

TESOL 430: Teaching English to Young Learners
Winter 2015—2 credits—Tuesdays 6:00-8:00 p.m. in MCK 153 & Online

Instructor

Sister Aubrey Bronson
 E-mail Address: aubrey.bronson@byuh.edu
 Phone Number: 801-885-9168



Texts/Materials

Practical English Language Teaching: Young Learners by Caroline T. Linse, McGraw-Hill, 2005.
 eBook (ISBN 9781308043296)

Catalog Description

Principles, procedures and materials for teaching English language skills to young learners.

Course-Level Student Learning Outcomes

By the end of the course, students will be able to:

1. identify examples of cognitive, physical and emotional development in children
2. plan developmentally appropriate language instruction
3. implement a variety of teaching methods and techniques designed for young learners
4. develop age-appropriate assessment tools for listening, speaking, reading and/or writing
5. outline effective classroom management strategies

Institutional Learning Outcomes

In addition to the course-level outcomes listed above, this course also emphasizes analysis and service.

Instructional Method

Presentations, whole class, small group, and partner discussions.

Grading

Grades reflect students' understanding of course materials and how well they have mastered the course objectives. Grades will be based on students' performance on discussions, assignments, quizzes and portfolios.

A 94-100%	B+ 87-89	C+ 77-79	D+ 67-69	F 59 and below
A- 90-93	B 84-86	C 74-76	D 64-66	
	B- 80-83	C- 70-73	D- 60-63	

Categories

Discussions	25%
Assignments	25%
Quizzes	25%
Portfolios	25%

Discussions in both whole class and small group formats will give students the opportunity to share what they have learned from reading the textbook, working on class assignments, and interacting with young language learners. Regular and active participation is required.

Assignments will include observations, lesson plans, artifacts and reflections. Students will work on first drafts and receive feedback throughout the semester. Final drafts will be included in the portfolio at the end of the semester.

Quizzes are designed to encourage students to complete reading assignments on time. These short, online quizzes will help students to understand what they are reading and prepare for class discussion.

Portfolios will include final drafts of all assignments including observations, lesson plans, artifacts and reflections. These portfolios will represent the volunteer hours the students have spent working with young language learners throughout the semester.

Tentative Course Calendar

		Quizzes	Discussions	Assignments
Week 1: January 12-16	Introductions Developmentally Appropriate Practice	NAEYC: DAP	Self-Introduction / Describe a Child	Textbook Volunteer Site
Week 2: January 19-23	Child Growth and Development	Chapter 1	Comprehensible Input	Live Event 1: Tuesday, January 20 th from 6:00-8:00 p.m. MCK 153
Week 3: January 26-30	What I Wish I Would Have Known		Classroom Management	First Volunteer Session
Week 4: February 2-6	Teaching Listening	Chapter 2	TPR Songs and Games	Teaching Environment
Week 5: February 9-13	Teaching Speaking	Chapter 3	Puppets	Listening/Speaking Lesson Plan
Week 6: February 16-20	Teaching Reading	Chapter 4	Reading with Graphic Organizers	Student Profile Live Event 2: Tuesday, February 17 th from 6:00-8:00 p.m. MCK 153
Week 7: February 23-27	Teaching Writing	Chapter 5	Issues	Reading/Writing Lesson Plan
Week 8: March 2-6	Teaching Vocabulary	Chapter 6	Vocabulary	Midterm Reflection
Week 9: March 9-13	Storytelling		Practice Storytelling	Vocabulary Lesson Plan
Week 10: March 16-20	Assessing Young Learners	Chapter 7	Objectives & Assessment	Singing/Storytelling Lesson Plan
Week 11: March 23-27	Working with Parents	Chapter 8		Assessment Tool Live Event 3: Tuesday, March 24 th from 6:00-8:00 p.m. MCK 153
Week 12: March 30-April 3	Key Issues	Chapter 9		Classroom Management
Week 13: April 6-10	Presentations & Reflections		Lesson Plan Packets	Final Reflection Live Event 4: Tuesday, April 7 th from 6:00-8:00 p.m. MCK 153
Week 14: April 13-17	FINALS			PORTFOLIO

TESOL 430 Volunteer Teaching and Final Portfolio



The requirement to complete 12 hours of volunteer teaching is a major part of this course. As you work with young learners in your volunteer teaching environment, you will create a compilation of observations, lesson plans, artifacts and reflections. By the end of the semester, you will have a collection of 10 key components to include in your final portfolio. To make your portfolio as meaningful as possible, each observation, lesson plan, artifact and reflection should be directly related to your volunteer teaching.

Portfolio Assignments: Peer Review vs. Teacher Submission

For each of the portfolio components, you will have the chance to give and receive feedback on a first draft before you submit your assignment to your teacher. In this course, these give-feedback-to-your-classmates experiences are called Peer Review.

Each Peer Review assignment is worth 40 points. At this stage, you are not being graded on your portfolio component; you are being graded on the **quality of feedback you provide for your classmate**. Later in the week, when you submit your revised document to your teacher, you will be graded on your portfolio document.

The purpose of the Peer Review is to help your classmates improve the quality of their portfolio assignments. As a reviewer, you should look for anything in your classmate's paper that doesn't make sense. You should double check to make sure your classmate followed the instructions for the assignment and organized the paper well. You can be on the lookout for spelling or grammatical errors. When you find any of these problems, you should identify them and offer suggestions for how they could be improved. You should also be prepared to compliment your classmate on anything s/he did particularly well.

To clarify, whenever a portfolio assignment is due, you will follow these steps:

- MONDAY: Upload your draft to the Peer Review discussion board
- TUESDAY: Check Canvas to see which document you should review
- WEDNESDAY: Study your classmate's document; provide helpful feedback, compliments and critiques
- THURSDAY: Check out the peer review you received from your classmate on your document
- FRIDAY: Use the peer review feedback to improve your document and then submit to your teacher

A word of warning: If you do not submit your document to the Peer Review discussion board **ON TIME**, you will not be assigned to review a classmate's paper. This has at least two negative consequences. First, you will not receive any points for the Peer Review assignment, and second, you will not receive any feedback to help you improve your own document. So, please be sure to post your document long before Monday at 11:59 p.m.

Canvas will NOT provide a reminder for when the Peer Review comments are due, but the standing deadline for the entire semester is Wednesday at 11:59 p.m.

The deadline for the submission of portfolio documents to the teacher is Friday at 11:59 p.m.

Policies

Punctuality and Late Assignments

Punctuality is expected. Students will not receive credit for assignments submitted late. The exception is **ONE** gift of grace per semester, which may be used if an assignment was late because of sickness, technological trouble or any other reason. To use the gift of grace, please email your teacher to explain your situation and identify the assignment you would like to have graded late. The gift of grace cannot be used on quizzes or peer review assignments.

Complaints about Instruction

The English Language Teaching department at BYUH is committed to providing students with the best possible instruction. However, sometimes different teaching styles, philosophies, learning styles, cultural diversity and expectations may cause conflicts. Therefore, in order for students to feel comfortable expressing their concerns and needs in an appropriate way, they should follow these guidelines.

- Students should approach the teacher either after class or during his/her office hours and explain their concern.
- If students are not comfortable approaching the teacher, they should talk to either an academic advisor or the department chair.
- Students should not complain to one teacher about another teacher's class.
- If students feel their complaint is serious, it is their responsibility to take it to the appropriate person.
- If students do not feel the problem has been resolved after a reasonable period of time, they should follow up with the person they spoke with earlier.

Preventing Sexual Harassment

Title IX of the education amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including Federal loans and grants. Title IX also covers student-to-student sexual harassment. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the Human Resource Services at 780-8874 (24 hours).

Special Needs

Brigham Young University-Hawaii is committed to providing a working and learning atmosphere, which reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the Students with Special Needs Coordinator, Leilani A'una at 293-3518. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Human Resource Services at 730-8875.

Academic Honesty

BYUH students should seek to be totally honest in their dealing with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating and other academic misconduct. (see university catalog for complete policy)

Dress and Grooming

The dress and grooming of both men and women should always be modest, neat, and clean, and consistent with the dignity adherent to representing The Church of Jesus Christ of Latter-day Saints and any of its institutions of higher education. Please see the university catalog for more specific information on dress and grooming. Students not dressed appropriately will be reminded to dress according to university standards.