

**SLST - T505: Introduction to Teaching English for Academic Purposes, Fall 2018**  
**Mondays and Wednesday, 4:00pm - 5:15pm, Student Building 231**

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**Course goal:** The goal of this course is to provide students with the skills to teach an English for Academic Purposes (EAP) or other university-level language class effectively. The focus is on practice, although we will also examine how theory and research supports various teaching approaches and techniques. We will take an experiential “learning-by-doing” approach with the aim of developing skills to plan lessons, manage classroom interaction, and teach second language vocabulary, listening, speaking, reading, writing, pronunciation, grammar, and pragmatics.

**Student learning outcomes:** By the end of the course, students will be able to:

1. Create and present activities and lessons that are grounded in established principles of language teaching and contribute to achieving course and program student learning outcomes
2. Choose and design appropriate instruments to assess student learning
3. Effectively manage a classroom by giving clear instructions, checking for comprehension, managing tasks and interaction
4. Choose, adapt, and create materials for use with various proficiency levels
5. Develop an approach to giving feedback on students’ oral and/or written production that is grounded in established research and best practices
6. Critically evaluate theories and research relevant to teaching and consider their implications for the classroom
7. Reflect on their own teaching, identify areas for growth, and develop a plan to address these areas

**Required text:**

Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (Eds.), (2014). *Teaching English as a second or foreign language* (4th ed.). Boston, MA: Cengage Learning. Readings from this text are marked in the schedule with an apple symbol (🍏). **Be sure to get the 4<sup>th</sup> edition; it is completely different from previous editions.**

**Other readings**

Additional readings will occasionally be assigned. These are marked with an asterisk (\*) on the schedule and are listed at the end of the syllabus. They can be downloaded from the IU library, Canvas, or other websites.

**Grading**

The grading basis for this course is **Satisfactory/Fail**. Instead of a letter grade, you will receive either an “S” (Satisfactory) or “F” (Fail) as your final grade. To receive “S” you must earn a grade of **B- (83%)** or better.

**Grading will be based on the following:**

Canvas Discussion Board postings	<b>5%</b>
Microteaching	<b>20%</b>
Lesson plans	<b>5%</b>
Self-observation reflection	<b>10%</b>
Report on observing a language class	<b>15%</b>
Homework	<b>10%</b>
Final lesson portfolio	<b>35%</b>

**Grading scale**

93% or above	<b>Outstanding.</b> Student demonstrated <b>thorough</b> understanding of course materials and <b>greatly exceeded all</b> student learning outcomes.
90% to 92%	Student demonstrated <b>above average</b> understanding of course materials and <b>met or exceeded all</b> student learning outcomes.
87% - 89%	<b>Satisfactory.</b> Student demonstrated <b>acceptable</b> understanding of course materials and <b>met all</b> student learning outcomes.
83% - 86%	<b>Marginal.</b> Student demonstrated <b>partial</b> understanding of course and <b>met some</b> student learning outcomes.
80% - 82%	<b>Below average.</b> Student demonstrated <b>minimal</b> understanding of course materials and <b>met few</b> student learning outcomes.
80% or below	<b>Unsatisfactory.</b> Student demonstrated <b>little to no</b> understanding of course materials and <b>failed</b> to meet student learning outcomes.

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**Assignments**

Many of the assignments in this class require you to relate what you are learning to your own teaching. Anyone who is **not** currently teaching a class in the Intensive English Program (IEP), English Language Improvement Program (ELIP), or a foreign language department should see me as early as possible about setting up alternatives. More details about all of these assignments will be available on Canvas.

All written assignments should be submitted via Canvas unless otherwise indicated. Unless there are extenuating circumstances (e.g., a serious illness, a family emergency, etc.), assignments **must** be turned in by the listed due date. I reserve the right to refuse to accept any late assignment. If for any reason you feel you will be unable to meet a deadline, you must discuss the situation with me **before** the deadline.

Unless otherwise indicated on the assignment guidelines, all written assignments should be written using MS-Word using **12-point Times New Roman** or a similar typeface. Please **double-space**, use **1-inch margins** and do **not** justify right margins. All citations and references must follow the format outlined in the *Publication Manual of the American Psychological Association, 6<sup>th</sup> edition* (2010). This is the standard citation format used in applied linguistics/TESOL. Copies of the manual are available in several libraries at IU Bloomington, and a tutorial "The Basics of APA style" can be found on the APA website: <http://www.apastyle.org/learn/index.aspx>.

It is expected that all written assignments be reasonably well written and relatively free of grammatical and spelling errors. Free writing assistance is available from **Writing Tutorial Services** (<http://www.indiana.edu/~wts>).

**Canvas Discussion Board postings (see schedule for due dates) (SLO 5, 6, 7)**

Over the course of the semester I will post discussion questions on the Canvas Discussion Board. These questions are designed to get you thinking about the topics we will be reading and talking about. You should provide a short (about 250-300 words) response to the question and post it. Discussion postings are due at the date and time indicated on the schedule. They will be graded on a **credit/no credit** basis. In order to receive credit, the post must:

- must be (a) submitted on time, (b) on topic, and (c) 250-300 words long
- must provide a thoughtful response to the question that demonstrates understanding of the relevant assigned reading(s)

Posts that do not meet the above criteria may be assigned partial credit (0.5 points).

**Microteaching (TBA) (SLO 1, 3, 4)**

You and a partner will prepare and demonstrate to your classmates **two 10-minute activities** (one for oral skills, one for literacy skills). You will be able to choose the language, topic, and target student population, but your activity needs to follow the guidelines that I will provide. Those students not doing the microteaching will act as learners and participate in the activity. More details will be available later on Canvas.

**Lesson plans (no later than day of lesson observation) (SLO 1, 4)**

Your teaching will be observed at least once during the semester. Those teaching in the IEP and ELIP will be observed **at least twice**, by your mentor teacher and by me. Those teaching in other language departments must make arrangements to be observed by their supervisors or language coordinators. These observations will not be graded, but will be used as the basis for several assignments.

For each observed lesson, you should prepare a detailed lesson plan (a sample will be provided on Canvas). The lesson plan should be **2-3 pages in a landscape format**. Give the lesson plan to your observer and submit a copy to me via Canvas **no later than the day of the observation**. Your lesson plan should also include copies of all materials used in the lesson. Lesson plans will be graded on a **credit/no credit basis**.

**Self-observation reflection (no later than October 19) (SLO 5, 6, 7)**

At some point during the first 8 weeks of the semester, you should audio-record one of your lessons. Review the recording and select **one** aspect of your teaching (e.g., giving corrective feedback, asking questions, wait time, organizing group work, giving instructions, getting students to participate, etc.) that you would like to improve. Write a short paper (500-750 words) outlining what you noticed and how you would like to address it. More detailed guidelines on this assignment will be available on Canvas.

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**Report on Observing a Language Class (first draft due Nov. 5; second draft due Nov. 16) (SLO 6)**

Each of you will observe a language class taught by an experienced teacher. Those teaching in the IEP or ELIP will usually observe their mentors; those teaching in other language departments should arrange to observe an instructor in their own department or speak to me about observing an instructor in the IEP/ELIP. During the class you should take notes and then write a report (1,200 to 1,500 words, not including references) that summarizes your observation and relates it to the principles and practices of language teaching that we are discussing in class. You will receive feedback on the first draft from a classmate as well as from the instructor and then revise the report to turn in for a grade.

**Homework (TBA) (SLOs 2, 4, 5)**

A full list of homework assignments and due dates will be listed on Canvas. They will be graded on a credit/no credit basis. In order to receive full credit, the assignment must:

- Follow the guidelines for the assignment and be turned in on time
- Demonstrate a thoughtful and informed response to the assignment

Assignments that do not meet these criteria may be awarded partial credit.

**Final lesson portfolio (due by 11:59pm on Thursday, December 13 (SLO 1, 4, 7)**

For the final lesson portfolio, you will choose **one** of the lesson plans that was observed and revise it based on the observer's comments, your own evaluation of the lesson, and what you have learned about language teaching in this class. The final lesson portfolio will consist of the following:

- The **revised lesson plan**, with changes marked using the Track Changes function on MS-Word. If you have added or changed the materials used for the original lesson plan, the new/revised materials must also be included.
- A lesson **rationale** (1,000 to 1,500 words) that includes (a) your reasons for your lesson plan choices, using information from class readings as support and (b) how and why you have revised the lesson plan.
- Final **reflection** (1,000 to 1,500 words) that includes (a) where you started, (b) what you learned from your teaching experience this semester, and (c) where you hope to go from here

**Participation**

Participation is essential to the success of this class. All students are expected to:

- Come to class regularly. If you need to miss a class for any reason, please notify me as early as possible.
- Come to class on time and stay until the class is over. If for any reason you will be late or will have to leave class early, please let me know in advance.
- Bring the textbook and/or other assigned readings to class. You will need to refer to them during class discussions.
- Do assigned readings and come to class prepared to participate in discussions by (a) asking relevant questions, (b) offering thoughtful comments and/or critiques, and (c) providing appropriate answers to questions by the instructor or classmates. If you are shy about speaking up in class, you can email me your questions/comments before the class.
- Participate actively in all class activities.
- Show respect for the instructor and classmates by (a) turning off or muting cell phones and (b) closing email and websites not relevant to the class discussion.

**Religious observance**

Indiana University respects the right of all students to observe their religious holidays and will make reasonable accommodation, upon request, for such observances. If a conflict with a religious observance exists, a student must make a request for a reasonable accommodation by the end of the second week of the course.

**Academic honesty**

As a student at IU, you are expected to adhere to the standards detailed in the [\*Code of Student Rights, Responsibilities, and Conduct\*](#) (Code). Academic misconduct is defined as any activity that tends to undermine the academic integrity of the institution. Violations include: cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic dishonesty. When you submit an assignment with your name on it, you are signifying that the work contained therein is yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. All suspected violations of the Code will be reported to the Dean of Students and handled according to University policies. Sanctions for

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academic misconduct may include a failing grade on the assignment, reduction in your final course grade, and a failing grade in the course, among other possibilities. If you are unsure about the expectations for completing an assignment, be sure to seek clarification from the instructor in advance.

According to the *IU Code of Student Rights, Responsibilities, and Conduct*, **cheating** is an “attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment” (p. 7). Examples of cheating include:

- Using books, notes, or electronic devices on an examination or quiz without permission from the instructor
- Submitting a paper or other assignment written for a previous or another concurrent class
- Allowing others to copy your assignments or test answers

To **plagiarize** is to present “ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment”; i.e., to steal or pass off, in whole or in part, the work of another person as one’s own (*IU Code*, 8). If you use **any** material from another source, including **lesson plan ideas, activities, pictures or other material from a website**, etc. the source **must be cited appropriately**. For more information, see the Writing Tutorial Services website (<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>).

In accordance with IU policy, suspected incidents of academic misconduct will be discussed in a meeting between the instructor and student. Additionally, **faculty are required to report all such incidents to the university**. Academic misconduct can result in sanctions, such as receiving a zero for the assignment or failing the course.

#### **Upcoming events**

##### **Generative Approaches to Language Acquisition - North America (GALANA-8)**

##### **IU Bloomington Campus, September 27-30**

Talks and workshops on research related to first and second language acquisition from a generativist perspective. On-site registration for students is \$125. For more information see <http://galana8.indiana.edu/>

##### **2018 Conference of Indiana Teachers of English to Speakers of Other Language (INTESOL)**

##### **Marriott East Hotel, Indianapolis (December 1, 2018)**

Registration for students is \$85.00 and includes membership in INTESOL and lunch. AIs in IEP/ELIP are required to attend; registration will be paid by the department. For more information see <https://intesol.org/event-2965311>. There are also opportunities to volunteer to help at the conference; volunteers can attend for free. To submit a volunteer application, go to <http://www.intesol.org/Conference-Volunteers>. If you wish to submit a proposal to present at the conference, the due date for submissions is October 1, 2018. See <https://intesol.org/Conference-Proposals> for more information.

##### **Center for Language Technology (CeLT) Foreign/Second Language Share Fair, IU Bloomington (date TBA)**

Twice a year (Fall and Spring semesters) the CeLT Share Fair brings together language AIs from across campus to share teaching ideas based on a specific theme. For more information on the Fall 2018 event, keep an eye on the website at <http://www.iub.edu/~shfair/>.

##### **World Language Festival**

##### **IU Bloomington Campus, October 6, 1pm to 5pm**

The World Language Festival is sponsored by the Center for Language Technology (CeLT). It is a free public event with language and culture lessons, musical performances, arts and crafts, exhibitions and more and is designed to encourage K-12 students to study world languages. More information will be available at their website, <http://www.iub.edu/%7Ewlf/>

##### **The Second Language Studies Colloquium (Fridays from 2:30 – 4:00pm)**

The colloquium features presentations by SLS students and faculty. Check the schedule at the department website: <http://www.indiana.edu/~dsls/>

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**Schedule for Weeks 1-4**

**Note:** Discussion Board postings and Homework Assignments are due on Fridays unless other specified.

<b>Week 1</b>	<b>Monday, August 20</b>	<b>Wednesday, August 22</b>
<b>Introduction</b>	<b>Introduction to the course</b>	<b>Working with learning outcomes</b>
Readings		*Wilson (2016) *CITL materials
Assignments due		<b>Bring your learning outcomes</b>
<b>Week 2</b>	<b>Monday, August 27</b>	<b>Wednesday, August 29</b>
<b>Organizing instruction</b>	<b>Designing your syllabus</b>	<b>Lesson planning</b>
Readings	*Stoller & Grabe (2017)	🍏 Purgason, pp. 362-379
Assignments due	<b>Bring your syllabus</b>	<b>HW2: Course schedule</b>
<b>Week 3</b>	<b>Monday, September 3</b>	<b>Wednesday, September 5</b>
<b>Managing the classroom</b>		<b>Managing classroom interaction</b>
Readings	<b>LABOR DAY HOLIDAY</b>	*Harmer (2007), pp. 127-136; 161-174 🍏 Brinton, pp. 340-361
Assignments due		<b>Discussion Board #1</b>
<b>Week 4</b>	<b>Monday, September 10</b>	<b>Wednesday, September 12</b>
<b>Giving feedback</b>	<b>Corrective feedback</b>	<b>Responding to students' writing</b>
Readings	*Sheen & Ellis (2011)	*Ferris (2003b), pp. 117-139
Assignments due		<b>Discussion Board #2</b>
<b>Week 5</b>	<b>Monday, September 17</b>	<b>Wednesday, September 19</b>
<b>Teaching vocabulary</b>	<b>Teaching vocabulary</b>	<b>TBA</b>
Readings	🍏 Zimmerman, pp. 288-302	
Assignments due		<b>HW3: Vocabulary worksheet</b>
<b>Week 6</b>	<b>Monday, September 24</b>	<b>Wednesday, September 26</b>
<b>Assessing learning outcomes</b>	<b>Creating assessments</b>	<b>Using rubrics</b>
Readings	🍏 Katz, pp. 320-337	*Andrade (2005)
Assignments due		<b>HW4: Assessment/rubric</b>
<b>Week 7</b>	<b>Monday, October 1</b>	<b>Wednesday, October 3</b>
<b>Teaching speaking</b>	<b>Teaching-speaking cycle</b>	<b>Speaking tasks</b>
Readings	*Burns (2016)	*Goh & Burns (2012)
Assignments due		<b>Discussion Board #3</b>
<b>Week 8</b>	<b>Monday, October 8</b>	<b>Wednesday, October 10</b>
<b>Teaching reading</b>	<b>Reading for academic purposes</b>	<b>Teaching critical thinking</b>
Readings	🍏 Grabe & Stoller, pp. 189-205	* Beaumont (2010) *Evaluating information
Assignments due		<b>Discussion Board #4</b>
<b>Week 9</b>	<b>Monday, October 15</b>	<b>Wednesday, October 17</b>
<b>Teaching listening</b>		
Readings	*Brown (2013) 🍏 Goh, pp. 72-89	
Assignments due		<b>HW5: Speaking/reading/listening task</b>
<b>Week 10</b>	<b>Monday, October 22</b>	<b>Wednesday, October 24</b>
<b>Teaching writing from sources</b>	<b>Reading-writing connection</b>	<b>Attributing sources</b>
Readings	*Grabe & Zhang (2013)	*Pecorari (2013), pp. 75-93
Assignments due		<b>HW6: Source use worksheet (in-class)</b>
<b>Week 11</b>	<b>Monday, October 29</b>	<b>Wednesday, October 31</b>
<b>Teaching oral skills</b>	<b>Teaching pronunciation</b>	<b>Teaching fluency</b>
Readings	🍏 Goodwin, pp. 136-152	🍏 Bohlke, pp. 121-135
Assignments due		<b>Discussion Board #5</b>

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<b>Week 12</b>	<b>Monday, November 5</b>	<b>Wednesday, November 7</b>
<b>Peer review</b>	<b>Peer review</b>	
<b>Readings</b>	*Ferris (2003a), pp. 164-180	<b>In-class peer review session</b>
<b>Assignments due</b>	<b>Observation Report (1<sup>st</sup> draft)</b>	<b>HW7: Peer review worksheet (in-class)</b>
<b>Week 13</b>	<b>Monday, November 12</b>	<b>Wednesday, November 14</b>
<b>Teaching writing skills</b>	<b>Basic writing skills</b>	<b>Teaching genre</b>
<b>Readings</b>	* Understanding writing assignments 🍏 Olshtain, pp. 72-89	*Hyland (2013)
<b>Assignments due</b>		
	<b>Monday, November 19</b>	<b>Wednesday, November 21</b>
<b>THANKSGIVING HOLIDAY</b>		
<b>Week 14</b>	<b>Monday, November 26</b>	<b>Wednesday, November 28</b>
<b>Teaching grammar</b>		<b>Grammar for speaking/writing</b>
<b>Readings</b>	🍏 Larsen-Freeman, pp. 256-270	🍏 Choose <b>one</b> of the following: <ul style="list-style-type: none"> <li>• Frodesen, pp. 238-253</li> <li>• McCarthy &amp; O'Keefe, pp. 271-287</li> </ul>
<b>Assignments due</b>		<b>HW8: Oracy/writing/grammar task</b>
<b>Week 15</b>	<b>Monday, December 3</b>	<b>Wednesday, December 5</b>
<b>Intercultural competence</b>	<b>Pragmatics and culture</b>	
<b>Readings</b>	*Bardovi-Harlig, et al. (2015) 🍏 Hinkel, pp. 394-408	<b>Preparation for final portfolio</b>
<b>Assignments due</b>		<b>Bring your lesson plan for portfolio</b>

**Final Lesson Portfolio due on Canvas by 11:59pm on Thursday, December 13**

**\*Additional readings**

- Andrade, H. G. (2005). Teaching with rubrics: The good, the bad, and the ugly. *College Teaching*, 53, 27-30.
- Bardovi-Harlig, K., Mossman, S., & Vellenga, H. (2015). Developing corpus-based materials to teach pragmatic routines. *TESOL Journal*, 6, 499-526.
- Beaumont, J. (2010). A sequence of critical thinking tasks. *TESOL Journal*, 1.4, 427-448.
- Brown, S. (2013). Myth 4: Because L1 listening ability is effortlessly acquired, L2 listening ability is, too. In S. Brown, *Listening myths: Applying second language research to classroom teaching* (pp. 52-83). Ann Arbor, MI: University of Michigan Press. [Electronic resource available via IUCAT].
- Burns, A. (2012). *Teaching speaking: Towards a holistic approach*. Paper presented at 25th ETA-ROC Anniversary Conference: Epoch Making in English Language Teaching and Learning, Taipei, Taiwan. Retrieved from [https://www.researchgate.net/publication/314545785\\_Teaching\\_speaking\\_towards\\_a\\_holistic\\_approach](https://www.researchgate.net/publication/314545785_Teaching_speaking_towards_a_holistic_approach). **(On Canvas)**
- Center for Innovative Teaching and Learning (CITL). Backwards course design. Retrieved from <https://citl.indiana.edu/teaching-resources/course-design/backward-course-design/>
- Center for Innovative Teaching and Learning (CITL). Developing learning outcomes. Retrieved from <https://citl.indiana.edu/teaching-resources/course-design/developing-learning-outcomes/>
- Evaluating information: Applying the CRAAP test (n.d.). Retrieved from [https://www.csuchico.edu/lins/handouts/eval\\_websites.pdf](https://www.csuchico.edu/lins/handouts/eval_websites.pdf)
- Ferris, D. (2003a). Implementing peer response. In D. Ferris, *Response to student writing: implications for second language students* (pp. 164-180). New York: Taylor & Francis. [Electronic resource available via IUCAT].
- Ferris, D. (2003b). Preparing teachers to respond to student writing. In D. Ferris, *Response to student writing: implications for second language students* (pp. 117-139). New York: Taylor & Francis. [Electronic resource available via IUCAT].
- Goh, C. C. M., & Burns, A. (2012). Speaking tasks. In C. C. M. Goh & A. Burns, *Teaching speaking: A holistic approach* (pp. 201-224). New York: Cambridge University Press. **(on Canvas)**
- Grabe, W., & Zhang, C. (2013). Reading and writing together: A critical component of English for academic purposes teaching and learning. *TESOL Journal* 4, 9-24.
- Harmer, J. (2007). *The practice of English language teaching* (4<sup>th</sup> ed.). Harlow: Pearson Longman **(Canvas)**
- Hyland, K. (2013). Texts, tasks, and implementation. In K. Hyland, *Genre and second language writing* (pp. 121-158). Ann Arbor, MI: University of Michigan Press. Electronic resource available via IUCAT].
- Pecorari, D. (2013) How can teachers support learning about source use? In D. Pecorari, *Teaching to avoid plagiarism: How to promote good source use* (pp. 75-93). Maidenhead, England: Open University Press [Electronic resource available through IUCAT].
- Sheen, Y., Ellis, R. (2011). Corrective feedback in language teaching. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (Vol. II, pp. 593-610). New York: Routledge. **(Canvas)**
- Stoller, F., & Grabe, W. (2017). Building coherence into the content-based curriculum: Six T's revisited. In M. A. Snow & D. M. Brinton (Eds.), *The content-based classroom: New perspectives on integrating language and content* (2<sup>nd</sup> ed., pp. 53-66). Ann Arbor, MI: Michigan University Press. **(Canvas)**
- Understanding writing assignments: Reading practies (n.d.). Retrieved from [https://owl.purdue.edu/owl/english\\_as\\_a\\_second\\_language/esl\\_students/understanding\\_writing\\_assignments/reading\\_practices\\_for\\_assignment\\_prompts.html](https://owl.purdue.edu/owl/english_as_a_second_language/esl_students/understanding_writing_assignments/reading_practices_for_assignment_prompts.html)
- Wilson, L. O. (2016). Understanding the new version of Bloom's taxonomy. Retrieved from <http://thesecondprinciple.com/teaching-essentials/beyond-bloom-cognitive-taxonomy-revised/>