

REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: SPLS PROPOSED EFFECTIVE SEMESTER: Fall 16 COLLEGE: CEHD

PROPOSED IMPROVEMENTS

Academic Program

- New degree*
- New major*
- New curriculum*
- New concentration*
- New certificate
- New minor
- Revised major
- Revised minor
- Admission requirements
- Graduation requirements
- Deletion Transfer
- Other (explain**)

Substantive Course Changes

- New course
- Pre or Co-requisites
- Deletion (required by others)
- Course #, different level
- Credit hours
- Enrollment restriction
- Course-level restriction
- Prefix Title and description
(attach current & proposed)
- General education (select one)
- Other (explain**)

Misc. Course Changes

- Title
- Description (attach current & proposed)
- Deletion (not required by others)
- Course #, same level
- Variable credit
- Credit/no credit
- Cross-listing
- COGE reapproval
- Other (explain**)

** Other:

Title of degree, curriculum, major, minor, concentration, or certificate: Master's of Arts in Teaching English to Speakers of Other Languages (M.A. TESOL)

Existing course prefix and #: Proposed course prefix and #: TEL 6700 Credit hours: 3

Existing course title:

Proposed course title: Special Topics in TESOL

Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s) N/A

If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."

Proposed course co-requisite(s) N/A

If there are multiple corequisites, they are always joined by "and."

Proposed course prerequisite(s) that can also be taken concurrently: N/A

Is there a minimum grade for the prerequisites or corequisites? N/A

The default grades are D for undergraduates and C for graduates.

Major/minor or classification restrictions: N/A

List the Banner 4 character codes and whether they should be included or excluded.

For 5000 level prerequisites & corequisites: Do these apply to: (circle one) undergraduates graduates both

Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces): Research Methods in TESOL

b. Multi-topic course: X No Yes

c. Repeatable for credit: X Yes

d. Mandatory credit/no credit: X No Yes

e. Type of class and contact hours per week (check type and indicate hours as appropriate)

- 1. Lecture
- 2. Lab or discussion
- 3. Lecture/lab/discussion 30 hours
- 4. Seminar or studio
- 5. Independent study
- 6. Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director *Allyson* Date 10/13/15

Chair, College Curriculum Committee *Paul Davis* Date 10.27.15

Dean *Man K Feltz* Date: 10-1-15 Graduate Dean: _____ Date _____

Curriculum Manager: Return to dean Date _____ Forward to: _____ Date _____

Chair, COGE/ PEB / FS President _____ Date _____

FOR PROPOSALS REQUIRING GSC/USC REVIEW:

* Approve Disapprove Chair, GSC/USC _____ Date _____

* Approve Disapprove Provost _____ Date _____

1. Explain briefly and clearly the proposed improvement.

The M.A. TESOL committee proposes a new elective course, TEL 6700 (Special Topics in TESOL). This course is designed to engage practicing teachers in learning about current issues and topics related to teaching English as a second language and bilingual education. The course includes reading various research articles in the field and writing a literature review on a preferred topic. Each time that this course will be offered it will cover a different issue related to teaching English as a second language. Such topics could include the use of computer assisted language learning, teaching ESL reading and writing, teaching ESL grammar, sociolinguistic issues when teaching ESL, and instructed SLA.

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

This masters-level course is a course designed to keep ESL teachers updated with what is currently happening in the field of teaching English as a second language. This course provides knowledge of a variety of different areas in the field which will be briefly covered or not covered at all in other TEL courses. It will provide students with the opportunity to explore new topics in teaching and learning ESL.

3. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

This course is not a duplication of any course offered at WMU. Currently, the courses offered in the ESL endorsement program, such as TEL 5150, TEL 6210, and TEL 6310, cover topics such as theories of language learning and teaching, teaching methodologies, and how to assess ESL learners. However, there are other topics and issues in teaching ESL that will be of interest to future ESL teachers and this course will provide them the opportunity to explore such topics.

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

This course will have a positive effect on the other offerings of the Department of Special Education and Literacy Studies. Because this is course is an elective, students in the graduate programs in the department who are interested in learning more about topics in teaching English as a second language can enroll in this class as an elective.

5. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

There are no conflicts in the program. This course will make it easier for students to meet graduation requirements and will be offered in a way such that students will progress through the program in a reasonable amount of time.

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

Our anticipated student audience is in-service teachers who are seeking a master's degree to work with English Language Learners in K-12 or at the college level. Estimated enrollment would be a class size capped at 20 students. We currently have an ESL endorsement program, but the M.A. TESOL program would appeal to teachers who want to take advantage of the financial advancements that they would receive if they had a master's degree in addition to the ESL endorsement. Moreover, the program would appeal to people worldwide who want to teach English as a second language at the college level in the United States and abroad. For example, the M.A. TESOL program at Indiana State University currently has 32 students, 30 of which are international. Sixty percent of the students in the M.A. TESOL program at the University of Illinois at Urbana-Champaign are international students.

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

As the program is launched, this course will only be offered once a year. The potential for offering it more than once an academic year will depend on enrollment in the first two years.

This master's program will draw on all the existing, tangible resources in the SPLS department and the College of Education (e.g., classrooms, technology). In terms of faculty resources, faculty in the Literacy Studies department (e.g., Virginia David, Selena Protacio, Hsiao-Chin Kuo) who already teach the ESL endorsement courses can be tapped to teach this class.

8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.) NA
9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

Sample goals for a course in Computer-Assisted Language Learning

Teacher candidates will be able to:

- Understand the research on computer assisted language teaching;
- Learn about the advantages and disadvantages of computer assisted language learning;
- Experience different computer tools to teach ESL;
- Use technology when teaching ESL;
- Critically evaluate technological tools for teaching ESL.

Sample goals for a course in Teaching ESL Grammar

Teacher candidates will be able to:

- Understand the history of grammar teaching in language learning;
- Learn rules about grammatical structures in English;
- Understand the effect of grammar instruction in language learning through reading research articles;
- Learn about different strategies and activities to teach ESL grammar;
- Develop grammar activities that are engaging and effective;
- Critically evaluate ESL grammar books and activities.

10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

This program is not a direct result of assessment outcomes by the college. However, it does address the diversity efforts of WMU CEHD's to improve in the areas of diversity and global engagement. In developing the M.A. TESOL program, the committee adhered to the TESOL Association's Standards for P-12 Teacher Education and the Michigan Department of Education's ESL Standards for the Preparation of Teachers. WMU's CEHD has identified, based on external assessments, that recruiting and retaining diverse students is a high priority of the college. Establishing an M.A. TESOL program, which may attract students from linguistically and culturally diverse backgrounds, will certainly help in diversifying the CEHD's student population. This particular course will be appealing for those who are not seeking the endorsement, and who would rather be able to delve deeply into a special topics which may be more applicable for their future teaching contexts.

11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section. N/A

Western Michigan University
College of Education and Human Development
TEL 6700: Special Topics in TESOL
(3 credits)

Instructor:
Term/year:
Section:
CRN:
Days:
Time:
Location:
Course credit: 3

SAMPLE COURSE DESCRIPTION

This course is designed to engage students in learning about various different topics in Teaching English to Speakers of Other Languages (TESOL). Each year, this course will cover a different topic related to TESOL that is not covered in other classes for the MA TESOL program. Possible topics are the following: computer assisted language learning, teaching ESL grammar, Sociolinguistic issues in TESOL, teaching reading and writing, and so on. This particular course will cover topics in computer assisted language learning (CALL). Students will learn about how to use technology to enhance teaching ESL.

SAMPLE COURSE RATIONALE

This course is designed to familiarize students with a special topic in TESOL. This particular course will engage students in learning about CALL and how to use technology to teach ESL.

SAMPLE COURSE GOALS/OUTCOMES

Teacher candidates will be able to:

- Understand the research on CALL;
- Understand how CALL can aid in second language acquisition;
- Learn about the advantages and disadvantages of CALL;

- Experience different computer tools to teach ESL;
- Use technology when teaching ESL;
- Critically evaluate technological tools for teaching ESL;
- Design activities to use in ESL classes using CALL.

INSTRUCTIONAL METHODS AND ACTIVITIES

Course goals and outcomes will be accomplished through weekly whole class and small group discussions, critical and reflective writing activities, and class presentations.

SUGGESTED COURSE TEXTS

Son, J. (2014). *Computer-assisted language learning: Learners, teachers, and tools*. Newcastle: Cambridge Scholars Publishing.

Walker, A. & White, G. (2013). *Technology enhanced language learning: Connecting theory and practice*. Oxford, United Kingdom: Oxford University Press.

REQUIRED ASSIGNMENTS

Participation (10%)

Ten percent of the course grade is associated with professionalism and participation in this course. These points will be earned through preparation and engagement in class discussions, readiness to discuss and critique the assigned readings in class, completing assignments in a collaborative (when applicable) and timely manner, and the positive stance demonstrated in classroom interactions with the instructor and peers.

Quizzes and homework (10%)

Students will take occasional quizzes based on weekly readings. Students will be allowed to use a one page of notes during the quiz, but they will not be allowed to refer to the readings.

Presentation of a research article (20%)

Students will present one to two research articles from the list of the assigned readings for the semester. The purpose of the presentation is for to have an opportunity to apply knowledge gained in the course and gain a deeper understanding of CALL. Students will choose one of the assigned readings and prepare a 15 to 20 minute presentation of the research article. in addition, you will prepare 5 to 8 questions for the class to engage in discussion after the presentation.

Reflective papers (20%)

Students will write five reflective papers based on a weekly reading. The purpose of each reflection is for to have an opportunity to think deeply about the content of an assigned reading for this semester. This reflection will be a 2-3 double-spaced paper. Students will start off by providing a very brief (1 paragraph) summary of the article where they will highlight the main points. In the rest of the paper, they will reflect on key points and address how their thinking and/or practice may be influenced by these ideas.

Presentation of a technology tool (10%)

Students will choose one technology tool and present a comprehensive description of how the tool works and how it can be used for language learning in and/or outside of the classroom. Each student will present about a different technology tool. The presentation should be approximately 10 to 15 minutes long.

Lesson plan and rationale (30%)

Students will plan a lesson in which various technology tools are used to enhance language learning. The lesson plan should contain enough materials to use in a two-hour ESL class. Students can choose the age and level of proficiency of the students, the type of ESL class the lesson is for (content-based instruction, task-based instruction, IEP, etc.), etc. Then students will write a 2 to 4 page rationale and reflection for the lesson plan.

CLASS POLICIES & PROCEDURES

Attendance is required. Students are expected to engage in professional/respectful behavior at all times. Any unexcused absences over one class session will result in a reduction of the final grade. Portions of classes missed (arriving late, leaving early) will also be recorded and contribute to total absences.

All written assignments should be typed and double spaced. You should adhere to the style and, when appropriate, format conventions described in the Publication Manual of the American Psychological Association (6th ed.). Late assignments will be accepted, but as the instructor, I reserve the right to lower the grade by 10 percent per day that the assignment has not been submitted. However, special arrangements can be made if you talk to me prior to the due date (at least a few days before).

REASONABLE ACCOMMODATIONS FOR STUDENTS WITH SPECIAL NEEDS

Any student with a documented disability (physical, learning, psychiatric, vision, hearing, etc.) or other special need who needs to arrange reasonable accommodations must contact the professor and the Disabilities Services Office at (387-2116 or 387-4411) at the beginning of the semester.

HUMAN RIGHTS STATEMENT

It is a fundamental policy of WMU not to discriminate on the basis of sex, sexual orientation, color, race, age, religion, national origin, height, weight, marital status, or handicap in its educational programs, admissions, employment, promotions, salaries, and social activities. Through its example and teaching, WMU strives to foster in its students, faculty and staff respect for basic human rights. In its external relationships, the University is supportive of these activities that seek constructive change in the development of human rights in this country and abroad.

ACADEMIC HONESTY

You are responsible for making yourself aware of and understanding the policies and procedures in the Graduate Catalog that pertain to Academic Integrity. These policies include cheating, fabrication, falsification, and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charges(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

COURSE GRADES AND GRADING SYSTEM

Grades are indicated by letters and assigned honor points as shown in the table below. Credit toward a degree program will be granted only for courses in which a grade of "C" or better is earned.

Grade	Definition	Honor Points Per Credit Hour
A	Outstanding, Exceptional	4.0 95 – 100 %
BA		3.5 87 – 94.5%
B	Very good	3.0 79 – 87.5%
CB		2.5 70 – 78.5 %
C		2.0 63 – 69.5%
DC		1.5 55 – 62.5%
D		1.0 50 – 54.5%
E	Failing	0.0 <50%
X	(Failure) Unofficial Withdrawal	0.0
I	Incomplete ~	

COLLEGE OF EDUCATION DIVERSITY STATEMENT

The College of Education and Human Development maintains a strong and sustained commitment to the diverse and unique nature of all learners and high expectations for their ability to learn and to apply their learning in meaningful ways.

Catalog Copy for TEL 6700

This elective course is designed to engage students in learning about various different topics in Teaching English to Speakers of Other Languages (TESOL). Each year, this course will cover a different topic related to TESOL that is not covered in other classes for the M.A. TESOL program. Possible topics are the following: computer assisted language learning, teaching ESL grammar, Sociolinguistic issues in TESOL, teaching reading and writing, and so on. This particular course will cover topics in computer assisted language learning (CALL). Students will learn about how to use technology to enhance teaching ESL.