New Course Request

Indiana University

Check Appropriate Boxes:

Undergraduate credit ☐
Graduate credit ☑
Professional credit ☐

1. School/Division: Liberal Arts
2. Academic Subject Code: LING
3. Course Number: P512 (must be cleared with University Enrollment Services)
4. Instructor: Upton
5. Course Title: Methods and Materials for TESOL 2
   Recommended Abbreviation (Optional): Materials for TESOL
   (Limited to 32 Characters including spaces)
6. First time this course is to be offered (Semester/Year): Summer 2006
7. Credit Hours: Fixed at 3 or Variable from to
8. Is this course to be graded S-F (only)? Yes ☐ No ☑
9. Is variable title approval being requested? Yes ☐ No ☑
10. Course description (not to exceed 50 words) for Bulletin publication:
    This course aims at enhancing participants' understanding of theoretical principles underlying the preparation of ESL instructional materials as well as course participant's knowledge and skills in materials preparation and effective implementation. It also addresses issues related to course design, content selection and organizing, and language assessment. Discuss their eligibility for enrollment with their advisors or the instructor of the course.
11. Lecture Contact Hours: Fixed at 3 or Variable from to
12. Non-Lecture Contact Hours: Fixed at 0 or Variable from to
13. Estimated enrollment: 15 of which 100 percent are expected to be graduate students.
14. Frequency of scheduling: once/year
   Will this course be required for majors? School of Education (ENL)
15. Justification for new course: School of Education wants a 3-credit TESOL materials course for majors in their English as a New Language Program.
16. Are the necessary reading materials currently available in the appropriate library? Yes ☐ No ☑
17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials. See attached.
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant. See attached.
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

Date: 9/19/05

Approved by:

Date: 11/21/05

Dean of Graduate School (when required)

Date: 11/21/05

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.
LING P512
Materials for ESL

Instructor: Thom Upton, Ph.D.
Office: Cavanaugh Hall 301
Phone Number: 274-4226
E-mail Address: tupton@iupui.edu

COURSE DESCRIPTION
English language teachers need to know how to construct an ESL course and provide relevant and interesting materials for it. This course aims to enhance participants' understanding and grasp of theoretical principles underlying the development of curricula and preparation of teaching materials for ESL courses. Through readings, discussions, hands-on activities, and projects, students will be exposed to, reflect upon, and learn about issues of syllabus, course and materials development. The course will specifically explore such issues as needs analysis, teaching goals and objectives, teaching materials, and materials evaluation.

The course has a three-part focus. First, to establish a context for materials development, students look at key concepts and practices in the design of language courses and programs. Second, they evaluate existing teaching materials in a variety of media (textbooks, audio, video, CALL, internet) -- a necessary preliminary to adaptation or creation of new materials. Third, they identify and describe an area in need of materials development, and then work on the preparation, evaluation, and revision of their own teaching materials based on feedback from peers and from the instructor.

The general goals for this course include the following:
- To help participants develop greater awareness of the objectives, principles and procedures of language teaching in general and materials development in particular.
- To help participants develop greater awareness of the principled options available to teachers and materials developers.
- To help participants develop greater skills as evaluators, adapters, editors and producers of language materials.
- To help participants develop greater sensitivity to the needs and wants of learners and teachers.
- To help participants develop principled frameworks which will help them to evaluate, adapt and produce materials outside and after this course.

COURSE OBJECTIVES
1) Read about and discuss the design and development of language-teaching materials.
2) Carry out a selection of materials-development mini-projects and share these with other class members.
3) Constructively yet critically evaluate both published teaching materials and materials produced by other students.
4) Develop a personal philosophy of materials development that is grounded in theory and good practice.
5) Adapt and write materials for teaching ESL/EFL in a particular setting based on a needs analysis and aimed at well-articulated goals and objectives, and which reflects your philosophy of materials development.
TEXTBOOKS, ETC.

There are a few articles that are linked to this syllabus. To get to these articles, you must go to OnCourse and access the syllabus there.

ACTIVITIES & GRADING SCALE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Group Evaluation Grade</td>
<td>20%</td>
</tr>
<tr>
<td>Philosophy of Materials Development</td>
<td>15%</td>
</tr>
<tr>
<td>Materials Project</td>
<td>30%</td>
</tr>
<tr>
<td>Reading Reflections</td>
<td>5%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
</tr>
<tr>
<td>A</td>
<td>92-97</td>
</tr>
<tr>
<td>A-</td>
<td>90-91</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
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<tr>
<td>B</td>
<td>82-87</td>
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<tr>
<td>B-</td>
<td>80-81</td>
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<tr>
<td>C+</td>
<td>78-79</td>
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<tr>
<td>C</td>
<td>72-77</td>
</tr>
<tr>
<td>C-</td>
<td>70-71</td>
</tr>
<tr>
<td>D+</td>
<td>68-69</td>
</tr>
<tr>
<td>D</td>
<td>60-67</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60</td>
</tr>
</tbody>
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**Attendance Policy:** Students are expected to attend all class meetings and to participate in all activities. This is particularly important because of the interactive nature of the class. It is also important to read all of the assigned texts before they are discussed in class so that you are prepared to participate. For each day you are absent, arrive more than 15 minutes late, or leave more than 15 minutes early, you will lose .5% of the 10% possible grade for attendance. (E.g. if you are absent twice you will have a grade of 9/10 for attendance.)

**Group Evaluation Grade:**
You will do four “mini-projects” in small groups. These mini-projects, described below, will serve as the foundation for your final materials project. The group process is an important part of the class, and will be evaluated as part of your final grade. For each mini-project you will be asked to assess each group member (including yourself) using the scales given below and drawing from the following criteria. A more thorough description of the criteria will be passed out and discussed in class.

<table>
<thead>
<tr>
<th>Knowledge Base</th>
<th>Reasoning Process</th>
<th>Communication Process</th>
<th>Assessment Process</th>
<th>Overall Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2 = attends each meeting on time.</td>
<td>0-2 = supports statements with evidence.</td>
<td>0-2 = uses correct terminology, grammar, and spelling.</td>
<td>0-2 = assesses self and group accurately.</td>
<td>0-5 = didn’t realize he/she was in our group.</td>
</tr>
<tr>
<td>3-4 = is prepared for each meeting, does work outside of class.</td>
<td>3-4 = recognizes limits of knowledge, asks for clarification.</td>
<td>3-4 = listens well by contributing to ongoing conversation.</td>
<td>3-4 = uses specific examples as evidence for comments.</td>
<td>6-10 = occasionally contributed but mostly loafed.</td>
</tr>
<tr>
<td>5-6 = explores knowledge, asks questions and clarifies concepts and content.</td>
<td>5-6 = describes steps taken in seeking information, stays on topic.</td>
<td>5-6 = demonstrates teambuilding behavior, offers and accepts constructive criticism.</td>
<td>5-6 = displays awareness of own values and biases, but is open-minded about change.</td>
<td>11-13 = contributed regularly, but nothing spectacular.</td>
</tr>
<tr>
<td>7-8 = integrates information well.</td>
<td>7-8 = uses reasoning to seek relevant answers.</td>
<td>7-8 = seeks to help group and</td>
<td>7-8 = seeks to help group and</td>
<td>14-17 = above average contributions and attitude.</td>
</tr>
</tbody>
</table>
Philosophy of Materials Development:
As we transition from reading and talking about key concepts and practices in the design of language courses and programs, you will be asked to synthesize these ideas into your own philosophy of ESL materials development. You will be asked to address the following questions: What is materials development? What underlying “philosophy” guides you as you consider materials to use with an ESL class? What are the key steps to materials development for you: how will you go about determining what should be taught, how it should be taught, and with what resources it should be taught with? What cautions, caveats, constraints, considerations, and other cares do you see as important to keep in mind as you develop materials for your classes?

Materials Project:
Students will work in small groups to prepare original teaching materials for approximately one week (5 hours) of teaching. The materials are to be aimed at a particular ability level and/or group of students. They may concentrate on one or two skills or may be topic-based; in either case, the materials are to include integrated activities involving all four skills. These materials will then be field tested in class, and evaluated according to pre-agreed criteria. Oral reports will also be given in class throughout the process of developing and using the materials. The foundation for the final materials project will be developed through six mini-projects. Details on the final project and each mini-project will be passed out and discussed in class:

Mini-Project 1: You will develop a course-specific needs-analysis that looks at the context, expectations and student needs.
Mini-Project 2: Using the Needs Analysis developed for Mini-Project 1, you will develop a set of goals and objectives for a specific course designed to meet the needs of the students in your needs analysis.
Mini-Project 3: You will develop a set of criteria that draws on theory and class discussions that you can use to evaluate published materials that are being considered for your course.
Mini-Project 4: You will use your evaluation rubric to evaluate at least two published textbooks and provide a recommendation, including strengths and weaknesses for your particular context.
Mini-Project 5: You will develop two lessons with materials adapted or developed to meet the course goals/objectives that you developed in Mini-Project 2 (which were drawn on the needs analysis done in Mini-Project 1). One will focus specifically on listening and the other specifically on speaking, or they both should focus on both speaking and listening.
Mini-Project 6: You will develop two lessons with materials adapted or developed to meet the course goals/objectives that you developed in Mini-Project 2 (which were drawn on the needs analysis done in Mini-Project 1). One will focus specifically on reading and the other specifically on writing.

Reading Reflections: For the assigned readings in the syllabus, you are required to do a reflection. These are 1-2 page reactions to what the assigned chapter discussed. You should provide comments, thoughts, arguments, and/or feelings about the chapter, and make a
connection to your own instructional context. I do NOT want a summary! These are due on the days indicated in the syllabus. These will be evaluated as follows:

**Substantive Learning (A & B)**  
(represented by one or more of the following)

- responses integrated with ideas from assigned readings and/or other discussions and/or readings  
- responses reflect understanding in own words (not verbatim from readings)  
- responses include a clear, coherent thesis that is developed and supported  
- views supported with relevant examples, evidence  
- thought-provoking questions posed  
- explains how own thinking has been changed or confirmed by material

**Marginal Learning (C)**  
(represented by one or more of the following)

- significant portion of response is verbatim from the reading material  
- merely summarizes information in the readings  
- describes what author thinks but gives little reaction to what is said  
- states personal preferences without giving substantive reasons for them  
- relies extensively on personal experiences without connecting it to the readings  
- lacks effective integration with previous readings/discussions as appropriate

**Insubstantial Learning (D & F)**  
(represented by one or more of the following)

- fragmented and poorly integrated responses  
- contains much irrelevant material  
- asks questions that could be answered by rereading the article  
- responses reflect seriously underdeveloped understanding of the material  
- repeats what is in the readings without responding to it  
- contains errors in factual information, misinterpretation or unsupported interpretations of material  
- appears to have been tossed together hastily

**Academic Misconduct (including cheating and plagiarism)**

Cheating is dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal possession of examinations. Plagiarism is the taking of ideas or materials from another source for either written or oral use and not fully acknowledging it. That is, offering the work of someone else as one’s own is plagiarism. It is the responsibility of the student not only to abstain from cheating and plagiarizing but, in addition, to avoid the appearance of cheating/plagiarism and to guard against making it possible for others to cheat or plagiarize. Any student who helps another student cheat/plagiarize is as guilty as the student assisted. I will be using the Indiana University Code of Student Rights, Responsibilities, and Conduct as my guide for dealing with students found cheating or plagiarizing.
Adaptive Educational Services (AES)
AES provides accommodations for students with special challenges or disabilities that may affect their classroom performance. If you are eligible you may register with AES by calling 274-3241. Visit http://life.iupui.edu/aes/index.asp for more information.

COURSE SCHEDULE AND ASSIGNMENTS

WEEK ONE
* Introduction to course and classmates
* Experiencing materials in action (House Rules)
* What is Materials Development?
* Issues to Consider

WEEK TWO
* ESL Curriculum: Approaches, Syllabuses, & Techniques
  Read: (1) Brown, Chapter 1

WEEK THREE
* Needs Analysis: Why and How
* Materials Evaluation Criteria
  Prepare Mini-Project 1: Course-specific Needs Analysis, Group Presentation

WEEK FOUR
* Writing Goals and Objectives
* Mini-Project 1: Course-specific Needs Analysis (Group Presentations)
  Read: (1) Brown, Chapter 3
  Prepare Mini-Project 2: Course-specific Goals and Objectives, Group Presentation

WEEK FIVE
* Materials Development
* Mini-Project 2: Course-specific Goals and Objectives (Group Presentations)
  Prepare Mini-Project 3: Materials Evaluation, Group Presentation
  Turn in reflections for Littlejohn and Bell & Gower

WEEK SIX
* Adapting Materials
* Mini-Project 3: Materials Evaluation 1
  Prepare: Mini-Project 4: Materials Evaluation B, Group Presentation
  Turn in reflections for Jolly & Bolitho
WEEK SEVEN
*Materials for Speaking
*Mini-Project 4: Materials Evaluation 2

Philosophy of Materials Development Due

WEEK EIGHT
*Materials for Listening
Prepare: Mini-Project 5: Listening & Speaking Materials, Group Presentation

WEEK NINE
*Materials for Reading
*Mini-Project 5: Listening & Speaking Materials

WEEK TEN
*Materials for Writing
Prepare: Mini-project 6: Reading & Writing Materials, Group Presentation

WEEK ELEVEN
*Materials for Grammar
*Mini-project 6: Reading & Writing Materials
Turn in reflections for Maley

WEEK TWELVE
*Materials for Pronunciation
*Mini-project 6: Reading & Writing Materials

WEEK THIRTEEN
*Computer-Assisted Language Learning Materials
Read: TBA
WEEK FOURTEEN
*Group Project Workshop
**Prepare:** Final Project Presentations

WEEK FIFTEEN
*Final Project Presentations, Feedback, and Evaluations

FINALS WEEK
Final Exam