities  
 SCIE Science  
 SOCS Social Science  
 ARNP No Program Type (Arts and Science)

### Course Syllabus

Long Title

Course Long Title (maximum 100 characters): **Language Teaching and Technology in TESOL**

Course Short Title (maximum 30 characters): **Language Teaching and Technology**

(Only letters and numbers can be used in both short and long course titles. No punctuation of any type is allowed [ ' " ; : , \$ & @ ! ? / + - = % # ( ) ]

### Course Description

This course provides an overview of contemporary CALL (computer assisted language learning) technologies. Students will learn about CALL technologies and practice to critically assess their affordances and shortcomings in the area. They will get an insight into theoretical issues discussed in CALL. Students will learn how to use CALL tools both as learners and instructors; they will also practice developing CALL applications.

**Registration Information**

Restriction(s): course only open to students in a specific college, program/degree, major, year in program: GCSR

Exam Exempt: No

**Equivalent Courses**

N/A

**Mutually-Exclusive Courses**

N/A

**Information For Display In The Catalogue Only**

Catalogue Credit Units: 803. 3

Catalogue Term Hour Listing: 2L-1S

**Additional Notes**

N/A

## **New Course Proposal: Syllabus**

**ESOL – 803.3**

### **Language Teaching and Technology in TESOL**

#### **Course Description:**

This course provides an overview of contemporary CALL (computer assisted language learning) technologies. Students will learn about CALL technologies and practice to critically assess their affordances and shortcomings in the area. They will get an insight into theoretical issues discussed in CALL. Students will learn how to use CALL tools both as learners and instructors; they will also practice developing CALL applications.

#### **Learning Outcomes:**

By the completion of this course, students will be expected to:

- be familiar with state of the art CALL technologies,
- be familiar with the history of CALL,
- assess the usability of specific CALL applications for individual use cases,
- acquire computer literacy necessary to be a competent CALL instructor,
- gain knowledge about the stages of CALL application development,
- gain awareness of ways to improve or customize CALL applications.

#### **Course Overview:**

##### **Class Schedule:**

###### *Week 1:*

The history of CALL.

From early tutorial CALL on time share work stations to modern developments in Intelligent Computer Assisted Language Learning, and the use of computers in Computer-Mediated Communication using social networking.

Readings: Heift, Schulze (2007) chapters 1-4.

###### *Week 2:*

CALL research paradigms and methodologies. Identifying the roles of researchers, developers, instructors and learners in CALL and how these roles change in different paradigms.

Readings: Levy (1997), Warschauer (1998), Chapelle (2000)

###### *Week 3:*

Using CALL to practice speaking and writing.

Readings: Pennington (2004)

###### *Week 4:*

Using CALL to practice reading and vocabulary.

Readings: Chun (1996), Laufer (2000)

###### *Week 5:*

Computer Mediated Communication

Readings: Hubbard (1996)

###### *Week 6:*

Using Wikis

Exploiting wikis and other collaborative writing tools in the second language classroom

Readings: Lee (2010)

Week 7-10 Using social networking sites, virtual worlds and massive online role playing games  
Readings: Thorne (2004)

*Week 11:*

Future trends

BALL, CALL, MALL. Adapting CALL to mobile devices and their affordances

Readings: Levy (2009)

*Week 12:*

Learner Autonomy and its role in CALL

Readings: Blin (2004)

### **Instructor Information:**

Name: Peter Wood

Contact: E-mail: peter.wood@usask.ca, or phone: 966 7814

Office hours: T, Th, 1.00 - 2.00 pm

### **Required Resources:**

Levy, Michael (1997) Computer-Assisted Language Learning: Context and Conceptualization. Oxford: Clarendon, pp 178-214.

Warschauer, Mark and Healy, Deborah (1998) Computers and Language Learning: An Overview. Language Teaching 31: pp 57-71.

Heift, Trude and Schulze, Mathias (2007) Errors and Intelligence in Computer-Assisted Language Learning: Parsers and Pedagogues. New York: Routledge, pp 213-227.

Hubbard, Philip (1996) Elements of CALL Methodology: Development, Evaluation, and Implementation. In M. C. Pennington(Ed.) The Power of CALL. Houston: Athelstan. pp 15-32.

Chapelle, Carol A. Computer Applications for Second Language Acquisition: Foundations for Teaching, Testing and Research. New York: CUP, pp. 44-66.

Pennington, Martha C. (2004) Electronic Media in Second Language Writing: An Overview of Tools and Research Findings. In: S. Fotos and C. M. Browne(Eds.)New Perspectives on CALL for Second Language Classrooms. Mahwah, NJ: Lawrence Erlbaum, pp. 69-92.

Dorothy M. Chun and Plass, Jan M. (1996) Effects of Multimedia Annotations on Vocabulary Acquisition. In: Modern Language Journal 80(2), pp 183-198.

Laufer, Batia and Hill, Monica (2000) What Lexical Information do L2 Learners Select in a CALL Dictionary and how does it Affect Word Retention? In: Language Learning & Technology 3(2), pp 58-76

Thorne, S. L., & Watters, E. (2013). Review of Language at Play: Digital Games in Second and Foreign Language Teaching and Learning. Language Learning & Technology, 17(3): 47-51.

Levy, Mike (2009): Technologies in Use for Second Language Learning. *Modern Language Journal* (93) S 1. pp. 769-782.

Lee, Lena (2010). Exploring Wiki-Mediated Collaborative Writing: A Case Study in an Elementary Spanish Course . *Calico Journal* (27) 2. pp. 260-276.

Additional material may be provided via the course website, or as handouts during classes.

**Supplementary Resources:**

Higgins, John (1988) *Language Learners and Computers*. London: Longman, pp. 8 – 27.

Chun, Dorothy M. (1998) *Signal Analysis Software for Teaching Discourse Intonation*. In: *Language Learning & Technology* 2(1), pp 61-77.

Pennington, Martha C. (1999) *Computer Aided Pronunciation Pedagogy: Promise Limitations, Directions*. In: *Computer Assisted Language Learning* 12(5), 120-136

Cobb, Tom and Stevens, Vance (1996) *A Principled Consideration of Computers and Reading in a Second Language*. In: M. C. Pennington(Ed.) *The Power of CALL*. Houston: Athelstan, pp115-136.

Levy, Mike and Stockwell. Glenn (2006) *CALL Dimenisions: Options and Issues in Computer-Assisted Language Learning*. Mahwah, NJ: Lawrence Erlbaum, pp. 84-109.

Heift, Trude(2002) *Learner Control and Error Correction in ICALL: Browsers Peekers and Adamants*. In: *CALICO Journal* 19(2), pp. 295-313

Blin, Françoise (2004) *CALL and h Development of Learner Autonomy: Toward an Activity-Theoretical Perspective*. In: *ReCALL* 16(2), pp. 377 – 395.

Warschauer, Mark (1997) *Computer-Mediated Collaborative Learning: Theory and Pracitce*. In: *Modern Language Journal* 81(4). 470-481.

Additional material may be provided via the course website, or as handouts during classes.

**Grading Scheme:**

1	Research Paper	30 %
2	Midterm Exam	30 %
3	Final Exam	40 %
	Total	100%

**Evaluation Components:**

*1. Research paper:*

Value: 30%.

Due Date: Last day of classes

Type: A research paper in which students demonstrate familiarity with the material covered in the course as well as their critical thinking and academic writing skills (20-25 pages 12pt font, double-spaced).

Description: Students will be required to write a research paper in which they critically discuss the affordances and problems connected with applications of a specific CALL technology tool. The paper has to meet academic standards in terms of structure. Mandatory components are: introduction outlining research question and methodology, literature review, description of the data, analysis, results, conclusion, references. Students are expected to use appropriate format (with headings and subheadings), and academic writing style. The paper has to show the student's ability to form a stringent argument, to support it with the data collected, to provide adequate referencing to earlier research and publications in the field, and to assess implications of the study within the discipline.

*2. Midterm:*

Value: 30%

Date: Week 10

Length: 90 minutes

Type: Invigilated, closed book

25% multiple choice questions

25% short answers

50% essay type questions in which students have to demonstrate critical thinking skills applied to theoretical frameworks and methodologies covered in class.

Description: The midterm exam will test the students' level of familiarity with concepts, topics, and analytical methods introduced in the first 8 weeks of the course.

*3. Final exam:*

Value: 40%.

Date: Please see the section "Final Examination Scheduling" below

Length: 3 hours

Type: Invigilated, closed book

25% multiple choice questions

25% short answers

50% essay type questions in which students have to demonstrate critical thinking skills applied to theoretical frameworks and methodologies covered in class.

Description: The final exam will test the students' level of familiarity with concepts, topics, and analytical methods introduced in the course.

## University of Saskatchewan Grading System for Graduate Courses

The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

### **90-100 Exceptional**

A superior performance with consistent strong evidence of

- a comprehensive, incisive grasp of subject matter;
- an ability to make insightful, critical evaluation of information;
- an exceptional capacity for original, creative and/or logical thinking;
- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- an exceptional ability to analyze and solve difficult problems related to subject matter.

### **80-89 Very Good to Excellent**

A very good to excellent performance with strong evidence of

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of information;
- a very good to excellent capacity for original, creative and/or logical thinking;
- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;
- a very good to excellent ability to analyze and solve difficult problems related to subject matter.

### **70-79 Satisfactory to Good**

A satisfactory to good performance with evidence of

- a substantial knowledge of subject matter;
- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;
- a satisfactory to good capacity for logical thinking;
- some capacity for original and creative thinking;
- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;
- a satisfactory to good ability to analyze and solve moderately difficult problems.

### **60-69 Poor**

A generally weak performance, but with some evidence of

- a basic grasp of the subject matter;
- some understanding of the basic issues;
- some familiarity with the relevant literature and techniques;
- some ability to develop solutions to moderately difficult problems related to the subject matter;
- some ability to examine the material in a critical and analytical manner.

### **0-59 Failure**

An unacceptable performance.

### **Final Exam Scheduling**

Final examinations must be written on the date scheduled. Final examinations may be scheduled at any time during the examination period; students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given.

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### **Submitting Assignments**

Assignments have to be submitted by person or by e-mail on or before the date specified in the course outline

### **Late Assignments**

Late Assignments will only be accepted if the students was unable to submit the assignment on time due to reasons beyond his/her control. A doctor's note is required if there was a medical reason for late submission.

### **Criteria that Must be Met to Pass**

The final mark must be equal or greater than 60%. Exams not taken, as well as assignments not submitted without a valid reason will be marked with 0%.

### **Attendance Expectation**

Attendance will not be monitored. However, students are strongly encouraged to attend classes due to the complexity of the material covered. If students miss a class, it is their responsibility to inform themselves what was covered in the class by asking fellow students, or the instructor.

### **Participation**

Participation will not be marked, but students should understand that active participation is required in class, especially during phases of group work, and class room discussions.

### **Student Feedback**

Students are invited to give feedback on this class at any time. We are interested to know about your opinion on the material covered, the relevance this course has for you, your assessment of the textbook, teaching methods and any other aspects of this course. Your feedback will help us improve this course continuously.

### **Integrity Defined (from the Office of the University Secretary)**

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All students should read and be familiar with the Regulations on Academic Student Misconduct

<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>

as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for

## Resolution of Complaints and Appeals

<http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>

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### **Examinations with Disability Services for Students (DSS)**

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<http://students.usask.ca/health/centres/disability-services-for-students.php>

or contact DSS at 966-7273 or [dss@usask.ca](mailto:dss@usask.ca).

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EXAM EXEMPTION: Yes  (must complete section 6.1) No

**Basic information about the proposed course:**1. Department/Unit: Linguistics & Religious StudiesCollege of: Arts and Science2. V. MAKAROVA  
(Authorizing Unit Head - PLEASE PRINT)  
(Authorizing Unit Head - SIGNATURE)

## 3. Information required for the calendar:

3.1 Label and number of course: ESOL 806.33.2 Title of course: TESOL Practicum3.3 Total Hours: Lecture: \_\_\_\_\_  
Seminar: 6  
Lab: \_\_\_\_\_  
Tutorial: \_\_\_\_\_  
Other: 333.4 Weekly Hours: Lecture: \_\_\_\_\_  
Seminar: 0.5  
Lab: \_\_\_\_\_  
Tutorial: \_\_\_\_\_  
Other: 113.5 Term in which it will be offered: T1  T2  T1 or T2  T1 and T2 3.6 Prerequisite: Registration in Graduate Program

3.7 Calendar description (not more than 50 words):

This course provides a teaching practicum for graduate students in MA TESOL program. The practicum includes initial seminars covering ethics of classroom teaching and observation as well as principles of lesson plan design, observation of ESL courses taught by experts in the area, teaching or team-teaching 1-2 ESL courses and sharing teaching experiences with peers.

## 4. Rationale for introducing this course:

This course is an option in the proposed MA TESOL program

## 5. Impact of this course:

5.1 Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

No  Yes (Please list):

5.2 Were any other academic units asked to review or comment on the proposal?

No  Yes (Please attach correspondence)

5.3 Will the offering of this course lead to the deletion or modification of any other course(s)?

No  Yes (Please list): \_\_\_\_\_

5.4 Course(s) for which this graduate course will be a prerequisite?

None

5.5 Is this course to be required by your graduate students, or by graduate students in another program?

No  Yes (Please list): No

6. Course Information. (Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at [http://www.usask.ca/university\\_secretary/honesty/](http://www.usask.ca/university_secretary/honesty/))

Checklist:

- Course objectives need to be clearly stated
- Description of and Activities for Evaluation must be listed
- Course Outline (syllabus) with Reading List must be included
- Percentage of Total Mark for each evaluation listed
- If undergraduate lectures are included, also submit the Undergraduate Course Outline (Syllabus) and include information on what additional activities make this a graduate level course. For guidelines, see 'Undergraduate Component of Graduate Courses' under 'Forms for Graduate Chairs' at [http://www.usask.ca/cgsr/prospective\\_students/forms.php](http://www.usask.ca/cgsr/prospective_students/forms.php)
- Professor must be a member of the Graduate Faculty

6.1 **EXAM EXEMPTION:** Please note, if there is no final exam or if the final examination is worth less than 30% of the final grade please provide a brief statement which explains why a final examination is inappropriate for this course.

The course is based on experiential learning (teaching practicum). The knowledge and skills obtained in the course are therefore not well suited to a formal structured examination. Forms of assessment better suited for experiential learning will be employed (reports, lesson plans, participation in the seminars)

7. Enrolment:

7.1 Expected Enrolment: 10-15

7.2 From which colleges/programs: MA TESOL

8. Resources:

8.1 Proposed instructor(s) (Please include qualifications):

Richard Julien (PhD in Education/Applied Linguistics)

8.2 How does the department plan to handle the additional teaching or administrative workload:

Within the Departmental/College budget; additional resources to Linguistics program have been provided by the college

8.3 Are sufficient library or other research resources available for this course:

Yes

8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

No

9. Date of Implementation:

9.1 To be offered: Annually  Biennially  Alternate Years  Other

This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see [www.usask.ca/university\\_secretary/council/reports\\_forms/reports/12-06-99.php](http://www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php)) and Academic Integrity and Student Conduct (see [www.usask.ca/university\\_secretary/honesty/](http://www.usask.ca/university_secretary/honesty/)).

Date of Approval by College (of the home academic unit): 12 March, 2015

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.



(Authorizing College Signature (of the home academic unit))



(Name of Person Signing Above - PLEASE PRINT)



UNIVERSITY OF  
SASKATCHEWAN

## SESD: Course Creation Information Form

(version: May 2014)

To be completed by the College or Department following approval of the course.

Required information is grouped in appropriate blocks to correspond with the data fields of the student information system, SiRIUS. Course details will be reflected through the student self-service features of SiRIUS and are key to system and registration functionality. Information provided on this form will be used in collaboration with required information provided to the Academic Programs Committee of Council through Course Challenge. **For additional information about this form or SiRIUS, the Student Information System, contact Academic Services & Financial Assistance, SESD (phone Seanine at 1874).**

### Main Block

Subject: TESOL

Course Number: 806

Term from which this course will become effective: 1st

Month: September Year: 2016

### Information Block

What is the academic college or school to which this course belongs? CGSR

What is the department or school that has jurisdiction over this course? Linguistics and Religious Studies

If there is a prerequisite waiver, who is responsible for signing it? N/A

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

What is the academic credit unit weight of this course? 3 cu

Is this course supposed to attract tuition charges? If so, how much? Standard graduate tuition

Do you allow this course to be repeated for credit? No

How should this course be graded? N

### Schedule Types

Schedule Types that can be used for sections that fall under this course:

(Indicate – highlight - all possible choices)

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	<b>Practicum</b>	XNC	No Academic Credit

### Detailed Information

What attributes would be assigned to this course (would apply to all sections under the course)? Please highlight the attributes you want attached to the course

1. 0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). The NOAC attribute causes the system to roll 0 academic CUs to academic history for this course.

NOAC No Academic Credit

2. **For the College of Arts and Science only:** To which program type does this course belong?

FNAR Fine Arts  
**HUM** Humanities  
 SCIE Science  
 SOCS Social Science  
 ARNP No Program Type (Arts and Science)

### Course Syllabus

Long Title

Course Long Title (maximum 100 characters): **TESOL Practicum**

Course Short Title (maximum 30 characters): **TESOL Practicum**

(Only letters and numbers can be used in both short and long course titles. No punctuation of any type is allowed [ ' " ; : , \$ & @ ! ? / + - = % # ( ) ]

### Course Description

This course provides a teaching practicum for graduate students in MA TESOL program. The practicum includes initial seminars covering ethics of classroom teaching and observation as well as principles of lesson plan design, observation of ESL courses taught by experts in the area, teaching or team-teaching 1-2 ESL courses and sharing teaching experiences with peers.

### Registration Information

Restriction(s): course only open to students in a specific college, program/degree, major, year in program: GCSR

Exam Exempt: No

**Equivalent Courses**

**N/A**

**Mutually-Exclusive Courses**

**N/A**

**Information For Display In The Catalogue Only**

Catalogue Credit Units: 806. 3

Catalogue Term Hour Listing: 3P

**Additional Notes**

**N/A**

**NEW COURSE PROPOSAL: SYLLABUS**  
**ESOL 806.3. TESOL PRACTICUM**

**Course Description:**

This course provides a teaching practicum for graduate students in MA TESOL program. The practicum includes initial seminars covering ethics of classroom teaching and observation as well as principles of lesson plan design, observation of ESL courses taught by experts in the area, teaching or team-teaching 1-2 ESL courses and sharing teaching experiences with peers.

**Learning Outcomes:**

By the completion of this course, students will be expected to:

- gain knowledge of the ethical issues involved in classroom observations;
- gain practical skills in evaluating classes taught by experts and peers;
- enhance their lesson planning skills;
- enhance their ESL teaching skills by teaching or team-teaching an ESL class;
- enhance communicative skills by providing oral and written comments on classroom performance by peers.

**Course Overview:**

**Class Schedule:**

**Weeks 1-2. Ethics in ESL classroom**

Reading: Hafernik, 2002; Cummins, 2003.

**Weeks 3-4. Designing lesson plans.**

Reading: Allwright, 1990; Counihan, 1998; Rossner, 1990.

**Weeks 5-7. Classroom observations**

Reading: Cirocki, 2014; Suzuki, 2013.

**Weeks 8-11. Teaching and observations of peer performance in class**

Reading: Allwright, 1990; Rossner & Bolito, 1990.

**Week 12. Sharing teaching experiences (seminars)**

**Required texts:**

Hafernik, Johnnie Johnson. (2002). Ethical Issues for ESL Faculty: Social Justice in Practice. Mahwah, NJ: Lawrence Erlbaum.

Cirocki, Andrzej. (2014). Research and Reflective practice in the ESL Classroom: Voices from Sri Lanka. Australian Journal of Teacher Education. Vol 39 (4), p 24- 44.

**Recommended (additional) readings:**

Allwright, R. L. (1990). What do we want teaching materials for? In R. Rossner and R. Bolitho, (Eds.), Currents in language teaching. Oxford University Press.

Counihan, Gerard. 1998. Teach Students to Interact, Not Just Talk, The Internet TESL Journal , Vol . IV

Cummins, Jim, (2003). The Ethics of Doublethink: Language Rights and the Bilingual Education Debate, TESOL Journal, Vol. 8, No. 3, pp. 13-17.  
<http://iteachilearn.org/cummins/researchbildebate.html>

Peirce, Bonny Norton and Schenke, Arleen. (1996). Feminist Theory and the ESL Classroom: Not Just a “Social Issue”: Teaching Feminist in ESL. The TESOL Quarterly , Col 30 (1), pp 155-159.

Rossner, Richard & Bolitho, Rod. 1990. Currents of Change in English Language Teaching, Oxford: Oxford University Press.

Suzuki, Mikiko. (2013). Corrective Feedback and Learner Uptake in Adult ESL Classrooms. Columbia University Working Papers in TESOL and Applied Linguistics, Vol 4, N 2

<http://journals.tc-library.org/index.php/tesol/article/viewFile/58/64>

U.S. Department of Justice (2012). Types of educational opportunities discrimination. Retrieved from: <http://www.justice.gov/crt/about/edu/types.php>

U.S. Department of Education (2000). Office for Civil Rights: The Provision of an Equal Education Opportunity to Limited-English Proficient Students. Retrieved from :  
<http://www2.ed.gov/about/offices/list/ocr/eeolep/index.html>

Watt, D. and Roessingh, H. (2001). The dynamics of ESL drop-out. The Canadian Modern Language Review, 58 (2), 203-222.

Lesson plan design Oxford University Seminar  
<http://www.oxfordseminars.ca/esl-teaching-resources/lesson-plans/>

## **Evaluation**

### **1. Ethics essay -10% of the final grade (due week 4)**

A written essay summarizing the minimum of 5 ethics concerns that need to be addressed in the ESL classroom and the student’s approach to resolving them. Requirements: 5-10 pages, 5-15 references.

Evaluation of the Ethics essay (calculated from 30 points maximum =100% as follows): reflection of the ethics concerns -- 10 points maximum; individual

approach to resolving these concerns - 10 point maximum, amount of literature/references -10 points maximum.

**2. Two evaluations of expert classroom performance (5% + 5%=10%) (due week 8)**  
Written observations of 2 expert performances while teaching ESL classes (2x 5%=10% from the final grade)

The observations should include adequate coverage of the following (5 points max per each item, with the total of 80 points maximum =100%)

- Learner characteristics
- Description of educational environment
- Theoretical stance (if evident) of the teacher
- Skills addressed in class
- Rapport with students
- Feedback to students
- Classroom interactions
- Comments on the classroom procedures with references to literature

**3. Lesson plan (10% of the final grade) (due week 5)**

Lesson plan should include:

Theoretical foundations (methods, skills to be addressed, etc.) (10 points maximum of 30 points total)

Detailed description of planned classroom activities (20 points maximum of 30 points total)

**4. Teaching performance while teaching (team-teaching) a class (15%)**

The performance will be evaluated by the class instructor (60%) and peers (40%) following an evaluation matrix sheet designed by the instructor. (obtained by week 11)

**5. Evaluation of peer performances in class**

Evaluation of 5 peer teaching performances is required (filling in an evaluation matrix sheet designed by the instructor): **5x3%=15% (Due week 11)**

6. **Participation** in the final seminars covering the Practicum experiences. A full participation grade of **10%** is assigned for presence in 3 seminars and sharing the minimum of 1 observation per seminar. (conducted in week 12)

**7. Final observation report detailing practicum experiences= 30% of the final grade (Due – week 12)**

Should contain:

An internship log – detailed comments of all the observed classes, and other activities (10 points max)

Reflections paper – reflection of the experiences with references to ESL literature (20 points max)

**Practicum venue:**

Practicum will be conducted in ESL 115.3, 116.3 courses taught by Linguistics program. A limited number of students may be accepted to the practicum by the Language Centre. The exact number of students allocated for practicum to the Language Centre (within the framework of Student Success Centre) will be established in an annual consultation with the Language Centre and Department of Curriculum Studies.

**Instructor:**

Richard Julien, PhD Education, CGSR member (richard.julien@usask.ca, office: Arts 924, Tel 306-9667568), Office hours: TBA

Or

New Hire in Linguistics from 1 July 2015 (search in progress)

**The exact due dates of the assignments will be provided by the course instructor.**

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An unacceptable performance.

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Assignments have to be submitted by person or by e-mail on or before the date specified in the course outline.

### **Late Assignments Policies**

Late Assignments will only be accepted if the student was unable to submit the assignment on time due to reasons beyond his/her control. Late assignments that satisfy the above criteria may be submitted within two weeks from the due date with 1% penalty per day. Assignments will not be accepted after two weeks from the due date.

### **Criteria that Must be Met to Pass**

The final mark must be equal or greater than 60%. Exams not taken, as well as assignments not submitted without a valid reason will be marked with 0%.

### **Attendance Expectation**

Attendance will not be monitored. However, students are strongly encouraged to attend classes due to the complexity of the material covered. If students miss a class, it is their responsibility to take measures not to fall behind.

### **Participation**

Participation will not be marked, but students should understand that active participation is required in class, especially during discussions.

### **Student Feedback**

Students are invited to give feedback on this class at any time. We are interested to know students' opinions on the material covered, the relevance this course has for them, their assessment of the textbook, teaching methods, and any other aspects of this course. Feedback will help us improve this course.

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honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University. All students should read and be familiar with the Regulations on Academic Student Misconduct <http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf> as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals <http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf> For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: <http://www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf>

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<http://students.usask.ca/health/centres/disability-services-for-students.php>  
or contact DSS at 966-7273 or [dss@usask.ca](mailto:dss@usask.ca).

Students registered with DSS may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.



College of Graduate Studies and Research

Room C180 Administration Building, 105 Administration Place, Saskatoon SK CANADA S7N 5A2 Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: grad\_studies@usask.ca

In addition to this form, please complete and submit a Course Creation Information form, available on the University website (www.usask.ca/university\_secretary/council/committees/academic\_programs/report\_files/course\_creation.php), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes [ ] (must complete section 6.1) No [X]

Basic information about the proposed course:

1. Department/Unit: Curriculum Studies College of: Education

2. [Signature: Jay Wilson] (Authorizing Unit Head - PLEASE PRINT) [Signature] (Authorizing Unit Head - SIGNATURE)

3. Information required for the calendar:

- 3.1 Label and number of course: ECUR 840.3
3.2 Title of course: ESL/EAL Education: Language, Identity, and Ideologies
3.3 Total Hours: Lecture: 26 Seminar: 13 Lab: Tutorial: Other:
3.4 Weekly Hours: Lecture: 2 Seminar: 1 Lab: Tutorial: Other:

3.5 Term in which it will be offered: T1 [ ] T2 [ ] T1 or T2 [X] T1 and T2 [ ]

3.6 Prerequisite: Registration in Graduate Program

3.7 Calendar description (not more than 50 words):

This course surveys selected topics on language, identity, and ideologies from a sociolinguistic perspective. Topics to be covered include how gendered/raced/classed identities are negotiated within social relationships, and how social relations of power can both constrain and enable the range of educational possibilities available to both learners and teachers.

4. Rationale for introducing this course:

This course will be an elective in the proposed MA TESOL program. This course was successfully offered previously as a Special Topics course in the College of Education, and has received excellent reviews from students and colleagues.

5. Impact of this course:

5.1 Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

No [X] Yes (Please list):

5.2 Were any other academic units asked to review or comment on the proposal?

No  Yes (**Please attach correspondence**)

5.3 Will the offering of this course lead to the deletion or modification of any other course(s)?

No  Yes (**Please list**): \_\_\_\_\_

5.4 Course(s) for which this graduate course will be a prerequisite?

None

5.5 Is this course to be required by your graduate students, or by graduate students in another program?

No  Yes (**Please list**):

6. Course Information. (**Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at [http://www.usask.ca/university\\_secretary/honesty/](http://www.usask.ca/university_secretary/honesty/)**)

- Checklist:
- Course objectives need to be clearly stated
  - Description of and Activities for Evaluation must be listed
  - Course Outline** (syllabus) with **Reading List** must be included
  - Percentage of Total Mark for each evaluation listed
  - If undergraduate lectures are included, also submit the **Undergraduate Course Outline (Syllabus)** and include information on what additional activities make this a graduate level course. For guidelines, see '**Undergraduate Component of Graduate Courses**' under '*Forms for Graduate Chairs*' at [http://www.usask.ca/cgsr/prospective\\_students/forms.php](http://www.usask.ca/cgsr/prospective_students/forms.php)
  - Professor must be a member of the Graduate Faculty

6.1 **EXAM EXEMPTION:** Please note, **if there is no final exam or if the final examination is worth less than 30% of the final grade** please provide a brief statement which explains why a final examination is inappropriate for this course.

7. Enrolment:

7.1 Expected Enrolment: 15-20

7.2 From which colleges/programs: Education

8. Resources:

8.1 Proposed instructor(s) (Please include qualifications):

Hyunjung Shin (Ph.D. second language education)

8.2 How does the department plan to handle the additional teaching or administrative workload:

Within the Departmental/College budget

8.3 Are sufficient library or other research resources available for this course:

YES

8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

NO

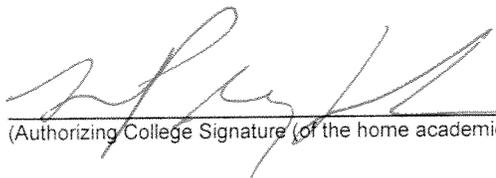
9. Date of Implementation:

9.1 To be offered: Annually  Biennially  Alternate Years  Other

This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see [www.usask.ca/university\\_secretary/council/reports\\_forms/reports/12-06-99.php](http://www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php)) and Academic Integrity and Student Conduct (see [www.usask.ca/university\\_secretary/honesty/](http://www.usask.ca/university_secretary/honesty/)).

Date of Approval by College (of the home academic unit): March 27, 2015

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

  
\_\_\_\_\_  
(Authorizing College Signature (of the home academic unit))

\_\_\_\_\_  
(Name of Person Signing Above - PLEASE PRINT)

*Form version April 2009*



## SESD: Course Creation Information Form

(version: May 2014)

To be completed by the College or Department following approval of the course.

Required information is grouped in appropriate blocks to correspond with the data fields of the student information system, SiRIUS. Course details will be reflected through the student self-service features of SiRIUS and are key to system and registration functionality. Information provided on this form will be used in collaboration with required information provided to the Academic Programs Committee of Council through Course Challenge. **For additional information about this form or SiRIUS, the Student Information System, contact Academic Services & Financial Assistance, SESD (phone Seanine at 1874).**

### Main Block

Subject: ECUR

Course Number: 840

Term from which this course will become effective: 1st

Month: September Year: 2016

### Information Block

What is the academic college or school to which this course belongs? CGSR

What is the department or school that has jurisdiction over this course? Curriculum Studies

If there is a prerequisite waiver, who is responsible for signing it? N/A

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

What is the academic credit unit weight of this course? 3 cu

Is this course supposed to attract tuition charges? If so, how much? Standard graduate tuition

Do you allow this course to be repeated for credit? No

How should this course be graded? N

### Schedule Types

Schedule Types that can be used for sections that fall under this course:

(Indicate – highlight - all possible choices)

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

### Detailed Information

What attributes would be assigned to this course (would apply to all sections under the course)? Please highlight the attributes you want attached to the course

1. 0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). The NOAC attribute causes the system to roll 0 academic CUs to academic history for this course.

NOAC No Academic Credit

2. **For the College of Arts and Science only:** To which program type does this course belong?

FNAR Fine Arts  
HUM Humanities  
SCIE Science  
SOCS Social Science  
ARNP No Program Type (Arts and Science)

### Course Syllabus

Long Title

Course Long Title (maximum 100 characters): Language Identity and Ideologies in ESL and EAL Education

Course Short Title (maximum 30 characters): **Language Identity and Ideologies**

(Only letters and numbers can be used in both short and long course titles. No punctuation of any type is allowed [ ' " ; : , \$ & @ ! ? / + - = % # ( ) ]

### Course Description

This course surveys selected topics on language, identity, and ideologies in English as a second/ additional language and other second/foreign language education (e.g., French, Mandarin Chinese, etc.) from a sociolinguistic perspective. The purpose of this course is to explore current debates in the field of second language education that address language as a social practice and to examine how these issues inform language policies and classroom practices. Topics to be covered include ways in

which language constructs and is constructed by a wide variety of social relationships, how gendered/raced/classed identities are negotiated within such relationships, and how social relations of power can both constrain and enable the range of educational possibilities available to both learners and teachers.

**Registration Information**

Restriction(s): course only open to students in a specific college, program/degree, major, year in program: GCSR

Exam Exempt: No

**Equivalent Courses**

N/A

**Mutually-Exclusive Courses**

N/A

**Information For Display In The Catalogue Only**

Catalogue Credit Units: 840.3

Catalogue Term Hour Listing: 2L-1S

**Additional Notes**

The course has been piloted before as ECUR 898.3., EAL education: Language, Culture, and Identity.

University of Saskatchewan  
College of Education  
Department of Curriculum Studies

**ECUR 840.3**

**ESL/EAL Education: Language, Identity, and Ideologies**

**Instructor: Hyunjung Shin**

**Email:** [hyunjung.shin@usask.ca](mailto:hyunjung.shin@usask.ca)

**Office:** ED 3120

**Phone:** 966-7707

**Office Hours:** by appointment

**Class Time and Location:** TBA

**Course Description:**

This course surveys selected topics on language, identity, and ideologies in English as a second/ additional language and other second/foreign language education (e.g., French, Mandarin Chinese, etc.) from a sociolinguistic perspective. The purpose of this course is to explore current debates in the field of second language education that address language as a social practice and to examine how these issues inform language policies and classroom practices. Topics to be covered include ways in which language constructs and is constructed by a wide variety of social relationships, how gendered/raced/classed identities are negotiated within such relationships, and how social relations of power can both constrain and enable the range of educational possibilities available to both learners and teachers.

**Course Outcomes:** Upon completion of the course, students should be able to:

1. develop a critical understanding of the topic by examining current debates on language, identity, and politics in second language education;
2. identify fundamental concepts and issues related to sociolinguistics in second language education;
3. investigate how theories of language, identity, and ideologies inform and are informed by research in a variety of educational settings;
4. explore how the theories, concepts, and arguments discussed in class can be incorporated in one's own research and practice.

**Required Text(s):**

There is no textbook for this course. All readings will be available on PAWS/blackboard course page through library resources link and through course reserve in the library.

**Recommended text:**

Cummins, J. (2000). *Language, power and pedagogy: Bilingual children in the crossfire*. Clevedon, England: Multilingual Matters. DOI: 10.1023/A:1016129519220

Cummins, J. (2001). *Negotiating identities: Education for empowerment in a diverse society*. 2<sup>nd</sup> edition. Los Angeles: California Association For Bilingual Education.

Cummins, J. & M. Early (Eds.). (2011). *Identity texts: The collaborative creation of power in multilingual schools*. Trentham Books.

Hornberger, N. & McKay, S. (2010). *Sociolinguistics and language education*. Bristol: Multilingual Matters.

Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change*. Harlow, England: Longman/Pearson Education.

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**Course Schedule and reading list** (This schedule will be negotiated through class discussion and subject to minor changes):

<p><b>Week 1: Introduction and overview</b> A description of the course, its purpose, its philosophy and its functioning</p>
<p><b>Week 2: Language, identity and power</b> Cummins, J. (2006). Multiliteracies and equity: How do Canadian schools measure up? <i>Education Canada</i>, 46(2), 4-7. Norton, B. &amp; Toohey, K. (2001). Changing perspectives on good language learners. <i>TESOL Quarterly</i>, 35(2), 307- 322. DOI: 10.2307/3587650</p>
<p><b>Week 3: World Englishes and the politics of accents</b> Munro, M. J. (2003). A primer on accent discrimination in the Canadian context. <i>TESL Canada Journal</i>, 20, 38-51. Yoo, A. (2012). A look at the attitudes some Korean university students have towards different accents in English. <i>Journal of International Education Research</i>, 8(2), 155-164. [library online]</p>
<p><b>Week 4: Language ideologies and English as a global language</b> Çubukçu, F. (2010). Empowerment or disempowerment: That is the question in EIL (English as an international language). <i>International Online Journal of Educational Sciences</i>, 2(1), 98-109. Sterzuk, A. (2008). Whose English counts? Indigenous English in Saskatchewan schools. <i>McGill Journal of Education</i>, 43(1), 9-19. DOI: 10.7202/019570ar (Suggested reading: Pennycook, A. &amp; Coutand-Marin, S. (2003). Teaching English as a missionary language. <i>Discourse: Studies in the Cultural Politics of Education</i>, 24 (3), pp. 337 – 353. DOI:10.1080/0159630032000172524)</p>
<p><b>Week 5: Language Ideologies and language policy</b> Fallon, G. &amp; Rublik, N. (2011). Second-language education policy in Quebec: A critical analysis of the policy of English as a compulsory subject at the early primary level in Quebec. <i>TESL Canada Journal</i>, 28(2), 90-104. Park, J. &amp; Bae, S. (2009). Language ideologies in educational migration: Korean jogi yuhak families in Singapore. <i>Linguistics and Education</i> 20, 366-377. DOI:10.1016/j.linged.2009.09.001 (Suggested reading: P. Bourdieu. 1977. The economics of linguistic exchanges. <i>Social Science Information</i> 16(6): 645-668. DOI: 10.1177/053901847701600601 Heller, M. (1995). Language choice, social institutions, and symbolic domination. <i>Language in Society</i>, 24(3), 373-405.) <b>**two page reflective piece due (in class discussion)</b></p>
<p><b>Week 6: Monolingual bias and bilingualism</b> Horst, M., White, J., &amp; Bell, P. (2010). First and second language knowledge in the language classroom. <i>International Journal of Bilingualism</i>, 14(3), 331-349. DOI: 10.1177/1367006910367848 Cummins, J. (2007). Rethinking monolingual instructional strategies in multilingual classrooms. <i>Canadian Journal of Applied Linguistics</i>, 10(2), 221- 240. (Suggested reading : Garcia, O. &amp; Kleifgen, J. A. (2010). Language and bilingualism: Theoretical constructs and empirical evidence. In O. Garcia &amp; J. A. Kleifgen. <i>Educating emergent bilinguals: Policies, programs, and practices for English language learners</i>, pp.37-52. New York: Teachers College Press.)</p>
<p><b>Week 7: Identity and critical literacy</b> Lau, S. M. C. (2012). Reconceptualizing critical literacy teaching in ESL classrooms. <i>The Reading Teacher</i>, 65(5), 321-326. DOI: 10.1002/TRTR.01050 [library online]</p>

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<p>Haneda, M. (2006). Becoming Literate in a Second Language: Connecting Home, Community, and School Literacy Practices, <i>THEORY INTO PRACTICE</i>, 45(4), 337–345. DOI: 10.1207/s15430421tip4504_7</p> <p>Danzak, R. L. (2011). Defining identities through multiliteracies: EL teens narrate their immigration experiences as graphic stories. <i>Journal of Adolescent &amp; Adult Literacy</i>, 55(3), 187-196. DOI:10.1002/JAAL.00024 [library online]</p>
<p><b>Week 8: Language and identity (1)</b></p> <p>Pon, G., Goldstein, T., &amp; Schecter, S. R. (2003). Interrupted by silences: The contemporary education of Hong-Kong-born Chinese Canadians. In R. Bayley &amp; S. R. Schecter (Eds.), <i>Language socialization in bilingual and multilingual societies</i> (pp. 114-127). Clevedon, England: Multilingual Matters.</p> <p>Shin, H. (2012). From FOB to COOL: Transnational migrant students in Toronto and the styling of global linguistic capital, <i>Journal of Sociolinguistics</i>, 16(2) 184-200. DOI: 10.1111/j.1467-9841.2011.00523.x</p> <p>(Suggested reading: N. González, L. Moll, C. Amanti (Eds.). (2005). <i>Funds of knowledge: Theorizing practices in households, communities, and classrooms</i>, pp. 71-87. New York: Routledge. Ch. 4: Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. (by Moll, L., Amanti, C., Neff, D., &amp; González, N))</p>
<p><b>Week 9: Language and identity (2)</b></p> <p>Stuart, J. (2005). Prejudice in the ESL Classroom. <i>TESL Canada Journal</i>, 23(1), 63-75.</p> <p>Ibrahim, A. (1999). Becoming black: Rap and hip-hop, race, gender, identity, and the politics of ESL learning. <i>TESOL Quarterly</i>, 33(3), 349 – 369. DOI: 10.2307/3587669</p> <p>(Suggested reading: Kubota, R. (2004). The politics of cultural difference in second language education. <i>Critical Inquiry in Language Studies</i>, 1, 21-39. DOI: 10.1207/s15427595cils0101_2 Sherry Marx (2009) “It’s not them; it’s not their fault”: Manifestations of racism in the schooling of Latinas/os and ELLs. In R. Kubota &amp; A. Lin (Eds.) <i>Race, culture, and identities in second language education</i>, pp.81-98. New York: Routledge.)</p>
<p><b>Week 10: Assessment in critical L2 education</b></p> <p>Jang, E.E. (2014). Assessing English Language Learners in K-12 Schools. <i>Education Matters</i>, 2(1), 72-80.</p> <p>Toohy, K. (2007). Are the lights coming on? How can we tell? English language learners and literacy assessment. <i>The Canadian Modern Language Review</i>, 64(2), 249-268. DOI: 10.1353/cml.2008.0027 [library online]</p> <p>(Suggested reading: Kim, H. J. (2006). World Englishes in language testing: A call for research. <i>English Today</i>, 22(4), 32-39. DOI: 10.1017/S0266078406004068) <b>**One page proposal for a term paper topic due</b></p>
<p><b>Nov 12: Mid-term break</b></p>
<p><b>Week 11: Research methods for critical L2 education</b></p> <p>Sunderland, J. (2000). New understandings of gender and language classroom research: texts, teacher talk and student talk. <i>Language Teaching Research</i>, 4 (2), pp. 149 – 173 DOI: 10.1177/136216880000400204</p> <p>Lau, S. M. C., &amp; Stille, S. (2014). Participatory research with teachers: Toward a pragmatic and dynamic view of equity and parity in research relationships. <i>European Journal of Teacher Education</i>. 37(2), pp. 156-170. DOI:10.1080/02619768.2014.882313</p> <p>(Suggested reading: Talmy, S. (2004). Forever FOB: The cultural production of ESL in a high school. <i>Pragmatics</i> 14: 2/3.149-172 Crookes, G. (1993). Action research for second language teachers: Going beyond teacher research. <i>Applied Linguistics</i>, 14,130-144. DOI: 10.1093/applin/14.2.130)</p>
<p><b>Week 12: Critical L2 pedagogies: linguistically and culturally responsive teaching</b></p> <p>Janks, H. (2012). The importance of critical literacy. <i>English Teaching: Practice and Critique</i>, 11(1), 150-163.</p> <p>Ramanathan, V. (2006). The vernacularization of English: Crossing global currents to re-dress West-based TESOL.</p>

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<p><i>Critical Inquiry in Language Studies</i>, 3(2/3), 131-146. DOI: 10.1080/15427587.2006.9650843  (Suggested reading: B. Norton &amp; K. Toohey (Eds.) (2004). <i>Critical pedagogies and language learning</i>, pp.53-71.  Ch. 4: Gender and sexuality in foreign and second language education: Critical and feminist approaches. (by Pavlenko, A.)  (Suggested reading: J. Cummins &amp; M. Early (Eds.). (2011). <i>Identity texts: The collaborative creation of power in multilingual schools</i>, pp. 21-43. Ch. 2: Frames of reference: Identity texts in perspective. (by Cummins, J., Early, M., &amp; Stille, S.)</p>
Week 13: Overview of the course: Course evaluation, Class social
<b>Week 14: ** “Hand-in” Final exam due</b>

### Assignments and Evaluation:

- Late assignments will not be accepted except for family/life emergencies. A doctor's note is required if there was a medical reason for late submission.
- Details of each assignment will be fully outlined in class
- In order to pass this course you must complete ALL class work. Further details regarding criteria will be discussed in class.

### Assignments:

Two-page reflective Piece—Week 5	20%
Student Seminar—Assigned Date	30%
One page proposal for a term paper topic —Week 10	10%
“Hand-in” Final exam— Week 14	40%
<b>TOTAL:</b>	<b>100%</b>

#### (1) **Two-page reflective piece (single-spaced, Times New Roman 12-point font) (20% of grade):**

- Recount a “critical incident” you have either observed or experienced in the second language classroom. Describe what you observed (e.g., what, where, who) and why this particular incident was salient to you as a second language teacher/learner. What is your understanding of the incident and what did you learn from it? For example, you can choose any topic regarding the sociopolitical issues of second language education, and give a review of the issues, and explain why they are important to the second language education. Reflecting on your past, explain how the issues impacted on your language learning/teaching experience. Describe what pedagogical implications you can draw from your critical reflections and discussions of the issues?
- Other questions to consider are: What is language? What is teaching? How was language conceptualized and taught in this incident? The goal of this assignment is for you to reflect on your own views about second language education, what has shaped them (e.g., historical, educational, situational, etc. influences) and why.
- Criteria in grading: There are no right or wrong answers here; rather, I seek insightful reflection and analysis of the incident in relation to your own practices in the language classroom.
- **Due date: Week 5**

#### (2) **Student seminar: 30-minute presentation/facilitation of reading (30% of grade)**

- Students will sign up to present one of the course readings. Give a detailed summary of the topic through a ppt presentation (you don't need to cover every point in the article) and one page handout, and think of one activity to help the class engage in the critical discussion of the issue.

- Criteria in grading: facilitation of other students' understandings of the reading, depth of critical analysis of the reading and related discussion
- **Due date: Assigned date**

**(3) One page proposal for a term paper topic, including at least 3 central references (single-spaced, Times New Roman 12-point font) (10% of grade)**

Criteria in grading: There are no right or wrong answers here; rather, I seek evidence of your initial idea of what you would like to write for your final term paper based on the class discussion and readings. References should be properly cited in APA style.

**Due date: Week 10**

**(4) “Hand-in” Final exam (40% of grade):**

- This take-home final exam consists of a few short essay-type questions covering major topics introduced in class (10% of the final examination grade) as well as a long essay on a topic of the student's choice relevant to the course and of professional interest to them (90% of the final examination grade). Page length: 8-12 page (Times New Roman, 12 font, 1-inch margin, double-spaced) not including title page, references and appendix. References should be properly cited using APA style in the body of the text and in a reference list.
- Arguments must be supported by other references and citations taken from readings and discussions covered during the course but also from readings beyond the course package. Within your analysis must be self-reflection on how the topic relates to your own language/literacy teaching and learning contexts and its implications on your praxis.
- Criteria in grading: clarity of argumentation and structure of paper, depth of analysis, support from other literature, reflection on one's own professional contexts, following standard formatting requirements.
- **Due date: Week 14, PAWS Hand-in Folder**

## University of Saskatchewan Grading System for Graduate Courses

The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

90-100	Exceptional	<p>A superior performance with consistent strong evidence of:</p> <ul style="list-style-type: none"> <li>- a comprehensive, incisive grasp of subject matter;</li> <li>- an ability to make insightful critical evaluation of information;</li> <li>- an exceptional capacity for original, creative and/or logical thinking;</li> <li>- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;</li> <li>- an exceptional ability to analyze and solve difficult problems related to subject matter</li> </ul>
80-89	Very Good to Excellent	<p>A very good to excellent performance with strong evidence of:</p> <ul style="list-style-type: none"> <li>- a comprehensive grasp of subject matter;</li> <li>- an ability to make sound critical evaluation of information;</li> <li>- a very good to excellent capacity for original, creative and/or logical thinking;</li> <li>- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;</li> <li>- a very good to excellent ability to analyze and solve difficult problems related to subject matter</li> </ul>
70-79	Satisfactory to Good	<p>A satisfactory to good performance with evidence of:</p> <ul style="list-style-type: none"> <li>- a substantial knowledge of subject matter;</li> <li>- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;</li> <li>- a satisfactory to good capacity for logical thinking;</li> <li>- some capacity for original and creative thinking</li> <li>- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;</li> <li>- a satisfactory to good ability to analyze and solve moderately difficult problems related to the subject matter</li> </ul>
60-69	POOR	<p>A generally weak performance, but with some evidence of:</p> <ul style="list-style-type: none"> <li>- a basic grasp of the subject matter;</li> <li>- some understanding of the basic issues;</li> <li>- some familiarity with the relevant literature &amp; techniques;</li> <li>- some ability to develop solutions to moderately difficult problems related to the subject matter;</li> <li>- some ability to examine the material in a critical &amp; analytical manner</li> </ul>
0-59	FAILURE	<p>An unacceptable performance</p>

### **Criteria that Must be Met to Pass**

The final mark must be equal or greater than 60%. Exams not taken, as well as assignments not submitted without a valid reason will be marked with 0%.

### **Attendance Expectation**

Attendance will not be monitored. However, students are strongly encouraged to attend classes due to the complexity of the material covered. If students miss a class, it is their responsibility to inform themselves what was covered in the class by asking fellow students, or the instructor.

### **Participation**

Participation will not be marked, but students should understand that active participation is required in class, especially during phases of group work, and class room discussions.

### **Student Feedback**

Students are invited to give feedback on this class at any time. We are interested to know about your opinion on the material covered, the relevance this course has for you, your assessment of the textbook, teaching methods and any other aspects of this course. Your feedback will help us improve this course continuously.

### **Academic Honesty**

The following paragraphs are derived from the University of Saskatchewan calendar. For further information in this regard, please consult: [http://www.usask.ca/university\\_secretary/honesty/](http://www.usask.ca/university_secretary/honesty/)

*Academic dishonesty, like other forms of dishonesty, is misrepresentation with intent to deceive or without regard to the accuracy of statements or findings. It includes such things as: using or possessing unauthorized aids in tests or examinations, unauthorized assistance in any academic work, concocting laboratory results or distorting laboratory reports, plagiarism or other misrepresentation as one's own of the work of others, submission without the approval of the instructor of any work for which credit has previously been obtained or is being sought in another course, or aiding another student's dishonesty.*

*The main purpose of a University is to encourage and facilitate the pursuit of knowledge and scholarship. The attainment of this purpose requires the individual integrity of all scholars. Cheating, in whatever form, is ultimately destructive of the values of the University; it is furthermore unfair and discouraging to the majority of students who pursue their studies honestly. This University thus states unequivocally that it demands scholarly integrity from all its members and that it will impose sanctions on those who directly or indirectly contribute to the weakening of this integrity.*

### **More About Academic Integrity: Integrity Defined (from the Office of the University Secretary)**

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

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All students should read and be familiar with the Regulations on Academic Student Misconduct  
<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>

as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals  
<http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at:  
<http://www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf>

### **Examinations with Disability Services for Students (DSS)**

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check  
<http://students.usask.ca/health/centres/disability-services-for-students.php>

or contact DSS at 966-7273 or [dss@usask.ca](mailto:dss@usask.ca).

Students registered with DSS may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

**Evaluation Grid: In-Class Presentation**

Presenter's Name: \_\_\_\_\_

Date and Topic of Presentation: \_\_\_\_\_

\*\*\*\*\*

- How organized was the presentation and how well did it keep track of time?

A range                      B range                      C range

- How well did the chosen area within the assigned topic connect to a concrete pedagogical situation and/or related theory/research?

A range                      B range                      C range

Comments:

- How well did the handout frame the presentation?

A range                      B range                      C range

- How well did the introduction set up the activity and discussion?

A range                      B range                      C range

- To what extent did the activity and discussion engage the class and provoke thought?

A range                      B range                      C range

- How effective was the presentation wrap-up?

A range                      B range                      C range

- Overall impression created by the presentation?

A range                      B range                      C range

\*\*\*\*\*

Comments:

Grade:



College of Graduate Studies and Research

Room C180 Administration Building, 105 Administration Place, Saskatoon SK CANADA S7N 5A2
Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: grad.studies@usask.ca

In addition to this form, please complete and submit a Course Creation Information form, available on the University website (www.usask.ca/university\_secretary/council/committees/academic\_programs/report\_files/course\_creation.php), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes [ ] (must complete section 6.1) No [X]

Basic information about the proposed course:

1. Department/Unit: Curriculum Studies College of: Education

2. [Signature: Jay Wilson] (Authorizing Unit Head - PLEASE PRINT) [Signature] (Authorizing Unit Head - SIGNATURE)

3. Information required for the calendar:

- 3.1 Label and number of course: ECUR 841.3
3.2 Title of course: Foundations of ESL/EAL teaching
3.3 Total Hours: Lecture: 26 Seminar: 13 Lab: Tutorial: Other:
3.4 Weekly Hours: Lecture: 2 Seminar: 1 Lab: Tutorial: Other:

3.5 Term in which it will be offered: T1 [ ] T2 [ ] T1 or T2 [X] T1 and T2 [ ]

3.6 Prerequisite: Registration in Graduate Program

3.7 Calendar description (not more than 50 words):

This course examines current debates, theory and research in ESL/EAL teaching to help students to gain a critical understanding of the role of societal power relations in educating linguistically and culturally diverse students and to develop curriculum resources and instructional strategies to meet diverse needs of their own students.

4. Rationale for introducing this course:

This course is required in the proposed MA TESOL program. This course was successfully offered previously as a Special Topics course in the College of Education, and has received excellent reviews from students and colleagues.

5. Impact of this course:

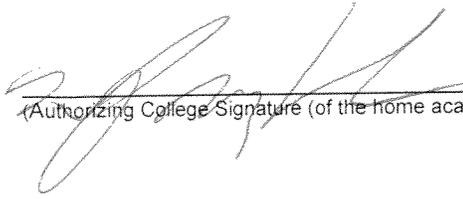
5.1 Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)? No [X] Yes (Please list):

- 5.2 Were any other academic units asked to review or comment on the proposal?  
 No  Yes (**Please attach correspondence**)
- 5.3 Will the offering of this course lead to the deletion or modification of any other course(s)?  
 No  Yes (**Please list**): \_\_\_\_\_
- 5.4 Course(s) for which this graduate course will be a prerequisite?  
 None
- 5.5 Is this course to be required by your graduate students, or by graduate students in another program?  
 No  Yes (**Please list**): \_\_\_\_\_
6. Course Information. (**Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at [http://www.usask.ca/university\\_secretary/honesty/](http://www.usask.ca/university_secretary/honesty/)**)
- Checklist:  Course objectives need to be clearly stated  
 Description of and Activities for Evaluation must be listed  
 **Course Outline** (syllabus) with **Reading List** must be included  
 Percentage of Total Mark for each evaluation listed  
 If undergraduate lectures are included, also submit the **Undergraduate Course Outline (Syllabus)** and include information on what additional activities make this a graduate level course. For guidelines, see '**Undergraduate Component of Graduate Courses**' under '*Forms for Graduate Chairs*' at [http://www.usask.ca/cgsr/prospective\\_students/forms.php](http://www.usask.ca/cgsr/prospective_students/forms.php)  
 Professor must be a member of the Graduate Faculty
- 6.1 **EXAM EXEMPTION:** Please note, **if there is no final exam or if the final examination is worth less than 30% of the final grade** please provide a brief statement which explains why a final examination is inappropriate for this course.
7. Enrolment:  
 7.1 Expected Enrolment: 15-20  
 7.2 From which colleges/programs: Education/MA TESOL
8. Resources:  
 8.1 Proposed instructor(s) (Please include qualifications):  
 Hyunjung Shin (Ph.D. second language education)  
 8.2 How does the department plan to handle the additional teaching or administrative workload:  
 Within the Departmental/College budget  
 8.3 Are sufficient library or other research resources available for this course:  
 YES  
 8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):  
 NO
9. Date of Implementation:  
 9.1 To be offered: Annually  Biennially  Alternate Years  Other

This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see [www.usask.ca/university\\_secretary/council/reports\\_forms/reports/12-06-99.php](http://www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php)) and Academic Integrity and Student Conduct (see [www.usask.ca/university\\_secretary/honesty/](http://www.usask.ca/university_secretary/honesty/)).

Date of Approval by College (of the home academic unit): March 27, 2015

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.

  
\_\_\_\_\_  
(Authorizing College Signature (of the home academic unit))

\_\_\_\_\_  
(Name of Person Signing Above - PLEASE PRINT)

*Form version April 2009*



UNIVERSITY OF  
SASKATCHEWAN

## SESD: Course Creation Information Form

(version: May 2014)

To be completed by the College or Department following approval of the course.

Required information is grouped in appropriate blocks to correspond with the data fields of the student information system, SiRIUS. Course details will be reflected through the student self-service features of SiRIUS and are key to system and registration functionality. Information provided on this form will be used in collaboration with required information provided to the Academic Programs Committee of Council through Course Challenge. **For additional information about this form or SiRIUS, the Student Information System, contact Academic Services & Financial Assistance, SESD (phone Seanine at 1874).**

### Main Block

Subject: ECUR

Course Number: 841

Term from which this course will become effective: 1st

Month: September Year: 2016

### Information Block

What is the academic college or school to which this course belongs? CGSR

What is the department or school that has jurisdiction over this course? Curriculum Studies

If there is a prerequisite waiver, who is responsible for signing it? N/A

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

What is the academic credit unit weight of this course? 3 cu

Is this course supposed to attract tuition charges? If so, how much? Standard graduate tuition

Do you allow this course to be repeated for credit? No

How should this course be graded? N

### Schedule Types

Schedule Types that can be used for sections that fall under this course:

(Indicate – highlight - all possible choices)

<b>Code</b>	<b>Description</b>	<b>Code</b>	<b>Description</b>
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	<b>Seminar</b>
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	<b>Lecture</b>	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

### Detailed Information

What attributes would be assigned to this course (would apply to all sections under the course)? Please highlight the attributes you want attached to the course

1. 0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). The NOAC attribute causes the system to roll 0 academic CUs to academic history for this course.

NOAC No Academic Credit

2. **For the College of Arts and Science only:** To which program type does this course belong?

FNAR Fine Arts  
HUM Humanities  
SCIE Science  
SOCS Social Science  
ARNP No Program Type (Arts and Science)

### Course Syllabus

Long Title

Course Long Title (maximum 100 characters):\_Foundations of ESL/EAL teaching

**Course Short Title (maximum 30 characters): Foundations of ESL/EAL teaching**

(Only letters and numbers can be used in both short and long course titles. No punctuation of any type is allowed [ ' " ; : , \$ & @ ! ? / + - = % # ( ) ]

### Course Description

The increase in global mobility as well as the spread of English as a global language has resulted in unprecedented levels of linguistic and cultural diversity in today’s schools. The purpose of the course is to examine current debates, theory and research in the field of ESL/EAL teaching to develop curriculum resources and instructional strategies to help students to better address diverse needs of the students in their own classrooms. Examples of the relevant topics are: What do teachers need to know to teach effectively in contexts where diversity is the norm?

What are the most effective approaches for teaching ESL/EAL (and other language minority) students within schools and the wider society? How do power relations affect the kinds of educational program implemented for linguistically and culturally diverse students?

**Registration Information**

Restriction(s): course only open to students in a specific college, program/degree, major, year in program: GCSR

Exam Exempt: No

**Equivalent Courses**

N/A

**Mutually-Exclusive Courses**

N/A

**Information For Display In The Catalogue Only**

Catalogue Credit Units: 841.3

Catalogue Term Hour Listing: 2L-1S

**Additional Notes**

N/A

University of Saskatchewan  
College of Education  
Department of Curriculum Studies

**ECUR 841.3: Foundations of ESL/EAL teaching**

**Instructor: Dr. Hyunjung Shin**

**Office:** ED 3120

**Office Hours:** by appointment

**Class Time and Location:** TBA

**Email:** [hyunjung.shin@usask.ca](mailto:hyunjung.shin@usask.ca)

**Phone:** 966-7707

**Course Description:**

The increase in global mobility as well as the spread of English as a global language has resulted in unprecedented levels of linguistic and cultural diversity in today's schools. The purpose of the course is to examine current debates, theory and research in the field of ESL/EAL teaching to develop curriculum resources and instructional strategies to help students to better address diverse needs of the students in their own classrooms. Examples of the relevant topics are: What do teachers need to know to teach effectively in contexts where diversity is the norm? What are the most effective approaches for teaching ESL/EAL (and other language minority) students within schools and the wider society? How do power relations affect the kinds of educational program implemented for linguistically and culturally diverse students?

**Course Outcomes:** Upon completion of the course, students should be able to:

1. critically analyze issues prominent in the research, theoretical and pedagogical literature on ESL/EAL teaching and teacher education;
2. develop a critical understanding of the topic and identify fundamental concepts and issues related to linguistic, social, psycholinguistic and educational perspectives on ESL/EAL instruction;
3. investigate how ideas of ESL/EAL instruction may inform and are informed by research and theory;
4. explore how the course content and discussion can be applied to one's own research and practice;
5. adapt instruction to meet the diverse needs of the students in their own professional contexts.

**Required Text(s):**

There is no textbook for this course. All readings will be available on PAWS/blackboard course page through library resources link and through course reserve in the library.

**Background text:**

Brown, H.D. (2007). *Principles of language learning and teaching (5th ed.)*. New York: Longman.

Coelho, E. (2012). *Language and Learning in Multilingual Classrooms: A Practical Approach*. Bristol: Multilingual Matters.

Cummins, J. (2001). *Negotiating identities: Education for empowerment in a diverse society*. 2<sup>nd</sup> edition. Los Angeles: California Association For Bilingual Education.

Garcia, O. (2009). *Bilingual education in the 21st century: A global perspective*. Oxford, England: Wiley-Blackwell.

Larsen-Freeman, D. & Anderson, M. (2011). *Techniques and Principles in Language Teaching*. Oxford University Press.

Hyunjung Shin

**Course Schedule** (This schedule will be negotiated through class discussion and subject to minor changes):

<p><b>Week 1: Introduction and overview</b> A description of the course, its purpose, its philosophy and its functioning</p>
<p><b>Week 2: Language, power, and pedagogy</b> Delpit, L. (1988). The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children, <i>Harvard Educational Review</i> 58(3), 280-298.</p>
<p><b>Week 3: ESL/EAL teacher education</b> Goldstein, T. (2007). Educating World Teachers for Cosmopolitan Classrooms and Schools. <i>Asia Pacific Journal of Education</i>, 27(2), 131–155  Amin, N. (1997). Race and the identity of the nonnative ESL teacher. <i>TESOL Quarterly</i>, 31(3), 580-583.  * (optional) Johnson, K. (2006). The sociocultural turn and its challenges for second language teacher education. <i>TESOL Quarterly</i>, 40(1), 235-257.</p>
<p><b>Week 4: Teaching EFL and academic discourse socialization</b> N. Morita (2004). Negotiating Participation and Identity in Second Language Academic Communities. <i>TESOL Quarterly</i>, 38 (4), 573-603.  Shin (2007). ELT in Korea: Toward globalization or glocalization? In J. Cummins &amp; C. Davison (Eds.), <i>International handbook of English Language Teaching</i>, Vol. 1 (pp. 75-86). Norwell, MA: Springer.</p>
<p><b>Week 5: Student Seminar</b> Joan NETTEN, J. &amp; GERMAIN, C. (2012). A new paradigm for the learning of a second or foreign language: the neurolinguistic approach. <i>Neuroeducation</i>. 1(1), 85-114.  Cummins, J. (2007). Rethinking monolingual instructional strategies in multilingual classrooms. <i>Canadian Journal of Applied Linguistics</i>, 10(2), 221-240.</p>
<p><b>Week 6: Student seminar</b> Nicholas, B., Rossiter, M. &amp; Abbott, M. (2011). The Power of Story in the ESL Classroom. <i>The Canadian Modern Language Review</i>, 67(2), 247-268  Roessingh, H. &amp; Kover, P. (2002). Working With Younger-Arriving ESL Learners in High School English: Never Too Late to Reclaim Potential. <i>TESL Canada Journal</i>, 19(2), 1-20.</p>
<p><b>Week 7: Student seminar</b> Spada, N. (2011). Beyond form-focused instruction: Reflections of past, present and future research. <i>Language Teaching</i>, 44(2), 225-236. Ellis, R. (2009). Task-based language teaching: sorting out the misunderstandings. <i>International Journal of Applied Linguistics</i>, 19(3), 221-246.</p>
<p><b>Week 8: Student seminar</b> Duff, P. &amp; Li, D. (2013). Learning Chinese as a Heritage Language. In K. Arnett &amp; C.</p>

Hyunjung Shin

Mady (Eds.), <i>Minority Populations in Canadian Second Language Education</i> (pp. 87-100). Multilingual Matters.  Resource analysis assignment: topic
Week 9: <b>Assessment and modified instruction</b> SIOP (Sheltered Instruction Observation Protocol) <a href="http://www.cal.org/siop/index.html">http://www.cal.org/siop/index.html</a>  McKay, P. (2005). Research into the assessment of school-age language learners. <i>Annual Review of Applied Linguistics</i> , 25, 243-264.
Week 10: <b>Analysis of resource presentations (1)</b> **one page proposal for a term paper topic due
Week 11: <b>Analysis of resource presentations (2)</b>
Week 12: <b>individual research for term paper and email consultations</b>
Week 13: <b>Overview of the course, course evaluation, class social</b>
Week 14: <b>***“Hand-in” final exam due</b>

**Assignments and Evaluation:**

- Late assignments will not be accepted except for family/life emergencies. A doctor's note is required if there was a medical reason for late submission.
- Details of each assignment will be fully outlined in class
- In order to pass this course you must complete ALL class work. Further details regarding criteria will be discussed in class.

Assignments:

One page proposal for a term paper topic —Week 10	10%
Student Seminar—Assigned Date	20%
Critical analysis of one resource of choice-Assigned Date	30%
“Hand-in” final exam —Week 14	40%

TOTAL: 100%

(1) One page proposal for a term paper topic, including at least 3 central references (single-spaced, Times New Roman 12-point font) (10% of grade)

- **Criteria in grading:** There are no right or wrong answers here; rather, I seek evidence of your initial idea of what you would like to write for your final term paper based on the class discussion and readings. References should be properly cited in APA style.
- **Due date: Week 10**

(2) Student seminar: 50-minute presentation/facilitation of reading (20% of grade)

Students (in groups) will sign up to present one of the course readings (or self-identified, peer-reviewed article relating to the course topic), summarizing the paper on a one-page handout and adding two or more discussion questions. You are to present the main points of the article (5 minutes) as well as your brief critical analysis of the article (10 minutes). Then pose 1-2 discussion questions to engage and facilitate the class in a group discussion (10 minutes) in relation to the article and the issues it presents. The questions should promote a deep level of thinking about the topic(s) at hand, and need not cover every point in the article.

Then, you will be responsible for leading a group/class discussion based on a scenario you create that links some aspect of the topic for the reading with an in-class situation (25 minutes). Your task is to create an insightful scenario (or activity) that clearly links specific aspects of your topic to a classroom-based situation and to help your classmates engage in a discussion that is grounded in the theory presented in your assigned reading. You will prepare a one-page handout for the class that includes an introduction to the key issue(s) you have drawn from your reading and a description of your scenario. You must also provide a copy of your handout to me before the start of your seminar.

Criteria in grading: facilitation of other students' understandings of the reading, depth of critical analysis of the reading and related discussion, quality of your scenario and any other information provided on your handout

**Due date: Assigned date (weeks 5-8)**

**(3) Critical analysis of one resource of choice relating to the course topic, and a subsequence class discussion facilitation- 20-30 minute presentation; 1-2 page (single-spaced) written analysis (30% of grade)**

- Each student or students in groups will locate one resource that extends and enriches the discussion of a topic related to the course content. You are to present the main points of or describe the resource you chose and why you chose it (5 minutes) and present a brief critical analysis of the issues it presents (5-10 minutes), relating it to previous readings and/or discussion from class and considering what the implications of the resource are for critical praxis in ESL/EAL teaching. Then pose one question to engage and facilitate the class in a discussion in relation to the resource and the issue/s it presents (10-15 minutes).
- Students are also to prepare a 1-2 page writing to accompany their presentation and facilitation which should include an APA citation of the resource chosen as well as a brief summary and a critical analysis of it.
- Please note the usage of the word “resource” in this assignment description. I use this word deliberately to leave space for students to choose from a wide variety of resources they might find interesting. Some examples of resources you might choose for this assignment are books, articles, videos, websites, artistic works, textbooks policy documents, curriculum materials, etc.
- Criteria in grading: clear presentation of the resource chosen, depth of critical analysis of the resource, making connections to previous knowledge and highlighting how it extends this knowledge, and facilitation of the subsequent class discussion in the extension of the knowledge of your peers, clarity of argumentation in writing.
- **Due date: Assigned Date**

**(4) “Hand-in” final exam (40% of grade):**

- This take-home final exam consists of a few short essay-type questions covering major topics introduced in class (10% of the final examination grade) as well as a long essay on a topic of the student's choice relevant to the course and of professional interest to them (90% of the final examination grade). Page length: 7-12 page (Times New Roman, 12 font, 1-inch margin, double-spaced) not including title page, references and appendix. References should be properly cited using APA style in the body of the text and in a reference list.

Hyunjung Shin

- Arguments must be supported by other references and citations taken from readings and discussions covered during the course but also from readings beyond the course package. Within your analysis must be self-reflection on how the topic relates to your own language/literacy teaching and learning contexts and its implications on your praxis. Please consult with me in advance regarding possible topics/forms of the final paper. Further details, including submission instructions, will be provided in class.
- Criteria in grading: clarity of argumentation and structure of paper, depth of analysis, support from other literature, reflection on one's own professional contexts, following standard formatting requirements.
- **Due date: Week 14 (submission through PAWS hand-in folder)**

### University of Saskatchewan Grading System for Graduate Courses

The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

90-100	Exceptional	<p>A superior performance with consistent strong evidence of:</p> <ul style="list-style-type: none"> <li>- a comprehensive, incisive grasp of subject matter;</li> <li>- an ability to make insightful critical evaluation of information;</li> <li>- an exceptional capacity for original, creative and/or logical thinking;</li> <li>- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;</li> <li>- an exceptional ability to analyze and solve difficult problems related to subject matter</li> </ul>
80-89	Very Good to Excellent	<p>A very good to excellent performance with strong evidence of:</p> <ul style="list-style-type: none"> <li>- a comprehensive grasp of subject matter;</li> <li>- an ability to make sound critical evaluation of information;</li> <li>- a very good to excellent capacity for original, creative and/or logical thinking;</li> <li>- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;</li> <li>- a very good to excellent ability to analyze and solve difficult problems related to subject matter</li> </ul>
70-79	Satisfactory to Good	<p>A satisfactory to good performance with evidence of:</p> <ul style="list-style-type: none"> <li>- a substantial knowledge of subject matter;</li> <li>- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;</li> <li>- a satisfactory to good capacity for logical thinking;</li> <li>- some capacity for original and creative thinking</li> <li>- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;</li> <li>- a satisfactory to good ability to analyze and solve moderately difficult problems related to the subject matter</li> </ul>
60-69	POOR	<p>A generally weak performance, but with some evidence of:</p> <ul style="list-style-type: none"> <li>- a basic grasp of the subject matter;</li> <li>- some understanding of the basic issues;</li> <li>- some familiarity with the relevant literature &amp; techniques;</li> <li>- some ability to develop solutions to moderately difficult problems related to the subject matter;</li> <li>- some ability to examine the material in a critical &amp; analytical manner</li> </ul>
0-59	FAILURE	<p>An unacceptable performance</p>

### **Criteria that Must be Met to Pass**

The final mark must be equal or greater than 60%. Exams not taken, as well as assignments not submitted without a valid reason will be marked with 0%.

### **Attendance Expectation**

Attendance will not be monitored. However, students are strongly encouraged to attend classes due to the complexity of the material covered. If students miss a class, it is their responsibility to inform themselves what was covered in the class by asking fellow students, or the instructor.

### **Participation**

Participation will not be marked, but students should understand that active participation is required in class, especially during phases of group work, and class room discussions.

### **Student Feedback**

Students are invited to give feedback on this class at any time. We are interested to know about your opinion on the material covered, the relevance this course has for you, your assessment of the textbook, teaching methods and any other aspects of this course. Your feedback will help us improve this course continuously.

### **Academic Honesty**

The following paragraphs are derived from the University of Saskatchewan calendar. For further information in this regard, please consult: [http://www.usask.ca/university\\_secretary/honesty/](http://www.usask.ca/university_secretary/honesty/)

*Academic dishonesty, like other forms of dishonesty, is misrepresentation with intent to deceive or without regard to the accuracy of statements or findings. It includes such things as: using or possessing unauthorized aids in tests or examinations, unauthorized assistance in any academic work, concocting laboratory results or distorting laboratory reports, plagiarism or other misrepresentation as one's own of the work of others, submission without the approval of the instructor of any work for which credit has previously been obtained or is being sought in another course, or aiding another student's dishonesty.*

*The main purpose of a University is to encourage and facilitate the pursuit of knowledge and scholarship. The attainment of this purpose requires the individual integrity of all scholars. Cheating, in whatever form, is ultimately destructive of the values of the University; it is furthermore unfair and discouraging to the majority of students who pursue their studies honestly. This University thus states unequivocally that it demands scholarly integrity from all its members and that it will impose sanctions on those who directly or indirectly contribute to the weakening of this integrity.*

### **More About Academic Integrity: Integrity Defined (from the Office of the University Secretary)**

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Hyunjung Shin

All students should read and be familiar with the Regulations on Academic Student Misconduct  
<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>

as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals

<http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at:

<http://www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf>

### **Examinations with Disability Services for Students (DSS)**

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check

<http://students.usask.ca/health/centres/disability-services-for-students.php>

or contact DSS at 966-7273 or [dss@usask.ca](mailto:dss@usask.ca).

Students registered with DSS may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

**Evaluation Grid: In-Class Presentation**

Presenter's Name: \_\_\_\_\_

Date and Topic of Presentation: \_\_\_\_\_

\*\*\*\*\*

- How organized was the presentation and how well did it keep track of time?

A range                      B range                      C range

- How well did the chosen area within the assigned topic connect to a concrete pedagogical situation and/or related theory/research?

A range                      B range                      C range

Comments:

- How well did the handout frame the presentation?

A range                      B range                      C range

- How well did the introduction set up the activity and discussion?

A range                      B range                      C range

- To what extent did the activity and discussion engage the class and provoke thought?

A range                      B range                      C range

- How effective was the presentation wrap-up?

A range                      B range                      C range

- Overall impression created by the presentation?

A range                      B range                      C range

\*\*\*\*\*

Comments:

Grade:



College of Graduate Studies and Research

Room C180 Administration Building, 105 Administration Place, Saskatoon SK CANADA S7N 5A2
Telephone (306)966-5751, Fax: (306)966-5756, General E-mail: grad.studies@usask.ca

In addition to this form, please complete and submit a Course Creation Information form, available on the University website (www.usask.ca/university\_secretary/council/committees/academic\_programs/report\_files/course\_creation.php), to the Department of Academic Services and Financial Assistance, Student and Enrolment Services Division.

EXAM EXEMPTION: Yes [ ] (must complete section 6.1) No [X]

Basic information about the proposed course:

1. Department/Unit: Curriculum Studies College of: Education

2. [Signature: Jay W. Wilson] (Authorizing Unit Head - PLEASE PRINT) [Signature] (Authorizing Unit Head - SIGNATURE)

3. Information required for the calendar:

3.1 Label and number of course: ECUR 842.3

3.2 Title of course: ESL/EAL Education: Understanding Second Language Learning

3.3 Total Hours: Lecture: 26

Seminar: 13

Lab: \_\_\_\_\_

Tutorial: \_\_\_\_\_

Other: \_\_\_\_\_

3.4 Weekly Hours: Lecture: 2

Seminar: 1

Lab: \_\_\_\_\_

Tutorial: \_\_\_\_\_

Other: \_\_\_\_\_

3.5 Term in which it will be offered: T1 [ ] T2 [ ] T1 or T2 [X] T1 and T2 [ ]

3.6 Prerequisite: Registration in Graduate Program

3.7 Calendar description (not more than 50 words):

This course provides an overview of the second language learning/acquisition (SLA) theories highlighting the implications of SLA findings for L2 teaching. We will explore various aspects of SLA, but the emphasis is placed on examining the social dimensions that influence L2 learning (e.g., social identity, power asymmetries, socio-political/ socio-cultural context).

4. Rationale for introducing this course:

This course is required in the proposed MA TESOL program. This course was successfully offered previously as a Special Topics course in the College of Education, and has received excellent reviews from students and colleagues.

5. Impact of this course:

5.1 Are the programs/courses of other academic units/Colleges affected by this new course (possible duplication)?

No [X] Yes (Please list):

5.2 Were any other academic units asked to review or comment on the proposal?

No  Yes (**Please attach correspondence**)

5.3 Will the offering of this course lead to the deletion or modification of any other course(s)?

No  Yes (**Please list**): \_\_\_\_\_

5.4 Course(s) for which this graduate course will be a prerequisite?

None

5.5 Is this course to be required by your graduate students, or by graduate students in another program?

No  Yes (**Please list**):

6. Course Information. (**Please append the Course Outline (Syllabus), including a separate Undergraduate Course Outline (Syllabus) if required. Information on Academic Integrity and Student Conduct can be found on the U of S website at [http://www.usask.ca/university\\_secretary/honesty/](http://www.usask.ca/university_secretary/honesty/)**)

- Checklist:
- Course objectives need to be clearly stated
  - Description of and Activities for Evaluation must be listed
  - Course Outline** (syllabus) with **Reading List** must be included
  - Percentage of Total Mark for each evaluation listed
  - If undergraduate lectures are included, also submit the **Undergraduate Course Outline (Syllabus)** and include information on what additional activities make this a graduate level course. For guidelines, see '**Undergraduate Component of Graduate Courses**' under '*Forms for Graduate Chairs*' at [http://www.usask.ca/cgsr/prospective\\_students/forms.php](http://www.usask.ca/cgsr/prospective_students/forms.php)
  - Professor must be a member of the Graduate Faculty

6.1 **EXAM EXEMPTION:** Please note, **if there is no final exam or if the final examination is worth less than 30% of the final grade** please provide a brief statement which explains why a final examination is inappropriate for this course.

7. Enrolment:

7.1 Expected Enrolment: 15-20

7.2 From which colleges/programs: Education/MA TESOL

8. Resources:

8.1 Proposed instructor(s) (Please include qualifications):

Hyunjung Shin (Ph.D. second language education)

8.2 How does the department plan to handle the additional teaching or administrative workload:

Within the Departmental/College budget

8.3 Are sufficient library or other research resources available for this course:

YES

8.4 Are any additional resources required (library, audio-visual, technology, lab equipment, lab space, etc.):

NO

9. Date of Implementation:

9.1 To be offered: Annually  Biennially  Alternate Years  Other

This course will conform to the academic requirements and standards for graduate courses, including the rules of *Student Appeals in Academic Matters* (see [www.usask.ca/university\\_secretary/council/reports\\_forms/reports/12-06-99.php](http://www.usask.ca/university_secretary/council/reports_forms/reports/12-06-99.php)) and Academic Integrity and Student Conduct (see [www.usask.ca/university\\_secretary/honesty/](http://www.usask.ca/university_secretary/honesty/)).

Date of Approval by College (of the home academic unit): March 27, 2015

The signature of the Dean of your College signifies that the necessary resources are either available or shall be supplied by the College/Department budget.



(Authorizing College Signature (of the home academic unit))

(Name of Person Signing Above - PLEASE PRINT)

*Form version April 2009*



UNIVERSITY OF  
SASKATCHEWAN

## SESD: Course Creation Information Form

(version: May 2014)

To be completed by the College or Department following approval of the course.

Required information is grouped in appropriate blocks to correspond with the data fields of the student information system, SiRIUS. Course details will be reflected through the student self-service features of SiRIUS and are key to system and registration functionality. Information provided on this form will be used in collaboration with required information provided to the Academic Programs Committee of Council through Course Challenge. **For additional information about this form or SiRIUS, the Student Information System, contact Academic Services & Financial Assistance, SESD (phone Seanine at 1874).**

### Main Block

Subject: ECUR

Course Number: 842

Term from which this course will become effective: 1st

Month: September Year: 2016

### Information Block

What is the academic college or school to which this course belongs? CGSR

What is the department or school that has jurisdiction over this course? Curriculum Studies

If there is a prerequisite waiver, who is responsible for signing it? N/A

D – Instructor/Dept Approval

H – Department Approval

I – Instructor Approval

What is the academic credit unit weight of this course? 3 cu

Is this course supposed to attract tuition charges? If so, how much? Standard graduate tuition

Do you allow this course to be repeated for credit? No

How should this course be graded? N

### Schedule Types

Schedule Types that can be used for sections that fall under this course:

(Indicate – highlight - all possible choices)

Code	Description	Code	Description
CL	Clinical	PRB	Problem Session
COO	Coop Class	RDG	Reading Class
FLD	Field Trip	RES	Research
ICR	Internet Chat Relay	ROS	Roster (Dent Only)
IHP	Internet Help	SEM	Seminar
IN1	Internship - Education	SSI	Supervised Self Instruction
IN2	Internship - CMPT & EPIP	STU	Studio
IN3	Internship - General	SUP	Teacher Supervision
IND	Independent Studies	TEL	Televised Class
LAB	Laboratory	TUT	Tutorial
LC	Lecture/Clinical (Dent Only)	WEB	Web Based Class
LEC	Lecture	XCH	Exchange Program
LL	Lecture/Laboratory (Dent Only)	XGN	Ghost Schedule Type Not Applicable
MM	Multimode	XHS	High School Class
PCL	Pre-Clinical (Dent Only)	XNA	Schedule Type Not Applicable
PRA	Practicum	XNC	No Academic Credit

### Detailed Information

What attributes would be assigned to this course (would apply to all sections under the course)? Please highlight the attributes you want attached to the course

1. 0 Credit Unit courses that possess “deemed” CUs (Called Operational Credit Units). The NOAC attribute causes the system to roll 0 academic CUs to academic history for this course.

NOAC No Academic Credit

2. **For the College of Arts and Science only:** To which program type does this course belong?

FNAR Fine Arts  
HUM Humanities  
SCIE Science  
SOCS Social Science  
ARNP No Program Type (Arts and Science)

### Course Syllabus

Long Title

Course Long Title (maximum 100 characters):\_Understanding Second Language Learning

**Course Short Title (maximum 30 characters): Understanding Second Language Learning**

(Only letters and numbers can be used in both short and long course titles. No punctuation of any type is allowed [ ' " ; : , \$ & @ ! ? / + - = % # ( ) ]

### Course Description

The purpose of this course is to provide an overview of the field of second language acquisition (SLA) with a focus on the implications of SLA findings for L2 teaching. Topics to be covered include the role of internal (e.g. cognitive processes) and external (e.g. linguistic environment) variables in SLA, the development of learner language, cross-linguistic influences, individual characteristics and social factors influencing SLA. We will explore various aspects of SLA, but the emphasis is placed on

examining the social dimensions that influence L2 learning (e.g., social identity, power asymmetries, socio-political and socio-cultural context).

**Registration Information**

Restriction(s): course only open to students in a specific college, program/degree, major, year in program: GCSR

Exam Exempt: No

**Equivalent Courses**

N/A

**Mutually-Exclusive Courses**

N/A

**Information For Display In The Catalogue Only**

Catalogue Credit Units: 842.3

Catalogue Term Hour Listing: 2L-1S

**Additional Notes**

N/A

University of Saskatchewan  
College of Education  
Department of Curriculum Studies

**ECUR 842.3: ESL/EAL Education: Understanding Second Language Learning**

**Instructor: Dr. Hyunjung Shin**

**Office:** ED 3120

**Office Hours:** by appointment

**Class Time and Location:** TBA

**Email:** [hyunjung.shin@usask.ca](mailto:hyunjung.shin@usask.ca)

**Phone:** 966-7707

**Course Description:**

The purpose of this course is to provide an overview of the field of second language acquisition (SLA) with a focus on the implications of SLA findings for L2 teaching. Topics to be covered include the role of internal (e.g. cognitive processes) and external (e.g. linguistic environment) variables in SLA, the development of learner language, cross-linguistic influences, individual characteristics and social factors influencing SLA. We will explore various aspects of SLA, but the emphasis is placed on examining the social dimensions that influence L2 learning (e.g., social identity, power asymmetries, socio-political and socio-cultural context).

**Course Outcomes:** Upon completion of the course, students will be able to:

1. express an informed, personally relevant understanding of second language learning;
2. demonstrate their familiarity with the major theories, methods, and findings in the field of SLA;
3. identify fundamental concepts and issues related to second language learning;
4. analyze SLA research to understand the inherent connections between L2 learning theory, research, and practice;
5. adapt instruction to meet the needs of the students in their own professional contexts.

**Required Text(s):**

Ortega, L.(2009). *Understanding Second Language Acquisition*. London: Hodder.

Additional readings will be available on PAWS course page depending on student's particular interest.

**Recommended texts and relevant journals:**

Lightbown, P., & Spada, N. (2013). *How languages are learned (4th Edition)*. Oxford: Oxford University Press.

Norton, B. (2013). *Identity and language learning (2<sup>nd</sup> edition)*: Multilingual Matters.

*Annual Review of Applied Linguistics; Applied Linguistics; The Canadian Modern Language Review  
International Journal of Applied Linguistics; International Review of Applied Linguistics  
Language Learning, Language Teaching; Language Learning & Technology (open access online: <http://llt.msu.edu/>)  
Language Teaching Research; The Modern Language Journal; Second Language Research  
Studies in Second Language Acquisition; TESOL Quarterly, TESL Canada*

Hyunjung Shin

**Course Schedule** (This schedule is subject to minor changes):

<p>Week 1: <b>Introduction and overview</b> A description of the course, its purpose, its philosophy and its functioning</p>
<p>Week 2: <b>Basic terms and ideas (Different approaches to SLA)</b> Spada, N. (2014). Instructed second language acquisition research and its relevance for L2 teacher education. <i>Education Matters</i>.  Ortega Chapter 1</p>
<p>Week 3: <b>Age</b> Ortega Chapter 2</p>
<p>Week 4: <b>Crosslinguistic Influences</b> Ortega Chapter 3</p>
<p>Week 5: <b>The linguistic environment &amp; Cognition (Student Seminar)</b> Ortega Chapter 4&amp;5</p>
<p>Week 6: <b>Learner language development (Student Seminar)</b> Ortega Chapter 6</p>
<p>Week 7: <b>Mid-term break, No Class</b></p>
<p>Week 8: <b>Aptitude and Motivation (Student Seminar)</b> Ortega Chapter 7 &amp; 8</p>
<p>Week 9: <b>Individual differences &amp; Social Dimensions of L2 learning (Student Seminar)</b> Ortega Chapter 9 &amp; 10</p>
<p>Week 10: <b>Identity and sociolinguistics approaches to SLA</b> Norton, B. (2010). Identity, literacy, and English-language teaching. <i>TESL Canada Journal</i>, 28, 1, 1-13. McKay, S. L., &amp; Wong, S.-L. C. (1996). Multiple discourses, multiple identities: Investment and agency in second-language learning among Chinese adolescent immigrant students. <i>Harvard Educational Review</i>, 66, 577--608.</p>
<p>Week 11: <b>SLA for teachers</b> Creese A. 2010. Content-Focused Classrooms and Learning English: How Teachers Collaborate, <i>Theory Into Practice</i>, 49, 2, 99-105. ISSN: 0040-5841. DOI: 10.1080/00405841003626494  Cummins, J. &amp; Robin Persad, R. (2014). Teaching through a Multilingual Lens: The Evolution of EAL Policy and Practice in Canada. <i>Education Matters</i></p>
<p>Week 12: <b>critical approaches to SLA research</b> Darvin, R. &amp; Norton, B. (2014). Transnational identity and migrant language learners: The promise of digital storytelling. <i>Education Matters</i>.  Creese A. 2009. Building on young people's linguistic and cultural continuity: Complementary schools in the United Kingdom, <i>Theory Into Practice</i>, 48, 267-273. ISSN: 0040-5841. DOI: 10.1080/00405840903192664</p>
<p>Week 13: <b>Overview of the course, course evaluation</b></p>
<p>Week 14: <b>"Hand-in" Final exam due</b></p>

Hyunjung Shin

**Assignments and Evaluation:**

- Late assignments will not be accepted except for family/life emergencies. A doctor's note is required if there was a medical reason for late submission.
- Details of each assignment will be fully outlined in class
- In order to pass this course you must complete ALL class work. Further details regarding criteria will be discussed in class.

**Assignments:**

<b>2 weekly class commentary on the course homepage (Selected Date)</b>	<b>20%</b>
<b>One page proposal for a term paper topic —Week 10</b>	<b>10%</b>
<b>Student Seminar—Assigned Date</b>	<b>30%</b>
<b>“Hand-in” Final exam —Week 14</b>	<b>40%</b>
<b>TOTAL:</b>	<b>100%</b>

**(1) One page proposal for a term paper topic, including at least 3 central references (single-spaced, Times New Roman 12-point font) (10% of grade)**

- **Criteria in grading:** There are no right or wrong answers here; rather, I seek evidence of your initial idea of what you would like to write for your final term paper based on the class discussion and readings. References should be properly cited in APA style.
- **Due date: Week 10**

**(2) 50-minute presentation/facilitation of reading (30% of grade)**

- 2-3 students will sign up to present one of the course readings, summarizing the paper on a one-page handout and adding three or more discussion questions. You are to present the main points of the article (5 minutes) as well as your brief critical analysis of the article (10 minutes). Then pose three or more discussion questions to engage and facilitate the class in a group discussion (10 minutes) in relation to the article and the issues it presents. The questions should promote a deep level of thinking about the topic(s) at hand, and need not cover every point in the article. Then, you will be responsible for leading a group/class discussion based on a scenario you create that links some aspect of the topic for the reading with an in-class situation (25 minutes). Your task is to create an insightful scenario that clearly links specific aspects of your topic to a classroom-based situation and to help your classmates engage in a discussion that is grounded in the theory presented in your assigned reading. You will prepare a one-page **handout** for the class that includes an introduction to the key issue(s) you have drawn from your reading and a description of your scenario. You must also provide a copy of your handout to me before the start of your seminar.
- **Criteria in grading:** facilitation of other students’ understandings of the reading, depth of critical analysis of the reading and related discussion, quality of your scenario and any other information provided on your handout
- **Due date: Assigned date**

**(3) One- page commentary of previous week’s discussion on the blackboard course page (single-spaced, Times New Roman 12-point font) (twice in the semester, 20% of grade):**

- You will be responsible for posting a commentary about the previous week’s class discussion on the blackboard course page. You need not only to summarize but also to pull out 2 or 3 ideas or quotations from the article/chapter that you would like to respond to and illustrate your critical reflections. You should post your commentary on the discussion board at least 24 hours before class meetings.

Hyunjung Shin

- **Criteria in grading:** This is an all-or-nothing requirement: If you post once a semester in the required format, you will receive credit for this requirement.
  - **Due date: selected date**
- (4) **“Hand-in” Final exam (40% of grade):**
- This take-home final exam consists of a few short essay-type questions covering major topics introduced in class (10% of the final examination grade) as well as a long essay on a topic of the student’s choice relevant to the course and of professional interest to them (90% of the final examination grade). Page length: 8-10 page (Times New Roman, 12 font, 1-inch margin, double-spaced) not including title page, references and appendix. References should be properly cited using APA style in the body of the text and in a reference list.
  - Arguments must be supported by other references and citations taken from readings and discussions covered during the course but also from readings beyond the course package. Within your analysis must be self-reflection on how the topic relates to your own language/literacy teaching and learning contexts and its implications on your praxis.
  - **Criteria in grading:** clarity of argumentation and structure of paper, depth of analysis, support from other literature, reflection on one’s own professional contexts, following standard formatting requirements.
  - **Due date: Week 14 (PAWS ‘hand in’ folder)**

### University of Saskatchewan Grading System for Graduate Courses

The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

90-100	Exceptional	A superior performance with consistent strong evidence of: <ul style="list-style-type: none"> <li>- a comprehensive, incisive grasp of subject matter;</li> <li>- an ability to make insightful critical evaluation of information;</li> <li>- an exceptional capacity for original, creative and/or logical thinking;</li> <li>- an exceptional ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;</li> <li>- an exceptional ability to analyze and solve difficult problems related to subject matter</li> </ul>
80-89	Very Good to Excellent	A very good to excellent performance with strong evidence of: <ul style="list-style-type: none"> <li>- a comprehensive grasp of subject matter;</li> <li>- an ability to make sound critical evaluation of information;</li> <li>- a very good to excellent capacity for original, creative and/or logical thinking;</li> <li>- a very good to excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently;</li> <li>- a very good to excellent ability to analyze and solve difficult problems related to subject matter</li> </ul>
70-79	Satisfactory to Good	A satisfactory to good performance with evidence of: <ul style="list-style-type: none"> <li>- a substantial knowledge of subject matter;</li> <li>- a satisfactory to good understanding of the relevant issues and satisfactory to good familiarity with the relevant literature and technology;</li> <li>- a satisfactory to good capacity for logical thinking;</li> <li>- some capacity for original and creative thinking</li> <li>- a satisfactory to good ability to organize, to analyze, and to examine the subject matter in a critical and constructive manner;</li> <li>- a satisfactory to good ability to analyze and solve moderately difficult problems related to the subject matter</li> </ul>
60-69	POOR	A generally weak performance, but with some evidence of: <ul style="list-style-type: none"> <li>- a basic grasp of the subject matter;</li> <li>- some understanding of the basic issues;</li> <li>- some familiarity with the relevant literature &amp; techniques;</li> <li>- some ability to develop solutions to moderately difficult problems related to the subject matter;</li> <li>- some ability to examine the material in a critical &amp; analytical manner</li> </ul>
0-59	FAILURE	An unacceptable performance

### **Criteria that Must be Met to Pass**

The final mark must be equal or greater than 60%. Exams not taken, as well as assignments not submitted without a valid reason will be marked with 0%.

### **Attendance Expectation**

Attendance will not be monitored. However, students are strongly encouraged to attend classes due to the complexity of the material covered. If students miss a class, it is their responsibility to inform themselves what was covered in the class by asking fellow students, or the instructor.

### **Participation**

Participation will not be marked, but students should understand that active participation is required in class, especially during phases of group work, and class room discussions.

### **Student Feedback**

Students are invited to give feedback on this class at any time. We are interested to know about your opinion on the material covered, the relevance this course has for you, your assessment of the textbook, teaching methods and any other aspects of this course. Your feedback will help us improve this course continuously.

### **Academic Honesty**

The following paragraphs are derived from the University of Saskatchewan calendar. For further information in this regard, please consult: [http://www.usask.ca/university\\_secretary/honesty/](http://www.usask.ca/university_secretary/honesty/)

*Academic dishonesty, like other forms of dishonesty, is misrepresentation with intent to deceive or without regard to the accuracy of statements or findings. It includes such things as: using or possessing unauthorized aids in tests or examinations, unauthorized assistance in any academic work, concocting laboratory results or distorting laboratory reports, plagiarism or other misrepresentation as one's own of the work of others, submission without the approval of the instructor of any work for which credit has previously been obtained or is being sought in another course, or aiding another student's dishonesty.*

*The main purpose of a University is to encourage and facilitate the pursuit of knowledge and scholarship. The attainment of this purpose requires the individual integrity of all scholars. Cheating, in whatever form, is ultimately destructive of the values of the University; it is furthermore unfair and discouraging to the majority of students who pursue their studies honestly. This University thus states unequivocally that it demands scholarly integrity from all its members and that it will impose sanctions on those who directly or indirectly contribute to the weakening of this integrity.*

### **More About Academic Integrity: Integrity Defined (from the Office of the University Secretary)**

The University of Saskatchewan is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Student Conduct & Appeals section of the University Secretary Website and avoid any behavior that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Hyunjung Shin

All students should read and be familiar with the Regulations on Academic Student Misconduct  
<http://www.usask.ca/secretariat/student-conduct-appeals/StudentAcademicMisconduct.pdf>

as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals  
<http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at:  
<http://www.usask.ca/secretariat/student-conduct-appeals/forms/IntegrityDefined.pdf>

### **Examinations with Disability Services for Students (DSS)**

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check  
<http://students.usask.ca/health/centres/disability-services-for-students.php>

or contact DSS at 966-7273 or [dss@usask.ca](mailto:dss@usask.ca).

Students registered with DSS may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through DSS by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by DSS.

**Evaluation Grid: In-Class Presentation**

Presenter's Name: \_\_\_\_\_

Date and Topic of Presentation: \_\_\_\_\_

\*\*\*\*\*

- How organized was the presentation and how well did it keep track of time?

A range                      B range                      C range

- How well did the chosen area within the assigned topic connect to a concrete pedagogical situation and/or related theory/research?

A range                      B range                      C range

Comments:

- How well did the handout frame the presentation?

A range                      B range                      C range

- How well did the introduction set up the activity and discussion?

A range                      B range                      C range

- To what extent did the activity and discussion engage the class and provoke thought?

A range                      B range                      C range

- How effective was the presentation wrap-up?

A range                      B range                      C range

- Overall impression created by the presentation?

A range                      B range                      C range

\*\*\*\*\*

Comments:

Grade:

**MEMORANDUM**

**To:** Amanda Storey, Committee Coordinator, Academic Programs Committee of University Council

**From:** Trever Crowe, Associate Dean, College of Graduate Studies and Research (CGSR)

**Copy:** Veronika Makarova, Head, Department of Linguistics and Religious Studies

**Date:** April 28, 2015

**Re:** Proposal for a new field of study for the Master of Arts degree: Teaching English to Speakers of Other Languages

---

Consistent with the Curricular Changes Authority Chart approved by University Council in January 2013, for the consideration of the Academic Programs Committee of Council, please find appended to this memo the CGSR approved proposal for a new field of study for the Master of Arts degree in Teaching English to Speakers of Other Languages including:

- Correspondence between CGSR and the Department of Linguistics and Religious Studies associated with the review process of this proposal
- The Notice of Intent submitted to the Planning & Priorities Committee of University Council and the committee's response
- The Consultation with the Registrar form

The demand for English language instruction is increasing, and the Department of Linguistics and Religious Studies have developed a graduate program to provide advanced training.

The College of Graduate Studies and Research supports the creation of the new field of study for the Master of Arts degree in Teaching English to Speakers of Other Languages. The formal review of the proposal was reinitiated with the Graduate Programs Committee on March 9, 2015, and a final motion to recommend to the Academic Programs Committee was carried by the CGSR Executive Committee on March 16, 2015.

Please do not hesitate to contact me if any questions or concerns arise during the Academic Programs Committee's review of this proposal; I would be happy to address them.



TC/kc



# UNIVERSITY OF SASKATCHEWAN

*College of Graduate Studies and Research*

## MEMORANDUM

**To:** Amanda Storey, Committee Coordinator  
Academic Programs Committee of University Council

**From:** Adam Baxter-Jones, Dean; Trevor Crowe, Associate Dean  
College of Graduate Studies and Research

**Copies:** Dr. Veronika Makarova, Head, Department of Religion and Culture  
Dr. David Parkinson, Vice-Dean, Division of Humanities and Fine Arts, College of Arts and Science

**Date:** April 24, 2015

**Re:** Proposal for new Master of Arts degree in Teaching English to Speakers of Other Languages (TESOL)

---

Members of the Executive Committee of the College of Graduate Studies and Research met on April 20, 2015, to consider the recommendation from the Graduate Programs Committee that a new degree be approved for the Master of Arts degree in Teaching English to Speakers of Other Languages.

Members of the Executive Committee expressed some concern about the budget and the requirement for students to complete additional linguistics courses if they did not have sufficient prerequisite training; however, members were ultimately satisfied that would be the expectation in any graduate program. It was noted that the province has increasing demand for English language training for new immigrants. Members of the Committee were satisfied with responses from the proponents clarifying the goals of introducing the new option.

The following motion was carried:

***“Recommend the new Master of Arts in Teaching English to Speakers of Other Languages.”***

Crowe/Henderson Carried

1 against

If questions or concerns arise during the review by the Academic Programs Committee, Associate Dean Crowe would be happy to respond.

TC:br  
Attachments

# Memorandum

**To:** Executive Committee, College of Graduate Studies and Research (CGSR)

**CC:** Dr. Trever Crowe, Associate Dean, CGSR  
Dr. Veronika Makarova, Head, Department of Religion and Culture  
Dr. David Parkinson, Vice-Dean, Division of Humanities and Fine Arts, College of Arts and Science

**From:** Dr. Dionne Pohler, Chair, Graduate Programs Committee, CGSR

**Date:** April 16, 2015

**Re:** Proposal for new Master of Arts degree in Teaching English to Speakers of Other Languages (TESOL)

---

The Graduate Programs Committee of CGSR considered the proposal for the Master of Arts in TESOL at its meeting on April 13, 2015. The committee discussed the proposal at length and noted the following:

- The proposal had been in development for quite some time. The proposal had been reviewed by the Graduate Programs Committee previously and the feedback had been well-received by the program proponents.
- It was noted that the Dean of Arts & Science had allocated 2 additional full-time faculty appointments to satisfy anticipated resource requirements in this field. Undergraduate programming in this area is well-subscribed.
- Members of the Graduate Programs Committee expressed some concern about the requirement for students to complete additional linguistics courses if they did not have sufficient prerequisite training; however, members were ultimately satisfied that would be the expectation in any graduate program.
- The projected demand for the program was questioned, and it was suggested that the undergraduate program and international interest could satisfy projections.
- It was noted that the province has increasing demand for English language training for new immigrants.
- Additional questions were asked of the proponents, and the responses are included with the full program proposal.

**The Graduate Programs Committee of CGSR is recommending approval of the new Master of Arts degree in Teaching English to Speakers of Other Languages.**

DP:kc

Attachments