AGENDA
2:30 p.m. Thursday, February 14, 2019
Neatby-Timlin Theatre – Arts 241

In 1995, the **University of Saskatchewan Act** established a representative Council for the University of Saskatchewan, conferring on Council responsibility and authority "for overseeing and directing the university's academic affairs." The 2018/19 academic year marks the 24th year of the representative Council.

As Council gathers, we acknowledge that we are on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of our gathering place and reaffirm our relationship with one another.

1. Adoption of the agenda

2. Opening remarks

3. Approval of Minutes of the meeting of January 17, 2019

4. Business Arising from the Minutes

5. Report of the President

6. Report of the Provost

7. Student Societies

   7.1   Report from the USSU

   7.2   Report from the GSA

8. Academic Programs Committee

   8.1   Request for Decision: Degree-level Certificate in Teaching English as a Second Language (CERTESL)

   It is recommended that Council approve the degree-level Certificate in Teaching English as a Second Language (CERTESL), effective May 2019.

   8.2   Report for Information: 2019-2020 Academic Calendar

9. Planning and Priorities Committee

   9.1 Request for Decision: Name change for the Department of Linguistics and Religious Studies

   It is recommended that Council approve the name change of the Department of Linguistics and Religious Studies to the Department of Linguistics effective July 1, 2019, with student records to be updated for May, 2020.

10. Joint Committee on Chairs and Professorships

   10.1 Request for Decision: Chair in Wetland and Waterfowl Conservation

   It is recommended that Council approve the Chair in Wetland and Waterfowl Conservation and recommend to the Board of Governors that the Board authorize the establishment of this chair.

11. Other business

12. Question period

13. Adjournment

Attendance: See item 3 Appendix A for the listing of members in attendance.

The chair of Council, Dr. Jay Wilson, called the meeting to order at 2:30 noting that quorum had been reached.

A tribute was presented by Dr. Tom Steele to honour emeritus professor Harvey Skarsgaard, former faculty member in the Department of Physics and Engineering Physics.

1.   Adoption of the agenda

Bruni-Bossio/Orlowski: *That the agenda be adopted with amendment to remove the governance committee item 8.2.*

CARRIED

2.   Chair's remarks

The chair of Council, Dr. Wilson acknowledged that Council meets on Treaty 6 territory and the homeland of the Métis. Dr. Wilson reminded those in attendance of the usual protocols for discussion and debate. He indicated that questions normally presented in question period that are addressed to the president could be posed after the President's Report given that Dr. Peter Stoicheff would need to leave the meeting early.

The chair thanked Dr. Marcel D'Eon for letting his name stand in the election of Council chair and for Council members' confidence in him [Dr. Wilson] as chair. The chair noted that due to the pressures created by the holiday schedule, there was no breakfast meeting between the president's executive committee and the coordinating committee of Council in January. Therefore there was nothing to report in that regard.

3.   Approval of minutes of the meeting of December 20, 2018

There were three changes to the minutes on page 6. First, "the ability to meet freely and have discussions in absence of legal or ethical implications" was changed to "…the ability to meet freely and have candid discussions of sensitive issues such as those involving personal information or legal issues; exceptions for collegial processes."

Second, the following was added: "At the May 19, 2016 meeting, Council approved the nomination of four GAA members to serve on the Joint Committee to Review the Search and Review Procedures for Senior Administrators. Two and half years have elapsed. A request was made for the chair of the joint committee of the Board and Council to report to Council on the status of this committee, changes since

it was struck, and the expected time for submission of a report for approval by the governing bodies it serves."

Third, the following was also added: "Dr. Jamali expressed a concern about the academic implications for students in courses with international graduate research or teaching assistants who might be affected by the change to their employment status at the U of S."

Willness/D'Eon: *That the minutes of the December 20, 2018 meeting be approved with amendments as discussed.*

<div align="right">CARRIED</div>

4.   Business Arising from the Minutes

Dr. Bilson noted that the Joint Committee to Review Search and Review Procedures was created under an MOU between the university and USFA, and provides for the review from time to time of the procedures. Three of the committee's members are approved by Council, three are appointed by the Board, and a chair is selected by the joint committee, with the university secretary providing support. The committee was delayed in commencing its work due to changes in membership. It has now met a number of times, and its business is close to being completed. A few more meetings will be scheduled in order to formulate recommendations, and thereafter the committee will report back to Council and the Board.

The chair recognized Dr. Len Findlay. Dr. Findlay disclosed an interest in item 12 paragraph two of the minutes from the December 20, 2018 meeting of University Council, which were just approved but "insufficiently amended." [Dr. Findlay provided to the chair a copy of his remarks for the record of Council, as follows.]

> Submission by erstwhile member of Council and concerned emeritus professor, Len Findlay, Jan 17, 2019
>
> Disclosure of Interest Comment on Item 12, paragraph 2 of Council Minutes of the meeting of December20 2018, and request that Council act in the manner suggested below
>
> If Council approves un-amended the draft Minutes to be considered on January 17 2019, then I think that a mistake that requires remedial action. I am referring in particular to the question raised by a Council member in Question Period about a FOI request, heavy redaction of the relevant transcript, an appeal for the restoration of redacted material to the provincial information and privacy commissioner, his recommendation for extensive restoration of text, the University's refusal to comply with his suggestions, and the subsequent judicial appeal now underway.
>
> What's all of this to me, and why should Council be concerned?
>
> Well, I am a substantial financial supporter of the current legal action involving access to the transcript of a meeting that was held on campus on December 2015, an event co-sponsored by Professor Peter Philips and Monsanto Canada's (as it then was) "social sciences lead," Camille Ryan. The event was entitled "Symposium: Research Management

and the Right to Know." Ironically, given the title, attendance was by invitation only and under the Chatham House' Rule regarding the non-attribution of comments made by participants. And the event was captured in an audio recording.

Without entering too much into the "complexities" of holding such an event while work was underway to seek Council approval for the establishment of the Johnson-Shoyama Institute for Science and Innovation Policy, and while a new president of the U of S was trying to get his Indigenizing initiatives seriously underway, let me simply suggest Council needs to know more about the policy and perils relating to this event, especially given the inadequacy of the responses from President Stoicheff and University Secretary Bilson as recorded in the Minutes just approved. Otherwise, members of Council may appear willing parties to a policy that masks a culture of secrecy within appeals to confidentiality, academic freedom, collegial process, and conditions of assembly on campus.

An added incentive for Council to inform itself further about this matter comes in the form of an impending public disclosure by CBC/Radio Canada's Montreal investigative team on the influence wielded by Monsanto-Bayer on Canadian university campuses. In further deference to transparency, let me add that I have provided information to CBC/Radio Canada about occurrences at the U of S, and have done so because I care deeply about this university and hence about its commitment to openness and academic integrity. Therefore respectfully request that Council as soon as practically possible seek the following:

1) A clarification from Dr. Bilson about the distinction she makes between formal and "informal" meetings. A meeting by invitation only, on a set topic, governed by a precise set of conventions of disclosure, and whose exchanges are recorded, does not sounds much like informality to me! What is the basis for this designation?

2) A clarification from President Stoicheff of each of the grounds he offers for refusing to comply with the OIPC recommendations regarding the transcripts: namely, precisely how "the principle of academic freedom" is implicated in the decision to redact; how our Mission, Vision and Values statement is implicated in the decision; how any academic can expect or seek to stage a meeting on campus "in absence of legal or ethical implications;" and what precise "exceptions for [which] collegial processes" were in play?

3) To have access to the correspondence between the U of S and OIPC so that Council members are in a better position to know whether the university position and policy on this FOI request is correct or a further illustration of the principle that the cover-up proves more damaging than the action or event that occasioned it.

Thank you for your time in permitting me to make this intervention. I now leave you to your other important business. (Findlay, L. Submission to U of S Council, Jan. 17, 2019)

The chair thanked Dr. Findlay and acknowledged his passion for the university. The president was invited to respond.

Dr. Stoicheff appreciated that the minutes were substantively amended in light of the fact that they it did not reflect what was said. The university secretary apologized for the error in the version of the minutes that had first been circulated, and indicated that the responsibility for that lies with her office; it was not an accurate recording of the proceedings.

The president indicated that in his response to Dr. D'Eon's good question at the last meeting, he was trying to acknowledging the complexity of the issue, and that there are many ways of looking at it. The president indicated that he did not disagree with much of what Dr. Findlay said, and was sorry he was not able to remain to hear the president's response.

The president reiterated a few of the points that he had made at the December 2018 meeting of Council. He referred to the USFA Collective Agreement which states that every employee on campus has the right to freedom of discussion. He referred to the values of integrity, honesty, and ethical behavior in the university's Vision, Mission and Values. He reminded council that at its December meeting he argued that we need to focus on the principles of the matter regardless of which company or organization is involved.

The president reiterated the position of the university in responding to the privacy commissioner's recommendation, which was that the ruling failed to sufficiently take into account the principles of freedom of discussion and academic freedom alluded to in the USFA collective agreement, and stated that there will be occasions when members of the university community are entitled to enter into discussions on a without-attribution basis.

Dr. Bilson indicated that the rulings of OIPC are public, and undertook to provide a link to the ruling as information to Council members.

A member suggested that this issue warrants further discussion, and asked that Council have an opportunity to consider the matter at a future meeting. The chair indicated he would refer the matter to the coordinating committee.

5.   Report of the President

President Peter Stoicheff presented his report to Council. The chair indicated that questions to the president, including those not related to the report could follow the report because the president needed to leave the Council meeting early.

Dr. Stoicheff congratulated Dr. Wilson on his election to the position of Chair of Council. He wished the members of Council a Happy New Year, and indicated that he did not have remarks beyond what had already been said or otherwise included in his written report.

Dr. Claire Card noted that it was recently reported in the Sheaf that USask was lagging behind our peers and behind the goals that we set in 2012 for reducing greenhouse gas emissions. The last report was in 2016 and showed that USask had decreased emissions by less than two percent. Dr. Card inquired whether there had been further efforts or developments to meet those targets. Dr. Stoicheff responded that the president's sustainability committee was started about one and a half years ago. It hadn't been announced yet, but the committee had resolved to redouble its efforts, and Dr. Irena Creed, executive

director of the School of Environment and Sustainability will chair. The president committed to providing further updates to Council.

A member asked whether the data submitted for university rankings would continue to inform the university's activities, and inform us of our progress in alignment with our mission-driven approach to planning. The president responded that we have benefited from several discussion of rankings at Council, and that they are part of the guideposts in the university plan. He acknowledged their importance and said that we must take them seriously, but we should not distort or bend our mission in order to seek a higher place in the rankings. The president noted Dr. Debra Pozega Osburn's leadership of the working group that is examining rankings. He suggested that there are several ways for the university's position to improve in the rankings, some of which have nothing to do with altering our performance, and everything to do with the way we interact with and provide information to the different rankings agencies.

6.   Report of the Provost

Dr. Patti McDougall presented the Provost's written report to Council in his absence and invited questions.

There was a question as to the meaning of "restructuring" of health sciences. Dr. McDougall responded that the provost would be in a better position to answer the question, but she could report that the provost is now the chair of the health sciences deans' council, and is investing his time to ensure that it is working as effectively as it can. Dr. McDougall will ask the provost to follow-up on the question at a future Council meeting.

7.   Student Societies

    7.1   Report from the USSU

Mr. Rollin Baldhead, president of the USSU presented the USSU's report to Council. Mr. Baldhead provided a verbal introduction in Cree.

A member inquired as to the potential expansion of fall reading week to all of the colleges, and whether the USSU is working with those colleges that had not instituted the fall break to address the disparity. Mr. Baldhead committed to follow-up after the Council meeting.

There was an inquiry as to the Elder in residence program. Mr. Baldhead indicated that there would be an announcement in the North Concourse of Place Riel at 1:00 p.m. on January 24, 2019, where more information would be provided.

    7.2   Report from the GSA

Mr. Edgar Martinez-Soberanes, the GSA vice-president, presented the GSA's report to Council. He began by conveying his sadness and the community impact felt by the death of two students. The GSA is encouraging students to seek out support services for mental, emotional and physical wellbeing during these difficult times.

With regard to the recent changes in student employment visas, he indicated an appreciation for the support that International students are receiving, and the seriousness and urgency with which the university is addressing the matter. He also acknowledged the efforts of Dr. Keith Walker, Dr. Trever Crowe, and the College of Graduate and Postdoctoral Studies (CGPS).

8.   Nominations Committee

Dr. Pamela Downe, nominations committee chair, presented an item for decision.

    8.1 Request for Decision: Governance Committee Member and Chair Nomination

Downe/Dobson: *That Council approve the nomination of Stephen Urquhart to serve on the Governance Committee as a member effective January 18, 2019 and continuing until June 30, 2021, and as Chair effective January 18, 2019 and continuing until June 30, 2019.*

Dr. Wilson called three times for nominations from the floor. There were none.

                                                                                            CARRIED
[A question was raised during question period about the difference in dates between the written version of Dr. Downe's motion and her oral report. The chair ruled that the decision item had been approved per Dr. Downe's oral report as recorded above.]

9.   Governance Committee

Tamara Larre, vice chair of the governance committee, presented the request for decision to Council, with two syntactical amendments: On page two of the non-marked up version, the approved procedures will read: "the academic unit offering the course" and "the academic unit offering the program"; on page three "If the instructor(s) responsible for evaluation is/are not available, the student should seek advice from the individual responsible for the course (this may be the course coordinator or academic administrator) about the best means of fulfilling the requirement for informal consultation. A Council member also pointed out the discrepancy in the dates on the document's headers.

    9.1   Request for Decision: Revised Procedures for Student Appeals in Academic Matters

Dobson/Crowe*: That Council approve the revised Procedures for Student Appeals in Academic Matters.*

There were two questions regarding the inability of the appellant to call witnesses, but the ability of the hearing board to call witnesses, and whether the distinction represented a change. Dr. Bilson responded that an appeal hearing it is not a reassessment of the facts in question, but of whether the appellant can succeed in persuading the appeal board that the assessment was affected by something other than academic factors. For most grounds of appeal, witnesses would not be necessary, but there may be cases where the board decides that witnesses are necessary, and this provision permits them to arrange for such witnesses.
                                                                                            CARRIED

10.   Academic Programs Committee

Roy Dobson, chair of the academic programs committee (APC) presented the APC reports and requests for decision to Council.

    10.1   Request for Decision: Doctor of Education (Ed.D.)

Dobson/Solose: *It is recommended that Council approve the Doctor of Education (Ed.D.) program in the College of Graduate and Postdoctoral Studies, effective May 2019.*

A question was raised regarding the definition and depth of inquiry of a practice dissertation. The concerns expressed were whether it can dilute research, whether it is as rigorous as a Ph.D., and how it differs from the Ph.D. in Education Administration. Dr. Martha Smith, associate dean, CGPS, and Dr. Keith Walker, professor in the College of Education, replied that admission to the Ed.D. program requires five years educational leadership. They referred to the table in the documentation that compares a Ph.D. and an Ed.D., and noted that the distinction is that an Ed.D. examines a problem of practice, which is often mixed methods and action-oriented research. The definition submitted is in accordance with the Carnegie Foundation definition.

Another question was raised regarding the residency requirements. Dr. Crowe responded that there are no general residency requirements for graduate programs; some have zero requirements, others have some, but they are program specific.

<div align="right">CARRIED</div>

    10.2   Request for Decision: Master of Education (M.Ed) in Health Professions Education, Graduate degree-level certificate in Quality Teaching in Health Professions Education, and Graduate degree-level certificate in Improving Teaching and Learning in Health Professions Education

Dobson/Solose: *It is recommended:*

1) *That Council approve the Master of Education (M.Ed) in Health Professions Education in the College of Graduate and Postdoctoral Studies, effective May 2019.*
2) *That Council approve the Graduate degree-level certificate in Quality Teaching in Health Professions Education, effective May 2019.*
3) *That Council approve the Graduate degree-level certificate in Improving Teaching and Learning in Health Professions Education, effective May 2019.*

Questions were raised regarding the M.Ed. in Health Professions Education: where are students coming from, what are the enrolment thresholds, and where are instructors are coming from? Dr. Smith referred to the documentation provided in the package concerning projected enrolment and reiterated that the purpose of the program is to allow health professionals to become better teachers.

Further questions were raised regarding the cost of the program and resources available. Dr. Michelle Prytula, dean of the College of Education, reiterated the commitment from the college for faculty support from Education Administration and Curriculum Studies.

A suggestion was made to change the name of the program to an M.Ed. in interprofessional education, but the request was submitted in its original form.

<div align="right">CARRIED</div>

10.3   Request for Decision: Technological Innovation Certificate

Dobson/Solose: *It is recommended that Council approve the degree-level Certificate in Technological Innovation in the College of Engineering, effective May 2019.*

A question was raised regarding the definition of innovation, the definition of technology, and whether consultation has taken place with the Department of Computer Science. Dr. Maw of the College of Engineering replied that innovation in this context refers to engineering and business innovation, which implies that it could be useful for computer science. However, there is nothing in the course requirements of the certificate for computer science as such. Further collaboration with Engineering and Computer Science was welcomed and solicited by Dr. Maw. Alternative titles for the certificate were discussed, but the request was submitted in its original form.

<div align="right">CARRIED</div>

11. Research, Scholarly and Artistic Work Committee

Julita Vassileva, committee chair, presented the report to Council as provided in the Council materials.

11.1   Report for Information: Report from the Research Ethics Boards

A question was raised regarding the arduous approval process when it comes to research with Indigenous communities. Is it possible to increase the staff resources available in order to increase efficiencies in the office? Dr. Karen Chad, vice president research, responded that conversations are occurring regarding the capacity of the staff and the magnitude of the reviews. She indicated that at the federal level there are guidelines to govern such ethics submissions, and that sometimes the delay comes from the amount of time it takes the researchers to address questions raised by the ethics board. One idea being considered is to provide some kind of assistance to researchers in preparing ethics submissions.

Dr. Keith Willoughby, dean of the Edwards School of Business, noted that at a recent meeting of the Canadian Federation of Business Schools a question was raised about faculty pursuing experiential learning and service oriented projects with students; i.e. whether there is or should be involvement of university research ethics boards, or approval from the boards under the quality assurance or quality improvement standards, for instance. Participants were asked to raise the question with their respective councils. So in follow-up, Dr. Willoughby posed the question to Council, and to the RSAW for consideration. Dr. Chad responded that she would also raise the question with the Research Services Office, and the chairs of the research ethics boards.

12.   Other business

None.

13.   Question period

A question was raised regarding the dates indicated in the nominations committee's motion regarding the chair and member of the governance committee. The chair ruled that the minutes would reflect the oral report of Dr. Downe, not the written motion that was presented in the Council agenda and materials.

Another question was raised regarding the process and qualifications for nominations to chairs of Council committees, noting that presumably, if you have served on the committee you would have more working knowledge of its business. Dr. Downe responded that the nominations committee considers the experience of the nominees, their involvement in Council and Council committees, balance of gender and diversity, and home college and department, and interest in the matters of the committee, in this case governance. The chair must also be an elected member of council, should in practice and preferably not be a senior administrator, or the chair of another committee of council, and have an appropriate assignment of administrative responsibilities. She acknowledged that previous experience on a committee is a positive factor, but in this case it was not possible to appoint a chair who was already a member of the governance committee.

A question was directed to the USSU, noting that the Justice Centre for Constitutional Freedom (JCCF) creates a campus freedom index, and the USSU has the best record in Canada from approximately 100 universities across Canada. The Council member asked what strategies have made the USSU successful in this regard, and what efforts the USSU will undertake to make further improvements. The university secretary undertook to refer this question to the USSU for consideration.

Further discussion took place regarding repressive regimes, and referenced the conversations that took place at Council a few years ago on the Confucius Institute. Questions were also posed in the context of the earlier conversation on freedom of discussion. A member remarked that as we talk about academic freedom and the values of the universities, we should be cautious about the standards of the Justice Centre for Constitution Freedom (JCCF). According to the Council member, this is the same group whose leadership compared the pride flag to the swastika, and the hammer and sickle. When it comes to defending and evaluating academic freedom, we need to examine it in the context of our values.

Another Council member stated that there are different standards for freedom of discussion and different standards for defending the right to discussion. One standard is that you can discuss secretly and defend secrecy, so that there would not be any consequences. This individual came from a country where this was the way it worked, and it was a terrible place. He said that alternatively, we are in a society where we can discuss openly, and defend the discussion vigorously. If something is misconstrued there are people who will defend it vigorously. He asked why we are not defending the latter standard. He asked that this question be addressed. The chair repeated that Dr. Findlay's earlier request would be forwarded to the coordinating committee.

A Council member expressed concern about three Canadians being detained (perhaps for political reasons) and one that was tried and sentenced to the death penalty and asked if the U of S, or other Canadian universities have a way of responding, given the ties of the university with Chinese universities.

In response, Dr. Chad indicated that she was aware that Universities Canada and the U15 were having discussions on the topic of university relations with China, in the context of recent tensions between the governments of the two countries, and public controversy over the record of China on human rights issues. She committed that once we knew more about the outcomes of these conversations she or the president would bring the information back to Council, and to the international activities committee. It was requested that the president address the matter in the President's Report to Council at the next meeting.

Mr. Martinez-Soberanes provided a clarification from the December 2019 Council meeting as to why the GSA was not included as a member on the university's Board of Governors. He noted that the university secretary had indicated that the GSA and USSU separated in 1995, whereas the GSA wished to clarify that in 1992 the GSA and USSU separated. It is unclear why in 1995 the GSA did not pursue membership on the Board.

14.   Adjournment

D'Eon: The meeting was adjourned at 4:00pm.

Table 1. University Council action items

Page and note	Date	Item	Responsible
p.6 s.12	12/21/2018	Report on the progress of the Joint Committee to Review the Search and Review Procedures for Senior Administrators	Dr. Bilson
p.2 s.4	01/17/2019	Make available to Council the ruling of the OIPC regarding the FOI on the "Symposium: Research Management and the Right to Know"	Dr. Bilson
p.4 s.4	01/17/2019	Refer the above OIPC matter to the coordinating committee of Council	Dr. Wilson
p.4 s.5	01/17/2019	Provide an update on the president's sustainability committee and USask's progress toward meeting 2012 greenhouse gas emission reduction targets	Dr. Stoicheff
p.5 s.6	01/17/2019	Clarify the meaning of "restructuring" of the health sciences as noted in the Provost's report	Dr. Vannelli
p.8 s.13	01/17/2019	Report on Universities Canada and the U15's discussions on recommendations on relations with China in the President's report to Council	Dr. Chad and Dr. Stoicheff
p.8 s.11	01/17/2019	Bring the question of student involvement in faculty experiential learning/applied research to the research ethics boards and research services; reporting back to Council through RSAW.	Dr. Chad
p.9 s.13	01/17/2019	Bring the question of the USSU's successful strategies with regard to the JCCF campus freedom index, and what efforts will be undertaken to continue to improve.	Dr. Bilson

COUNCIL ATTENDANCE 2017-18

Voting Participants

Name	Sept 20	Oct 25	Nov 22	Dec 20	Jan 17	Feb 14	Mar 21	Apr 18	May 23	June 20
Andraos, John	R	A	A	A	A					
Albert, Mike	P	A	A	A	A					
Basinger, Jim	P	A	P	P	P					
Bell, Scott	R	R	R	R	R					
Blakley, Jill	R	P	R	P	R					
Bonham-Smith, Peta	A	P	P	P	P					
Brook, Ryan	P	P	A	P	R					
Brothwell, Doug	P	P	P	P	P					
Bruni-Bossio, Vince	P	P	P	R	P					
Buhr, Mary	P	P	R	P	R					
Card, Claire	P	A	A	P	P					
Carter, Mark	P	A	P	P	P					
Chernoff, Egan	P	P	P	P	R					
Chibbar, Ravindra	P	P	P	P	A					
Crowe, Trever	P	P	P	P	P					
De Boer, Dirk	P	P	P	P	P					
D'Eon, Marcel	R	P	P	P	P					
Deters, Ralph	P	P	P	A	P					
Detmer, Susan	R	R	R	R	P					
Dick, Rainer	P	R	P	P	P					
Dierker, Meaghan	A	A	A	A	A					
Dobson, Roy	P	P	R	P	P					
Downe, Pamela	P	P	R	P	P					
Elias, Lorin	P	P	P	P	A					
Engler-Stringer, Rachel	P	P	R	P	P					
Eskiw, Christopher	P	P	A	P	P					
Flynn, Kevin	R	R	R	R	R					
Fotouhi, Reza	P	A	P	P	P					
Freeman, Douglas	R	P	R	R	R					
Gabriel, Andrew	P	A	A	P	A					
Gillis, Glen	R	P	P	P	P					
Gjevre, John	P	P	P	P	P					
Goodridge, Donna	A	P	R	R	P					
Grosvenor, Andrew	P	P	P	P	P					
Gyurcsik, Nancy	P	P	P	R	P					
Han, Yifan	P	R	R	P	A					
Harrison, William	A	A	A	A	A					
Henry, Carol	P	R	P	P	R					
Jamali, Nadeem	P	P	P	P	P					
Jensen, Gordon	P	R	P	P	R					
Jones, Paul	R	R	A	R	P					
Just, Melissa	P	P	P	P	P					
Kalra, Jay	P	P	P	P	P					
Kelly, Timothy	P	P	P	R	R					
Khandelwal, Ramji	P	P	P	P	P					
Klassen, Lauren	A	A	A	P	P					
Ko, Seok-Bum	R	R	P	P	P					
Koh-Steadman, Noah	A	A	A	A	A					
Kresta, Suzanne	A	P	P	R	P					
Krol, Ed	P	P	R	P	P					
Kumaran, Arul	A	P	P	A	A					
Lamb, Eric	R	P	R	P	P					
Lane, Jeffrey	P	A	P	R	P					
Langhorst, Barbara	P	R	R	R	P					
Lemisko, Lynn	R	R	R	P	P					
London, Chad	P	P	P	R	P					
Luke, Iain	R	A	A	R	R					
Macfarlane, Cal	A	A	A	A	A					

Name	Sept 20	Oct 25	Nov 22	Dec 20	Jan 17	Feb 14	Mar 21	Apr 18	May 23	June 20
MacLean, Jason	P	R	R	A	P					
Manley-Tannis, Richard	A	P	P	P	P					
Martinez-Soberanes, Edgar	P	P	P	R	P					
Mousseau, Darrell	P	A	P	P	A					
Munoz, Carlos	P	P	R	R	A					
Murphy, JoAnn	P	P	R	P	P					
Newman, Kagen	A	A	A	A	A					
Papagerakis, Petros	P	P	P	A	P					
Phillips, Peter	R	A	P	P	R					
Phillipson, Martin	P	R	P	P	P					
Pocha, Sheila	A	P	P	A	A					
Poettcker, Grant	A	A	A	A	A					
Prytula, Michelle	R	A	R	P	P					
Racine, Louise	P	R	P	R	P					
Risling, Tracie	P	P	P	P	P					
Sarty, Gordon	P	P	P	P	P					
Saxena, Anurag	R	R	R	R	P					
Shevyakov, Alexey	R	R	R	R	P					
Simons, Gabe	R	A	R	A	A					
Smith, Charles	P	P	R	P	R					
Smith, Preston	P	P	A	P	A					
Smith, Martha	P	P	P	P	P					
Solose, Kathleen	P	P	P	R	P					
Soltan, Jafar	R	P	P	P	P					
Spurr, Shelley	P	P	R	P	P					
Stoicheff, Peter	P	P	P	P	P					
Squires, Vicki	P	R	P	P	P					
Swidrovich, Jaris	P	P	P	R	P					
Thompson, Emma	A	A	A	A	A					
Tzeng, Huey-Ming	A	A	A	A	A					
Urquhart, Stephen	P	P	P	P	P					
Vannelli, Tony	P	P	P	P	R					
Vassileva, Julita	P	P	P	P	P					
Waldner, Cheryl	P	P	P	P	R					
Walker, Keith	P	R	P	P	P					
Walker, Ryan	R	R	R	P	P					
Wallace, Alexa	A	A	A	A	A					
Wasan, Kishor	P	P	P	P	R					
Willenborg, Christian	P	P	R	P	P					
Willness, Chelsea	P	P	P	P	P					
Willoughby, Keith	R	P	R	P	P					
Wilson, Jay	P	P	P	P	P					
Wilson, Ken	P	P	P	P	P					
Wilson, Lee	P	R	P	P	P					
Woods, Phil	P	P	P	P	P					
Wotherspoon, Terry	R	R	P	P	P					
Wurzer, Greg	P	P	P	P	P					
Zello, Gordon	P	P	P	P	P					
Zhang, Chris	R	P	A	P	P					

COUNCIL ATTENDANCE 2017-18

Non-voting participants

Name	Sept 20	Oct 25	Nov 22	Dec 20	Jan 17	Feb 14	Mar 21	Apr 18	May 23	June 20
Baldhead, Rollin	N/A	P	P	P	P					
Bilson, Beth	P	P	P	P	P					
Chad, Karen	P	P	P	R	P					
Fowler, Greg	A	A	A	A	A					
Gough, Rhonda	P	P	P	P	P					
Isinger, Russell	P	P	P	P	P					
Kobes, Brent	R	P	A	A	A					
McDougall, Patricia	P	P	P	P	P					
Moellenbeck, Sheldon	P	A	P	P	R					
Morrison, Karen	P	P	P	P	R					
Ottmann, Jacqueline	R	R	R	P	P					
Pozega Osburn, Debra	R	R	R	P	P					
Sahtout, Naheda	P	P	R	P	R					
Still, Carl	P	A	P	R	R					

UNIVERSITY OF SASKATCHEWAN

PRESIDENT'S REPORT TO UNIVERSITY COUNCIL   February 2018

Global Water Futures

In September 2016, the University of Saskatchewan was awarded $77.84 million over seven years from Canadian First Research Excellence Fund (CFREF)to establish the "Global Water Futures: Solutions to Water Threats in an Era of Global Change". Global Water Futures (GWF) is a seven-year research initiative that will position Canada as a *global leader* in water science for cold regions. The project will provide governments, businesses and communities with the risk management tools they need to tackle threats to Canada's water supply and quality.

In January, close to 100 people made up of GWF partners from industry, the University of Waterloo, McMaster University, Wilfrid Laurier University, and Indigenous leaders met in Saskatoon for the 2nd annual GWF Operations Team meeting. I was honoured to be asked to welcome this group to USask and to commend their collective accomplishments this year such as their collaboration with Environment and Climate Change Canada to host the first National Flood Forecasting meeting in Vancouver and their projects with 14 Indigenous communities to bring together traditional Indigenous knowledge and Western science to address water issues.

Most notably, I had the opportunity to congratulate the research collective on being recognized by the United Nations as one of only three Regional HydroClimate progams in the world. Global recognition of a USask-led initiatives such as GWF is further proof that the University of Saskatchewan is the university the world needs, through improving the global understanding and prediction of weather, climate, and hydrology.

Indigenous Achievement Week

As of the writing of this report, the University of Saskatchewan's annual Indigenous Achievement Week (Feb. 4th to 8th) is about to begin.   This year's theme is *Powerful Voices* a theme that speaks to the bold new direction outlined in our University Plan 2025, which includes the aspiration to be the university the world needs through transformative decolonization leading to reconciliation. To live this plan, we must have powerful indigenous voices among our students, staff and faculty – powerful voices used to build relationships, communities and nations.

The week will include a number of cultural, educational, and social activities and includes events where we showcase student work and recognize student success.

Social Science and Humanities Research Grants

I'm proud to report that the University of Saskatchewan has been awarded a total of $1.85 million for 10 wide-ranging faculty research projects and 30 graduate student scholarships and fellowships from the Social Sciences and Humanities Research Council of Canada (SSHRC) in a Canada-wide competition.

Several USask faculty projects announced by Canada's Science Minister Kirsty Duncan will look at the implications of stereotypes for women and First Nations. Others will delve into Canadian history, examining the successful integration of the Doukhobors in Saskatchewan, the legacy of the Indian Act's band-membership rules, and the classification of First Nations, Inuit and Métis peoples by the federal government as 'Indians.'

SSHRC awarded a total of almost $1.27 million in *Talent Grants* for USask graduate student and post-doctoral researchers, including an $81,000 post-doctoral fellowship, three doctoral awards, and 26 *Joseph Armand Bombardier Canada* Graduate Scholarships for master's and PhD students.

U15 Engagement

As Council members will know, the U15 Group of Canadian Research Universities is a collective of some of Canada's most research-intensive universities. Our membership in this organization not only allows us to stand out in the post-secondary landscape but the U15 directorate works for its members nationally to champion the benefits of university-based research excellence.

This past month I attended one of our regular U15 Presidents/Executive Heads meetings in Ottawa. We had opportunities to interact with guests such as the Honourable Kirsty Duncan, Minister of Science and Sport, Canada's Ambassador to the United Nations, Marc-André Blanchard, and representatives from the Ministry of Employment and Social Development.

Main topics of this particular meeting were preparations for advocacy initiatives associated with the federal budget and discussions regarding Global Affairs Canada consultations on a national international education strategy.

Saskatchewan Beef Industry Conference

It was my pleasure to be invited to bring remarks to the annual conference of beef industry professionals held in Regina this past January. The conference hosted about 150 people from various groups such as the Saskatchewan Stock Growers' Association, Saskatchewan Cattlemen's Association and the Saskatchewan Livestock Association.

![University of Saskatchewan logo] UNIVERSITY OF SASKATCHEWAN

It was especially significant to be invited to speak to the group as 2018 marked an important milestone for the university and the industry as we opened the $38 million Livestock and Forage Centre of Excellence (LFCE), arguably our largest and most important agricultural research facility in many years.

I highlighted to those present the impact that the U of S is committed to research in a whole spectrum of topics that affect the beef industry – from forage, to environmental sustainability, trade risk management, and consumer acceptance.

Ensuring the sustainability of the beef industry is critical to Canada's economy as Canada is one of the largest exporters of red meat and livestock in the world. In 2017, the beef cattle industry contributed $17.2 billion to the Canadian GDP and every job in the beef sector yields another 3.5 jobs elsewhere in the economy.   Our capacity to build and embolden partnerships with the beef industry and to amplify value for everyone involved is another example of how the University of Saskatchewan is the university that the world needs.

Provost's Report to Council

February 2019

GENERAL REMARKS

Since my last remarks to Council, the major focus at Deans' Council has been to continue moving the University Plan 2025 forward looking at collaboration, interdisciplinarity, scholarship/research, indigenization, curriculum renewal, comprehensive campaign among the many drivers to achieve the ambitious plans of the Colleges and Schools. On January 24, the College and School leaders (Deans and Executive Directors), Vice-Presidents, Vice-Provosts, and most Associate Vice-Presidents met at a day-long retreat to share and discuss these plans.

A major change that was clear from last year is that the entire university community was engaged in strategic planning addressing the University Plan 2025. The senior leaders are working with all their Colleges and Schools are finding common ground and direction in moving this ambitious university plan forward in the true spirit of partnership that is now emerging. Most important, it was how we can move planning together on key areas that will lead to more success. In parallel, the new comprehensive campaign being led by Vice-President Debra Posega-Osbourn is aimed to align our alumni and potential donors with these key academic, scholarly and academic directions.

Key identified areas that all discussed were:

- Curriculum enhancement, new programs and shared undergraduate/graduate programs to lead to student success was discussed by every leader. Collaboration especially on emerging interdisciplinary programs in health, environment, engineering/agriculture/CS/business were among many discussed
- All Colleges and Schools are committed to putting students "first" and to their success. Vice-Provost McDougall also highlighted the emerging plans from TLSE and CGPS that will support this commitment.
- Indigenization and Reconciliation is a major focus of each College and School. Although varying by discipline and area, the Vice-Provost Indigenous Engagement, Jackie Ottmann emphasized commonalities that are shared
- On the scholarship and research front, all Colleges and Schools are focusing on opportunities to strengthen broad areas covered by the university. Emerging strength in interdisciplinarity required to solve the major world challenges in these areas is a key opportunity for us. A new vision shared by new leadership will allow this to happen.
- All plans focus on accelerating internationalization in all areas. Our recently approved new International Blueprint will allow these efforts to happen more easily
- Mechanisms to allow and support "collaboration" and development of "interdisciplinary" academic and research programs was also discussed. This was also discussed by myself in Fall 2018 at a PPC meeting focusing on health science opportunities.
- Capital and infrastructure needs were also discussed as expected. It will become clear that we have to prioritize here to assure that resources are used as effectively as possible to assure success.

The university is dealing with its fiscal realities to make our plans and University Plan a reality. Difficult decisions are being made because of reduced allocations that are available since 2016-17. The university awaits the results of discussions with government in the March provincial budget announcement. In the last Spring 2018 budget announcement, the government moved positively to stabilize funding for the postsecondary sector. Clearly in March 2019, we ae hoping that our discussions lead to the continued strong shared partnership and shared vision between Saskatchewan and the University of Saskatchewan.

COLLEGE AND SCHOOL UPDATES

Arts and Science
On January 16, 2019, the College of Arts and Science held its inaugural Pinning Ceremony to honour our students who were named to the Dean's List during the 2017-18 academic year. The Dean's List recognizes students with averages in the top 5% of each program type in the College of Arts and Science. Students attending the ceremony were bestowed with a specially designed gold college pin. Each student named to the Dean's List is a source of great pride for our college and it is because of the tremendous efforts of our Dean's List students that our college and the University of Saskatchewan have an international reputation for academic excellence.

Education
2018–2019 Awards Celebration
On Saturday, January 19, the College of Education hosted its Awards Day Celebration to recognize the academic achievements of our graduate and undergraduate students as well as the many donors who support and enhance our programs. Just over $670,000 in awards, scholarships and bursaries were distributed at the event and the College added five new alumni to our Wall of Honour – Basil Hughton, Doreen Thorson, Jennifer Stadnyk, Karon Schmon and Dr. William Cooke.

In other news, the college's proposal to offer the CERTESL program as a for-credit undergraduate course will be presented to APC in January. Also, in collaboration with an expert from the Ministry of Education, our faculty members and instructors from the Department of Curriculum studies have developed eight new early/middle-year methods courses.

Pharmacy and Nutrition
Ten Pharmacy and Nutrition students attended the Professional Development Week Conference in St. John's this January. At the conference there were numerous educational sessions including topics of de-prescribing, Canada Vigilance Program, public health and practicing proper antimicrobial stewardship. Our students represented the University of Saskatchewan in numerous competitions including Patient Interview, OTC counselling, compounding, pharmafacts and Canada's Next Top Pharmacist. Our PDW 2021 Planning Committee was also in attendance learning all they could to come back and begin planning for another successful PDW, hosted here in Saskatoon in January 2021.

University of Saskatchewan Graduate Students' Association

University Council Report – February 2019

Throughout the winter term, we will continue to work with our collaborators on supports and resources for both our graduate students and faculty advisors. We hope to continue finding new ways in which we can support our faculty and engage our graduate students so as to prepare them for a successful academic career and future.

We wish to remind members of University Council that in the winter term, the GSA hosts a variety of events. These include the Graduate Student Research Conference, February 27 – 28, the 3MT Competition, March 27, and the Awards Gala, April 6. We hope that graduate faculty members will encourage their graduate students to participate in these events and we hope to see members of University Council attend and celebrate with us the successes and achievements of the research, scholarly and artistic work of our graduate students.

In this report, we focus on the following;

(1) Graduate Student Tuition
We hope that as the tuition for the 2019/2020 academic year is being set, that we ensure a **thorough** and **consultative** process is followed across Colleges and Schools, as outlined in the Tuition Policy. Not only is it important for graduate students to share their concerns about potential tuition hikes, but it is equally important for graduate students to understand where their tuition dollars are going. The GSA's stance with regards to tuition is that any increases in tuition should follow with an increase in graduate student stipends. With living costs constantly on the rise in Saskatoon, graduate students struggle to ensure that they have enough to cover their tuition. It is impractical for us to assume that our graduate students will succeed academically, or finish their graduate program on time, if they are unable to concentrate on completing their research or their course work because of having to seek extra work to sustain their finances.

We would also like to remind our campus community that tuition rates increased significantly for the 2018/2019 academic year; an increase that was not followed by any mechanism that would ensure increases to the graduate student stipend or to available resources. We are hoping that this will be taken into account moving forward. Furthermore, the international differential fees increased substantially last year, adding a significant financial burden for international graduate students. We have successfully positioned ourselves as one of the most accessible universities for international scholars in Canada. We hope that we can retain this status, which aligns with our internationalization ambitions and our University 2025 strategic plan.

(2) Graduate Student Participation on the Board of Governors
The GSA has made considerable efforts, and has followed due process, to advocate to the importance of graduate student participation on the Board of Governors. We are very pleased with the support and endorsement that we received from University Council and Senate. We have emphasized the unique views and perspectives that graduate students would bring to the table, thus adding diversity and ensuring the discussions are well-rounded. Furthermore, graduate student participation on the Board will allow us to align with other U15 universities. Although the Board has indicated that they are currently not in a position to accommodate our request, we will continue our efforts on this issue, as the Association sees fit, as we believe it is an important step in the right direction for the University, being a research intensive university.

(3) Implied Status
Since October, we have been made aware of a new employment policy in the University that prevents International students under Implied Status from working on campus, even though Immigration Law allows for this. We have received several concerns from graduate students who were unable to work due to this change in policy. This change adds extra stress onto our graduate students, who rely on their teaching assistantships, their research assistantships, their extra work and their employment earnings to finance their education and their living.

We are hoping that the University will revise this decision as the academic success of our graduate students lies heavily on their ability to finance their education

UNIVERSITY COUNCIL

ACADEMIC PROGRAMS COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Roy Dobson, chair
Academic Programs Committee

DATE OF MEETING: February 14, 2019

SUBJECT: **Degree-level Certificate in Teaching English as a Second Language (CERTESL)**

DECISION REQUESTED: *It is recommended:*

That Council approve the degree-level Certificate in Teaching English as a Second Language (CERTESL), effective May 2019.

PURPOSE:

University Council has authority for approving new degrees and new degree-level programming, including degree-level certificates

DISCUSSION SUMMARY:
The current non-degree level CERTESL program was established in 1992, with both degree level and non-degree level required courses. The current program requirements originally matched the TESL Saskatchewan and Alberta TESL's original accreditation requirements and was used by the Saskatchewan Board of Teacher Education and Certification for Additional Qualification Certificate status

With the recent approval on the Post-Degree Certificate in English as an Additional Language Education (PDCEAL), which serves the needs of the K-12 community, the College of Education will work to focus the CERTESL program for adult and young adult learners.

With transition from a non-degree certificate to a degree-level certificate the CERTESL program will become a 23 cu distance-delivered program that will meet the instructional needs of current and prospective instructors of English as a second language in Canada and abroad. The main mode of instruction will be online, though CERTESL students who do not have prior teaching experience or B.Ed. degrees are required to complete the practicum option, to ensure accreditation by TESL Canada or TESL Ontario.

The Academic Programs Committee reviewed the proposal for the Degree-level CERTESL program at its January 30, 2019 meeting and voted to recommend that Council approve the program. The committee was pleased with this move to ensure students seeking this credential will receive academic credit, in line with peer institutions.

FURTHER ACTION REQUIRED:
Tuition associated with this program will require approval as per the Tuition and Fees Authorization Policy.

The existing non-degree level CERTESL program will require termination through the Office of the Provost.

ATTACHMENT:
1. Proposal for creation of undergraduate Certificate in Teaching English as a Second Language (CERTSEL)

MEMORANDUM

To: Roy Dobson, Chair, Academic Programs Committee

From: Jay Wilson, Department Head, Curriculum Studies, College of Education
Shannon Storey, Academic Coordinator, CERTESL

Date: January 16, 2019

RE: **Termination of Certificate of Successful Completion in Teaching English as a Second Language (CERTESL)**

Creation of Undergraduate Certificate in Teaching English as a Second Language (CERTESL)

CERTESL was established in 1992, with ECUR 291.3: Introduction to Teaching of English as a Second/Additional Language, ECUR 391.3: Theory of Second/Additional Language Learning and Methods of Skills Development, and ECUR 393.3: Advanced Methods in Teaching English as a Second/Additional Language as the core. For CERTESL purposes, separate but identical non-degree courses were created: TESL 21.0: Overview of Teaching English as a Second Language (TESL), TESL 31.0: TESL Theory and Skill Development, and TESL 35.0: Approaches to Language Teaching.

Originally TESL sections of the courses were to be graded more lightly than ECUR sections in recognition of non-degree status. However, the differentiation in rigor proved unnecessary and was abandoned in the mid-90s. Shortly thereafter, the professional bodies TESL Saskatchewan and Alberta TESL established degree credit or demonstrably equivalent depth and rigor as the standard for TESL accreditation. Both organizations accepted CERTESL because the depth and rigor of all its courses had been demonstrated.

In 2004, Saskatchewan's Board of Teacher Education and Certification invited CERTESL to apply for Additional Qualification Certificate (AQC) status, which also requires demonstrable degree-credit equivalence. With one rider (ECUR 291, 391 and 393 had to be selected by AQC students instead of their identical non-degree equivalents TESL 21, 31, and 35), CERTESL was accepted as an AQC despite the lack of degree credit for most of the courses, because it was reasonable to accept that the courses were delivered at an appropriate level of challenge and because the growing need for trained English language teachers in K-12 made it strongly advisable to grant an exception rather than wait for the University to change the courses' status.

Inequities resulting from the lack of degree-credit status have affected a number of CERTESL graduates. For instance, many have been unable to transfer non-degree CERTESL coursework to degree programs, obtain employer bursaries restricted to degree credit coursework, receive AQC - ESL Part I endorsements from the Ontario College of Teachers (OCT) on the basis of having completed TESL 21, 31 and 35 rather than ECUR 291.3, 391.3 and 393.3, or receive AQC – ESL Part II OCT endorsements on the basis of CERTESL courses for which no degree-credit equivalents were available, or receive accredited status with a number of U.S. adult education accrediting bodies.

With the establishment in the College of Education of the Post-Degree Certificate in EAL Education (PDCEAL) as the Additional Qualification Certificate in TEAL for Saskatchewan's preK-12 school system, CERTESL no longer serves the AQC role, and therefore can reduce content explicitly related to the needs of children and middle years students. Therefore, CERTESL courses that are not also requirements of the PDCEAL (that is, courses other than ECUR 291.3, ECUR 391.3, and ECUR 393.3) can be retooled to address a more complete range of needs experienced by adult and young adult English language learners who are not concerned with graduating from a regular high school program in Canada.

CERTESL's current required core of 6 courses matched TESL Saskatchewan and Alberta TESL's original accreditation requirements. TESL Saskatchewan has recently changed its accreditation standards, following the three-level model of TESL Canada certification but retaining degree-credit rigor requirements. TESL Saskatchewan now requires a minimum of 250 academic contact hours and a practicum incorporating at least 30 classroom observation and 20 supervised practice teaching hours, or substantial documented experience that meets practicum requirements, at its new Professional Competency - Standard 2 level. For CERTESL, this translates into seven three-credit courses and two one-credit unit courses.

CERTESL students have been doing their work at a degree-credit level of depth and rigor; they merit recognition at a degree-credit level. In addition, the large majority of CERTESL students, those who plan to teach adult English language learners in Saskatchewan, Ontario or urban areas in the rest of Canada, now need to meet a seven-course and extended practicum expectation. The certificate is being reframed as a degree-credit program to match the training need. In order to standardize coursework subject codes within the CERTESL Undergraduate Certificate, existing TESL subject codes have been changed to ECUR subject codes.

The following motions were approved at the January 11, 2019 meeting of Education Faculty Council.

Effective May 2019, to terminate the current six-course Certificate of Successful Completion in Teaching English as a Second Language (CERTESL), and to replace it with a 23-credit unit Undergraduate Certificate in Teaching English as a Second Language (also known as CERTESL). The new CERTESL Undergraduate Certificate shall be comprised of the following courses:

- ECUR 291.3 – Introduction to Teaching English as a Second/Additional Language
- ECUR 391.3- Theory of Second/Additional Language Learning and Methods of Skills Development
- ECUR 393.3 –Advanced Methods in Teaching English as a Second/Additional Language
- ECUR 292.3 – The Structure of English for Language Teaching
- ECUR 331.3 – Materials and Assessment in English Language Teaching **OR** ECUR 415.3 – Current Issues in English as an Additional Language
- ECUR 445.1 – Observations Across CERTESL (completed in the terms prior to ECUR 446.3 or ECUR 448.3)
- As the program capstone, either ECUR 446.3 – Supervised Practicum for English Language Teaching **OR** ECUR 448.3 – Professional Project in Teaching English as a Second Language
- ECUR 447.1 – Practicum Additional Hours Module (teachers who can appropriately document successful English language classroom teaching experience as noted in the Accreditation Manual posted on the CERTESL program website may be able to receive credit for meeting course requirements)

- A choice of ECUR 339.3 – Teaching English as a Second Language for Adult Literacy Learners **OR**, if not taken as the capstone, ECUR 448.3 - Professional Project in Teaching English as a Second Language, **OR** another approved 3-credit unit course elective.

To terminate all 0-credit unit TESL courses, including:
- TESL 21.0: Overview of Teaching English as a Second Language (TESL)
- TESL 31.0: TESL Theory and Skill Development
- TESL 32.0: Material Selection and Development in Language Teaching
- TESL 33.0: English Grammar and Phonology
- TESL 34.0: TESL TESD for Aboriginal Peoples
- TESL 35.0: Approaches to Language Teaching
- TESL 36.0: Literacy in TESL TESD
- TESL 43.0: Professional Project

Please note: The proposed standardized test scores for English Proficiency are higher than the standards typically used for admission to other University of Saskatchewan programs. The rationale for these changes is outlined in the attached proposal in the Admissions section of the *Proposal for Academic or Curricular Change*.

UNIVERSITY OF SASKATCHEWAN	# Report Form for Program Termination

Program(s) to be deleted:

Certificate in Teaching English as a Second Language (CERTESL) (non-degree Certificate of Successful Completion)

Effective date of termination:

May 1, 2019, on the condition that the replacement program, the **Undergraduate Certificate in Teaching English as a Second Language** has been approved.

1. List reasons for termination and describe the background leading to this decision.

- Courses in CERTESL are all delivered at a degree-credit level of depth and rigor, and have been for many years.
- Because of a variety of student needs (including accreditation/certification requirements of various professional bodies in Canada and the U.S., use of courses as curricular prerequisites for some Master's in TESL programs, transferability to undergraduate programs at other institutions, bursary eligibility from some employers or agencies and applicability as electives to the University's Post Degree Certificate in EAL Education), several of the courses have already been recast as degree-credit courses, and the remaining courses are in the process of being recast.
- Because of recent changes in TESL Saskatchewan accreditation standards, CERTESL needs to be formally changed into a program requiring successful completion of nine courses including two, one-credit unit courses that facilitate completion of a practicum requirement. These additional requirements are already followed, less formally, by CERTESL students in Ontario where similar accreditation provisions have existed for adult ESL instructors since 2002.

Therefore, the non-degree Certificate needs to be terminated. The new Certificate is essentially the same, except for its official undergraduate degree-credit status.

2. Technical information.

2.1   Courses offered in the program and faculty resources required for these courses.

- TESL 21 or <u>ECUR 291.3</u>
- TESL 31 or <u>ECUR 391.3</u> or TESL 34
- TESL 32 or TESL 36
- <u>TESL 333.3</u>
- TESL 35 or <u>ECUR 393.3</u>
- <u>TESL 442.3</u> or TESL 43

2.2   Other resources (staff, technology, physical resources, etc) used for this program.

Distance delivery staff at the Distance Education Unit – academic coordinator (.7, ASPA 2 Professional), administrative assistant (.5), instructional design and Blackboard support personnel as needed.

All courses are currently delivered via the Blackboard online course system.

The Practicum, TESL 442.3, requires students to make contacts needed to find their own placements which are approved by the academic coordinator. Practicum local supervisors are paid an honorarium covered by fees charged to the student.

2.3   Courses to be deleted, if any.

TESL 21, 31, 32, 33, 34, 35, 36 and 43

2.4   Number of students presently enrolled.

Current program enrollment – 222 students

2.5   Number of students enrolled and graduated over the last five years.

Enrollments - 601
Graduated – 241 (approx. 45 per year)
(Note that not all students plan to complete the program when they apply, because many intended workplaces have not required completion of six courses. Changes in Saskatchewan accreditation rules and national employment pressures are anticipated to increase the graduation rate particularly among Saskatchewan participants during the next five years, which occurred among the program's Ontario students when TESL Ontario's current accreditation rules were implemented.

3. Impact of the termination.

<u>Internal</u>

3.1   What if any impact will this termination have on undergraduate and graduate students? How will they be advised to complete their programs?

Students who have taken non-degree sections of courses within the past five years will be able to complete the current program within the normally allowed five-year period, with all courses taken after April 2019 delivered in degree-credit mode.

Students who have taken only degree-credit sections of courses so far will be given the choice of transferring into the undergraduate certificate. No additional admission fee will be charged. We anticipate that most of these students will be motivated to transfer. Those who are planning to accredit with TESL Ontario or certify at the Standard 2 level with TESL Canada have planned to complete seven courses and the non-degree Practicum Additional Hours Module within the Certificate of Successful Completion that is being discontinued, and some of those in Saskatchewan are already enquiring about meeting TESL Saskatchewan's new Competency standard. Moving the program into degree-credit status will slightly increase tuition paid by the students.

Because TESL 21, 31 and 33 have already been discontinued so that all students in the past year have taken degree-credit ECUR 291, ECUR 391 and TESL 333, many of our current part-time students are already on the degree-credit path. The last non-degree Certificate of Successful Completion may therefore be granted less than five years from now.

3.2 What impact will this termination have on faculty and teaching assignments?

None.

3.3 Will this termination affect other programs, departments or

colleges? No direct effects.

3.4 If courses are also to be deleted, will these deletions affect any other programs?

No

3.5 Is it likely, or appropriate, that another department or college will develop a program to replace this one?

No.

3.6 Is it likely, or appropriate, that another department or college will develop courses to replace the ones deleted?

New courses have been created to replace them for use in the proposed Degree-Certificate program.

3.7 Describe any impact on research projects.

None.

3.8 Will this deletion affect resource areas such as library resources, physical facilities, and information technology?

No.

3.9 Describe the budgetary implications of this deletion.

No significant implications. CERTESL has always been delivered on a cost-recovery basis. Currently there is no intent of changing that policy as the program makes the transition to an undergraduate certificate.

External

3.10 Describe any external impact (e.g. university reputation, accreditation, other institutions, high schools, community organizations, professional bodies).

CERTESL has an excellent reputation nationally, but the lack of degree credit on transcripts sometimes raises questions among employers and accrediting bodies outside of the Canadian TESL community. The change in program status will remove the need for such concerns.

Because the Certificate of Successful Completion is being transformed into an Undergraduate Certificate, University of Saskatchewan students will be more likely to obtain transfer credit into relevant undergraduate degree programs, to have their coursework recognized as prerequisite to relevant Master's programs elsewhere, to receive bursaries from employers in some jurisdictions, and to be accepted by accrediting bodies in the United States. The change therefore will have a clear positive effect on many of our students and graduates.

TESL Saskatchewan, the provincial accrediting body for ESL educators, will greatly appreciate CERTESL credits as having official degree credit status which has until now been accepted on a "de facto" basis because of demonstrated depth and rigor. The change will reduce the chance of protest when completers of less rigorous nondegree programs are not granted provincial TESL accreditation.

3.11 Is it likely or appropriate that another educational institution will offer this program if it is deleted at the University of Saskatchewan?

No, because the same content will be delivered in the Undergraduate Certificate, serving essentially the same market that the Certificate of Successful Completion does now. New courses have been designed to be offered as part of the proposed new program.

Other

3.12 Are there any other relevant impacts or considerations?

Not that we are aware of.

3.13 Please provide any statements or opinions received about this termination.

From Patricia McDougall via email, Sept. 18, 2018 (regarding the new undergraduate certificate being proposed for which this termination is a necessary step):

I just wanted to write and say how pleased I am to see this coming to pass. I know these transitions take time and that we need to take the time to do them right. I see this as excellent progress...

4. Additional information. *Programs which have not undergone recent formal reviews should provide additional relevant information about quality, demand, efficiency, unique features, and relevance to the province.*

CERTESL undergoes a formal in-depth review every five years by TESL Canada and TESL Ontario for renewal of program recognition, and submits annual reports every year to both bodies. The last full TESL Canada program recognition review took place in February 2017.

UNIVERSITY OF SASKATCHEWAN	**Proposal for Academic or Curricular Change**

PROPOSAL IDENTIFICATION

Title of proposal: Undergraduate Certificate in Teaching English as a Second Language (CERTESL)

Degree(s):   Undergraduate Certificate

Field(s) of Specialization: Teaching English as a Second Language

Level(s) of Concentration: N/A

Option(s):

Degree College: Education

Contact person(s) (name, telephone, fax, e-mail):

> Dr. Jay Wilson, Department of Curriculum Studies
> (jay.wilson@usask.ca)
>
> Shannon Storey, Distance Education Unit
> (Tel 306-966-2085) (Fax 306-966-5590)
> (shannon.storey@usask.ca)

Proposed date of implementation: May 2019

Proposal Document

Please provide information which covers the following sub topics. The length and detail should reflect the scale or importance of the program or revision. Documents prepared for your college may be used. Please expand this document as needed to embrace all your information.

1. **Academic justification:**

   a. *Describe why the program would be a useful addition to the university, from an academic programming perspective.*

Canada contains many citizens and newcomers who require strong skills in English to function effectively in Canadian economic, academic, and community life. The well-established program has been needed since the CERTESL's original creation as a Certificate of Successful Completion in 1992. This proposal re-creates the program as an Undergraduate Certificate.

The timing of this change has been stimulated by the launch two years ago of CERTESL's companion program, the Post-Degree Certificate in English as an Additional Language Education (PDCEAL), which now fills the role of pre-K-12 Additional Qualification Certificate in TESL/TEAL that was part of CERTESL's function from 2004 to 2016. CERTESL can now focus more strongly on adult and young adult learners. Prior to the establishment of PDCEAL, CERTESL was responsible for addressing both adult and pre-K-12 learning needs. The division into two programs more effectively and rigourously targets adult and pre-K-12 populations.

The proposed re-creation of CERTESL as an Undergraduate Certificate is in the best interests of CERTESL students and their future students. When it was originally established in 1992 by the Extension Division in consultation with the College of Education, it was not granted degree credit status but instead was established as a Certificate of Successful Completion. College of Education students were able to select degree-credit courses within their degree programs and have the credit applied to CERTESL, if they chose to complete TESL training concurrently with or following completion of their degrees. Other CERTESL students, most of whom had already completed university degrees including Education degrees, were directed into their identical non-degree equivalents because of their greater academic experience and in many cases experience as teachers. Therefore, even though degree-credit standards were not required, they were applied by subject matter experts and instructors to CERTESL program participants. With the transfer of academic responsibility for CERTESL to Education in 2015, CERTESL students were required to take degree credit sections of equivalent coursework.

In addition, TESL Saskatchewan, the provincial TESL professional accrediting body, has recently added a Competency level of standards to match the academic contact hours already required by CERTESL's other professional accrediting bodies, TESL Ontario (Ontario Certification in English Language Teaching, or OCELT) and TESL Canada (TESL Canada Certification, Standard 2). This makes it appropriate that CERTESL's process of program change should include its formalization as an undergraduate certificate program consisting of 23 credit units. It makes sense to make the addition a formal requirement in the Undergraduate Certificate at this time because of TESL Saskatchewan's decision to bring its requirements into conformity with the other TESL accrediting bodies.

b. *Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.*

Department of Curriculum Studies:

The Department of Curriculum Studies has been responsible for undergraduate-level training of teachers with English language teaching responsibilities since the creation of ECUR 291.3 – Introduction to Teaching English as a Second Language in 1987-88 and participated in the creation of the original Certificate of Successful Completion (CERTESL) in 1992. Upon the disestablishment of the Centre for Continuing and Distance Education, the Department accepted responsibility for the continued delivery of English language teacher training and accepted the recommendations of the Saskatchewan Professional Teachers Regulatory Board, Saskatoon Public School Division and Greater Saskatoon Catholic School Division, each of which had been requesting additional courses in pre-K-12 oriented content and language and in assessment for pre-K-12 English as an Additional Language Learners. The Department established the Post Degree Certificate in English as an Additional Language Education (PDCEAL) as a framework within which the new courses could be offered, and concurrently agreed that CERTESL could appropriately be enriched in relation to adult English language learners. Establishing an Undergraduate Certificate in Teaching English as a Second Language as a replacement for the Certificate of Successful Completion in Teaching English as a Second Language meets the Department's objective of ensuring appropriate standards and recognition for the language teachers whom it educates.

University Signature Areas: University Plan 2025 – The University the World Needs

Teachers skilled in language education are among the key resources needed to meet global and national communication needs.

The University Plan 2025 calls for programming with the following areas of impact relevant to English language learning:

- *Transformative Decolonization Leading to Reconciliation. Indigenous students, faculty, staff, and communities are holistically strengthening the spirit and methodologies we inhabit.*

  Through the courses ECUR 291.3 and ECUR 393.3, CERTESL ensures that current and prospective English language teachers analyze past teaching and institutional practice from the perspective of ethics, human rights, and the rights of Indigenous peoples, and that they apply their learnings to their own developing approach to English language teaching. These modules support learners to work in language learning contexts where they will be working primarily with newcomers to Canada who need to understand our colonial context.

- *Productive Collaboration. Community, private sector, and international partnerships animate every facet of our research enterprise.*

  As a certificate program staffed by non-faculty academic workers, the CERTESL program does not engage in research other than needs analysis and literature scans related to course development and revision. However, we collaborate extensively with many facets of the English language teaching and learning community. CERTESL

graduates observe and carry out practica in English language programs in all parts of Canada and around the world. Our students become part of the community of practice in English language teaching and learning long before they graduate from the program. This requires extensive collaboration with English language teachers and their programs. Provincial and federal government bodies have provided direct and indirect support for aspects of program development that respond directly to the needs of the community of practice. Government bodies have supported such CERTESL initiatives as the teaching of initial literacy skills to learners who are also new English language learners. In-kind support from Immigration, Refugees and Citizenship Canada and the Ontario Ministry of Immigration has recently supported course and instructor professional development.

Productive collaboration has allowed CERTESL academic staff to serve on boards and committees recognized for their provincial and national TESL/TEAL professional organizations, particularly in the areas of teacher accreditation and professional development where CERTESL staff have played key developmental roles both provincially and nationally. The current Academic Coordinator has chaired both TESL Saskatchewan and TESL Canada's standards committees, and currently serves as chair of the national Centre for Canadian Language Benchmarks (CCLB), as the CCLB representative on the national Newcomer Language Advisory Body, and on the Language working Group of the Saskatchewan Association of Settlement Integration Agencies (SAISIA). The Subject Matter Expert for TESL 336.3 is the developer and presenter for a permanently-available series of initial literacy webinars produced and maintained by Tutela, the national federally-funded repository of ESL resources for adult English language learners.

- *Meaningful Impact. Our knowledge, discoveries, and innovations are helping communities achieve their social, cultural, and economic goals.*

  Communicative competence in the English language (grammatical, discourse, sociolinguistic, functional and strategic) is necessary for the integration of Canadian residents into the social, cultural, and economic life of Canada. CERTESL is the source of a high percentage of the instructors in Saskatchewan whose positions require specialized training in English language teaching, and is also a significant source of trained English language instructors in Ontario and in rural areas within other parts of Canada. By introducing the innovation of high-quality, easily accessible distance-delivered TESL/TEAL training to Canada, CERTESL directly supports the social, cultural and economic health of many communities by making it possible for English language learners to achieve communicative competence in English.

- *Distinguished Learners. Our graduates are among the most inventive, collaborative, and sought-after in Canada and around the world.*

  The program reputation of CERTESL is very strong. CERTESL graduates hold or have held a number of positions key to the field in Canada, including developmental positions at the national Centre for Canadian Language Benchmarks and at Tutela, the federally-funded online repository of ESL teaching resources. As noted elsewhere in this document, CERTESL is the only non-Master's program outside of Ontario accepted for TESL Ontario accreditation. CERTESL graduates also do well internationally, competing successfully for positions in a market generally dominated by the British-based Cambridge ESOL establishment. Many CERTESL graduates have gone on to complete

Master's degrees and/or achieve leadership roles in the programs in which they teach and in their professional organizations. In particular, CERTESL graduates are often leaders in adult ESL literacy education, as CERTESL is the only TESL Ontario-recognized program that has a course specifically focusing on learners who must master new literacy and English language skills concurrently.

- *Global Recognition. Our research, graduates, academic programming, and reputation are recognized as world-class.*

  CERTESL's academic programming is recognized as highly appropriate for enabling instructors and their institutions to meet the needs of English language learners. Its TESL Canada and TESL Ontario program accreditation carry international respect. Well-trained Canadian teachers are wanted overseas. CERTESL's listing on TESL Canada and TESL Ontario's websites helps to recruit international students, Canadian citizens and permanent residents of Canada. Overseas employers and recruiters who have had positive experiences with CERTESL graduates hope to attract more of them.

The University Plan 2025 also calls for a three dimensional "Strategic Weave" of principles and practices to support the areas of intended impact:

- *Regional/Provincial/National/International*

  As an Undergraduate Certificate, the CERTESL Program will continue to meet needs at all these levels by providing effective and appropriate English language teacher training through online distance delivery modes to all applicants who qualify for admission. CERTESL graduates will continue to qualify for provincial and national accreditation or certification as adult ESL educators, which assures both Canadian and international employers of deep, rigorous and appropriately targeted training in the English language teaching field.

- *Discovery, Indigenization, Teaching and Learning, Engagement*

  CERTESL students are required to develop and apply appreciation for learners of diverse linguistic and cultural backgrounds, including Indigenous backgrounds, in all of their practice as teachers, and to engender such appreciation among their diverse students. Through engagement with English language teachers and learners in their communities both before and during the practicum, students will teach in a manner that supports and respects diversities, and will be open throughout their careers to learning more about effective teaching in the diversity of environments in which they serve learners.

- *Courageous Curiosity, Boundless Collaboration, Inspired Communities*

  As teachers of learners who must survive, thrive and contribute to new communities, CERTESL graduates must be curious not only about their students' origins but also about the conditions in which they are entering their new communities. Often the teacher of English language learners must take on advocacy roles in support of their students, which requires "courageous curiosity" for effectiveness, and part of what the teacher must also do is support students to become effective advocates on their own behalf. Because English language learners must be able to integrate into their new communities

in ways that complement rather than expunge the diversity of their identities, exploration of and collaboration with institutions and individuals within the community is essential to the English language teacher's professional planning and practice. Much of what keeps an English language teacher inspired is the equally endless variety of inspirations that learners bring to the classroom and ultimately to the communities of which they are becoming a vital part.

> c. *Is there a particular student demographic this program is targeted towards and, if so, what is that target? (e.g., Aboriginal, mature, international, returning)*

- The large majority of CERTESL program applicants are teaching or intend to teach adult ESL learners in Canada, within either government-funded programs for newcomers to Canada (LINC, ESL Stage I, ELT, etc.) or English for Academic Purposes (EAP) programs for international students at universities or colleges.
- Smaller numbers are teaching or plan to teach overseas for all or part of their ESL teaching careers.
- Some pre-K-12 teachers who are already in Class 6 of the provincial pre-K-12 salary grid or who want to move into adult ESL education after retirement from the school system are also choosing CERTESL rather than the PDCEAL.
- A small but increasing number are internationally trained immigrant teachers who have decided to teach the English language to adults in Canada, either because they want to share their experience with fellow adult newcomers or because the process of qualifying to teach in a Canadian pre-K-12 school system is often prohibitively long.

CERTESL student demographics may also be described in terms of previous education and age range:

- Almost all CERTESL students have at least one university degree.
- The large majority of CERTESL students are mature learners, born in Canada and returning to university to take courses, usually either to respond to the needs of their students or employers in the education field or to transition into TESL from another career. Therefore, the median age of CERTESL students is in the 30's or early 40's.
- A small minority are undergraduate Education or Arts and Science students.
- A handful are education assistants (both adult and pre-K-12) who may or may not have postsecondary training.

> d. *What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?*

College of Education, University of Saskatchewan

As noted above, CERTESL's partner program, the PDCEAL, addresses pre-K-12 education while CERTESL is now strengthening its focus on adult education contexts. They are similar programs in that they focus on developing teachers for English second/additional language learning but for different educational learning contexts (adult vs pre-K to grade 12).

Department of Linguistics and Religious Studies, University of Saskatchewan

The establishment of CERTESL (1992) predates the M.A. in TESOL delivered by the Department of Linguistics and Religious Studies. CERTESL was designed explicitly to meet English language teaching and learning needs within Canada and to evolve with Canadian and provincial standards for ESL teachers. It was also designed to be accessible to all qualified applicants via distance delivery. The M.A. TESOL is directed at meeting the needs of a very different student population: international students who plan to teach, conduct research or administer Foreign Language programs in their home countries. It does not incorporate curricular and practicum requirements of TESL employers and professional bodies that must meet the English language instructional needs of learners who must become able to live, work and study in Canada. In addition, the M.A. TESOL is delivered in face-to-face mode, and therefore is not accessible to most CERTESL students. CERTESL is explicitly committed to enabling students to meet the certification and accreditation requirements of TESL Canada, TESL Ontario, and TESL Saskatchewan and specific needs of employers and the English language learners they serve within Canada.

Because their spheres of responsibility are different, the Department of Linguistics and Religious Studies which operates the M.A. TESOL program has no direct stake in changes to the content of CERTESL. However, the Department of Curriculum Studies and the Department of Linguistics and Religious Studies are in the process of developing a joint proposal that will allow M.A. TESOL students to use three CERTESL degree-credit courses to fill the specific gaps between what the M.A. program provides and the specific content and practicum requirements for adult ESL teaching positions in Saskatchewan and across Canada.

University of Regina

The Faculty of Education at the University of Regina offers a five-course/15 credit Masters' Certificate in TESOL (Teachers of English to Speakers of Other Languages). It is designed for in-service teachers with backgrounds in education, language studies, linguistics or related fields, primarily for pre-K-12 settings. It does not address the adult education or practicum requirements of TESL Ontario or TESL Canada and does not meet the TESL-specific practicum requirement implemented in May 2018 by TESL Saskatchewan. It is also delivered face-to-face and therefore can serve only participants who live within commuting distance of the University of Regina campus.

Briercrest College

Briercrest College in Caronport offers a B.A. in Global Studies – TESOL focus which meets both TESL Saskatchewan Competency (Standard 2) and TESL Canada Standard 2 expectations for content and practicum. However, because it is delivered face-to-face by a faith-based institution, it serves a different demographic than distance-delivered CERTESL.

Across Canada

CERTESL was designed in 1992-93 in collaboration with, and by some of the same people who developed the original 6-course accreditation standards of TESL Saskatchewan (then called SCENES) and Alberta TESL implemented in the mid-1990's.

Vancouver Community College (VCC)'s distance-delivered Diploma in TESOL used to be CERTESL's primary competitor. However, both the on-campus and distance-delivered TESOL

programs at VCC were abruptly discontinued during a financial restructuring several years ago. VCC's on-campus TESOL programs have been re-established, but a decision has not yet been made about recreating the distance version of the diploma program.

Ontario now provides CERTESL through a distance-delivered Graduate Certificate in TESL at Conestoga College (information online at http://www.conestogac.on.ca/fulltime/teaching-english-as-a-second-language-tesl) but CERTESL still attracts many Ontario students because Conestoga does not run all its courses three times a year; CERTESL is the more flexible program.

Other distance programs that meet TESL Canada Standard 2 requirements exist, but Conestoga's is the only other distance certificate that meets TESL Ontario OCELT or TESL Saskatchewan Competency standards for depth and rigor, or TESL Ontario standards for content and instructor qualifications.

One distance-delivered Master's program in Canada meets TESL Ontario standards, the M.A. in TESOL at Trinity Western University (TWU) in British Columbia. Because this is a faith-based institution, it is not attractive to all TESL trainees, and admission requires teaching experience and a minimum of 9 prerequisite credits. Some CERTESL graduates have gone on to acquire TWU's M.A.; TWU has accepted their CERTESL coursework (whether degree or non-degree) as meeting its prerequisite requirement.

2. Admissions

   a. What are the admissions requirements of this program?

Admission Requirements

Admission for CERTESL Undergraduate Certificate applicants will be based on an admission score comprised of the following:
- Online Essay: 25%
- Admission Average: 75%

Online Essay (25% weighting)

As part of the application process, applicants must write a short essay regarding their background and reasons for wishing to enter the program. This essay is used in part to identify potential issues with academic English usage that may prevent success for both first language and additional language speakers of English, and in part as a guideline for academic advising that meets the applicant's particular needs and goals. If an essay raises significant concerns about the quality of the applicant's language skills, notwithstanding proof of proficiency provided through academic transcripts or academic English proficiency test scores, the person may be required to provide further evidence of academic English competence before being granted regular admission.

Admission Average (75% weighting)

Applicants from High School

   1. Grade 12 Standing

   2. Required grade 12 classes
   - English A30 (or equivalent)
   - English B30 (or equivalent)

   Note: a minimum grade of 70% is required in each of these courses.

   3. Admission Average : 70%

An admission average will be calculated using the University of Saskatchewan's five-mark formula:
- **One** English
- **One** math
- **Three** other approved subjects:
   o Maximum of **two** natural sciences
   o Maximum of **two** social sciences or humanities
   o Maximum of **one** fine or performing art

Applicants with Post-Secondary Coursework
(18 credit units or more coursework at the college or university level)

> 1. **Previously completed undergraduate degree**
>   **or**
> 2. **Admission Average: 60%**
>
> For those applicants without a degree but have 18 or more credit units, they can be admitted based on an admission average calculated using the most recent 18 credit units or overall average.

English Proficiency

If the applicant's first language is not English, they will be required to prove proficiency in English before admission in one of the following ways:

- **Completion of an accepted standardized test**

Test	Minimum Score Required
IELTS (Academic) International English Language Testing System	Overall Band Score: 6.5 With minimum individual scores of • Reading: 6.5 • Listening: 6.5 • Speaking: 6.5 • Writing: 6.5
CanTEST Canadian Test of English for Scholars and Trainees	4.5 With minimum individual scores of • Reading: 4.5 • Listening: 4.5 • Speaking: 4.5 • Writing: 4.5
Other Tests of Academic English Proficiency	Equivalent Scores to above

NOTE: These standardized test scores for English Proficiency are higher than the standards typically used for admission to other University of Saskatchewan's programs. Please see the rationale outlined below for complete details.

- **Completion of high school (secondary) studies in English**
  - must have completed high school in English with grades in English 30 of at least 70%

- **Completion of post-secondary studies in English**
  - must have successfully completed at least 18 credit units of post-secondary education from a recognized post-secondary institution where English is the official language of instruction and examination

Applicants with Special Circumstances

Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. The University of Saskatchewan's Special (Mature) Admission policy and procedure will be followed.

To be considered for Special (Mature) Admission, applicants must meet the following criteria. Applicants must be:

- 21 years of age by the first day of classes
- entering the first year of study

Applicants who have completed 18 credit units or more of university-level credits are not eligible to apply for Special (Mature) Admission.

Additional documents, including proof of age, written request for Special (Mature) Admission, current resume, and proof of other credentials (if applicable), will be requested if the applicant is determined to be a suitable candidate for Special (Mature) Admission.

Rationale for English Proficiency Requirements

Admission to the CERTESL Undergraduate Certificate requires applicants to have IELTS-Academic 6.5, CanTEST 4.5, or the equivalent in another acceptable academic English language proficiency test **in all four skill areas** for the following reasons:

1) Our students are training to become English language teachers, mostly for employment in Anglophone Canadian communities, and the Anglophone community context requires a higher standard of English skills for English language teachers than do most communities in non-English speaking countries. Two of CERTESL's accrediting bodies, TESL Ontario and TESL Canada, have a formal requirement of IELTS-Academic 7.0 for any non-native speaker of English who applies for professional accreditation. It is very difficult for a student-teacher to increase a skill from 6.0 to 7.0 in just three or four terms, which is the intended timeframe for program completion of a large portion of CERTESL students. Requiring 6.5 as a minimum for all for skills at the point of program admission significantly increases the probability that a candidate will meet the 7.0 accreditation requirement by the time they graduate from the program.

2) Although CERTESL used to accept IELTS-Academic 6.5 **overall** rather than 6.5 in **all four skills**, it became clear with experience that in distance mode, adequate English proficiency in all four skills is even more important than in face-to-face TESL courses. Students in distance courses are unable to rely on nonverbal cues and other visual supports that support the comprehension of on-campus students in face-to-face classes, and usually distance students are not in a position to work in person with classmates or others to support comprehension and expression. Course instructors are available for telephone consultation if needed, but occasional conversations on the phone do not replace the whole framework of language enrichment that occurs through academic and social interactions on campus. Online tutorial support is available for written assignments, but cannot solve ongoing problems rooted in significant aural or reading comprehension challenges.

3) More specifically, experience has demonstrated that distance students who begin the program with weaknesses in any of English language written expression, reading

comprehension or aural comprehension are very likely to have significant difficulty in their first course, increased difficulty in their second, and a high likelihood of failure in the courses that follow, because when concepts are not well-understood in the introductory courses, a student's comprehension of concepts in later courses is even more limited. It is far kinder and more ethical to require students to improve their English skills to a level that gives them a reasonable chance of success before admission to the program than to admit them knowing that they have a high probability of failure.

4) Because most online class interaction is in written form, both reading and writing skills below the IELTS-Academic 6.5 level negatively will affect the student's ability to participate effectively in online course discussions. This limits their ability to learn from the discussions and to share the benefit of their valuable experience as learners with their colleagues in the courses.

5) Lack of confidence in oral expression and difficulty in aural comprehension also serve to inhibit non-native speakers of English in the discussion components of web conferences that are part of several CERTESL courses.

6) Because practicum host programs and supervising teachers do not want their ESL students to be negatively affected by student-teachers whose English is not at a professional level of competence, speaking and listening skills of less than IELTS-Academic 6.5 negatively affect a CERTESL student's chance of obtaining observation and practicum placements. Many host programs use practicum placements as a means of scouting new teaching talent; if they doubt the student's speaking and listening skills as a result of interactions during the pre-practicum observation period, the student is unlikely to be offered a practicum placement.

7) During their practica and in order to find employment after graduation, CERTESL students require English skills that are greater than those of the students that they may be teaching. English language students in the upper levels of English for Academic Purposes and professional bridging programs must have skill levels of IELTS 6.5 or even 7.0 by the time they complete their programs, so this is the minimum level of skill most Canadian employers look for among their teachers. Because of this, some of our competitors in Ontario require English proficiency scores as high as 7.5 in all skills for initial program admission. We can predict with reasonable confidence that CERTESL students will have achieved skill levels of 7.0 by the time they begin the practicum if they start with skill levels of 6.5, but if they start with levels of only 6.0 in any particular skill, their likelihood of demonstrating skills of 7.0 by the time of their practicum is greatly reduced.

3. Description of the program

   a. What are the curricular objectives, and how are these accomplished?

Please see section b below for means of accomplishing the curricular objectives, and second f below for the objectives themselves.

   b. Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.

The mission of the CERTESL program is to ensure, through high-quality distance-delivered teacher education, that well-trained English language educators are available to meet English language education needs in Saskatchewan and across Canada and to ensure that Canadians will be able to earn reputable credentials that will enable them to teach the English language across Canada and overseas. Because most English language learners served by CERTESL graduates are newcomers to Canada, CERTESL graduates must be able to teach English in a manner that enables their students to live well in Canada and participate positively as part of the fabric of Canadian society. This requires that their training be grounded not only in the theoretical concepts underpinning the modern practice of English language learning and teaching for communicative competence, but also that they are able to apply tools developed for Canadian English language learning contexts successfully to planning, delivery and assessment of and for language learning relevant to their learners' life, work and academic needs.

Because CERTESL's particular niche in the Canadian TESL training community is to ensure maximum accessibility for prospective student-teachers who are not able to participate in face-to-face training programs, all CERTESL courses are delivered in distance formats. As of January, 2019, all of CERTESL's distance courses have completed the transition from the Independent Study mode (traditional paper-based distance education) to an asynchronous online distance format within the Blackboard online learning system, supplemented by occasional synchronous web conferences via the WebEx conferencing system. Details of delivery mode for each course are provided in the Syllabi accompanying this proposal.

   c. Provide an overview of the curriculum mapping.

   N/A

   d. Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.

Experiential learning is a key part of CERTESL's philosophy and practice because experiential learning is an essential component of modern English language instruction, especially for learners in newcomer-oriented programs. The Language Experience, Participatory, Task-Based Language Teaching and Content-Based Language Instruction approaches to language learning are all explored at key points of the academic program. Assignments are grounded as much as possible in English language learner needs and institutional contexts. Participants are given experience in applying key real-life tools for curriculum and lesson design, particularly the Canadian Language Benchmarks and the Common Framework of Reference for Language, into

the planning and materials development that they do as part of their course and program requirements.

Prior to the practicum, participants must carry out and report on ten hours of ESL classes. They are not required to volunteer in their host classrooms or programs, but volunteering is strongly encouraged for those who do not yet have relevant teaching experience. Assignments are often based on case studies, and students are encouraged to use classes they have observed or taught as reference points for practical assignments.

All participants who do not have substantial documented successful hours of experience as teachers in charge of English language classes must then complete practicum coursework which allows them to meet TESL Ontario – OCELT, TESL Saskatchewan Competency and TESL Canada Standard 2 accreditation/certification requirements. Some CERTESL students who have documented successful English language teaching experience that meets the relevant accrediting body's requirements for the practicum may select TESL 443.3 – Professional Project as an alternative capstone to TESL 442.3. Others take TESL 443.3 as their elective course. A Professional Project may take many forms, but is intended to be grounded in the needs of the situation in which the participant is teaching or plans to teach. Therefore, most projects have a strong experiential learning component.

> e. *Explain the comprehensive breadth of the program.*

The CERTESL program meets all requirements for professional recognition set by professional organizations in the field of Teaching English as a Second/Additional Language across Canada. In part, this means covering the following areas of skills and knowledge, as articulated in the accreditation standards of TESL Ontario which were developed in consultation with the Certificate of Successful Completion in TESL (CERTESL) and other credible TESL training programs between 2000 and 2014.

> f. *Referring to the university "Learning Charter" (2018), explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.*

CERTESL's program goals are highly consistent with the five learning goals of the University's Learning Charter (2018). CERTESL graduates should achieve the following goals and objectives:

The Pursuit of Truth and Understanding

1. Develop a habit and appreciation of life-long in-service as a foundation of effective and creative teaching:
   - Identify personal learning needs
   - Apply principles of inquiry to professional practice
   - Participate in a community of practice.

2. Broaden and deepen a respect for English language learners as a source of global knowledge and intercultural understanding:
   - Identify and respond appropriately to the stages of cultural adaptation
   - Develop equitable relationships with subsequent language learners

- Establish a safe, respectful and accepting classroom culture
- Ensure that demonstrating Canada's character as a nation of treaty people is a conscious part of the process of establishing a respectful and accepting classroom culture.

3. Enable pre-service and in-service training teachers to identify and use learning opportunities in all aspects of life:
   - Identify life needs through the process of needs analysis
   - Transform life needs into language goals.

The Pursuit of Knowledge

1. Develop a comprehensive knowledge of the inner workings of the English language for the benefit of English language learners:
   - Analyse language in terms of the communicative competencies: grammatical, textual, functional, sociolinguistic/pragmatic, strategic
   - Apply the analysis of the communicative competencies to needs analysis, planning and assessment
   - Model excellent standards of English language use for the benefit of the English language learners for whom they are responsible.

2. Develop a comprehensive knowledge of the principles of subsequent language learning and teaching:
   - Understand key concepts in the field of applied linguistics, educational psychology, intercultural education, Aboriginal education, pedagogy and andragogy
   - Explore the foundational role of language in daily life and the global environment.

The Pursuit of Integrity and Respect

1. Develop an understanding of integrity and ethical behaviour in the educational workplace:
   - Identify, analyse, and challenge unfair, unjust or disrespectful behaviour in the educational environment
   - Identify the role of the teacher in the safety, security and human development of the English language learner
   - Respond effectively and supportively to issues of integrity and ethical behaviour.

2. Develop recognition of personal cultural preconceptions and be aware of the validity of other cultural perspectives without compromising the ability of the language learner to adapt to the new cultural context:
   - Demonstrate the ability to describe behaviour and beliefs without the use of value-laden terminology
   - Identify personal discomforts with the behaviours and attitudes of others that conflict with your personal expectations
   - Interpret the behaviours and attitudes of others that cause personal discomfort nonjudgmentally
   - Demonstrate active awareness of the effects of history, including

Canadian history, on the attitudes of one's self and others towards diverse groups, including Indigenous communities in Canada and elsewhere, and build such awareness as appropriate into professional behaviours.

The Pursuit of Skills and Practices

1. Develop effective verbal and non-verbal communication strategies in accordance with the current skills and skill development needs of subsequent language learners:
   - Identify current skills and skill development needs of the language learner
   - Identify the potential for communication in every detail of the environment
   - Demonstrate meaning non-verbally
   - Expand the range of non-verbal communications through the use of appropriate technology.

2. Enable pre-service and in-service training teachers to diagnose and address the linguistic, sociocultural learning needs and personal learning styles of their students:
   - Identify nonstandard characteristics of students' written and spoken English
   - Identify nonstandard limitations of students' reading and listening comprehension in English
   - Apply appropriate teaching strategies to enable students to improve their linguistic skills
   - Identify the limitations in the student's ability to negotiate a new cultural, academic and employment environment
   - Apply appropriate teaching strategies to enable students to improve their pragmatic communication skills for use in their environment.

3. Cultivate a professional attitude and approach to English language students and employing institutions:
   - Demonstrate respect for protocols of the institution and classroom
   - Identify and maintain accountabilities of the position.

4. Enable the use of appropriate technologies for teaching and professional growth:
   - Demonstrate the use of technology in the process of research and development
   - Demonstrate digital literacy through the creation of learning materials and participation in communities of practice.

Individual and Community Pursuits

1. Prepare thoughtful, world-minded, educated and engaged pre-service and in-service training teachers:
   - Demonstrate an open and interested attitude towards cultures other than their own
   - Differentiate between personal qualities and cultural characteristics
   - Approach learners from many cultures in a manner that supports their

adaptation to local sociocultural contexts
- Apply an open and sensitive attitude to his or her own sociocultural adaptation
- Approach learners and address their behaviours in a manner that will assist them to be aware of, open to and respectful of the diversity of the whole community, including Indigenous participants in the community.

2. Encourage a practice of leadership in the classroom, institution and profession:
   - Identify opportunities to become an active participant in professional communities of practice
   - Contribute openly to communities of practice
   - Engage colleagues in professional discourse
   - Act as agents of change where opportunities arise.

   g. *Describe how students can enter this program from other programs (program transferability).*

Candidates may request transfer credit evaluations. Candidates must be able to provide official transcripts and detailed course information that demonstrate at least an equal number of academic contact hours covering at least 70% of the necessary content of a specific CERTESL course. In general, the candidate must have grades of at **least 60%** in order to receive transfer credit.

Because of the TESL accreditation requirements relied upon by ESL program funders and employers across Canada, some professional training programs from neither universities nor postsecondary polytechnic institutions may be accepted for transfer credit (CELTA, ACE TESOL, CCLCS, a small handful of others.) To be acceptable, such programs must demonstrate consistent standards that equate to those of university or polytechnic programs and serve as reliable predictors of success in the CERTESL courses that follow.

No more than 10 credit units may be transferred from other institutions. However, if the equivalent coursework is completed in another University of Saskatchewan program (notably the M.A. in TESOL), 13 credit units may be accepted.

   h. *Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.*

The program is already a success. It has been a success since the early '90s, evidenced through the high percentage of students who have come to it by personal referrals, its success in each five-year reporting period of having program recognition renewed by TESL Ontario and TESL Canada without onerous program adjustment requirements, and the high proportion of CERTESL students staffing ESL programs not only in Saskatchewan, but also in communities elsewhere in Canada where no local program exists, or where local programs exist but are not accessible to employed adult learners. CERTESL has become a kind of provincial archetype, with program leaders asking applicants if they "have their CERTESL" rather than their TESL Saskatchewan accreditation or TESL Canada certification. CERTESL's success may also be measured in its proactivity; CERTESL puts more effort into addressing initial literacy than most recognized TESL programs across Canada and was the first TESL Canada or TESL Ontario-

recognized program to do so, and although TESL 34 (formerly EIND 375) has been on hiatus for several years pending updating by a suitably qualified subject matter expert, CERTESL has long been the only TESL program in the country to make explicit provision for teachers working with Indigenous learners of standard English. CERTESL has also been among the first programs to respond to many new initiatives in the ESL/EAL field, notably the early integration of the Canadian Language Benchmarks and Portfolio Based Language Assessment, integration of the Common Framework of Reference for Language needed by Saskatchewan's pre-K-12 EAL teachers, and the launch of an Additional Qualification Certificate path for pre-K-12 teachers seeking a rise in the pre-K-12 provincial salary grid.

The success that will be evaluated in the 2019-2020 academic year will relate to the current version of TESL 32.0/ECUR 331.3, piloted in the fall of 2018, and the new revision of TESL 36/ECUR 339.3, which is scheduled for piloting in the spring of 2019. This will be assessed through SETLQ evaluations and the quality of work done by the students in relation to the objectives of the two courses during the three terms following the pilots, as well as by feedback from local practicum sponsor-teachers in LINC programs who will be able to judge the ability of our ECUR 331.3 completers in applying the Portfolio Based Language Assessment model to their practicum planning and teaching. The success of the new Family Literacy module in ECUR 339.3 will require a longer timespan for evaluation, and will require consultations with settlement agencies that employ CERTESL graduates and coordinate with pre-K-12 schools via the federally-funded Settlement Workers in Schools program.

In addition to academic oversight provided by the Department of Curriculum Studies to ensure academic quality control, CERTESL has specific processes for ensuring continued currency and relevance:

- Academic Coordinator oversight. The Academic Coordinator participates in provincial and national fora that provide constant information about changes and resource development in the TESL/TEAL field. The Academic Coordinator also meets regularly with relevant Ministry of Education and Ministry of Economy officials regarding projected provincial needs.

- Instructor feedback. Most instructors are currently working in the field and submit information to the Academic Coordinator when they detect a disjuncture between curriculum and evolving real-life needs. Instructors also flag unclarities, errors, broken links, etc. in course guides and exams.

- Student feedback – online evaluations. Each instructor reviews these and, if appropriate, passes on comments that should be considered in the process of curricular change.

- Student feedback – final practicum and project reports. This has been a more reliable way of gathering information about student experience and needs regarding the program as a whole. Many of the edits to TESL 42 (now ECUR 446.3) and TESL 43 (now ECUR 448.3) over the past ten years have emerged from experiences and ideas shared by students in these reports.

- Feedback from the TESL/TEAL professional community. Local practicum mentor-teachers were among the first people to recommend that CERTESL students planning to work in LINC programs receive orientation to the Portfolio Based Language Assessment

(PBLA) model that has been integrated over the past five years into federally and provincially funded programs for newcomers to Canada.

> i. *If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.*

With the addition of one course and practicum additional hours, CERTESL graduates currently are eligible for accreditation by TESL Ontario (OCELT), TESL Saskatchewan (Competency Level) and TESL Canada (Standard 2). Students who complete specific segments within the program but not the full program and the core practicum, ECUR 446.3, without Additional Hours are eligible for TESL Canada Standard 1 certification and TESL Saskatchewan Introductory level accreditation. The seven-course, extended practicum variation of the current CERTESL program has formal recognition status with both TESL Ontario and TESL Canada (TESL Saskatchewan assesses accreditation applicants on a case-by-case basis based on transcripts and employment documentation, rather than maintaining a formal program recognition system.)

No direct costs are associated with the transition from non-degree to undergraduate certificate status, aside from routine costs of concurrent course revision cycles. The College of Education is taking on additional administrative functions for program admission and other academic matters, but this is the planned result of the transfer of academic responsibility for CERTESL from DEU to Education which occurred three years ago. Therefore, the transfer of administrative support costs would have occurred whether or not CERTESL was making the transition from non-degree to undergraduate certificate status; it is unconnected to the re-establishment of the existing CERTESL program as an undergraduate certificate. Per-student revenue for the two additional one-credit unit courses to support the practica requirements will increase revenues as per-credit university tuition will now be applied.

4. **Consultation**
   > a. *Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?*

College of Education, University of Saskatchewan

As noted above, CERTESL's partner program, the PDCEAL, addresses pre-K-12 education while CERTESL now has more of an adult focus. The two programs overlap, sharing ECUR 291.3, 391.3, and 393.3 as requirements. The PDCEAL accepts CERTESL's required course ECUR 292.3 as an elective. It is anticipated that ECUR 375.3 (formerly EIND 375/TESL 34) will be recreated and, by doing so, it will become an elective for both programs. The PDCEAL's requirement ECUR 415.3 may be substituted for ECUR 331.3 by pre-K-12 educators who have reasons to select CERTESL. Education undergraduates will continue to have access to ECUR 291.3 as an elective in their B.Ed. programs; in the PDCEAL, ECUR 291.3 if taken within the teacher's B.Ed. will continue to be replaceable by an extra elective including options from CERTESL as appropriate to the teacher's professional needs.

Department of Linguistics and Religious Studies, University of Saskatchewan

Currently, the Department of Linguistics and Religious Studies and the Department of Curriculum Studies are discussing collaboration that will allow M.A. TESOL students to meet Canadian and Saskatchewan standards for ESL instructors without placing an undue additional burden on M.A. TESOL students. The proposal being examined, if practicable, will result in fees currently paid by M.A. TESOL students to maintain their student status during the fall and winter term being directed instead to CERTESL tuition for ECUR 291.3 and ECUR 331.3, a net increase in the College of Education's revenue. M.A. TESOL students may then be allowed to substitute CERTESL's extended practicum, ECUR 446.3 and ECUR 445.1, for an elective in the M.A. TESOL program. These credit units fill the gap between the M.A.'s content and the expectations of TESL Canada, TESL Saskatchewan and adult TESL employers in Saskatchewan and elsewhere in Canada. This plan is of course dependent on the re-designation of TESL 32.0 to ECUR 331.3. Meeting notes from these meetings are included in the appendices.

> b. *List units that were consulted formally, and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.*

Consultation with the Registrar.
The Registrar's Office strongly suggested that the CERTESL Program apply for this change of status in spring of 2019.

> c. *Proposals that involve courses or other resources from colleges outside the sponsoring unit should include evidence of consultation and approval. Please give special consideration to pre- and co-requisite requires when including courses from other colleges.*
>
> N/A
>
> d. *Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.*

The courses of this program are based on existing courses and therefore no consultation was necessary.

> e. *List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)*

A letter of support from TESL Saskatchewan, the provincial accrediting body for English language instructors, is attached to the Proposed Program Change document (Sept. 10, 2018).

5. Budget

   a. *How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/ breadth requirements or electives)? (estimate the percentage time for each person).*

All CERTESL online facilitators are ASPA casual appointments. Instructors are paid for 8 hours of instructional and administrative time per student per course. Class sizes may range from 3 to 35 students. As much as possible, sections are capped at 25 students. If more than one section is needed, additional instructors are engaged on the same part-time term basis in consultation with the primary instructor about their preferred capacity for that term.

Currently 10 individuals are serving as part-time online facilitators, although one of these is working with undergraduate Education students rather than with CERTESL students per se, and three others have classes composed partially of CERTESL and partially of PDCEAL students. Currently, two online facilitators have other nonfaculty academic positions at the University of Saskatchewan; others have core employment elsewhere as ESL instructors, two are semi-retired and one is an at-home parent.

The CERTESL program has an academic coordinator, officially assigned on a 0.7 basis to the program. Currently, the academic coordinator's salary is provided by the Distance Education Unit (DEU).

The Department of Curriculum Studies assigns a portion of one administrative support employee to CERTESL (currently 10% but will increase with new admission procedures). The Department Head has academic oversight of CERTESL.

DEU continues to support administrative functions for the mechanics of course delivery, as well as supplying instructional design support and Blackboard/WebEx technical support as needed.

   b. *What courses or programs are being eliminated in order to provide time to teach the additional courses?*

The Certificate of Successful Completion in Teaching English as a Second Language (CERTESL) is being eliminated. Instructors are being re-allocated accordingly to the new degree-credit program components.

   c. *How are the teaching assignments of each unit and instructor affected by this proposal?*

   N/A

   d. *Describe budget allocations and how the unit resources are reallocated to accommodate this proposal. (Unit administrative support, space issues, class room availability, studio/practice rooms laboratory/clinical or other instructional space requirements).*

There are no administrative support allocation changes, but rather, the support has been transferred from DEU to Curriculum Studies. Because this is a distance-delivered program, space-related issues do not exist.

> e. *If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered.*

The program is intended to be cost-recovery. As of 2015, tuition revenue activity is attributed to the College of Education. Education is now responsible for instructional costs. As instruction is paid on a per student basis, in accordance with University practice, each registration covers the cost of ASPA instruction. Tuition is transferred to DEU to cover salary and administrative costs, with the balance transferred to the Curriculum Studies Department. The transferred funds are used to offset Department support costs for instruction and other direct Departmental costs.

> f. *If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.*

N/A

> g. *What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?*

In the future the Department of Curriculum Studies will consider establishment of a bursary for international students, at the suggestion of the Registrar.

CERTESL students located in Saskatchewan are often recipients of professional development bursaries provided annually to ESL/EAL teachers and teachers-in-training by TESL Saskatchewan and the STF Professional Growth Network SKTEAL.

CERTESL students are eligible for student loans under the same terms as other University of Saskatchewan students.

CERTESL students are in some cases able to access professional development funding from employers. With degree-credit status, this type of funding should become more common.

> h. *What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).*

CERTESL tuition is assessed in Tuition Category 2 of the University of Saskatchewan's standard tuition rates.

i. What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer)

Please see the attached Financial Budget and TABBS information/scenarios, provided by Dean Olorenshaw, Strategic Business Advisor, Finance, College of Education.

j. What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, below which the program ceases to be feasible? What is the maximum enrolment, given the limitations of the resources allocated to the program?

It is anticipated that the program will recruit 60 students per year. Rising employer and funder expectations for adult ESL teacher training is an established trend in most provinces including Saskatchewan. This suggests that CERTESL will maintain or increase current enrollments in the coming years. Because the program is delivered primarily on a cost-recovery basis and the established program has a reputation for graduating on average 45-50 students annually, it is anticipated that enrolments will not drop below 45 students.

k. What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?

The expected revenues for CERTESL will not change significantly (see financial information above) and will slightly increase. Because the Certificate of Successful Completion in TESL (CERTESL) has been offered for many years, as degree, non-degree certificate or non-credit modules, little of the expected revenue is new; it is merely transferring from the non-degree certificate to the new undergraduate certificate. There will be some increase in revenue as a result of the introduction of the two one-credit unit courses that support the practica requirements.

l. At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?

Because all courses are delivered in distance mode and instructors are therefore paid on a per-student basis, the program is largely kept sustainable by tuitions. If the enrolment rises, so do tuitions; larger numbers therefore improve sustainability.

m. Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program: (ii) existing resources (including in-kind and tagged as such) applied against the total cost: and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).

See above cost analysis and attached budget information.

n. List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicate any anticipated surpluses/deficits associated with the new program

  N/A

College Statement

Please provide here or attach to the online portal, a statement from the College which contains the following:
- *Recommendation from the College regarding the program*
- *Description of the College process used to arrive at that recommendation*
- *Summary of issues that the College discussed and how they were resolved*

The College Statement from Michelle Prytula, Dean, College of Education is attached.

Related Documentation
At the online portal, attach any related documentation which is relevant to this proposal to the online portal, such as:

- *Excerpts from the College Plan and Planning Parameters*

    N/A

- *SPR recommendations*

    N/A

- *Relevant sections of the College plan*

The new College plan is currently unavailable, though the nature of this program development is within the scope of the College's mandate to educate teachers.

- *Accreditation review recommendations*

The most recent re-accreditation reviews by TESL Ontario and TESL Canada resulted in re-accreditation with no requests for change. Copies of documentation confirming re-accreditation are attached.

- *Letters of support*

TESL Saskatchewan (attached)

- *Memos of consultation*

Notes from recent meetings with Dr. Jesse Stewart of the Department of Linguistics and Religious Studies – referenced above.

Consultation Forms

At the online portal, attach the following forms, as required

Required for all submissions:
- *Consultation with the Registrar form (attached)*
- *Complete Catalogue entry, if proposing a new program, or excerpt of existing program with proposed changes marked in red*

Required for all new courses:
- *New Course Proposal forms (attached)*
- *Calendar-draft list of new and revised courses (attached)*

Required if resources needed:
- *Information Technology Requirements form*

  N/A

- *Library Requirements form*

  N/A

- *Physical Resource Requirements form*

  N/A

- *Budget Consultation form*
  See budget information above.

Financial Budget

-based on 24 credit units as an estimate as TABBS will not calculate based on 24 credit units

	Number of Students	Per 3 Credit Unit Class	Benefits	Overhead	Total per 3 Credit Class	Total for 24 credits	Tuition Revenue from TABBS	Difference
ASPA (Level 6 Instructor)	60	16,032	1,254	1,400	18,686	149,486	235,937	86,451
ASPA (Level 6 Instructor)	45	12,024	940	1,400	14,364	114,914	177,473	62,559
ASPA (Level 6 Instructor)	30	8,016	627	1,400	10,043	80,343	119,047	38,704

- based on paying ASPA instructor $267.2 per student

	Number of Students	Per 3 Credit Unit Class (max of 30 students per cohort)	Benefits	Overhead	Total per 3 Credit Class	Total for 24 credits	Tuition Revenue from TABBS	Difference
Sessional (Level 3)	60	15,400	1,400	4,600	21,400	171,200	235,937	64,737
Sessional (Level 3)	45	15,400	1,400	4,600	21,400	171,200	177,473	6,273
Sessional (Level 3)	30	7,700	700	2,300	10,700	85,600	119,047	33,447

- Classes of 60 and 45 have been split into two classes therefore doubling Sessional costs

Prepared by Dean Olorenshaw

Strategic Business Advisor, Finance

College of Education

January, 2019

Education

Change in unrestricted provincial operating grant: 0.00%

Provincial Operating Grant | Tuition | Direct and Indirect Costs

Guide

Operating Grant	Current	Projected	Change	
Restricted Provincial Operating	$ -	$ -		
Unrestricted Provincial Operating	$ 13,559,528	$ 13,610,338	$ 50,810	▲ (0.4%)
Tuition				
Undergraduate - Enrolment	$ 1,101,553	$ 1,137,078	$ 35,525	
Undergraduate - Instruction	$ 2,923,228	$ 3,029,802	$ 106,574	▲ (3.6%)
Graduate - Enrolment	$ 500,509	$ 500,509		
Graduate - Instruction	$ 264,005	$ 264,005		
Graduate - Supervision	$ 510,744	$ 510,744		
Total Revenue	$ 18,859,566	$ 19,052,476	$ 192,909	▲ (1.0%)
Indirect Expenses				
Research Support	$ 1,119,759	$ 1,119,759		
Student Support	$ 5,195,922	$ 5,269,874	$ 73,952	▲ (1.4%)
Graduate Support	$ 599,695	$ 599,606	-$ 89	▼ (0.0%)
Faculty/Staff Support	$ 728,789	$ 728,789		
General Support	$ 1,341,645	$ 1,341,645		
Health Sciences Support	$ -	$ -		
Occupancy				
General Occupancy	$ 562,019	$ 562,019		
Utilities	$ 196,596	$ 196,596		
Caretaking	$ 168,318	$ 168,318		
Leases	$ -	$ -		
Total Expenses	$ 9,912,741	$ 9,986,604	$ 73,862	▲ (0.7%)

Impact of Scenario ▲ $119,047

Chart y-axis: $160,000 / $120,000 / $80,000 / $40,000 / $- / $(40,000) / $(80,000) / $(120,000) / $(160,000)

Chart x-axis: Provincial Operating Grant | Tuition | Indirect Costs | Direct Costs
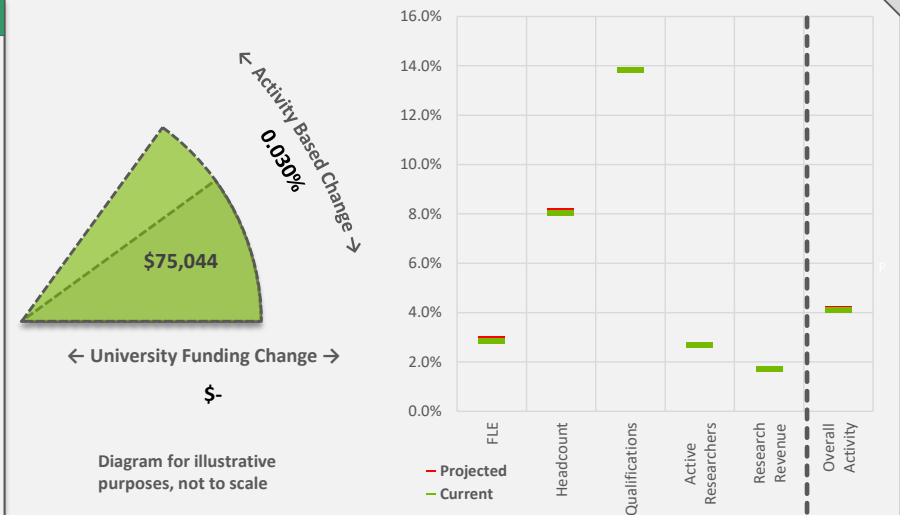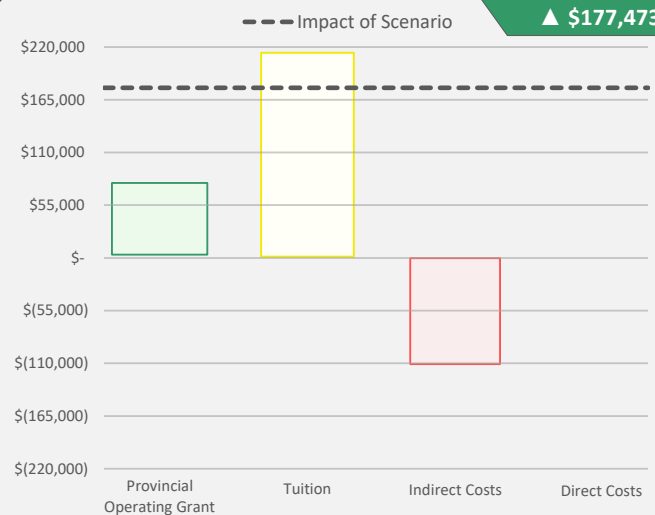
Activity Based Change 0.020%

$50,810

← University Funding Change →

$-

Diagram for illustrative purposes, not to scale

Chart percentages: 16.0% / 14.0% / 12.0% / 10.0% / 8.0% / 6.0% / 4.0% / 2.0% / 0.0%

Categories: FLE | Headcount | Qualifications | Active Researchers | Research Revenue | Overall Activity

— Projected
— Current

Students

	Cohort 1	Cohort 2	Cohort 3	Cohort 4
Number of Students	30.0	0.0	0.0	0.0
Type of Students	Undergraduate			
Origin of Students	Domestic			
New Students	☑	☐	☐	☐
Home of Students	☑	☐	☐	☐
Instruction from home RC	UGC 24 CRU	None	None	None
Instruction **NOT** from home RC	None	None	None	None
Home of Supervisor	☐	☐	☐	☐
Qualification Category	Certificate/Diploma			
Number of Resulting Qualifications	1.0	0.0	0.0	0.0

16% of undergrad & 0% of grad (credit unit) instruction is outside of the home college

Research

	Current 5 Year Av. Research Revenue	NEW LEVEL of 5 Yr Av. Res. Revenue	Research Funds Current level	Adjustment
Tri Agency	$ 841,168	$	87	0
Non Tri Agency	$ 133,334	$		

Faculty/Staff

Employment Class Type	Phase / Family	Salary (incl benefits)	Research Funded	Research Eligible	Research Active	Change	Number
None	None	$ -	☐			▲	0
None	None	$ -	☐			▲	0
None	None	$ -	☑			▲	0
None	None	$ -	☐			▲	0
None	None	$ -	☐			▲	0
None	None	$ -	☐			▲	0

Occupancy

Type	Location	Change	NASM	Average NASM
None	Unknown	▲	0	
None	Unknown	▲	0	
None	Unknown	▲	0	
None	Unknown	▲	0	
None	Unknown	▲	0	
None	Unknown	▲	0	

Non-Salary Costs

Type	Research Funded	Amount
None	☐	$ -
None	☐	$ -
None	☐	$ -
None	☐	$ -

Education

Change in unrestricted provincial operating grant: 0.00%

Provincial Operating Grant	Tuition	Direct and Indirect Costs

Guide

Operating Grant

Operating Grant	Current	Projected	Change	
Restricted Provincial Operating	$ -	$ -		
Unrestricted Provincial Operating	$ 13,559,528	$ 13,634,572	$ 75,044	▲ (0.6%)

Tuition

Tuition	Current	Projected	Change	
Undergraduate - Enrolment	$ 1,101,553	$ 1,154,840	$ 53,287	
Undergraduate - Instruction	$ 2,923,228	$ 3,083,089	$ 159,862	▲ (5.5%)
Graduate - Enrolment	$ 500,509	$ 500,509		
Graduate - Instruction	$ 264,005	$ 264,005		
Graduate - Supervision	$ 510,744	$ 510,744		
Total Revenue	$ 18,859,566	$ 19,147,759	$ 288,193	▲ (1.5%)

Indirect Expenses

Indirect Expenses	Current	Projected	Change	
Research Support	$ 1,119,759	$ 1,119,759		
Student Support	$ 5,195,922	$ 5,306,775	$ 110,853	▲ (2.1%)
Graduate Support	$ 599,695	$ 599,561	-$ 133	▼ (0.0%)
Faculty/Staff Support	$ 728,789	$ 728,789		
General Support	$ 1,341,645	$ 1,341,645		
Health Sciences Support	$ -	$ -		

Occupancy

Occupancy	Current	Projected	Change	
General Occupancy	$ 562,019	$ 562,019		
Utilities	$ 196,596	$ 196,596		
Caretaking	$ 168,318	$ 168,318		
Leases	$ -	$ -		
Total Expenses	$ 9,912,741	$ 10,023,461	$ 110,720	▲ (1.1%)

Impact of Scenario   ▲ $177,473

Chart axis values: $220,000, $165,000, $110,000, $55,000, $-, $(55,000), $(110,000), $(165,000), $(220,000)

Categories: Provincial Operating Grant, Tuition, Indirect Costs, Direct Costs

← Activity Based Change 0.030% →

$75,044

← University Funding Change →

$-

Diagram for illustrative purposes, not to scale

Chart percentages: 16.0%, 14.0%, 12.0%, 10.0%, 8.0%, 6.0%, 4.0%, 2.0%, 0.0%

Categories: FLE, Headcount, Qualifications, Active Researchers, Research Revenue, Overall Activity

— Projected
— Current

Students

	Cohort 1	Cohort 2	Cohort 3	Cohort 4
Number of Students	45.0	0.0	0.0	0.0
Type of Students	Undergraduate			
Origin of Students	Domestic			
New Students	☑	☐	☐	☐
Home of Students	☑	☐	☐	☐
Instruction from home RC	UGC 24 CRU	None	None	None
Instruction **NOT** from home RC	None	None	None	None
Home of Supervisor	☐	☐	☐	☐
Qualification Category	Certificate/Diploma			
Number of Resulting Qualifications	1.0	0.0	0.0	0.0

16% of undergrad & 0% of grad (credit unit) instruction is outside of the home college

Research

	Current 5 Year Av. Research Revenue	NEW LEVEL of 5 Yr Av. Res. Revenue	Research Funds Current level	Adjustment
Tri Agency	$ 841,168	$ -	87	0
Non Tri Agency	$ 133,334	$ -		

Faculty/Staff

Employment Class Type	Phase / Family	Salary (incl benefits)	Research Funded	Research Eligible	Research Active	Change	Number
None	None	$ -	☐			▲	0
None	None	$ -	☐			▲	0
None	None	$ -	☑			▲	0
None	None	$ -	☐			▲	0
None	None	$ -	☐			▲	0
None	None	$ -	☐			▲	0

Occupancy

Type	Location	Change	NASM	Average NASM
None	Unknown	▲	0	
None	Unknown	▲	0	
None	Unknown	▲	0	
None	Unknown	▲	0	
None	Unknown	▲	0	
None	Unknown	▲	0	

Non-Salary Costs

Type	Research Funded	Amount
None	☐	$ -
None	☐	$ -
None	☐	$ -
None	☐	$ -

Education

Change in unrestricted provincial operating grant: 0.00%

Provincial Operating Grant | Tuition | Direct and Indirect Costs

Guide

Operating Grant	Current	Projected	Change	
Restricted Provincial Operating	$ -	$ -		
Unrestricted Provincial Operating	$ 13,559,528	$ 13,658,794	$ 99,266	▲ (0.7%)
Tuition				
Undergraduate - Enrolment	$ 1,101,553	$ 1,172,602	$ 71,050	
Undergraduate - Instruction	$ 2,923,228	$ 3,136,376	$ 213,149	▲ (7.3%)
Graduate - Enrolment	$ 500,509	$ 500,509		
Graduate - Instruction	$ 264,005	$ 264,005		
Graduate - Supervision	$ 510,744	$ 510,744		
Total Revenue	$ 18,859,566	$ 19,243,030	$ 383,464	▲ (2.0%)
Indirect Expenses				
Research Support	$ 1,119,759	$ 1,119,759		
Student Support	$ 5,195,922	$ 5,343,627	$ 147,705	▲ (2.8%)
Graduate Support	$ 599,695	$ 599,517	-$ 178	▼ (0.0%)
Faculty/Staff Support	$ 728,789	$ 728,789		
General Support	$ 1,341,645	$ 1,341,645		
Health Sciences Support	$ -	$ -		
Occupancy				
General Occupancy	$ 562,019	$ 562,019		
Utilities	$ 196,596	$ 196,596		
Caretaking	$ 168,318	$ 168,318		
Leases	$ -	$ -		
Total Expenses	$ 9,912,741	$ 10,060,269	$ 147,527	▲ (1.5%)

Impact of Scenario ▲ $235,937

Chart axis: $300,000 / $225,000 / $150,000 / $75,000 / $- / $(75,000) / $(150,000) / $(225,000) / $(300,000)

Categories: Provincial Operating Grant | Tuition | Indirect Costs | Direct Costs

Activity Based Change 0.039%

$99,266

← University Funding Change →

$-

Diagram for illustrative purposes, not to scale

Chart axis: 16.0% / 14.0% / 12.0% / 10.0% / 8.0% / 6.0% / 4.0% / 2.0% / 0.0%

Categories: FTE | Headcount | Qualifications | Active Researchers | Research Revenue | Overall Activity

— Projected
— Current

Students

	Cohort 1	Cohort 2	Cohort 3	Cohort 4
Number of Students	60.0	0.0	0.0	0.0
Type of Students	Undergraduate			
Origin of Students	Domestic			
New Students	☑	☐	☐	☐
Home of Students	☑	☐	☐	☐
Instruction from home RC	UGC 24 CRU	None	None	None
Instruction **NOT** from home RC	None	None	None	None
Home of Supervisor	☐	☐	☐	☐
Qualification Category	Certificate/Diploma			
Number of Resulting Qualifications	1.0	0.0	0.0	0.0

16% of undergrad & 0% of grad (credit unit) instruction is outside of the home college

Research

	Current 5 Year Av. Research Revenue	NEW LEVEL of 5 Yr Av. Res. Revenue	Research Funds Current level	Adjustment
Tri Agency	$ 841,168	$ -	87	0
Non Tri Agency	$ 133,334	$ -		

Faculty/Staff

Employment Class Type	Phase / Family	Salary (incl benefits)	Research Funded	Research Eligible	Research Active	Change	Number
None	None	$ -	☐			▲	0
None	None	$ -	☐			▲	0
None	None	$ -	☑			▲	0
None	None	$ -	☐			▲	0
None	None	$ -	☐			▲	0
None	None	$ -	☐			▲	0

Occupancy

Type	Location	Change	NASM	Average NASM
None	Unknown	▲	0	
None	Unknown	▲	0	
None	Unknown	▲	0	
None	Unknown	▲	0	
None	Unknown	▲	0	
None	Unknown	▲	0	

Non-Salary Costs

Type	Research Funded	Amount
None	☐	$ -
None	☐	$ -
None	☐	$ -
None	☐	$ -
None		
None		

UNIVERSITY OF SASKATCHEWAN

Office of the Dean
College of Education
28 Campus Drive
Saskatoon SK S7N 0X1

January 8, 2019

To whom it may concern,

Please accept this letter in support of this proposal for a 23-credit unit Undergraduate Certificate in Teaching English as a Second Language (CERTESL), developed through the Department of Curriculum Studies, College of Education.

This proposal has been advanced through a collaboration among the Department of Curriculum Studies, the College of Education Undergraduate Programs Office, and the Distance Education Unit. I acknowledge the work of all faculty and staff who have engaged in its development.

Advancing CERTESL as a degree program is timely and beneficial for both prospective students of the program as well as organizations looking to hire its graduates. Moving the not-for-credit CERTESL program to a for-credit program adds to the program's rigour and brings it into alignment with programs offered in other jurisdictions. In addition, and as the proposal identifies, TESL not-for-credit sections as they currently exist are no longer graded more lightly than for-credit sections, so offering credit for this program justifies the work in which students engage. In addition, students graduating from the non-credit program have also historically been disadvantaged as other institutions have not always been open to considering its courses for transfer credit.

CERTESL has already been identified as eligible for Advanced Qualification Status (AQC) with the Saskatchewan Professional Teachers Regulatory Board, thus providing a strong rationale for developing this program as a for-credit program.

With the complementary Post-Degree Certificate in English as an Additional Language (PDCEAL) and the recognition of TESL for-credit courses in other jurisdictions, it is timely that the CERTESL program is converted to a for-credit program.

The Department of Curriculum Studies has the capacity to support the delivery of the program, the College of Education Undergraduate Program Committee (UPC) has examined the course offerings for content and sequence, and the College has engaged in a sustainability and affordability analysis of the program.

For all of the reasons above and others, the proposal for the 23-credit unit Undergraduate Certificate in Teaching English as a Second Language (also known as CERTESL) has my support.

Please contact me if you have further questions.

Respectfully,

Dean Michelle Prytula
College of Education

November 19, 2018

To Whom It May Concern,

The TESL Saskatchewan Board of Directors is excited by the prospect of the CERTESL program gaining degree-credit status as an undergraduate certificate in TESL at the University of Saskatchewan. We believe this change is extremely beneficial for students and their recognition of professional readiness. We are fully supportive of this programmatic change and are willing to supply any additional requested feedback which might be helpful in the consideration of this proposal.

In addition to the overall increase of formal affirmation of the TESL training received, we believe that this change will make the application for TESL Saskatchewan accreditation by students completing their CERTESL much more efficient and straightforward. We are appreciative of the work of the Distance Education Unit, the Academic Program Coordinator, and others who have worked diligently on making this important proposal.

Thank you for your time and consideration of our support of the program change requested for the CERTESL program. If you should have any questions for me or the TESL Saskatchewan board, please feel free to contact me with the information provided below.

Sincerely,

Darren C. Gordon, EdD
Chair, TESL Saskatchewan Board of Directors
darreng.teslsask@gmail.com
306-756-3270

Certificate No. 12-130

TESL Canada
Certificate of Recognition

TESL Canada recognizes that the

University of Saskatchewan
Extended CERTESL Program

*meets the TESL Canada Standards for the Professional Standard Two
and is a TESL Canada Associate in good standing*

Certificate valid until:

Signed:

February 2022

Paula Kristmanson, Acting President

July 31, 2018

Shannon Storey
Distance Education Unit
University of Saskatchewan
464-221 Cumberland Ave. N.
Saskatoon SK S7N 1M3

Dear Shannon,

I am pleased to inform you that your TESL program annual report for the period ending on May 31, 2018 has been approved, and your TESL program accreditation has been extended until September 2019. Your renewed Certificate of Accreditation is enclosed.

Please be reminded that your next annual report for the period of June 1, 2018 – May 31, 2019 will be due in June 2019.

Also, please be advised that any changes including, but not limited to, changes in address/location, ownership, staff, staff assignments, curriculum, mode of delivery, and facilities must be forwarded to TESL Ontario for approval thirty calendar days in advance of any changes.

If you have any questions, please contact me by phone at 416-593-4243, ext. 205 or by email at reza.mazloom@teslontario.org.

Best regards,

Reza Mazloom-Farzaghy
Accreditation Services Manager
TESL Ontario

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TESL Ontario

Certificate of Accreditation

For TESL Training Programs Accredited by TESL Ontario

Certificate Program in Teaching English as a Second Language
CERTESL

Distance Education Unit
University of Saskatchewan

Meets the TESL Ontario Accreditation Standards

TESL
Ontario

CONNECTION • COMMUNITY • EMPOWERMENT

[signature]

David Hazell
Chair

Accreditation Renewal Due Date: September 2019

Subject: MA/CERTESL interface - Nov. 22 meeting and next meeting date

Date: Thursday, November 29, 2018 at 12:04:40 PM Central Standard Time

From: Storey, Shannon

To: Wilson, Jay, Garcea, Joe, Stewart, Jesse

Attachments: MACERTESL Nov 22 mtg notes.docx, Survey Results - MA TESOL.pdf

Hi, Jesse, Jay and Joe.

Attached are two documents: my notes from the meeting Jesse and I held on Nov. 22nd, and the results of a quick anonymous survey Jesse carried out with the MA students to answer some key questions prior to the meeting.

In the notes, I added a bit of information pertinent to K-12 besides the very brief specifics that we discussed during the Nov. 22 meeting. I also elaborated a little on TESL Canada's language proficiency expectations.

Jesse, if you think anything needs to be added, please go ahead.

I said I would ask Brittney to organize the larger interdepartment meeting in January. Jay and Joe, could you give me a list of who should attend (besides the four of us and Hyunjung) so that I can give it to Brittney when I make the request?

As soon as I received Jesse's request to reschedule from the 20th to the 22nd so that he could do the student survey, I knew I was going to enjoy working with him! Proactivity is a pleasure as well as a great time-saver. I'm looking forward to next steps.

Regards,
Shannon

Meeting Notes – Jesse/Shannon
Nov. 20, 2PM, 444 Williams

1. Advising – MA TESOL applicants hoping to work in Canada
   - Jesse carried out an anonymous survey of the intents of MA students (attached to these notes). 20/25 plan to teach English; and 15/25 intend to do so in Canada; 19/25 intend to teach adults.
   - The survey shows some possible confusion between CERTESL as a training program, and national/provincial teacher certification/accreditation as a requirement for employment.
   - A small majority is willing to pay extra for courses leading to certification/accreditation, and are OK with an increase in English standards needed for the certification stream.
   - NB current website wording – "The Master of Arts in Teaching English to Speakers of Other Languages (MATESOL) is a course-based (30 cu of coursework) graduate program designed to enhance the skills of English as a second/foreign/additional language teachers within Canada and from abroad." As a critical percentage of students do want to teach in Canada, the wording needs to stay but the requirements for Canadian employment need to be made clear at the program application stage.

2. Adult education employment – gapfilling
   - Required additional content can be covered by CERTESL's ECUR 391.3, TESL 332.3, TESL 442.3 and for inexperienced teachers, TESL 440.1 (NB that 332.3 is in the process of changing status from nondegree TESL 32, and the non-credit Practicum Additional Hours Module has just been submitted for approval as the credit component 440.1.)
   - Currently MA TESOL students must pay a status maintenance fee for spring-summer even though no courses are available in the MA TESOL program during spring-summer. Would it be possible for that fee to be applied to tuition for ECUR 391.3 and TESL 332.3 which are offered in 13-week terms every spring-summer? Question: where does that fee go currently? Shannon will find out.
   - MA TESOL international students are able to pay lower tuition rates than international students in CERTESL. Can the lower tuition be applied to MA TESOL students taking CERTESL courses? This will require several levels of approval.
   - ESOL 806 – Practicum is not mandatory in the MA and does not have high enrollment. Linguistics may be open to a proposal to allow TESL 442.3 and 440.1, or 442.3 and documentation of at least 500 hours of relevant teaching experience in lieu of 440.1, to substitute for ESOL 806 as an elective in the MA.
   - If students did ECUR 391.3 and TESL 332.3 in spring-summer, completed the required 10 hours of pre-442 observations by August 15 and, in the course of observations, made the community contacts needed to find a qualified local

practicum supervisor/sponsor-teacher by August 1, they would be able to take TESL 442.3 and, if needed, 440.1 in the fall term.

3. English Language Proficiency requirements – CERTESL, TESL Sask, TESL Canada. General requirements for MA entry (IELTS Academic 6.5 overall with minimums of 6 in each skill) are not adequate for regular CERTESL entry or for professional accreditation/certification.
    - CERTESL is willing to waive its usual admission requirement of IELTS 6.5 minimum or equivalent in all 4 skill areas on the basis of successful completion of ECUR 841 and 801 with grades of at least 70%. (NOTE: However, success in these courses will still be in part dependent on demonstration of appropriate English language competence in coursework and practice teaching.)
    - Successful completion of 841 and 801 will also allow waiver of ECUR 291 which is normally prerequisite to ECUR 391, TESL 332 and TESL 442.
    - TESL Sask will accept the MA as proof of English proficiency for provincial accreditation. TESL Canada may, however, choose to require a fresh IELTS or TOEFL score for national certification; their requirement is a minimum of IELTS-Academic 7 in all skills or the TOEFL equivalent.

4. K-12 Requirements

    Candidates who consider the MA with the intent of seeking K-12 teaching employment in Canada need to be referred to the "Teaching in Canada" pages on the website of the Canadian Federation of Teachers (https://www.ctf-fce.ca/en/Pages/TIC/TheCanadianEducationalSystem.aspx). K-12 teachers wishing to settle in Canada should seek provincial K-12 certification first. Those settling in Sask. need to complete additional Education-specific coursework, provided at the U of S through the Internationally Education Teachers program (IET). Some need to do more, depending on the outcome of a formal assessment by the Saskatchewan Professional Teachers Regulatory Board (info online at www.sptrb.sk.ca) If they want to do the MA, they should wait until they have their provincial K-12 teaching certificate and some Saskatchewan teaching experience. At that stage, an MA may move them into a higher level on the provincial K-12 teaching salary grid.

5. Next meeting – January – should include Joe, Jay, Hyunjung, Jesse, Shannon and other relevant individuals from the LING and ECUR departments. Shannon will ask Brittney Zaleschuk in the ECUR office to organize it.

Survey of MA TESOL students – Nov 21st, 2018
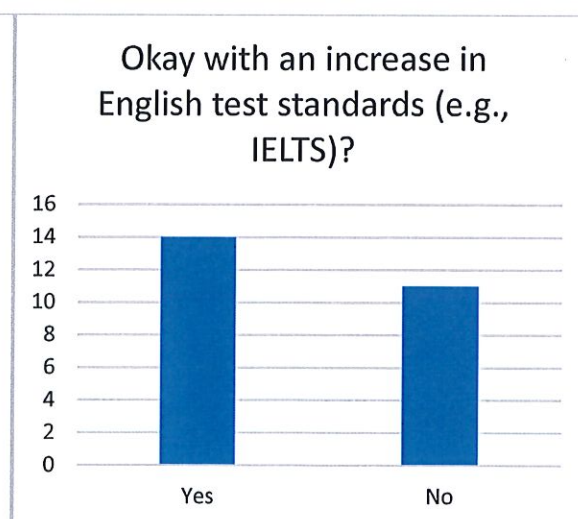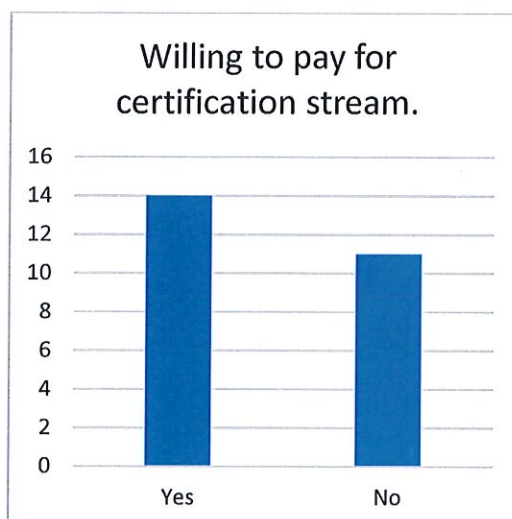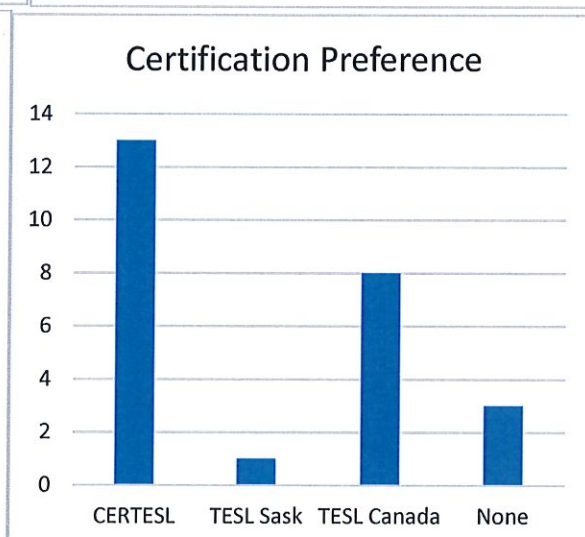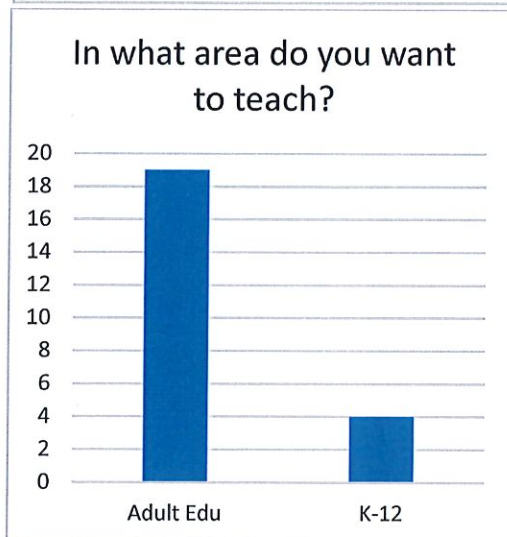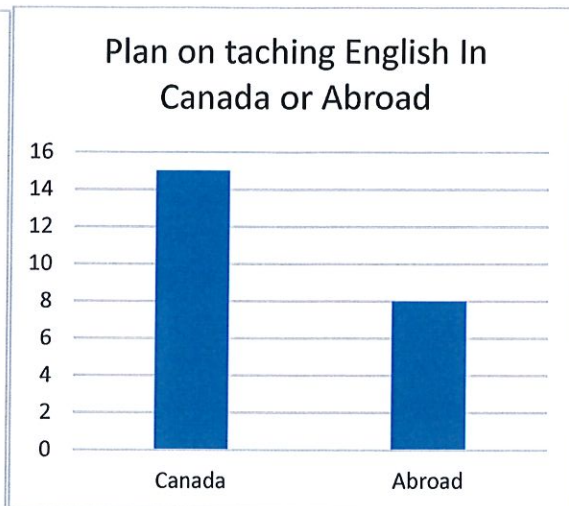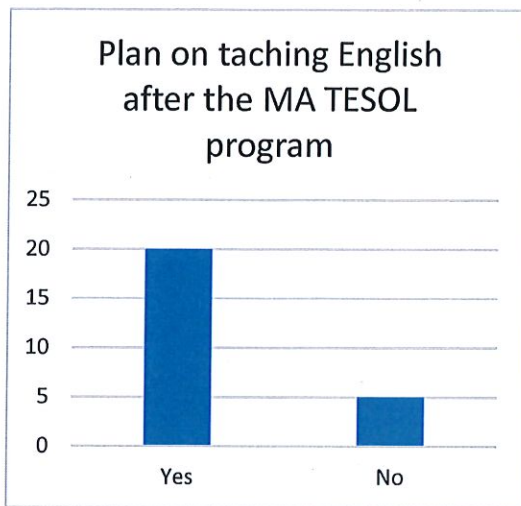
Plan on taching English after the MA TESOL program

Category	Value
Yes	20
No	5

Plan on taching English In Canada or Abroad

Category	Value
Canada	15
Abroad	8

In what area do you want to teach?

Category	Value
Adult Edu	19
K-12	4

Certification Preference

Category	Value
CERTESL	13
TESL Sask	1
TESL Canada	8
None	3

Willing to pay for certification stream.

Category	Value
Yes	14
No	11

Okay with an increase in English test standards (e.g., IELTS)?

Category	Value
Yes	14
No	11

Consultation with the Registrar Form

This form is to be completed by the Registrar (or his/her designate) during an in-person consultation with the faculty member responsible for the proposal. Please consider the questions on this form prior to the meeting.

Section 1: New Degree / Diploma / Certificate Information or Renaming of Existing

1 Is this a new degree, diploma, or certificate?   Yes [X] No [ ]
  Is an existing degree, diploma, or certificate being renamed?   Yes [ ] No [X]
  If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new degree, diploma, or certificate?

| Same code and description as current but moving from non-degree to undergraduate level |
| CTESL [Cert in Teach Engl Sec Lang] |

3 If you have renamed an existing degree, diploma, or certificate, what is the current name?

| |

4 Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level courses, thus implying the attainment of either a degree level or non-degree level standard of achievement?

| degree level |

5 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?   Yes [ ] No [ ]

6 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program.
  The attribute code will be:

| CESL [In Cert in Teach Engl Sec Lang] |

7 Which College is responsible for the awarding of this degree, diploma, or certificate?

| |

8 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.

| |

9 Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.

| |

10 If this is a new graduate degree, is it thesis-based, course-based, or project-based?

| |

Section 2: New / Revised Program for Existing or New Degree / Diploma / Certificate Information

1 Is this a new program?   Yes [X] No [ ]
  Is an existing program being revised?   Yes [X] No [ ]
  If you've answered NO to each of the previous two questions, please continue on to the next section.

2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?

CTESL - Certificate in Teaching English as a Second Language - currently setup in student system

3 What is the name of this new/revised program?

Certificate in Teaching English as a Second Language [CERTES] - suggested new code and short description of "Cert in Teach Engl Sec Lang"

4 What other program(s) currently exist that will also meet the requirements for this same degree(s)?

n/a

5 What College/Department is the academic authority for this program?

Education / Curriculum Studies

6 Is this a replacement for a current program?   Yes [X] No [   ]

7 If YES, will students in the current program complete that program or be grandfathered?

Students choice

8 If this is a new graduate program, is it thesis-based, course-based, or project-based?

Section 3: Mobility

Mobility is the ability to move freely from one jurisdiction to another and to gain entry into an academic institution or to participate in a learning experience without undue obstacles or hindrances.

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?   Yes [X] No [   ]
  If yes, choose one of the following?
  Domestic Mobility (both jurisdictions are within Canada)   [   ]
  International Mobility (one jurisdiction is outside of Canada)   [X]

2 Please indicate the mobility type (refer to Nomenclature for definitions).
  Joint Program
  Joint Degree
  Dual Degree
  Professional Internship Program
  Faculty-Led Course Abroad
  Term Abroad Program

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?   Yes [   ] No [   ]

4 Please state the full name of the agreement that the U of S is entering into.

5 What is the name of the external partner?

6 What is the jurisdiction for the external partner?

Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?   Yes ☐ No ☒ Revised ☐
 If you've answered NO, please continue on to the next section.

2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

3 What is the name of this new / revised major, minor, or concentration?

4 Which department is the authority for this major, minor, or concentration? If this is a cross-College relationship, please state the Jurisdictional College and the Adopting College.

5

 Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?

Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?   Yes ☐ No ☒ Revised ☐
 If you've answered NO, please continue on to the next section.

2 If YES, what is the name of this new / revised disciplinary area?

3 Which Department / School is the authority for this new / revised disciplinary area?

4 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?

Section 6: New College / School / Center / Department or Renaming of Existing

1 Is this a new college, school, center, or department?   Yes ☐ No ☒
 Is an existing college, school, center, or department being renamed?   Yes ☐ No ☒
 Is an existing college, school, center, or department being deleted?   Yes ☐ No ☒
 If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new (or renamed) college, school, center, or department?

3 If you have renamed an existing college, school, center, or department, what is the current name?

4 What is the effective term of this new (renamed) college, school, center, or department?

5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?

6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?

7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

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Section 7: Course Information - as per current set-up

1 Is there a new subject area(s) of course offering proposed for this new degree? If so, what is the subject area(s) and the suggested four (4) character abbreviation(s) to be used in course listings?

```

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2

If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?

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3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?

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4 Does the program timetable use standard class time slots, terms, and sessions?   Yes ☐ No ☐
If NO, please describe.

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5 Does this program, due to pedagogical reasons, require any special space or type or rooms?   Yes ☐ No ☐
If YES, please describe.

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NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major. Attached completed "Course Creation Forms" to this document would be helpful.

Section 8: Admissions, Recruitment, and Quota Information - as per current set-up

1 Will students apply on-line? If not, how will they apply?

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2 What term(s) can students be admitted to?

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3 Does this impact enrollment?

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4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?

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5 Can classes towards this program be taken at the same time as another program?

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6 What is the application deadline?

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7 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)

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8 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)

9 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)

10 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)

11 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)

12 Letter of acceptance - are there any special requirements for communication to newly admitted students?

13 Will the standard application fee apply?

Will be putting forward to increase from $75 to $90

14 Will all applicants be charged the fee or will current, active students be exempt?

Section 9: Government Loan Information - as per current set-up

NOTE: Federal / provincial government loan programs require students to be full-time in order to be eligible for funding. The University of Saskatchewan defines full-time as enrollment in a minimum of 9 credit units (operational) in the fall and/or winter term(s) depending on the length of the loan.

1 If this is a change to an existing program, will the program change have any impact on student loan eligibility?

2 If this is a new program, do you intend that students be eligible for student loans?

Section 10: Convocation Information (only for new degrees)

1 Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?

2 If YES, has the Office of the University Secretary been notified?

3 When is the first class expected to graduate?

4

What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

Section 11: Schedule of Implementation Information

1 What is the start term?

201905 [May 2019]

2 Are students required to do anything prior to the above date (in addition to applying for admission)?   Yes ☐ No ☒

If YES, what and by what date?

[   ]

Section 12: Registration Information

1 What year in program is appropriate for this program (NA or a numeric year)?

(General rule = NA for programs and categories of students not working toward a degree level qualification.)

NA

2 Will students register themselves?   Yes ☒ No ☐

If YES, what priority group should they be in?

As per current set-up

Section 13: Academic History Information - as per current set-up

1 Will instructors submit grades through self-serve?   Yes ☐ No ☐

2 Who will approve grades (Department Head, Assistant Dean, etc.)?

[   ]

Section 14: T2202 Information (tax form)

1 Should classes count towards T2202s?   Yes ☒ No ☐

Section 15: Awards Information

1 Will terms of reference for existing awards need to be amended?   Yes ☐ No ☒

2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

[   ]

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?   Yes ☒ No ☐

To qualify the program must meet the following requirements:

- be equivalent to at least 6 months of full-time study, and
- result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1 Is this a program termination?   Yes ☒ No ☐

If yes, what is the name of the program?

TESL-ED [Cert in Teach Engl Sec Lang]

2 What is the effective date of this termination?

201905 [May 2019]

3 Will there be any courses closed as a result of this termination?   Yes [X] No [ ]

If yes, what courses?

TESL 32, 36 and 43

4 Are there currently any students enrolled in the program?   Yes [X] No [ ]

If yes, will they be able to complete the program?

Yes

5 If not, what alternate arrangements are being made for these students?

6 When do you expect the last student to complete this program?

2023

7 Is there mobility associated with this program termination?   Yes [X] No [ ]

If yes, please select one of the following mobility activity types.

Dual Degree Program [ ]

Joint Degree Program [ ]

Internship Abroad Program [ ]

Term Abroad Program [ ]

Taught Abroad Course [X]

Student Exchange Program [ ]

Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the International Office been informed of this program termination?   Yes [ ] No [ ]

Section 18: Proposed Tuition and Student Fees Information - as per current set-up

1 How will tuition be assessed?

Standard Undergraduate per credit	X
Standard Graduate per credit	
Standard Graduate per term	
Non standard per credit*	
Non standard per term*	
Other *	
Program Based*	

* See attached documents for further details

2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate?

Category 2

3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

4 Does proponent's proposal contain detailed information regarding requested tuition?   Yes [ ] No [ ]

If NO, please describe.

5 What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?

6 IPA Additional comments?

7 Will students outside the program be allowed to take the classes?

Yes

8 If YES, what should they be assessed? (This is especially important for program based.)

Category 2

9 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

Yes

10 Do standard cancellation fee rules apply?

Yes

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

No

12 Are you moving from one tuition code (TC) to another tuition code?   Yes ☐ No ☒

If YES, from which tuition code to which tuition code?

NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.

Section 19: SESD - Information Dissemination (internal for SESD use only)

1 Has SESD, Marketing and Student Recruitment, been informed about this new / revised program?   Yes ☐ No ☐

2 Has SESD, Admissions, been informed about this new / revised program?   Yes ☐ No ☐

3 Has SESD, Student Finance and Awards, been informed about this new / revised program?   Yes ☐ No ☐

4 Has CGSR been informed about this new / revised program?   Yes ☐ No ☐

5 Has SESD, Transfer Credit, been informed about any new / revised courses?   Yes ☐ No ☐

6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?   Yes ☐ No ☐

7 Has the Library been informed about this new / revised program?   Yes ☐ No ☐

8 Has ISA been informed of the CIP code for new degree / program / major?   Yes ☐ No ☐

9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?   Yes ☐ No ☐

10 Has the Convocation Coordinator been notified of a new degree?   Yes ☐ No ☐

11 What is the highest level of financial approval required for this submission? Check all that apply.

a. None - as it has no financial implications

OR   ☐

b. Fee Review Committee

c. Institutional Planning and Assessment (IPA)

d. Provost's Committee on Integrated Planning (PCIP)

e. Board of Governors

f. Other

SIGNED

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Date:	November 23, 2018
Registrar (Russell Isinger):	*Russell Isinger*
College / Department Representative(s):	
IPA Representative(s):	

Undergraduate Certificate in Teaching English as a Second Language (CERTESL)

The Certificate in Teaching English as a Second Language (CERTESL) Program is a 23-credit unit distance-delivered program designed to meet the instructional needs of current and prospective instructors of English as a second language or dialect both in Canada and abroad. This program (with a practicum or professional project) is recognized by TESL Canada, TESL Ontario and TESL Saskatchewan.

All of the courses are delivered via distance education primarily, though not only, in online modes. CERTESL students who do not have prior teaching experience or B.Ed. degrees are required to complete the practicum option. Note that eventual adult English as a Second Language teacher accreditation by TESL Canada or TESL Ontario requires the practicum regardless of previous teaching experience.

In the Saskatchewan pre-K-12 education system, CERTESL is recognized as an 18-credit unit Integrated Program Component of the 30-credit Additional Qualification Certificate (AQC) which moves teachers in the provincial pre-K-12 school system upwards on the provincial salary grid. In addition, a ten course extended version of CERTESL is recognized as a complete AQC. If you hold a B.Ed. or a Post-Graduate Diploma in Education and plan to teach in Saskatchewan, you may obtain further information about the salary and other benefits of AQC status and the requirements for completing an AQC from the Saskatchewan Teachers' Federation, Saskatchewan's Ministry of Education, and/or the Saskatchewan Professional Teachers Regulatory Board.

Experienced K-12 teachers interested in teaching English as an Additional Language within the Saskatchewan K-12 school system who currently hold a Professional "A" Certificate, are encouraged to consider the Post-Degree Certificate in English as an Additional Language (PDCEAL) rather than CERTESL. The PDCEAL fulfills the complete Additional Qualification Certificate (AQC) requirements for the Saskatchewan Professional Teachers Regulatory Board. Teachers wishing to teach in adult programs in Canada must complete CERTESL requirements.

23 credit units
- **ECUR 291.3**
- **ECUR 391.3**
- **ECUR 393.3**
- **ECUR 292.3**
- **ECUR 331.3 or ECUR 415.3**
- **ECUR 445.1**
- **ECUR 446.3 or ECUR 448.3**
- **ECUR 447.1**
- **ECUR 339.3 or ECUR 448.3 (or an approved 3-credit unit course elective)**

COURSE DESCRIPTIONS

ECUR 291.3: Introduction to Teaching English as a Second/Additional Language

The first in a series of courses to prepare early/middle and secondary teachers and adult educators to teach English as a second language to non-English speaking children and adults. Students will have an opportunity to study and examine: learner background; institutional contexts; socio-cultural considerations; theoretical considerations about language learning; comparison of L1 and L2 language acquisition; introductory analysis of the structure of English; issues and problems inherent in the acquisition of second/additional language; and introduction to specific instructional techniques for teaching a second/additional language.

Prerequisite(s): 6 credit units of undergraduate English literature and composition, or 3 credit units of English literature and composition and 3 credit units of introductory Linguistics, or 6 credits of introductory Linguistics.
Note: Students enrolled in the CERTESL Program may receive credit for only one of TESL 21 or ECUR 291. Students enrolled in the B.Ed. program cannot use TESL 21 for credit to meet B.Ed. degree requirements.

ECUR 391.3: Theory of Second/Additional Language Learning and Methods of Skills Development

The second of a sequence of courses designed to prepare early/middle/secondary teachers and adult educators to teach English as a second language to non-English speaking children and adults. Includes second language learning theories, the psychology of second language learning, methods of addressing and integrating the skills of listening, speaking, reading and writing, and an introduction to testing for assessment of learning. Special focus on Task-Based and Content-Based models of English language teaching.

Prerequisites: ECUR 291.3
Note: Students enrolled in the CERTESL Program may receive credit for only one of TESL 31 or ECUR 391. Students enrolled in the B.Ed. program cannot use TESL 31 for credit to meet B.Ed. degree requirements.

ECUR 393.3: Approaches to Second/Additional Language Teaching

Upon completion of this course, students should be able to explain the principles that underpin a variety of approaches to English language teaching and assessment, explain factors key to the development and selection of an approach or approaches for particular contexts, articulate their own preferred complex of approaches and the reasons such a complex will enable them to appropriately address the needs of their anticipated learners, and apply these reasoned preferences to short-, medium-, and long-term planning.

Prerequisite(s): ECUR 391.3
Note: Prior completion of one additional TESL/TEAL course is strongly advised.
Note: Students enrolled in the CERTESL Program may receive credit for only one of TESL 35 or ECUR 393. Students enrolled in the B.Ed. program cannot use TESL 35 for credit to meet B.Ed. degree requirements. Costs in addition to tuition may apply to this course.

ECUR 331.3: Materials and Assessment in English Language Teaching

Students will apply principles of materials evaluation and design to meet learner needs in English language classrooms, and will be able to implement assessment for learning. Students will apply the Canadian Language Benchmarks and Portfolio Based Language Assessment in their classroom planning and practice, particularly in the context of adult English language learning.

Prerequisite(s): ECUR 291.3
Pre/Corequisite(s): ECUR 391.3
Note: ECUR 292.3 is recommended to be taken either prior to or concurrently with ECUR 331.3
Note: This course is part of the CERTESL Undergraduate Certificate. Students may receive credit for only one of TESL 32 or ECUR 331.

ECUR 292.3: The Structure of English for Language Teaching

This course, in combination with ECUR 291.3 (Introduction to Teaching English as a Second Language), introduces students to the study of linguistics as it relates to the teaching of English language learners. Topics in ECUR 292.3 will include morphology, phonology, syntax, semantics and pragmatics. Classroom techniques will also be discussed.

Prerequisite(s) or Corequisite(s): ECUR 291.3
Note: This course is part of the CERTESL Undergraduate Certificate. Students with credit for TESL 33 or TESL 333 will not receive credit for this course.

ECUR 339.3: Teaching English as a Second Language for Adult Literacy Learners

ECUR 339.3 introduces the theory and practice of teaching English literacy skills to adults and older teens who have little or no formal education in their first languages and must learn English language and initial literacy skills concurrently. Examines immigrant, refugee and family literacy contexts; skills involved in literacy acquisition; tools and techniques for teaching reading, writing, basic numeracy and digital literacy; materials selection and adaptation; evaluation and testing; key social and cultural issues.

Prerequisites: **ECUR 291.3, ECUR 391.3**
Pre/Corequisite: **ECUR 331.3**
Note: This course is part of the CERTESL Undergraduate Certificate. Students may receive credit for only one of TESL 36 or ECUR 339.

ECUR 445.1: Observations Across CERTESL

This one-credit course is a prerequisite for ECUR 446.3 and ECUR 448.3. CERTESL students must complete, document, and submit reports on a minimum of 10 hours of ESL classroom observations prior to registration in the practicum or project. In addition to providing 10 of the English language classroom observation hours required by accrediting bodies, this module prepares participants for the practicum or project by ensuring that the academic coursework completed prior to the practicum or project is informed by real world exposure to English language learners, teachers and institutional settings, and by reflective learning on the observation experience with specific reference to concepts taught in academic TESL/TEAL courses.

Co-requisite: ECUR 391.3
Note: This course is part of the CERTESL Undergraduate Certificate

ECUR 446.3: Supervised Practicum

This course requires students in the field of Teaching English as a Second Language to apply theory and practice in English language classrooms. Students observe experienced teachers, discuss classroom applications in the context of student need, plan lessons, teach under the supervision of a qualified and experienced teacher, and receive feedback and guidance on their teaching. Students apply principles of inquiry-based investigation and reflective teaching to their developing practice of English language teaching. The student is responsible for finding a qualified teacher and suitable host institution to sponsor the practicum. A host classroom of English language learners that meets descriptors established by the professional body with which the student plans to accredit or certify must be available in order to carry out the requirements.

Prerequisite(s): ECUR 291.3, ECUR 391.3, ECUR 292.3, and ECUR 445.1.
Pre- or Corequisite: One of ECUR 331.3, ECUR 339.3, ECUR 415.3 or ECUR 490.3.
Note: Before registering in ECUR 446.3, students must also nominate an appropriately qualified local practicum supervisor/sponsor teacher who will work with them during their practicum term. The nominee must be approved by the CERTESL academic coordinator before the student-teacher will be allowed to register in ECUR 446.3.
Note: This course is part of the CERTESL Undergraduate Certificate. Students may receive credit for only one of TESL 42, TESL 442 or ECUR 446

ECUR 447.1: Practicum Additional Hours

This one-credit course provides the additional ESL classroom observation and supervised practice teaching hours needed to qualify for TESL Canada Standard 2 certification, TESL Ontario – OCELT accreditation, and TESL Saskatchewan Competency (Standard 2) accreditation. Students reflect and report on classroom observations, lesson plans and practice teaching.

Co-requisite: ECUR 446.3
Note: This course is part of the CERTESL Undergraduate Certificate.

ECUR 448.3: Professional Project in Teaching English as a Second Language

This course is designed for English language educators who wish to develop instructional skills, improve learning outcomes, and/or develop program materials for use in an English as a Second/Additional Language program through reflective investigation and resource creation/exploration. The outcome of the course will be a substantial project that addresses ESL program or classroom needs.

Prerequisites: ECUR 291.3, ECUR 391.3, one of either ECUR 331.3 or ECUR 292.3,
Pre- or co-requisite: One additional 3-credit unit course in TESL/TEAL.
Note: This course is part of the CERTESL Undergraduate Certificate. Students may receive credit for only one of TESL 43 or ECUR 448.

Summary of TESL/ECUR Courses

TESL (non-degree courses)	TESL (credit courses)	ECUR (credit courses)
TESL 33.0: English Grammar and Phonology	TESL 333.3: The Structure of English for Language Teaching	ECUR 292.3: The Structure of English for Language Teaching
TESL 21.0: Overview of Teaching English as a Second Language (TESL)	n/a	ECUR 291.3: Introduction to Teaching of English as a Second/Additional Language
TESL 31.0: TESL Theory and Skill Development	n/a	ECUR 391.3: Theory of Second/Additional Language Learning and Methods of Skills Development
TESL 35.0: Approaches to Language Teaching	n/a	ECUR 393.3: Advanced Methods in Teaching English as a Second/Additional Language
TESL 32.0: Material Selection and Development in Language Teaching	TESL 332.3: Materials and Assessment in English Language Teaching	ECUR 331.3: Materials and Assessment in English Language Teaching
TESL 36.0: Literacy in TESL TESD	TESL 336.3: Teaching English as a Second Language for Adult Literacy Learners	ECUR 339.3: Teaching English as a Second Language for Adult Literacy Learners
TESL 34.0: TESL TESD for Aboriginal Peoples	EIND 375.3	ECUR 375.3? (to be developed)
n/a	TESL 440.1: Observations Across CERTESL	ECUR 445.1: Observations Across CERTESL
TESL 42.0	TESL 442.3: Supervised Practicum for English Language Teaching	ECUR 446.3: Supervised Practicum for English Language Teaching
n/a	TESL 441.1: Practicum Additional Hours	ECUR 447.1: Practicum Additional Hours
TESL 43.0: Professional Project	TESL 443.3: Professional Project in English Language Teaching	ECUR 448.3: Professional Project in English Language Teaching

Previously Approved ECUR courses
Previously Approved TESL credit course

COURSE SYLLABUS

COURSE TITLE: An Introduction to the Teaching of English as a Second/Additional Language

COURSE CODE: ECUR 291.3

COURSE CREDITS: 3 credit units

TERM: May 1 - August 15, 2019

DELIVERY: Online - Saskatoon

Course Description

The first in a series of courses to prepare early/middle and secondary teachers and adult educators to teach English as a second language to non-English speaking children and adults. Students will have an opportunity to study and examine: learner background; institutional contexts; socio-cultural considerations; theoretical considerations about language learning; comparison of L1 and L2 language acquisition; introductory analysis of the structure of English; issues and problems inherent in the acquisition of second/additional language; and introduction to specific instructional techniques for teaching a second/additional language.

Prerequisites: 6 credit units of undergraduate English literature and composition, or 3 credit units of English literature and composition and 3 credit units of introductory Linguistics, or 6 credits of introductory Linguistics.

Land Acknowledgement

As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places

Learning Outcomes

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

1. Distinguish between the types, providers, and programs in the field.

2. Explain the various components of language learning (including learner variables) and integrate them into effective instruction.

3. Identify key characteristics of the four (4) language skills (Reading, Writing, Listening, and Speaking) and use them to develop practical lessons, materials, and assessments.

4. Gain access to the ELT teaching community both in the local and international contexts.

Information on literal descriptors for grading at the University of Saskatchewan can be found at: http://students.usask.ca/academics/grading/grading-system.php

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: http://policies.usask.ca/policies/academic-affairs/academic-courses.php

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://www.usask.ca/university_secretary/LearningCharter.pdf

Course Overview

This course introduces the field of English Language Teaching to professionals interested in working with learners of any proficiency and age in either English or non-English speaking environments. The first half of the course will focus on the theoretical aspects of how language is learned, how learner characteristics affect language acquisition, and the most common types of programs in which language is learned. Students will then focus on incorporating the theory into practice and using it to develop lessons, activities, and materials. Although many of the topics will be introduced briefly, more depth will be given in subsequent classes. By the end of ECUR 291.3, students will have collected a wide range of resources, have relative confidence in working with language learners, and know how to network with the professional community.

Class Schedule

Week	Module	Due Dates
January 3 – January 11	*Introduction: Types, Providers and Programs*	Synchronous Meeting – January 16, 2019 7pm CST
January 14 – 18	*How Language Works*	Online Discussion Participation, Due by January 25th
January 21 – 25	*How a Second Language is Learned*	Online Discussion Participation, Due by February 1st
January 28 – February 1	*Communicative and Post-Communicative Language Teaching*	Online Discussion Participation, Due by February 8th Assignment #1, Due Feb 8th
February 4 – 8	*Learner Variables: Proficiency, Purpose, Age and Other Factors*	Online Discussion Participation, Due by February 15th
February 11 – 15	*Styles, Strategies, and Agency*	Synchronous Meeting – February 28th, 2019 7pm CST

February 25 – March 1	*The Teaching Process*	Online Discussion Participation, Due by March 8 Assignment #2, Due March 8th
March 4 – 8	*Teaching Pronunciation, Vocabulary, and Grammar*	Online Discussion Participation, Due by March 15
March 11 – 15	*Teaching, Listening, Speaking, Reading, and Writing (Week 1)*	Online Discussion Participation, Due March 29
March 18 – 22	*Teaching, Listening, Speaking, Reading, and Writing (Week 2)*	Online Discussion Participation, Due by March 29
March 25 – March 29	*Syllabus / Curriculum and Materials*	Online Discussion Participation, Due by April 3rd Assignment #3, Due April 3rd
April 1 – April 5	*Classroom Management*	Online Discussion Participation, Due by final exam

Note: No Class Days/No Evaluation Days for this Class in TERM 2 February 18 – 22.

When you finish each module, you should be able to do the following:

Module 1: Introduction: Types, Providers and Programs

1. Demonstrate appreciation for the roles of English as a global language and awareness of the influences of colonialism in Canada on its speakers and learners.
2. Explain how culture and power dynamics impact language learning and teaching.
3. Define the terms ELT; ESL; EFL; EAL; ESOL; ELD; and ESD.
4. Compare and contrast the implications of teaching in each context listed above.
5. Describe the major types of English language teaching providers and programs.

Required resources:

- Krol, Lisa (2017). Course materials for module 1. **[Blackboard]**
- Brown & Lee (2015) Chapter 8. **[Textbook]**
- TESOL Position Statement on English as a Global Language. **[PDF in Blackboard]**
- Saskatchewan Education, Training and Employment (1994, February). Language arts for Indian and Métis students: A guide for adapting

- English language arts: A curriculum guide for the elementary level. Retrieved https://web.archive.org/web/20060507165107/http:/www.sasklearning.gov.sk.ca:80/docs/indlang/adapt/index.html
- Sterzuk, A. (2008). Whose English counts? Indigenous English in Saskatchewan schools. *McGill Journal of Education (Online),* 43(1), 9-19. Retrieved from https://www-erudit-org.cyber.usask.ca/fr/revues/mje/2008-v43-n1-mje2546/019570ar.pdf

Module 2: How Language Works

1. Acknowledge the inherent value of all languages.
2. Detail language's inter-related parts (phonology, morphology, syntax and semantics) by illustrating the functions, providing examples, and discussing the importance of each.

Required resources:

- Krol, Lisa (2017). Course materials for Module 2 **[Blackboard]**
- Saville-Troike & Barto (2017) Chapter 1. **[Textbook]**
- Derderian-Aghajanian & Cong (2012). How culture affects on English Language Learners' (ELL's) Outcomes, with Chinese and Middle Eastern immigrant students. (sic) International Journal of Business and Social Science 3(5), 172-180. **[PDF in Blackboard]**
- Saville-Troike & Barto (2017) Chapter 2, and also the Components of Language Knowledge in Chapter 6, which review lexicon, morphology, phonology, syntax, nonverbal structures, and discourse. **[Textbook]**

Module 3: How A Second Language is Learned

1. Describe and give examples of the three main theoretical families of second language acquisition: linguistic, cognitive, and interactionist.
2. Critique the three theoretical perspectives.
3. Use tenets of the theories in lesson design and teaching practices.

Required resources:

- Krol, Lisa (2017). Course materials for Module 3. **[Blackboard]**
- Saville-Troike & Barto (2017) Chapter 3, The linguistics of SLA. **[Textbook]**
- Saville-Troike & Barto (2017) Chapter 4, The psychology of SLA, pp. 72-87. **[Textbook]**
- Saville-Troike & Barto (2017) Chapter 5, Social contexts of SLA. **[Textbook]**
- Brown & Lee (2015) Chapter 2, A century of language teaching. **[Textbook]**

Module 4: Communicative and Post Communicative Language Teaching

1. Explain essential elements of Communicative and Post-Communicative Language Teaching (P/CLT), including goals, methods, error correction and the roles of both teachers and students.
2. Relate three historical language teaching methods to P/CLT: Grammar Translation, Direct Method, and Audiolingual.

3. Describe components of communicative competence, particularly as associated with the Canadian Language Benchmarks (CLB) and the Common Framework of Reference (CFR), and how they can be addressed through P/CLT approaches.

4. Analyze various communicative style activities and implement the Communicative Approach in lesson planning.

Required resources:

- Krol, Lisa (2017). Course materials for Module 4. **[Blackboard]**
- Brown & Lee (2015) pp. 28-34 and Chapter 3. **[Textbook]**
- Saville-Troike & Barto (2017) pp. 141-145 and pp. 158-179. **[Textbook]**
- Canadian Language Benchmarks: English as a Second Language for adults (2012) Introductory pages and level descriptors. http://www.cic.gc.ca/english/pdf/pub/language-benchmarks.pdf
- A guide to using the Common Framework of Reference (CFR) with learners of English as an Additional Language (2013). Introductory pages and level descriptors. http://publications.gov.sk.ca/documents/11/82934-A Guide to Using the CFR with EAL Learners.pdf
- Richards (2006) pp. 14-21, Classroom activities in Communicative Language Teaching. **[PDF in Blackboard]**

Module 5: Learner Variables: Proficiency, Purpose, Age and Other Factors

1. Analyze the complexities of 'proficiency' including various communicative competencies.

2. Characterize ACTFL Proficiency Guidelines, Canadian Language Benchmarks, and the Common Framework of Reference and discuss their applications.

3. Explain how culture, gender, age, and other factors can affect language learning and lesson design.

4. Discuss the challenges of students who may have learning disabilities.

Required resources:

- Krol, Lisa (2017). Course materials for Module 5. **[Blackboard]**
- Brown & Lee (2015) Chapter 7, *Teaching Across Proficiency Levels*. **[Textbook]**
- Saville-Troike & Barto (2017) Chapter 4, pp. 87-95. **[Textbook]**
- Brown & Lee (2015) Chapter 6, Teaching across age levels. **[Textbook]**
- Navarrete & Watson (2013) English Language Learners – The impact of language and socio-cultural factors on earning. http://www.council-for-learning-disabilities.org/english-language-learners-impact-of-language-and-socio-cultural-factors-on-learning

Module 6: Styles, Strategies, and Agency

1. Compare and contrast various 'learning styles' and assist students to develop self-awareness of their personal learning styles preferences

2. Explain 'learning strategies' and the rationale for strategies-based instruction.

3. Become aware of various 'teaching styles' and consider their impact on learners.

4. Define 'agency' from different theoretical perspectives and suggest strategies for motivating learners.

5. Analyze the impact of error correction and match strategies to the learner.

Required resources:
- Krol, Lisa (2017). Course materials for Module 6. **[Blackboard]**
- Saville-Troike & Barto (2017) pp. 95-100. **[Textbook]**
- Oxford, R., Holloway, M. E., & Horton-Murillo, D. (1992). Language learning styles: Research and practical considerations for teaching in the multicultural tertiary classroom. *System, 20 (4).* 439-456*.* **[PDF in Blackboard]**
- Brown & Lee (2015) Chapter 14, pp. 304-308, Teachers' roles and styles: Creating a positive classroom climate. **[Textbook]**
- Brown & Lee (2015) Chapter 5, Agency in language learning*.* **[Textbook]**
- Oladejo, J. (1993). Error correction in ESL: Learner's preferences. TESL Canada Journal, 10 (2). 71-89. **[PDF in Blackboard]**

Module 7: The Teaching Process

1. Recognize and write <u>language specific</u> objectives.
2. Explain at least two different styles of language lesson design.
3. Appreciate the importance of 'practice' and incorporate it into lesson plans.
4. Design and/or critique a simple language lesson.
5. Detail why formal and informal assessment is a necessary part of lesson planning.
6. Define the following testing terms: validity, reliability, washback, authenticity, formative, summative, placement, test, achievement test, proficiency test, and diagnostic test.
7. Design and critique language tests.

Required resources:

- Krol, Lisa (2017). Course materials for Module 7. **[Blackboard]**
- Brown & Lee (2015), Chapter 10, Lesson planning. **[Textbook]**
- Brown & Lee (2015) Chapter 20, Language assessment. **[Textbook]**
- Brown & Lee (2015) Chapter 21, Classroom-based assessment*.* **[Textbook]**

Module 8: Teaching Pronunciation, Vocabulary, and Grammar

1. Identify the main components of pronunciation: sound, rhythm, intonation, and stress; and vocabulary: form, meaning, collocation, and connotation.
2. Explain the common causes of learners' pronunciation errors.
3. List and assess several techniques to improve learners' pronunciation and vocabulary.
4. Follow basic guidelines for presenting and explaining grammatical items both inductively and deductively.
5. Apply a number of controlled and freer grammar practice activities to lesson plans.
6. Outline strategies for error correction.
7. Discuss how to integrate grammar, vocabulary, and pronunciation instruction with listening, speaking, reading, and writing.

Required resources:

- Krol, Lisa (2017). Course materials for Module 8. **[Blackboard]**
- Teaching pronunciation to adult English Language Learners. **[PDF in Blackboard]**
- Brown & Lee (2015). Teaching pronunciation, pp. 371-379 and Teaching vocabulary, pp. 480-485. **[Textbook]**
- Understanding pronunciation variations facing ESL students **[PDF in Blackboard]**
- Brown & Lee (2015). Chapter 19, Teaching grammar and vocabulary. **[Textbook]**

Module 9: Teaching Listening, Speaking, Reading, and Writing

1. Define accuracy and fluency, and be able to distinguish between them in specific learning activities.
2. Discuss the goals and problems of the teaching of speaking.
3. Discuss the complexity of listening comprehension.
4. Explain the nature of reading and identify specific critical components for beginning through fluent reading instruction.
5. Identify characteristics of writing and the writing process in both formal and informal instances.
6. Design purposeful speaking, listening, reading and writing lessons.
7. Assess speaking, listening, reading and writing abilities.
8. Explain issues involved in giving feedback in the skill areas and propose ways to deal with them.

Required resources:

- Krol, Lisa (2017). Course materials for Module 9. **[Blackboard]**
- Brown & Lee (2015) Chapter 16, Teaching speaking. **[Textbook]**
- Brown & Lee (2015), Chapter 15, Teaching listening, pp. 319 – 342. **[Textbook]**
- Brown & Lee (2015), Chapter 17, Teaching reading. **[Textbook]**
- Brown & Lee (2015), Chapter 18, Teaching writing. **[Textbook]**

Module 10: Syllabus / Curriculum and Materials

1. Define 'curriculum' and 'syllabus', and explain their characteristics, common types, applications and challenges in different teaching situations.
2. Use statements on curriculum and syllabus documents to create appropriate lesson objectives.
3. Outline the advantages and disadvantages of using textbooks.
4. Discuss criteria for evaluating textbooks and assess the value and application of texts to particular teaching situations.
5. Analyze the possible underlying messages of course content for sexism, ageism, cultural ethnocentrism, social orientation, and values.
6. Describe how teaching can be supported with technology.
7. List guidelines for preparing teacher-made materials.

Required resources:

- Krol, Lisa (2017). Course materials for Module 10. **[Blackboard]**

- Brown & Lee (2015). Chapter 9, Curriculum and course design. **[Textbook]**
- Brown & Lee (2015). Chapter 11, Techniques, textbooks, and materials. **[Textbook]**
- Garinger (2002). Textbook Selection for the ESL Classroom. **[PDF in Blackboard]**
- Ndura (2004). ESL and cultural bias: An analysis of elementary through high school textbooks in the western United States of America. **[PDF in Blackboard]**
- Brown & Lee (2015). Chapter 12, Technology in language learning and teaching. **[Textbook]**
- Howard & Major (2005). Guidelines for designing effective English language teaching materials. **[PDF in Blackboard]**

Module 11: Classroom Management

1. Explain how physical aspects of the classroom, including visuals, seating arrangement, and equipment, can be managed to create a positive learning environment.

2. Become aware of how voice, body language, and culture can impact student learning.

3. Assess unexpected events and determine the appropriateness of 'unplanned teaching'.

4. Be equipped with some solutions to common classroom problems: large class size, multiple proficiencies, strict institutional rules, discipline, and cheating.

5. Compare and contrast tutoring to teaching and identify key features of successful tutoring.

6. Analyze personal teaching style and hypothesize what aspects may be beneficial and what aspects may need change for the benefit of future English language learners.

Required resources:

- Krol, Lisa (2017). Course materials for Module 11. **[Blackboard]**
- Brown & Lee (2015). Chapter 14, Classroom management. **[Textbook]**
- Brown & Lee (2015). Chapter 13, Creating an interactive classroom. **[Textbook]**
- Shapiro, S. Working with multilingual (ESL) students: A tutor training workshop. **[PDF in Blackboard]**

Required Resources

Readings/Textbooks

Brown, H. D. and Lee, H. (2015). *Teaching by Principles: An Interactive Approach to Language Pedagogy (4th Edition).* Pearson Education.
ISBN: 978-0-13-392585-2.

Krol, Lisa (2017). Course Materials for ECUR 291.3. Saskatoon: University of Saskatchewan. Provided online in the Blackboard course room.

Saville-Troike, M. and Barto K. (2017). *Introducing Second Language Acquisition (3rd Edition).* Cambridge University Press. ISBN 978-1-316-60392-5.

Other required course materials (print, video and audio) are provided in the online classroom. Most of those listed below can also be located through online author and title searches

Textbooks are available from the University of Saskatchewan Bookstore:
http://www.usask.ca/bookstore/

Other Required Materials
See information under modules.

Electronic Resources
See information under modules.

Downloads
See information under modules.

Supplementary Resources
See information under modules.

Grading Scheme

Assignment #1	15%	Due in Week 4
Assignment #2	20%	Due in Week 7
Assignment #3	20%	Due in Week 11
Activities Participation	15%	Assessed for each module. Asynchronous (bulletin-board style) online discussions are closed after two weeks. Two synchronous teleconferences are scheduled for specific times in Weeks 1 and 6.
Final Exam	30%	About one week after end of term
Total	100%	

Detailed descriptions of assessments are provided below.

** All components must receive passing grades in order for a student to pass this course.

Evaluation Components

Additional assignment and discussion instructions may be provided in the Blackboard online classroom.

Assignment #1 - Distinguishing between types, providers and programs in the field

Due Date: End of Week 5; see the Class Syllabus for your term
Purpose: To provide real world examples of the material in the text and help move theory into practice.
Description: A 1400-1800 (5-7 page) essay with academic citation and referencing.

Option A: Interview with a teacher

Contact and interview an ESL or an EFL teacher in your area, following CERTESL or PDCEAL program protocols. Your discussion **must** include

- An explanation of the type of program and the context the teacher works within
- A brief description of the learners
- An analysis of the method(s) the teacher uses
- A discussion of the teacher's opinions/advice about some aspect(s) of ELT – strengths, weaknesses, limitations, joys, etc.

Using the information you collect, write an essay of about 1400-1800 words (5-7 pages). **You must connect the interview to course content.** The essay should have a clear introduction with a thesis statement that states your overall impression or learning. The body of the essay should highlight various facts and details you collected from the interview and compare how those elements fit or refute the readings for this course. Finally, the essay should include a meaningful conclusion confirming your learning.

Option B: Critique a Lesson

Watch at least 30 minutes of one of the recorded lessons provided in the Assignment 1 instructions for your section of this course.

On the basis of the recorded lesson, write an essay of about 1400-1800 words (5-7 pages) following the essay instructions for Option A.

You **must** develop

- An explanation of the type of program and the context the teacher works in from what you can observe in the video
- A brief description of the learners
- An analysis of the method(s) the teacher uses with specific examples

Option C: Compare and Contrast Lessons

This option is for teachers with some experience teaching ESL/EFL already. Watch 15 minutes of any two of one of the recorded lessons provided in the Assignment 1 instructions for your section of this course.

Write an essay in accordance with the basic instructions from Option A. For Option C, the essay **must** include:

- An explanation of the type of program and the context you have worked in, including a brief description of the learners, and how it compares to the contexts of the video lessons
- An analysis of the method(s) the video teachers use with specific examples and a comparison with what you would do in a similar lesson
- An evaluation of best practices between the videos, your own teaching and the course material

Assignment #2 - The Components of Language Learning

Due Date: End of Week 8; See Class Schedule
Purpose: To give students the opportunity to synthesize what they have learned about language learning and apply it to the classroom context.

Description: A 1400-1800 (5-7 page) essay with academic citation and referencing.

Option A: Critique a Lesson

Watch the lesson video provided in the Assignment 2 instructions for your section of this course.

Analyze the lesson according to what you have learned about CLT. In your essay include:

- An explanation of why this lesson fits with the philosophies of Communicative Language Teaching methodology. Or if you think it does not fit, explain why. You may want to refer to one of the lesson sequences discussed in Module 7 (ESA or PPP).
- An explanation of how/why you think it would appeal to a specific group of students. Think about how it might address the 'learner variables'.
- A brief description of how you might use what you learned here. Would you use a similar sequence in your own lesson planning? What did you like or not like about what you saw? What might you do differently? Is there anything you would add to the sequence?

You must connect the activity and analysis to course content.

You may choose to write this essay with an introduction, body, and conclusion OR you may write it in subsections that address the points.

Option B: Critique a Ready-Made ESL Lesson

This option has been designed for teachers who are already working in the field. Although new teachers may choose this option, they may find it difficult to complete without classroom experience.

Find a ready-made textbook ESL lesson designed to service the level of students you are teaching or the students you intend to teach (i.e. primary, high school beginners, advanced immigrant adults, etc.). Individual textbook lessons are generally 2-8 pages depending on the skill and level. You may choose a lesson you have already worked with or that you are considering for the future.

Your essay should discuss the following with explicit reference to your course materials:

- An evaluation of the lesson based on what you have learned in Modules 5-7. You may also include ideas from earlier Modules. Think about:
  - whether or not the design fits with CLT methodology and why
  - how the lesson design fits with what we have learned about the learners
  - best teaching practices
  - Overall, is the text lesson a good one? Why or why not?
- Suggestions for improving the lesson referring to particular features of learning, learners, or best practices. Think about your own teaching and how you could use the text to maximum benefit in the classroom.

Your analysis should be presented in the form of an essay of about 1400-1800 words (5-7 pages).

You must connect the lesson and analysis to course content.

Assignment #3 - Lesson Planning

Due Date: End of Week 11; see the online Class Syllabus for your term
Purpose: For students to design a lesson using what they have learned about language learning and best practices, and to receive feedback and expert advice on their lesson planning skills.
Description: An annotated lesson plan (5-7 pages).

Annotated Lesson Plan

Choose a skill area for which you would like to plan a lesson. Experienced teachers may choose to work with lessons that have already been created or are in use. You may choose Speaking, Listening, Reading, or Writing. You could also choose to work with one of the sub-skills: Pronunciation, Vocabulary, or Grammar. The lesson must be explicitly linked to course content.

1. Identify the skill area and a specific language point that you will use the lesson to teach.
2. Identify the group for which the lesson is being designed. List 1-4 specific language learning objectives for your lesson using Students Will Be Able To (SWBAT).
3. Write up your lesson using one of the models described in this course. Refer to Module 7.
4. Annotate the various points of your lesson with an explanation of why you are doing what is on your plan according to the theory discussed throughout this course.

Online Activities Participation

Value: See Grading Scheme
Due Date: Weekly; see the online Class Syllabus for your term
Purpose: To engage students in the learning process and provide opportunities for synthesis and application of theory to practice.
Description: A variety of short exercises.

Each module contains several activities to help consolidate learning and focus your attention on the module objectives. Most activities are designed to take 10-15 minutes of time to complete. It is recommended that you complete all the activities to best prepare yourself for the final exam and classroom teaching. Some of the activities focus your attention on simple definitions and key concepts, or ask you to apply an idea to your own experience. Other activities require a deeper level of thinking. **Completion of these more complex activities in the Discussion Forum will contribute to your participation mark**; active participation in these Forum discussions will help consolidate your learning and show how ideas might apply to other contexts.

Each markable activity will be graded on a scale of 0-3:

- 0 = incomplete or not addressing a relevant concept
- 1 = minimal effort or needs to reconsider course material
- 2 = meets expectation – connects to course material
- 3 = exceeds expectations – shows insight and integrates multiple concepts

You must collect at least 20 marks over the course of the term to meet the activities participation requirement. **Earning less than 20 marks on this component will be equivalent to not submitting an assignment and could result in receiving an Incomplete Failure for the course.** If you collect 33 marks or more, you will receive the full 15% for this component.

The synchronous (online teleconference) meetings are the most important activities. Two will take place, on different days, and are a high point in the class. The value comes from the

collective efforts of all students. Therefore, please participate in at least one of the meetings. No other marked activities take place during those weeks to encourage participation.

Final Exam

Date: Final exams are scheduled by University administration during the period listed in the Academic Calendar. Once finalized, the date and time of your final exam will be provided in your PAWS Exam Schedule.

Location: **The final examination is not online.** If you live in a Regular Centre, you will be notified of the location when the exam date is posted, around the middle of the term. If you live outside of a Regular Exam Centre, you will make invigilation arrangements with a local educational institution. Local arrangements must be approved by the University of Saskatchewan.

Length: 3 hours

Purpose: To synthesize the topics of study into practical applications for the classroom.

Description: The exam is invigilated and closed-book. No electronic devices are allowed. The exam will include definitions, short essay questions, and a lesson plan. Your instructor will provide more detail about the exam and a practice exam in advance.

Midterm and Final Examination Scheduling
Midterm and final examinations must be written on the date scheduled.

Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM 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

Length and Mode of Final Examination
Check the *Class Schedule* for the date(s) of the midterm exam(s) for this class. The date and time of the final exam will be available in your PAWS account once the exam schedule has been posted.

The invigilated final exam for this class will be a closed-book and comprehensive exam. Students will be permitted three (3) hours to write the exam. The exam will include definitions, short essay questions, and a lesson plan.

Students are encouraged to review all examination policies and procedures at
http://students.usask.ca/academics/exams.php

Invigilated Exams

Your final exam will be in Saskatoon **UNLESS** you reside more than 110 KM from Saskatoon. For those students that reside more than 110 KM from Saskatoon you will need to complete the *Application for Mid-term* and/or *Final Examination* form (https://students.usask.ca/academics/exams.php#Distanceclasses)

Any collusion, collaborating, copying, cheating or any form of academic misconduct is a very serious offence at the University of Saskatchewan and could result in suspension or expulsion from the university.

Instructor Information

Contact Information
TBA

Office Hours
TBA

Instructor Profile
TBA

Submitting Assignments

Students must complete, submit and pass all graded components including the final exam to pass the course.

Please note that papers which do not refer directly to the required course materials **will not** receive passing grades. All assignments must also use proper academic citation and referencing when referring to course material or other sources, following the APA model for academic publications. Rewrite options will be allowed at the discretion of the instructor within program and university policy restrictions.

You will submit your assignments using a variety of online tools. Instructions will be provided on how to do this. Note that assignments are due by 11:59 p.m. Saskatchewan time on the due date.

Extensions and Late Assignments

Overdue assignments will be assessed a penalty of 5% for one to three days late and 10% for four or more days late. Instructors may not accept assignments that are more than seven days late. If you have extenuating circumstances, contact your instructor.

Additional Evaluation Information

DEU Writing Centre - Quality writing help for free!

Anyone taking a distance class (online, independent studies, televised, or multi–mode delivery) administered by the DEU can use this free service. The Writing Centre provides tools and support to help you write effective essays, reports, or reviews. Simply submit a project draft, and a qualified tutor will assess your work and offer advice to improve your project. Contact the DEU Writing Centre at http://distanceeducation.usask.ca/support/writing-centre.php

Participation

Each module contains several activities to help consolidate learning and focus attention on the module objectives. It is recommended that you complete all of the activities, most of which are designed to take 10-15 minutes to complete. Other activities will require a deeper level of thinking and completion of the Discussion Forum will contribute to the participation marks. Responses must be posted before midnight one week following the dates listed in the Class Schedule. For example, a response for Module 2 activities will be due by the Friday of Week 3.

Two of the modules include Synchronous Meeting activities as the only eligible participation points. You are expected to collect at least 20 of 33 available participation points. Similar to a missed assignment, not completing the Activities participation component could result in an Incomplete Failure for the course.

Understanding Your Grades

Information on literal descriptors for grading at the University of Saskatchewan can be found at: https://students.usask.ca/academics/grading/grading-system.php

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: http://policies.usask.ca/policies/academic-affairs/academic-courses.php

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://teaching.usask.ca/about/policies/learning-charter.php

Recording of the Class

Synchronous Meetings may be recorded by the instructor and posted to Blackboard for review.

Distance and Distributed Library Services

As a U of S student, if you are located outside of Saskatoon, you can find help accessing library resources and services at: https://library.usask.ca/ddls/#RegisterforDDLS.

Copyright

Every effort has been made to trace ownership of all copyrighted material and to secure permission from copyright holders. In the event of any question arising as to the use of any material, we will be pleased to make the necessary corrections. The University of Saskatchewan copyright policy is available at http://www.usask.ca/copyright/.

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 Access and Equity Services (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, check www.students.usask.ca/aes, or contact AES at 306-966-7273 or aes@usask.ca.

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

Student Supports

Student Learning Services
Student Learning Services (SLS) offers assistance to U of S undergrad and graduate students. For information on specific services, please see the SLS web site http://library.usask.ca/studentlearning/.

Student and Enrolment Services Division
The Student and Enrolment Services Division (SESD) focuses on providing developmental and support services and programs to students and the university community. For more information, see the students' web site http://students.usask.ca.

Financial Support
Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central (https://students.usask.ca/student-central.php).

Aboriginal Students Centre
The Aboriginal Students Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, brining Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (https://www.facebook.com/aboriginalstudentscentre/) to learn more.

International Student and Study Abroad Centre
The International Student and Study Abroad Centre (ISSAC) supports student success in their international education experiences at the U of S and abroad. ISSAC is here to assist all

international undergraduate, graduate, exchange and English as a Second Language students and their families in their transition to the U of S and Saskatoon. ISSAC offers advising and support on all matters that affect international students and their families and on all matters related to studying abroad. Please visit students.usask.ca for more information.

UNIVERSITY OF SASKATCHEWAN
College of Education
USASK.CA/EDUCATION

ECUR 292.3
THE STRUCTURE OF ENGLISH FOR LANGUAGE TEACHING

()* – CURRICULUM STUDIES
Email: ()
Phone: ()

Online – SASKATOON
(term dates)

Land Acknowledgement

As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

This course, in combination with ECUR 291.3 (Introduction to Teaching English as a Second Language), introduces students to the study of linguistics as it relates to the teaching of English language learners. Topics in ECUR 292.3 will include morphology, phonology, syntax, semantics and pragmatics. Classroom techniques will also be discussed.

Prerequisite(s) or Corequisite(s): ECUR 291.3
Note: This course is part of the CERTESL Undergraduate Certificate. Students with credit for TESL 33 or TESL 333 will not receive credit for this course.

Course Overview

This course begins with an introduction to the components of language. After the introduction, you will learn about the eight parts of speech in sentence-level grammar. We will then explore the phonological system of English, covering individual sounds, word stress, and connected speech. The final module of this course will look at strategies that you can use to teach grammar and phonology.

Course Learning Outcomes

By the end of this class, students should be able to:
1. Apply the properties and features to support development of linguistic aspects of communicative competence among English language learners.
2. Identify the linguistic components of language.
3. Assess errors made by English language students.
4. Provide possible instructional strategies to improve accuracy of English language use.

Required Resources

1. Anderson, Laurie (2017). Course Materials for ECUR 292.3. University of Saskatchewan. [Online in Blackboard courseroom]
2. Avery, P. and Ehrlich, S. (1992). *Teaching American English Pronunciation.* Oxford University Press. ISBN: 9780194328159. [Textbook]
3. Parrot, M. (2010). *Grammar for English Language Teachers.* Cambridge University Press. IBSN: 9780521712040. [Textbook}

Textbooks are available from the University of Saskatchewan Bookstore: http://www.usask.ca/bookstore/

See the "Required Readings" section in each module in Blackboard Learn for a detailed required readings list and schedule.

Recommended Resources

1. Chumak-Horbatsch, R. (2012). *Linguistically Appropriate Practice: A guide for working with young immigrant children.* University of Toronto Press. ISBN: 9781442603806.
2. Bell, J. (2004). *Teaching Multilevel Classes in ESL.* Pippin Publishing. ISBN: 9780887510939.

Class Schedule

Week	Module	Due Dates
Week 1	*Components Of Language*	
Week 2	*Sentence Structure*	
Week 3	*Nouns, Articles, And Qualifiers*	
Week 4	*Pronouns*	Assignment #1: October 1, 2018
Week 5	*Verbs: Tense, Aspect, Mood*	
Week 6	*Modals, Gerunds, And Infinitives*	
Week 7	*Adjectives And Adverbs*	
Week 8	*Conjunctions And Prepositions*	
Week 9	*Sounds Of English*	Assignment #2 November 5, 2018
Week 10	*Word Stress*	
Week 11	*Connected Speech*	

Week 12	*Teaching Strategies*	Assignment #3 November 26, 2018

Module Objectives

When you finish each module, you should be able to do the following:

Module 1: Components of Language

1. Identify and define the key properties and features of language.
2. Explain the difference between language and linguistics.
3. State the hierarchy of the building blocks of language.
1. Explain how grammar is incorporated into a language proficiency framework.

Required resources:

Anderson, Laurie (2017). Course materials for ECUR 292.3. **[Blackboard module 1]**

Boundless. Introduction to Language. Source: Boundless, "Introduction to Language." *Boundless Psychology* Boundless, 20 M09. 2016. Retrieved 19 M05. 2017 from: https://www.boundless.com/psychology/textbooks/boundless-psychology-textbook/language-10/introduction-to-language-60/introduction-to-language-233-12768/

Boundless. The Structure of Language (skip the section Phonemes). Source: Boundless. "The Structure of Language." *Boundless Psychology* Boundless, 26 M05. 2016. Retrieved 19 M05. 2017 from: https://www.boundless.com/psychology/textbooks/boundless-psychology-textbook/language-10/introduction-to-language-60/the-structure-of-language-234-12769/

Overview of the Revised CLB in the *Canadian Language Benchmarks Support Kit.* http://www.language.ca/documents/CLB_Support_Kit_Website_1.pdf

Common Framework of Reference (CFR) EAL Writing Rubrics and Student Exemplars: Grades 1-8. Regina: Government of Saskatchewan – Ministry of Education http://publications.gov.sk.ca/documents/11/82902-CFR%20Writing%20Rubrics%20&%20Exemplars%20Gr%201-8%20-%20June%202014.pdf

Common framework of reference (CFR). EAL writing rubrics and student exemplars: Grades 9-12. Regina: Government of Saskatchewan - Ministry of Education. Available at: http://publications.gov.sk.ca/documents/11/82903-CFR%20Writing%20Rubrics%20&%20Exemplars%20Gr%209-12%20-%20June%202014.pdf

Module 2: Sentence Structure

1. Recognize a complete sentence by identifying its subject and predicate.
2. Classify sentences by function (declarative, interrogative, imperative, exclamatory).
3. Classify sentences into categories (simple, compound, complex, compound-complex).
4. Define grammatical inflection.

Required resources:

Anderson, Laurie (2017). Course materials for ECUR 292.3. **[Blackboard module 2]**

Boundless. Introduction to language. Source: Boundless. "Writing." https://www.boundless.com/writing/textbooks/boundless-writing-textbook/overview-of-english-grammar-parts-of-speech-250/introduction-to-english-grammar-and-mechanics-286/

Module 3: Nouns, Articles and Quantifiers

1. Identify whether a noun functions as a subject or an object.
2. Explain the difference between transitive and intransitive verbs.
3. Explain the difference between count and uncountable nouns.
4. Give examples to show how articles are used depending upon the amount of information shared.
5. State why many learners make errors in using articles.

Required resources:

Anderson, Laurie (2017). Course materials for ECUR 292.3. **[Blackboard module 3]**

Boundless. "Nouns as Subjects and Objects." Boundless Writing Boundless, 8 Aug. 2016. Retrieved 19 Jun. 2017 from https://www.boundless.com/writing/textbooks/boundless-writing-textbook/overview-of-english-grammar-parts-of-speech-250/nouns-289/nouns-as-subjects-and-objects-154-757/

Parrott (2010), *Articles* and *Quantifiers*, pp. 25-50. **[Textbook]**

Centre for Canadian Language Benchmarks. (2012). *CBL Support Kit,* pp.52-53. http://en.copian.ca/library/learning/cclb/clb_support_kit_sect_1_part_1_2_3/clb_support_kit_sect_1_part_1_2_3.pdf (Other parts of this document are required reading for module 12.)

Module 4: Pronouns

1. Identify and give examples of the types of pronouns.
2. Define and give examples of person, number and gender when talking about pronouns.

Required resources:

Anderson, Laurie (2017). Course materials for ECUR 292.3. **[Blackboard module 4]**

Boundless. "Introduction to Pronouns" *Boundless Writing* Boundless, 8 Aug. 2016. Retrieved 19 Jun. 2017 from Source: Boundless. "Introduction to Pronouns." Boundless Writing Boundless, 8 Aug. 2016. https://www.boundless.com/writing/textbooks/boundless-writing-textbook/overview-of-english-grammar-parts-of-speech-250/pronouns-290/introduction-to-pronouns-156-4457/

Coelho, E., & Rivers, D. (2004). Adding English: A guide to teaching in multilingual classrooms, pp. 69-72. **[PDF in Blackboard]**

Module 5: Verbs: Tense, Aspect, Mood

1. Identify and give examples of the three time frames.

2. Describe the concept of aspect and give examples of each aspect.
3. Provide examples of the 12 verb tenses.
4. State the difference between a main verb and an auxiliary.
5. Explain how mood affects verb choice.

Required resources:

Anderson, Laurie (2017). Course materials for ECUR 292.3. **[Blackboard module 5]**

Boundless "*Verbs*". Available at:
https://www.boundless.com/writing/textbooks/boundless-writing-textbook/overview-of-english-grammar-parts-of-speech-250/verbs-291/

Correction symbols. Available at: http://www.rong-chang.com/correctionsymbols.pdf

Brainpop Educators. Lesson Plans. *3.3.2 Past simple/present perfect lesson plan*. Available at: https://educators.brainpop.com/lesson-plan/3-3-2-past-simplepresent-perfect-lesson-plan/

Rocket Languages. (2017). *Italian verb conjugation*. Available at: https://www.rocketlanguages.com/italian/grammar/italian-verb-conjugation

Module 6: Modals, Gerunds & Infinitives

1. Identify modal auxiliary verbs and explain how they are used.
2. State how gerunds and infinitives are formed.
3. Provide examples of where gerunds and infinitives are used.

Required resources:

Anderson, Laurie (2017). Course materials for ECUR 292.3. **[Blackboard module 6]**

Parrott (2010), *Modal verbs*, pp. 152-169. **[Textbook]**

Parrott (2010), *Infinitive and –ing forms of verbs*, pp. 170-187. **[Textbook]**

Module 7: Adjectives & Adverbs

1. Define and give examples of an adjective.
2. Define and give examples of an adverb.
3. Explain how to form comparative and superlatives.
4. Describe where learners may have difficulties using adverbs and adjectives.

Required resources:

Anderson, Laurie (2017). Course materials for ECUR 292.3. **[Blackboard module 7]**

Parrott (2010), *Adjectives*, pp. 51-60 **[Textbook]**

Parrott (2010), *Adverbs*, pp. 61-78 **[Textbook]**

Parrott (2010), *Comparatives and superlatives*, pp. 78-93 **[Textbook]**

BuzzFeedVideo. (2015, January 19). *Your phone: How often do you REALLY use it?* (video). https://youtu.be/M2urdlfmrpE Length 4:32.

Module 8: Conjunctions & Prepositions

1. Define and give examples of conjunctions.
2. Define and give examples of prepositions.
3. Explain why some language learners struggle with these parts of speech.

Required resources:

Anderson, Laurie (2017). Course materials for ECUR 292.3. **[Blackboard module 8]**

Boundless Conjunctions Boundless, 20 M09. 2016. Retrieved 19 M05. 2017 from https://www.boundless.com/writing/textbooks/boundless-writing-textbook/overview-of-english-grammar-parts-of-speech-250/conjunctions-293/conjunctions-coordination-correlation-conjunction-and-subordination-130-10365/

Parrott (2010) *Prepositions*, pp. 94-105. **[Textbook]**

Folse, K. S. (2016). *Keys to teaching grammar to English language learners: A practical handbook.* Ann Arbor: University of Michigan Press, pp. 420-423 **[PDF in Blackboard]**

Easy Languages. (2013, June 26). Easy German grammar – Prepositions: in, an auf, unter, über, vor… Available at: https://youtu.be/G3MeDOYgeO4 Length 0:15.

Module 9: Sounds of English

1. Describe the factors that influence a person's ability to learn to master pronunciation of individual sounds.
2. Identify the following five concepts related to speech sounds:
   a. Articulators and places of articulation
   b. The difference between vowels and consonants
   c. Various manners of articulation and voicing
   d. Characteristics of the consonant sounds according to place, manner, and voicing
   e. The characteristics of tongue height, frontness/backness of the tongue, tenseness/laxness, and lip rounding
3. Read and write words using phonetic symbols.

Required resources:

Anderson, Laurie (2017). Course materials for ECUR 292.3. **[Blackboard module 9]**

Avery, P. & Ehrlich, S. (1992*). Teaching American English pronunciation*. Oxford University Press. *Introduction*. **[Textbook]**

Avery and Ehrlich Chapter 1 *Spelling and pronunciation*. **[Textbook]**

Avery and Ehrlich Chapter 2 *Individual sounds of English*. **[Textbook]**

Taylor, K., Thompson, S. *Teaching spoken English with the color vowel chart.* https://americanenglish.state.gov/files/ae/resource_files/teaching_spoken_english_with_the_color_vowel_chart_webinar_presentation.pdf

AVBTranslations. *Berlitz commercial German coast guard* (video). Available at: https://youtu.be/xSObP2FZWZE0 Length 0:41.

Module 10: Word Stress

1. Explain word stress:
   a. Define major stress, minor stress, and unstress; and
   b. Identify the pattern of major stress, minor stress and unstress in English words.
2. Explain vowel reduction and schwa:
   a. Identify the pattern of minor stress in English words;
   b. Explain the contrast between the pronunciation of a vowel in a stressed syllable and in an unstressed syllable; and
   c. Explain why vowel reduction is important in English language teaching.
3. Describe pronunciation issues:
   a. Describe grammatical endings, -ed and –s, and how they vary according to the preceding sound;
   b. Give examples of the common ways in which English phonemes vary (aspiration, flapping, glottalization, vowel lengthening, light and dark /l/, and r-colouring);
   c. Identify basic pronunciation errors dealing with word stress, vowel reduction and grammatical endings in EAL learners' language.

Required resources:

Anderson, Laurie (2017). Course materials for ECUR 292.3. **[Blackboard module 10]**

Avery and Ehrlich Chapter 3 *English sounds in context.* **[Textbook]**

Avery and Ehrlich Chapter 5 *Word stress and vowel reduction.* **[Textbook]**

Module 11: Connected Speech

1. Explain critical aspects of sentence stress, which includes being able to do the following:
   a. Define and contrast syllable-timed languages and stress-timed languages.
   b. Explain how the meaning of a sentence can change by altering the location of the major sentence stress.
   c. Distinguish between function words and content words, and be able to explain their importance in teaching sentence stress and rhythm.
   d. Compare strong forms and weak forms of function words.
   e. Distinguish where thought groups begin and end and where the stress is within the thought group.
   f. Identify the word in a major thought group that typically has the most stress.
2. Give examples of the following terms:
   - intonation
   - juncture
   - chunking
   - prominent point (nuclear stress)
   - vowel reduction

- linking
- consonant deletion
- palatalization
- assimilation
3. Describe intonation:
   a. Give examples of the major intonation patterns and explain what they indicate.
   b. Explain why English rhythm and intonation may be difficult for learners of English, and give an example of a common error of each.
4. Explain the role of connected speech:
   a. Describe the important role reduction plays in spoken English.
   b. Explain the ways speech is modified in connected speech.

Required resources:

Anderson, Laurie (2017). Course materials for ECUR 292.3. **[Blackboard module 11]**

Avery and Ehrlich Chapter 6 *Connected speech.* **[Textbook]**

Module 12: Teaching Strategies

1. Explain the role grammar and pronunciation in a communicative classroom.
2. Describe some strategies for dealing with learner errors.
3. Explain how to select grammar and pronunciation items based on student needs.
4. Explain the three practice phases of a language lesson.

Required resources:

Anderson, Laurie (2017). Course materials for ECUR 292.3. **[Blackboard module 12]**

Centre for Canadian Language Benchmarks. (2012). *CLB Support kit.* Available at: http://en.copian.ca/library/learning/cclb/clb_support_kit_sect_1_part_1_2_3/clb_support_kit_sect_1_part_1_2_3.pdf pages 43-70.

Cambridge University Press ELT. (2017, June 5). *Everything you always wanted to know about pronunciation*(*but were afraid to ask).* Available at: https://youtu.be/yyga6vIAroE Length 11:47.

Evaluation and Grading Scheme

ASSIGNMENT #1	20%
ASSIGNMENT #2	20%
ASSIGNMENT #3	20%
FINAL EXAM (INVIGILATED)	40%
Total	100%

Detailed descriptions of assessments will be in the "Evaluations" section in your course site.

** Students must pass all graded components to pass this course.

Evaluation Components

Detailed instructions for your ECUR 292.3 assignments are provided in your Blackboard online course. If there is a conflict between this overview and the detailed instructions in Blackboard, please follow the instructions in Blackboard.

Assignment 1 – Modules 1 - 4

Purpose: To consolidate the information about grammar that you have learned in Modules 2-4.

Description: Now that you have studied some grammatical structures, you should be able to identify errors that language learners make in these areas. In addition, you should be able to describe the errors using the terminology from Modules 1 to 4.

Assignment 2 – Modules 5 - 8

Purpose: To consolidate the information about grammar that you have learned in Modules 5-8.

Description: Now that you have studied some grammatical structures, you should be able to Identify errors that language learners make in these areas. In addition, you should be able to describe the errors using the terminology from Modules 5 to 8.

Assignment 3 – Modules 9 - 12

Purpose: To consolidate the information about phonology that you have learned in Modules 9-12 and to apply your learning in the ESL/EAL classroom.

Final Exam

Length: 3 hours

Purpose: The final examination will test you on basic factual information covered in each module. It also tests your ability to apply what you have learned by solving problems and creating or describing applicable grammar and pronunciation teaching activities.

Description: The exam is an invigilated, closed-book examination (**NOTE: The final examination is not online.**) No electronic devices are allowed.
You will be required to know the ECUR 292.3's course guide's version of the International Phonetic Alphabet (IPA) from memory for the final exam.

Final Exam

The date and time of the final exam will be available in your PAWS account once the exam schedule has been posted.

The invigilated final exam for this class will be a closed-book and comprehensive exam. Students will be permitted three (3) hours to write the exam. The exam will test basic factual information covered in each module, problem solving application of that information, and creation or description of applicable grammar and pronunciation teaching activities. Students will be required to know the ECUR 292.3 version of the International Phonetic Alphabet (IPA) from memory.

Students are encouraged to review all examination policies and procedures at http://students.usask.ca/academics/exams.php

Invigilated Exams

Your final exam will be in Saskatoon **UNLESS** you reside more than 110 KM from Saskatoon. For those students that reside more than 110 KM from Saskatoon, you will need to complete the *Application Final Examination* form (https://students.usask.ca/academics/exams.php#Distanceclasses)

Any collusion, collaborating, copying, cheating or any form of academic misconduct is a very serious offence at the University of Saskatchewan and could result in suspension or expulsion from the university.

Submitting Assignments

You will submit your assignments using a variety of online tools. Instructions will be provided on how to do this. Note that assignments are due by 11:59 p.m. Saskatchewan (Central Standard) time on the due date.

Extensions and Late Assignments

Overdue assignments will be assessed a penalty of 5% for one to three days late and 10% for four or more days late. Instructors may not accept assignments that are more than seven days late. If you have extenuating circumstances, contact your instructor.

Additional Evaluation Information

DEU Writing Centre - Quality writing help for free!

Anyone taking a distance class (online, independent studies, televised, or multi–mode delivery) administered by the DEU can use this free service. The Writing Centre provides tools and support to help you write effective essays, reports, or reviews. Simply submit a project draft, and a qualified tutor will assess your work and offer advice to improve your project. Contact the DEU Writing Centre at http://distanceeducation.usask.ca/support/writing-centre.php

Understanding Your Grades

Information on literal descriptors for grading at the University of Saskatchewan can be found at: https://students.usask.ca/academics/grading/grading-system.php

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: http://policies.usask.ca/policies/academic-affairs/academic-courses.php

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://teaching.usask.ca/about/policies/learning-charter.php

Integrity Defined

"Integrity is expected of all students in their academic work – class participation, examinations, assignments, research, practica – and in their non-academic interactions and activities as well." (Office of the University Secretary)

It is your responsibility to be familiar with the University of Saskatchewan policies and procedures on Academic Misconduct (http://www.usask.ca/secretariat/student-conduct-appeals/academic-misconduct.php)) and Non-Academic Misconduct (https://www.usask.ca/secretariat/student-conduct-appeals/non-academic-misconduct.php).

Access and Equity Services

If you are a student needing accommodations based on a diagnosed disability (learning, medical, physical, and/or mental health), religion, family status (including pregnancy), and/or gender identity, you must register with Access and Equity Services (AES) in order to access AES programs and supports. Information about AES can be found at https://students.usask.ca/health/centres/access-equity-services.php

For AES exam accommodations please ensure that you fill out the AES Exam Accommodation form within the applicable deadlines. (https://students.usask.ca/health/aes/accommodations.php)

Distance and Distributed Library Services

As a U of S student, if you are located outside of Saskatoon, you can find help accessing library resources and services at: https://library.usask.ca/ddls/#RegisterforDDLS.

Copyright

Every effort has been made to trace ownership of all copyrighted material and to secure permission from copyright holders. In the event of any question arising as to the use of any material, we will be pleased to make the necessary corrections. The University of Saskatchewan copyright policy is available at http://www.usask.ca/copyright/.

Acknowledgements

Class author: Laurie Anderson, B.Ed., M.A. TESL (Instructor, CERTESL Program, University of Saskatchewan; EAL Assessment Lead, Saskatoon Public Schools)

Instructional design: Jordan Epp, B.F.A., M.Ed. (Instructional Designer, Distance Education Unit, University of Saskatchewan).

ECUR 331.3
Course Syllabus
MATERIALS AND ASSESSMENT IN ENGLISH LANGUAGE TEACHING

Online – SASKATOON
(term dates)

()– **CURRICULUM STUDIES**
Phone: ()
Email: () **Office Hours**
WEEKDAYS
Until 8:00 PM (Pacific Standard Time) by Email or Telephone Appointment

Land Acknowledgement

As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

Students will apply principles of materials evaluation and design to meet learner needs in English language classrooms, and will be able to implement assessment for learning. Students will apply the Canadian Language Benchmarks and Portfolio Based Language Assessment in their classroom planning and practice, particularly in the context of adult English language learning.

Prerequisite(s): ECUR 291.3
Pre/Corequisite(s): ECUR 391.3
Note: ECUR 292.3 is recommended to be taken either prior to or concurrently with ECUR 331.3
Note: This course is part of the CERTESL Undergraduate Certificate. Students may receive credit for only one of TESL 32 or ECUR 331**.**

Course Overview

This course has two primary purposes:

- to provide you with the knowledge and skills to implement language assessments that inform your teaching and student learning (Modules 1 through 4); and

- to provide you with information about materials to support English language development including assessments for learning (Modules 5 through 12).

Course Learning Outcomes

By the end of this class, students should be able to:
1. Implement language assessment that informs your teaching and informs and supports your students' learning of the English language.

2. Assess, adapt and develop multimedia materials to support English language development including assessments for learning.

Required Resources

1. Epstein, R. (2018). Course Materials for ECUR 331.3. [Online in Blackboard courseroom]

2. Ormiston, M. and Epstein, R. (2007). *Tools and Tips for Using ELT Materials: A guide for teachers.* University of Michigan Press. ISBN: 9780472032037. [Textbook]

3. Centre for Canadian Language Benchmarks (2016). *CLB Bootcamp.* Accessed online at http://learning.language.ca/course/index.php?categoryid=9.

Textbooks are available from the University of Saskatchewan Bookstore: http://www.usask.ca/bookstore/

See the "Required Readings" section in each module in Blackboard Learn for a detailed required readings list and schedule.

Recommended Resources

1. Azar, B. and Hagen, S. (2009). *Understanding and Using English Grammar (4th Edition).* Pearson Education. ISBN: 9780132464505.

2. Centre for Canadian Language Benchmarks (2012). *Canadian Language Benchmarks: English as a Second Language for Adults.* Centre for Canadian Language Benchmarks. ISBN: 9781100207728. https://www.canada.ca/content/dam/ircc/migration/ircc/english/pdf/pub/language-benchmarks.pdf

Class Schedule

Week	Module	Due Dates
January 3 – January 11	*CLB Basics*	Online Discussion Participation, January 3 – 3
January 14 – 18	*Needs Assessment in ELT*	Online Discussion Participation, January 14 – 25
January 21 – 25	*Module and Lesson Planning and the CLBs*	
January 26 – February 1	*Classroom Assessment and the CLBs*	Online Discussion Participation, January 26 – February 3
February 4 – 8	*Basic Considerations in Materials Design and Evaluation*	Online Discussion Participation, February 4 – 24 Assignment #1, February 8
February 11 – 15	*Textbooks*	
February 18 – 22	Term Break – No Classes	-

February 25 – March 1	*Written Text*	Online Discussion Participation, February 25 – March 10
March 4 – 8	*Visuals, Charts, and Realia*	
March 11 – 15	*Displays, Worksheets and Projections*	Online Discussion Participation, March 11 – 17 Assignment #2, March 15
March 18 – 22	*Audiovisual Materials*	Online Discussion Participation, March 18 – 24
March 25 – March 29	*Emerging Technologies*	Online Discussion Participation, March 25 – 31 Assignment #3, March 29
April 1 – April 5	*Project and Community Contact Materials*	Assignment #4, April 5

Module Objectives

When you finish each module, you should be able to do the following:

Module 1: CLB Basics

- Characterize the Canadian Language Benchmarks as a framework of reference to describe the communication skills and communicative competences of English Language Learners.
- Provide an informed opinion on the advantages and disadvantages, if any, of using a framework of reference.

Required resources:

Epstein, R. Course materials for ECUR 331.3. **[Blackboard Module 1]**

Centre for Canadian Language Benchmarks (2017). *CLB Bootcamp*, Module 1, Books 1,2,3. https://learning.language.ca/course/index.php?categoryid=9

Canadian Language Benchmarks: English as a Second Language for Adults (2012) http://www.language.ca/publications/english-publications-downloadable/

CLB Support Kit (2012) http://www.language.ca/publications/english-publications-downloadable/

CLB Theoretical Framework (2012) http://www.language.ca/publications/english-publications-downloadable/

Module 2: Needs Assessment and a Task-Based Approach to Planning
- Identify key learner descriptors that must appear in effective needs assessment
- Identify key features of task-based planning for teaching
- Differentiate between tasks/outcomes/objective and activities
- Using the CLBs as a reference point, identify and describe level-appropriate real world tasks emerging from learner needs assessments to develop language skills for real-life communication.

Required resources:

Epstein, R. Course materials for ECUR 331.3. **[Blackboard Module 2]**

Centre for Canadian Language Benchmarks (2017). *CLB Bootcamp*, Module 2, Books 1 & 2. https://learning.language.ca/course/index.php?categoryid=9

Canadian Language Benchmarks: English as a Second Language for Adults (2012)

CLB Support Kit (2012)

CLB Theoretical Framework

Module 3: Module and Lesson Planning and the CLBs

- Analyze tasks as the basis for CLB-based module/unit and lesson planning
- Develop skill-building activities related to tasks, addressing grammatical as well as functional and sociolinguistic (pragmatic) communicative competences
- Apply the learnings of Module 2 to the process of writing objectives and activities that pair life tasks with language forms.

Required resources:

Epstein, R. Course materials for ECUR 331.3. **[Blackboard Module 3]**

Centre for Canadian Language Benchmarks (2017). *CLB Bootcamp*, Module 2, Books 3 & 4. https://learning.language.ca/course/index.php?categoryid=9

Canadian Language Benchmarks, 2000: Guide to Implementation (2000), pp. 113–121. **[PDF]**

CLB Support Kit (2012), pp. 21–23; 41–97.

CLB Theoretical Framework.

Canadian Language Benchmarks: English as a Second Language for Adults (2012).

Module 4: Classroom Assessment and the CLBs

- Define assessment for learning
- Use the CLBs to develop appropriate assessment tasks and tools for the four communication skills (listening, speaking, reading and writing)
- Explain the foundations of Portfolio Based Language Assessment (PBLA)
- Present strategies for introducing and implementing PBLA in your classroom.

Required resources:

Epstein, R. Course materials for ECUR 331.3. **[Blackboard Module 4]**

Centre for Canadian Language Benchmarks (2017). *CLB Bootcamp*, Module 3. https://learning.language.ca/course/index.php?categoryid=9

PBLA Language Companions https://tutela.ca/Collection_25272

Canadian Language Benchmarks: English as a Second Language for Adults (2012)

CLB Support Kit (2012)

Integrating CLB Assessment into Your Classroom **[PDF]**

Module 5: Basic Considerations in Materials Design & Evaluation

1. Explain the role and advantages of published materials, teacher produced materials, and student-produced materials.
2. Discuss the importance of authentic materials and use them to support task-based teaching and learning.
3. Select published materials and reviews of published materials for ESL/EFL.
4. Integrate various materials into a theme unit.
5. Apply principles of the communicative approach to materials design and materials evaluation.
6. Incorporate principles of assessment *for* learning and PBLA in materials selection and design.
7. Develop sufficient and appropriate skill building activities.
8. Adhere to Canada's copyright laws when using or reproducing materials.
9. Define open educational resources and explain their value to support your instructional goals.

Required resources:

Epstein, R. Course materials for ECUR 331.3. **[Blackboard Module 5]**

Centre for Canadian Language Benchmarks (2017). *CLB Bootcamp*, Module 1, Books 1,2,3. https://learning.language.ca/course/index.php?categoryid=9

CMEC (2016). Copyright Decisions Tool. http://copyrightdecisiontool.ca/

Epstein & Ormiston (2007). Basic considerations in materials design and evaluation. In *Tools and tips for using ELT materials: A guide for teachers*, Ch. 1, pp. 1–10.

Oura, Gail K. (ND) Authentic task-based materials: Bringing the real world to the classroom .

Module 6: Textbooks

1. Explain the various roles that textbooks can fulfill.
2. Choose and use criteria for assessing a textbook, and teachers' guides and supplements.
3. Describe ways to adapt textbook material to your particular teaching context.
4. Identify the strengths and weaknesses of a given textbook.
5. Incorporate principles of PBLA and assessment *for* learning in textbook selection and use.

Required resources:

Epstein, R. Course materials for ECUR 331.3. **[Blackboard Module 6]**

Epstein & Ormiston (2007). Textbooks. In *Tools and tips for using ELT materials: A guide for teachers*, Ch. 2, pp. 11–34.

Module 7: Written Text

1. Identify a range of written text types you can buy, create, or involve students in creating.
2. Choose written texts for your class according to defined criteria.
3. Discuss the benefits of various genres of written text.
4. Argue the advantages and disadvantages of authentic versus simplified text.
5. Discuss the benefits of student-generated written text.
6. Appropriately adapt or simplify a written text for your class.
7. Incorporate principles of and assessment *for* learning and PBLA in the selection, creation and use of text.

Required resources:

Epstein, R. Course materials for ECUR 331.3. **[Blackboard Module 7]**

Epstein & Ormiston (2007). Written texts. In *Tools and tips for using ELT materials: A guide for teachers*, Ch. 2, pp. 35–60.

Module 8: Visuals, Charts, and Realia

1. Discuss the value of images in supporting classroom objectives.

2. Select and classify pictures, charts and realia for use in the language class.

3. Create simple line drawings to enhance language instruction.

4. Describe uses of and activities associated with images, charts, realia, rods and key visuals in your classroom.

5. Incorporate principles of assessment *for* learning and PBLA in the selection, creation and use of visuals, charts, realia, and key visuals.

Required resources:

Epstein, R. Course materials for ECUR 331.3. **[Blackboard Module 8]**

Butler, Nancy (2013) School of teaching ESL cuisenaire rods demonstration. https://www.youtube.com/watch?v=qBloNkbJjGI)

Epstein & Ormiston (2007). Visual aids: Pictures, charts and realia. In *Tools and tips for using ELT materials: A guide for teachers*, Ch. 4, pp. 61–91.

Albano, Larissa (2013). How English language teachers can use pictures in class. In *Voices Magazine*, British Council. https://www.britishcouncil.org/voices-magazine/how-english-language-teachers-use-pictures-class

Module 9: Displays, Worksheets and Projections

1. Explain the advantages of displays (chalk/whiteboards, chart paper, projections) and worksheets.
2. Choose and utilize the most effective medium to meet your instructional objectives.
3. Develop appropriate and effective materials for displays.
4. Develop effective, authentic worksheets that meet instructional objectives.
5. Outline the advantages and uses of various projection equipment in language teaching and learning.
6. Incorporate principles of assessment *for* learning and PBLA in the use of displays, the creation and use of worksheets, and the use of projections.

Required resources:

Epstein, R. Course materials for ECUR 331.3. **[Blackboard Module 9]**

Epstein & Ormiston (2007). *Tools and Tips for Using ELT Materials: A Guide for Teachers*, Ch. 5 pp. 92–124.

Bixby, Christina (nd) Interactive whiteboards. (retrieved April 19, 2018 from https://iwbs.weebly.com/)

Smart Boards: Why they are so easy to use? (Retrieved Jan. 11, 2018 from https://www.youtube.com/watch?v=0U05WeXPGlk)

Module 10: Audiovisual Materials

1. Explain the advantages and limitations of using the various types of audiovisual materials in language teaching.
2. Enumerate a variety of ways for using audiovisual materials in your classroom.
3. Access sources and types of audiovisual materials.
4. Discuss advancements in language laboratories and delivery of audiovisual materials.
5. Use audiovisuals to support assessment *for* learning and PBLA.

Required resources:

Epstein, R. Course materials for ECUR 331.3. **[Blackboard Module 10]**

Epstein & Ormiston (2007). Basic classroom resources. In *Tools and tips for using ELT materials: A guide for teachers*, Ch. 6, pp. 124–142.

FluentU English Educator Blog:

GenesisD. 7 irresistably fun ESL video activities to teach English listening comprehension.

Aimeenders. Light the fireworks: 15 ways to create ESL video lessons that'll make your class burst with English. FluentU English Educator Blog.

Tankard, Fiona. 7 ESL video activities that your students will love.

Module 11: Emerging Technologies

1. Assess the value and limitations of emerging technologies for language teaching and learning.
2. Evaluate the usefulness of a technology for language instruction.
3. Explain some examples of emerging technologies that are effective for language teaching and learning.
4. Take precautions to safeguard technology from malware.
5. Prepare yourself to assess and appropriately use emerging technologies.
6. Critically explore the use of technology in assessment *for* learning and PBLA.

Required resources:

Epstein, R. Course materials for ECUR 331.3. **[Blackboard Module 11]**

Epstein & Ormiston (2007). Computers and computer materials in *Tools and Tips for Using ELT Materials: A Guide for Teachers*, Ch. 6, pp. 143–164. **[Textbook]**

Resources for computer-assisted language learning. **[Online]**

Barlow, Caleb (2013). BYOD to school? Barlow, Caleb. BYOD to school? 5 tips for keeping student devices secure. **[Online]**

Federal Trade Commission (2015). Consumer Information: Malware. **[Online]**

Steve Wheeler: Digital Learning Futures: Mind the Gap! Keynote presentation, 9th International Technology, Education and Development Conference (INTED), Madrid, Spain. March 2–4, 2015. **[Online]**

Motteram, Gary (2016). Language materials development in a digital age in Farr, Fiona and Liam, Murray (2016). *The Routledge handbook of language learning and technology*, p. 201. NY: Routledge, Taylor & Francis Group. **[PDF in Blackboard]**

Module 12: Project and Community Contact Materials

1. List the benefits of projects and materials that take students beyond the classroom.
2. Explain the steps and materials involved in developing a project and the range of end products.
3. Describe the variety of project types and field task materials.
4. Develop project materials.
5. Involve students in developing materials tohat facilitate language use outside the classroom.
6. Incorporate principles of assessment *for* learning and PBLA in projects and community contact materials and activities.

Required resources:

Epstein, R. Course materials for ECUR 331.3. **[Blackboard Module 12]**

Epstein & Ormiston (2007). Project and community contact materials. In *Tools and tips for using ELT materials: A guide for teachers*, Ch. 7, pp. 167–192.

Bow Valley College. Peer assessment samples.

Bow Valley College. Self-assessment samples.

Evaluation and Grading Scheme

ASSIGNMENT #1	20%
ASSIGNMENT #2	15%
ASSIGNMENT #3	15%
ASSIGNMENT #4	30%
ONLINE DISCUSSIONS (4 x 5%)	20%
Total	100%

Detailed descriptions of assessments are in the Detailed Course Information below.

** Students must complete and pass all assignments to pass the course.

Final Exam

There is no final exam for this course.

The purpose of the assignments and online discussions is to provide you with opportunities to apply ECUR 331.3 course content through the following experiences:

- developing and analyzing a needs assessment for an identified group of English language learners (ELLs)
- devising an instructional theme that addresses ELLs' needs
- developing task-based assessment activities that address ELLs' needs
- identifying criteria and learning objectives to support ELLs' language development so that they can complete task-based assessment activities with some success
- compiling a file of materials and associated activities for a group of ELLs
- working with rubrics, self- and peer assessment tools to assess learner success in task-based assessments

You are strongly advised to skim through all of your assignments and final course project instructions early in the term so that you aware of how the course assignments contribute to and help you prepare for your final course assignment.

A summary of the assignments follows. **More detailed instructions are provided in the Blackboard online classroom.**

Assignment 1: Identifying ELLs and their Needs

Purposes:

- to develop a needs assessment for an identified group of English language learners (ELLs)
- to gain experience analyzing needs assessment results and identifying language development needs for a group of ELLs
- to devise an instructional theme based on ELLs needs assessment results

Instructions:

1. Develop a needs assessment tool with at least 10 questions to be used with an ELL group that you identified, drawing either on a real life class or on one of the brief case studies provided.
2. Administer your needs assessment to your identified ELL group. If you are currently teaching, administer your needs assessment to your ELL group. You will need to get permission of your program manager to do this. If you are not currently teaching, summarize how you think that the group of ELLs would respond to the questions. Analyze the results of the needs assessment in a 1-page report to describe the group as indicated below.
3. Based on your needs assessment, devise a teaching theme for your group of ELLs.

Assignment 2: Traditional Materials for English Language Teaching and Learning

Purposes:

- to develop a task-based assessment activity based on your identified theme and learner needs from Assignment 1
- to gain experience in selecting criteria for English language development and associated objectives based on learner needs from Assignment 1
- to develop your skills in selecting traditional materials and associated activities to address objectives to provide students with the language skills required for your task-based assessment activity

Instructions:

1. Develop a task-based assessment activity. Note that you are required to use this task-based assessment activity for Assignment 3.
2. Based on your ELLs' identified needs and task-based assessment activity, explore either the CLBs or another benchmarks document (e.g., Sask Common Framework of Reference, CFR). Select at least 5 benchmark criteria that support your ELLs' language development and state them as concrete learning objectives in your Assignment 2 submission.
3. Select 2 traditional materials and at least one associated activity for each. Write a 1- to 2-page description of the materials and associated activities you have chosen and how each meets one or more of your learning objectives and will help your group of ELLs succeed in your task-based assessment activity.
4. Your submission must be partly print-based with photographs of your materials or links to websites. Be sure to cite your sources completely.

Assignment 3: Audiovisual Materials and Emerging Technologies for Teaching and Learning

Purpose:

- to develop your skills in selecting audiovisual and high tech materials and associated activities for the specific instructional theme and group of ELLs.

Instructions:

1. Based on needs assessment results and your selected instructional theme from Assignment 1 and based on your task-based assessment activity, criteria and objectives from Assignment 2, develop **3** audiovisual and/or high tech materials and associated activities. Your **3** materials and **2** associated activities should be based on content from Modules 10 and 11.

2. Along with your submission, write a 1- to 2-page description of what materials and activities you have chosen and how each meets 1 or more of your learning objectives and will help your group of ELLs succeed in your task-based assessment activity from Assignment 2. Your submission must be partly print-based with photographs of your materials or links to websites, if required.

Assignment 4: Final Project

Purposes:

- consolidate and demonstrate your learning in ECUR 331.3
- conceive a second task-based assessment activity that is a project or community contact material
- identify learning criteria and associated objectives
- devise rubrics and peer and self-assessment tools.

Instructions:

You will submit the following:

1. An introduction that briefly describes the ELL group, the chosen theme, why that theme is important for this group of English language learners (ELLs). You can use submitted information from Assignment 1 for this part of your requirements.
2. A description of a project or community contact assessment activity that is related your theme.
   - Provide instructions for students for complete the project.
   - Provide a rationale for this activity to develop specific language skills needed by your ELL group.
3. One of each of the following to determine ELLs' success in completing the project:
   - A rubric
   - A self-assessment
   - A peer assessment
4. Objectives based on benchmark criteria that you have selected to support ELLs' language development, ensuring their effectiveness and success in the project or community contact assessment activity.
5. A description of one traditional material along with three to four associated activities.
6. A description of one high tech or emerging tech material along with three to four associated activities.
7. A 200 to 250-word reflection stating what you learned from participating in the ECUR 331.3 Final Project.

Submitting Assignments

You will submit your assignments using a variety of online tools. Instructions will be provided on how to do this. Note that assignments are due by 11:59 p.m. Saskatchewan time on the due date.

Extensions and Late Assignments

Overdue assignments will be assessed a penalty of 5% for one to three days late and 10% for four or more days late. Instructors may not accept assignments that are more than seven days late. If you have extenuating circumstances, contact your instructor in advance of the due date to negotiate a formal extension to avoid penalties. Students must complete and pass all assignments to pass the course.

Additional Evaluation Information

DEU Writing Centre - Quality writing help for free!

Anyone taking a distance class (online, independent studies, televised, or multi–mode delivery) administered by the DEU can use this free service. The Writing Centre provides tools and support to help you write effective essays, reports, or reviews. Simply submit a project draft, and a qualified tutor will assess your work and offer advice to improve your project. Contact the DEU Writing Centre at http://distanceeducation.usask.ca/support/writing-centre.php

Participation Expectations

Each module contains several activities to help consolidate learning and focus attention on the module objectives. It is recommended that you complete all of the activities, most of which are designed to take 10-15 minutes to complete. Other activities will require a deeper level of thinking and completion of the Discussion Forum will contribute to the participation marks. You are required to address and respond to four (4) of the available discussion questions to receive full marks. Similar to a missed assignment, not completing the Activities participation component could result in an Incomplete Failure for the course.

Understanding Your Grades

Information on literal descriptors for grading at the University of Saskatchewan can be found at: https://students.usask.ca/academics/grading/grading-system.php

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: http://policies.usask.ca/policies/academic-affairs/academic-courses.php

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://teaching.usask.ca/about/policies/learning-charter.php

Integrity Defined

"Integrity is expected of all students in their academic work – class participation, examinations, assignments, research, practica – and in their non-academic interactions and activities as well." (Office of the University Secretary)

It is your responsibility to be familiar with the University of Saskatchewan policies and procedures on Academic Misconduct (http://www.usask.ca/secretariat/student-conduct-appeals/academic-misconduct.php)) and Non-Academic Misconduct (https://www.usask.ca/secretariat/student-conduct-appeals/non-academic-misconduct.php).

Access and Equity Services

If you are a student needing accommodations based on a diagnosed disability (learning, medical, physical, and/or mental health), religion, family status (including pregnancy), and/or

gender identity, you must register with Access and Equity Services (AES) in order to access AES programs and supports. Information about AES can be found at https://students.usask.ca/health/centres/access-equity-services.php

For AES exam accommodations please ensure that you fill out the AES Exam Accommodation form within the applicable deadlines. (https://students.usask.ca/health/aes/accommodations.php)

Distance and Distributed Library Services

As a U of S student, if you are located outside of Saskatoon, you can find help accessing library resources and services at: https://library.usask.ca/ddls/#RegisterforDDLS.

Copyright

Every effort has been made to trace ownership of all copyrighted material and to secure permission from copyright holders. In the event of any question arising as to the use of any material, we will be pleased to make the necessary corrections. The University of Saskatchewan copyright policy is available at http://www.usask.ca/copyright/

UNIVERSITY OF SASKATCHEWAN	**New Course Proposal Form**

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean: **Dr. Jay Wilson, Department of Curriculum Studies**

2. Information required for the Catalogue

    2.1   Label & Number of course: **ECUR 331.3**

    2.2   Title of course: **Materials and Assessment in English Language Teaching**

    2.3   Total Hours: **Online distance delivery – 39 academic contact hours**

    2.4   Weekly Hours: **3**

    2.5   Term in which it will be offered: **T1, T2, Spring-Summer T1T2**

    2.6   Prerequisites: **ECUR 291.3**
          Corequisite: **ECUR 391.3**
    Note: ECUR 292.3 is recommended to be taken either prior to or concurrently with ECUR 331.3
    Note: This course is part of the CERTESL Undergraduate Certificate. Students may receive credit for only one of TESL 32 or ECUR 331.

    2.7   Calendar description:

    ECUR 331.3 – **Materials and Assessment in English Language Teaching**
    Students will apply principles of materials evaluation and design to meet learner needs in English language classrooms, and will be able to implement assessment for learning. Students will apply the Canadian Language Benchmarks and Portfolio Based Language Assessment in their classroom planning and practice, particularly in the context of adult English language learning.

    2.8   Any additional notes
    Note: ECUR 292.3 is recommended to be taken either prior to or concurrently with ECUR 331.3
    Note: This course is part of the CERTESL Undergraduate Certificate. Students may receive credit for only one of TESL 32 or ECUR 331.

3. Rationale for **changing the status and content of** this course.

    Content changes: TESL 32 is formally approved as exceeding the materials development knowledge requirements for national professional certification at the TESL Canada Standard 1 and 2 levels, and has in the past exceeded such requirements for professional accreditation

by TESL Ontario. TESL Ontario is now in the process of implementing new requirements for learning related to Portfolio-Based Language Assessment (PBLA) which in turn requires more facility with the Canadian Language Benchmarks (CLBs) than is provided in the courses that precede TESL 32.

With the establishment of the PDCEAL, TESL 32 no longer needs to meet needs of preK-12 EAL teachers in Saskatchewan, freeing space within the course to more explicitly address evolving assessment challenges in the adult Newcomer sector where most adult educators in CERTESL plan to teach or are already teaching.

By reducing K-12 content and adding CLB/PBLA to ECUR 331.3, the CERTESL program is able to meet the new TESL Ontario requirements without adding excessively to learners' workloads. Meanwhile, the limited number of K-12 teachers who are still choosing CERTESL will have the option of using ECUR 415.3 – Issues in EAL Education as an alternative to ECUR 331.3.

Integrating PBLA content into ECUR 331.3 also completes the revision cycle for ECUR 391.3 which formerly contained a basic introduction to PBLA. The addition of Content-Based and Task-Based planning to ECUR 391.3 required a sharp reduction of assessment-related content, while at the same time better preparing learners for the more robust approach to assessment that is now being provided for adult educators in ECUR 331.3.

4.   Learning Outcomes for this course.

Upon completion of this course, students should be able to:

1. implement appropriate learner needs assessments and analyze the results of needs assessments to inform materials selection and development and classroom-based assessment for English language teaching and learning

2. implement assessment for English language learning by incorporating task-based teaching, formative and summative assessment, self and peer assessment, and ongoing feedback to students as pivotal elements in the teaching and learning cycle

3. use the Canadian Language Benchmarks (CLBs) as a standardized basis for developing language learning and assessment outcomes

4. use foundational knowledge and the shared national model of Portfolio Based Language Assessment (PBLA) for English language teaching and learning

5. integrate an appropriate and wide range of instructional materials to promote English language learning and assessment *for* learning

6. demonstrate course learning by developing a project that integrates assessment for learning, PBLA, CLBs and appropriate English language instructional materials to teach a theme within an English language classroom.

5.   Impact of this course.

Student-teachers in CERTESL will be prepared to apply the assessment and planning model used in many adult Canadian ESL programs and required in federally and provincially funded programs for newcomers to Canada, during their practica and in their future careers.

Are the programs of other departments or Colleges affected by this course?

No. The current TESL 32 will simply become ECUR 331.3.

Were any other departments asked to review or comment on the proposal?

No.

6. Other courses or program affected (please list course titles as well as numbers).
    Course(s) to be deleted?

    TESL 32 – Materials Selection and Development for TESL

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

    ECUR 331.3 will remain a pre/corequisite for ECUR 446.3 – Supervised Practicum and
    ECUR 448.3 – Professional Project, except for those students who can demonstrate
    substantial preexisting skills in PBLA and development of materials for teaching.

    Is this course to be required by your majors, or by majors in another program?

    ECUR 331.3 will be a requirement for all CERTESL student-teachers who cannot document
    substantial pre-existing skills in materials development and portfolio-based language
    assessment.

7. Course outline.

Module 1: The Canadian Language Benchmarks for Language Assessment, Teaching & Learning
- define the guiding principles of the Canadian Language Benchmarks (CLB)
- identify the five components of the theoretical model of communicative language competences that underpin the CLB
- identify the major sections of the CLB document and use sections for their intended purpose

Module 2: Needs Assessment & a Task-based Approach to Planning
- select appropriate needs assessment tools for different purposes
- differentiate tasks from activities
- develop level-appropriate, real-world tasks that can be practiced in the classroom

Module 3: Module & Lesson Planning Using the CLBs

- identify appropriate skill-building activities related to a task through a task analysis
- use various sections of the CLB document to plan a module
- using the CLB, plan a task-based lesson that incorporates elements of grammar, pronunciation and pragmatics

Module 4: Portfolio-based Language Assessment (PBLA) to Support Teaching & Learning

- identify principles and best practices that are the foundation of CLB-based assessment
- identify strategies for providing action-oriented feedback to help learners move forward in their language learning
- use the CLB to plan appropriate assessment tasks for the four skills
- develop appropriate assessment tools
- PBLA, its benefits and components
- describe use of the Language Companions to support PBLA implementation

Module 5: Basic Considerations in Materials Design & Evaluation
- explain the role and advantages of published materials, teacher produced materials, and student-produced materials
- define authentic materials and discuss their importance
- integrate various materials into a theme unit
- apply principles of the communicative approach to materials design and materials evaluation
- locate published materials and reviews of published materials for ESL/EFL
- incorporate principles of PBLA and assessment *for* learning and teaching in materials selection and design
- adhere to Canada's copyright laws when using or reproducing materials
- explain the role and advantages of published materials, teacher produced materials, and student-produced materials

- discuss the importance of authentic materials and use them to support task-based teaching and learning
- select published materials and reviews of published materials for ESL/EFL
- integrate various materials into a theme unit
- apply principles of the communicative approach to materials design and materials evaluation
- incorporate principles of assessment *for* learning and PBLA in materials selection and design
- adhere to Canada's copyright laws when using or reproducing materials
- define open educational resources and explain their value to support your instructional goals.

Module 6: Textbooks
- explain the various roles that textbooks can fulfill
- choose and use criteria for assessing a textbook, and teachers' guides and supplements
- discuss ways to adapt textbook material to your particular teaching context
- identify the strengths and weaknesses of a given textbook
- incorporate principles of PBLA and assessment for learning in teaching in textbook selection and use

Module 7: Written Text
- identify a wide range of text types you can buy, create, or involve your students in creating written text
- choose written texts for your class according to defined criteria
- discuss the benefits of various genres of written text
- discuss the benefits of student-generated text
- appropriately adapt or simplify a written text for your class
- argue the advantages and disadvantages of authentic versus simplified text
- incorporate principles of PBLA and assessment for learning in the selection, creation and use of text

Module 8: Visuals, Charts and Realia
- select and classify pictures and key visuals for use in the language class
- create simple line drawings to enhance instruction
- describe ways to use pictures, charts, and realia
- develop and adapt dialogues for your class
- prepare suitable roleplays that meet instructional objectives
- involve students in developing dialogues, role-plays, and plays
- incorporate principles of PBLA and assessment for learning in the selection, creation and use of visuals, charts and realia
- assess the value of images in supporting classroom objectives
- select and classify pictures, charts and realia for use in the language class
- create simple line drawings to enhance language instruction
- describe uses of and activities associated with images, charts, realia, rods and key visuals in your classroom
- incorporate principles of assessment for learning and PBLA in the selection, creation and use of visuals, charts, realia, and key visuals

Module 9: Displays and Worksheets
- explain the advantages of displays and worksheets (chalk/black/whiteboards, smart boards, chart paper, projections and worksheets)
- choose and utilize the most effective medium to meet your instructional objectives
- develop appropriate and effective displays
- develop effective, authentic worksheets that meet instructional objectives
- outline the advantages and uses of various projection equipment in language teaching and learning
- incorporate principles of PBLA and assessment for learning in the use of displays and creation and use of worksheets

Module 10: Audiovisual Materials
- explain the advantages and limitations of using the various types of audiovisual materials in language teaching
- enumerate a variety of ways for using audiovisual materials in your classroom
- access sources and types of materials available
- discuss advancements in language laboratories and the delivery of audiovisual materials
- incorporate principles of PBLA and assessment *for* learning in the use of audiovisual materials

Module 11: Emerging Technologies
- assess the value and limitations of emerging technologies for language teaching and learning
- evaluate the usefulness of a technology for language instruction
- explain examples of emerging technologies that are effective for language teaching and learning
- take precautions to safeguard technology from malware
- critically explore the use of technology in assessment for learning and PBLA

Module 12: Project & Community Contact Materials
- outline the benefits of projects and materials that take students beyond the classroom
- describe the steps and materials involved in developing a project and the range of end products
- describe variety of project types and field task materials
- develop project materials
- involve students in developing materials that facilitate language use outside the classroom
- incorporate principles of PBLA and assessment for learning in projects and community contact materials and activities

8. Enrolment.

Expected enrollment: 15 to 25 per section; three sections per year. This is consistent with recent years' enrollments, adjusted for the fact that most of the experienced Saskatchewan K-12 teachers who formerly earned their Additional Qualification Certificates via an extension of CERTESL are now enrolling in the PDCEAL, counterbalanced by the planned shift of ECUR 331.3 into required status for CERTESL students outside of Ontario where it is already required.

Because the course is taught by a distance facilitator under per-student ASPA contract rather than by a sessional instructor or faculty member, course costs are fully covered by tuition and materials fees; low enrolment therefore is not a financial concern.

9. Student evaluation.

Online Discussions (asynchronous bulletin board format) (students required to participate in **4** of the 8 discussions) (5% per discussion)	20%
Portfolio Assignment 1: Identifying ELLs and their Needs	20%
Portfolio Assignment 2: Portfolio of Traditional Materials for Learning	15%
Portfolio Assignment 3: Portfolio of High Tech Materials for Learning	15%
Final Project	30%

10. Required texts.

Epstein, Ruth & Mary Ormiston (2007). *Tools and Tips for Using ELT Materials: A Guide for Teachers*. MI: University of Michigan Press.
ISBN-10: 0-472-03203-8/ ISBN-13: 978-0-472-03203-7

Canadian Centre for Language Benchmarks (2015). *Benchmarks Boot Camp.* Ottawa: Centre for Canadian Language Benchmarks. Free online resource funded by Immigration, Refugees and Citizenship Canada.

Canadian Centre for Language Benchmarks (2017). *PBLA: Emerging Practice Guidelines.* Ottawa: Centre for Canadian Language Benchmarks. Free online resource funded by Immigration, Refugees and Citizenship Canada.

Online course materials created by CERTESL subject matter expert Ruth Epstein, in consultation with PBLA Lead Instructor Lynda McPherson of Cumberland College.

11. Resources.

Articles and exemplars are provided via pdf's and journals linked within the Blackboard course shell and syllabus.

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

There will be no additional teaching or administrative workload. This is an academic status change, delivery format transition and content revision.

Are sufficient library or other research resources available for this course?

Yes.

Are any additional resources required (library, audio-visual, technology, etc.)?

With the transition into online mode, resources will be allocated from the Blackboard online instructional system. The Distance Education Unit has already allocated these resources as part of ECUR 331.3's cyclical revision process.

Henceforth, instructors and subject matter experts will need formal training in Portfolio Based Language Assessment. The appropriate training has been provided for the current SME, Ruth Epstein, and instructor Rita Naeschke through the Centre for Canadian Language Benchmarks, free of charge, with the approval of the PBLA course funders, Immigration, Refugees and Citizenship Canada (IRCC) and the Ontario Ministry of Citizenship and Immigration (MCI).

12. Date of Implementation: May 2019

13. To be offered: Three times yearly: T1, T2, and Spring-Summer T1T2.
This is the pattern used currently for TESL 32.

ECUR 339.3
Class Syllabus
Teaching English as a Second Language for Adult Literacy Learners
Online – SASKATOON
(term dates)

()– **CURRICULUM STUDIES**
Phone: ()
Email: ()
Office Hours
WEDNESDAYS
7:30 PM to 9:00 PM by Email or
Telephone Appointment

Land Acknowledgement

As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

ECUR 339.3 introduces the theory and practice of teaching English literacy skills to adults and older teens who have little or no formal education in their first languages and must learn English language and initial literacy skills concurrently. Examines immigrant, refugee and family literacy contexts; skills involved in literacy acquisition; tools and techniques for teaching reading, writing, basic numeracy and digital literacy; materials selection and adaptation; evaluation and testing; key social and cultural issues.

Prerequisites: **ECUR 291.3, ECUR 391.3**
Pre/Corequisite: **ECUR 331.3**
Note: This course is part of the CERTESL Undergraduate Certificate. Students may receive credit for only one of TESL 36 or ECUR 339.

Course Overview

The goal of ECUR 339.3 is to introduce you to the theory and practice of teaching English literacy skills to learners who have little or no formal education in their first language, and to enable you to work effectively with this group of learners, especially adult learners and older teens, who must learn English language and initial literacy skills concurrently. To accomplish this goal, we have provided eleven modules.

Course Learning Outcomes

By the end of this class, students should be able to:

1. Identify and address literacy, numeracy, and language learning needs of English language learners (ELLs), particularly adults and older teens, who have previously received little or no formal education in the medium of their first languages.
2. Articulate key strategies for addressing initial reading, writing and numeracy development among non- and pre-literate ELLs.

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3. Apply initial reading, writing and numeracy development strategies and techniques to planning.
4. Select, adapt, design and use print and digital resources suitable to the needs of ELLs in early stages of literacy development.
5. Articulate the role of family in literacy development and apply techniques to encourage literacy development as a family endeavour.
6. Apply standard tools for assessment used with adult English language literacy learners in Canada.

Required Resources

1. Campbell, Jean. (2019). Course Materials for ECUR 339.3. [Online in the Blackboard courseroom]

2. *Canadian Language Benchmarks: ESL for Adult Literacy Learners*. (2016) Ottawa: Centre for Canadian Language Benchmarks. Available at: http://www.language.ca/documents/CLB_ESL_for_ALL_2016_web.pdf

3. Johansson, Linda et. al. (2010). *Canadian Language Benchmarks 2000: ESL for Literacy Learners.* Ottawa: Centre for Canadian Language Benchmarks. Provided online through the Blackboard distance course shell.
4. *CLB: ESL for ALL (Adult Literacy Learners) Support Kit.* (2017) Ottawa: Centre for Canadian Language Benchmarks. Available at: http://www.language.ca/documents/CLB_ESL_for_ALL_Support_Kit_Web.pdf

5. Online course materials and resources package created for CERTESL by subject matter experts, primarily Jean Campbell, course SME and lead instructor.

6. Literacy webinars, planning templates and Portfolio Based Language Assessment exemplars by Jean Campbell housed at tutela.ca, the federally-funded online resource repository and webinar delivery service for adult ESL instructors in Canada.

No textbooks need to be purchased for this course.

See the "Required Readings" section in each module in Blackboard Learn for a detailed required readings list and schedule. Required readings and AV resources other than those in the textbook are provided via the Blackboard modules, as are suggestions for supplemental resources.

Class Schedule

Week	Module	Due Dates
January 3 – January 11	*Introduction: What Is Literacy*	
January 14 – 18	*Learning Styles and Strategies*	
January 21 – 25	*Pre- and Non-Literate Learners*	
January 26 – February 1	*Learning to Read*	
February 4 – 8	*Writing*	Assignment #1, Due Date
February 11 – 15	*The K-12 Literacy Learner*	

February 18 – 22	Term Break – No Classes	-
February 25 – March 1	*The Immigrant Adult Learner*	
March 4 – 8	*Materials for the Literacy Classroom*	Assignment #2, Due Date
March 11 – 15	*Assessment of ESL/ESD Literacy Learners*	
March 18 – 22	*Numeracy*	Assignment #3, Due Date
March 25 – March 29		
April 1 – April 5		

Module Objectives

When you finish each module, you should be able to do the following:

Module 1: Introduction – What is Literacy?

1. Recount the elements involved in ESL/ESD literacy.
2. Describe the impact of low literacy skills on individuals, immigrant, refugee and Indigenous communities, and the larger community living in Canada.
3. Identify specific areas of life affected by literacy.
4. Define four types of literacy learners.
5. Describe characteristics of a literacy learner.
6. Assess factors influencing a learner's low literacy skills.
7. Identify two issues that affect literacy learners as children, adolescents, and adults.
8. Use the Canadian Language Benchmarks' literacy documents as the foundation for teaching ESL literacy learners in Canada.

Resources:

Campbell, Jean (2019). Course Materials for ECUR 339.3. **[Blackboard module 1]**

Burt, Miriam & Peyton, Joy, (2003, February). *Reading and adult English language learners: The role of the first language.* Washington, DC: National Centre for ESL Literacy Education and Center for Applied Linguistics.
[PDF in Blackboard]

Centre for Canadian Language Benchmarks. (2017). *CLB: ESL for ALL Support kit.* (2017). Ottawa: Available at:
http://www.language.ca/documents/CLB_ESL_for_ALL_Support_Kit_Web.pdf **[Online, pp. 9-16]**

Centre for Canadian Language Benchmarks. *ESL for adult literacy learners (ALL).* (2016). Available at:
http://www.language.ca/documents/CLB_ESL_for_ALL_2016_web.pdf **[Online, pp.1-2, 5-18]**

https://tutela.ca/Resource_564 Diagnostic Literacy Checklist – CCLB Essential Skills

O'Neil, Erin, Bruins, Esther, Banktutela, Samantha. Tutela Webinar: Literacy Assessment Results: Understanding the "L" Factor. View 0:00:00 – 29:05 and 1:36- 1:52 of this two-hour webinar. tutela.ca/Event_28339 **[Online]**

Campbell, Jean. (2017). Tutela Webinar: Literacy Series Part 1: *Who are they? What are they like? Characteristics and expectations.* Available at: https://tutela.ca/Event_20421

Literacy learners at Saskatoon Open Door Society, January 2019 **[Video]**

Module 2: Learner Styles and Strategies

1. Identify the difference between a learning style and a learning strategy.
2. Identify the three kinds of direct learning strategies and indirect learning strategies.
3. Acknowledge that not all learners will learn in the same way, nor in the same way as you do.
4. Plan lessons that include tasks and activities to meet the needs of learners with a variety of learning goals and learning preferences.
5. Identify the learning strategies that learners need to use at each level of the ESL literacy benchmarks. Identify what these strategies might look like from a learner's point of view at each level.
6. Evaluate how to teach a specific learning strategy that may not yet be part of a learner's repertoire. Imagine how you might specifically implement each strategy in your classroom.
7. Identify your own learning style and its implications on your teaching.

Resources:

Campbell, Jean (2019). Course Materials for ECUR 339.3. **[Blackboard module 2]**

Johansson, Linda et. al. (2015). Canadian language benchmarks 2000: ESL for literacy learners. Ottawa: Centre for Canadian Language Benchmarks. Available at: http://www.language.ca/documents/e-version_ESL_Literacy_Learners_April_2010.pdf **[Online, pp. 3, 11, 31, 51]**

CLB: ESL for ALL Support Kit. (2017) Ottawa: Centre for Canadian Language Benchmarks. Available at: http://www.language.ca/documents/CLB_ESL_for_ALL_Support_Kit_Web.pdf **[Online, pp. 21-27]**

Keirsey Temperament Sorter. Available at: http://www.keirsey.com/sorter/register.aspx

Myers-Briggs assessment. Available at: http://www.humanmetrics.com/cgi-win/jtypes2.asp Once you have your 4-letter style type, click on the appropriate letters on the right hand side of the home page to get a descriptor.

Oxford, R. L. (2003). *Language Learning Styles and Strategies: An Overview. In Learning Styles & Strategies.* Oxford GALA. **[PDF in Blackboard]**

Campbell, Jean (2017). Tutela Webinar: Literacy Series Part 2: Strategies: Learning to Learn https://tutela.ca/Event_20422 **[Webinar]**

Literacy Learners at Saskatoon Open Door Society, 2019 **[Video]**

Module 3: Pre- and Non-Literate Learners in Foundation and CLB 1L

1. Identify with non-literate learners in terms of the steep learning curve they must climb.
2. Articulate key areas of learning needed at Foundation L (beginning ESL and literacy) level.
3. Use and locate key information in the ESL for ALL document.
4. Identify key characteristics of beginning literacy learners.
5. Articulate key language and language-learning skills that need to be developed during this beginning stage.
6. Identify and break down Learning Objectives into small, progressive, achievable steps (scaffolding).
7. Identify specific elements in the writing process.
8. Identify specific elements in the reading process.
9. Apply useful techniques for teaching beginning literacy learners.
10. Use a number of strategies to support learners in their initial stages of language and literacy learning.

Required resources:

Campbell, Jean (2019). Course Materials for ECUR 339.3. **[Blackboard module 3]**

ESL for Adult Literacy Learners (ALL) (2016). Ottawa: Centre for Canadian Language Benchmarks (pp. 1–40; 69–75) (hard copy)
http://www.language.ca/documents/CLB_ESL_for_ALL_2016_web.pdf

Johansson, Linda et. al. (2015*). Canadian language benchmarks 2000: ESL for literacy learners.* Ottawa: Centre for Canadian Language Benchmarks, pp. II–23. View online at: http://www.language.ca/documents/e-version_ESL_Literacy_Learners_April_2010.pdf

Campbell, Jean (2017). Tutela Webinar: Literacy Series Part 3: Scaffolding their Learning – Breaking Down the Task https://tutela.ca/Event_20423 **[Webinar]**

CLB: ESL for ALL Support Kit. (2017) Ottawa: Centre for Canadian Language Benchmarks. Available at:
http://www.language.ca/documents/CLB_ESL_for_ALL_Support_Kit_Web.pdf **[Online, pp. 28-59]**

Module 4: Learning to Read

1. Outline the process by which one learns to read.
2. Describe the reading approaches of whole language, sight words, and phonics.
3. Identify the advantages and disadvantages of various reading approaches.
4. Describe the reading process, expectations of each level and best practices for emerging adult readers.
5. Scaffold the phonics approach to learning to read for CLB1L adult learners.

Required resources:

Campbell, Jean (2019). Course Materials for ECUR 339.3. **[Blackboard module 4]**

Marrapodi, J. (2013). What Doesn't Work for the Lowest Level Literacy Learners and Why? *Apples – Journal of Applied Language Studies,* 7 (1), (pp.7–23). **[PDF in Blackboard]**

ESL for ALL (2016). Ottawa: Centre for Canadian Language Benchmarks, (pp. 35–69). http://www.language.ca/documents/CLB_ESL_for_ALL_2016_web.pdf

Johansson, Linda et. al. (2000). *Canadian language benchmarks 2000: ESL for literacy learners.* Ottawa: Centre for Canadian Language Benchmarks, pp. 18–23; 38–43; 58–63. Available at http://www.language.ca/documents/e-version_ESL_Literacy_Learners_April_2010.pdf

Van Duzer, Carol. (1999). Reading and the adult English language learner. **[PDF in Blackboard]**

DelliCarpini, Margo (2006). Early reading development in adult ELLs. *Academic Exchange Quarterly*, 10(2). **[PDF in Blackboard]**

Campbell, Jean (2017). Tutela Webinar: Literacy Series Part 5: Learning to Read: Word Calling and Beyond https://tutela.ca/Event_20424 **[Webinar]**

Campbell, Jean (2007) *Learning to read and write at CLB 1L* **[PDF in Blackboard]**

***Building Literacy with Adult Emergent Readers*, online at** http://bcove.me/34uc5nvp.

Module 5: Learning to Write

1. Outline the process by which one learns to write.
2. Explain the difference between spoken and written language.
3. Describe the progression of "process writing".
4. Identify the advantages and disadvantages of various writing approaches.
5. Identify various techniques for teaching writing.
6. Describe purposes and genres of writing.

Required resources:

Campbell, Jean (2019). Course Materials for ECUR 339.3. **[Blackboard module 5]**

ESL for ALL (2016); Ottawa: Centre for Canadian Language Benchmarks, (Online pp. 71-105, 109, 126–139). http://www.language.ca/documents/CLB_ESL_for_ALL_2016_web.pdf

Johansson, Linda et. al. (2015). *Canadian language benchmarks 2000: ESL for literacy learners.* Ottawa: Centre for Canadian Language Benchmarks, (pp. 18–23; 38–43; 58–63). Available at http://www.language.ca/documents/e-version_ESL_Literacy_Learners_April_2010.pdf

Brynildssen, Shawna. (2001). Vocabulary's Influence on Successful Writing. *ERIC Digest* D157. **[PDF in Blackboard]**

Campbell, Jean (2015). *Teach Grammar to Beginners? Yikes!* Share Emagazine. TESL Canada. May 2015. **[PDF in Blackboard]**

Canadian Centre for Language Benchmarks (2017). *CLB: ESL for ALL Support Kit,* p, 164. Ottawa: Centre for Canadian Language Benchmarks. https://www.language.ca/product/clb-esl-for-all-support-kit-pdf-e/ **[Online]**

Module 6: The Adult Literacy Learner

1. Identify the kinds of life and learning challenges that adult literacy learners in your class may be facing.
2. Employ strategies for attaining this information from learners who do not communicate in English"
3. Identify the type of and amount of formal education that your literacy learners have had, how it affects their approach to education now, and how it will affect your teaching and their learning.
4. Sequence the teaching process for the numerous subskills needed to complete each required literacy-related task.
5. Strategize how to incorporate key supports into the literacy classroom.
6. Identify issues with and gaps in the tools available in relation to Indigenous ESL/ESD literacy learners.

Required resources:

Campbell, Jean (2019). Course Materials for ECUR 339.3. **[Blackboard module 6]**

Cumming, Alister (1992). Access to literacy for language minority adults. *ERIC Digest.* Columbus, OH: ERIC Clearinghouse on Adult Career and Vocational Education. **[PDF in Blackboard]**

Rivera, Klaudia (1999). Native Language Literacy and Adult ESL Education. *ERIC Digest.* Columbus, OH: ERIC Clearinghouse on Adult Career and Vocational Education. **[PDF in Blackboard]**

Schwarz, Robin and Burt, Miriam (1995). ESL instruction for learning disabled adults. *ERIC Digest.* Columbus, OH: ERIC Clearinghouse on Adult Career and Vocational Education. **[PDF in Blackboard]**

Centre for Canadian Language Benchmarks (2017). *CLB: ESL for ALL Support Kit.* (2017) Ottawa: Centre for Canadian Language Benchmarks. pp. 81-98; Learner Profiles pp. 264-287 http://www.language.ca/documents/CLB_ESL_for_ALL_Support_Kit_Web.pdf. **[Online]**

Instructional Resource: Employment Training for Low Literacy Immigrant Women, *Calgary Immigrant Women's Association.* http://www.ciwa-online.com/uploads/Manuals/manual%20for%20web.pdf **[Online]**

Erin O'Neil, Esther Bruins, Samantha Banktutela. Tutela Webinar: Literacy Assessment Results: Understanding the "L" Factor. View 29:05 to 1:36 of this two-hour webinar. tutela.ca/Event_28339

Teaching Adult English Language Learners with Emerging Literacy Skills Discussion Summary. lincs.ed.gov/lincs/discussions/englishlanguage/10teach_summary

Module 7: The Older Teen/Young Adult Literacy Learner in the High School Context

1. Identify subskills needed by young adults who have little formal education in their L1 in order to function in Canada.
2. Compile materials to help literacy learners learn, consolidate and extend their ESL reading abilities, including materials supporting identification of key vocabulary; letter/sound recognition [phonics]; sight words; and reading strategies, and incorporate those into reading materials.
3. Create materials and situations to scaffold learning so that literacy learners can learn and become proficient in numeracy and digital literacy.
4. Support literacy learners' skill development and expectations so that they can identify and pursue meaningful alternatives to high school completion.

Required Resources:

Campbell, Jean (2019). Course materials for ECUR 339.3. **[Blackboard module 7]**

Browder, Christopher. English learners with limited or interrupted formal education: Risk and resilience in educational outcomes [PhD thesis]. https://pqdtopen.proquest.com/doc/1617448282.html?FMT=AI pp. 26-41; 128-132; 171-186.

The Literacy Development of ESL Beginners: Discussion Summary - English Language Acquisition. https://lincs.ed.gov/lincs/discussions/englishlanguage/10ASRP_summary.

The Literacy Development of ESL Beginners: Observations and Analyses from the NCSALL/ESL Laboratory Classrooms. https://lincs.ed.gov/lincs/discussions/englishlanguage/10ASRP_summary.

Robertson, Kristina and Lafond, Susan (n.d.). How to Support ELL Students with Interrupted Formal Education (SIFEs) http://www.colorincolorado.org/article/how-support-ell-students-interrupted-formal-education-sifes

Windle, Joel & Jenny Miller. Approaches to teaching low literacy refugee-background students. Australian Journal of Language and Literacy. Vol. 35, No. 3, 2012, pp. 317–333 www.alea.edu.au/documents/item/551 **[Online]**

Module 8: Sustaining Literacy Skills and Family Literacy

1. Outline methods and situations that will encourage literacy learners to maintain and increase their ability to read and write.
2. Prepare adult learners for continuing life-long learning.
3. Compile materials and resources for literacy learners to consolidate and extend literacy skills independently.
4. Select real world situations where literacy learners can continue using reading and writing skills.
5. Design family literacy opportunities incorporating needed supports, so that learners are able to continue building literacy skills through the generations.

Required Resources:

Campbell, Jean (2019). Course materials for ECUR 339.3. **[Blackboard module 8]**

Faultstich Orellana, Marjorie, Reynolds, Jennifer, Dor Ner, Lisa, and Meza, María. In Other Words: Translating or "Para-Phrasing" as a Family Literacy Practice in Immigrant Households.   09 November 2011   International Literacy Association, Reading Research Quarterly. **https://doi.org/10.1598/RRQ.38.1.2** or https://ila.onlinelibrary.wiley.com/doi/pdf/10.1598/RRQ.38.1.2 **[Online]**

Young-Scholten, Martha. Stories for Extensive Reading for LESLLA Learners, pp.145-157. https://www.researchgate.net/publication/242672103_STORIES_FOR_EXTENSIVE_READING_FOR_LESLLA_LEARNERS **[Online]**

Module 9: Assessment of ESL Literacy Learners

1. Articulate the purpose and cycle of assessment for your students, for your lesson and unit planning, and for your teaching techniques.
2. Describe the assessment process from student needs assessment to planning to ongoing assessment and final task assessment.
3. Explain when to do an assessment and appropriate ways to give feedback.
4. Describe the special issues related to assessing ESL literacy learners.
5. Identify appropriate methods of assessing ELL level and progress.
6. Describe the current PBLA process and what accommodations you may need to make for literacy learners.

Required Resources:

Campbell, Jean (2019). Course materials for ECUR 339.3. **[Blackboard module 9]**

Pettis, Joanne. (2015) PBLA Guide for teachers and programs. Centre for Canadian Language Benchmarks. http://www.language.ca/documents/PBLA_Guide_e-version_2015.pdf Read pp. 7–18; 25–35.

Weddel, Kathleen Santopietro & Van duzer, Carol. (1997, May). Needs assessment for adult ESL learners. ESL Resources: Digests. CAELA (Center for Adult English Language Acquisition). [PDF in Blackboard]

Campbell, Jean (2017). Tutela Webinar: PBLA Series/Literacy Series Part 4: Strategies for Literacy Teachers – Don't Pull Your Hair Out Yet! https://tutela.ca/Event_20418 [Webinar]

CLB: ESL for ALL Support Kit. (2017) Ottawa: Centre for Canadian Language Benchmarks. http://www.language.ca/publications/english-publications-downloadable/ Scan for PDF – E- 21/ ESL for ALL Support Kit.

Module 10: Materials for the Literacy Classroom

1. Match resources and texts that provide needed supports to literacy learners.
2. Evaluate available literacy learning materials.
3. Demonstrate your knowledge of literacy learners by creating your own learner- centered literacy materials.
4. Adapt 'mainstream' ESL resources to give required support for literacy learners.

Required Resources:

Campbell, Jean (2019). Course materials for ECUR 339.3. **[Blackboard module 10]**

CLB: ESL for ALL Support Kit. (2017) Ottawa: Centre for Canadian Language Benchmarks. Available at:
http://www.language.ca/documents/CLB_ESL_for_ALL_Support_Kit_Web.pdf **[Online pp. 104-262; 296- 297]**

https://tutela.ca/Resource_78 Knowing your literacy student project: Curriculum Guidelines and Cultural Manual: A resource manual for ESL and Literacy Instructors working with Low Literate Learners. Calgary Immigrant Women's Association.

Module 11: Teaching Numeracy and Digital Literacy

1. Identify situations and skills involved in numeracy and digital literacy.
2. Scaffold number use.
3. Explain why learning and teaching number and math skills is so important to ESL/ESD learners.
4. Explain why learning and teaching digital skills is so important to ESL/ESD learners.
5. Identify the strategies needed to do basic math.
6. Explain how to teach numbers and functional math.
7. Identify life situations in which knowledge and use of mobile devices is critical. Analyse key functions and how to teach and transfer knowledge from one device to another.

Required Resources:
Campbell, Jean (2019). Course materials for ECUR 339.3. **[Blackboard module 11]**

Bow Valley College, 2011. ESL Literacy: Recommendations for Integrating Numeracy (2011). In *Learning for LIFE: An ESL literacy curriculum framework.* Calgary: Bow Valley College. https://esl-literacy.com/sites/default/files/Appendix A_Recommendations for Integrating Numeracy_0.pdf

ESL for ALL (2016), pp. 19-28. https://www.language.ca/product/clb-esl-for-adult-literacy-learners-all-pdf-e/

Johansson, Linda et. al. (2015). *Canadian language benchmarks 2000: ESL for literacy learners.* Refer to pp. 24–29; 44–49; 64–69. **[PDF in Blackboard.]**

Anotinette on using Evernote. Dixon Hall Literacy and Basic Skills Program, Toronto. Online at https://www.youtube.com/watch?v=96gMzeCqYok

English Language Learning (2015). Digital Literacy: An Essential Skill for ESL Literacy Learners. Calgary: Bow Valley College.
https://globalaccess.bowvalleycollege.ca/blog/english-language-learning/digital-literacy-essential-skill-esl-literacy-learners. **[Online]**

Sloan, Alicia, Manimtim, Lina and Amini, Rozita (2018). Digital Literacy for Employability. Edmonton: NorQuest College. **[Online]**

Porter, Catherine (2018). Online with low-level learners. Webinar.
https:tutela.ca/Event_18682#.

Evaluation and Grading Scheme

ASSIGNMENT #1	15%
ASSIGNMENT #2	35%
ASSIGNMENT #3	25%
FINAL EXAM (INVIGILATED)	25%
Total	100%

Detailed descriptions of assessments will be in the "Evaluations" section in your course site.

Final Exam

Check the *Class Schedule* for the date(s) of the midterm exam(s) for this class. The date and time of the final exam will be available in your PAWS account once the exam schedule has been posted.

The invigilated final exam for this class will be a closed-book and comprehensive exam. Students will be permitted three (3) hours to write the exam. Students will be required to apply knowledge from the course to a case study, provide short answers, and define terms or concepts with examples.

Students are encouraged to review all examination policies and procedures at
http://students.usask.ca/academics/exams.php

Invigilated Exams

Your mid-term exam will be in Saskatoon **UNLESS** you reside more than 110 KM from Saskatoon. For those students that reside more than 110 KM from Saskatoon you will need to complete the *Application for Mid-term* and/or *Final Examination* form (https://students.usask.ca/academics/exams.php#Distanceclasses)

Any collusion, collaborating, copying, cheating or any form of academic misconduct is a very serious offence at the University of Saskatchewan and could result in suspension or expulsion from the university.

Evaluation Components

Assignment 1: Needs Assessment

Value: 15% of Final Grade (3% for rationale; 12% for the descriptions/details and CLB level appropriateness)

Instructions:

1. Select one literacy level: FNDL; 1L; 2L; 3L; 4L Review the level in the CLB document: ESL for ALL.

2. Find a list of the LINC themes. These are themes that LINC teachers should teach their learners.

3. Choose TWO of the themes and create a list of THREE sub-themes that would be suitable for literacy learners at the level you've selected. Give a rationale for your choice. Consider the language expectations for the CLB level, the speed of language learning, their acquired learning in previous themes, language needs, amount of education in L1, life situation, listening/speaking skills, etc. In point form describe factors that influenced your theme and subtheme choices [the rationale]. Then outline the three sub-themes for each of the two themes. Include the sub-theme; vocabulary choice; structures needed; reading tasks; writing tasks; digital/numeracy tasks [as in the example below].

Theme: HOUSING   CLB Level 1L   40 class hours

[regular classroom routines- greetings; weather; computer; sight words; phonics review; date- would take up the other 20 hours of class time]

Possible **Subthemes**	**Vocabulary** For CLB 1L: 10-12 new content words	**Structures** needed to accomplish tasks	**Reading** Tasks	**Writing** Tasks	**Digital/ Numeracy** Tasks
1. Address	**apartment, building,** **house, duplex,** **live, street name,** **school street address** <u>REVIEW</u>: numbers 1-20, on/in/at, address, street, city, province, postal code	I live in: a house/apt/duplex. I live in Saskatoon. I live in SK. I live on 1st St. E. I live at 403- 18 Main St.	Read others' descriptions of where they live; fill out form with info. [Reading for information.] Match field titles with correct info	Description of where they live. [for *About me- PBLA]* Form: Name, address, street, city, province, postal code [from word pool] Write same info from dictation [using word pool]	read building and door numbers: 1 digit; 2 digits; 3 digits; 4 digits [phrasing] Listen & circle address. Write apt. #s from dictation. Say own address.

2. Rooms of a House	**duplex, kitchen, living room, bathroom, dining room, bedroom, basement, laundry room, garage, yard** REVIEW: house, apartment, live Pronouns: I, you, he, she, it, they, we	where is he/she/it? Where are you/ they/we? I live in a __. It has a / no/ #___. I have ___. singular/plural s/es. Ahmad/ He is in the ___.	Read for meaning: Read sentence re classmate. Najah is in the kitchen. Place Najah's name in appropriate room on lg diagram.	Write sentence from house diagram re 3 classmates. Read and replace name/s with correct pronoun. Noun-verb agreement. Write 5 sentences about own apt. I have 6 rooms. I have a kitchen. I have 2 bedrooms.	number of rooms; a = 1 3 = bedroom**s** [make plural]
3. Kitchen [or other room]	**stove, oven, counter microwave, sink cupboard, freezer, fridge, drawer, window, floor** REVIEW: in, on, above, under, beside, kitchen	REVIEW: in, on, above, under, beside Where is the window? It is above the sink. The __ is beside the —.	Read sentence stems. Fill in preposition from picture. Reading for meaning: Read 5 sentences describing 2 kitchens [2 pictures] Select the picture described. 2 each day for 10 lessons. Read appliance prices in flyers.	Write location of appliances in kitchen [from pict.] The __ is ___ the __. Write prices of appliances. Write prices from dictation.	appliance prices: $798.

Assignment 2: Unit Plan and Scaffolded Tasks

Value: 35% of Final Grade

Content Covered: Assignment 2 covers Modules 5 to 8.

Instructions:

Select **part** of **one** theme, and select one student focus group of immigrant adults (i.e. refugees at FNDL; refugees/family class non-literate at 1L; semi-literate refugees at 1L; non-literate refugees who have progressed to 2L or 3L; low-educated young adults 1L in High School, etc.). Prepare the following as you complete the Introductory Chart. The chart template is available in the course content so that you can expand the chart to meet the needs of your focus group.

> **A Class Description and Needs Assessment**: Consider selecting one of the class case studies provided (see attached PDF file below); adapting a case study; or creating a class case study of your own. Submit the case study with your assignment. Use the case study you have selected and develop it into an assessment of class needs. Since this is a literacy course, it is important that your case study be of true literacy learners. This means that they will have fewer than 10 years of formal education and not be functionally literate in their L1 (it has nothing to do with their ability to read or write English). If your particular group does have an individual or two that are misplaced, I will expect you to include how you will teach these learners (who, for example, may move through material at a more rapid pace than the rest of the class) and provide for their needs along with the rest of the class. Each class must have a minimum of 5 learners.

> **Theme Choice and Language Ability**: Next, identify the theme and the one subpoint of your theme that you will cover in this unit. This is similar to the work you did in assignment 1. This theme should be something that your learner actually needs to be able to do with language- a Real World Task [RWT]. However, at the low levels of literacy, you will be working toward achieving a specific task over a long time [e.g. 40 - 80+ hours of class time]. You may need to work on only one aspect of a skill in the time you have allotted for this unit plan. Explain the reasons why you have chosen the one area of one theme [subtheme] that you have (rationale). Include enough background information about your chosen class/case study to show that you are aware of typical characteristics of their ages and life-stages as well as the type of issues they may be dealing with. Include a description of their CLB literacy levels in reading and writing and CLB levels in listening and speaking; their previous education and what they can and cannot do with the language. Be very clear and specific regarding what they can and can't do with reading and writing as it relates specifically to the theme/subtheme you are addressing. This language assessment will influence the theme and tasks you will have them do.

> When the assignment asks for 'part of one theme' it is to recognize that it is impossible to do a whole theme in 8 lessons. Even with your sub-theme, it will be impossible to cover all aspects listed for a 40-hour unit. You will need to select and narrow down which of the vocabulary, structures, reading, writing and numeracy tasks that you had originally planned in assignment 1. Specify what might be accomplished in 8 lessons/ 16 hours. For example, at CLB 1L my theme might be "Clothing," but the part of the theme I would tackle in 8 lessons would be "Laundry," and we would focus on identifying the 5 laundering symbols found in clothing.

> **Goals and Learning Outcomes**: Create a list of literacy learning outcomes for your selected class. Be sure to include on your list of learning outcomes a breakdown of the areas in reading, writing and numeracy/digital that your learners need to know in order to accomplish the goals for

your theme. Consult *Canadian Language Benchmarks: ESL for ALL (2014) and Canadian Language Benchmarks 2000: ESL for Literacy Learners* for guidance in understanding global descriptors and the progress among the levels. Identify specifically what your learners can and cannot do with the language (focus on literacy). Remember you have 16 hours of class time with these learners. This is an opportunity for you to teach and focus on language skills [perhaps only one small skill]. Note: you cannot achieve goals in all areas of this chart with literacy learners in 16 hours. Use your theme or content as a tool/vehicle to **teach language**, not to convey content information. Think **process** [learning the language] in order to achieve a **Real World Task** [what they need to be able to do with language in the real world].

Unit Plan: Prepare a unit plan for at least eight 2-hour lessons. Your unit plan should show clearly what learning outcomes you are working towards and how each lesson builds on the others toward that goal. Be sure to include enough time to practice and re-teach previously introduced skills that are relevant to your goal. You may provide information in point form under the headings Lesson 1, Lesson 2, Lesson 3, etc. specifying what you intend to cover and practice in each 2-hour lesson. A Unit Plan DOES NOT include full lesson plans. I'm looking for an objective(s) for each lesson [although not necessarily a NEW objective for each lesson] and your basic approach/procedure to meet the objective. You should mention some specific materials you might use, and some of these will be created and submitted in Assignment 3.

Also, think about how much vocabulary your learners need to use as well as any grammar structures. At lower literacy levels, only include ESSENTIAL vocabulary (e.g. in CLB 1L, 10 – 12 new vocabulary words is maximum for a new theme and too many for 16 hours. Therefore, select a few.). Identify what vocabulary you need to teach. Identify what grammar structures are needed to achieve the unit goal. Refer to the article in module 4, Learning to Read and Write in CLB 1L, for examples of how to limit vocabulary and structures in the early levels of literacy. I'm looking for a logical process but don't need every detail. Remember that especially at the lower levels, don't try to do too much – one objective could carry over several lessons.

The **content/theme** is the vehicle that is driven by the **language**. The content needs to be relevant and meaningful but you use it to teach the **language**. Learners can get a lot of the content by talking in their L1 to others in their language community, but it is more difficult to get the language from that source.

Prepare three individual scaffolded tasks: Select **ONE** small goal or learning outcome from your list above and prepare **THREE** scaffolded tasks that would help your students learn, practice and prepare for achieving that goal or learning outcome. Each task should be in enough detail and be explained clearly enough so that a substitute teacher could pick it up and teach it to your class. Include the following:

- the information that needs to be taught to prepare for the task
- how you have arranged for oral mastery of the material first
- a description of the task
- all materials necessary (no more than two of these tasks may be only paper and pencil worksheets). Remember, that the activities/tasks need to be meaningful, relevant and age appropriate. Include directions and expectations for learners who are at a different level in a multi-level class (e.g., If a task is designed for learners who are at CLB IL Building [Phase 1 Developing], what will you do with those who are at CLB 1L Expanding [Phase I Adequate] and/or Foundation L levels?).
- the amount of time the task will take
- clear directions and how you will give the directions
- description of what will follow the task

- description of classroom arrangement and task management (e.g., What happens when some ELLs are finished as others are barely starting?).

The tasks and materials should be theme-based, age appropriate and integrated (i.e., involve at least three macroskills among the three tasks).

Note: I want to see at least 50% original work for this unit plan and the subsequent materials (scaffolded tasks and Assignment 3). All borrowed or adapted material or visuals must state its source with full bibliographic data.

Assignment 3: Materials Development and Unit Assessment Plan

Value: 25% of Final Grade

Content Covered: Assignment 3 covers Modules 9 to 11. It is based on your knowledge of the entire course.

Instructions:

Use the same class [case study] as you used for Assignment 2 (unless there was a problem with that class, e.g. they weren't really literacy students). Please include the basic information about that class (just cut and paste the chart from Assignment 2) as I may not be able to recall which particular group you had done.

There are two parts to this assignment as follows:

1. Materials preparation: Based on the group and theme covered in Assignment 2, prepare a series of supplemental materials to follow **one** goal within your unit. Ensure that these materials are age appropriate and meaningful for adult learners. Provide more than simply a sheaf of fill-in-the-blank worksheets; rather develop material that could be used to teach this theme progressively within a certain CLB literacy level.

Because literacy learners need so much practice on each skill before moving on, I want you to show me 10 - 12 different ways that you could help them practice the skills needed for this particular goal towards its achievement. i.e. I'm looking for the materials and directions for use for 10 - 12 activities in the first part of this assignment. Organize these practice activities in order so that whereas some will practice the same aspect, others may build on the goal, e.g. Goal: tell time to the 1/4 hour. You may have several practice activities (listening, saying, reading, writing) on "o'clock" times, then introduce :30 and practice that. Then you may have several activities that sort; mix; match analogue & digital, etc. both :00 and :30. You could then introduce :15 and practice then incorporate it to include :00, :30, :15, etc., etc.

Of course, some activities can be used from printed or online resources, but I'd like you to include some of your own materials that you have created and/or adapted for your particular class. Include all reference data from material and visuals taken or adapted from other sources.

2.Assessment: Create an ongoing assessment plan/series of tasks to evaluate how ELLs have accomplished the skills needed to complete a particular task.

As you worked through your unit on your subtheme you had specific goals in mind. I want you to go

back and look at your lessons again and think about how you would incorporate assessment into the mix. Before you move on, to a new aspect of the theme, how would you assess whether or not the ELLs had accomplished the skills necessary? This will be your ongoing and summative assessment plan. Tell me how you will know that your learners can do what they need to do? What level of accomplishment do they need to have (e.g. 100% correct; 50% correct; 70% correct averaged over 2 days; etc.)

- Create three PBLA assessment tasks for learners to show skill and task achievement. Include the task, you would use to determine when the task has been completed [i.e. how will you decide when to give a PBLA assessment?]. Identify which skill you are assessing and which of the four competencies you are addressing.

- List the criteria that your learners will be assessed on [based on the CLB level they are working on]. Make this criteria learner-friendly so that literacy learners can read or understand the expectation. You will need to avoid metalanguage.

- include a section in smaller print for the teacher [and subsequent teachers] to understand how the assessment was carried out.

- Include sample feedback to the learner. This means to give feedback that is more than 'Good job.'; 'Well done' etc. [although that should also be included)

Assignment 4: Lesson Plan
Value: 25% of Final Grade

Due Date: as scheduled in lieu of the final exam.

Content Covered: It is based on your knowledge of the entire course.

Instructions:

1. Select a CLB literacy level: FoundationL; 1L; 2L; 3L; 4L [Note: this will be the level for which you will create a lesson plan].

Briefly [5 points in a point-form list] describe your learners: age, countries of origin; educational background; length of time in Canada, special needs.

Give a description [be specific as this will carry the most weight] of what learners at this level can do with language: READING and WRITING Be specific. **10%**

2. As the instructor, what key characteristics of literacy learners will you need to remember because they will affect your teaching [and lesson preparation]. List 10 here.
10%

3. From the 3 themes listed [e.g. health; education; Canada], select ONE theme and identify ONE subtheme for that theme that would be appropriate to the CLB level chosen and described in #1.

4. Recreate the chart below in the exam booklet and fill in the requested info for your subtheme. This will give you an overview of your long-term goals and let you think how this lesson will fit into the overall unit.
30%

Theme: _____   CLB LEVEL _____

Subtheme	Vocabulary for CLB 1L: 10-12 new content words	Structures needed to accomplish tasks	Reading Tasks	Writing Tasks	Digital/ Numeracy Tasks

5. Select from the tasks above and create a lesson plan. [Please: NO lesson plans solely on learning new vocabulary.]

   A. Describe: What have you accomplished in previous lessons in this theme? [brief overview]. 5%

   B.   The learning objectives for this lesson: What do you want to accomplish in this 2-hour class? 5%

   C.   Procedure. What will you accomplish and HOW? [Steps in order including transitions, pre-teaching, activities, etc.] 20%

   D. Materials needed. Create at least two sample activities/worksheets/ types of materials to help achieve your goal. List other materials needed to fulfill your lesson plan. 10%

   E. Assessment. Describe how you will know if your objectives have been achieved. 5%

Lesson Objectives	Evidence of successful achievement

6. Describe how you will follow up on this lesson in the next lesson.   5%

Submitting Assignments

You will submit your assignments using a variety of online tools. Instructions will be provided on how to do this. Note that assignments are due by 11:59 p.m. Saskatchewan time on the due date.

Extensions and Late Assignments

Overdue assignments will be assessed a penalty of 5% for one to three days late and 10% for four or more days late. Instructors may not accept assignments that are more than seven days late. If you have extenuating circumstances, contact your instructor in advance of the due date to negotiate a formal extension to avoid penalties. Students must complete and pass all assignments to pass the course.

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Additional Evaluation Information

DEU Writing Centre - Quality writing help for free!

Anyone taking a distance class (online, independent studies, televised, or multi–mode delivery) administered by the DEU can use this free service. The Writing Centre provides tools and support to help you write effective essays, reports, or reviews. Simply submit a project draft, and a qualified tutor will assess your work and offer advice to improve your project. Contact the DEU Writing Centre at http://distanceeducation.usask.ca/support/writing-centre.php

Understanding Your Grades

Information on literal descriptors for grading at the University of Saskatchewan can be found at: https://students.usask.ca/academics/grading/grading-system.php

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: http://policies.usask.ca/policies/academic-affairs/academic-courses.php

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://teaching.usask.ca/about/policies/learning-charter.php

Integrity Defined

"Integrity is expected of all students in their academic work – class participation, examinations, assignments, research, practica – and in their non-academic interactions and activities as well." (Office of the University Secretary)

It is your responsibility to be familiar with the University of Saskatchewan policies and procedures on Academic Misconduct (http://www.usask.ca/secretariat/student-conduct-appeals/academic-misconduct.php)) and Non-Academic Misconduct (https://www.usask.ca/secretariat/student-conduct-appeals/non-academic-misconduct.php).

Recording of the Class

Synchronous Meetings may be recorded by the instructor and posted to Blackboard for review.

Access and Equity Services

If you are a student needing accommodations based on a diagnosed disability (learning, medical, physical, and/or mental health), religion, family status (including pregnancy), and/or gender identity, you must register with Access and Equity Services (AES) in order to access AES programs and supports. Information about AES can be found at https://students.usask.ca/health/centres/access-equity-services.php

For AES exam accommodations please ensure that you fill out the AES Exam Accommodation form within the applicable deadlines. (https://students.usask.ca/health/aes/accommodations.php)

Distance and Distributed Library Services

As a U of S student, if you are located outside of Saskatoon, you can find help accessing library resources and services at: https://library.usask.ca/ddls/#RegisterforDDLS.

Copyright

Every effort has been made to trace ownership of all copyrighted material and to secure permission from copyright holders. In the event of any question arising as to the use of any material, we will be pleased to make the necessary corrections. The University of Saskatchewan copyright policy is available at http://www.usask.ca/copyright/

![University of Saskatchewan logo] **UNIVERSITY OF SASKATCHEWAN**	# New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean: **Dr. Jay Wilson, Department of Curriculum Studies**

2. Information required for the Catalogue

    2.1   Label & Number of course: **ECUR 339.3**

    2.2   Title of course: **Teaching English as a Second Language for Adult Literacy Learners (ALL)**

    2.3   Total Hours: **Online distance delivery – 39 academic contact hours**

    2.4   Weekly Hours: **3**

    2.5   Term in which it will be offered: **T1, T2, Spring-Summer T1T2**

    2.6   Prerequisites: **ECUR 291.3, ECUR 391.3**
          Corequisite: **ECUR 331.3**
          Note: This course is part of the CERTESL Undergraduate Certificate. Students may receive credit for only one of TESL 36 or ECUR 339.

    2.7   Calendar description:

ECUR 339.3 – Teaching English as a Second Language for Adult Literacy Learners
ECUR 339.3 introduces the theory and practice of teaching English literacy skills to adults and older teens who have little or no formal education in their first languages and must learn English language and initial literacy skills concurrently. Examines immigrant, refugee and family literacy contexts; skills involved in literacy acquisition; tools and techniques for teaching reading, writing, basic numeracy and digital literacy; materials selection and adaptation; evaluation and testing; key social and cultural issues.

    2.8   Any additional notes

          Note: This course is part of the CERTESL Undergraduate Certificate. Students may receive credit for only one of TESL 36 or ECUR 339.

3. Rationale for **changing the status and content of** this course.

          Content changes:

The current revision is intended to augment online course tools; eliminate material specific to young learners in elementary and middle years which is now covered more deeply in ECUR 490.3; and update content related to family literacy in the context of English language and literacy development.

Status change:

TESL 36 has traditionally been the most challenging of the CERTESL courses, all of which have always been delivered at a degree-credit standard of depth and rigor. With CERTESL's intended transition into an Undergraduate Certificate, it has now become necessary to give all CERTESL courses official degree-credit designations. Under its new name and number, ECUR 339.3 will remain one of two elective courses in the CERTESL program, serving as the seventh course needed for candidates to receive TESL Ontario accreditation, TESL Canada Standard 2 certification and TESL Saskatchewan's new Standard 2 (Professional) level of accreditation.

4.   Learning Outcomes for this course.

Upon completion of this course, students should be able to:

1. Identify and address literacy, numeracy, and language learning needs of English language learners (ELLs), particularly adults and older teens, who have previously received little or no formal education in the medium of their first languages.
2. Articulate key strategies for addressing initial reading, writing and numeracy development among non- and pre-literate ELLs.
3. Apply initial reading, writing and numeracy development strategies and techniques to planning.
4. Select, adapt, design and use print and digital resources suitable to the needs of ELLs in early stages of literacy development.
5. Articulate the role of family in literacy development and apply techniques to encourage literacy development as a family endeavour.
6. Apply standard tools for assessment used with adult English language literacy learners in Canada.

5.   Impact of this course.

Student-teachers in CERTESL will be prepared to teach English reading and writing effectively with English language learners who are minimally literate or non-literate in their first languages. The course particularly benefits learner groups that historically are less likely to have acquired solid elementary educations in their first languages including women who come to Canada as refugees or asylum seekers from nations that do not prioritize women's education; Indigenous learners from many countries including Canada; and refugee adults and youth whose formal educations have been scattered or nonexistent because of violence and associated poverty. Skills learned in the course are useful not only in dedicated English Language learning programs, but also in Adult Basic Education programs that may include Newcomer and Canadian-born persons whose first languages are not English.

Are the programs of other departments or Colleges affected by this course?

No.

Were any other departments asked to review or comment on the proposal?

No.

6.   Other courses or program affected (please list course titles as well as numbers).
Course(s) to be deleted?

      TESL 36 –Literacy in TESL/TESD will be deleted

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

      ECUR 446.3

Is this course to be required by your majors, or by majors in another program?

      No.

7.   Course outline.

Module 1: What is literacy?
- Recount the elements involved in ESL/ESD literacy.
- Describe the impact of low literacy skills on individuals, immigrant, refugee and Indigenous communities, and the larger community living in Canada.
- Identify specific areas of life affected by literacy.
- Define four types of literacy learners.
- Describe characteristics of a literacy learner.
- Assess factors influencing a learner's low literacy skills.
- Identify two issues that affect literacy learners as children, adolescents, and adults.
- Use the Canadian Language Benchmarks' literacy documents as the foundation for teaching ESL literacy learners in Canada.

Module 2: Learner Styles and Strategies
- Identify the difference between a learning style and a learning strategy.
- Identify the three kinds of direct learning strategies and indirect learning strategies.
- Acknowledge that not all learners will learn in the same way, nor in the same way as you do.
- Plan lessons that include tasks and activities to meet the needs of learners with a variety of learning goals and learning preferences.
- Identify the learning strategies that learners need to use at each level of the ESL literacy benchmarks. Identify what these strategies might look like from a learner's point of view at each level.
- Evaluate how to teach a specific learning strategy that may not yet be part of a learner's repertoire. Imagine how you might specifically implement each strategy in your classroom.
- Identify your own learning style and its implications on your teaching.

Module 3: Pre- and Non-Literate Learners in Foundation and CLB 1L
- Identify with non-literate learners in terms of the steep learning curve they must climb.
- Articulate key areas of learning needed at FoundationL (beginning ESL literacy) level.
- Use and locate key information in the ESL for ALL document.
- Identify key characteristics of beginning literacy learners.
- Articulate key language and language-learning skills that need to be developed during this beginning stage.
- Identify and break down Learning Objectives into small, progressive, achievable steps (scaffolding).
- Identify specific elements in the writing process.
- Identify specific elements in the reading process.
- Apply useful techniques for teaching beginning literacy learners.

- Use a number of strategies to support learners in their initial stages of language and literacy learning.

Module 4: Learning to Read
- Outline the process by which one learns to read.
- Describe the reading approaches of whole language, sight words, and phonics.
- Identify the advantages and disadvantages of various reading approaches.
- Describe the reading process, expectations of each level and best practices for emerging adult readers.
- Scaffold the phonics approach to learning to read for CLB1L adult learners.

Module 5: Learning to Write
- Outline the process by which one learns to write.
- Explain the difference between spoken and written language.
- Describe the progression of "process writing".
- Identify the advantages and disadvantages of various writing approaches.
- Identify various techniques for teaching writing.
- Describe the purposes and genres of writing.

Modules 6: The Adult Literacy Learner
- Identify the kinds of life and learning challenges that immigrants in your class may be facing.
- Identify the type of and amount of formal education that your literacy learners have had, how it affects their approach to education now, and how it will affect your teaching and their learning.
- Sequence the teaching process for the numerous subskills needed to complete each required literacy-related task.
- Strategize how to incorporate key supports into the literacy classroom.
- Identify issues with and gaps in the tools available in relation to Indigenous ESL/ESD literacy learners.

Module 7: The Older Teen/Young Adult Literacy Learner in the High School Context

- Identify subskills needed by young adults who have little formal education in their L1 in order to function in Canada.
- Compile materials to help literacy learners learn, consolidate and extend their ESL reading abilities, including materials supporting identification of key vocabulary; letter/sound recognition [phonics]; sight words; and reading strategies, and incorporate those into reading materials.
- Create materials and situations to scaffold learning so that literacy learners can learn and become proficient in numeracy and digital literacy.
- Support literacy learners' skill development and expectations so that they can identify and pursue meaningful alternatives to high school completion.

Module 8: Sustaining Literacy Skills: Family Literacy
- Outline methods and situations that will encourage literacy learners to maintain and increase their ability to read and write.
- Prepare adult learners for continuing life-long learning.
- Compile materials and resources for literacy learners to consolidate and extend literacy skills independently.
- Select real world situations where literacy learners can continue using reading and writing skills.

- Design family literacy opportunities incorporating needed supports, so that learners are able to continue building literacy skills through the generations.

Module 9: Assessment of ESL Literacy Learners
- Articulate the purpose and cycle of assessment for your students, for your lesson and unit planning, and for your teaching techniques.
- Describe the assessment process from student needs assessment to planning to ongoing assessment and final task assessment.
- Explain when to do an assessment and appropriate ways to give feedback.
- Describe the special issues related to assessing ESL literacy learners.
- Identify appropriate methods of assessing ELL level and progress.
- Describe the current PBLA process and what accommodations you may need to make for literacy learners.

Module 10: Materials for the Literacy Classroom
- Match resources and texts that provide needed supports to literacy learners.
- Evaluate available literacy learning materials.
- Demonstrate your knowledge of literacy learners by creating your own learner-centered literacy materials.
- Adapt 'mainstream' ESL resources to give required support for literacy learners.

Module 11: Teaching Numeracy and Digital Literacy
- Identify situations and skills involved in numeracy and digital literacy.
- Scaffold number use.
- Explain why learning and teaching number and math skills is so important to ESL/ESD learners.
- Explain why learning and teaching digital skills is so important to ESL/ESD learners.
- Identify the strategies needed to do basic math.
- Explain how to teach numbers and functional math.
- Identify life situations in which knowledge and use of mobile devices is critical. Analyse key functions and how to teach and transfer knowledge from one device to another.

8.   Enrolment.

Expected enrollment: 12 to 20 per section; three sections per year. This is consistent with recent years' enrollments and takes into account anticipated reductions in course participation by K-12 teachers who will now take ECUR 490.3 through the PDCEAL.

Because the course is taught by a distance facilitator under per-student ASPA contract rather than by a sessional instructor or faculty member, with the support of qualified local teachers who are paid per-student honoraria, course costs are fully covered by tuition and materials/lab fees; low enrolment therefore is not a financial concern.

9.   Student evaluation.

Practical applications of specific skills needed to teach adult literacy learners;

Needs assessment for focus group	15%
Unit plan for focus group	35%
Resource development and assessment plan for focus group	25%
3-hour timed lesson planning for focus group (scheduled in the final exam slot)	25%
TOTAL	100%

10. Required texts.

Canadian Language Benchmarks: ESL for Adult Literacy Learners. (2016) Ottawa: Centre for Canadian Language Benchmarks. Available at: http://www.language.ca/documents/CLB_ESL_for_ALL_2016_web.pdf

Johansson, Linda et. al. (2010). *Canadian Language Benchmarks 2000: ESL for Literacy Learners.* Ottawa: Centre for Canadian Language Benchmarks. Provided online through the Blackboard distance course shell.

CLB: ESL for ALL (Adult Literacy Learners) Support Kit. (2017) Ottawa: Centre for Canadian Language Benchmarks. Available at: http://www.language.ca/documents/CLB_ESL_for_ALL_Support_Kit_Web.pdf

Online course materials and resources package created for CERTESL by subject matter experts, primarily Jean Campbell, course SME and lead instructor.

Literacy webinars, planning templates and Portfolio Based Language Assessment exemplars by Jean Campbell housed at tutela.ca, the federally-funded online resource repository and webinar delivery service for adult ESL instructors in Canada.

11. Resources.

Articles and exemplars are provided via pdf's and journals linked within the Blackboard course shell and syllabus.

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

There will be no additional teaching or administrative workload. This is an academic status change, delivery format transition and content revision.

Are sufficient library or other research resources available for this course?

Yes.

Are any additional resources required (library, audio-visual, technology, etc.)?

No

12. Date of Implementation: May 2019

13. To be offered: Three times yearly: T1, T2, and Spring-Summer T1T2.
                         This is the pattern used currently for TESL 36.

ECUR 391.3
Class Syllabus
THEORY OF SECOND/ADDITIONAL LANGUAGE LEARNING AND METHODS OF SKILLS DEVELOPMENT

Online – SASKATOON
May 5, 2019 – August 15, 2019

()– CURRICULUM STUDIES
Email: ()
Office Hours
WEEKDAYS
by Email or Telephone Appointment

Land Acknowledgement

As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

The second of a sequence of courses designed to prepare early/middle/secondary teachers and adult educators to teach English as a second language to non-English speaking children and adults. Includes second language learning theories, the psychology of second language learning, methods of addressing and integrating the skills of listening, speaking, reading and writing, and an introduction to testing for assessment of learning. Special focus on Task-Based and Content-Based models of English language teaching.

Prerequisite(s): ECUR 291.3

Course Learning Outcomes

1. Explain the ethical dilemmas associated with ELT and be equipped to resolve them.
2. Summarize language lesson planning that uses the needs, learning, and evaluation cycle.
3. Incorporate task-based and content-based syllabi into lesson planning.
4. Develop more sophisticated language lessons for the four skill areas (speaking, listening, reading, and writing).
5. Construct a personally relevant network of ELT professionals and resources.

Required Resources

1. Brown, H. D. and Lee, H. (2015). *Teaching by Principles: An interactive approach to language pedagogy (4th Edition).* Pearson Education. ISBN: 9780133925852.

Textbooks are available from the University of Saskatchewan Bookstore:
http://www.usask.ca/bookstore/

1

See the "Required Readings" section in each module in Blackboard Learn for a detailed required readings list and schedule.

University of Saskatchewan (2017-18). Course Materials for ECUR 391.3. Provided online in the Blackboard courseroom.

In addition to the Course Materials, this course is largely based on academic articles; no textbook purchase is required. To help with time management, key required resources are listed below. More complete instructions and some additional links are provided in the learning material within the online course. Not all pages of all articles may be required, or some articles/links/videos may be used as samples to review in brief (as opposed to being used for comprehensive study). There are two chapters included in this course from ECUR 291's text by Brown & Lee (2015), *Teaching by Principles*; however, they also appear in the course material in electronic form. Brown & Lee (2015) is an excellent general reference for all CERTESL courses and your continuing career so please keep that textbook; it will appear again in ECUR 393.3.

Your instructor may require or recommend additional materials.

Course Overview

Second language learning theory and communicative/post-communicative teaching methodology are combined with teaching ethics and practical consideration of language learners' needs to enable participants to plan effective, appropriate ESL/EAL lessons. Participants will also be able to access a wide range of resources for planning and for continued professional growth as English language teachers.

Class Schedule

Week	Module	Due Dates
Week 1	*Key Starting Concepts Activities*	September 12, 2018
Week 2	*Ethics And Agency Activities*	September 19, 2018
Week 3	*Needs Assessment Activities*	September 26, 2018 Assignment #1, Part 1 (Needs Assessment): Not Submitted
Week 4	*Writing Language Specific Objectives*	October 3, 2018 Assignment #1, Part 2 (objectives) October 1, 2018
Week 5	*Learning Assessment Activities*	October 10, 2018 Assignment #1, Part 3 (Learning Assessment) October 12, 2018
Week 6	*Planning for Speaking Activities*	October 17, 2018 Assignment #2 (Written Portion) October 15, 2018
Week 7	*Planning for Listening Activities*	October 24, 2018

Week 8	*Task Based Teaching and Learning Activities*	October 31, 2018 Assignment #1 (Complete Lesson Plan) October 31, 2018
Week 9	*Content Based Teaching and Learning Activities*	November 7, 2018 Assignment #2 (Synchronous Meeting): November 7, 2018 6:00 pm, Saskatoon Time
Week 10	*Planning for Reading Activities*	November 21, 2018
Week 11	*Planning for Writing Activities*	November 28, 2018
Week 12	*Professional Development*	December 7, 2018

Note: No Class Days/No Evaluation Days for this Class in TERM 1 October 8; November 12 – 16.

Course Outline

Major Outcomes

- Explain ethical dilemmas associated with ELT and be equipped to resolve them
- Summarize and carry out language lesson planning processes based on learner needs, language learning theory, and the evaluation cycle
- Incorporate task-based and content-based syllabi into lesson planning
- Develop more sophisticated language lessons for the 4 skill areas (speaking, listening, reading, writing) incorporating 5 communicative competences (grammatical, textural/discourse, functional, sociolinguistic and strategic)
- Construct a personally relevant network of ELT professionals and resources.

Module Objectives

When you finish each module, you should be able to do the following:

Module 1: Key Starting Concepts

1. Summarize Communicative Language Teaching (CLT).
2. Explain common learner variables – particularly purpose of learning and cultural background.
3. Explain common program frameworks (K-12, adult, ESL/EFL, academic/settlement/workplace).

Required resources:

University of Saskatchewan (2017-18). Course materials for Module 1. **[Blackboard]**

Richards, J.C. (2006). Chapter 4, Current trends in Communicative Language Teaching. *Communicative Language Teaching today*. New York, NY: Cambridge University Press. p. 22-26. **[PDF in Blackboard]**

Harmer, J. (2007). Chapter 1, Learners. *How to teach English*. Essex, England: Pearson Education Ltd. p. 11-22. **[PDF in Blackboard]**

Baker, W. (2012). From cultural awareness to intercultural awareness: Culture in ELT. *ELT Journal 66 (1)*, 62-70. **[PDF in Blackboard]**

Module 2: Ethics and Agency

1. Explain the ethical issues of ELT in the personal, professional, and global spheres, including ethical issues related to Indigenous communities and and the Canadian education system.
2. Identify ethical issues in teaching and be equipped to resolve them.
3. Summarize how learners can gain agency through language learning and support the same through teaching.

Required resources:

University of Saskatchewan (2017-18). Course Materials for Module 2. **[Blackboard]**

TESL Canada (n.d.) The ethical guidelines for English as Second Language professionals. https://www.tesl.ca/about-us/by-laws-policies-disclaimers/ethics

Johnson, K.E. (1992). Relationship between teachers' beliefs and practices during literacy instruction for non-native speakers of English. *Journal of reading behavior*, 24(1), p. 83-108. doi: 10.1080/10862969209547763 **[PDF in Blackboard]**

Brown, D. H., & Lee, H. (2015). Chapter 23, Teachers for Social Responsibility. *Teaching by Principles*, p. 574-586. Pearson Education. **[PDF in Blackboard]**

Auerbach, E. R. (1995) The politics of the ESL classroom: Issues of power in pedagogical choices. In J.W. Tollefson (Ed.), *Power and inequality in language education* (pp. 9-33). New York: Cambridge University Press. **[PDF in Blackboard]**

St. Denis, V. (2010). Silencing Aboriginal curricular content and perspectives through multiculturalism: "There are other children here." *Review of Education, Pedagogy, and Cultural Studies*, 33:4, 306-317. https://www.tandfonline.com/doi/full/10.1080/10714413.2011.597638

Mercer, S. (2012). The complexity of learner agency. *Apples – Journal of Applied Language Studies, 6 (2)*, 41-59. Jyväskylän yliopisto. **[PDF in Blackboard]**

Module 3: Needs Assessment

1. Explain *needs assessment* as initial, ongoing, and cyclical processes.
2. Identify key details about the learners that contribute to needs analysis.
3. Choose, adapt, and apply an appropriate needs assessment tool to inform instruction.

Required resources:

University of Saskatchewan (2017-18). Course materials for Module 3. **[Blackboard]**

Weddel, K., & Van Duzer, C. (1997). Needs assessment tools chart. *CAELA guide for adult ESL trainers – Assessing learner needs in the adult ESL classroom*. Washington, DC: CAELA. **[PDF in Blackboard]**

West Virginia Adult Education Program. (2016-2017). Section 14: Serving adult English language learners (ELLs). Dunbar, WV: WVAdultEd Professional Development Program. **[PDF in Blackboard]**

British Columbia Ministry of Education Special Programs Branch. (1999). *English as a*

second language learners: A guide for ESL specialists. Victoria, BC: Ministry of Education. http://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/english-language-learners/special.pdf

Yoon, B. (2008). Uninvited guests: The influence of teachers' roles and pedagogies on the position of English language learners in the regular classroom. *American Educational Research, 45(2), (*495-522).
http://search.proquest.com/docview/200444582?accountid=14739

Module 4: Writing Language-Specific Objectives

1. Formulate clear, concrete, skill-specific, observable, measurable objectives that meet learner needs.
2. Compare and contrast "terminal" and "enabling" objectives.
3. Distinguish between language, content, and strategy objectives.

Required resources:

University of Saskatchewan. Course materials for module 4. **[Blackboard]**

Fisher, D. & Frey, N. (2010). Unpacking the language purpose: Vocabulary, structure and function. TESOL Journal, 1.3, 315-337. **[PDF in Blackboard]**

Williams, Greg (2012). Writing Instructional Objectives.
https://www.youtube.com/watch?v=7lGX8mndu5w

Module 5: Assessment

1. Explain testing in terms of the lesson cycle, validity, reliability, and practicality.
2. Develop appropriate formal assessment tools including some alternative practices.
3. Describe a variety of techniques for informal error correction.

Required resources:

University of Saskatchewan (2017-18). Course materials for module 5. **[Blackboard]**

Pettis, J.C. (2014). *Portfolio-Based Language Assessment (PBLA): Guide for teachers and programs,* pp. 25-58. Ottawa, ON: Centre for Canadian Language Benchmarks. http://www.language.ca/documents/PBLA_Guide_e-version_2015.pdf

Oladejo, J.A. (1993). Error correction in ESL: Learner's preferences. *TESL Canada Journal, 10 (2),* pp. 71-89. **[PDF in Blackboard]**

Module 6: Speaking

1. Explain various micro and macro skills (including pronunciation) associated with speaking.
2. Use common curricular frameworks (CLB and CFR) to formulate speaking lesson objectives.
3. Describe and implement a variety of strategies and activities for teaching speaking skills.
4. Demonstrate how speaking can be integrated into the teaching of other skill areas.

Required resources:

University of Saskatchewan (2017-18). Course materials for module 6. **[Blackboard]**

Harmer, J. (2007b). Chapter 20 – Speaking. *The practice of English language teaching (4*th ed*.),* (pp. 343-363).

Ur, P. (2012). Chapter 9 – Teaching speaking. *A course in English language teaching* (2nd ed.), (pp.117-132).

Nation, I.S.P., & Newton, J. (2009). Chapter 5 – Pronunciation. In *Teaching ESL/EFL listening and speaking.* (pp. 75-96).

Underhill, A. Introduction to teaching pronunciation workshop.
https://youtu.be/1kAPHyHd7Lo

Module 7: Listening

1. Explain various micro and macro skills associated with listening
2. Use common curricular frameworks (CLB and CFR) to formulate listening lesson objectives.
3. Describe and implement a variety of strategies and activities for teaching listening skills.
4. Demonstrate how listening can be integrated into the teaching of other skill areas.

Required resources:

University of Saskatchewan (2017-18). Course materials for Module 7. **[Blackboard]**

Roessingh, H. (2006). BICS-CALP: An introduction for some, a review for others. *TESL Canada Journal,* 23 (2)*,* 91-96.

Richards, J. C. (1983). Listening comprehension: Approach, design, procedure. *TESOL Quarterly,* 17 (2), 219-240.

Ur, P. (2012). Chapter 8 – Teaching listening. *A Course in English language teaching*, (2nd ed.), 101-115.

Bridge TEFL (2009). Teaching Listening: Gist & Detail. TEFLVideos.com.
https://youtu.be/Ks0oxK0-BsU

Flowerdew, J., & Miller, L. (2005). Chapter 11 – Testing listening. *Second language listening: Theory and practice*. New York, NY: Cambridge University Press.

Flowerdew, J., & Miller, L. (2005). Chapter 10 – 10.3 Question types. *Second language listening: Theory and practice*. New York, NY: Cambridge University Press. pp. 186-194.

Module 8: Task Based Teaching and Learning

1. Explain the characteristics and requirements of task-based language teaching and learning.
2. Discuss several different task models appropriate for TBLT.
3. Design an effective task-based CLT lesson plan (including a plan for assessment).

Required resources:

University of Saskatchewan (2017-18). Course materials for module 8. **[Blackboard]**

Nunan, D. (2014). Task-based teaching and learning. In M. Celce-Murcia, D.M. Brinton, & M.A. Snow (Eds.), *Teaching English as a second or foreign language* (4th ed.) (pp. 455-470). Boston, MA: National Geographic Learning.

Willis, D., & Willis, J. (2007). *Task-based teaching*. Oxford, UK: Oxford University Press. (pp. 12-30).

Norris, John (2014). How do we assess task-based performance? Recent advances in language assessment. https://vimeo.com/91428246

Module 9: Content Based Teaching and Learning

1. Explain characteristics and key features of Content-based Language Teaching (CBLT) / Integrated Language and Content Instruction (ILCI).
2. Discuss several different integrated language and content-based lesson plan models.
3. Design an effective CLT lesson plan that integrates content and language learning and includes a plan for assessment.

Required resources:

University of Saskatchewan (2017-18). Course materials for module 9. **[Blackboard]**

Lyster, R. (2011). Content-based second language teaching. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 611-625). New York, NY: Routledge. **[PDF in Blackboard]**

Genesee, Fred and Lindholm-Leary, Kathryn (2010). Dual Language Education in Canada and the U.S.A. In Jim Cummins and Nancy Hornberger (eds.): *Bilingual Education: Encyclopedia of Language and Education Vol.5.* New York: Springer-Verlag, 7-13 **[PDF in Blackboard]**

Janzen, J. (2008). Teaching English language learners in the content areas. *Review of educational research*, 78(4), 1010-1038. **[PDF in Blackboard]**

Baecher, L., Farnsworth, T., & Ediger, A. (2014). The challenges of planning language objectives in content-based ESL instruction. *Language teaching research, 18(1)*, 126-128. **[PDF in Blackboard]**

Chamot, A.U., Barnhart, S., Beard El-Dinary, P., & Robbins, J. (1999). Figure 2.2 Learning Strategies. *The learning strategies handbook* (pp. 15-17). White Plains, NY: Pearson Education. **[PDF in Blackboard]**

Case, R., & Obenchain, K. (2006). How to assess language in the social studies classroom. *The Social Studies, 97(1),* 41-48. **[PDF in Blackboard]**

Module 10: Planning for Reading

1. Explain various micro and macro skills (including vocabulary development) associated with reading.
2. Use common curricular frameworks (CLB and CFR) to formulate reading lesson objectives.
3. Describe and implement a variety of strategies and activities for teaching reading skills.
4. Demonstrate how reading can be integrated into the teaching of other skill areas.

Required resources:

University of Saskatchewan (2017-18). Course materials for module 10. **[Blackboard]**

Armbruster, B.B., Lehr, F., & Osborn, J. (2001). *Put reading first: The research building blocks for teaching children to read (teacher's guide), kindergarten through grade 3.* Washington, DC: The Partnership for Reading. https://www.nichd.nih.gov/publications/pubs/Documents/PRFbooklet.pdf

McCarten, J. (2007). *Teaching vocabulary: Lessons from the corpus, lessons for the classroom.* New York, NY: Cambridge University Press, pp. 1-30. www.cambridge.org/download_file/863468/0/

Peregoy, S.F., & Boyle, O.F. (2008). Beginning readers: Characteristics and strategies. *Reading, writing, and learning in ESL: A resources book for teaching k-12 English learners.* Boston, MA: Pearson Education, Inc., pp. 297-327. **[PDF in Blackboard]**

Nation, I.S.P. (2009). Assessing reading. In *Teaching ESL/EFL reading and writing.* New York, NY: Routledge, pp. 75-92. **[PDF in Blackboard]**

Module 11: Planning for Writing

1. Explain various micro and macro skills (including grammar) associated with writing.
2. Use common curricular frameworks (CLB and CFR) to formulate writing lesson objectives.
3. Describe and implement a variety of strategies and activities for teaching writing skills.
4. Demonstrate how writing can be integrated into the teaching of other skill areas.

Required resources:

University of Saskatchewan (2017-18). Course materials for module 11. **[Blackboard]**

English as a Second Language Council of the Alberta Teachers' Association (n.d.). Understanding ESL learners: Distinguishing between basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP). https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Specialist-Councils/ESL-3-1%20Distinguishing%20between%20BICS%20and%20CALP.pdf

Peregoy, S.F., & Boyle, O.F. (2008). *Reading, writing, and learning in ESL: A resources book for teaching k-12 English learners.* Boston, MA: Pearson Education, Inc, pp. 230-244. **[PDF in Blackboard]**

Savage, A., & Shafiei, M. (2012). *Effective academic writing one* (2nd ed.). New York, NY: Oxford University Press, pp. 7-11. **[PDF in Blackboard]**

Adams, K. (2014). *Inside writing: The academic word list in context.* New York, NY: Oxford University Press, pp. 34-39. **[PDF in Blackboard]**

DelliCarpini, M. (2012). Success with ELLs: We are all writers! Building second language writing skills in the ELA classroom. *The English Journal, 101 (5),* 97-101. Available at: http://www.jstor.org/stable/23269537?seq=1#page_scan_tab_contents

British Council (various dates.) TeachingEnglish. Follow the link that applies to your chosen teaching context:

For children – *Writing and young learners*. Available at:
https://www.teachingenglish.org.uk/article/writing-young-learners

For teens – *Teens and writing skills*. Available at:
https://www.teachingenglish.org.uk/article/teens-writing-skills

For adults – *Feedback and error correction – is it your job?* Available at:
https://www.teachingenglish.org.uk/blogs/linguacom/feedback-error-correction-–-it-your-job

Culham, R. (2003). *6+1 Traits of writing: The complete guide grades 3 and up*. Jefferson City, MO: Scholastic, Inc, pp. 35-40, 51-67, 266. **[PDF in Blackboard]**

education northwest (2016). *6+1 Trait® rubrics.*
http://educationnorthwest.org/traits/traits-rubrics

The Culham Writing Co. (2017). *Resources.*
http://www.culhamwriting.com/LIBRARY/RESOURCES/scoringguides.html

Module 12: Professional Development

1. Explain why continuing professional development is necessary and the benefits to be obtained from different approaches (coursework, conferences, professional reading).
2. List relevant resources for professional development.
3. Utilize reflection as a means of continuing professional learning.
4. Explain enquiry-based investigation of teaching and discuss its strengths and weaknesses as a tool for professional learning.
5. Describe what you can contribute to the field and facilitate professional growth.

Required resources:

University of Saskatchewan (2017-18). Course materials for module 12. **[Blackboard]**

Brown & Lee (2015). Chapter 22, Teacher Development. *Teaching by Principles, An Interactive Approach to Language Pedagogy, (*p. 540-570).
[PDF in Blackboard]

Farrell (2012). Novice-service language teacher development: Bridging the gap between preservice and in-service education and development. *TESOL Quarterly,* 46(3), (pp.435-449). **[PDF in Blackboard]**

Farrell (2012). Reflecting on reflective practice: (Re) Visiting Dewey and Schon. *TESOL Journal,* 3(1), (p.7-16). **[PDF in Blackboard]**

Saylag, R. (2012). Self reflection on the teaching practice of [e]nglish as a second language: [b]ecoming the critically refelctive teacher. *Procedia – social and behavioral sciences,* 46, (p. 3847-3851). **[PDF in Blackboard]**

Abraham, A. (2015) Action researching power in an ESL and academic writing classroom. *Qualitative research journal,* 15(2), (p. 155-165).

Patten, K.B. Craig, D.V. (2007) iPods and English-language learners: a great combination. *Teacher Librarian,* 34(5), (p.40-44). **[PDF in Blackboard]**

Evaluation and Grading Scheme

ASSIGNMENT #1	
PART 2: OBJECTIVES	5%
PART 3: ASSESSMENT	5%
PART 4: LESSON PLAN	10%
ASSIGNMENT #2	
WRITTEN PROJECT	15%
SYNCHRONOUS MEETING	10%
ASSIGNMENT #3	
FINAL PROJECT	40%
ACTIVITIES PARTICIPATION	15%
Total	100%

Students must complete and pass all graded components to pass the course.

Please note that papers must refer directly to the required course materials to receive passing grades. All assignments must also use proper academic citation and referencing when referring to course material or other sources, following the APA model for academic publications. Rewrite options will be allowed at the discretion of the instructor within program and university policy restrictions.

Evaluation Components

Additional assignment and discussion instructions may be provided in the Blackboard online classroom.

Activities Participation

Value: See Grading Scheme

Due Date: Weekly

Purpose: To engage students in the learning process and provide opportunities for synthesis and application of theory to practice.
Description: A variety of short exercises.

Instructions:

Each module contains several activities to help consolidate learning and focus your attention on the module objectives. Most activities are designed to take 10-15 minutes of time to complete. It is recommended that you complete <u>all</u> the activities. Some of the activities focus your attention on simple definitions or key concepts or ask you to apply an idea to your own experience. Other activities require a deeper level of thinking and completion of these more complex activities in the

Discussion Forum will contribute to your participation mark. Participation in these more complex activities will help to consolidate your learning and see how ideas might apply to other contexts.

Most module discussions are open for two weeks.

Each mark-able activity will be evaluated on a scale of 0-3:

- 0 = incomplete or not addressing a relevant concept
- 1 = minimal effort or needs to reconsider course material
- 2 = meets expectation – connects to course material
- 3 = exceeds expectations – shows insight and integrates multiple concepts

You are expected to collect at least 20 marks over the course of the term to meet the activities participation requirement. To earn less than 20 marks on this component will be equivalent to not submitting an assignment and could result in receiving an Incomplete Failure for the course.

Your Activities Participation will be calculated from your earned marks collected on the 0-3 scale over a total possible of 36 marks (12 modules x 1 mark-able activity per module earning up to 3 marks each). If you collect 36 or more marks over the whole course, you will receive the maximum of 15% for Participation. If you earn less than 36, your participation mark will be prorated on the same scale. Please note that several weeks have more than one mark-able activity so it is possible to collect more than 36 marks in total. This flexibility was purposely built in to allow you to miss one or two activities without penalty. It also allows you to do more activities to improve your mark if you did not earn the maximum on an individual post.

Assignment One – Short Lesson Plan

Value: See Grading Scheme
Due Date: 3 graded components - See your Class Syllabus for specific dates
Purpose: To provide a formative learning experience in developing language specific lesson plans
Description: Students will submit a lesson plan in three stages (Objectives 5%, Assessment 5%, Complete Plan 10%). At each of the first two preliminary stages students will receive feedback and have the opportunity to revise toward the final lesson plan.

Instructions:

Step 1 – Module 3 ‒ Needs Assessment

Choose option A or B according to the teaching context in which you plan to be involved. You will continue to work with the same scenario throughout Assignment #1. Ultimately, you will be writing a short lesson plan for this group.

You do not have to submit answers to these questions but you will use your answers to help build your lesson objectives in Step 2 of Assignment #1.

Option A: Adult Teaching Context

Watch the video Needs analysis by L. Cordoba.

1. Based on the answers the student gives, identify three language "needs" that you would try to address for this student in their language class.
2. Watch the interview again and this time focus on the non-verbal aspects. If you were involved in this interview, what would you do to improve the exchange between the student and teacher?
3. Given the information about *needs* you were able to collect from the interview, list three different activities that you would use in your language class that would make the instruction authentic to the student's language goals.

Option B: K – 12 Teaching Context

Watch the video ESL Training Centre Kindergarten class in Jiangyin.

1. Based on the answers the students give, identify three language "needs" that you would try to address in your next lessons for the students of this class.
2. Watch the video again, and this time focus on the non-verbal aspects. Which children are less confident with their skills? What could you do to follow up and investigate whether or not this exchange was a true reflection of their skill?
3. Since this is a group of children in an EFL context, it is more difficult to be "authentic" with activities, but what could you do to approach authenticity?

Step 2– Module 4 – Objectives - 5%

Using the scenario you previously chose in Step 1, choose the following goal for the adult context or the elementary context:

Option A: Adult Teaching Context

CLB – Stage 1 CLB 2 Listening – Understand greetings, introductions, requests, goodwill expressions and an expanding range of basic courtesy formulas. (Centre for Canadian Language Benchmarks, 2012).

Option B: K – 12 Teaching Context

CFR - Elementary A1.2 Listening - Can understand numbers, times and other pieces of short information, if given slowly and clearly (Government of Saskatchewan Ministry of Education, 2013).

Consider the needs of your chosen group and using the goal, write a language learning objective(s) that would apply to a single lesson where this goal was being developed. It is understood that this goal cannot be fully accomplished in a single lesson. Use the strategies discussed throughout this module to break the goal down into something manageable. Consider what might be terminal and enabling objectives.

Submit your written objective statement(s) in PAWS, including:

1. The scenario with which you are working
2. At least one identified need of the group
3. The goal that you are working towards
4. Your objective(s) which take(s) into account a need (above)

Step 3 - Module 5 – Assessment - 5%

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Using the scenario you chose in Step 1, and the objective(s) you wrote in Step 2, design an appropriate assessment plan to measure the achievement of the group against your initial objective.

1. Explain how you plan to assess the group using the correct terminology from this module.
2. Discuss the specifics of your plan and your reasoning.

Step 4 – Modules 1-7- Lesson Plan - 10%

Using the previous work completed for this assignment, write a complete lesson plan for a one-hour lesson for your chosen group of students. The plan should clearly show what *needs* you are trying to address, state language learning *objectives*, and provide *assessment* plans. Please rewrite Steps 1, 2, and 3 so that the final draft appears as one continuous lesson. Be sure to make clear and complete notes explaining any changes you may have made since submitting Steps 2 and 3.

You may choose to format your lesson using any model discussed in this course (e.g. PPP, TTT, SIOP, etc.). Please include any handouts that students would receive and links to any online resources that will be used. Depending on the model you choose for this step, your lesson should be 3-5 pages excluding handouts. If you believe that your complete assignment needs to be any longer, please consult the instructor prior to submission.

Assignment Two – Classroom Observation

Value: See Grading Scheme

Due Date: 2 graded components - See your Class Syllabus for specific dates

Purpose: To provide real world examples of the material in the text and help move theory into practice.

Description: 800 -1400 word (4-5 pages) essay with academic citation and referencing (15%) and an online synchronous discussion of learning (10%).

Note: The synchronous teleconference is part of Assignment #2. Unlike ECUR 291's synchronous meetings, it is <u>not</u> optional. Missing the scheduled meeting will result in a loss of 10% and it <u>cannot</u> be made up. Two or three times will be offered, depending on participant numbers; you will sign up for one of the offered times.

Note: You may use this observation as part of the requirement in Observation across CERTESL if you are planning to continue your TESL studies in the CERTESL program.

Instructions:

1. Contact an ESL or an EFL teacher in your area. Be sure to follow the *[Protocol for Working with the ELT Community and Observations Across CERTESL](certesl.usask.ca/)* document located on certesl.usask.ca/.

   Make arrangements to observe for at least 60 minutes in the classroom. While you may find it helpful to talk to the teacher for a few minutes after the lesson, a detailed interview is not required. ELTs are very busy people - please be respectful of their time.

2. From your observation and participating teacher, you should be able to collect information on the following:

- Details about the program/provider
  - Type of program (LINC, EAP, Immersion, Pull-Out, etc.)
  - Supporting organization (SODS, university, school board, etc.)
  - Syllabus (CLBs, CFR, textbook, etc.)
- Details about the relevant learner variables
  - overall proficiency (CFR or CLB)
  - age range, gender mix
  - previous education, prior English learning
  - approximate cultural background (country specific where possible)
  - strengths and weaknesses within the group
  - level of engagement in the lesson
- Details about the lesson
  - Overall objective(s)
  - General sequence of the lesson
  - Activities
  - Materials used

3. **Written Project** – Using the information you collect, write a descriptive essay (800 – 1400 words or 3-5 pages) that summarizes the key characteristics of the group. Based on those details, include 3 to 5 suggestions for clearly written observable and measurable language objectives that suit the learners as you have described them. If this was your class, <u>what would your next objectives be</u> for this group given what you saw in the classroom?

   You must connect your work to course content. Remember to use APA citation and referencing when referring to course material.

4. **Online Tasks** – Once your instructor has marked the assignments, you will be assigned a partner from the class. You will send a copy of your written essay to your partner, and receive theirs in exchange. Read your partner's paper and observe the following:

- How did their classroom situation differ from your own?
- Can you see any similarities between the two situations?
- Are the suggested objectives observable and measurable?
- If you were the substitute teacher for the teacher who wrote the objectives, would you understand the intended language learning and be able to choose a suitable activity (assuming their planning was interrupted and they neglected to provide any activities!)?

5. Exchange your thoughts with your partner. You are NOT marking your partner's work. The intention of this component is to have you see how many different ESL situations there are and how the needs assessment/objective writing process works.

6. An online synchronous meeting will be scheduled to discuss this assignment. See the Course Schedule for specific date. Each student will be asked to share their significant learning from this process.

Assignment Three – Final Project – Complete Unit and Lesson Plan

Value: See Grading Scheme

Due Date: Week 12. See Class Schedule for specific date.

Purpose: Students will be able to design a unit using what they have learned about language learning and best practices. To provide students with feedback and expert advice on their lesson planning skills.

Description: A unit plan of 3-5 lessons which includes at least one complete lesson plan (8-10 pages).

Instructions:

You may plan this project for a class with whom you are currently working, or you may plan the lesson for an imagined class of students with whom you imagine that you will be teaching sometime in the future. Please plan for a minimum of 4 and no more than 20 students. This project is intended to be a practical application of your knowledge so create something you can use.

1. In essay form, write an introduction to your project that describes the institution and type of program in which the lessons will be delivered. Be sure to mention the syllabus type and any curriculum documents that are required by the institution.

2. Also in the introduction, provide a detailed description of the learner variables including countries of origin, language backgrounds, proficiency levels, ages, gender, educational backgrounds, time in language instruction, and <u>learners' goals and needs</u>. More detail makes it easier for the instructor to see how well your lesson suits the group.

   (Hint: If you are working with an imagined group, create a fictional life for your group as best you can. Try using one of the video lessons from the learning material and pretend that group is your class and make up details that seem to fit.)

3. Finally, in your introduction, describe a unit of study that would extend over 3-5 individual lessons. The unit could be thematically, functionally, or structurally based. The syllabus and curriculum may help you to determine your focus. You might talk about why you chose this particular topic for your unit, how it fits into the students' course of study, or any other factors that brought you to choose this idea.

4. Determine your objective(s) for the whole unit and record it in SWBAT form. Ensure that the overall unit objective(s) is observable and measurable, and related to the required curriculum. If you are working from a syllabus or curriculum, please cite the source and quote the outcome or goal your unit is based on.

   In chart form, briefly map the progress of the unit over the course of 3-5 lessons. Each lesson should have clear objective statements that relate to the overall unit. Intended lesson activities and assessment plans should be noted but the entire lesson does not need to be presented in the chart.

5. Choose one lesson from the unit that you will plan completely. **Please note that your plans must be based on your own original activities and plans.** Please do not reuse any handouts that have been created by other authors. If you would like to include an activity based on a Youtube video, please include a link. If you want to base activities on

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a reading text, then please include the relevant parts of the reading text in your assignment.

6. Your lesson plan should include:

    - a needs assessment or a description of a needs assessment that was done in a previous lesson that lead to this lesson
    - specific language lesson objectives (terminal and enabling)
    - a sequence for the lesson using one of the lesson models discussed in this course (PPP, TTT, SIOP, etc.)
    - detailed descriptions of lesson activities (imagine writing instructions so that a substitute teacher could carry out the lesson in your place)
    - a description of how the activities of the lesson might be differentiated for multi-level groups
    - necessary handouts with references to their sources
    - a plan for assessing whether the lesson's objectives have been met (formative, summative, informal feedback, rubrics, etc.)

7. In essay form, write a justification for your lesson. The purpose of this section is to have you think about why you did what you did and synthesize what you have learned throughout the whole course.

8. Finally, write a summative commentary describing what you have learned from completing this project.

The written project should be 8-10 pages long double-spaced not including lesson handouts.

Final Exam

There is no final exam for this course.

Submitting Assignments

Assignments should be submitted within Blackboard using the assignments tool. Note that assignments are due by 11:59 p.m. Saskatchewan time on the due date.

Extensions and Late Assignments

Overdue assignments will be assessed a penalty of 5% for one to three days late and 10% for four or more days late. Instructors may not accept assignments that are more than seven days late. If you have extenuating circumstances, contact your instructor.

Additional Evaluation Information

DEU Writing Centre - Quality writing help for free!

Anyone taking a distance class (online, independent studies, televised, or multi–mode delivery) administered by the DEU can use this free service. The Writing Centre provides tools and support to help you write effective essays, reports, or reviews. Simply submit a project draft, and a qualified tutor will assess your work and offer advice to improve your project. Contact the DEU Writing Centre at http://distanceeducation.usask.ca/support/writing-centre.php

Participation Expectations

Each module contains several activities to help consolidate learning and focus attention on the module objectives. It is recommended that you complete all of the activities, most of which are designed to take 10-15 minutes to complete.

You are expected to collect at least 20 of 36 available participation points. Similar to a missed assignment, not completing the Activities participation component could result in an Incomplete Failure for the course.

Understanding Your Grades

Information on literal descriptors for grading at the University of Saskatchewan can be found at: https://students.usask.ca/academics/grading/grading-system.php

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: http://policies.usask.ca/policies/academic-affairs/academic-courses.php

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://teaching.usask.ca/about/policies/learning-charter.php

Integrity Defined

"Integrity is expected of all students in their academic work – class participation, examinations, assignments, research, practica – and in their non-academic interactions and activities as well." (Office of the University Secretary)

It is your responsibility to be familiar with the University of Saskatchewan policies and procedures on Academic Misconduct (http://www.usask.ca/secretariat/student-conduct-appeals/academic-misconduct.php)) and Non-Academic Misconduct (https://www.usask.ca/secretariat/student-conduct-appeals/non-academic-misconduct.php).

Recording of the Class

Synchronous Meetings may be recorded by the instructor and posted to Blackboard for review.

Access and Equity Services

If you are a student needing accommodations based on a diagnosed disability (learning, medical, physical, and/or mental health), religion, family status (including pregnancy), and/or gender identity, you must register with Access and Equity Services (AES) in order to access AES programs and supports. Information about AES can be found at https://students.usask.ca/health/centres/access-equity-services.php

For AES exam accommodations please ensure that you fill out the AES Exam Accommodation form within the applicable deadlines. (https://students.usask.ca/health/aes/accommodations.php)

Distance and Distributed Library Services

As a U of S student, if you are located outside of Saskatoon, you can find help accessing library resources and services at https://library.usask.ca/ddls/#RegisterforDDLS.

Copyright

Every effort has been made to trace ownership of all copyrighted material and to secure permission from copyright holders. In the event of any question arising as to the use of any material, we will be pleased to make the necessary corrections. The University of Saskatchewan copyright policy is available at http://www.usask.ca/copyright/.

Student Success

To pass this course, you must demonstrate your ability to connect specific course content and concepts to your ideas and experiences in all assignments and activities. This is a fundamental feature of appropriate academic practice.

You must pass all components (assignments, online activities, final exam) of the course in order to pass the course. Rewrite opportunities will be offered if necessary for assignments. if you do poorly in the early online activities, you may raise your discussion grade by participating in more online activities than the required minimum during the rest of the course.

When you teach, you will be the most important model of English usage for your students. To function successfully as an English language teacher, you must be able to demonstrate good standards of English writing and speaking. These skills will be assessed in all of your TESL/TEAL courses. If you do not demonstrate the needed levels of skill by the time you carry out your "capstone" professional project or practicum at the program's end, you may need to demonstrate improvements before you can receive your final "pass."

If your instructor expresses significant concern about your academic writing skills, please contact the **Distance Education Unit Writing Centre** for assistance. Contact information is online at https://distanceeducation.usask.ca/support/writing-centre.php

If you experience long- or short-term challenges that require more significant support or accommodations, we strongly encourage you to register with the **Access and Equity Services (AES)** unit of the University. Registration with AES will give you access to a wider range of accommodations and supports than your instructor and the University can otherwise provide. Information is online at https://students.usask.ca/health/centres/access-equity-services.php

ECUR 393.3 Class Syllabus

() – **CURRICULUM STUDIES**
Email: ()
Office Hours
WEEKDAYS
by Email or Telephone Appointment

ADVANCED METHODS IN TEACHING ENGLISH AS A SECOND/ADDITIONAL LANGUAGE

Online – SASKATOON
(term dates)

Land Acknowledgement

As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

Upon completion of this course, students should be able to explain the principles that underpin a variety of approaches to English language teaching and assessment, explain factors key to the development and selection of an approach or approaches for particular contexts, articulate their own preferred complex of approaches and the reasons such a complex will enable them to appropriately address the needs of their anticipated learners, and apply these reasoned preferences to short-, medium-, and long-term planning.

Prerequisite(s): ECUR 391.3

Note: Prior completion of one additional TESL/TEAL course is strongly advised.

Course Overview

As teachers, we are always changing and growing to meet the needs of our students and the changing realities.

The course will not provide you with an *ideal* approach to teaching language. Instead, you are asked to develop your own approach, suited to your style, your beliefs, and based on an understanding of current theory. Knowledge of theories on language, language learning, and language teaching will provide you with the foundation for your approach. It is then up to you to take this knowledge, combine it with practical experience, and form your personal approach to teaching language.

Through the readings, videos and activities, you will learn about the approaches available and some of the theories and/or assumptions underlying them. From this, you will be asked questions to guide your development and to help you articulate your personal approach.

The course aims to provide you with tools to help you define, or redefine, your approach to teaching language.

Throughout this course, you will be introduced to various approaches and methods for teaching language in different contexts. As a teacher, an understanding of these approaches and their rationale is essential for your professional development and growth. Armed with this knowledge, you can become a more confident and informed educator.

Course Learning Outcomes

By the end of this class, students should be able to:
1. Explain the principles that underpin a variety of approaches to English language teaching and assessment.
2. Explain factors key to the development and selection of an approach or approaches for particular contexts.
3. Articulate their own preferred complex of approaches and the reasons such a complex will enable them to appropriately address the needs of their anticipated learners.
4. Apply reasoned preferences to short, medium, and long-term planning.

Required Resources

1. Storey, S. and Anderson, L. (2018). Course Materials for ECUR 393.3. [Provided online in the Blackboard course room.]

2. Larsen-Freeman, D. and Anderson, M. (2011). *Techniques and Principles in Language Teaching.* Oxford University Press. ISBN: 9780194423601. [Textbook]

Textbooks are available from the University of Saskatchewan Bookstore:
http://www.usask.ca/bookstore/

See the "Required Readings" section in each module in Blackboard Learn for a detailed required readings list and schedule. Required readings and AV resources other than those in the textbook are provided via the Blackboard modules, as are suggestions for supplemental resources.

Recommended Resources

1. Chumak-Horbatsch, R. (2012). *Linguistically Appropriate Practice: A guide for working with young immigrant children.* University of Toronto Press. ISBN: 9781442603806.

2. Bell, J. (2004). *Teaching Multilevel Classes in ESL.* Pippin Publishing. ISBN: 9780887510939.

Class Schedule

Week	Module	Due Dates
Week 1	*Effective Language Teaching – Principles For Practice*	Introductions Sept. 5-10; Module 1 Discussion Begins Sept. 5
Week 2	*Early Approaches To Language Learning*	Module 2 Discussion begins Sept. 9; Module 1 discussion ends Sept. 16

Week 3	*Approaches In The Postwar Period*	Module 3 Discussion begins Sept. 16; Module 2 Discussion ends Sept. 23
Week 4	*Communicative Language Teaching – Roots And Evolutions*	Assignment #1 part 1 – post to module 4 discussion forum due sept. 28 Module 3 Discussion ends Sept. 30
Week 5	*Teaching For Learner Empowerment*	Assignment #1 part 2 - Synchronous meeting: Oct 7 or 8; sign up for exact times during week 3 Module 5 Discussion starts Oct. 7
Week 6	*Your Own Approach – Applying Models To Practice*	Module 6 Discussion starts Oct. 14; Module 5 Discussion ends Oct. 21
Week 7	*English For Special Purposes – Language Competencies For Living And Working*	Assignment #2:Due Oct 9 Module 7 Discussion starts Oct. 21; Module 6 Discussion ends Oct. 28
Week 8	*Teaching Diverse Learners I – Cultural And Linguistic Diversity*	Module 8 Discussion starts Oct. 28; Module 7 Discussion ends Nov. 4
Week 9	*Teaching Diverse Learners Ii – The Multilevel Class*	Module 9 Discussion starts Nov. 4; Module 8 Discussion ends Nov. 11
Week 10	*Initial Assessment Practices For Academic And Professional Preparation Contexts*	Module 10 Discussion starts Nov. 18; Module 9 Discussion ends Nov. 25
Week 11	*Evolving And Sharing Your Own Approach – Towards A Principled Eclecticism In A Post-Method World*	Module 11 Discussion starts Nov. 25; Module 10 Discussion ends Dec. 2
Week 12	*Assignment #3 -Synchronous Meeting: Dec 2 Or 3; Sign Up For Times During Week 10*	Discussion Ends Dec. 7 Assignment #4: Due Dec. 9

Module Objectives

When you finish each module, you should be able to do the following:

Module 1: Effective Language Teaching – Principles for Practice

1. Identify and explain some implications of the view of teachers as "both practitioners and theory builders."
2. Explain the usefulness of knowledge of past and present approaches to language teaching.
3. Distinguish between technique or procedure, method, approach and principle.
4. Identify key factors to consider when determining the appropriacy of approaches, methods and techniques.
5. Illustrate ways in which principles of effective second language teaching operate in your own experience as a language learner and teacher.
6. Develop key questions, grounded in principles and in learner and program needs, in order to analyze approaches.

Required resources:

Storey, S. & Anderson, L. Course materials for ECUR 393.3. **[Blackboard course materials, Module 1]**

Bell, David M. (2007). (Online article.) Do teachers think method is dead? *ELT Journal*, 61(2) pp. 135-143. **[PDF in Blackboard]**

British Council India. (2016, April 13*). English teacher development films: Lesson 1 (On the seashore)* (video - First 15 minutes. Children.) Retrieved from: https://youtu.be/24O8c4cU3cE Length 30:18.

Brown, H.D., & Lee, H. (2015). (PDF link.) Chapter 4, Teaching by Principles, pp. 66-87. *Teaching by Principles,* 4th ed. **[PDF in Blackboard]**

Larsen-Freeman, D., & Anderson, M. (2011). Pages ix-11 (preface and first chapter.) *Techniques and principles in language teaching,* 3rd ed. **[Textbook]**

Westergaard, Chris (2015, April 3). *ESL vocabulary – intermediate students.* (video – all. Adults.) Retrieved from: https://youtu.be/ScvoDJzq2hQ Length 13:45.

Module 2: Earlier Approaches to Language Teaching: Roman Times to World War II

1. Describe the evolution of language teaching prior to 1940.
2. Identify the effects of need, context and reaction on the development of each approach.
3. Identify principles underlying early Latin language teaching, the Grammar-Translation Approach, the Direct Method, and the Situational (or Oral) Approach.
4. Analyze each approach in terms of the principles discussed by Brown and Lee (2015).
5. Analyze elements of each model in terms of how and why (or why not) you may choose to incorporate them in your own teaching.

Required resources:

Storey, S. & Anderson, L. Course materials for ECUR 393.3. **[Blackboard course materials, Module 2]**

Larsen-Freeman, D. & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed*.)* The grammar-translation method, pp. 13-24 **[Textbook]**

Larsen-Freeman, D. & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.) The direct method, pp. 25-34, **[Textbook]**

Dickey, E. (2016). *Learning Latin the ancient way*: *Latin textbooks from the ancient world.* Table of contents; pp. 1-8, 10-15. **[PDF in Blackboard]**

Richards, J.C. & Rodgers, T.S. (2014). The oral approach and situational language teaching. *Approaches and methods in language teaching* (3rd ed.) (PDF), pp. 44-55. **[PDF in Blackboard]**

Ito, A., et al. (1984). *New Horizon English 3* (revised ed*.),* pp. 10-16. **[PDF in Blackboard]**

The Current (2016). Interview with historical linguist Eleanor Dickey. Podcast. http://www.cbc.ca/radio/thecurrent/the-current-for-april-1-2016-1.3516122/translations-of-ancient-latin-give-unique-insights-into-roman-culture-1.3516154

Brigham Young University. Grammar-Translation method (click on Video tab to find a classical G-T lesson on classical Greek). http://hlr.byu.edu/methods/content/grammar.html (10 minutes)

Doanthi, Thanhhuong. (2013, June 28). *Grammar translation method.* Video. https://youtu.be/Sb36Yv6TYPY Length 12:41.

Monty Python. (1979) *The Life of Brian* – 'Romans Go Home' Latin Lesson. https://www.youtube.com/watch?v=0lczHvB3Y9s (watch to 3:05)

Learning and Teaching Foreign Languages. Grammar translation sample exercises. Retrieved from: http://unt.unice.fr/uoh/learn_teach_FL/docs/1grammartransCOG.pdf

Speak. Pl Direct Method English (INT). Book 9new. Direct method textbook sample. Retrieved from: https://www.slideshare.net/Speak-Direct-method/book9-english-books-for-direct-method

Berlitz Skola jezika. (2011, March 6). *Berlitz Deutsch mit Dana Teutsch 1.* Video. https://www.youtube.com/watch?v=cpuxFXZJ4tM Length 6:23.

Module 3: Approaches in the Postwar Period

1. Describe how approaches evolved during and after World War II.
2. Identify needs, beliefs and learning contexts that led to the development and use of each approach.
3. Apply one of the postwar approaches to lesson planning.
4. Analyze each approach in terms of current principles of language learning and teaching.
5. Illustrate the ways in which principles underpinning each model may or may not operate in your own experience as a language learner and teacher.

Required resources:

Storey, S. & Anderson, L. Course materials for ECUR 393.3. **[Blackboard, Module 3]**

Larsen-Freeman, D. & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.), pp. 35-50. **[Textbook]**

American English. (2013, January 25). Language teaching methods: Community language learning. Video. https://youtu.be/tx_we_P3Pic?list=PL7BlTIDdOgZJhim70umCX0sAJFOtMRnda Length 20:52.

Brigham Young University. Audio-Lingual method. http://hlr.byu.edu/methods/content/audio-lingual.html

Cherry, Donald E. (2010). Silent Way: Rods (part 1 of 3). https://www.youtube.com/watch?v=50aRITGCAtk

Helbling English (2012). *Total physical response (TPR).* (Children learning English.) Video. https://youtu.be/1Mk6RRf4kKs Length 6:57.

Lakota Lesson 1: The Silent Way. Video. https://www.youtube.com/watch?v=PxjMhi6jV2E (1:40)

Lakota Lesson 8: Sound Game One. Video. https://www.youtube.com/watch?v=Xv7w6G6Qvmc (3:59)

ProLiteracy. (2012). Total physical response, foreign language demonstration. Video. https://youtu.be/j6De52Pzr8c Length 13:16.

Module 4: Communicative Language Teaching – Roots and Evolutions

1. Illustrate the effect of concepts of communicative purpose and communicative competence on modern language teaching.
2. Examine "weak" and "strong" approaches to CLT.
3. Illustrate the operation of the communicative orientation evident in Task-Based and Content-Based models of language learning.
4. Examine the roles of specific skills focus, multisensory input, multiple intelligences, and learning strategies as supports of communicative competence.
5. Illustrate how principles of Communicative Language Teaching and the Communicative Competences may be used to meet your learners' needs, and ways in which some aspects of CLT and the Communicative Competences may be inadequate to meeting your learners' needs.

Required resources:

Storey, S. Course materials for ECUR 393.3. **[Blackboard, Module 4]**

Arnold, J., & Fonseca, C.M. (2004) Multiple intelligence theory and foreign language learning: A brain-based perspective*. International Journal of English Studies*, 4(1), pp. 119-136. **[PDF in Blackboard]**

Canadian Centre for Language Benchmarks. (2012). *Canadian language benchmarks: English as a second language for adults.* Ottawa: Centre for Canadian Language Benchmarks, pp. VII-VIII **[PDF in Blackboard]**

Derakhshan, A., & Faribi, M. (2015). Multiple intelligences: Language learning and teaching. *International Journal of English Linguistics*, 5(4). www.ccsenet.org/journal/index.php/ijel/article/download/48621/27759

Griffiths, Carol. (2004). Language learning strategies: Theory and research. Auckland: School of Foundational Studies, AIL St. Helens. http://www.crie.org.nz/research-papers/c_griffiths_op1.pdf

Larsen-Freeman, D. & Anderson, M. (2011). *Techniques & principles in language teaching.* Chapter 9, Communicative language teaching, pp. 115-130 and Chapter 13, Learning strategy training and multiple intelligences, pp. 181-186 and 191-198. **[Textbook]**

Roessingh, Hetty. (2015). Early language and literacy development among young ELL: The impact on later reading and writing achievement K-12 and beyond (Power point presentation). University of Calgary. https://policywise.com/wp-content/uploads/2016/08/Developing-Growth-Models-for-the-Acquisition-of-English-as-a-Second-Language-A-Baseline-Study.pdf

University of Cambridge. (2011). Using the CEFR: Principles of good practice. **[PDF in Blackboard]**

Marcy, Peggy. (2014, March 4). Content-based instruction vs. content classes/lessons in TESOL. Video. https://youtu.be/nNqVT6RwiHw Length 4:00. California State University at San Bernardino.

NakladatelstvíFraus (2014, August 27). Your space 5 Lexical approach. Video. https://youtu.be/E6DhSK6TQvc Length 3:13.

NakladatelstvíFraus (2014, August 27). Your space 4 collocations are language unique. Video. https://youtu.be/MXILND5m0lI Length 2:02.

CrashCourse. (2014, May 26). Language: Crash course psychology #16. Video. https://youtu.be/s9shPouRWCs Length 10:01.

Module 5: Teaching for Learner Empowerment

1. Define political dimensions of teaching and analyze teacher ethics and learner needs in political terms grounded in the concept of Critical Pedagogy.
2. Illustrate the principles of the following approaches when applied to language learning: Language Experience, Cooperative, and Participatory.
3. Analyze each approach in terms of its consistency with communicative principles and the communicative competences.
4. Analyze each approach's potential in terms of learner agency and empowerment.
5. Describe other approaches explored in this course in terms of the relative power of the learner in and beyond the classroom.

Required resources:

Storey, S. Course materials for ECUR 393.3. **[Blackboard, Module 5]**

Larsen-Freeman, D. & Anderson, M. (2011). *Teaching and principles in language learning.* Chapter 12, Political dimensions and the participatory approach, pp. 165 – 170. **[Textbook]**

Freire, Paolo. (1970). Chapter 2, *Pedagogy of the oppressed.* New York: Seabury Press, pp. 57 – 74. **[PDF in Blackboard]**

Postman, N., & Weingartner, C. (1970). The medium is the message, of course. *Teaching as a subversive activity.* New York: Dell Publishing, pp. 16 – 24. **[PDF in Blackboard]**

Assembly of First Nations. (2010). *First Nations control of First Nations education: It's our vision, it's our time.* Position paper. http://www.afn.ca/uploads/files/education/3._2010_july_afn_first_nations_control_of_first _nations_education_final_eng.pdf

Chamot, Anna. (2009.) Steps in the language experience approach. *The CALLA handbook.* White Plains, NY: Pearson Education, p. 143. **[PDF in Blackboard]**

Landis, D., Umolu, J., & Mancha, S. (2010). The power of language experience for cross-cultural reading and writing. *The Reading Teacher,* 63(7), pp. 580 – 588. **[PDF in Blackboard]**

Taylor, Marcia. (1992, June). The language experience approach and adult learners. Washington: Centre for Adult English Language Acquisition. Available at: http://www.cal.org/caela/esl_resources/digests/LEA.html

Larsen-Freeman, D. & Anderson, M. (2011). Chapter 13, Cooperative learning, pp. 186-190. *Teaching and principles in language learning.* **[Textbook]**

Colorín colorado. (n.d.). Cooperative learning strategies. http://www.colorincolorado.org/article/cooperative-learning-strategies

Good Things Foundation. (2015, September 23). *English my way – Group language experience.* Video. https://youtu.be/MUnAZGxwrkw Length 1:35.

Good Things Foundation. (2015, October 16). *English my way: Participatory approaches.* Video. https://youtu.be/x3HksrkR-0k Length 1:27.

Insightshare. (2013, September 27). Welcome to the UK – Using participatory approaches with beginners. Video. Available at: https://youtu.be/s9C5ZAgVj_I Length 14:20.

ReflectESOL. (2012). Reflect ESOL participatory approaches to language learning. Welcome to the UK project, Learning Unlimited. Available at: https://youtu.be/ZWBvNhNHww0 Length 3:11. (A participatory video made by women from 11 different countries living and attending ESOL classes in the UK)

ReflectESOL. Justice for Domestic Workers (JfDW) use participatory approaches to write a newspaper article with the help of Reflect ESOL. Available at: www.reflect-action.org/reflectesol

Module 6: Your Own Approach – Applying Models and Ethics to Practice

1. Predict the probable usefulness of each model/approach studied so far in this course given the learner needs and learning context in which you operate as a learner and teacher of language.

2. Explain implications of the choice or choices of approach for objectives, activities and assessment.
3. Analyze each approach's potential in the context of human rights and other ethical issues in language teaching.
4. Illustrate relevance to learner purposes and need of the approaches studied so far.
5. Define "principled eclecticism" in the context of modern language teaching.

Required resources:

Storey, S. Course materials for ECUR 393.3. **[Blackboard, Module 6]**

Kumaravadivelu, B. (2003). Chapter 1, Conceptualizing teaching acts. *Beyond methods: macrostrategies for language teaching.* New Haven, CT: Yale University Press, pp. 5-22. **[PDF in Blackboard]**

Larsen-Freeman, D. & Anderson, M. (2011). Chapter 15, Conclusion, pp. 219-233. **[Textbook]**

Richards and Rodgers. (2014). Teachers, approaches and methods, pp. 346-362. *Approaches and methods in language teaching,* (3rd ed.) Cambridge, UK: Cambridge University Press, **[PDF in Blackboard]**

Thornbury, Scott. (2009). Methods, post-method, and métodos. British Council. Available at: https://www.teachingenglish.org.uk/article/methods-post-method-métodos

TESL Canada. (2015). Ethical guidelines for English as a second language professionals. https://www.tesl.ca/about-us/by-laws-policies-disclaimers/ethics

United Nations. (2015). *Universal declaration of human rights.* http://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf

United Nations. (2008). *United Nations declaration on the rights of Indigenous Peoples.* http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf

Saskatchewan Teachers' Federation. (2017). Code of professional ethics. https://www.stf.sk.ca/sites/default/files/code_of_professional_ethics.pdf

**If you are a K-12 teacher from a jurisdiction other than Saskatchewan, you may prefer to review your own jurisdiction's Code of Ethics for teachers. You will find provincial and territorial K-12 teachers' associations linked online at the Canadian Teachers' Federation website, https://www.ctf-fce.ca/en/Pages/About/Member-Organizations.aspx

British Council/TeachingEnglish. (2010, August 1). Interview with Rob Bolitho Q10: Are we in a post-communicative ELT era? Video. https://youtu.be/0QRIU1sdlTo Length 1:14.

British Council/TeachingEnglish. (2010, August 1). Interview with Scott Thornbury Q6: Are we in a post-communicative ELT era? Video. https://youtu.be/51Hs1fxy7DM Length 1:15.

Module 7: English for Special Purposes – Language Competencies for Living and Working

1. Distinguish between the needs and characteristics of learners with adult life roles placed in adult programs, and learners with adult life roles who for reasons of age have been placed in K-12 school settings.
2. Illustrate principles of second language teaching and learning and the Communicative Competences in the context of programming for learners with adult life roles.
3. Define and describe the nine Essential Skills for Employment (ES) and the CLB/ES Comparative Framework.
4. Apply the Comparative Framework to planning and teaching in adult and secondary school "bridging to employment" contexts.
5. Apply an Occupational Language Assessment to planning and teaching for learners with adult life roles.

Required resources:

Storey, S. Course materials for ECUR 393.3. **[Blackboard, Module 7]**

Belcher, Diane. (2006). English for specific purposes: Teaching to perceived needs and imagined futures of work, study, and everyday life. *TESOL Quarterly*, *40*(1), 133-151. **[PDF in Blackboard]**

Griffith, W. I., & Lim, Hye-Yeon. (2014). Introduction to competency-based language teaching. *Mextesol Journal, 38*(2). **[PDF in Blackboard]**

Government of Canada. Employment and Social Development Canada (n.d.). *Understanding essential skills.* https://www.canada.ca/en/employment-social-development/programs/essential-skills/definitions.html

Canadian Centre for Language Benchmarks. (2015). *Language for work: CLB and essential skills for trainers.* Ottawa: Centre for Canadian Language Benchmarks. Available at: http://www.language.ca/product/language-for-work-clb-essential-skills-for-trainers-pdf-e/

Centre for Canadian Language Benchmarks. (2011). Canadian Language Benchmarks/Essential Skills in The Workplace (Online):

- *Relating CLB to ES – A comparative framework.* Available at: http://www.itsessential.ca/itsessential/display_page.asp?page_id=408

- *Occupational language analysis.* Available at: http://www.itsessential.ca/itsessential/display_page.asp?page_id=322

- http://www.itsessential.ca/itsessential/display_page.asp?page_id=353

- http://www.itsessential.ca/itsessential/display_page.asp?page_id=348 "Check-in" lessons, 1-4.

Module 8: Teaching Diverse Learners I – Cultural and Linguistic Diversity

1. Illustrate the implications of principles studied in this course for diverse learner groups.
2. Distinguish between Differentiated Instruction (DI), Culturally-Responsive Instruction (CRI) and Linguistically Appropriate Practice (LAP).

3. Illustrate principles for working with culturally and linguistically diverse (CLD) learner groups.
4. Implement ways of addressing diverse life needs and anti-discrimination priorities in planning and teaching.
5. Implement inclusive strategies for learning in linguistically and culturally diverse settings.

Required resources:

Storey, S. Course materials for ECUR 393.3. **[Blackboard, Module 8]**

Chumak-Horbatsch, Roma. (2012). *Linguistically appropriate practice: A guide for working with young immigrant children.* Toronto: University of Toronto Press, pp. 22 – 34; pp. 38-47; pp. 78-90. **[PDF in Blackboard]**

Halifax Immigrant Learning Centre (2008, April). Through the lens: Helping newcomers speak about racism and discrimination in Canada. http://en.copian.ca/library/learning/lens/lens.pdf

Roessingh, H., & Douglas, S. (2012). Educational outcomes of English language learners at university. *Canadian Journal of Higher Education, 42*(1), pp. 80-94. **[PDF in Blackboard]**

Santamaria, Lorri. (2009). *Culturally responsive differentiated instruction: Narrowing gaps between best pedagogical practices benefiting all learners.* Teachers College Record 111(1). **[PDF in Blackboard]**

Adichie, Chimamanda Ngozi. (2009, October 7). *The danger of a single story.* TED talk. https://youtu.be/D9Ihs241zeg Length 19:16.

Glynn, Gwen. (2015, January 12). *Equality, diversity, & inclusion.* https://youtu.be/C-uyB5I6WnQ Length 3:13.

JCPSEmployee. (2012, September 13). *Seven principles for culturally responsive teaching and learning.* Video. https://youtu.be/IptefRjN4DY Length 32:14.

Inclusion Imperative. (2015, April 13). *What is inclusion? Inclusion imperative.* Video. https://youtu.be/Ea4TdXGp8f0 Length 2:15.

Horbatsch, Marko. (2013, June 15). *Linguistically appropriate practice (LAP).* Available at: https://youtu.be/wLod5d9mT98 Length 10:47.

TEDx Talks. (2016, December 21). *Culturally relevant pedagogy in mathematics: A critical need.* Shelly Jones, TEDxCCSU. Video. https://youtu.be/EjLOuUhN6xY Length 14:31.

LinguaHealth. (2012, February 9). Myths about bilingual children. Video. https://youtu.be/LVYhpCprtzQ Length 8:36.

Teacher Pages. (2015, July 4). Speaking, reading, writing in a multilingual classroom. Available at: https://youtu.be/iaPOW3ZYDIk Length 7:21. (Linguistically and culturally inclusive approach to learning in a multilingual classroom.)

Valentine, Sherri. (2014, April 5). Strategies for teaching culturally diverse students. Available at: https://youtu.be/tPutaPc9gB8 Length 4:26.

Module 9: Teaching Diverse Learners II – The Multilevel Class

1. Describe ways in which skill levels within a group may differ.
2. Illustrate the implications of ELT principles studied in this course for multilevel learner groups.
3. Apply principles of differentiated instruction to the ELT context.
4. Implement effective ways of addressing diverse language levels in planning and teaching.
5. Implement effective ways of addressing diverse knowledge bases and formal education levels in planning and teaching.

Required resources:

Storey, S. Course materials for ECUR 393.3. **[Blackboard, Module 9]**

Bell, Jill. (2004). *Teaching multilevel classes in ESL*. Markham, ON: Pippin Publishing, pp. 31-55. (NOTE: This book is strongly recommended as an addition to your personal teaching library, particularly but not only if you work with adult learners. It references the 2000 version of the CLBs rather than the 2012 version, but this does not reduce its relevance to classroom practice.) **[PDF in Blackboard]**

Dove, M. & Honigsfed, A. (2010, March). ESL co-teaching and collaboration: Opportunities to develop teacher leadership and enhance student learning. *TESOL Journal 1*(1), pp. 3-19. **[PDF in Blackboard]**

McTighe, J., & Brown, J.L. (2005). Differentiated instruction and educational standards: Is détente possible? *Theory into practice*, *44*(3), pp. 234-244.
[PDF in Blackboard]

Alberta Education. (2015, January 30). *Using differentiated instruction to support all learners.* Video. https://youtu.be/EOPe_cJ67No Length: 4:04.

Cambridge University Press ELT. (2013). Facilitating multilevel classrooms. Video. https://youtu.be/cMNHkG6ZKQA Length 9:17.

Coloríncolorado. (2015, June 5). ESL support in elementary school. National Education Association. Video. https://youtu.be/jnR5FDL0NCs Length 6:44.

EduGAINS. (n.d.). Supporting English language learners - Segment 7: Adapting the classroom program for ELLs.
http://www.edugains.ca/newsite/ell/supportingenglishlanguagelearners.html Length 16:24.

Tomlinson, Carol Ann. (2016). Five key aspects of differentiated instruction. Suzzlq. Video. https://youtu.be/3TRGl3iXoAE Length 4:07.

Tomlinson, Carol Ann (2016). QEP VideoCoursesForTeachers.
https://youtu.be/IEdnxN8PBiI Length 28:38.

CPD College. (2015, March 11). Teachers TV: Managing EAL – Secondary – Plotting progress. Video. (EAL learners in mainstream classes) (cross-level pairing).
https://youtu.be/4BlmdAmfD8E Length 13:55.

The Balanced Literacy Diet. (2011, November 27). Daily five: Fostering literacy independence in second grade. Ontario Institute of Studies in Education. Video. https://youtu.be/esGZVXdwLJc Length 6:30.

Abbot, M. and Rossiter, M. (2016). Four frameworks for selecting and adapting tasks for multi-level adult ESL classes. (49:10) https://tutela.ca/Resource_17557.

Weisburgh, Mitch. (2012, March 5). Sheltered instruction for math ELL and special needs students with Lynda Franco and Marcia Thompson. HELP MATH. Webinar.https://youtu.be/oaUdYlpDUH0 Length 59:26

Module 10: Initial Assessment Practices for Academic Contexts

1. Identify the appropriacy of various proficiency-related initial assessment instruments and processes for learners in preK-12 and adult academic/professional preparation settings, with regard for age, language levels, academic levels, and potential for bias.

2. Illustrate planning priorities based on differentiated skills and needs of learners as identified through initial assessment instruments and processes, and informed by principles studied in this course.

3. Interpret an initial assessment in order to make appropriate recommendations for learner support and program planning.

Resources (you may omit some, according to your real or anticipated learning context):

Storey, S. Course materials for ECUR 393.3. **[Blackboard, Module 10]**

Alberta Education. (2012). *Assessment tools & strategies: Language proficiency assessment*, pp. 3-8. http://www.learnalberta.ca/content/eslapb/documents/language_proficiency_assessment.pdf

Ortiz, Samuel. (2007). Best practices in nondiscriminatory assessment. *Best practices in schoolpPsychology* v. 2, pp. 1-15. **[PDF in Blackboard]**

Woodcock, R. et. al. (n.d.). *Woodcock-Muñoz language survey – Revised.* PowerPoint. http://www.seisd.net/common/pages/DisplayFile.aspx?itemId=2069212

Fountas & Pinnell Literacy. (2017). *Benchmark Assessment System (BAS).* http://www.fountasandpinnell.com/bas/

Anderson, Laurie & Tilbury, Shauna. (2014). Initial intake and assessment of EAL learners. *Education Matters, 2*(1). **[PDF in Blackboard]**

Ministry of Education for Saskatchewan. (2014). *Common Framework of Reference (CFR): EAL writing rubrics and student exemplars Grades 1 – 8.* http://publications.gov.sk.ca/documents/11/82902-CFR%20Writing%20Rubrics%20&%20Exemplars%20Gr%201-8%20-%20June%202014.pdf

Ministry of Education for Saskatchewan. (2014). *Common Framework of Reference (CFR): EAL writing rubrics and student exemplars Grades 9-12.*

http://publications.gov.sk.ca/documents/11/82903-CFR%20Writing%20Rubrics%20&%20Exemplars%20Gr%209-12%20-%20June%202014.pdf

ERGO (ESL/ELD Resource Group of Ontario). (2002*). Initial assessment materials for learners of English: English language proficiency (elementary).* Toronto: ESL/ELD Resource Group of Ontario.
http://docs.wixstatic.com/ugd/0319a6_ae60fa35ef3f661b0491aff64c3fb54c.pdf

ERGO (ESL/ELD Resource Group of Ontario). (2002). *Initial assessment materials for learners of English: English language proficiency (secondary).* Toronto: ESL/ELD Resource Group of Ontario.
http://docs.wixstatic.com/ugd/0319a6_40cce1e8afe2751f5c6ab4a3be5a8e46.pdf

Saskatoon Public School Division. (2016). *Saskatoon public school's assessments including exemptions and accommodations for English as an Additional Language (EAL and Intensive Supports (IS) students.* Saskatoon: Saskatoon Public School Division.
[PDF in Blackboard]

Alberta Education. (2012) *Assessment tools & strategies: Language proficiency assessment*, pp. 9 –23.
http://www.learnalberta.ca/content/eslapb/documents/language_proficiency_assessment.pdf

Educational Testing Service (ETS). (2017). *The TOEIC Tests – The global standard for assessing English proficiency for business.* https://www.ets.org/toeic/succeed

Cambridge English Language Assessment. (2017). *Which IELTS test is right for me?* https://www.ielts.org/about-the-test/two-types-of-ielts-test

Touchstone Institute. (2015). The CELBAN Centre. Web page.
http://www.celbancentre.ca/test-preparation.aspx

University of British Columbia, Paragon Testing Enterprises. (2017)*. CAEL Test Preparation and Sample Test (Paper Based.)* https://www.cael.ca/test-preparation/

University of British Columbia, Paragon Testing Enterprises. (2017). What is CELPIP?
https://www.celpip.ca/what-is-celpip/

University of British Columbia, Paragon Testing Enterprises. (2017). Test scoring.
https://www.celpip.ca/test-scoring/

University of Ottawa. (n.d.). *CanTEST: Information for test candidates.*
http://web5.uottawa.ca/www3/ilob/CanTEST/files/Info-Book.pdf

Centre for Canadian Language Benchmarks. (2014). *CLB for language assessors.*
http://www.language.ca/index.cfm?Voir=sections&Id=17255&M=4032&Repertoire_No=2137991327

University of Saskatchewan Language Centre (2017). ESL Courses: U-Prep Channel.
https://admissions.usask.ca/english-for-academic-purposes.php#ProgramOptions

Oxford University Press. (2016). What is the Oxford Online Placement Test?
https://www.oxfordenglishtesting.com/defaultmrarticle.aspx?id=3074

Cummins, Jim. *STEP initial language assessment.* Webinar. Toronto: EduGAINS – Ministry of Education for Ontario.
http://www.edugains.ca/newsite/ell/initial_language_assessment.html# Click on Webcasts, you should not need a password. Length 8:41

Coloríncolorado. (2014, March 14). Assessment of English language learners featuring Dr. Lorraine Valdez Pierce. Reading Rockets Webinars. https://youtu.be/ysDDfG-enCc Length 44:42.

Kirtley, Michelle. (2017, April 24). *Fountas and Pinnell Benchmark assessment refresher.* Available at: https://youtu.be/WWm1ARpfYPo Length 28:24 (you may stop at 10:10 if you choose.)

Jang, Eunice. *STEP initial language assessment.* Webcast. Toronto: Edugains - Ministry of Education for Ontario.
http://www.edugains.ca/newsite/ell/initial_language_assessment.html# (Click on Webcasts; you should not need a password.) Length 4:36.

Teachers TV. (2006, May 2). Managing EAL – Primary – Assessing speaking. Video.
http://archive.teachfind.com/ttv/www.teachers.tv/videos/managing-eal-primary-assessing-speaking.html Length 13:59.

Teachers TV. (2006, May 2). Managing EAL – Primary – Assessing writing. Video.
http://archive.teachfind.com/ttv/www.teachers.tv/videos/managing-eal-primary-assessing-writing.html Length 13:59.

IMAD. (2017, March 27). IELTS life skills A1 speaking & listening test.
https://youtu.be/Pw8qde02Kbo Length 15:03.

Polushkina, Tatiana (2013, April 6). IELTS speaking Part 3: Hobbies (Band 3).
https://youtu.be/48yr93hwvCk Length 5:10.

Polushkina, Tatiana (2013, April 6). IELTS speaking Part 3: Hobbies (Band 5).
https://youtu.be/JM40mvG2GEM Length 4:45.

Polushkina, Tatiana (2013, April 6). IELTS speaking Part 3: Hobbies (Band 7).
https://youtu.be/-ZKWewLjkWY Length 4:09.

Polushkina, Tatiana (2013, April 6). IELTS speaking Part 3: Hobbies (Band 8).
https://youtu.be/EyrccL7wGpU Length 4:25.

Educational Testing Service (ETS). (2017). *The TOEFL Video Library.*
https://www.ets.org/toefl/ibt/about/video_library

Module 11: Evolving and Sharing Your Approach – Towards a Principled Eclecticism in a Post-Method World

1. Illustrate the relevance of "reflective practice" in your real or anticipated teaching context.
2. Summarize the issues involved in discourses around CLT, "post-communicative" and "post-method" discussions of language teaching.
3. Illustrate the relevance or irrelevance of these issues in the context of principles studied in this course and your actual or anticipated teaching context.

4. Justify your preferred approach to language teaching on the basis of your anticipated teaching context(s) and principles learned throughout your TESL training and your relevant experience.

Required resources:

Storey, S. & Anderson, L. Course materials for ECUR 393.3. **[Blackboard, Module 11]**

Kumaravadivelu, B. (2012). Individual identity, cultural globalization, and teaching English as an international language - The case for an epistemic break. In L. Allsagoff, S. L. McKay, et al., *Principles and practices for teaching English as an international language: ESL & applied linguistics professional series.* Florence, KY: Routledge, Taylor & Francis Group. **[PDF in Blackboard]**

Kumaravadivelu, B. (2003). Postmethod pedagogy. In *Beyond methods: Macrostrategies for language teaching.* New Haven: Yale University Press, pp. 34-43. **[PDF in Blackboard]**

Evaluation and Grading Scheme

ASSIGNMENT #1	
LESSON PLAN	15%
SYNCHRONOUS MEETING	5%
ASSIGNMENT #2	
FRAMEWORK	5%
PREFERRED APPROACH(ES)	10%
LESSON PLAN	10%
ASSIGNMENT #3	
SYNCHRONOUS MEETING	10%
ASSIGNMENT #4	
ESSAY	10%
UNIT PLAN	20%
ACTIVITIES PARTICIPATION	15%
Total	100%

Detailed descriptions of assessments will be in the "Evaluations" section in your course site.

** All components must receive passing grades in order for a student to pass this course.

Final Exam

There is no final exam for this course.

Grading Scheme

Online participation (40 points or more = 15%; minimum 30 points must be earned in at least 10 discussions in order to pass this requirement.)	15%	Graded monthly
Assignment 1: *Part 1: lesson plan, transformation and commentary* (15%) Original Plan (2 points) Transformed Plan (8 points)	20%	Part 1 – post in the Module 4 discussion by end of Week 4; also submit copy for

Commentary (5 points) Writing Quality and Organization – deduction of up to 1.5 out of 15 (10% of total value of the assignment) Citations and References – deduction of up to 1.5/15 *Part 2–Synchronous Meeting 1* (5%)		instructor feedback via Assignments dropbox Part 2 – First Synchronous Meeting – Week 5; sign up for your session during Week 3
Assignment 2–Project Stage 2 Part 1 – Revised Framework for Analysis (5%) Part 2 – Your Current Preferred Approach (10%) Part 3 – Lesson Plan and Justification (10%) Writing Quality/Organization – deduction up to 2.5/25 Citations and References – deduction of up to 2.5/25	25%	Due Week 7
Assignment 3–Synchronous Meeting 2 　　Formal report, three to five minutes　　8% 　　Discussion participation　　　　　　　2%	10%	Consultation with partners – Week 11 Synchronous Meeting – sign up in Week 10; meeting in Week 12
Assignment 4–Project Stage 3 (final) Part 1: Personal Approach to English Language Teaching – Essay and updated framework for analysis with rationale for changes (10%) Part 2: Unit Plan　　　　(20%) Writing Quality and Organization – deduction of up to 3/30 Citations and References – deduction of up to 3/30	30%	Due Week 13
Total	100%	

Students must complete and pass all graded components to pass the course.

Please note that papers must refer directly to the required course materials in order to receive passing grades. All assignments must use proper academic citation and referencing when referring to course material or other sources, following the APA model for academic publications.

Rewrite options may be allowed at the discretion of the instructor within program and university policy restrictions.

Evaluation Components

Additional assignment and discussion instructions may be provided in the Blackboard online classroom.

Online Participation – Asynchronous Discussions

Instructions:

In order to pass this requirement, you must earn at least 30 points out of a possible 40 by posting responses to at least 10 discussion topics and responding to your classmates during the term.

- You do not need to post for every single discussion topic offered. If you want to leave more time to refine your final project at the end of the term, or if you know you will be busy with other commitments during some particular week during the term, you may respond to more than one topic in other modules.
- Your instructor will provide discussion grade updates to you every four weeks during the term. If you would like to check how many points you have earned at any point, please feel free to email the instructor.
- If you lose marks through weak postings and responses, you may improve your score by responding to more than 10 discussion topics.

Points are awarded for the Asynchronous Discussions on the basis of these criteria:

4 points   Your personal posting on the topic is well thought out and well-supported by cited course content and your own experience (3 points). You have responded to two or more of your colleagues, and these responses are thoughtful and contribute materially to the discussion (1 point).

3 points   Your personal response to the topic is well thought out and well-supported by cited course content and your own experience (3 points). Your responses to your colleagues are more congratulatory than additive, OR your responses to your colleagues need to be more diplomatically phrased. (If your responses are especially well-done but your initial personal posting lacks thought or support, this will also generate a total score of 3.)

2 points   Your personal posting on the topic lacks thought and/or support although it basically makes sense (2 points). Your responses to your colleagues are more congratulatory than additive, OR your responses to your colleagues need to be more diplomatically phrased.

1 point   Both your personal posting and responses to colleagues need much more thought and support, or your posting consists mostly of quotes.

0 points   Sources have been plagiarized. Always give credit where it is due.

Assignment 1 – Lesson Planning and First Synchronous Meeting Contribution

Instructions:

Part 1: Transformation and Modernization of a Lesson Plan

1. Transform the lesson plan you wrote for Learning Activity 6 in Module 3 into a more modern lesson plan that meets the following criteria:
   - Explicitly addresses all five of the Communicative Competences identified in the CLB required reading.
   - Uses either the Task-Based or Content-Based Language Instruction models studied in a previous course. (If you wish to use a different modern model, please consult your instructor first.)
   - Emerges from learner needs, and from terminal outcomes and enabling objectives created on the basis of those needs.

2. Post both your original plan and transformed plan **as a Word document attachment** in the Module 4 discussion forum, with at least a page of commentary on the particular challenges and learnings you encountered through the process of transformation.
   - Submit the three items as ONE document. Include a cover page. Please paginate.
   - Cite your sources within the paper, and provide a properly formatted reference page/bibliography using the APA formatting style.

   In addition to posting for the whole class, submit a second copy of your Word document via the Assignments mailbox so that your instructor can provide private feedback.

   For Week 4, you only need to post your own submission in the Module 4 forum. You will not post comments in this week's forum. This particular posting is REQUIRED and does not count towards your 40 discussion points because it is the basis for Synchronous Meeting 1.

Part 2: Synchronous Meeting 1

1. Read your colleagues' submissions in the Module 4 Discussion online so that you are ready to ask questions and make appropriate comments during the required Synchronous Meeting in Week 5.

2. Prepare comments on insights drawn from your own experience and from the materials and commentary your colleagues have shared in the online forum.

3. Present your prepared comments during the Synchronous Meeting, and respond to questions or comments from your colleagues and instructor.

Assignment 2 – Project Stage 2

Instructions:

Part 1: Revised Framework for Analysis and Commentary

1. Submit Journal Entry 1.2 – Applying and Adapting the Framework for Analysis with this assignment.

2. Revise Journal Entry 1.2 to incorporate additional insight and knowledge you have gained as of the end of Week 6. Your revised framework will have four columns:

   a. your revised questions, with changes from the original questions noted using contrasting type or colour;

   b. your revised analysis of the video you selected for Journal Entry 1.2, with changes or additions noted in contrasting type or colour;

   c. reasons for your changes or lack of changes for each item in terms of the contents of course concepts learned in Modules 2 to 6 other than Human Rights and Ethics, including the Communicative Competences; and

    d.   reasons for your changes or lack of changes for each question in terms of the Human Rights and Teacher Ethics materials, also reviewed in Module 6. (NOTE: You may find this easier to set up if you use the Landscape rather than the Portrait page layout setting.)

3.   CITE and REFERENCE all of your sources, including specific page numbers or in the case of Rights and Ethics, article/section numbers, using proper APA format. If you incorporate concepts from earlier courses, cite and reference those, too.

Part 2: Your Current Preferred Approach or Combination of Approaches

1.   In accordance with Activity 2, Module 6, create a Consolidation Chart in which you have columns for the following:
- identify and define your own current preferred approach or eclectic combination of preferred approaches, with appropriate citations
- analyze each component of your preference in terms of Brown and Lee's Principles, with appropriate citations
- analyze each component in terms of your readings on Human Rights and Teacher Ethics, with appropriate citations and
- state the classroom applications of your preferences and analyses.

The chart you will submit therefore needs four columns, rather than the three provided in the Module 2 fillable version of the Consolidation Chart. Again, we suggest a "landscape" orientation for your pages.

2.   Select two contrasting case studies from Module 1, or select one Module 1 case study **and** create one that describes a real or anticipated teaching context of your own. Write a short (max 600 words) position paper in which you will identify and justify your current preferences for a teaching approach, including discussion of how your approach may meet or not meet needs of the distinct learner groups in your selected case studies.

Part 3: Lesson Plan Outline

1.   Outline a one-hour lesson for the students in <u>one</u> of the case studies and note how each component illustrates the principles and ethics that you have studied in this course.

2.   Justify each aspect of the lesson in terms of your current preferred approach.

Assignment 3 – Synchronous Meeting 2 – Preparation and Presentation

Instructions:

At least one week prior to your second Synchronous Meeting, you will be assigned a partner.

1.   During the week prior to the Synchronous Meeting, share the current version of your personal framework for analysis and preferred approach or approaches with your partner. Key questions will be provided to guide your discussions and support you in providing constructive feedback.
2.   Note ways in which you find yourself adjusting your framework and approach as a result of interaction with your partner, and take those adjustments into account as you continue developing Assignment 4.

During the synchronous teleconference, provide a report of three to five minutes on what you learned from the sharing process and its influence on your personal approach (8%). You will also participate in a discussion on the body of learning that you and your classmates present (2%).

Assignment 4 – Project Stage 3 – Final

Instructions:

Part 1: Essay – Personal Approach to English Language Teaching

Describe your personal approach to English language teaching and provide a comprehensive rationale that examines and references the principles and beliefs that underpin your approach. This component will be written in essay form. (Recommended length 6-8 pages, double-spaced; please do not write less than six, or more than ten.)

Also update your personal Framework for Analysis to match your current preferences, giving reasons with citations for any changes since Module 6/Assignment 2. Attach it as an Appendix to the essay.

Part 2: Unit Plan – Overview, 3-5 Lessons, and Integrated Rationale

Short unit plan (at least three hours for young learners, no more than five hours for adult learners) that demonstrates how your approach is embedded in your practice of teaching, including the following:
- overview, including group description, needs identification, main (terminal, task or content) objectives for the unit and major activities related to those objectives,
- three to five sequential lesson plans (objectives, activities, and both formative and summative assessment tools); and
- specific references to the theoretical grounding of your personal approach into the overview and lesson plans.
- You may use a chart format for your plan, but if that is your choice, make sure that you allow adequate space for your theoretical grounding.

Student Success

You must demonstrate your ability to connect specific course content and concepts to your ideas and experiences in all assignments and activities in order to pass this course. This is a fundamental feature of appropriate academic and professional practice.

You must pass all of the course's components (assignments, online activities, synchronous meetings) to pass this course. Rewrite opportunities will be offered if necessary for the written assignments, and if you do poorly in the early online activities, you may raise that portion of your grade by participating in more than the required minimum of ten discussions during the rest of the course. Synchronous meetings, however, cannot be repeated, so please be well-prepared when you log in.

When you teach, you will be the most important model of English usage for your students. To function successfully as an English language teacher, you must demonstrate good standards of English writing and speaking. If your instructor expresses significant concern about your academic writing skills, please contact the **Distance Education Unit Writing Centre** for assistance. Assignments submitted to the Writing Centre a few days prior to their due date will be reviewed by a Writing Centre tutor who will be able to make suggestions for improvement. Contact information is online at https://distanceeducation.usask.ca/support/writing-centre.php

If you experience long- or short-term challenges that require more significant support or accommodations, we strongly encourage you to register with the **Access and Equity Services (AES)** unit of the University. Registration with AES will give you access to a wider range of accommodations and supports than your instructor and the University can otherwise provide. Information is online at https://students.usask.ca/health/centres/access

Submitting Assignments

You will submit your assignments using a variety of online tools. Instructions will be provided on how to do this. Note that assignments are due by 11:59 p.m. Saskatchewan (Central Standard) time on the due date.

Extensions and Late Assignments

Overdue assignments will be assessed a penalty of 5% for one to three days late and 10% for four or more days late. Instructors may not accept assignments that are more than seven days late. If you have extenuating circumstances, contact your instructor.

Additional Evaluation Information

DEU Writing Centre - Quality writing help for free!

Anyone taking a distance class (online, independent studies, televised, or multi–mode delivery) administered by the DEU can use this free service. The Writing Centre provides tools and support to help you write effective essays, reports, or reviews. Simply submit a project draft, and a qualified tutor will assess your work and offer advice to improve your project. Contact the DEU Writing Centre at http://distanceeducation.usask.ca/support/writing-centre.php

Participation Expectations

Each module contains several activities to help consolidate learning and focus attention on the module objectives. It is recommended that you complete all of the activities, most of which are designed to take 10-15 minutes to complete. Other activities will require a deeper level of thinking and completion of the Discussion Forum will contribute to the participation marks. Responses must be posted before midnight one week following the dates listed in the Class Schedule. For example, a response for Module 2 activities will be due by the Friday of Week 3. You are expected to collect at least 30 of 40 available participation points. Similar to a missed assignment, not completing the Activities participation component could result in an Incomplete Failure for the course.

Understanding Your Grades

Information on literal descriptors for grading at the University of Saskatchewan can be found at: https://students.usask.ca/academics/grading/grading-system.php

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: http://policies.usask.ca/policies/academic-affairs/academic-courses.php

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://teaching.usask.ca/about/policies/learning-charter.php

Integrity Defined

"Integrity is expected of all students in their academic work – class participation, examinations, assignments, research, practica – and in their non-academic interactions and activities as well." (Office of the University Secretary)

It is your responsibility to be familiar with the University of Saskatchewan policies and procedures on Academic Misconduct (http://www.usask.ca/secretariat/student-conduct-appeals/academic-misconduct.php)) and Non-Academic Misconduct (https://www.usask.ca/secretariat/student-conduct-appeals/non-academic-misconduct.php).

Recording of the Class

Synchronous Meetings may be recorded by the instructor and posted to Blackboard for review.

Access and Equity Services

If you are a student needing accommodations based on a diagnosed disability (learning, medical, physical, and/or mental health), religion, family status (including pregnancy), and/or gender identity, you must register with Access and Equity Services (AES) in order to access AES programs and supports. Information about AES can be found at https://students.usask.ca/health/centres/access-equity-services.php

For AES exam accommodations please ensure that you fill out the AES Exam Accommodation form within the applicable deadlines. (https://students.usask.ca/health/aes/accommodations.php)

Distance and Distributed Library Services

As a U of S student, if you are located outside of Saskatoon, you can find help accessing library resources and services at: https://library.usask.ca/ddls/#RegisterforDDLS.

Copyright

Every effort has been made to trace ownership of all copyrighted material and to secure permission from copyright holders. In the event of any question arising as to the use of any material, we will be pleased to make the necessary corrections. The University of Saskatchewan copyright policy is available at http://www.usask.ca/copyright/

UNIVERSITY OF SASKATCHEWAN
College of Education
USASK.CA/EDUCATION

ECUR 445.1 Class Syllabus
Observations Across CERTESL
Online – SASKATOON
MONTH DAY, YEAR – MONTH DAY, YEAR

INSTRUCTOR NAME – CURRICULUM STUDIES
Phone:
Email: @usask.ca
Office Hours
DAYS
HOURS by Telephone or Email Appointment

Land Acknowledgement

As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

This one-credit course is a prerequisite for ECUR 446.3 and ECUR 448.3. CERTESL students must complete, document, and submit reports on a minimum of 10 hours of ESL classroom observations prior to registration in the practicum or project. In addition to providing 10 of the English language classroom observation hours required by accrediting bodies, this module prepares participants for the practicum or project by ensuring that the academic coursework completed prior to the practicum or project is informed by real world exposure to English language learners, teachers and institutional settings, and by reflective learning on the observation experience with specific reference to concepts taught in academic TESL/TEAL courses.

Co-requisite: ECUR 291.3

Note: This course is part of the CERTESL Undergraduate Certificate.

Course Overview

Experiential learning in real-life teaching contexts is an essential part of effective teacher training. By requiring ESL-specific classroom observations throughout the academic terms preceding registration in CERTESL's ECUR 446.3 – Supervised Practicum and ECUR 448.3 - Professional Project, we ensure that all participants are able to experience real-life teaching contexts and learn by reflecting on the connections between skills and concepts taught in CERTESL's academic courses and real-life classroom needs and practices.

Course Learning Outcomes

By the end of this class, students should be able to:
1. Meet the requirements necessary for TESL Canada Standard 2 certification, TESL Ontario OCELT accreditation, or TESL Saskatchewan Competency-level accreditation.

2. Meet supplementary requirements for the standards of Pass criteria in ECUR 446.3 necessary to demonstrate appropriate teaching skills and additional experiential learning.

Required Resources

Epstein, R. & Storey, S. (2019). *Protocol for working with the ELT community and observations across CERTESL*. University of Saskatchewan. Provided online at certesl.usask.ca and as a pdf in the Blackboard online course.

Unless otherwise stated, textbooks are available from the University of Saskatchewan Bookstore: http://www.usask.ca/bookstore/

See the "Required Readings" section in each module in Blackboard Learn for a detailed required readings list and schedule.

Class Schedule

CERTESL program participants will register in this course when they register for their first 3-credit course as CERTESL students. They will set their own schedules for this course in consultation with the programs and teachers who host their observations. Final reports are due on the first day of the month prior to their term of registration in ECUR 446.3 – Supervised Practicum (December 1 for a practicum in the winter term; April 1 for the spring-summer term; August 1 for the fall term.)

Evaluation and Grading Scheme

RECORD OF OBSERVATIONS	PASS/FAIL
REPORTS ON OBSERVATIONS	PASS/FAIL
Total	PASS/FAIL

Final Exam

There is no final exam for this course.

Submitting Assignments

You will submit your assignments via the online Blackboard courseroom for ECUR 445.1. Instructions will be provided on how to do this. Note that assignments are due by 11:59 p.m. Saskatchewan time on the due date.

Extensions and Late Assignments

Instructors may not accept assignments that are more than seven days late. If you have extenuating circumstances, contact your instructor in advance of the due date to negotiate a formal extension to avoid penalties. Students must complete and pass all assignments to pass the course.

Practicum Feedback and Evaluation

The feedback you receive from your supervisor and from your instructor is intended to guide you in the development of your teaching skill and to indicate of your ability to teach. Therefore, you should take this feedback very seriously, so that your performance improves as you attend to and implement the suggestions made by your instructor and by your supervisor. Others may also give you feedback in more or less explicit ways, including the following:

- Pay attention to the nonverbal cues that your students give you. Watch their level of interest and involvement and listen to the feedback they give you.
- If colleagues watch you, attend also to what they have to say.
- Listen to yourself; intuition is a powerful advisor in terms of letting you know how you are doing.

If you think that you are floundering in any way during this course, get help from your instructor or your supervisor immediately. Don't wait until the last few weeks of the practicum.

Criteria for Pass/Fail

Your instructor will take the following criteria into account when assessing successful completion of this course:

- Has the ECUR 445 student demonstrated that he or she has completed the required minimum of ESL/EAL classroom observation hours?
- Has the ECUR 445 student demonstrated the ability to state objectives clearly, concretely, and in a skills-focused manner that shows comprehension of the distinction between objectives (skills to be acquired) and activities or procedures (things done in class in order to acquire the skills)?
- Has the ECUR 445 student demonstrated an ability to reflect on concepts and skills taught in their academic CERTESL courses and connect it to what they observe in ESL/EAL classrooms?
- Has the ECUR 445 student demonstrated excellent English writing skills in his or her reports?

Student Success

All CERTESL student-teachers must receive passing grades for this component. Limited opportunities may be allowed to redo written components. If the instructor and/or local supervising teacher have significant concerns about the quality of the Supervised Practice Teaching component that result in a failing grade, you may be allowed to register again in ECUR 445.1 during the following term.

Significant concerns about the candidate's English language writing and/or speaking skill should not exist by the time a student is ready to submit their Observations Across CERTESL and subsequently register in ECUR 446.3 – Supervised Practicum or ECUR 448.3 – Professional Project, but they sometimes occur. Please consult the DEU Writing Centre if you are still having trouble with your writing in the month prior to submission of your Observations Across CERTESL reports.

Understanding Your Grades

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For AES exam accommodations please ensure that you fill out the AES Exam Accommodation form within the applicable deadlines. (https://students.usask.ca/health/aes/accommodations.php)

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UNIVERSITY OF SASKATCHEWAN	New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean: **Dr. Jay Wilson, Department of Curriculum Studies**

2. Information required for the Catalogue

    2.1 Label & Number of course: **ECUR 445.1**

    2.2 Title of course: **Observations Across CERTESL**

    2.3 Total Hours: **13**

    2.4 Weekly Hours: **Variable, depending on student placements**

    2.5 Term in which it will be offered: T1, T2 or T3

    2.6 Pre/Corequisite: ECUR 291.3

    2.7 Calendar description:

ECUR 445.1 – Observations Across CERTESL
This one-credit course is a prerequisite for ECUR 446.3 and ECUR 448.3. CERTESL students must complete, document, and submit reports on a minimum of 10 hours of ESL classroom observations prior to registration in the practicum or project. In addition to providing 10 of the English language classroom observation hours required by accrediting bodies, this module prepares participants for the practicum or project by ensuring that the academic coursework completed prior to the practicum or project is informed by real world exposure to English language learners, teachers and institutional settings, and by reflective learning on the observation experience with specific reference to concepts taught in academic TESL/TEAL courses.

    2.8 Any additional notes

    Note: This course is part of the CERTESL Undergraduate Certificate.
        —

3. Rationale for this course.

    Experiential learning in teaching contexts is an essential part of effective teacher training. By requiring ESL-specific classroom observations throughout the academic terms preceding registration in CERTESL's practicum or project, we ensure that all participants are able to experience real-life teaching contexts and learn by reflecting on the connections between skills and concepts taught in CERTESL's academic courses and classroom needs and practices.

4.   Learning Objectives for this course.

- Students will establish positive relationships with English language education programs in their geographical regions and with the teachers who serve learners in those programs.

- Students will, on the basis of direct observation, describe and analyze instructional techniques and learning behaviours in English language classes.

- Students will identify examples of effective practices in the act of teaching, evaluate practice through the lens of program concepts and their own skills and beliefs about language teaching.

- Students will demonstrate understanding of the difference between "different" and "wrong" by explaining possible alternatives to techniques observed in terms of possibility and personal effectiveness rather than "good" and "bad" practice.

- Students will demonstrate competence in identifying and stating a specific observed lesson's objectives and in identifying whether objectives have been achieved during the observed lesson and if not, why not.

5.   Impact of this course.

Student-teachers will be well-prepared for practical experiences and processes in ECUR 446.3 – Supervised Practicum and/or ECUR 448.3 – Professional Project because their understanding of program concepts and skills will be well-grounded in classroom and institutional contingencies and real life exposure to English language learners. The connections built during their terms of registration in ECUR 445.1 will facilitate the process of finding a location and local supervisor for ECUR 446.3, and/or a need that can be the focus for the project created in ECUR 448.3.

Are the programs of other departments or Colleges affected by this course?

      No.

Were any other departments asked to review or comment on the proposal?

      No.

6.   Other courses or program affected (please list course titles as well as numbers).
        Course(s) to be deleted?

      None.

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

      ECUR 446.3 – Supervised Practicum and ECUR 448.3 – Professional Project

Is this course to be required by your majors, or by majors in another program?

      ECUR 445.1 will be required for all CERTESL students.

7.   Course outline.

See the draft Syllabus (attached).

8.   Enrolment.

Approximately 60 students at any given term.

9.   Student evaluation.

This course is evaluated on a pass/fail basis. Some allowance is made for rewriting reports that do not merit a grade of "pass".

Evaluation components:
- Documentation of at least 10 hours of observation in appropriate venues
- Observation reports (template is provided).

10.   Required texts.

Epstein, R. & Storey, S. (2019). *Protocol for working with the ELT community and observations across CERTESL*. University of Saskatchewan. (Handbook on arranging and reporting on observations created by the CERTESL program team and posted online in the Current Students area of the CERTESL website and in the ECUR 445.1 Blackboard course shell.)

11.   Resources.

Host institutions, classrooms and teachers scattered across Canada and internationally. Observed classrooms must consist of a minimum of at least 5 English language learners; if the student-teacher plans to accredit with TESL Ontario or certify with TESL Canada, the learners must be aged 18 or over.

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

The task of marking reports will be assigned to a distance facilitator (currently the responsibility is handled as part of the CERTESL academic coordinator's duties.) The distance facilitator will be CERTESL Academic Coordinator or another experienced instructor of ECUR 446.3 – Supervised Practicum and will be paid under ASPA contractual provisions on the basis of reports submitted during a particular academic term.

Are sufficient library or other research resources available for this course?

Yes.

Are any additional resources required (library, audio-visual, technology, etc.)?

A Blackboard course shell will be constructed by DEU staff.

12.   Date of Implementation: May, 2019

13.   To be offered: T1, T2, T3

ECUR 446.3
Course Syllabus
SUPERVISED PRACTICUM FOR ENGLISH LANGUAGE TEACHING

Online – SASKATOON
(term dates)

()– **CURRICULUM STUDIES**
Phone: ()
Email: ()
Office Hours
() by Telephone or Email Appointment

Land Acknowledgement

As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places

Course Description

This course requires students in the field of Teaching English as a Second Language to apply theory and practice in English language classrooms. Students observe experienced teachers, discuss classroom applications in the context of student need, plan lessons, teach under the supervision of a qualified and experienced teacher, and receive feedback and guidance on their teaching. Students apply principles of inquiry-based investigation and reflective teaching to their developing practice of English language teaching. The student is responsible for finding a qualified teacher and suitable host institution to sponsor the practicum. A host classroom of English language learners that meets descriptors established by the professional body with which the student plans to accredit or certify must be available in order to carry out the requirements.

Prerequisite(s): ECUR 291.3, ECUR 391.3, ECUR 292.3, and ECUR 445.1.
Pre- or Corequisite: One of ECUR 331.3, ECUR 339.3, ECUR 415.3 or ECUR 490.3.
Note: Before registering in ECUR 446.3, students must also nominate an appropriately qualified local practicum supervisor/sponsor teacher who will work with them during their practicum term. The nominee must be approved by the CERTESL academic coordinator before the student-teacher will be allowed to register in ECUR 446.3.
Note: This course is part of the CERTESL Undergraduate Certificate. Students may receive credit for only one of TESL 42, TESL 442 or ECUR 446.

Course Learning Outcomes
By the end of this class, students should be able to:
1. Develop and improve their teaching practice based on their comprehensive CERTESL program and explorations of ESL/EFL classrooms.
2. Learn by using observation, practicing proper protocols involved in observing colleagues and learners.
3. Develop their teaching skills through personalized goals, problem solving, and participation in inquiry-based investigation.

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4. Plan and implement effective lessons.
5. Reflect constructively and concretely on their own teaching through self-observation and analytical reporting.
6. Identify and create plans to address short- and long-term professional development goals.\

Required Resources

1. Anderson, Laurie and Butler, Karlie (2017). Course Materials for ECUR 446.3. [Online in the Blackboard courseroom.]

2. Brown, H. D. and Lee, H. (2015). *Teaching by Principles: An interactive approach to language pedagogy (4th Edition).* Pearson Education. ISBN: 9780133925852.

3. Epstein, R. and Butler, K. (2018). Course materials for ECUR 446.3, provided in the Blackboard online classroom.

   Available at:
   https://archive.org/details/DictionaryOfLanguageTeachingAndAppliedLinguistics

4. Richards, J. and Schmidt, R. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics (3rd Edition).* Longman Publishing Group. IBSN: 978052438255.

5. Richards, J. and Lockhart, C. (1994). *Reflective Teaching in the Second Language Classroom.* Cambridge University Press. IBSN: 9780521458030.

6. Video recording equipment such as a camera, tablet, or phone.

From time to time, particularly in your final report, you will need to reference learning materials from your previous courses in the TESL field. If you did not print the online materials for your courses previously and more than a year has elapsed since you completed a CERTESL course that you need to reference, please contact the Academic Coordinator.

Textbooks are available from the University of Saskatchewan Bookstore:
http://www.usask.ca/bookstore/

See the "Required Readings" section in each module in Blackboard Learn for a detailed required readings list and schedule.

Course Overview

The focus of ECUR 446 is analysis of teaching practices used during lessons that you observe and reflections on teaching of lessons that you plan and carry out. During the course you will have opportunities to achieve the course aims and objectives by observing in classrooms, working with learners, and practicing self-reflection. You will also complete a small classroom-based investigation/reflective teaching project.

This course is divided into six modules. Please skim through this syllabus and all of the modules at the beginning so that you can create a timetable for yourself that enables you to meet all of the course requirements and get the most benefit from the practicum experience. Also, you will find that information from earlier modules can be used to complete assignments in later modules (e.g., information from Module 3 or 4 can help you with the inquiry-based investigation described in Module 5).

All components must receive grades of "pass" for the course to be passed. Some opportunity may be provided for rewriting of hand-in assignments, but a grade of "fail" for the teaching component will result in either a requirement to complete an Additional Hours module, or failure of the course. The quality of the candidate's written and spoken English will also be assessed during this course, regardless of whether the candidate is a first-language or additional-language user of English. If the practicum instructor and local supervisor/sponsor teacher have significant concerns about the quality of the student-teacher's English usage, the student-teacher may be required to provide additional evidence of a professional level of language competence before being awarded a passing grade for the course.

Note that for TESL Canada certification and TESL Ontario accreditation purposes, an additional language user of English is required to demonstrate a higher level of English language skill than is required for initial admission to the CERTESL program. We have a similar expectation for all of our student-teachers at this late stage of their program. If your ECUR 446.3 instructor has significant doubts about the quality of your spoken or written English and the Academic Coordinator of the program agrees that there are grounds for concern, you may need to clearly demonstrated appropriate English skills before you can receive a passing grade for the course.

Class Schedule

Week [sample – winter term]	Module	Due Dates
January 3 – January 11	*Back to Basics: Examining Teaching and Teaching Contexts*	
January 14 – 18	*Back to Basics: Defining Teaching and Learning*	Learning Activity 1.1, Due Date Learning Activity 1.2, Due Date Practicum Plan, Due Date
January 21 – 25	*Classroom Observation (Week 1)*	Learning Activity 3.3, Due Date
January 26 – February 1	*Classroom Observation (Week 2)*	
February 4 – 8	*Classroom Observation (Week 3)*	Observation Reports, Due Date
February 18 – 22	Term Break – No University of Saskatchewan Classes	
February 11 – 15	*Planning and Implementing Effective Lessons (Week 1)*	
February 18 – 22	*Planning and Implementing Effective Lessons (Week 2)*	
February 25 – March 1	*Planning and Implementing Effective Lessons (Week 3)*	Teaching Documents #1, Due Date

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		Supervisor's Report #1, Due Date
March 4 – 8	*Planning and Implementing Effective Lessons (Week 4)*	
March 11 – 15	*Planning and Implementing Effective Lessons (Week 5)*	
March 18 – 22	*Conducting Classroom-based Action Research (Week 1)*	Teaching Documents #1, Due Date Video Recording, Due Date
March 25 – March 29	*Conducting Classroom-based Action Research (Week 2)*	Inquiry-based Investigation, Due Date Supervisor's Report #2, Due Date
April 1 – April 5	*Final Thoughts and Continuous Professional Development*	Learning Activity 6.2, Due Date Learning Activity 6.4, Due Date Supervisor's Report #3 (AHM), Due Date

Note: No Class Days/No Evaluation Days for this Class in TERM 2 February 18 – 22.

Note: This course is scheduled to be completed over a full term of 13 weeks. However, it may be condensed into a shorter time, with instructor, local supervisor and host program permission. The observation and teaching hours CANNOT be completed in fewer than FIVE (5) weeks because time for feedback between assignments is necessary.

Course Outline

Major Outcomes

By the end of this course, students should demonstrate the skills needed to teach effectively and independently in English language classrooms.

Module Objectives

When you finish each module, you should be able to do the following:

Module 1: Back to Basics – Examining Teaching and Teaching Contexts

1. Explain your own thoughts about good teaching.
2. Predict how your practicum teaching context may influence the nature of your practicum teaching experience.

Required resources:

Epstein, R. and Butler, K. Course materials for ECUR 446. **[Blackboard Module 1]**

Wheeler, G. (1999). Personal knowledge and the teaching of languages. *TESL Canada Journal*, 16(2) pp. 70-76. TESL Canada Federation. **[PDF in Blackboard]**

Module 2: The Practicum Plan

1. Develop clear and focused personal development goals related to language teaching.
2. Create a plan and schedule for achieving your personal development goals related to teaching.

Required resources:

Epstein, R. and Butler, K. Course materials for ECUR 446. **[Blackboard Module 1]**

Module 3: Classroom Observation

1. Adopt a professional code of conduct for observing another instructor's class.
2. Synthesize your classroom observations of general and specific aspects of teaching within a clearly focused guided observation form.

Required resources:

Epstein, R. and Butler, K. Course materials for ECUR 446. **[Blackboard Module 3]**

Richards, J. C., & Lockhart, C. (1994). Appendix 5: Guidelines for observation by student teachers. In *Reflective teaching in second language classrooms*. New York: Cambridge University Press, pp 22-23. **[PDF in Blackboard]**

Richards, J.C., & Farrell, T. (2011). Classroom observation in teaching practice. *Practice Teaching* (10-105). Cambridge University Press. (Read pages 90 – 96). Available at: http://www.professorjackrichards.com/wp-content/uploads/Practice-Teaching-A-Reflective-Approach-Chap-7-Classroom-Observation-in-Teaching-Practice.pdf

Epstein, R. & Storey, S. *Protocol for working with the ELT community and observations across CERTESL*. **[PDF in Blackboard]**

Module 4: Planning and Implementing Effective Lessons

1. Implement appropriately designed and effective lesson plans in real language classes.
2. Analyze your successes and areas for improvement in teaching and lesson plan implementation

Required resources:

Epstein, R. and Butler, K. Course materials for ECUR 446. **[Blackboard Module 1]**

Richards, J. C., & Lockhart, C. (1996). The structure of a language lesson. *Reflective teaching in second language classrooms,* pp. 113-125. **[PDF in Blackboard]**

Richards, J.C., & Farrell, T. (2011). Classroom observation in teaching practice. *Practice Teaching* (90-105). Cambridge University Press. (Read pages 96–105). Available at: http://www.professorjackrichards.com/wp-content/uploads/Practice-Teaching-A-Reflective-Approach-Chap-7-Classroom-Observation-in-Teaching-Practice.pdf

Module 5: Conducting Inquiry-based Investigation

1. Improve aspects of teaching or learning in your own class by utilizing inquiry-based investigation.

Required resources:

Epstein, R. and Butler, K. Course materials for ECUR 446. **[Blackboard Module 5]**

Burns, A. (2009). Action research in second language teacher education. The Cambridge guide to language teaching. Eds. A. Burns and J.C. Richards. Cambridge University Press. **[PDF in Blackboard]**

Richards, J.C., & Lockhart, C. (1994). Action Research Case Study #3. In *Reflective teaching in second language classrooms* (pp. 111–112). New York: Cambridge University Press. Total pages 230. **[PDF in Blackboard]**

Richards, J.C., & Lockhart, C. (1994). Action Research Case Study #7. In *Reflective teaching in second language classrooms* (pp. 200-201). New York: Cambridge University Press. Total pages 230. **[PDF in Blackboard]**

Robertson, J. A. Action Research Project Report for TESL 42. Saskatoon, SK: Distance Education Unit (DEU), University of Saskatchewan. **[PDF in Blackboard]**

Module 6: Final Thoughts and Continuous Professional Development

1. Consolidate and evaluate what you learned during your courses and practice teaching.

2. Approach your continued professional development and community involvement in a purposeful and focused way.

Required resources:

Epstein, R. and Butler, K. Course materials for ECUR 446. **[Blackboard Module 1]**

All course content studied throughout the CERTESL Program, or in other reputable preservice or inservice training programs for which transfer credit may have been given.

Evaluation and Grading Scheme

PRACTICUM PLAN	PASS/FAIL
OBSERVATIONS	PASS/FAIL
TEACHING DOCUMENTS & VIDEO-RECORDING	PASS/FAIL
INQUIRY-BASED INVESTIGATION	PASS/FAIL
LEARNING ACTIVITIES	PASS/FAIL
Total	PASS/FAIL

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Detailed descriptions of assessments will be in the "Evaluations" section in your course site.

** All components must be passed in order to pass this course.

Limited opportunities may be allowed to redo written components. Failure of the Supervised Practice Teaching component may require registration in an additional Practicum Additional Hours Module, provided the failure did not result from significant concerns about the professionalism of the candidate's behaviour within the host classroom and program. Serious concerns about the candidate's English language writing and/or speaking skill may result in additional assessment requirements.

Assignments

Additional assignment instructions and forms are provided in your Blackboard online classroom.

1. **Discussion Board Postings**
   Due Date: Throughout the course. Outlined in Modules 1, 3, and 6.

   This course has five mandatory discussion board postings. The posting topics are as follows, with more detail to be found in the modules:

   - *Learning Activity 1.1 (Your Teaching Context)*
   - *Learning Activity 1.2 (Good Language Teaching)*
   - *Learning Activity 3.3 (Practice Observation)*
   - *Learning Activity 6.2 (Final Reflections)*
   - *Learning Activity 6.4 (Future goals and professional development)*

2. **Practicum Plan**
   Due Date: End of Week 2. Outlined in module 2.

   Create and submit your Practicum Plan as outlined in Module 2. Your instructor may make comments, asking you to adjust or refine certain parts of the Practicum Plan before signing it. If this is the case, you will need to revise and resubmit the plan.

3. **Observations**
   Due Date: End of Week 5. Outlined in Module 3

   You must demonstrate a total of 10 hours of observation (20 for Additional Hours purposes). You will do this by submitting the completed Demonstration of Observation form and guided notes on your observations. **Keep a copy of the signed form.**

   You must also submit the following:
   - Demonstration of observation form
   - All completed copies of the general observation checklist used
   - All completed copies of specific observation forms you create and use
   - The description(s) of the class(es) observed

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4. **Teaching Documents**
   Due Dates: Half at the end of Week 8; the other half at the end of Week 11. Outlined in Module 4.

   You will need to submit the following as part of your teaching documents for this course:

   - Lesson plans representing a minimum of 10 hours of teaching (20 for Additional Hours)
   - The material used in each lesson
   - Two reflections
   - The Demonstration of Teaching Form signed by your local practicum supervisor or head of the school in which you are teaching.

   You will submit the lesson plans in two separate sets (or three if you are concurrently enrolled in ECUR 447.1 – Practicum Additional Hours). Sets 1 and 2 will cover a total of teaching hours. Set 3 submitted by ECUR 447.1 participants will cover the final ten teaching hours. See the assignment description on Blackboard for more information about what to include in each set.

5. **Video-Recording of Your Teaching**
   Due Date: End of Week 11. Outlined in Module 4.

   You are required to submit a 30-minute video or DVD of your teaching. You must also submit the following:

   - Submit the accompanying lesson plan and materials OR if previously submitted in the teaching documents, indicate which lesson plan it is from and indicate any relevant materials from what was submitted

   - Briefly introduce the video, particularly indicating which portion(s) of the lesson plan it covers

   - Submit the completed Self-Observation Form of your teaching

   - Submit copies of the release forms which your students should sign before you make a recording of their class. (Note: Students who have not signed the from cannot be included in the video)

6. **Inquiry-based Investigation**

   Due Date: End of Week 12. Outlined in Module 5
   Carry out the steps for conducting inquiry-based investigation in the classroom and submit a typewritten report of 3–4 pages in length (1000–1200 words) that describes all the steps of the investigation. This assignment can be started and/ or completed while you are teaching, so you should review this module in conjunction with Module 4.

Final Exam

There is no final exam for this course.

Submitting Assignments

You will submit your assignments using a variety of online tools. Instructions will be provided on how to do this. Note that assignments are due by 11:59 p.m. Saskatchewan time on the due date.

Extensions and Late Assignments

Instructors may not accept assignments that are more than seven days late. If you have extenuating circumstances, contact your instructor in advance of the due date to negotiate a formal extension to avoid penalties. Students must complete and pass all assignments to pass the course.

Additional Evaluation Information

DEU Writing Centre - Quality writing help for free!

Anyone taking a distance class (online, independent studies, televised, or multi–mode delivery) administered by the DEU can use this free service. The Writing Centre provides tools and support to help you write effective essays, reports, or reviews. Simply submit a project draft, and a qualified tutor will assess your work and offer advice to improve your project. Contact the DEU Writing Centre at http://distanceeducation.usask.ca/support/writing-centre.php

Each module contains several activities to help consolidate learning and focus attention on the module objectives. It is recommended that you complete all of the activities, most of which are designed to take 10-15 minutes to complete. Other activities will require a deeper level of thinking and completion of the Discussion Forum will contribute to the participation marks. Similar to a missed assignment, not completing the Activities participation component could result in an Incomplete Failure for the course. Although it will not be graded, students are expected to keep a reflective journal. The online journals will be note-taking spaces for different aspects of the course, such as observations, teaching, and action research projects.

Practicum Feedback and Evaluation

The feedback you receive from your supervisor and from your instructor is intended to guide you in the development of your teaching skill and to indicate of your ability to teach. Therefore, you should take this feedback very seriously, so that your performance improves as you attend to and implement the suggestions made by your instructor and by your supervisor. Others may also give you feedback in more or less explicit ways, including the following:

- Pay attention to the nonverbal cues that your students give you. Watch their level of interest and involvement and listen to the feedback they give you.
- If colleagues watch you, attend also to what they have to say.
- Listen to yourself; intuition is a powerful advisor in terms of letting you know how you are doing.

If you think that you are floundering in any way during this course, get help from your instructor or your supervisor immediately. Don't wait until the last few weeks of the practicum.

Criteria for Pass/Fail

Your instructor will take the following criteria into account when assessing successful completion of this course:

- Has the ECUR 446 student demonstrated that he or she can teach independently in an ESL or EFL class?

- Has the ECUR 446 student demonstrated an ability to appropriately apply theory covered in TESL courses in his or her classroom practice? Some of the many examples of this demonstration of knowledge are listed below. By studying the observation checklists (see Modules 3 and 4), you will have a good sense of what the instructor and your supervisor will be expecting of you.
- Are lesson plans clear and complete? Are they related to ESL or EFL student needs? Are objectives clear, concrete, observable and based on communicative needs? Are there sufficient opportunities for presentation, controlled practice, free practice, evaluation, and feedback? Is evaluative activity directed at evaluating the stated objectives?
- Have affective aspects been included in lessons? Is the teacher sensitive to students' affective and linguistic needs?
- Is teaching student-centred when appropriate and teacher-centred as appropriate?
- Is teaching interactive? Is the Communicative Approach appropriately incorporated into lessons?
- Does the teacher demonstrate adequate knowledge of linguistics (grammar and phonology) and how to teach those aspects appropriately?
- Is content appropriate and relevant to students?
- Are the materials varied and well-prepared?
- Has the ECUR 446 student demonstrated excellent English language speaking, comprehension, writing and reading skills in his or her assignments and in his or her teaching?

Understanding Your Grades

Information on literal descriptors for grading at the University of Saskatchewan can be found at: https://students.usask.ca/academics/grading/grading-system.php

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: http://policies.usask.ca/policies/academic-affairs/academic-courses.php

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://teaching.usask.ca/about/policies/learning-charter.php

Integrity Defined

"Integrity is expected of all students in their academic work – class participation, examinations, assignments, research, practica – and in their non-academic interactions and activities as well." (Office of the University Secretary)

It is your responsibility to be familiar with the University of Saskatchewan policies and procedures on Academic Misconduct (http://www.usask.ca/secretariat/student-conduct-appeals/academic-misconduct.php)) and Non-Academic Misconduct (https://www.usask.ca/secretariat/student-conduct-appeals/non-academic-misconduct.php).

Access and Equity Services

If you are a student needing accommodations based on a diagnosed disability (learning, medical, physical, and/or mental health), religion, family status (including pregnancy), and/or gender identity, you must register with Access and Equity Services (AES) in order to access

AES programs and supports. Information about AES can be found at https://students.usask.ca/health/centres/access-equity-services.php

For AES exam accommodations please ensure that you fill out the AES Exam Accommodation form within the applicable deadlines. (https://students.usask.ca/health/aes/accommodations.php)

Distance and Distributed Library Services

As a U of S student, if you are located outside of Saskatoon, you can find help accessing library resources and services at: https://library.usask.ca/ddls/#RegisterforDDLS.

Copyright

Every effort has been made to trace ownership of all copyrighted material and to secure permission from copyright holders. In the event of any question arising as to the use of any material, we will be pleased to make the necessary corrections. The University of Saskatchewan copyright policy is available at http://www.usask.ca/copyright/.

Term Schedule

To accommodate the scheduling needs within the host program, with the exception of online discussion closing dates, the submission deadlines provided below are guidelines rather than requirements. The actual practicum schedule may range in length from five to thirteen weeks, ending no later than the last day of the term (Dec. 15, April 15, August 15), and in the spring-summer term may begin up to a maximum of ten days before the official start date in response to the host program's spring exam and summer holiday schedule. The student-teacher must develop a schedule in consultation with the local supervisor/sponsor-teacher and submit the proposed schedule as part of the practicum plan.

If the student-teacher needs to begin his or her classroom observations prior to the official start date, he or she must communicate with the instructor before beginning to arrange an earlier submission date for the practicum plan.

Practicum Feedback and Evaluation

The feedback you receive from your supervisor and from your instructor is intended to guide you in the development of your teaching skill and to indicate of your ability to teach. Therefore, you should take this feedback very seriously, so that your performance improves as you attend to and implement the suggestions made by your instructor and by your supervisor. Others may also give you feedback in more or less explicit ways:

- Pay attention to the nonverbal cues that your students give you. Watch their level of interest and involvement and listen to the feedback they give you.
- If colleagues watch you, attend also to what they have to say.
- Listen to yourself; intuition is a powerful advisor in terms of letting you know how you are doing.

If you think that you are floundering in any way during this course, get help from your instructor or your supervisor immediately. Don't wait until the last few weeks of the practicum.

Criteria for Pass/Fail

Your instructor will take the following criteria into account when assessing successful completion of this course:

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- Has the ECUR 446 student demonstrated that he or she can teach independently in an ESL or EFL class?
- Has the ECUR 446 student demonstrated an ability to appropriately apply theory covered in TESL courses in his or her classroom practice? Some of the many examples of this demonstration of knowledge are listed below. By studying the observation checklists (see Modules 3 and 4), you will have a good sense of what the instructor and your supervisor will be expecting of you.
- Are lesson plans clear and complete? Are they related to ESL or EFL student needs? Are objectives clear, concrete, observable and based on communicative needs? Are there sufficient opportunities for presentation, controlled practice, free practice, evaluation, and feedback? Is evaluative activity directed at evaluating the stated objectives?
- Have affective aspects been included in lessons? Is the teacher sensitive to students' affective and linguistic needs?
- Is teaching student-centred when appropriate and teacher-centred as appropriate?
- Is teaching interactive? Is the Communicative Approach appropriately incorporated into lessons?
- Does the teacher demonstrate adequate knowledge of linguistics (grammar and phonology) and how to teach those aspects appropriately?
- Is content appropriate and relevant to students?
- Are the materials varied and well-prepared?
- Has the ECUR 446 student demonstrated excellent English language speaking, comprehension, writing and reading skills in his or her assignments and in his or her teaching?

Student Success

To pass this course you MUST demonstrate a high level of respect for your students and the willingness and ability to refine your teaching practice to support their learning.

To pass this course you MUST demonstrate your ability to connect specific course content and concepts to the act of teaching and within your reflective assignments. In your reflective assignments, you must also maintain the practice of properly citing and referencing your sources in accordance with the APA publication style.

To pass this course you MUST demonstrate appropriate competence in written and spoken English to your course instructor and local supervisor/sponsor teacher. At this point in your program, you should be able to do so without Distance Education Unit Writing Centre support although such support is still available to you as a CERTESL student-teacher.

If you experience long- or short-term challenges that require more significant support or accommodations, we strongly encourage you to register with the **Access and Equity Services (AES)** unit of the University. Information is online at https://students.usask.ca/health/centres/access-equity-services.php

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UNIVERSITY OF SASKATCHEWAN
College of Education
EDUCATION.USASK.CA

ECUR 447.1
Class Syllabus
PRACTICUM ADDITIONAL HOURS
Online – SASKATOON
MONTH DAY, YEAR – MONTH DAY, YEAR

INSTRUCTOR NAME – CURRICULUM STUDIES
Phone:
Email: @usask.ca
Office Hours
DAYS
HOURS by Telephone or Email Appointment

Land Acknowledgement

As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places.

Course Description

This one-credit course provides the additional ESL classroom observation and supervised practice teaching hours needed to qualify for TESL Canada Standard 2 certification, TESL Ontario – OCELT accreditation, and TESL Saskatchewan Competency (Standard 2) accreditation. Students reflect and report on classroom observations, lesson plans and practice teaching.

Co-requisite: ECUR 446.3

Note: This course is part of the CERTESL Undergraduate Certificate.

Course Overview

The focus of ECUR 447.1 is the completion of practicum observation and teaching hours necessary to meet the full requirements for TESL Canada Standard 2 certification, TESL Ontario OCELT accreditation, or TESL Saskatchewan Competency-level accreditation. ECUR 447.1 may also be used to provide supplementary practicum hours for ECUR 446.3 students who fail to demonstrate appropriate teaching skills during ECUR 446.3 and therefore require additional experiential learning to meet the necessary standard.

No specific academic content is provided for ECUR 447.1 because it will always be completed concurrently with or following ECUR 446.3.

Course Learning Outcomes

By the end of this class, students should be able to:
1. Meet the requirements necessary for TESL Canada Standard 2 certification, TESL Ontario OCELT accreditation, or TESL Saskatchewan Competency-level accreditation.
2. Meet supplementary requirements for the standards of Pass criteria in ECUR 446.3 necessary to demonstrate appropriate teaching skills and additional experiential learning.

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Required Resources

1. Course and resource materials required for concurrent registration in ECUR 446.3.

Textbooks are available from the University of Saskatchewan Bookstore: http://www.usask.ca/bookstore/

See the "Required Readings" section in each module in Blackboard Learn for a detailed required readings list and schedule.

Class Schedule

Week (sample – winter term)	Module	Due Dates
January 3 – January 11	*Back to Basics: Examining Teaching and Teaching Contexts*	
January 14 – 18	*Back to Basics: Defining Teaching and Learning*	
January 21 – 25	*Classroom Observation (Week 1)*	
January 26 – February 1	*Classroom Observation (Week 2)*	
February 4 – 8	*Classroom Observation (Week 3)*	Observation reports due as agreed in ECUR 446.3 – Personal Practicum Plan.
February 18 – 22	Term Break – No University of Saskatchewan Classes	
February 11 – 15	*Planning and Implementing Effective Lessons (Week 1)*	
February 18 – 22	*Planning and Implementing Effective Lessons (Week 2)*	
February 25 – March 1	*Planning and Implementing Effective Lessons (Week 3)*	
March 4 – 8	*Planning and Implementing Effective Lessons (Week 4)*	
March 11 – 15	*Planning and Implementing Effective Lessons (Week 5)*	Lesson plans and reflections due as agreed in ECUR 446.3 – Personal Practicum Plan.
March 18 – 22	*Conducting Classroom-based Action Research (Week 1)*	
March 25 – March 29	*Conducting Classroom-based Action Research (Week 2)*	
April 1 – April 5	*Final Thoughts and Continuous Professional Development*	Supervisor's Report #3 (AHM), Due Date

Term Schedule

To accommodate the scheduling needs within the host program, with the exception of online discussion closing dates, the submission deadlines are guidelines rather than requirements. The actual practicum schedule may range in length from five to thirteen weeks, ending no later than the last day of the term (Dec. 15, April 15, August 15), and in the spring-summer term may begin up to a maximum of ten days before the official start date in response to the host program's spring exam and summer holiday schedule. The student-teacher must develop a schedule in consultation with the local supervisor/sponsor-teacher and submit the proposed schedule as part of the practicum plan.

If the student-teacher needs to begin his or her classroom observations prior to the official start date because of term schedules in the host program, he or she must communicate with the instructor before beginning to arrange an earlier submission date for the practicum plan.

Evaluation and Grading Scheme

OBSERVATIONS	PASS/FAIL
LESSON PLANS & REFLECTION PAPERS	PASS/FAIL
SUPERVISED PRACTICE TEACHING REPORT	PASS/FAIL
Total	PASS/FAIL

Detailed descriptions of assessments will be in the "Evaluations" section in your ECUR 446.3 Blackboard courseroom.

Students must complete and pass all assignments and must pass all evaluations to pass the course.

Final Exam

There is no final exam for this course.

Submitting Assignments

You will submit your assignments using a variety of online tools. Instructions will be provided on how to do this. Note that assignments are due by 11:59 p.m. Saskatchewan time on the due date.

Extensions and Late Assignments

Instructors may not accept assignments that are more than seven days late. If you have extenuating circumstances, contact your instructor in advance of the due date to negotiate a formal extension to avoid penalties. Students must complete and pass all assignments to pass the course.

Practicum Feedback and Evaluation

The feedback you receive from your supervisor and from your instructor is intended to guide you in the development of your teaching skill and to indicate of your ability to teach. Therefore, you should take this feedback very seriously, so that your performance improves as you attend to and implement the suggestions made by your instructor and by your supervisor. Others may also give you feedback in more or less explicit ways, including the following:

- Pay attention to the nonverbal cues that your students give you. Watch their level of interest and involvement and listen to the feedback they give you.
- If colleagues watch you, attend also to what they have to say.
- Listen to yourself; intuition is a powerful advisor in terms of letting you know how you are doing.

If you think that you are floundering in any way during this course, get help from your instructor or your supervisor immediately. Don't wait until the last few weeks of the practicum.

Assignments

Additional assignment instructions and forms are in your ECUR 446.3 Blackboard online classroom.

1. **Observations**
   Due Date: End of Week 5. Outlined in Module 3 of ECUR 446.3.

   You must demonstrate a total of 10 hours of observation for ECUR 446.3 and an additional 10 for ECUR 447.1 (a total of 20 hours).

   You must submit the following:

   - Demonstration of observation form. **Keep a copy of the signed form.**
   - All completed copies of the general observation checklist used
   - All completed copies of specific observation forms you create and use
   - The description(s) of the class(es) observed

2. **Teaching Documents**
   Due Dates: For ECUR 447.1, 10 hours of documentation in addition to the 10 hours previously submitted for ECUR 446.3, submitted by the end of Week 11.

   You will need to submit the following as part of your teaching documents for this course:

   - Lesson plans representing a minimum of 10 hours of teaching for ECUR 446.3 and an additional 10 for ECUR 447.1 (a total of 20 hours).
   - The material used in each lesson.
   - In ECUR 446.3, two reflections covering the first 10 hours of supervised teaching; in ECUR 447.1, a third reflection covering the final 10 hours of supervised teaching.
   - With the final report, the Demonstration of Teaching Form signed by your local practicum supervisor or head of the school in which you are teaching. **Keep a copy of the signed form.**

   See the assignment description on Blackboard for more information about what to include in each set of teaching documents.

All components must receive passing grades. Limited opportunities may be allowed to redo written components. If the instructor and/or local supervising teacher have significant concerns about the quality of the Supervised Practice Teaching component that result in a failing grade, you may be allowed an additional registration in ECUR 447.1 during the following term. Significant concerns about the candidate's English language writing and/or speaking skill may

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result in additional assessment requirements before a passing grade can be assigned to the course.

Criteria for Pass/Fail

Your instructor will take the following criteria into account when assessing successful completion of this course:

- Has the ECUR 447 student demonstrated that he or she can teach independently in an ESL or EFL class?
- Has the ECUR 447 student demonstrated an ability to appropriately apply theory covered in TESL courses in his or her classroom practice? Some of the many examples of this demonstration of knowledge are listed below. By studying the observation checklists (see ECUR 448 Modules 3 and 4), you will have a good sense of what the instructor and your supervisor will be expecting of you.
- Are lesson plans clear and complete? Are they related to ESL or EFL student needs? Are objectives clear, concrete, observable and based on communicative needs? Are there sufficient opportunities for presentation, controlled practice, free practice, evaluation, and feedback? Is evaluative activity directed at evaluating the stated objectives?
- Have affective aspects been included in lessons? Is the teacher sensitive to students' affective and linguistic needs?
- Is teaching student-centred when appropriate and teacher-centred as appropriate?
- Is teaching interactive? Is the Communicative Approach appropriately incorporated into lessons?
- Does the teacher demonstrate adequate knowledge of linguistics (grammar and phonology) and how to teach those aspects appropriately?
- Is content appropriate and relevant to students?
- Are the materials varied and well-prepared?
- Has the ECUR 447 student demonstrated excellent English language speaking, comprehension, writing and reading skills in his or her assignments and in his or her teaching?

Additional Evaluation Information

DEU Writing Centre - Quality writing help for free!

Anyone taking a distance class (online, independent studies, televised, or multi–mode delivery) administered by the DEU can use this free service. The Writing Centre provides tools and support to help you write effective essays, reports, or reviews. Simply submit a project draft, and a qualified tutor will assess your work and offer advice to improve your project. Contact the DEU Writing Centre at http://distanceeducation.usask.ca/support/writing-centre.php

Understanding Your Grades

Information on literal descriptors for grading at the University of Saskatchewan can be found at: https://students.usask.ca/academics/grading/grading-system.php

Please note: There are different literal descriptors for undergraduate and graduate students.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: http://policies.usask.ca/policies/academic-affairs/academic-courses.php

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://teaching.usask.ca/about/policies/learning-charter.php

Integrity Defined

"Integrity is expected of all students in their academic work – class participation, examinations, assignments, research, practica – and in their non-academic interactions and activities as well." (Office of the University Secretary)

It is your responsibility to be familiar with the University of Saskatchewan policies and procedures on Academic Misconduct (http://www.usask.ca/secretariat/student-conduct-appeals/academic-misconduct.php)) and Non-Academic Misconduct (https://www.usask.ca/secretariat/student-conduct-appeals/non-academic-misconduct.php).

Access and Equity Services

If you are a student needing accommodations based on a diagnosed disability (learning, medical, physical, and/or mental health), religion, family status (including pregnancy), and/or gender identity, you must register with Access and Equity Services (AES) in order to access AES programs and supports. Information about AES can be found at https://students.usask.ca/health/centres/access-equity-services.php

For AES exam accommodations please ensure that you fill out the AES Exam Accommodation form within the applicable deadlines. (https://students.usask.ca/health/aes/accommodations.php)

Distance and Distributed Library Services

As a U of S student, if you are located outside of Saskatoon, you can find help accessing library resources and services at: https://library.usask.ca/ddls/#RegisterforDDLS.

Copyright

Every effort has been made to trace ownership of all copyrighted material and to secure permission from copyright holders. In the event of any question arising as to the use of any material, we will be pleased to make the necessary corrections. The University of Saskatchewan copyright policy is available at http://www.usask.ca/copyright/.

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UNIVERSITY OF SASKATCHEWAN	New Course Proposal Form

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean: **Dr. Jay Wilson, Department of Curriculum Studies**

2. Information required for the Catalogue

   2.1 Label & Number of course: **ECUR 447.1**

   2.2 Title of course: **Practicum Additional Hours**

   2.3 Total Hours: **10 classroom observation hours, 10 supervised practice teaching hours, supplementing ECUR 446.3 – Supervised Practicum to meet national or provincial certification/accreditation requirements**

   2.4 Weekly Hours: **Variable, depending on student placements**

   2.5 Term in which it will be offered: **T1, T2, Spring-Summer**

   2.6 **Co-requisite: ECUR 446.3**
   Note: This course is part of the CERTESL Undergraduate Certificate.

   2.7 Calendar description:

   > **ECUR 447.1 – Practicum Additional Hours**
   >
   > This one-credit course provides the additional ESL classroom observation and supervised practice teaching hours needed to qualify for TESL Canada Standard 2 certification, TESL Ontario – OCELT accreditation, and TESL Saskatchewan Competency (Standard 2) accreditation. Students reflect and report on classroom observations, lesson plans and practice teaching.

   2.8 Any additional notes

   Note: This course is part of the CERTESL Undergraduate Certificate.

3. Rationale for **changing the status of** this course.

   This course already exists as the noncredit Practicum Additional Hours Module within the CERTESL Program (Certificate of Successful Completion in Teaching English as a Second Language) which is to be discontinued when the Undergraduate Certificate in TESL (CERTESL with degree-credit status) is launched in May 2019. Within the Undergraduate Certificate, all components will require degree credit status. Graduates and accrediting bodies will also find it advantageous to have the module appear with degree credit on transcripts.

The corequisite course ECUR 446.3 – Supervised Practicum consists of 20 academic contact hours, 10 classroom observation hours and 10 supervised practice teaching hours. This is enough work for one three-credit course in terms of both the student-teacher's academic and practical activity and in terms of the course instructor's teaching load. The additional hours therefore need to remain in a separate module or mini-course, but must acquire degree credit in order to be an appropriate as a component of the Undergraduate Certificate.

4.   Learning Objectives for this course.

Classroom Observation

Student-teachers will continue to expand their menu of instruction and classroom management skills through observation and analysis of effective instructional practices and learning behaviours in English language classes.

Teaching Skills

Student-teachers will apply best practices to the act of teaching, evaluate their own teaching skills and identify issues, needs and strategies to guide their future professional development.

5.   Impact of this course.

Student-teachers will be well-prepared for professional roles as English language teachers while meeting accreditation or certification standards that match their career aspirations.

Are the programs of other departments or Colleges affected by this course?

No.

Were any other departments asked to review or comment on the proposal?

Redefining the Practicum Additional Hours Module as a one-credit undergraduate course is a recommendation of the Registrar within the context of CERTESL's discontinuance as a Certificate of Successful Completion and re-establishment as an Undergraduate Certificate.

6.   Other courses or program affected (please list course titles as well as numbers).
Course(s) to be deleted?

The noncredit Practicum Additional Hours module will be deleted. As the module has been handled entirely through XReg as an uncalendared noncredit component of the program, deletion will be handled administratively by the Distance Education Unit.

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

None.

Is this course to be required by your majors, or by majors in another program?

ECUR 447.1 will be required by all CERTESL students.

7.   Course outline.

See objectives in #4 above and evaluation in #9 below. ECUR 447.1's observation and teaching hours will be carried out concurrently with the observation and teaching hours required in ECUR 446.3.

8.   Enrolment.

   Expected enrollment: 8 to 16 per section; three sections per year.

   Because the course is taught by a distance facilitator under per-student ASPA contract rather than by a sessional instructor or faculty member, with the support of qualified local supervisors/mentor-teachers who are paid per-student honoraria, course costs are fully covered by tuition and materials/lab fees. Low enrolment therefore is not a financial concern.

9.   Student evaluation.

   This course is evaluated on a pass/fail basis. All requirements must receive a grade of "pass." Some allowance is made for repeating requirements that are failed in the first instance. Note that other forms of evaluation are used in ECUR 446.3, which will be completed concurrently.

   Practicum Additional Hours Assessment components:
   - Observation reports
   - Lesson plans and reflections on teaching
   - Report from the local supervising teacher

   Students who fail ECUR 447.1 will be allowed to register again in ECUR 447.1, as long as failure is not connected to serious professionally inappropriate behaviours.

10. Required texts.

   Epstein, R. and Butler, K. (2018). Course Materials for ECUR 446.3 – Supervised Practicum. University of Saskatchewan.

   Observation report forms and supervised practice teaching report forms created by CERTESL – Distance Education Unit instructional staff.

11. Resources.

   Host institutions, classrooms and qualified local supervising teachers scattered across Canada and sometimes internationally. To be acceptable, local supervising teachers must have university degrees, substantial professional education in the TESL field received from credible sources, and at least three years of successful relevant teaching experience, and must also meet relevant additional requirements defined by the accrediting or certifying body to which the student teacher will be applying for professional endorsement. If the practicum is carried out in a K-12 school, permission must be sought from an appropriate administrator or EAL lead within the cooperating school division.

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

   There will be no additional teaching or administrative workload.

Are sufficient library or other research resources available for this course?

   Yes.

Are any additional resources required (library, audio-visual, technology, etc.)?

No.

12.	Date of Implementation: May 1, 2019

13.	To be offered: Three times yearly: T1, T2, and Spring-Summer

_____

ECUR 448.3
Course Syllabus
PROFESSIONAL PROJECT IN ENGLISH LANGUAGE TEACHING

Online – SASKATOON
MONTH DAY, YEAR – MONTH DAY, YEAR

INSTRUCTOR NAME – CURRICULUM STUDIES
Phone:
Email: @usask.ca
Office Hours
DAYS
HOURS by Telephone or Email
Appointment

Land Acknowledgement

As we gather here today, we acknowledge we are on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places

Course Description

This course is designed for English language educators who wish to develop instructional skills, improve learning outcomes, and/or develop program materials for use in an English as a Second/Additional Language program through reflective investigation and resource creation/exploration. The outcome of the course will be a substantial project that addresses ESL program or classroom needs.

Prerequisites: ECUR 291.3, ECUR 391.3, one of either ECUR 331.3 or ECUR 292.3
Pre- or co-requisite: One additional 3-credit unit course in TESL/TEAL.
Note: This course is part of the CERTESL Undergraduate Certificate. Students may receive credit for only one of TESL 43 or ECUR 448.

Course Learning Outcomes

By the end of this class, students should be able to:
1. Direct their ongoing professional development through participation in research or in program, curriculum, and materials development.
2. Relate classroom practice to topics covered throughout the CERTESL program and improve teaching practice through introspection and self-assessment.
3. Extend and deepen their knowledge in areas of professional interest particularly relevant to teaching in the LINC and/or K to 12 contexts.

Required Resources

1. Richards, J. and Lockhart, C. (1994). *Reflective Teaching in the Second Language Classroom*. Cambridge University Press. IBSN: 9780521458030.

2. Richards, J. and Schmidt, R. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics (3rd Edition)*. Longman Publishing Group. IBSN: 978052438255.
   Available at:
   https://archive.org/details/DictionaryOfLanguageTeachingAndAppliedLinguistics

Textbooks are available from the University of Saskatchewan Bookstore:
http://www.usask.ca/bookstore/

See the "Required Readings" section in each module in Blackboard Learn for a detailed required readings list and schedule.

Course Overview

In this course you will have the opportunity for further professional development through working on a professional project related to some area of English language learning that is of particular interest to you.

The introductory module will outline the various components of the course. Modules 1 through 10 will guide you through the textbook material and the process of developing your own project. Module 1 is particularly important in helping you identify a professional project topic that will be interesting and useful to you and/or your prospective or current students.

Class Schedule

Week	ECUR 448.3 Module Title	Due Dates
Week 1	*Getting Started (Week 1)*	
Week 2	*Getting Started (Week 2)*	
Week 3	*Approaches to Investigation of Teaching (Week 1)*	Project Proposal, Due Date
Week 4	*Approaches to Investigation of Teaching (Week 2)*	Revised Project Proposal, Due Date
Week 5	*Exploring Your Beliefs*	
Week 6	*Looking At Learners*	
Week 7	*Teacher Decisions (Week 1)*	
Week 8	*Teacher Decisions (Week 2)*	Literature Review or Reflective Investigation, Due Date

Progress Report, Due Date |
Week 9	*Teacher Roles*	
Week 10	*Lesson Structure*	
Week 11	*Classroom Interaction*	
Week 12	*Language Learning Activities*	Professional Project, Due Date

Professional Project Summary, Due Date |
| Week 13 | *Language Use in Classrooms* | |

Note: No Class Days/No Evaluation Days for this Class in TERM 2 February 18 – 22.

Readings

Readings are identified by the appropriate textbook chapter or article title. Articles can be found within the Blackboard module.

Module	Textbook or Article Reading
Getting Started	**Textbook**: Introduction: "Teacher Development Through Exploring Classroom Processes", pp. 1–5.
Approaches to Investigation of Teaching	**Textbook:** Chapter 1, "Approaches to Classroom Investigation in Teaching," pp. 6–28.
Exploring Your Beliefs	**Textbook:** Chapter 2, "Exploring Teachers' Beliefs," pp. 29–51. **Article:** Nunan, David. (1990). "Action Research in the language classroom."
Looking at Learners	**Textbook:** Chapter 3, "Focus on the Learner," pp. 52–77. **Article:** Brown, H. Douglas. (1994). Learner strategy training.
Teacher Decisions	**Textbook**: Chapter 4, "Teacher Decision Making," pp. 78–96.
Teacher Roles	**Textbook:** Chapter 5, "The Role of the Teacher," pp 97–112.
Lesson Structure	**Textbook:** Chapter 6, "The Structure of a Language Lesson," pp. 113–137. **Article:** Lesson Planning.
Classroom Interaction	**Textbook**: Chapter 7, "Interaction in the Second Language Classroom," pp. 138–160.
Language Learning Activities	**Textbook**: Chapter 8, "The Nature of Language Learning Activities," pp. 161–181.
Language Use in Classrooms	**Textbook**: Chapter 9, "Language Use in the Classroom," pp. 182–201. "Epilogue," pp. 202–203.

Course Outline

Major Outcomes

By the end of the course, you should achieve the following:

1. Direct your ongoing professional development through your Professional Project. Your Project is designed to help you participate in research, or in program, curriculum, or materials development.

2. Relate classroom practice to some of the topics covered in the CERTESL program through course readings. The readings are designed to help you develop skills of introspection and self-assessment and to improve your teaching practice.

3. Extend and deepen your knowledge in areas of professional interest relevant to teaching in the LINC context particularly if you are a candidate for TESL Ontario accreditation, or if you believe you may choose to apply for TESL Ontario accreditation; OR extend and deepen your knowledge in areas of professional interest relevant to teaching in the K-12 or Special Purposes contexts if that is your current or intended area of practice.

Module Objectives

When you finish each module, you should be able to do the following:

Module 1: Getting Started

1. Identify your goals for participating in the Professional Project (PP)

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2. Determine the area of focus for your PP

3. Write clear objectives

4. Implement a process for completing your PP

5. Justify teacher development through exploring classroom processes

6. Provide an explanation of "reflective investigation" (RI) as a way to maintain your engagement and professional development as a language teacher

Resources:

Epstein, Ruth (2019). Course materials for ECUR 448.3. [Blackboard module 1]

Richards, J. C., & Lockhart, C. (1994). "Introduction," pp.1–5 in *Reflective Teaching in Second Language Classrooms.* New York: Cambridge University Press. **[Textbook]**

Nunan, David (2013) Action Research in the Language Classroom, pp. 62–81. In David Hall & Ann Hewings (Eds.) (2013) *Innovation in English language teaching, a reader*. London: Routledge. **[PDF in Blackboard]**

Recommended: David Nunan (June 28, 2012) [Professional Development Through Action Research]. **[Online slideshare]**

Module 2: Approaches to Investigation of English Language Teaching

1. Describe the following 6 approaches to classroom investigation in English language teaching:

   - Teaching journals
   - Lesson reports
   - Surveys and questionnaires
   - Audio and video recordings
   - Observation
   - Action research

2. Adhere to appropriate observation guidelines in English as a second/additional language classrooms as outlined in Appendices 5 and 6 of Chapter 1 of your textbook *Reflective teaching in second language classrooms*, pp. 22–26.

Resources:

Epstein, Ruth (2019). Course materials for ECUR 448.3. **[Blackboard module 1]**

Richards, Jack C., & Lockhart, Charles. (1994). Chapter 1, "Approaches to Classroom Investigation in Teaching, pp. 6–28. in *Reflective Teaching in Second Language Classrooms.* New York: Cambridge University Press. **[Textbook]**

Module 3: Exploring Your Beliefs as an English Language Teacher

1. Discuss the value of reflecting upon teaching behaviours and the origins of those behaviours.

2. Explain how English language teaching behaviours are influenced by instructors' beliefs about the following factors:

- about English
- about language teaching and learning
- about the program and the curriculum
- about language teaching as a profession.

Resources:

Epstein, Ruth (2019). Course materials for ECUR 448.3. **[Blackboard module 2]**

Weimer, Marilyn (2013). How We Learn and How We Teach. Faculty Focus: Higher Ed Teaching Strategies from Magna Publications. Posted in Teaching Professor Blog. (retrieved July 10, 2018). **[Online]**

Richards, Jack C., & Lockhart, Charles. (1994). Chapter 2: "Exploring Teachers' Beliefs," pp. 29–51 in *Reflective Teaching in Second Language Classrooms.* New York: Cambridge University Press. **[Textbook]**

Module 4: Looking at English Language Learners

1. Explain how various English language learner (ELL) beliefs affect learning

2. Conduct assessments of learner goals, needs and backgrounds and incorporate them in your planning and instruction

3. Identify and consider your students' personal, cultural and educational backgrounds in your lesson planning and instruction

4. Describe ELL cognitive styles and learning strategies

5. Adjust your teaching to address differences in ELLs' cognitive style

6. Develop ELLs' learning strategies

Resources:

Epstein, Ruth (2019). Course materials for ECUR 448.3. **[Blackboard module 4]**

Richards, Jack C., & Lockhart, Charles. (1994). Chapter 3, "Focus on the Learner," pp. 52–77 in *Reflective Teaching in Second Language Classrooms.* New York: Cambridge University Press. **[Textbook]**

Brown, Douglas H. (1994) *Learner Strategy Training.* **[PDF in Blackboard]**

Centre for Applied Linguistics (nd). Needs Assessment & Learner Self Evaluation. From Tools for Teaching Adult English Language Learners. **[Online]**

Assist Community Service Center. Practical PBLA Needs Assessments. Edmonton, Alberta. **[Online]**

Module 5: English Language Teacher Decisions

1. Select relevant and appropriate instructional themes, assessment tasks and learning criteria to address needs assessments and ensure English language development.

2. Explain macro- and micro-level planning in English language instruction

3. Write student-centred lesson objectives for English language teaching

4. Write lesson plans that meet lesson objectives

5. Ensure interactive decisions in English language teaching

6. Develop various ways to evaluate lessons including task-based language assessment (PBLA)

7. Discuss the value of evaluative decision making to your ongoing professional growth and to better meet learner needs.

Resources:

Epstein, Ruth (2019). Course materials for ECUR 448.3. **[Blackboard module 5]**

Richards, Jack C., & Lockhart, Charles. (1994). Chapter 4, "Teacher Decision Making," pp. 78–96 in *Reflective Teaching in Second Language Classrooms.* New York: Cambridge University Press. **[Textbook]**

Centre Canadian Language Benchmarks. Sample Lesson Plans. **[Online]**

ASSIST Community Service Centre, Edmonton Alberta, Practical PBLA and study the examples, ignoring the provided Scribd advertisements: **[Online]**

- Real World Assessment Tasks
- Assessment Planning
- Skill-Building Activities

Module 6: Teacher Roles in English Language Instruction

1. Describe the characteristics of teacher roles.

2. Explain how your roles as a language teacher are affected by:
    - institutional factors
    - language teaching approach or method
    - personal view of teaching and learning
    - the "culture" of education

3. Identify how you view your role as a language teacher.

Resources:

Epstein, Ruth (2019). Course materials for ECUR 448.3. **[Blackboard module 6]**

Richards, Jack C., & Lockhart, Charles. (1994). Chapter 5, "The Role of the Teacher," pages 97–112 in *Reflective Teaching in Second Language Classrooms.* New York: Cambridge University Press. **[Textbook]**

Module 7: Lesson Structure

1. Explain the purpose of each of the following four elements of lesson structuring:

   - opening
   - sequencing
   - pacing
   - closure.

2. Structure the opening, sequencing, pacing, and closure of language lesson

3. Plan effective and efficient English language lessons based on learner needs.

Resources:

Epstein, Ruth (2019). Course materials for ECUR 448.3. **[Blackboard module 7]**

Richards, Jack C., & Lockhart, Charles. (1994). Chapter 6, "The Structure of a Language Lesson," pp. 113–137 in *Reflective Teaching in Second Language Classrooms.* New York: Cambridge University Press. **[Textbook]**

Module 8: English Language Classroom Interaction

Describe how you can influence interaction between teacher and learners and among learners themselves by awareness of the following:

1. Identify where your action zone is and take steps to include all learners.

2. Describe the dimensions and effects of classroom interactional behavior.

3. Make rules of interaction clear to learners.

4. Implement strategies for addressing individual interactional differences.

5. Describe the effects of grouping arrangements on classroom interaction.

6. Group students to achieve optimum interaction for English language development.

7. Enumerate strategies for developing students' classroom interactional competence (CIC).

Resources:

Epstein, Ruth (2019). Course materials for ECUR 448.3. **[Blackboard module 8]**

Richards, Jack C., & Lockhart, Charles. (1994). Chapter 7, "Interaction in the Second Language Classroom," pp. 138–160 in *Reflective Teaching in Second Language Classrooms.* New York: Cambridge University Press. **[Textbook]**

Walsh, Steve (2014). Developing classroom interactional competency, page 4 - top of page 7. NATECLA Conference Keynote. Published in Language Issues 25.1, Summer 2014.

Module 9: Language Learning Activities

1. Explain how language learning activities are related to the following:

   - lesson objectives
   - units of study
   - entire programs of language study.

2. Describe basic activity types and the relationships among language learning activities.

3. Outline strategies to prepare for and present activities to learners.

4. Make activity choice decisions that support English language skill-building.

5. Incorporate scaffolding as part of skill-building in teaching and learning.

Resources:

Epstein, Ruth (2019). Course materials for ECUR 448.3. **[Blackboard module 9]**

Richards, Jack C., & Lockhart, Charles. (1994). Chapter 8, "The Nature of Language Learning Activities," pp.161–181 in *Reflective Teaching in Second Language Classrooms.* New York: Cambridge University Press.

Billings, Elsa & Walqui, Aida (20xx). Topic Brief 4: The Zone of Proximal Development: An Affirmative Perspective in Teaching ELLs/MLLs . NY: New York State Education Department.

Module 10: Language Use in Classrooms

1. Explain strategies and achieve the following in the language classroom to facilitate learners' language acquisition:

   - modify your language effectively in the language classroom
   - appropriately use procedural, convergent, divergent, display and referential questions in language instruction
   - effectively offer helpful feedback to students.

2. Know what language students use when completing activities.

3. Utilize reflective teaching and reflective investigation for your ongoing professional development.

Resources:

Epstein, Ruth (2019). Course materials for ECUR 448.3. **[Blackboard module 10]**

Practical PBLA. Action Oriented Feedback. (retrieved August 16, 2018)

Richards, Jack C., & Lockhart, Charles. (1994). Textbook Chapter 9, "Language Use in the Classroom," pp 182–201 and "Epilogue," pp. 202–203 in *Reflective Teaching in Second Language Classrooms.* New York: Cambridge University Press.

Evaluation and Grading Scheme

PROFESSIONAL PROJECT PROPOSAL	10%
REVISED PROJECT PROPOSAL	5%
LITERATURE REVIEW – OR – REFLECTIVE INVESTIGATION	25%
PROGRESS REPORT	10%
FINAL PROFESSIONAL PROJECT	45%
PROFESSIONAL PROJECT SUMMARY	5%
Total	100%

Detailed descriptions of assessments will be in the "Evaluations" section in your course site.
Students must complete and pass all assignments and must pass all evaluations to pass the course.

Evaluation Components

Students must complete and pass all graded components to pass the course.

Students in ECUR 448.3 will be rigorously marked for writing quality because graduates of this program must demonstrate a highly competent level of writing skill. Poorly written work may be returned, ungraded, with a tight timeline for rewriting. Continued poor writing may contribute significantly to a failing grade for the course.

All assignments must use proper academic citation and referencing when referring to course material or other sources, following the APA model for academic publications.

More detailed instructions for your assignments are provided in your Blackboard online classroom.

Assignment One: Professional Project Proposal

Assignment Value: 10% of final grade

Due Week 3

Purpose of Assignment One

- to provide you with an opportunity to deepen your knowledge and teaching of English by consolidation knowledge gained to date in CERTESL and exploring an area of particular need or interest
- to develop and submit a Proposal for a Professional Project that you will complete as agreed upon with your instructor
- to specify your Professional Project topic, goals and objectives, rationale and timelines for completion

Assignment One Instructions

Step One: Identify a Professional Project

Identify a Professional Project (PP), of interest to you. A process for identifying and outlining your PP topic is outlined in the attached Appendix. You can write a paper or work on the development of a program, curriculum, or materials, or engage in a Reflective Investigation (discussed in Learning Module 1). You may have other project ideas as well, which you can discuss with your instructor.

Do not use human subjects as part of your PP. This is because there is insufficient time to obtain approval from various ethics bodies (at the University of Saskatchewan, at school boards, etc.) to allow you to complete the course within the term.

You should see your PP Proposal as an agreement or contract with your instructor to complete the work. You may make minor revisions to your PP as you are developing it **with your instructor's approval.**

Project Topics

Your PP should relate to language acquisition and can take a number of different forms, including, but not limited to, the following:

- curriculum or program development
- development of a theme unit
- materials/resource development
- supporting learner challenges
- integrating benchmarks in instruction
- literature review or annotated bibliography
- investigation of a topic (resulting in an essay)
- program administration

Step Two: Submit the Professional Project Proposal

Submit your PP Proposal in complete form (not just a draft) for approval by your instructor **on or before the assignment due date (early is best in case the instructor requires revisions).**

Grading Criteria

PP Introduction • Title • PP category • clear goals with appropriate and manageable objectives	4%
PP abstract that clearly summarizes the project, its value and demonstrates how it will proceed • rationale, justification and value of the project • timeline/schedule of PP completion	8%
Total	12%

Your instructor will either approve your Professional Project, ask for clarifications or slight changes, or ask you to resubmit based on feedback to you. Again, you should consider the approved PP Proposal as a contract to complete your work as agreed upon and on schedule.

Assignment Two: Discussion Post – Revised Project Proposal

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Assignment Value: 5% of final grade

Due Week 4

Purpose of Assignment Two

- to provide your peers in the course with the opportunity to learn what others are exploring in the Professional Project

Assignment Two Instructions

Revise your PP Proposal based on feedback from your instructor. Post your revised PP Proposal in the appropriate thread of the Blackboard Discussion Forums so that others in the course can benefit and make comments.

Assignment Three: Literature Review or Reflective Investigation

Assignment Value: 25% of final grade

Due Week 8

Purpose of Assignment Three

- To think reflectively and critically about TESL theory and practice that is of interest and relevance to your current or potential teaching practice

Assignment Three Instructions

Note that this Assignment is due at the same time as Assignment Four.

You have 2 possible options for Assignment Three: either a literature review or a reflective investigation as described below. **Be sure to do only one, not both of these options**.

The Appendix to this assignment provides a process that will help you reflect on what you read and will be useful regardless of which option you select for Assignment Three. This Appendix will also be useful as you read through and make notes on your reading for this course.

Option A: Literature Review

Option A is your most suitable Assignment Three choice if you are conducting background reading as part of your Professional Project (PP). A literature review highlights the main ideas or concepts that are relevant to your Professional Project.

Your literature review should be 700-800 words (about 3 pages based on 250 words per page of double-spaced type) and provide background information that supports your PP. You should include at least 4 sources, one of which should be a print-based source, in your literature review.

Option A Grading Criteria

Completeness, relevance and coherence	20%
Proper citation of at least 4 sources, one print-based	3%
Clarity of expression and mechanics	2%
Total	25%

Option B: Reflective Investigation

Option B is your most suitable Assignment Three choice if you are interested in Reflective Investigation and if your Professional Project (PP) will be grounded in experiential learning. In this case, background reading would not contribute significantly to your PP. You will need to be teaching English or have taught in past if you select Option B.

Your Option B submission should be 700-800 words (about 3 pages based on 250 words per page of double-spaced type) and include a chapter summary (about 350-400 words) and proposed reflective investigation that demonstrates enacting the information covered in the chapter (about 350-400 words).

- *Section 1: Summary*

  Write a brief objective summary of 350 to 400 words of the chapter content.

- *Section 2: Reflective Investigation*

  Write a Reflective Investigation of 350 to 400 words that uses your summarized chapter content to address a classroom problem or challenge that you have encountered, or that your past experience leads you to anticipate in your real-life context.

Option B Grading Criteria

Objective, complete summary of chapter content	10%
Reflective Investigation, clearly explained and connected to chapter content	13%
Clarity of expression and mechanics	2%
Total	25%

Assignment Four: Progress Report

Assignment Value: 10% of final grade

Due Week 8

Purpose of Assignment Four

- to provide an update on the development progress of your Professional Project, including tasks completed and tasks remaining according to the agreed upon schedule for completion
- to provide initial reflections on your satisfaction with your progress to date and the value of the project
- to provide comments and rationale for changes made to your Professional Project based on prior discussion with your course instructors
- to provide a list of initial references consulted

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Assignment Four Instructions

The Progress Report is an opportunity to demonstrate to your instructor that you are fulfilling the contracted agreement outlined in your PP Proposal. The instructor may still make suggestions and you might want to make some adjustments, but this is not the time to make major changes to your PP. You should inform your instructor of major changes or any difficulties that you are having well before the Progress Report is due.

Your Progress Report should be about 500 to 600 words (two to three pages based on 250 per double-spaced page) and include the following information:

- a copy of the PP Proposal with any agreed upon revisions made between you and the instructor
- a brief reflection outlining your satisfaction with your progress and the usefulness or relevance of the project to date (about 200–300 words)
- your progress to date, according to the timelines agreed upon by you and your instructor
- a list of at least three properly cited references that you are using to support your professional project
- tasks left to complete and anticipated submission date.

Grading Criteria

Brief outline of your satisfaction with your PP progress to date, the usefulness/relevance of the PP to date, updates and changes	7%
Properly cited resources	2%
Progress to date, according to the timeline agreed upon by you and your instructor and tasks left to complete.	1%
Total	10%

Assignment Five: Final Professional Project

Assignment Value: 45% of final grade

Due Week 12

Purpose of Assignment Five

- to present a Professional Project that can be used by others for the purpose of informing, teaching and supporting English language teachers and learners, educational administrators, and the community.

Assignment Five Instructions

You are required to submit your PP on time as outlined earlier in this syllabus. It is worth 45% of your grade for this course. Be sure to include the following:

- cover page with the PP title, course name and number, your name and student ID
- preamble or introduction as part of your PP so that readers will have a context as they read your PP
- include your literature review, with any revisions, as part of your PP if you have selected Optional A of Assignment Two

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- conclusion
- citations/references list

You are strongly advised to have a colleague or friend look through your PP before you submit it to ensure that it is clear, succinct and error free.

Grading Criteria

Introduction – project goals, justification and relevance to language teaching, context description, guide for potential PP users	12%
Completeness of the Project (including cited references)	25%
Adherence to the Project Proposal	3%
Presentation, clarity, succinctness, and mechanics	5%
Total	45%

Assignment Six: Discussion Post – Summary of Professional Project Assignment

Value: 5% of final grade

Due Week 12

Purpose of Assignment Six

- to provide your peers in the course with the opportunity to see a summary of your PP

Assignment Six Instructions

Post a summary of your Professional Project in in the appropriate thread of the Blackboard Discussion Forum so that others in the course can benefit from your work. Note that you are not required to comment on the postings of other course participants, but you may do so to provide support, questions or feedback related to the posted PP summary.

More About the Professional Project

Please follow the step-by-step procedure **as outlined below** to ensure that you meet the requirements and complete the Professional Project by the end of the course.

Step One: Identify a Project

Identify a project, of interest to you, perhaps from your current or a past workplace. If you do not have a project in mind, go over the course materials and your returned assignments for the CERTESL courses that you have already completed. Skim tables of contents of CERTESL courses to remind yourself of areas of interest. List any areas that intrigue you or that you would like to explore further.

Select from your list one or two areas that you think would be possible to use for a Professional Project. The Study Questions and Activities in Module 1 of this course may help you do this.

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Remember, you can do research or work on the development of a program, curriculum, or materials. You may have other project ideas as well, which you can discuss with your instructor.

Avoid using human subjects as part of your Professional Project. This is because there is insufficient time to obtain approval from various ethics bodies (at the University of Saskatchewan, at school boards, etc.) to allow you to complete the course within the term.

Note that if you are taking this course in order to meet the academic requirements for TESL Ontario accreditation, your project must have relevance to one of the areas of adult EAL specified in TESL Ontario's rubric of skills for accreditation candidates outlined at http://www.teslontario.net/ and that it should preferably deal with some area not handled in great depth in your earlier CERTESL courses (e.g. anti-racism in English language teaching contexts).

Contact your class instructor by email or phone to discuss your possible project topics. Your instructor, who you should also view as a supervisor and advisor for your Professional Project, will help you focus or expand your topic so that it can be completed during the time period.

Step Two: Submit the Project Proposal

Based on your topic selection and discussion with your instructor, fill in the Project Proposal (located on page 10 of this Class Syllabus) in complete form (not just a draft) for approval by your instructor *no later than the due date* during week 3. An earlier submission of your proposal is preferable to give you more time to work on your project. Please use more paper if necessary. On page 11 you will find a sample proposal, which will help you know what is expected. Read this sample carefully, and use it as a guide. You should submit the Project Proposal electronically; simply retype it from the form on page 10, ensuring that you include the major five categories and introductory information included in the form.

Grading of the Project Proposal will be based on the following criteria below. Note that the Summary/Abstract/Rational Section of the Proposal should be about 400 words in length.

Clear goals with appropriate and manageable objectives	5%
Logical summary that clearly demonstrates how the project will proceed	5%
Total	10%

Your instructor will either approve your project or ask you to resubmit based on his or her feedback to you. You should consider the approved Professional Project Proposal as a contract between you and the instructor to complete the work on schedule.

Be sure to get started on your Project Proposal right away. Delays in proposal submission and approval will cause you delays throughout the course.

Step Three: Work on the Project

Once the Professional Project is approved, you are advised to start working on it immediately. You are responsible for doing your own research. Resources such as TESL journals can be obtained online or from the University Library or through interlibrary loan. Be sure that your sources are reliable. Consult the enclosed information on library support for independent studies students.

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As your supervisor and advisor for the project, the instructor is available to assist you in the selection of resources, once you have done an initial search. The instructor may also suggest community contacts and other resources that will help you.

Step Four: Submit the Required Project Progress Report

You are required to submit a Progress Report of two to three pages (500 to 600 words) by the end of week 7 along with your Response Paper (instructions for this assignment were previously provided). The Progress Report is an opportunity to demonstrate to your instructor that you are fulfilling the contract outlined in your Professional Project Proposal. The instructor may still make suggestions, but this is not the time to make major changes to your Project. You should inform your instructor of major changes or any difficulties that you are having *well before* the Progress Report is due. Keeping a log or journal as you do your work on the Professional Project will help you keep track of your progress and facilitate your writing of this report. Your Project Report should include *all of* the following information (grading criteria are listed on the next page):

- a copy of the Professional Project Proposal with any agreed upon revisions made between you and the instructor since the initial signing
- a brief reflection outlining your satisfaction with your progress and the usefulness or relevance of the project to date
- your progress to date, according to the timelines agreed upon by you and your instructor
- a list of at least three properly cited references that you are using to support your professional project
- tasks left to complete and anticipated submission date.

Grading of the Progress Report will be based on the following criteria:

Brief outline of your satisfaction with your progress and the usefulness or relevance of the project to date	5%
Progress to date, according to the timeline agreed upon by you and your instructor	2%
Description of tasks left to complete on the project and anticipated submission date	1%
Total	8%

Step Five: Submit Your Professional Project

You are required to submit your Professional Project by the end of week 11. It is worth 45% of your grade for this course. **Be sure to include a preamble or introduction *as part of* your submission** so that readers will know what your Professional Project is about.

You are strongly advised to have a colleague or friend look through your Professional Project before you submit it to ensure that it is clear, succinct and as error free as possible. Your instructor will make comments on your Project that you are to use, along with any further thoughts you have, for your final reflection.

Note that a grading rubric for your Professional Project is included in this syllabus. You will only be graded on parts of the rubric that are relevant to your project.

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You are strongly encouraged to submit your project online. If some of your project materials cannot be scanned and submitted online, please keep the physical dimensions of those materials reasonable (not too large) to facilitate mailing. Materials larger than 30 cm x 42 cm (12" x 17") may not be returned. Be sure your project is submitted by the due date.

Grading of the Professional Project will be based on the following criteria:

Introduction – project goals, justification and relevance to language teaching, guide for users of the project	12%
Completeness of the Project (including properly cited references)	25%
Adherence to the Project Proposal	3%
Presentation, clarity, succinctness, and mechanics	5%
Total	45%

Note that a complete grading rubric that provides overall guidelines for your Professional Project is located in this syllabus following the Sample Project Proposal.

Step Six: Submit a Reflection Paper

In addition to the final project, you must submit a 2-page (500 word) final Reflection Paper outlining what you learned from doing a Professional Project. This paper should address *all* of the following questions, in addition to any additional comments that you may identify as being important.

The Reflection Paper is worth 13% of your final course grade.

1. What did I learn from this project? What didn't I learn that I had hoped to?
2. What would I do the same, and what would I change if I were to have a second chance at doing an independent professional project?
3. What is my response to the feedback received on the project? Was it helpful? Do you disagree with the marker's comments? Why?
4. What was the value of contractual learning? What was frustrating about the experience?
5. What suggestions would I give to a colleague who intended to take this TESL course?
6. What is my next step in professional development in TESL?

A major requirement in this course is your completion of a professional project on which you will work independently with some consultation with your instructor. You and your instructor will set up a Project Proposal to facilitate the development of your Professional Project.

Your instructor may suggest some references that will help you in your project work. There are also many TESL journals that you can access online or from the University Library, or through interlibrary loan.

About Contractual Learning

Since a large portion of this course is based on contractual learning, it is important from the outset that you understand some important characteristics of a course of this nature. You should also understand the advantages and disadvantages of an approach in which a large component of the learning is self-directed. The following information has been summarized from an article by Stella

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Dyck entitled "Self-Directed Learning for the RN in a Baccalaureate Program," in *The Journal of Continuing Education in Nursing, 17* (6, Nov/Dec, 1986).

Some of the characteristics related to your role, the role of the instructor for this course, and your Project Proposal, which is like a contract with the instructor, are outlined on the following pages.

Independence on your part as a participant will facilitate the following:

- exploration and growth in areas of particular relevance to the participant
- choice of learning strategies that suit the participant
- selection of learning resources that are of interest to the participant.

Contracts between you and the instructor result in the following changed roles:

- You (as a course participant) become responsible for your learning in terms of both process and results.
- Your instructor becomes an accessible supervisor or advisor who guides the learning process, raises questions, gives feedback, and provides encouragement.

You may need to revise your Project Proposal as work on your Professional Project progresses. It is important that you consult with your course instructor on any changes to the Proposal.

Advantages and Disadvantages of Contractual Learning

You should be aware of the advantages and disadvantages of contractual learning so that you can gain the most from the course and avoid the pitfalls. The advantages for you include:

- a high degree of motivation on your part because you are working in an area of interest to you
- greater individualization of the course, but also increased responsibility for your learning
- development of your skills of identifying learning needs and resources to fulfill those needs
- becoming more reflective and achieving professional accountability, independence, and confidence
- learning self-discipline and responsibility in order to fulfill the Project Proposal, which is a contract with yourself as well as one between you and your instructor
- being judged according to your progress, not in comparison to other participants
- commitment to ongoing professional development specifically to English language teaching and to lifelong learning in general.

The advantages would make one wonder why all courses do not take this approach. However, this method is not for everyone, and there are some pitfalls of which you should be aware:

- Past educational experiences have not prepared all learners for the independence required in contractual learning.
- Participants who are unwilling to work hard or prefer knowledge to be given to them solely by "one who knows" will not fare well.
- Self-discipline is required to fulfill the proposal/contract in the time available.
- The instructor may either direct the participant too much or too little, especially in the beginning, until needs and experiences are more clearly identified.
- The instructor may direct the participant to work in an area that is not of interest to the participant. (Make sure that you tell the instructor if you do not want to pursue a suggested topic.)
- Project proposals or contracts take time to establish, and both parties must be willing to revise the proposal/contract to suit both the participant's needs and the course requirements.

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The Format of Your Project

Your project should focus on documented learner needs and can take a number of different forms, including, but not limited to, the following:

- curriculum or program development
- development of a theme unit
- materials development
- literature review or annotated bibliography
- research
  - interview- or focus group-based qualitative survey
  - quantitative research
  - action research
  - case study

Because the possible types of project cover such a wide range, formats for professional project submissions will vary. For instance, it is difficult to specify a particular length, although there is an upper page limit. If you decide to do a literature review, you will be writing in fairly traditional essay form. If, on the other hand, you do field research, you will need to adapt the essay format and divide your final product into several chapters in accordance with your research process, and may need to include raw data and research instruments in appendices.

The style sheet most commonly used to carry out scholarly writing in the Education field is that of the American Psychological Association (APA). You will find a useful overview of key features of various types of papers written using the APA style via the "2009 APA Guide" online at http://owl.english.purdue.edu/owl/section/2/10/ APA format is required by this instructor.

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Professional Project Proposal

Student Name:

Project Title:

Category of the Project:

(development of a program, curriculum, or materials; research; or other)

I. Professional Project Goal(s):
(Provide goals.)

II. Professional Project Objectives:
(Breakdown goals into manageable chunks.)

III. Brief abstract or summary of the Professional Project:
(This section should be **400 words in length**, providing the following: rationale and value of the professional project to the writer, project users (e.g. teachers or administrators); contribution to the field of EAL/ESD/EFL, etc. You will need to use additional paper.)

IV. Schedule of Completion:
(Devise a monthly schedule that enables you to focus your work and guides you in efficient completion. Use additional paper, if necessary.)

V.   Additional Notes to the Instructor:
(Provide additional notes.)

Professional Project Proposal

Student Name: Chris Teacher

Project Title: Culture and Humour Curriculum

Category of the Project: Curriculum and Materials Development

I. Professional Project Goal(s):

To introduce Canadian culture through its humour to language learners.

II. Professional Project Objectives:

- To identify learners' cultural needs, understanding, and interests.
- To develop four lessons of 2 hours each in length related to culture and humour based on learners' cultural needs, understanding, interests, and proficiency levels.
- To collect or develop materials, including print (comics, jokes, etc.), audio, and video resources for the lesson.
- To develop an evaluation instrument for the lessons.

III. Brief abstract or summary of the Professional Project:
*(This section should be **400 words** in length.)*

The goal of this professional project is to introduce Canadian culture through its humour to intermediate adult and adolescent language learners. I have chosen this topic because I am interested in humour as a reflection of our culture. I see humour as an amusing way to look at ourselves and have others understand us… (etcetera).

I hope that this curriculum will be useful to teachers in high school and adult education settings. I am interested in curriculum planning as well as materials development. I hope that this will give me further experience in both so that I will be better prepared in my future career as an EAL teacher… (et cetera).

IV. Schedule of Completion:

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Week 3:   Determine my students' cultural needs, understanding, and interests.

Weeks 4-8:   Develop one or two lessons per week that are related to culture and humour, based on learners' cultural needs, understanding, interests, and proficiency levels; collect or develop materials,   including   print (comics, jokes, etc.), audio, and video resources for the lessons.

Weeks 4-7:   Get feedback on the lessons from colleagues.

Weeks 8-9:   Develop an evaluation instrument for the lessons.

Week 11: Submit professional project

Week 13: Submit the Final Reflection for the course

By the halfway point in the project, I intend to have completed the needs assessment, about four lessons, and materials for at least two lessons.

V.   Additional Notes to the Instructor:

I would appreciate knowing of any resources that the instructor is familiar with on my topic.

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Grading Guidelines for the ECUR 448.3 Professional Project

The following rubric is a **guideline** so that you know what your instructor is looking for in your Professional Paper submission. As each ECUR 448.3 course participant has a unique Professional Project, it is not possible to develop a firm rubric. You should use this rubric as a guide to parts relevant to your Professional Project.

Student Name:

Professional Project Title:

Final Mark:

Date:

	Exceeds	Meets	Approaches
Project Design			
Purpose	Purpose(s) are clearly stated in terms of content, professional development and impact on student learning.	Provides information on audience, content and professional development.	Indicates audience and content.
Goals and objectives	Goals to be addressed are listed. Specific objectives for participants and objectives for impact on student learning are provided.	Goals to be addressed are listed. Objectives for participant learning are identified.	Objectives for participant learning are identified.
Learning theory included	Identifies participant experiences that are to be included and discusses the learning theory (adult or child learning theory) and the research supporting it. The source of the theory is included.	Activities that are to be included are identified and the learning theory that supports them is briefly mentioned.	A description of the learning theory used is described but not linked to specific elements of the professional development experience.
Use of standards and local data	Describes how standards and local data (curriculum links, needs assessment, student assessments) were used in the design of the project.	Describes any standards and information that were used in project development.	Lists ways standards have been used in the project development process.
Pedagogy used in design	Discuss, in depth, pedagogy modeled, during each of the project participant experiences.	Pedagogy to be used across the project is described.	Little effort is made to describe the pedagogical models included in the experiences of the project.

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	Exceeds	Meets	Approaches
Student Learning	Clear links are made between the activities and future student learning.	Possible student outcomes referred to.	Possible student impact not identified.
Materials Used			
Teacher Knowledge	Required prior teacher knowledge identified and linked to this Project.	Prior teacher knowledge requirement mentioned.	No discussion of teacher prior knowledge required.
Activity Handouts	Complete set of activity handouts included.	Activity handouts referred to and described. Presentation of final project satisfactory	Activity handouts listed.
Assessment Tool(s)	• Rubric for assessing project content and project presentation • Rubric of participant learning and plans for classroom implementation	Rubric for assessing project content and project presentation	Project evaluation not included
Personal Reflection			
Reflection on Overall Experience	Includes responses to: what parts of Project went well; which parts need revision; surprises along the way.	Overview of the project elements and participant assessment of them.	Overview of project experience.

Comments:

Final Exam

There is no final exam for this course.

Submitting Assignments

You will submit your assignments to the instructor by email. Assignments should be 1.5-spaced; single-spaced assignments will be returned for resubmission. Note that assignments are due by 11:59 p.m. Saskatchewan time on the due date.

Extensions and Late Assignments

Overdue assignments will be assessed a penalty of 5% for one to three days late and 10% for four or more days late. Instructors may not accept assignments that are more than seven days late. If you have extenuating circumstances, contact your instructor.

Additional Evaluation Information

DEU Writing Centre - Quality writing help for free!

Anyone taking a distance class (online, independent studies, televised, or multi–mode delivery) administered by the DEU can use this free service. The Writing Centre provides tools and support to help you write effective essays, reports, or reviews. Simply submit a project draft, and a qualified tutor will assess your work and offer advice to improve your project. Contact the DEU Writing Centre at: http://distanceeducation.usask.ca/support/writing-centre.php.

Student Success and Criteria for Pass

You cannot pass this course without demonstrating your ability to connect specific CERTESL program content and concepts to your ideas and experiences in all assignments and activities. This is a fundamental feature of appropriate academic practice.

You cannot pass this course if you do not pass all of its components (assignments and online activities). Rewrite opportunities will be offered if necessary for written assignment components.

Finally, you cannot pass this course if your academic writing does not demonstrate an appropriate standard of skill. By this point in your program, and regardless of whether you are a first-language or additional-language user of English, you should have progressed beyond any significant English usage and composition issues that may have appeared in previous courses. However, academic writing is more of a challenge for some learners than others.

If your ECUR 448.3 instructor expresses significant concern about your academic writing skills, please contact the **Distance Education Unit Writing Centre** for assistance. Assignments submitted to the Writing Centre a few days prior to their due date will be reviewed by a Writing Centre tutor who will be able to make suggestions for improvement

If you experience long- or short-term challenges that require more significant support or accommodations, we strongly encourage you to register with the **Access and Equity Services (AES)** unit of the University. Registration with AES will give you access to a wider range of accommodations and supports than your instructor and the University can otherwise provide.

Understanding Your Grades

Information on literal descriptors for grading at the University of Saskatchewan can be found at: https://students.usask.ca/academics/grading/grading-system.php.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: http://policies.usask.ca/policies/academic-affairs/academic-courses.php.

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: http://teaching.usask.ca/about/policies/learning-charter.php.

Integrity Defined

"Integrity is expected of all students in their academic work – class participation, examinations, assignments, research, practica – and in their non-academic interactions and activities as well." (Office of the University Secretary)

It is your responsibility to be familiar with the University of Saskatchewan policies and procedures on Academic Misconduct (http://www.usask.ca/secretariat/student-conduct-appeals/academic-misconduct.php) and Non-Academic Misconduct (https://www.usask.ca/secretariat/student-conduct-appeals/non-academic-misconduct.php).

Access and Equity Services

If you are a student needing accommodations based on a diagnosed disability (learning, medical, physical, and/or mental health), religion, family status (including pregnancy), and/or gender identity, you must register with Access and Equity Services (AES) in order to access AES programs and supports. Information about AES can be found at https://students.usask.ca/health/centres/access-equity-services.php

For AES exam accommodations please ensure that you fill out the AES Exam Accommodation form within the applicable deadlines. (https://students.usask.ca/health/aes/accommodations.php)

Distance and Distributed Library Services

As a U of S student, if you are located outside of Saskatoon, you can find help accessing library resources and services at: https://library.usask.ca/ddls/#RegisterforDDLS.

Copyright

Every effort has been made to trace ownership of all copyrighted material and to secure permission from copyright holders. In the event of any question arising as to the use of any material, we will be pleased to make the necessary corrections. The University of Saskatchewan copyright policy is available at http://www.usask.ca/copyright/.

	New Course Proposal Form
UNIVERSITY OF SASKATCHEWAN	

This form can be used by any college which does not already have a course proposal form.

1. Approval by department head or dean: **Dr. Jay Wilson, Department of Curriculum Studies**

2. Information required for the Catalogue

    2.1   Label & Number of course: **ECUR 448.3**

    2.2   Title of course: **Professional Project in English Language Teaching**

    2.3   Total Hours: **Online distance delivery – 39 academic contact hours**

    2.4   Weekly Hours: **3**

    2.5   Term in which it will be offered: **T1, T2, Spring & Summer**

    2.6   Prerequisites: **ECUR 291.3, ECUR 391.3, one of either ECUR 331.3 or ECUR 292.3**
          Corequisite: **One additional 3-credit unit course in TESL/TEAL.**
          Note: This course is part of the CERTESL Undergraduate Certificate. Students may receive credit for only one of TESL 43 or ECUR 448.

    2.7   Calendar description:

    ECUR 448.3 – Professional Project in English Language Teaching

    This course is designed for English language educators who wish to develop instructional skills, improve learning outcomes, and/or develop program materials for use in an English as a Second/Additional Language program through reflective investigation and resource creation/exploration. The outcome of the course will be a substantial project that addresses ESL program or classroom needs.

    2.8   Any additional notes

          Note: This course is part of the CERTESL Undergraduate Certificate. Students may receive credit for only one of TESL 43 or ECUR 448.

3. Rationale for **changing the status of** this course.

    Status change: On May 1, 2019, we anticipate that CERTESL will be simultaneously terminated as a Certificate of Successful Completion and relaunched as an Undergraduate Certificate. Redesignating TESL 43 as ECUR 448.3 is one step in this process of change.

    The change of credit designation is also appropriate because of the depth and significance of research, curriculum development, portfolio development plans and other activities carried

out by students in this course. Their projects have merited degree credit status for many years; the change redresses an inequity in the University's recognition of their achievements.

4.   Learning Outcomes for this course.

   Students will become able to:

   1. direct their ongoing professional development through development of their Professional Project, which will enable them to participate in reflective investigation of teaching and learning or in program, curriculum, or materials development.
   2. develop skills in reflective learning and self-assessment by relating concepts of English language teaching to personal classroom practice and to the investigation, program leadership, curriculum and/or resource development needs of their current or anticipated professional contexts
   3. extend and deepen their knowledge in areas of their current or anticipated areas of professional practice in the English language teaching field.

5.   Impact of this course.

   Student-teachers in CERTESL will be able to meet accreditation/certification requirements while becoming able to address higher-order needs of their teaching contexts. The project gives them a chance to step back and develop skills that require a holistic view of development needs within their teaching context.

   Are the programs of other departments or Colleges affected by this course?

      No. The current TESL 43 will become ECUR 448.3.

   Were any other departments asked to review or comment on the proposal?

      No. This course pertains wholly to the CERTESL Program.

      Internally within the Curriculum Studies department, we discussed the question of giving CERTESL students the choice of completing the new PDCEAL project, ECUR 493.3. However, the needs of the K-12 system and the needs of adult ESL programs differ enough that the two project courses need to be separate.

6.   Other courses or program affected (please list course titles as well as numbers).
     Course(s) to be deleted?

      TESL 43 – Professional Project will be deleted and ECUR 448.3 – Professional Project in English Language Teaching will be added.

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

      None. ECUR 448.3 is completed in a late stage of the CERTESL program.

   Is this course to be required by your majors, or by majors in another program?

      ECUR 448.3 will continue to be a capstone option for all CERTESL student-teachers who have substantial documented ESL teaching experience, as well as an additional course choice for those seeking TESL Ontario accreditation, TESL Saskatchewan's new Competency (Standard 2) level of accreditation, and TESL Canada Standard 2 certification.

7.   Course outline.

Module 1: Getting Started
- identify your goals for participating in the Professional Project (PP)
- determine the area of focus for your PP
- write clear objectives
- to guide completion of your PP
- justify teacher development through exploring classroom processes
- provide an explanation of "reflective investigation" as a way to maintain your engagement and professional development as a language teacher

Module 2: Approaches to Investigation of Teaching
- Describe 6 approaches to classroom investigation in English language teaching.
- Adhere to guidelines for appropriate observation in the English as a second/additional language classroom as outlined in Appendices 5 and 6 of Chapter 1 of your textbook *Reflective teaching in second language classrooms*, pp. 22–26.
- Start developing ideas and notes for Assignment Submission 2.

Module 3: Exploring Your Beliefs
- Discuss the value of reflecting upon teaching behaviours and the origins of those behaviours.

- Discuss how the variety of teaching behaviours can be explained by the following categories of teachers' beliefs:
    - About English
    - About language teaching and learning
    - About the program and the curriculum
    - About language teaching as a profession

Module 4: Looking at Learners
- Explain how various English language learner (ELL) beliefs affect learning
- Conduct assessments of learner goals, needs and backgrounds and incorporate them in your planning and instruction
- Be aware of and sensitive to learner personal, cultural and educational backgrounds
- Describe ELL cognitive styles and learning strategies
- Adjust your teaching to address differences in ELLs' cognitive style
- Develop ELLs' learning strategies

Module 5: Teacher Decisions
- Select relevant and appropriate instructional themes, learning criteria, and terminal tasks to address learner needs and interests.
- Explain macro- and micro-level planning in English language instruction
- Write student-centered lesson objectives for English language teaching
- Write lesson plans that meet lesson objectives
- Ensure interactive decisions in English language teaching
- Develop various ways to evaluate lessons including project-based language assessment (PBLA)
- Discuss the value of evaluative decision making to your professional growth and to better meet learner needs.

Module 6: Teacher Roles
- Define and outline the characteristics of teacher roles.
- Explain how your roles as a language teacher are affected by:
    - Institutional factors

- o Language teaching approach or method
- o Personal view of teaching and learning
- o The "culture" of education
- Identify how you view your role as a language teacher.

Module 7: Lesson Structure
- Explain the purpose of each of the four elements of lesson structuring: opening, sequencing, pacing, and closure.
- Structure the opening, sequencing, pacing, and closure of language lessons.

Module 8: Classroom Interaction
- Knowing where your action zone is and taking steps to include all learners.
- Describing the dimensions of classroom interactional behaviour and knowing what action will make rules of interaction clear to learners.
- Explaining how learners' interactional patterns can affect classroom interactions and beginning to explore some strategies for addressing individual differences.
- Discussing the effects of grouping arrangements on classroom interaction and knowing how to group students to achieve optimum interaction.

Module 9: Language Learning Activities
- Explain how language learning activities are related to the following:
  - o lesson objectives
  - o units of study
  - o entire programs of language study
- Describe basic activity types and the relationships among language learning activities.
- Outline strategies to prepare for and present activities to learners.
- Make appropriate decisions regarding choice of language learning activities.

Module 10: Language Use in Classrooms
- Explain strategies and achieve the following in the language classroom to facilitate learners' language acquisition:
  - o modify your language (use teacher talk)
  - o use procedural, convergent, and divergent questions
  - o offer appropriate feedback to students
- Know what language students use when completing activities.

8.   Enrolment.

Expected enrollment: 5 to 12 per section; three sections per year. This is consistent with recent years' enrollments, adjusted for the fact that most of the experienced Saskatchewan K-12 teachers who formerly earned their Additional Qualification Certificates via an extension of CERTESL are now enrolling in the PDCEAL, and also adjusted for the increase in demand among Saskatchewan-based participants for a seventh course associated with TESL Saskatchewan's recent accreditation changes.

Because the course is taught by a distance facilitator under per-student ASPA contract rather than by a sessional instructor or faculty member, course costs are fully covered by tuition and materials fees; low enrolment therefore is not a financial concern.

9.   Student evaluation.

Submission 1: Professional Project Proposal	10%	Due in Week 3
Blackboard Post 1: Revised Project Proposal	5%	Due in Week 4
Submission 2: Literature Review *or* Reflective	25%	Due Week 8

Investigation		
Submission 3: Progress Report	10%	Due in Week 8
Final Professional Project	45%	Due in Week 12
Blackboard Post 2: Summary of Professional Project	5%	Due in Week 12
Total	**100%**	

10. Required texts.

Epstein, Ruth (2018). ECUR 448.3 Course Materials. University of Saskatchewan. Provided in the online Blackboard courseroom.

Richards, J. and Lockhart, C. (1994). *Reflective Teaching in the Second Language Classroom.* Cambridge University Press. IBSN: 9780521458030.

Richards, J.C. and Schmidt, R. (2002, 3rd ed) *Longman Dictionary of Language Teaching and Applied Linguistics.* Longman. Available online at: https://archive.org/details/DictionaryOfLanguageTeachingAndAppliedLinguistics

Article reprints curated by CERTESL subject matter experts. Articles and exemplars are provided online, via pdf's and journals linked within the Blackboard course shell and syllabus.

11. Resources.

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

There will be no additional teaching or administrative workload. This is an academic status change, delivery format transition and slight content revision, not a new course.

Are sufficient library or other research resources available for this course?

Yes.

Are any additional resources required (library, audio-visual, technology, etc.)?

With the transition into online mode, resources will be allocated from the Blackboard online instructional system. The Distance Education Unit has already allocated these resources as part of the TESL 43 (now ECUR 448.3) cyclical revision process.

12. Date of Implementation: May 2019

13. To be offered: Three times yearly: T1, T2, and Spring and Summer. (This is the pattern used currently for TESL 43.)

UNIVERSITY COUNCIL
ACADEMIC PROGRAMS COMMITTEE
REPORT FOR INFORMATION

PRESENTED BY: Roy Dobson, chair, Academic Programs Committee

DATE OF MEETING: February 14, 2019

SUBJECT: **Academic Calendar 2019-20**

COUNCIL ACTION: **For Information Only**

SUMMARY:

At its meeting of January 9, 2019, the Academic Programs Committee approved the Academic Calendar for 2019-20.

The Academic Calendar was developed in consultation with academic deans of the colleges as well as with administrative units and is based on the previous year's calendar, adjusting for yearly calendar changes.

ATTACHMENTS:
1. Academic Calendar 2019-20

2019-2020 Tentative Academic Calendar Dates

Date	Description	Notes
May 2019		
Wed May 01, 2019	Classes begin for Nursing	
Fri May 03, 2019	Last day of classes for Year 4 Pharmacy	
Fri May 03, 2019	Last day of classes for Year 2 Dentistry	
Mon May 06, 2019	First day of final examinations for Year 2 Dentistry	
Wed May 08, 2019	Spring Term, Quarter 1, and multi-term classes begin	
Thu May 09, 2019	Deadline for registration changes for Quarter 1 classes with 100% tuition credit	
Thu May 09, 2019	Convocation faculty meetings	
Fri May 10, 2019	Convocation faculty meetings	
Fri May 10, 2019	Last day of final examinations for Year 1 and Year 2 Medicine	
Fri May 10, 2019	Last day of final examinations for Year 1 and Year 3 Dentistry	
Mon May 13, 2019	Last day to withdraw from Quarter 1 classes with 75% tuition credit	
Mon May 14, 2019	Last day to withdraw from Quarter 1 classes with 50% tuition credit	
Mon May 14, 2019	Deadline for registration changes for Spring Term classes with 100% tuition credit	
Mon May 14, 2019	Deadline for registration changes for multi-term classes with 100% tuition credit	
Wed May 15, 2019	Deadline to pay Spring Term tuition	
Wed May 15, 2019	Deadline to pay multi-term tuition	
Thu May 16, 2019	Deadline for submitting Winter Term and multi-term supplemental and deferred exam authorizations	
Thu May 16, 2019	Last day to withdraw from Spring Term classes with 75% tuition credit	
Fri May 17, 2019	Last day of final examinations for Year 2 Dentistry	
Mon May 20, 2019	Victoria Day - university closed	
Wed May 22, 2019	Last day to withdraw from Spring Term classes with 50% tuition credit	
Wed May 22, 2019	Last day to withdraw from multi-term classes with 75% tuition credit	
Thu May 23, 2019	University Council meeting	
Thu May 23, 3019	Last day to withdraw from Quarter 1 classes	
Tue May 28, 2019	Last day to withdraw from multi-term classes with 50% tuition credit	
Wed May 29, 2019	Graduation Powwow	
Wed May 29, 2019	Quarter 1 ends	
Thu May 30, 2019	Quarter 1 final examinations. Mid-term break for Spring Term and multi-term classes (no classes)	
Fri May 31, 2019	Quarter 1 final examinations end. Mid-term break for Spring Term and multi-term classes (no classes)	

November 25, 2018

June 2019		
Date	Description	Notes
Mon June 03, 2019	Quarter 2 classes begin	
Mon June 03, 2019	Convocation	
Tue June 04, 2019	Convocation	
Tue June 04, 2019	Deadline for registration changes for Quarter 2 classes with 100% tuition credit	
Wed June 05, 2019	Convocation	
Thu June 06, 2019	Convocation	
Thu June 06, 2019	Last day to withdraw from Quarter 2 classes with 75% tuition credit	
Fri June 07, 2019	Convocation	
Fri June 07, 2019	Last day to withdraw from Quarter 2 classes with 50% tuition credit	
Mon June 10, 2019	Last day to withdraw from Spring Term classes	
Thu June 13, 2019	Winter Term and multi-term deferred and supplemental examinations begin	
Mon June 17, 2019	Last day to withdraw from Quarter 2 classes	
Thu June 20, 2019	University Council meeting	
Fri June 21, 2019	Spring Term and Quarter 2 classes end	
Mon June 24, 2019	Spring Term and Quarter 2 final examinations. Mid-term break begins for multi-term classes (no classes)	
Wed June 26, 2019	Spring Term and Quarter 2 final examinations. Mid-term break ends for multi-term classes (no classes)	
Thu June 27, 2019	Summer Term and Quarter 3 classes begin	
Fri June 28, 2019	Deadline for registration changes for Quarter 3 classes with 100% tuition credit	

November 25, 2018

July 2019		
Date	Description	Notes
Mon July 01, 2019	Canada Day - university closed	
Wed July 03, 2019	Last day to withdraw from Quarter 3 classes with 75% tuition credit	
Thu July 04, 2019	Deadline for registration changes for Summer Term classes with 100% tuition credit	
Thu July 04, 2019	Last day to withdraw from Quarter 3 classes with 50% tuition credit	
Fri July 05, 2019	Deadline to pay Summer Term tuition	
Mon July 08, 2019	Last day to withdraw from Summer Term classes with 75% tuition credit	
Thu July 11, 2019	Last day to withdraw from multi-term classes	
Thu July 11, 2019	Last day to withdraw from Summer Term classes with 50% tuition credit	
Fri July 12, 2019	Last day to withdraw from Quarter 3 classes	
Thu July 18, 2019	Quarter 3 classes end	
Fri July 19, 2019	Quarter 3 final examinations. Mid-term break for Summer Term and multi-term classes (no classes)	
Mon July 22, 2019	Quarter 3 final examinations. Mid-term break for Summer Term and multi-term classes (no classes)	
Tue July 23, 2019	Quarter 4 classes begin	
Wed July 24, 2019	Deadline for registration changes for Quarter 4 classes with 100% tuition credit	
Fri July 26, 2019	Last day to withdraw from Quarter 4 classes with 75% tuition credit	
Mon July 27, 2019	Last day to withdraw from Quarter 4 classes with 50% tuition credit	
Mon July 29, 2019	Orientation begins for Year 3 Medicine	
Tue July 30, 2019	Last day to withdraw from Summer Term classes	

Date	Description	Notes
August 2019		
Date	Description	Notes
Mon Aug 05, 2019	Saskatchewan Day - university closed	
Wed Aug 07, 2019	Last day to withdraw from Summer Term classes	
Wed Aug 07, 2019	Orientation begins for Year 1 Medicine	
Thu Aug 08, 2019	Orientation begins for Year 2 Medicine – Regina campus students only	
Fri Aug 09, 2019	Orientation begins for Year 2 Medicine – Saskatoon campus students only	
Fri Aug 09, 2019	Orientation ends for Year 1, Year 2, and Year 3 Medicine	
Fri Aug 09, 2019	Orientation for Year 1 Dentistry	
Mon Aug 12, 2019	Classes begin for Year 1, Year 2, and Year 3 Physical Therapy	
Mon Aug 12, 2019	Classes begin for all years Medicine	
Mon Aug 12, 2019	Classes begin for all years Dentistry	
Tue Aug 13, 2019	Summer Term, Quarter 4, and multi-term classes end	
Wed Aug 14, 2019	Summer Term, Quarter 4, and multi-term final examinations begin	
Fri Aug 16, 2019	Summer Term, Quarter 4 and multi-term final examinations end	
Mon Aug 19, 2019	Classes begin for Year 1, Year 2, and Year 3 Veterinary Medicine	
Wed Aug 21, 2019	Deadline for submitting Spring and Summer Terms supplemental and deferred exam authorizations	
Mon Aug 26, 2019	Classes begin for Year 1, Year 2, and Year 3 Pharmacy	
Fri Aug 30, 2019	Residence move in day for Voyageur Place, College Quarter, and Seager Wheeler residents	
Sat Aug 31, 2019	Closing date for submission of applicants for Fall Convocation	

September 2019		
Date	Description	Notes
Mon Sep 02, 2019	Labour Day - university closed	
Tue Sep 03, 2019	Year 4 Nutrition students begin	
Tue Sep 03, 2019	Orientation for Year 2 BSN and NURS 450.9 orientation, Saskatoon, Regina, and Prince Albert	
Tue Sep 03, 2019	U of S Orientation	
Tue Sep 03, 2019	Residence Move In for Graduate House, Assiniboine, Wollaston, and Souris residents	
Tue Sep 03, 2019	Clinical rotations begin for Veterinary Medicine	
Tue Sep 03, 2019	Orientation for Year 1 Law	
Wed Sep 04, 2019	Classes begin for: Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering, Graduate and Postdoctoral Studies, Kinesiology, Pharmacy (Pharmacy Year 4 only) and Nutrition (except Year 4 Nutrition), and Nursing (except Year 1 of Post-Degree BSN)	
Wed Sep 04, 2019	Classes begin for upper years Law	
Thu Sep 05, 2019	Classes begin for Year 1 Law	
Sat Sep 07, 2019	Spring Term and Summer Term deferred and supplemental examinations	
Tue Sep 17, 2019	Deadline for registration changes for Fall Term and multi-term (September to April) classes with 100% tuition credit	
Thu Sep 19, 2019	Last day for Master's and Ph.D. students to submit approved thesis to ETD site and for departments to submit all supporting documentation, indicating completion of the graduate degree, in order to graduate at Fall Convocation	
Thu Sep 19, 2019	University Council meeting	
Fri Sep 20, 2019	No classes for Year 1 Veterinary Medicine (White Coat Ceremony)	
Tue Sep 24, 2019	Last day to withdraw from Fall Term classes with 75% tuition credit	
Fri Sep 27, 2019	Last day for MPT program to submit all requirements for students to graduate at Fall Convocation	
Fri Sep 27, 2019	U of S Open House	
Fri Sep 27, 2019	Vetavision (no school for Year 1, Year2, and Year 3 Veterinary Medicine)	
Mon Sep 30, 2019	Tuition payment deadline for Fall Term classes	

November 25, 2018

October 2019		
Date	Description	Notes
Tue Oct 01, 2019	Last day to withdraw from Fall Term classes with 50% tuition credit	
Tue Oct 01, 2019	Last day to withdraw from multi-term classes with 75% tuition credit	
Tue Oct 08, 2019	Convocation faculty meetings	
Wed Oct 09, 2019	Convocation faculty meetings	
Fri Oct 11, 2019	Fall Term break day - College of Nursing only	
Mon Oct 14, 2019	Thanksgiving - university closed	
Wed Oct 16, 2019	Last day to withdraw from multi-term classes with 50% tuition credit	
Thu Oct 17, 2019	University Council meeting	
Sat Oct 26, 2019	University Senate meeting	

November 25, 2018

	November 2019	
Date	Description	Notes
Mon Nov 11, 2019	Remembrance Day - university closed	
Mon Nov 11, 2019	Fall Mid-Term Break begins for all colleges except Dentistry, Medicine, Nursing, Year 4 Nutrition, Physical Therapy, Veterinary Medicine, and the University Language Centre	
Wed Nov 13, 2019	Fall Convocation	
Fri Nov 15, 2019	Last day to withdraw from Fall Term classes	Fixed date. When the dates occur on a Saturday or Sunday, any questions or concerns will be dealt with on the next business day.
Sat Nov 16, 2019	Fall Mid-Term Break ends for all colleges except Dentistry, Medicine, Nursing, Year 4 Nutrition, Physical Therapy, Veterinary Medicine, and the University Language Centre	
Thu Nov 21, 2019	University Council meeting	
Fri Nov 22, 2019	Last day of classes for Year 1, Year 2, and Year 3 Dentistry	
Mon Nov 25, 2019	First day of final examinations for Year 1, Year 2, and Year 3 Dentistry	
Fri Nov 29, 2019	Last day of classes for Year 4 Dentistry	
Fri Nov 29, 2019	Last day of classes for Year 1 and Year 2 Medicine	

2019-2020 Tentative Academic Calendar Dates

Date	Description	Notes
December 2019		
Mon Dec 02, 2019	First day of final examinations for Year 1 and Year 2 Medicine	
Mon Dec 02, 2019	First day of final examinations for Year 4 Dentistry	
Tue Dec 03, 2019	Last day of classes for Law	
Thu Dec 05, 2019	First day of final examinations for Law	
Thu Dec 05, 2019	Last day of Fall Term classes except for Dentistry, Law, Medicine, Year 1 Post-Degree BSN, Year 4 Nutrition, Physical Therapy, and Veterinary Medicine	
Fri Dec 06, 2019	Last day of classes for Year 2 Veterinary Medicine	
Fri Dec 06, 2019	Last day of final examinations for Year 2, Year 3, and Year 4 Dentistry	
Sat Dec 07, 2019	Fall Term final examinations begin, including night class examinations except for Dentistry, Law, Medicine, Year 1 Post-Degree BSN, Year 4 Nutrition, Physical Therapy, and Veterinary Medicine	
Mon Dec 09, 2019	First day of final examinations for Year 2 Veterinary Medicine	
Tue Dec 10, 2019	Last day of classes for Year 3 Veterinary Medicine	
Tue Dec 10, 2019	Last day of final examinations for Year 1 Dentistry	
Thu Dec 12, 2019	Last day of classes for Year 1 Veterinary Medicine	
Thu Dec 12, 2019	First day of final examinations for Year 3 Veterinary Medicine	
Fri Dec 13, 2019	Last day of final examinations for Year 1 and Year 2 Medicine	
Sat Dec 14, 2019	First day of final examinations for Year 1 Veterinary Medicine	
Thu Dec 19, 2019	Last day of examinations for Year 2 Veterinary Medicine	
Thu Dec 19, 2019	University Council meeting	
Fri Dec 20, 2019	Last day of examinations for Year 1 and Year 3 Veterinary Medicine	
Fri Dec 20, 2019	Last day of clinical rotations for Year 4 Veterinary Medicine	
Mon Dec 23, 2019	Last day of Fall Term final examinations for all colleges except Dentistry, Medicine, Year 1 Post-Degree BSN, and Veterinary Medicine	
Wed Dec 25, 2019	Christmas Day – university closed	
Thu Dec 26, 2019	Boxing Day – university closed	
Fri Dec 27, 2019	University closed	
Mon Dec 30, 2019	University closed	
Tue Dec 31, 2019	University closed	

November 25, 2018

January 2020		
Date	Description	Notes
Wed Jan 01, 2020	New Year's Day - university closed	
Thu Jan 02, 2020	Winter Term check-in day for all residences	
Thu Jan 02, 2020	Classes resume for Dentistry, Medicine, and Physical Therapy	
Fri Jan 03, 2020	NURS 450.9 orientation, all sites	
Mon Jan 06, 2020	Classes resume for Agriculture and Bioresources, Arts and Science, Edwards School of Business, Education, Engineering, Graduate and Postdoctoral Studies, Kinesiology, Law, Nursing, Pharmacy and Nutrition, and Veterinary Medicine	
Mon Jan 06, 2020	Clinical rotations resume for Year 4 Veterinary Medicine	
Thu Jan 16, 2020	University Council meeting	
Thu Jan 16, 2020	Deadline for submitting Fall Term supplemental and deferred exam authorizations	
Fri Jan 17, 2020	Deadline for registration changes for Winter Term classes with 100% tuition credit	
Fri Jan 24, 2020	Last day withdraw from Winter Term classes with 75% tuition credit	
Fri Jan 31, 2020	Last day to withdraw from Winter Term classes with 50% tuition credit	
Fri Jan 31, 2020	Tuition payment deadline for Winter Term classes	

February 2020		
Date	Description	Notes
Wed Feb 12, 2020	Registration for Spring and Summer Term classes opens	
Sat Feb 15, 2020	Last day to withdraw from multi-term classes	Fixed date. When the dates occur on a Saturday or Sunday, any questions or concerns will be dealt with on the next business day.
Mon Feb 17, 2020	Family Day - university closed	
Mon Feb 17, 2020	Winter mid-term break begins for all colleges except Year 4 Veterinary Medicine, Year 4 Nutrition, Year 4 Pharmacy, Year 2 Physical Therapy, and Year 3 and Year 4 Medicine	
Tue Feb 18, 2020	Fall Term deferred and supplemental examinations begin	
Thu Feb 20, 2020	University Council meeting	
Sat Feb 22, 2020	Winter mid-term break ends for all colleges except Year 4 Veterinary Medicine, Year 4 Nutrition, Year 4 Pharmacy, Year 2 Physical Therapy, and Year 3 and Year 4 Medicine	
Fri Feb 28, 2020	Mid-term break begins for Year 4 Veterinary Medicine (no clinical rotations)	

November 25, 2018

March 2020		
Date	Description	Notes
Mon Mar 02, 2020	Mid-term break ends for Year 4 Veterinary Medicine	
Sun Mar 15, 2020	Last day to withdraw from Winter Term classes	Fixed date. When the dates occur on a Saturday or Sunday, any questions or concerns will be dealt with on the next business day.
Thu Mar 19, 2020	University Council meeting	
Tue Mar 31, 2020	Closing date for submission of applications for Spring Convocation	

November 25, 2018

April 2020		
Date	Description	Notes
Fri Apr 03, 2020	Last day of classes for Law	
Mon Apr 06, 2020	First day of final examinations for Law	
Tue Apr 07, 2020	Last day of classes except Dentistry, Law, Medicine, Year 1 Post-Degree BSN, Year 4 Nutrition, Year 4 Pharmacy, Physical Therapy and all years Veterinary Medicine	
Wed Apr 08, 2020	General Academic Assembly meeting	
Thu Apr 09, 2020	Winter Term and multi-term final examinations begin, including night-class examinations	
Thu Apr 09, 2020	Last day of classes for Year 2 Veterinary Medicine	
Mon Apr 13, 2020	First day of final examinations for Year 2 Veterinary Medicine	
Wed Apr 15, 2020	Last day of classes for final-year Medicine	
Wed Apr 15, 2020	Last day for Master's and Ph.D. students to submit approved thesis to ETD site and for departments to submit all supporting documentation, indicating completion of the graduate degree, in order to graduate at Spring Convocation	
Thu Apr 16, 2020	Last day of classes for Year 1 Veterinary Medicine	
Thu Apr 16, 2020	University Council meeting	
Fri Apr 17, 2020	Last day of classes for Year 4 Dentistry	
Fri Apr 17, 2020	First day of final examinations for Year 1 Veterinary Medicine	
Tue Apr 21, 2020	Last day of classes for Year 3 Veterinary Medicine	
Thu Apr 23, 2020	First and last day of final examinations for Year 3 Veterinary Medicine	
Fri Apr 24, 2020	Mandatory Year 4 Veterinary Medicine Orientation	
Sat Apr 25, 2020	University Senate meeting	
Mon Apr 27, 2020	Last day of clinical rotations for Year 4 Veterinary Medicine	
Tue Apr 28, 2020	Last day of final examinations for Year 2 Veterinary Medicine	
Wed Apr 29, 2020	Last day of final examinations for Year 1 Veterinary Medicine	
Wed Apr 29, 2020	Last day of classes Year 1 and Year 3 Dentistry	
Wed Apr 29, 2020	Last day of classes for Year 1 and Year 2 Medicine	
Wed Apr 29, 2020	Last day of final examinations for all colleges except for Dentistry, Year 1 and Year 2 Medicine, Year 4 Nutrition, Year 4 Pharmacy, Physical Therapy, and all years Veterinary Medicine	
Thu Apr 30, 2020	First day of final examinations for Year 1 and Year 3 Dentistry	

November 25, 2018

Date	Description	Notes
Fri May 01, 2020	First day of final examinations for Year 1 and Year 2 Medicine	
Fri May 01, 2020	Classes begin for Nursing	
Fri May 01, 2020	Last day of classes for Year 4 Pharmacy (BSP) and Year 4 Nutrition	
Mon May 04, 2020	First day of classes Year 4 PharmD	
Wed May 06, 2020	Last day of classes for Year 2 Dentistry	
Wed May 06, 2020	Spring Term, Quarter 1, and multi-term classes begin	
Thu May 07, 2020	First day of final examinations for Year 2 Dentistry	
Thu May 07, 2020	Deadline for registration changes for Quarter 1 classes with 100% tuition credit	
Thu May 07, 2020	Convocation faculty meetings	
Fri May 08, 2020	Convocation faculty meetings	
Sat May 09, 2020	Last day to withdraw from Quarter 1 classes with 75% tuition credit	
Sun May 10, 2020	Last day to withdraw from Quarter 1 classes with 50% tuition credit	
Sun May 10, 2020	Deadline for registration changes for multi-term classes with 100% tuition credit	
Sun May 10, 2020	Deadline for registration changes for Spring Term classes with 100% tuition credit	
Mon May 11, 2020	Last day of final examinations for Year 1 and Year 2 Medicine	
Mon May 11, 2020	Deadline to pay multi-term tuition	
Mon May 11, 2020	Deadline to pay Spring Term tuition	
Mon May 11, 2020	Convocation faculty meetings	
Tue May 12, 2020	Last day to withdraw from Spring Term classes with 75% tuition credit	
Wed May 13, 2020	Last day of final examinations for Year 1 and Year 3 Dentistry	
Thu May 14, 2020	Deadline for submitting Winter Term and multi-term supplemental and deferred exam authorizations	
Fri May 15, 2020	Last day to withdraw from multi-term classes with 75% tuition credit	
Fri May 15, 2020	Last day to withdraw from Spring Term classes with 50% tuition credit	
Mon May 18, 2020	Victoria Day - university closed	
Tue May 19, 2020	Last day to withdraw from multi-term classes with 50% tuition credit	
Wed May 20, 2020	Last day of final examinations for Year 2 Dentistry	
Thu May 21, 2020	University Council meeting	
Fri May 22, 2020	Last day to withdraw from Quarter 1 classes	
Wed May 27, 2020	Quarter 1 ends	
Wed May 27, 2020	Graduation Powwow	

November 25, 2018

Thu May 28, 2020	Quarter 1 final examinations. Mid-term break for Spring Term and multi-term classes (no classes)
Fri May 29, 2020	Quarter 1 final examinations. Mid-term break for Spring Term and multi-term classes (no classes)
Sat May 30, 2020	Quarter 1 final examinations. Mid-term break for Spring Term and multi-term classes (no classes)

Date	Description	Notes
Mon Jun 01, 2020	Spring Convocation	
Tue Jun 02, 2020	Quarter 2 classes begin	
Tue Jun 02, 2020	Spring Convocation	
Wed Jun 03, 2020	Spring Convocation	
Wed Jun 03, 2020	Deadline for registration changes for Quarter 2 classes with 100% tuition credit	
Thu Jun 04, 2020	Spring Convocation	
Fri Jun 05, 2020	Spring Convocation	
Fri Jun 05, 2020	Last day to withdraw from Quarter 2 classes with 75% tuition credit	
Sat Jun 06, 2020	Last day to withdraw from Quarter 2 classes with 50% tuition credit	
Thu Jun 11, 2020	Winter Term and multi-term deferred and supplemental examinations begin	
Fri Jun 12, 2020	Last day to withdraw from Spring Term classes	
Thu Jun 18, 2020	University Council meeting	
Thu Jun 18, 2020	Last day to withdraw from Quarter 2 classes	
Tue Jun 23, 2020	Spring Term and Quarter 2 classes end	
Wed Jun 24, 2020	Spring Term and Quarter 2 final examinations. Mid-term break begins for multi-term classes (no classes)	
Thu Jun 25, 2020	Spring Term and Quarter 2 final examinations. Mid-term break begins for multi-term classes (no classes)	
Fri Jun 26, 2020	Spring Term and Quarter 2 final examinations. Mid-term break ends for multi-term classes (no classes)	

November 25, 2018

Date	Description	Notes
Wed Jul 01, 2020	Canada Day - university closed	
Thu Jul 02, 2020	Summer Term and Quarter 3 classes begin	
Fri Jul 03, 2020	Deadline for registration changes for Quarter 3 classes with 100% tuition credit	
Sun Jul 05, 2020	Last day to withdraw from Quarter 3 classes with 75% tuition credit	
Mon Jul 06, 2020	Deadline for registration changes for Summer Term classes with 100% tuition credit	
Mon Jul 06, 2020	Last day to withdraw from Quarter 3 classes with 50% tuition credit	
Tue Jul 07, 2020	Deadline to pay Summer Term tuition	
Wed Jul 08, 2020	Last day to withdraw from Summer Term classes with 75% tuition credit	
Sat Jul 11, 2020	Last day to withdraw from Summer Term classes with 50% tuition credit	
Fri Jul 17, 2020	Last day to withdraw from Quarter 3 classes	
Mon Jul 20, 2020	Last day to withdraw from multi-term classes	
Wed Jul 22, 2020	Quarter 3 classes end	
Thu Jul 23, 2020	Quarter 3 final examinations. Mid-term break for Summer Term and multi-term classes (no classes)	
Fri Jul 24, 2020	Quarter 3 final examinations. Mid-term break for Summer Term and multi-term classes (no classes)	
Sat Jul 25, 2020	Quarter 3 final examinations. Mid-term break for Summer Term and multi-term classes (no classes)	
Mon Jul 27, 2020	Orientation begins for Year 3 Medicine	
Mon Jul 27, 2020	Quarter 4 classes begin	
Tue Jul 28, 2020	Deadline for registration changes for Quarter 4 classes with 100% tuition credit	
Thu Jul 30, 2020	Last day to withdraw from Quarter 4 classes with 75% tuition credit	
Fri Jul 31, 2020	Last day to withdraw from Quarter 4 classes with 50% tuition credit	

July 2020

August 2020		
Date	Description	Notes
Mon Aug 03, 2020	Saskatchewan Day - university closed	
Mon Aug 03, 2020	Last day to withdraw from Summer Term classes	
Wed Aug 05, 2020	Orientation begins for Year 1 Medicine	
Thu Aug 06, 2020	Orientation begins for Year 2 Medicine – Regina campus students only	
Fri Aug 07, 2020	Orientation begins for Year 2 Medicine – Saskatoon campus students only	
Fri Aug 07, 2020	Orientation for Year 1 Dentistry	
Fri Aug 07, 2020	Orientation ends for Year 1, Year 2, and Year 3 Medicine	
Sun Aug 09, 2020	Last day to withdraw from Quarter 4 classes	
Mon Aug 10, 2020	Classes begin for all years Dentistry	
Fri Aug 14, 2020	Summer Term, Quarter 4, and multi-term classes end	
Sat Aug 15, 2020	Summer Term, Quarter 4, and multi-term final examinations	
Mon Aug 17, 2020	Summer Term, Quarter 4, and multi-term final examinations	
Tues Aug 18, 2020	Summer Term, Quarter 4, and multi-term final examinations	
Wed Aug 19, 2020	Deadline for submitting Spring and Summer Term supplemental and deferred exam authorizations	
Mon Aug 24, 2020	Classes begin for Year 1, Year 2, and Year 3 Pharmacy	
Mon Aug 31, 2020	Closing date for submission of applications for Fall Convocation	

UNIVERSITY COUNCIL

PLANNING AND PRIORITIES COMMITTEE

REQUEST FOR DECISION

PRESENTED BY: Dirk de Boer, chair, planning and priorities committee

DATE OF MEETING: February 14, 2019

SUBJECT: **Department of Linguistics and Religious Studies name change**

COUNCIL ACTION: Decision

It is recommended: *That Council approve the name change of the Department of Linguistics and Religious Studies to the Department of Linguistics effective July 1, 2019, with student records to be updated for May, 2020.*

SUMMARY:

On December 5, 2018 the planning and priorities committee of Council considered the proposal to change the name of the Department of Linguistics and Religious Studies to the Department of Linguistics. The committee is supportive of the proposed change. The rationale provided is that "recognizing the systematic depletion of the faculty and other resources over the years and recent transfer of administrative management of the department's program in Religion and Culture in the college to Saint Thomas More College have rendered the religious studies part of the department redundant, the department moves to change its name."

Per the proponents proposal "This departmental name change was discussed on several occasions formally and informally by members of the Arts and Science Department of Linguistics and Religious Studies between 2017 and 2018 in light of overtures that Religious Studies might be hived off from the existing Department of Linguistics and Religious Studies. The proposed name change was supported on behalf of the Dean's Office by Vice-Dean Gordon DesBrisay in a meeting in September 2018. The members present, as a duly constituted quorum, of the Department of Linguistics and Religious Studies approved a motion to rename the department to be the Department of Linguistics. At that meeting, he members of the Department approved the name to the Department of Linguistics" based on the above noted rationale.

ATTACHMENTS:

1. Request for change of name form
2. Letter of support from the vice-dean
3. Record of the meeting of Arts & Science faculty council
4. MOU between the College of Arts & Science and STM

		Request for Change of Name
![University of Saskatchewan logo] UNIVERSITY OF SASKATCHEWAN		

This Request form and attachments will be the basis for decision-making about this change.

Submitted by: Joseph Garcea. Date 4 October, 2018

College: Arts and Science

College approval date: October 4, 2018

Proposed effective date of the change: 1 July, 2019

1. Proposed change of name

	From:	To:
College		
Department	**Linguistics and Religious Studies**	**Linguistics**
Program name	**Linguistics**	
Degree name		
Name of Field of Specialization (major, minor, concentration, etc)		
Course label (alphabetic)		
Building		
Street		
Other		

2. Documentation

Rationale

Provide a rationale for the change and describe the background leading to this decision.

This Departmental name change was discussed on several occasions formally and informally by members of the Arts and Science Department of Linguistics and Religious Studies between 2017 and 2018 in light of overtures that Religious Studies might be hived off from the existing Department of Linguistics and Religious Studies. The proposed name change was supported on behalf of the Dean's Office by Vice-Dean Gordon DesBrisay in a meeting in September 2018. The members present, as a duly constituted quorum, of the Department of Linguistics and Religious Studies approved a motion to rename the department to be the Department of Linguistics. At that meeting, the members of the Department approved the name to the Department of Linguistics based on the following motion which includes the stated rationale:

- ***Recognizing that systematic depletion of the faculty and other resources over the years and recent transfer of administrative management of the Department's program in Religion and Culture by the College to Saint Thomas More College have rendered the Religious Studies part of the Department redundant, the Department moves to change its name from Department of Linguistics and Religious Studies to the Department of Linguistics.***

Impact of the change
Please describe any potential impact of this change, including any of the following areas if relevant:
- impact on students
No negative impact on undergraduate or graduate students in the existing Department of Linguistics and
    Religious Studies or in the proposed Department of Linguistics. The change is largely a matter of
    name and not programmatic or curricular changes per se.
Positive impact on faculty is expected, since the faculty in both Department programs support and
    welcome this change.
- impact on staff
    N/A (no staff)
- impact on alumni
    Positive impact on alumni is expected, since the one remaining discipline is highlighted in the new
    name
- affect on other programs, departments, colleges, centres
    None. STM supported the change.
- impact on university-wide systems (e.g. SiRIUS, UniFi, PAWS, U-Friend, Library, About US, etc.)
    Minimal (the Department name entries will have to be changed)
- resource areas such as library resources, physical facilities, and information technology
    None.
- external impact (e.g. reputation, accreditation, other institutions, high schools, community organizations, professional bodies).
It will represent the discipline more appropriately.

Costs
Please describe whether this change will result in any additional costs for the university (ie, repainting signs, technical changes in SiRIUS, PAWS, financial services, etc.)
    Some door signs will need to be changed in the Arts Building. Some changes to the website of the department which would have had to be made in any case due to the loss of some programs/course (Languages, Religious Studies)

Consultation:
STM has approved and support the name change. It will eliminate confusion with the Religious Studies program, which is now housed at STM.

3. Review and Approval Authority

All changes of names for academic entities must be requested by the responsible college, following internal approval by its own approval procedures.

After submission of the Request by the College, the following approval procedures are used, and must be initiated by the College:

- **Changes of course labels** are approved by the Registrar in consultation with the college offering the courses. Any disputes arising over course label changes will be referred to the Academic Programs Committee for resolution. Course label changes are to be distributed for information through the Course Challenge system. **N/A**
- **Changes of names for colleges and departments** are approved by University Council (following recommendation by the Planning & Priorities Committee) and by the Board of Governors.
- **Changes of names for degrees or a degree-level programs** are approved by University Council **N/A**
- **Changes of names for fields of specialization** are approved by the Academic Programs Committee of Council. **N/A**
- **Changes of names for buildings, streets and other physical entities** are approved by the Board of Governors (following recommendation by the Naming Committee). **N/A**

If you have any questions about this form or these procedures, please contact the Office of the University Secretary or email university.secretary@usask.ca
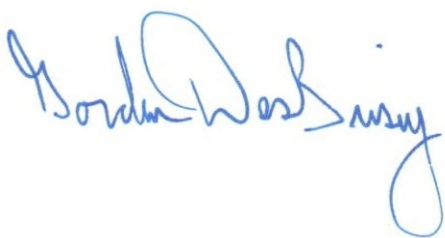
Attn: PPC

December 3, 2018

Dear Colleagues,

The proposal to change the name of the Department of *Linguistics and Religious Studies* to the *Department of Linguistics* was approved by the Arts and Science Faculty Council on October 4, 2018. The College supports this change, as Linguistics is now the only major offered by this department. The Religion & Culture program will continue unchanged (may well, indeed, grow) administered by St. Thomas More College, in their Department of Religion and Culture, under the academic authority of the College of Arts and Science via the Vice-Dean Academic. Changing the name of this Arts and Science department will align the department title with reality and clarify where students and others should go for relevant academic advice and support.

Thank you for your attention,

Gordon DesBrisay, Ph.D.
Vice-Dean, Academic
& Associate Professor of History
College of Arts and Science

7. **Motion from the Department of Linguistics and Religious Studies**

   MOTION (Braj Sinha/Bettina Spreng): *Recognizing that systematic depletion of the faculty and other resources over the years and recent transfer of administrative management of the Department's program in Religion and Culture by the College to Saint Thomas More College have rendered the Religious Studies part of the Department redundant, the Department moves to change its name from* <u>*Department of Linguistics and Religious Studies*</u> *to the* <u>*Department of Linguistics*</u>*.*

   The discussion included the following points:

   - The department has a long and distinguished history as a Humanities department in the college. Over decades, the department has overcome many challenges in its efforts to remain an important and vibrant member of the college community of academic departments.
   - The department had become a supportive "home" for the Linguistics program; this support was greatly appreciated by Linguistics faculty and students.
   - STM will assume a role in delivering courses in a wider spectrum of Religious Studies courses and topics. STM has the capacity to offer classes in non-western religions (Islamic, Judaic, Indian religions) along with Christianity-based studies.
   - The College of Arts and Science will continue to set the academic standards for the program, and will retain its authority to approve degrees, marks, and content of courses offered by STM in Religious Studies.
   - Student advising in the area of Religious Studies will be a responsibility that is shared between STM and the College of Arts&Science.
   - The assembly expressed their appreciation and gratitude to Professor Braj Sinha for the decades of his professional dedication to the Religious Studies program, to the department and to the college.

   The assembly voted and **APPROVED** the motion.

Memorandum of Understanding
for the Religion & Culture Program
Between
The College of Arts and Science
And
St. Thomas More College
May 30, 2018

Religious Studies is a broad-ranging discipline that engages with a critical aspect of the human experience, and as such it has long been a key field of teaching and research activity at the University of Saskatchewan in the College of Arts and Science and in St. Thomas More College (offered under the name "Religion & Culture"). As parties to this agreement, both colleges commit to ensuring that this long and vital tradition, and the collegial cooperation between them on which it has rested, continues in a way that enables the Religion & Culture programs (undergraduate and graduate) and the students and faculty engaged in them to flourish in the years to come.

This memorandum of understanding is to confirm the shift of administrative oversight of the Religion & Culture programs from the College of Arts and Science to St. Thomas More College, while at the same time confirming that academic responsibility for these programs, as with all other programs involving our two colleges, continues to reside in the College of Arts and Science.

1) The Vice-Dean Academic in the College of Arts and Science will serve as the Academic Chair of undergraduate and graduate programs in Religion & Culture.

2) The head of the department of Religion & Culture in St. Thomas More College, or designate, will serve as Program Chair of the undergraduate and graduate programs in Religion & Culture.

3) The Academic Chair will:
   a. Approve course offerings and timetable for Religion & Culture undergraduate courses (usually offered under the subject code "RLST"; the department and its programs will function under the name "Religion & Culture") proposed by the Program Chair, in consultation with relevant Arts and Science department heads.
   b. Approve course offerings for Religion & Culture graduate courses proposed by the Graduate Chair.
   c. Approve final grades for RLST courses.
   d. Approve undergraduate course and program proposals submitted by the Program Chair to the College of Arts and Science College Challenge.

Any new courses or program changes in Religion & Culture emanating from Arts and Science will be subject to approval by the department of Religion & Culture at St. Thomas More College, prior to submission to the College of Arts and Science Course Challenge.
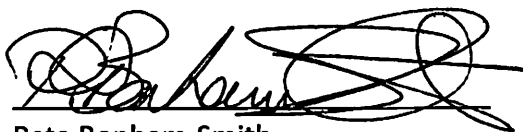
e. Approve graduate course and program proposals submitted by the Graduate Chair to the College of Arts and Science prior to submission to the College of Graduate and Post-Doctoral Studies (CGPS).

f. Serve (or appoint a designate to serve) as a member of the undergraduate committee of the Department of Religion & Culture at St. Thomas More College.

g. Serve (or appoint a designate to serve) as a member of the graduate committee of the department of Religion & Culture at St. Thomas More College.

h. Fulfill the duties assigned to the Corresponding University Department (CUD) head in STM hiring processes relating to the Religion & Culture program.

i. Appoint and chair a Religion & Culture Advisory Committee, which will consist of the Program Chair and the Graduate Chair from STM, and Dr. Braj Sinha and one department head in a cognate discipline from Arts and Science. Upon Dr. Sinha's retirement, the department head of another cognate discipline from Arts and Science will take over the seat. The Committee will provide the Academic Chair with Academic and programmatic advice relating to the programs.

4) The Program Chair will:

a. Oversee the day-to-day running of the Religion & Culture undergraduate program.

b. Plan course offerings and timetable for undergraduate RLST courses, in consultation with relevant Arts and Science department heads who assign the teaching duties of Arts and Science faculty teaching RLST courses or other constituent courses in the Religion & Culture program.

c. Oversee recruitment and hiring of sessional instructors for RLST courses. (If Program Chair is a designate of the head of the Religion & Culture department at STM, then sessional appointments will be subject to the approval of the head.)

d. Oversee the development of undergraduate course proposals for Religion & Culture classes.

e. Oversee the development of undergraduate program proposals in Religion & Culture.

f. Approve, in consultation with the undergraduate committee of the department of Religion & Culture at St. Thomas More College, any course or Religion & Culture program changes emanating from the College of Arts and Science, prior to submission to the College of Arts and Science Course Challenge.
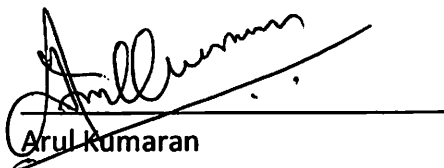
    g. Submit proposed undergraduate course offerings and timetable to the Academic Chair for approval, prior to initiating course builds.

    h. Serve on the Religion & Culture Advisory Committee.

5) St. Thomas More College will assume responsibility for administrative support of the undergraduate program, including class builds.

6) The head of the department of Religion & Culture in St. Thomas More College, or designate, will serve as Graduate Chair in Religion & Culture.

7) The Graduate Chair will:
    a. Oversee day-to-day running of the Religion & Culture graduate program.
    b. Exercise the duties of Graduate Chair in accordance with CGPS policy and procedures (See *www.usask.ca/cgps/policy-and-procedure/index.php*, Section 1.2.1.)
    c. Exercise the duties of Graduate Chair under the academic authority of the Vice-Dean Academic, College of Arts and Science as Academic Chair.

8) The College of Arts and Science will continue to provide the 2017-18 level of administrative support for the graduate program in Religion & Culture, including support for the admission of students and processing of student funding forms.

9) The College of Arts and Science will include the graduate program of the St. Thomas More College Department of Religion & Culture in the College of Arts and Science graduate funding model, including Graduate Teaching Fellowship (GTF) and supplemental funding, following the criteria and processes used for all Arts and Science departments.

10) For 2018-19, The College of Arts and Science and St. Thomas More College agree to cost-share (50% each) a one-year term appointment in Islamic Studies, for the purpose of teaching RLST courses.

11) St. Thomas More College agrees to make at least one term faculty appointment in the area of Islamic Studies from July 2019, and a full-time appointment in Islamic Studies within five years of the signing of this agreement, subject to budgetary considerations and approval by the Board of STM.

12) St. Thomas More College agrees to make a full-time faculty appointment to the department of Religion & Culture in the area of Asian Religions within five years of the signing of this agreement, subject to budgetary considerations and approval by the Board of STM.

_____
Peta Bonham-Smith
Dean, College of Arts and Science

_____
Arul Kumaran
Dean, St. Thomas More College

30th May 2018
_____
Date

30 May 2018
_____
Date

Consultation with the Registrar Form

This form is to be completed by the Registrar (or his/her designate) during an in-person consultation with the faculty member responsible for the proposal. Please consider the questions on this form prior to the meeting.

Section 1: New Degree / Diploma / Certificate Information or Renaming of Existing

1 Is this a new degree, diploma, or certificate?   Yes [ ]   No [X]

   Is an existing degree, diploma, or certificate being renamed?   Yes [ ]   No [X]

   If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new degree, diploma, or certificate?

3 What is the credential of this new degree, diploma, or certificate? [Example - D.M.D. = Doctor of Dental Medicine]

4 If you have renamed an existing degree, diploma, or certificate, what is the current name?

5 Does this new or renamed degree / diploma / certificate require completion of degree level courses or non-degree level courses, thus implying the attainment of either a degree level or non-degree level standard of achievement?

6 If this is a new degree level certificate, can a student take it at the same time as pursuing another degree level program?   Yes [ ]   No [ ]

7 If YES, a student attribute will be created and used to track students who are in this certificate alongside another program. The attribute code will be:

8 Which College is responsible for the awarding of this degree, diploma, or certificate?

9 Is there more than one program to fulfill the requirements for this degree, diploma, or certificate? If yes, please list these programs.

10 Are there any new majors, minors, or concentrations associated with this new degree / diploma / certificate? Please list the name(s) and whether it is a major, minor, or concentration, along with the sponsoring department.

One major is required on all programs [4 characters for code and 30 characters for description]

11 If this is a new graduate degree, is it thesis-based, course-based, or project-based?

Section 2: New / Revised Program for Existing or New Degree / Diploma / Certificate Information

1 Is this a new program?   Yes [ ]   No [X]

   Is an existing program being revised?   Yes [ ]   No [X]

   If you've answered NO to each of the previous two questions, please continue on to the next section.

2 If YES, what degree, diploma, or certificate does this new/revised program meet requirements for?

   [   ]

3 What is the name of this new/revised program?

   [   ]

4 What other program(s) currently exist that will also meet the requirements for this same degree(s)?

   [   ]

5 What College/Department is the academic authority for this program?

   [   ]

6 Is this a replacement for a current program?   Yes [ ]   No [ ]

7 If YES, will students in the current program complete that program or be grandfathered?

   [   ]

8 If this is a new graduate program, is it thesis-based, course-based, or project-based?

   [   ]

Section 3: Mobility

Mobility is the ability to move freely from one jurisdiction to another and to gain entry into an academic institution or to participate in a learning experience without undue obstacles or hindrances.

1 Does the proposed degree, program, major, minor, concentration, or course involve mobility?   Yes ☐ No ☒

If yes, choose one of the following?

      Domestic Mobility (both jurisdictions are within Canada)   ☐

      International Mobility (one jurisdiction is outside of Canada)   ☐

2 Please indicate the mobility type (refer to Nomenclature for definitions).

      Joint Program   ☐

      Joint Degree   ☐

      Dual Degree   ☐

      Professional Internship Program   ☐

      Faculty-Led Course Abroad   ☐

      Term Abroad Program   ☐

3 The U of S enters into partnerships or agreements with external partners for the above mobility types in order to allow students collaborative opportunities for research, studies, or activities. Has an agreement been signed?   Yes ☐ No ☐

4 Please state the full name of the agreement that the U of S is entering into.

[   ]

5 What is the name of the external partner?

[   ]

6 What is the jurisdiction for the external partner?

[   ]

Section 4: New / Revised Major, Minor, or Concentration for Existing Degree Information (Undergraduate)

1 Is this a new or revised major, minor, or concentration attached to an existing degree program?   Yes ☐   No ☒   Revised ☐

   If you've answered NO, please continue on to the next section.

2 If YES, please specify whether it is a major, minor, or concentration. If it is more than one, please fill out a separate form for each.

3 What is the name of this new / revised major, minor, or concentration?

4 Which department is the authority for this major, minor, or concentration? If this is a cross-College relationship, please state the Jurisdictional College and the Adopting College.

5

   Which current program(s), degree(s), and/or program type(s) is this new / revised major, minor, or concentration attached to?

Section 5: New / Revised Disciplinary Area for Existing Degree Information (Graduate)

1 Is this a new or revised disciplinary area attached to an existing graduate degree program?   Yes ☐   No ☒   Revised ☐

   If you've answered NO, please continue on to the next section.

2 If YES, what is the name of this new / revised disciplinary area?

3 Which Department / School is the authority for this new / revised disciplinary area? (NOTE - if this disciplinary area is being offered by multiple departments see question below.)

4 Which **multiple** Departments / Schools are the authority for this new / revised disciplinary area?

4a Of the **multiple** Departments / Schools who are the authority for this new / revised disciplinary area <u>and</u> what allocation percentage is assigned to each? (Note - must be whole numbers and must equal 100.)

4b

   Of the **multiple** Departments / Schools who is the primary department? The primary department specifies which department / school policies will be followed in academic matters (ex. late adds, re-read policies, or academic misconduct). If no department / school is considered the primary, please indicate that. (In normal circumstances, a department / school with a greater percentage of responsibility - see question above - will be designated the primary department.)

5 Which current program(s) and / or degree(s) is this new / revised disciplinary area attached to?

Section 6: New College / School / Center / Department or Renaming of Existing

1 Is this a new college, school, center, or department?   Yes [ ]   No [X]

  Is an existing college, school, center, or department being renamed?   Yes [X]   No [ ]

  Is an existing college, school, center, or department being deleted?   Yes [ ]   No [X]

  If you've answered NO to each of the previous two questions, please continue on to the next section.

2 What is the name of the new (or renamed) college, school, center, or department?

Department of Linguistics [LING - suggested code for Banner Student with description of Linguistics]

3 If you have renamed an existing college, school, center, or department, what is the current name?

Department of Linguistics Religious Studies [LNRS code in Banner Student]

4 What is the effective term of this new (renamed) college, school, center, or department?

Name change is effective July 1, 2019 and student records will be updated as of the 202005 [May 2020] term

5 Will any programs be created, changed, or moved to a new authority, removed, relabelled?

The following programs/majors will be moved from the LNRS department to the LING department: BA3Y in LING [Linguistics] BA4Y in LING BAHON in LING JNTSTUDENT-GP in LING MA-C-GP in ESOL [Teach Eng Speakers Other Lang] MA-T-GP in ALIN [Applied Linguistics] and LING PGD-GP in LING PHD-GP in SCAL [Special Case - Applied Linguis] VRS-GP in ALIN and LING VRS-UG-GP in ALIN and LING

6 Will any courses be created, changed, or moved to a new authority, removed, relabelled?

LING [Linguistics] undergraduate and graduate courses will be moved to the new LING [Linguistics] department; College will remain as AR [Arts and Science] for undergraduate courses and GP [Graduate and Postdoc Studies] for graduate level courses

7 Are there any ceremonial consequences for Convocation (ie. New degree hood, adjustment to parchments, etc.)?

No

Section 7: Course Information - not applicable

1 Is there a new subject area(s) of course offering proposed for this new degree? If so, what is the subject area(s) and the
  suggested four (4) character abbreviation(s) to be used in course listings?

2
  If there is a new subject area(s) of offerings what College / Department is the academic authority for this new subject area?

3 Have the subject area identifier and course number(s) for new and revised courses been cleared by the Registrar?

4 Does the program timetable use standard class time slots, terms, and sessions?   Yes ☐   No ☐
  If NO, please describe.

5 Does this program, due to pedagogical reasons, require any special space or type or rooms?   Yes ☐   No ☐
  If YES, please describe.

NOTE: Please remember to submit a new "Course Creation Form" for every new course required for this new program / major.
  Attached completed "Course Creation Forms" to this document would be helpful.

Section 8: Admissions, Recruitment, and Quota Information - not applicable

1 Will students apply on-line? If not, how will they apply?

2 What term(s) can students be admitted to?

3 Does this impact enrollment?

4 How should Marketing and Student Recruitment handle initial inquiries about this proposal before official approval?

5 Can classes towards this program be taken at the same time as another program?

6 What is the application deadline?

7 What are the admission qualifications? (IE. High school transcript required, grade 12 standing, minimum average, any required courses, etc.)

8 What is the selection criteria? (IE. If only average then 100% weighting; if other factors such as interview, essay, etc. what is the weighting of each of these in the admission decision.)

9 What are the admission categories and admit types? (IE. High school students and transfer students or one group? Special admission? Aboriginal equity program?)

10 What is the application process? (IE. Online application and supplemental information (required checklist items) through the Admissions Office or sent to the College/Department?)

11 Who makes the admission decision? (IE. Admissions Office or College/Department/Other?)

12 Letter of acceptance - are there any special requirements for communication to newly admitted students?

13 Will the standard application fee apply?

14 Will all applicants be charged the fee or will current, active students be exempt?

15 Are international students admissible to this program?

Section 9: Government Loan Information - not applicable

NOTE: Federal / provincial government loan programs require students to be full-time in order to be eligible for funding. The University of Saskatchewan defines full-time as enrollment in a minimum of 9 credit units (operational) in the fall and/or winter term(s) depending on the length of the loan.

1 If this is a change to an existing program, will the program change have any impact on student loan eligibility?

2 If this is a new program, do you intend that students be eligible for student loans?

Section 10: Convocation Information (only for new degrees) - not applicable

1 Are there any 'ceremonial consequences' of this proposal (ie. New degree hood, special convocation, etc.)?

2 If YES, has the Office of the University Secretary been notified?

3 When is the first class expected to graduate?

4

What is the maximum number of students you anticipate/project will graduate per year (please consider the next 5-10 years)?

Section 11: Schedule of Implementation Information

1 What is the start term?

202005 [May 2020] for updates in student systems

2 Are students required to do anything prior to the above date (in addition to applying for admission)?   Yes [ ] No [X]

If YES, what and by what date?

Section 12: Registration Information - not applicable

1 What year in program is appropriate for this program (NA or a numeric year)?
  (General rule = NA for programs and categories of students not working toward a degree level qualification.)

  [   ]

2 Will students register themselves?   Yes [   ] No [   ]
  If YES, what priority group should they be in?

  [   ]

Section 13: Academic History Information - not applicable

1 Will instructors submit grades through self-serve?   Yes [   ] No [   ]
2 Who will approve grades (Department Head, Assistant Dean, etc.)?

  [   ]

Section 14: T2202 Information (tax form) - not applicable

1 Should classes count towards T2202s?   Yes [   ] No [   ]

Section 15: Awards Information - not applicable

1 Will terms of reference for existing awards need to be amended?   Yes [   ] No [   ]
2 If this is a new undergraduate program, will students in this program be eligible for College-specific awards?

  [   ]

Section 16: Government of Saskatchewan Graduate Retention (Tax) Program - not applicable

1 Will this program qualify for the Government of Saskatchewan graduate retention (tax) program?   Yes [   ] No [   ]
       To qualify the program must meet the following requirements:
           - be equivalent to at least 6 months of full-time study, and
           - result in a certificate, diploma, or undergraduate degree.

Section 17: Program Termination

1 Is this a program termination?   Yes ☐ No ☒
  If yes, what is the name of the program?

_____

2 What is the effective date of this termination?

_____

3 Will there be any courses closed as a result of this termination?   Yes ☐ No ☐
   If yes, what courses?

_____

4 Are there currently any students enrolled in the program?   Yes ☐ No ☐
  If yes, will they be able to complete the program?

_____

5 If not, what alternate arrangements are being made for these students?

_____

6 When do you expect the last student to complete this program?

_____

7 Is there mobility associated with this program termination?   Yes ☐ No ☐
  If yes, please select one of the following mobility activity types.
          Dual Degree Program   ☐
          Joint Degree Program   ☐
          Internship Abroad Program   ☐
          Term Abroad Program   ☐
          Taught Abroad Course   ☐
          Student Exchange Program   ☐

  Partnership agreements, coordinated by the International Office, are signed for these types of mobility activities. Has the
  International Office been informed of this program termination?   Yes ☐ No ☐

Section 18: Proposed Tuition and Student Fees Information - not applicable

1 How will tuition be assessed?

Standard Undergraduate per credit ☐
Standard Graduate per credit ☐
Standard Graduate per term ☐
Non standard per credit* ☐
Non standard per term* ☐
Other * ☐
Program Based* ☐

* See attached documents for further details

2 If fees are per credit, do they conform to existing categories for per credit tuition? If YES, what category or rate?

3 If program based tuition, how will it be assessed? By credit unit? By term? Elsehow?

4 Does proponent's proposal contain detailed information regarding requested tuition?   Yes ☐ No ☐
   If NO, please describe.

5 What is IPA's recommendation regarding tuition assessment? When is it expected to receive approval?

6 IPA Additional comments?

7 Will students outside the program be allowed to take the classes?

8 If YES, what should they be assessed? (This is especially important for program based.)

9 Do standard student fee assessment criteria apply (full-time, part-time, on-campus versus off-campus)?

10 Do standard cancellation fee rules apply?

11 Are there any additional fees (e.g. materials, excursion)? If yes, see NOTE below.

12 Are you moving from one tuition code (TC) to another tuition code?   Yes ☐ No ☐
   If YES, from which tuition code to which tuition code?

NOTE: Please remember to submit a completed "Application for New Fee or Fee Change Form" for every new course with additional fees.

Section 19: TLSE - Information Dissemination (internal for TLSE use only)

1 Has TLSE, Marketing and Student Recruitment, been informed about this new / revised program?   Yes ☐ No ☐

2 Has TLSE, Admissions, been informed about this new / revised program?   Yes ☐ No ☐

3 Has TLSE, Student Finance and Awards, been informed about this new / revised program?   Yes ☐ No ☐

4 Has CGPS been informed about this new / revised program?   Yes ☐ No ☐

5 Has TLSE, Transfer Credit, been informed about any new / revised courses?   Yes ☐ No ☐

6 Has ICT-Data Services been informed about this new or revised degree / program / major / minor / concentration?   Yes ☐ No ☐

7 Has the Library been informed about this new / revised program?   Yes ☐ No ☐

8 Has ISA been informed of the CIP code for new degree / program / major?   Yes ☐ No ☐

9 Has Room Scheduling/Scheduling Hub/Senior Coordinator of Scheduling been informed of unique space requirements for the new courses and/or informed of program, course, college, and department changes?   Yes ☐ No ☐

10 Has the Convocation Coordinator been notified of a new degree?   Yes ☐ No ☐

11 What is the highest level of financial approval required for this submission? Check all that apply.

   a. None - as it has no financial implications   ☐

   OR

   b. Fee Review Committee   ☐

   c. Institutional Planning and Assessment (IPA)   ☐

   d. Provost's Committee on Integrated Planning (PCIP)   ☐

   e. Board of Governors   ☐

   f. Other   ☐

SIGNED

Date:

Registrar (Russell Isinger):

College / Department Representative(s):

IPA Representative(s):

UNIVERSITY COUNCIL

Joint Committee on Chairs and Professorships

REQUEST FOR DECISION

PRESENTED BY: Jim Basinger,
                      Interim Vice-Provost, Faculty Relaions
                      and Chair, Joint Committee on Chairs and Professorships

DATE OF MEETING: February 14th, 2019

SUBJECT: **Ducks Unlimited Chair in Wetland and Waterfowl Conservation**

DECISION REQUESTED: *It is recommended:*

                      It is recommended that Council approve the Chair in Wetland and Waterfowl Conservation and recommend to the Board of Governors that the Board authorize the establishment of this chair.

PURPOSE:
The purpose is to support a Chair in Wetlands and Waterfowl Conservation, as outlined in the Ducks Unlimited Chair in Wetland and Waterfowl Conservation terms of reference. University programs with a wetland and waterfowl focus are critically important to Ducks Unlimited Canada (DUC). Working with the academic community focuses intellectual resources on important programs that guide science-based conservation efforts. These programs are also essential in providing trained professionals capable of helping DUC, and others, deliver wetland and waterfowl conservation in North America.

CONTEXT AND BACKGROUND:
A Chair in Wetland and Waterfowl Conservation will help address environmental issues such as industrial agriculture, urban expansion, and climate change which have impacted waterfowl and wetland habitat and will continue to do so as the human population grows. This further heightens the need for skilled professionals to face the challenges of conserving waterfowl populations in the future.

CONSULTATION:
The proposal for the Chair in Wetland and Waterfowl Conservation was developed in consultation with the Ducks Unlimited Canada, University Relations, the Dean of the College of Arts and Science, Executive Director of the School of the Environment and Sustainability, the Vice President Research, and JCCP.

SUMMARY:
The Chair in Wetland and Waterfowl Conservation will contribute to a sustainable future by leading interdisciplinary and collaborative approaches to discovery, teaching and outreach. The University of Saskatchewan is located within the highest priority landscapes for this type of research. The University of Saskatchewan and Ducks Unlimited have a long history of partnership, in particular because we are the geographic heart for waterfowl research, with both Prairies and boreal forest habitats.

ATTACHMENTS:
Terms of Reference
Partnership Agreement

UNIVERSITY OF SASKATCHEWAN

Ducks Unlimited Canada Endowment:
Chair in Wetland and Waterfowl Conservation
Terms of Reference

Purpose:

To create an endowment that will support a Chair in Wetland and Waterfowl Conservation at the University of Saskatchewan. Having an endowed chair at the University of Saskatchewan will cement the strong legacy of generating top-notch students with a keen interest in waterfowl.

University programs with a wetland and waterfowl focus are critically important to Ducks Unlimited Canada (DUC). Working with the academic community focuses intellectual resources on important programs that guide science-based conservation efforts. These programs are also essential in providing trained professionals capable of helping DUC, and others, deliver wetland and waterfowl conservation in North America.

Environmental issues such as industrial agriculture, urban expansion and climate change, to name a few, have impacted waterfowl and wetland habitat and will continue to do so as the human population grows. This further heightens the need for skilled professionals to face the challenges of conserving waterfowl populations in the future.

This chair will contribute to a sustainable future by leading interdisciplinary and collaborative approaches to discovery, teaching and outreach. The University of Saskatchewan is located within the highest priority landscapes for this type of research. The University of Saskatchewan and DU have a long history of partnership in particular because we are the geographic heart for waterfowl research as we have both Prairies and boreal forest.

Source and Amount of Funding:

Contributions from Ducks Unlimited Canada, as outlined in the Ducks Unlimited Canada Partnership Agreement. The payment schedule will be as follows:

- $280,000 on or before January 31, 2020
  - The initial Gift includes $2,500 for recruitment costs and $100,000 for research start-up costs.

- $210,000 on or before January 31, 2021
- $215,000 on or before January 31, 2022
- $220,000 on or before January 31, 2024
- $225,000 on or before January 31, 2024
- $230,000 on or before January 31, 2025
- $240,000 on or before January 31, 2026
- $245,000 on or before January 31, 2027
- $250,000 on or before January 31, 2028
- $250,000 on or before January 31, 2029

Tenability: It is anticipated that the funds will be fully utilized in the year they are received.

At the end of the initial five (5) years of the chair, the Partner and the University will discuss transferring the endowment held by the Partner to the University. At such time, if it is mutually agreed upon that the endowment be transferred to the University, the endowment will be invested and administered according the University of Saskatchewan's Investment Income Allocation Policy and Spending Policy as outlined in Appendix A and Appendix B. These policies are subject to change over time.

Search Committee: In accordance with the collective agreement established between the Faculty Association and the University, a Search Sub-committee will be established. The Sub-committee will be composed of Department Heads and/or Deans of the departments and/or Colleges in which the employee might be expected to be appointed. The subcommittee will recommend the department or College in which the candidate is to be appointed. The selection and search committee will also operate in accordance with the relevant sections of the "Guidelines for the Establishment of Chairs and Professorships" as approved by University Council and the Board of Governors.

The Sub-Committee will include a representative of Ducks Unlimited Canada.

Chairholder responsibilities: The chairholder will be an expert faculty member who will develop robust research programs in wetland and waterfowl ecology, and teach, supervise, and mentor graduate and undergraduate students.

The chairholder will create a wetland and waterfowl research program that will include:

- Graduate student fellowships for top students from across

North America selected to tackle key environmental and wildlife-related issues.
- Undergraduate student fellowships for outstanding undergraduate students in the field of environment and wildlife, selected to become tomorrow's waterfowl biologists, managers, scientists and educators.
- Coordinated teaching, research, communication, and outreach efforts.

The chairholder will explore and may lead the creation and implementation of:
- A wetland and waterfowl conservation technical assistance program for private landowners.
- Wetlands and waterfowl conservation outreach initiatives such as forums, websites and workshops to disseminate knowledge and best practices.

Term of Chair:

The successful Chair will be appointed into a tenured or tenure-track position. The chair title will be initially conferred for a five-year term, renewable based on success and accomplishments of the chair.

Management Committee:

The Management Committee shall consist of the Vice President, Research, the Provost and Vice President Academic, the Dean (academic home of the chair), and the Manager, Donation and Trust Services (or respective designates). The Vice President, Research will act as the chair of the Management Committee. The Vice President at their discretion, may also appoint additional members to the management committee as circumstances warrant.

A representative from Ducks Unlimited Canada will also be invited to sit on the Management Committee.

The Management Committee's responsibilities shall include the following:
1. Oversee the activities of the chair to ensure they are in keeping with the chair's purpose and are integrated with the university's priorities.
2. Approve annual budgets for the chair's activities.
3. Receive and review the annual and financial report on the activities of the chair.
4. Provide an annual financial and activity report of the chairholder with commentary as appropriate to the Joint Committee on Chairs and Professorships.
5. Provide a copy of the annual financial and activity report to Ducks Unlimited Canada.
6. Review and confirm the renewal of the chair title. The review will follow established university policies for renewal of the

chair. With a positive recommendation, the chair may be renewed for an additional five (5) year term.

Fund Administration: At such time that the endowment becomes administered at the University of Saskatchewan, the University shall have the power to administer the fund as part of the University's general trust and endowment funds, in keeping with and under the University's investment and administrative guidelines and practices as may be established and changed from time to time. At the date of this agreement, and under the above guidelines and practices, provision shall be made for the investment of trust funds in common with other trust funds and the payment of administration fees with respect to the management of trust funds, such fees to be determined by the University acting reasonably.

Other: The academic home of the chair will be determined based on the selected candidate.

In the event that circumstances make the Chair in Wetland and Waterfowl Conservation no longer practical or desirable, the Management Committee, in consultation with Ducks Unlimited Canada, will recommend to University Council and the Board of Governors of the University of Saskatchewan, changes to the Chair. These recommendations will maintain, as much as is reasonably possible, the Chair's spirit and general intent as identified in its statement of Purpose.

The creation of this Chair is subject to approval of both University of Saskatchewan Council and University of Saskatchewan Board of Governors.

The Office of the Vice-President, Research recommends acceptance based on the above terms.

_____   _____
Dr. Karen Chad   Date
Vice-President, Research

The Office of the Vice-Provost, Faculty Relations recommends acceptance based on the above terms.

_____   _____
Dr. Jim Germida   Date
Vice-Provost, Faculty Relations

Approved and accepted on behalf of the Board of Governors of the University of Saskatchewan.

_____   _____
Debra Pozega Osburn, Ph.D.   Date
Vice-President, University Relations

PARTNERSHIP AGREEMENT

BETWEEN:
University of Saskatchewan
(herein called the "University")

AND:
Ducks Unlimited Canada
(herein called the "Partner")

I.   THE GIFT

Ducks Unlimited Canada (the "Partner") has generously agreed to make a gift of $2,370,000 Canadian Dollars to be paid over a period of ten (10) years to the University of Saskatchewan (herein called the "Gift"). The payment schedule is as follows:

- $280,000 on or before January 31, 2020
  - The initial Gift includes $2,500 for recruitment costs and $100,000 for research start-up costs.
- $210,000 on or before January 31, 2021
- $215,000 on or before January 31, 2022
- $220,000 on or before January 31, 2023
- $225,000 on or before January 31, 2024
- $230,000 on or before January 31, 2025
- $240,000 on or before January 31, 2026
- $245,000 on or before January 31, 2027
- $250,000 on or before January 31, 2028
- $250,000 on or before January 31, 2029

The Partner will work in partnership with the University to build an endowment of at least $5 million.

At the end of the initial five (5) years of the chair, the Partner and the University will discuss transferring the endowment held by the Partner to the University. At such time, if it is mutually agreed upon that the endowment be transferred to the University, the endowment will be invested and administered according the University of Saskatchewan's Investment Income Allocation Policy and Spending Policy as outlined in Appendix A and Appendix B. These policies are subject to change over time.

The Partner is a registered non-profit with Canada Revenue Agency, and therefore this gift is not eligible for a charitable receipt for income tax purposes.

## II.	PURPOSE

The purpose of this Gift is to support a Chair in Wetlands and Waterfowl Conservation, as outlined in the Ducks Unlimited Chair in Wetland and Waterfowl Conservation terms of reference.

The endowment will provide support for initiatives such as, but not limited to:
- Wetlands and Waterfowl Chair: An expert faculty member who will ensure coordinated teaching, research, communication and outreach
- Graduate Student Fellowships
- Undergraduate Student Scholarships
- Technical and Research Support
- Wetlands and Waterfowl Management and Conservation Outreach

## III.	THE UNIVERSITY

The University will pursue additional funding to support the Chair. If the annual funding does not cover all of the costs associated with the Purpose, the University will pursue further internal or external support.

## IV.	THE PARTNER

The Partner will raise funds through their organization for the Ducks Unlimited Canada Endowment, as outlined in the attached proposal. Funds raised by the Partner may be transferred to the University for the establishment of an endowment fund supporting the existing Ducks Unlimited Endowed Chair in Wetlands and Waterfowl Conservation.

## V.	RECOGNITION

The University will recognize the Partner and the donation in appropriate internal and external University publications and communications in accordance with current University policies and procedures, and stewardship practices.

## VI.	OTHER

The University affirms that this partnership does not compromise the University's mission and vision statement or contravene existing University policy. However, the interests, policies and circumstances of the University may shift over time to time. Should it become impractical or undesirable to apply the Gift, or any portion of the Gift, to its originally designated purpose on account of the principles of academic freedom, the University's public image, or future University circumstances, the Partner affirms that the University may exercise its discretion, in consultation with the Partner where possible, the use of the Gift, or any portion of the Gift, for such other purposes as will, in the University's opinion, honour as nearly as practical, the original intent of the agreement.

Karla L. Guyn   Date
Chief Executive Officer
Ducks Unlimited Canada

Approved and accepted by the University, as represented by the Board of Governors.

Board of Governors of the   Date
University of Saskatchewan

Per: Debra Pozega Osburn, Ph.D.
         Vice President, University Relations

Attachments:
- Terms of Reference – Ducks Unlimited Canada Endowment: Chair in Wetland and Waterfowl Conservation

APPENDIX A: University of Saskatchewan Investment Income Allocation Policy

This policy can also be found on the University of Saskatchewan's website:
http://policies.usask.ca/policies/operations-and-general-administration/investment-income-allocation-.php

Operations and General Administration

Responsibility: Vice-President, Finance and Resources
Authorization: Board of Governors
Approval Date: Dec 17, 2004
Amended: May 1, 2009 / May 1, 2012

Purpose

The purpose of this policy is to outline the practices governing the allocation of investment revenue to university funds and activities.

Policy

Investment income will be allocated to the following specific university accounts or activities:

- Trust and endowment funds that have terms of reference (trust deed) which stipulate that related earnings will be used to support the designated purpose of the trust and which have been approved pursuant to Board policy. The allocation will be based on the non-spendable portion of the account. Non-spendable funds include all funds maintained under the trust deed except for the amount available annually to support the purpose of the trust.
- Activities that are externally funded whereby the external agency or company requires the allocation of investment earnings earned on unspent funds to support the project that is being funded.
- Other activities or funds may be allocated investment earnings if that allocation has been authorized by PCIP with consideration to the identified needs and the priorities of the institution, (e.g. Capital Funds, Research Funds).
- Transfer of funds from non-interest bearing to interest bearing status must also be approved by PCIP.

Investment earnings allocated to the funds or activities described in the foregoing section will be calculated as follows:

- Funds held on a short-term basis will be allocated investment earnings based on the 30 day Canada Treasury Bill rate.
- Funds held for the long-term will be allocated investment earnings on a pro-rata share of actual earnings of either the fixed or long-term pool (depending on which investment pool the funds are held).

Funds designated to receive investment income allocations that experience negative cash balances will be assessed an interest charge based on the Prime Business Rate minus 0.5% and the funds weighted average cash balance for the month, or as approved by PCIP.

Procedure summary

1. Financial Services will ensure that investment income is allocated for all Trust and Endowment funds (non-spendable portion) and funds which require allocation of earnings to fulfill external requirements.
2. Requests for transfer of funds to an earnings-bearing fund or requests that earnings allocation be applied to an existing fund should be approved by the appropriate Dean or Administrative Unit Head and submitted to Pensions and Treasury, Financial Services.
3. PCIP approval is required for all transfers of funds to an earnings-bearing fund and designation of a fund as earnings-bearing.
4. Board approval is required where a transfer of funds or designation of a fund as earnings-bearing has the potential to allocate annual earnings of $500,000 or more to a specific unit/activity.
5. For funds approved as earnings-bearing, FSD will ensure that earnings are allocated on a monthly basis in accordance with this policy.
6. Financial Services to ensure that an annual report is provided to the Board summarizing approved allocation of earnings.

Related Documents

There are no other documents associated with this policy.

Contact Information

Contact Person: Treasurer and Director of Pensions, Financial Services
Phone: 306-966-6276
Website: http://www.usask.ca/fsd/

APPENDIX B: University of Saskatchewan Spending Policy

This policy can also be found on the University of Saskatchewan's website:
http://policies.usask.ca/policies/operations-and-general-administration/spending.php

Operations and General Administration

Responsibility: Vice-President, Finance and Resources
Authorization: Board of Governors
Approval Date: Nov 10, 2004
Amended: May 5, 2006 / Dec 12, 2008 / May 1, 2012 / May 1, 2017

Purpose

To ensure the prudent administration of trust and endowment funds and to provide guidelines for the calculation and distribution of the annual amount available for spending those funds. The Policy will be applied to all endowed (internally and externally restricted) funds except as provided in individual trust agreements.

Under this policy the Committee sets a spending amount which will be paid out regardless of the actual income or appreciation experienced that year. The purpose of this policy is:

- To provide stable annual funding to support the purpose of the university
- To protect the value of endowed contributions in terms of purchasing power.

Policy

The University should manage trust and endowment funds to ensure that the annual income continues at an adequate level to support the projects and programs in accordance with the donor's direction or intent.

The University is committed to protecting and preserving the original contribution of endowed funds and ensuring that: the funds provide an appropriate level of funding for current and future generations.

This policy is based on the 'prudent person approach' to ensure prudent investment and administration.

Procedure

The University strives to ensure adequate funding is available to support current and future needs.

- The amount available for spending (spending allocation) is calculated at 3.75% of the original contribution and subsequent contributions and increased annually by a factor equal to the annual rate of inflation as measured by CPI (Canada, all products).
- The allocation is monitored to ensure that the amount distributed is reasonable in relation to the market value of the endowment.
- The spending allocation is calculated based on CPI at December 31.
- The spending allocation is distributed on a monthly basis throughout the fiscal year.

- The amount available for spending will not be allocated for two complete fiscal years after the donation year or until an amount equal to ten per cent of the contribution has accrued through earnings, whichever occurs first. Investment income in excess of the approved spending rate will be retained as segregated capital.
- The spending rate will be adjusted if the effective rate falls outside of the spending range of 2.75% to 5.25% based on the endowment's fund market value at Apr 30. This adjustment is to ensure consistent spending during periods of extreme market volatility.
- Funds are invested according to the University's Long Term Investment Policy unless otherwise restricted by the donor or the Board of Governors.
- The spending allocation may be changed to a fixed amount, income based or a reduced percentage depending on the investment vehicle or other restrictions.
- Responsibility for the investment of trust and endowment funds is outlined in the University Investment Policies.

Related Documents

There are no other documents associated with this policy.

Contact Information

Contact Person: Manager, Treasury, Financial Operations
Phone: 306-966-4604
Website: www.usask.ca/fsd