

TESOL 540: Strategies for Teaching the Four Language Skills

Washington Academy of Languages

3 Credits

Effective Date 01/01/2022

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 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 540 examines a variety of strategies for teaching reading, writing, listening, and speaking to English language learners. Candidates review fundamental concepts and popular teaching methodologies and gain practical knowledge for teaching these skills. Candidates learn and demonstrate a variety of techniques for teaching the four language skills and design a variety of lessons incorporating these skills.

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).

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:

In this course, learners:

- Analyze and apply knowledge of underlying concepts and methodologies for effectively teaching reading, writing, listening and speaking.
- Explain and evaluate various resources and materials with respect to their use with the four skills.
- Design a lesson plan that focuses on and assesses listening and speaking skills.

- Design an activity using various techniques for teaching reading and writing skills and demonstrate them in a lesson.

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

Additional Information

This is a new heading for our syllabus template. Programs are using this to list additional information required by accreditors, or core concepts/knowledge/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%
Lesson Plan & Demonstration: Reading and Writing	20%
Lesson Plan & Demonstration: Speaking and Listening	20%
Analysis and Evaluation Activities	20%
Lesson Plan & Demonstration :Integrated Skills with Technology	20%
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

The instructor will pose weekly discussion board questions which candidates respond to and discuss with other candidates about course readings and materials in an asynchronous manner. Responses to the discussion questions must be a minimum of 150-300 words 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%

Lesson Plan & Demonstration: Speaking and Listening

Candidates will design a listening and speaking lesson. The lesson plan outline will include a specific purpose and target population, as well as a written rationale for the topic, language learning objectives, key vocabulary, and materials with support from course concepts and materials. A component will also be included to assess listening and speaking skills. A sample lesson plan template will be provided by the instructor. Candidates will demonstrate one activity from the lesson plan to their peers on a discussion board and will evaluate their peers' presentations.

<i>Components</i>	<i>% of Grade</i>
Lesson Plan Rationale	40%
Lesson Plan Content	40%
Oral Presentation	20%
TOTAL	100%

Lesson Plan & Demonstration: Reading and Writing

Candidates will design a reading and writing lesson plan. The lesson plan outline will include a specific purpose and target population, as well as a written rationale for the topic, language learning objectives, key vocabulary, and materials with support from course concepts and materials. The candidate will include a graphic organizer in the lesson plan to support learners' organizational skill development. The candidate will also develop and implement a feedback plan appropriate for this teaching context and show how it will be implemented. A component will also be included to assess reading and writing skills. A sample lesson plan template will be provided by the instructor. Candidates will demonstrate one activity from the lesson plan to their peers on a discussion board and will evaluate their peers' presentations.

<i>Components</i>	<i>% of Grade</i>
Lesson Plan Rationale	40%
Lesson Plan Content	40%
Oral Presentation	20%
TOTAL	100%

Materials Analysis and Evaluation

Candidates will select, analyze, and evaluate five different materials designed for English language learners and will write a one-page report for each one. Candidates will critique the strategies of these materials and their effectiveness. In addition, candidates will identify potential problems in using these resources, and will evaluate their efficacy in teaching English language learners. The report will be supported by course readings and materials presented by the instructor and will make connections to specific skill work studied in the course.

<i>Components</i>	<i>% of Grade</i>
Critical Analysis	40%
Grammar and Mechanics	20%
Selection and Explanation of Materials	40%
TOTAL	100%

Lesson Plan & Demonstration: Integrated Skills with Technology

Candidates will design and present an integrated skills, web-based lesson for intermediate or advanced English language learners in which learners are directed to an instructor-selected website to complete a series of tasks or activities. The lesson plan will need to include reading, writing, speaking, and listening tasks and skill development. The lesson plan will include the following elements: a stated theme or topic, lesson rationale and objectives, level and age of the learners, lesson duration, and any resources or materials to be used. The lesson plan will also outline an introduction to the lesson theme, a warm-up activity, core lesson details, a wrap-up activity, and an assessment component. Candidates will demonstrate one activity from the lesson plan to their peers on a discussion board and will evaluate their peers' presentations.

<i>Components</i>	<i>% of Grade</i>
Lesson Plan Rationale	40%
Lesson Plan Content	40%
Oral Presentation	20%
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.