

TESOL 565: Teaching English to the Young Learner

Washington Academy of Languages

3 Credits

Effective Date (first date to be offered, 10/1/2022)

List any Pre-requisite or Co-Requisite:

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 Information

Professional experience information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Contact Information

Contact information for instructors is found under *Syllabus, Schedule, and Course Team* in the online course menu.

Course Description

TESOL 565 introduces the major theories of language learning in young children (aged 4-12). Students learn the major theories through application to the four language domains: speaking, listening, reading, and writing, in a variety of settings. By the end of the course, students are able to design and teach an appropriate instructional unit and lesson for a selected population of young learners.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage (“Find Your Reading List” button).

Gibbons, P. (2014). *Scaffolding language, Scaffolding Learning: teaching English language Learners in the Mainstream Classroom*. 2nd edition. Heinemann, Portsmouth, NH. ISBN#978-0-325-05664-7

Pinter, A. (2010). *Teaching Young Language Learners*. 2nd edition. Oxford University Press. Oxford, UK. ISBN# 0-19-442207-0

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

This course will prepare students to:

- Create a comprehensive range of lessons, materials, and activities for teaching listening, speaking, reading, writing, vocabulary, grammar, and pronunciation to learners at different ages and stages of development.
- Design an instructional theme-based unit plan that incorporates relevant teaching theories and techniques for a targeted population of young learners.
- Present a complete lesson that integrates theory and principles of children's language acquisition with selected instructional context and content area.

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

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

Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

Course Assignments and 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	20%
Synchronous Sessions	10%
Young Learner Theory Reflection	15%
Instructional Unit Plan	30%
2 Lessons/ Micro Teaching Demonstrations	25%
TOTAL	100%

Synchronous Sessions (10% of Final Grade)

The instructor will schedule two synchronous discussion sessions, one in module 2 and one in module 4. Module 2's session will be instructor led. Module 4's session will be student-led and the topics can be determined by the instructor or needs of the class.

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

Discussion Boards (20% of Final Grade)

Students engage weekly in a reflective discussion with other students about course material. Responses to the discussion question must be **250-400 words** in length and should reflect understanding of the week's readings and course material. Discussion threads include a thought-provoking, relevant question (based on course readings) for other students' reflection, and at least two responses to other students' posts and/or questions. Note: If fewer than 3 students are enrolled in the course, this requirement will be adjusted accordingly.

Overview of Required Assignments % of Grade

Quality of Responses	60%
Grammar and Mechanics	20%
Timeliness of Submissions	10%
Quantity of Responses	10%
TOTAL	100%

Young Learner Theory Reflection (15% of Final Grade)

Students write a 2-3 page paper (not including title and reference pages) in which they reflect in depth on what they have learned about the theoretical frameworks that inform the instruction of young learners. From the concepts covered in the first two modules, students will choose one that resonates with their teaching philosophy. This reflection will include interesting discoveries or realizations as well as predictions about how this new knowledge will inform the students' future practice of teaching young English Language Learners. Students will lay out a personal philosophy, how the theory applies to that philosophy, and related challenges they may face in their future practice.

Overview of Required Assignments % of Grade

Reflection	30%
Description of Theory	40%
Content and Organization	15%
Grammar and Mechanics	15%
TOTAL	100%

Instructional Unit Plan (25% of Final Grade)

Students develop an integrated instructional unit that touches on the four language domains (speaking, listening, reading, and writing) for a targeted group of young language learners. The unit will include one lesson that has a grammar and vocabulary element and another lesson that focuses on one or more of the four language domains. The lesson should also integrate language instruction with another content area (science, social studies, math, literature, etc.), and selected instructional context (general education classroom, pull-out program, bilingual

classroom, etc.). All instructional materials such as activities and assessments should be originally designed for this assignment.

<i>Overview of Required Assignment</i>	<i>% of Grade</i>
2 Integrated Language Skill Lessons	35%
Activities/Materials/Assessment development	35%
Cohesion of Unit Plan	20%
Grammar & Mechanics	10%
TOTAL	100%

Two Lessons & Micro Teaching Demonstration (30% of Final Grade)

Students create two lesson plans for either reading, writing, listening, or speaking, using the City University Lesson Plan template with all required areas. Students will present two 15-20-minute video micro teaching demonstrations, based on lesson plans created from course modules. Lesson plans and micro teaching reflect an understanding of course readings. Lessons must be accompanied by a one-paragraph document stating how readings inform instructional decisions, and a one-page self-reflection on the teaching demonstration. Students also provide feedback on a classmate's presentation in the Discussion Board.

<i>Overview of required Assignment</i>	<i>% of Grade</i>
Research Rational Summary Paragraph	15%
Lesson Plan	30%
Lesson Presentation	40%
Self Reflection	15%
TOTAL	100%

Course Policies

Course policies on topics such as *Late Assignments*, *Participation*, and *Professional Writing* are found under *Course Information* in the online course menu. Students are responsible for reviewing and applying these policies while enrolled in this course.

University Policies

Students 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.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a

5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

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 they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they 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 Tutoring

CityU students have access to free 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 help@cityu.ed to request a user name and password.

Course Schedule

This is an optional tool for building a course schedule as part of the master syllabus.