

Syllabus

WASHINGTON ACADEMY OF LANGUAGES
TESOL 525: Methods of Teaching Language

3 Credits
Effective: Winter 2022

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

Faculty Name: Sarah Spitzer

Contact Information: spitzs@cityu.edu

COURSE DESCRIPTION

TESOL 525 introduces candidates to a historical overview of a variety of language teaching methods including (but not limited to) the Grammar Translation Method, Direct Method, Audio-Lingual Method, Communicative Language Teaching, and Content-Based Instruction. Candidates examine and analyze a variety of teaching methods that reflect similar or opposing views based on different language learning principles. Through course readings and a discussion board forum, candidates reflect on what constitutes language and how languages are learned with the purpose of gaining a fuller understanding of the principles and practices behind the choices teachers make regarding particular methods. Candidates will also complete classroom observation hours and analyze and reflect on this experience.

COURSE RESOURCES

Larsen-Freeman, D, and Anderson, M (2011) *Techniques & Principles in Language Teaching* Oxford University Press. ISBN#97801944236013

COURSE OUTCOMES

In this course, learners:

- Bridge theory and practice through classroom observations.
- Articulate and defend a personal approach to second language learning and teaching.
- Establish a framework for teaching based on major teaching methods of language learning
- Analyze and assess established teaching methods and their underlying principles.

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Accuracy and detail in all assignments
- Diverse and global perspectives
- Reflective and analytical thinking skills
- Strong organizational and time management skills
- Strong written communication skills

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Discussion Board	30%
Synchronous Discussion Sessions	8%
Quizzes	6%
Teaching Method Presentation	16%
Classroom Observation	14%
Essay: In Defense of One Method	16%
Teaching Methodologies Summary Grid	10%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Discussion Board

Instructor poses a weekly question which candidates respond to and discuss with other candidates about course readings and materials. Responses to the discussion questions must be 1-2 paragraphs in length and should reflect understanding of the week's readings and course material. Discussion threads include a thought-provoking, relevant question for other candidates' reflection and at least two responses to other candidates' posts and/or questions. Responses are supported by specific citations from the course readings.

<i>Components</i>	<i>% of Grade</i>
Quality of Responses	60%
Quantity of Responses	10%
Timeliness	10%
Grammar and Mechanics	20%
TOTAL	100%

Synchronous Sessions

The instructor will schedule two synchronous discussion sessions, one in module 2 and one in module 3. Module 2's session will be instructor led. Module 3's session will be student-led and the topic will be a jigsaw activity with the goal of completing the Teaching Methodologies Summary Grid assignment.

<i>Components</i>	<i>% of Grade</i>
Attendance	50%
Participation	50%
TOTAL	100%

Teaching Method Presentation

Candidates will describe a teaching method introduced in this course and will plan and present a demonstration using this method. Candidates will receive informal feedback from their peers. The presentation will include a brief overview of the method, its pedagogical underpinnings, and a rationale for using this method. The teaching demonstration will be 20 minutes in length and will include a lesson plan, detailed student population profile, and language objectives.

<i>Components</i>	<i>% of Grade</i>
Overview	10%
Lesson Plan	25%
Rationale	20%
Teaching Demonstration Content	25%
Oral Presentation	20%
TOTAL	100%

Classroom Observation Assignment

Candidates will complete a two to four hour field observation experience, designed to prepare them as TESOL professionals in future settings. The observation focus is on the teaching approach or methodology implemented by the teacher being observed. Candidates will accurately document the observation experience through a log sheet signed by the onsite teacher or supervisor, and will write an observation analysis report that reflects connections between course readings and classroom experience. The report will also include information gathered in a debriefing with the onsite teacher after each class session.

<i>Components</i>	<i>% of Grade</i>
Observation Participation	40%
Observation Analysis Report	50%
Grammar and Mechanics	10%
TOTAL	100%

Teaching Methodologies Summary Grid

You will summarize the principles, design, and applications of all the methods studied in this course. By identifying the philosophical underpinnings of each method, analyzing their curriculum design, and studying their application in the classroom, you will demonstrate your comprehensive understanding of each method. The assignment will be completed as a jigsaw activity with the class.

<i>Components</i>	<i>% of Grade</i>
Quality of Content	35%
Thoroughness of Content	35%
Coherence and Cohesion	30%
TOTAL	100%

Essay: In Defense of One Method

Candidates will write a 2-3 page paper that defines and defends a personal approach to language teaching and learning. The paper will include a detailed rationale and make connections to course readings and materials. The paper will also include a teaching methods comparison grid, as an appendix to the paper. This grid will reflect similarities and differences in teaching methods, as a general reference for the candidates after the course concludes.

<i>Components</i>	<i>% of Grade</i>
Definition of Personal Approach	30%
Defense of Personal Approach	30%
Theoretical Support	30%
Grammar and Mechanics	10%
TOTAL	100%

COURSE POLICIES

Late Assignments

Late Assignments will be accepted at the discretion of the instructor

Participation

Due to the fast-paced nature of this course, it is essential for students to remain current on all readings and assignments. Active and thoughtful participation is expected.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Scholastic Honesty

Scholastic honesty in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. You are responsible for understanding CityU's policy on scholastic honesty and adhering to its standards in meeting all course requirements. A complete

copy of this policy can be found in the [University Catalog](#) in the section titled *Scholastic Honesty* under *Student Rights & Responsibilities*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if s/he is present at any time during the class session. For online classes, a student has attended if s/he has posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance Policy for Mixed Mode, Online and Correspondence Courses*.

SUPPORT SERVICES

Disability Resources

If you are a student with a disability and you require an accommodation, please contact the Disability Resource Office as soon as possible. For additional information, please see the section in the [University Catalog](#) titled *Students with Special Needs* under *Student Rights & Responsibilities*.

Library Services

CityU librarians are available to help you find the resources and information you need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking

As a CityU student, you have access to 10 free hours of online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request your user name and password.