Teaching English to Speakers of Other Languages (TESOL)

Handbook

TESOL Masters Program
Hufstedler School of Education
Alliant International University

2013
## TABLE OF CONTENTS

- HSOE Conceptual Framework ................................................................. 3
- Mission, Vision, Goal ........................................................................ 4
- TESOL Course Descriptions ............................................................... 5
- Admissions Requirements ................................................................. 6
- Transfer Credits and Advising ............................................................ 7
- Grading Policies ................................................................................. 8
- Satisfactory Degree Progress and Academic Graduation Requirements .... 9
- Assessment System ........................................................................ 10
- Program Learning Objectives/Student Performance Outcomes (SLOs) .... 11
- Evaluation Benchmarks .................................................................... 15
- Portfolio ............................................................................................ 15
- Final Reflection Paper ...................................................................... 17
- Practicum Project ............................................................................... 17
- University Policies and Procedures .................................................. 18
- TESOL Program Contacts ................................................................. 23
The Hufstedler School of Education Conceptual Framework is grounded in three major theoretical and practical educational constructs. It is our shared belief that theory and practice are learning domains that intersect across the education continuum. The framework is grounded in the constructivist theory and works of Searle (1998), Bruner (1990), and Vygotsky (1978). Finally, the Conceptual Framework is grounded in neuropsychological research (i.e. Luria, 1969; Gardner, 1999; Sternberg, 2000).

The first tenant of our Conceptual Framework is constructivist theory, which views learners as conscious agents whose background, prior knowledge, and dispositions greatly contribute to their participation in the learning process. The second major component is the affirmation, commitment, and support for issues of diversity. The third component is grounded in neuropsychological research that addresses intelligences, problem solving and conceptualization, planning and organization, memory and cognition, language, perceptual motor abilities, attention, and academic skills development.

We implement these concepts through the SANKOFA* Initiatives that provide the basis for actions in the Hufstedler School of Education:

<table>
<thead>
<tr>
<th>SANKOFA* Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stimulate intellectual vitality, create new knowledge and engender passion for the education profession;</td>
</tr>
<tr>
<td>Achieve international recognition in the field of education for our teaching, research and community outreach;</td>
</tr>
<tr>
<td>Network authentic partnerships through the Partners of Success model that will embrace the mutual well-being of students, faculty and staff of our Learning Communities;</td>
</tr>
<tr>
<td>Keep and perpetuate legacies of excellence as shared by a stakeholder coalition of alumni, faculty, students, administrators, AIU board members, and friends of the Hufstedler School of Education;</td>
</tr>
<tr>
<td>Offer students in the Hufstedler School of Education a world class education that prepares them to establish a global community of learners and education specialists who advance society worldwide;</td>
</tr>
<tr>
<td>Facilitate an inclusive, creative, technologically sophisticated and materially supportive environment in which to prosper, work, recruit, mentor, and study; and,</td>
</tr>
<tr>
<td>Appreciate, celebrate and promote accomplishments and contributions from the Hufstedler School of Education and a diverse cadre of scholars.</td>
</tr>
</tbody>
</table>

*SANKOFA is derived from a proverb of the Akan people of Ghana. The words San (return), Ko (go), and Fa (look, seek, take), infer that an intelligent and patient quest for future knowledge and goals is informed by a critical examination of the wisdom of the past.
**TESOL Master’s Program Mission/Vision/Goal**

**Program Mission:** The TESOL Master’s Program of Alliant International University prepares teachers to meet the linguistic, cultural, and academic needs of English language learners in a variety of settings worldwide.

**Program Vision:** The TESOL Master’s program of Alliant International University will become internationally recognized and respected as a program of excellence and accessibility that prepares practitioners in the teaching of English to speakers of other languages worldwide.

**Teaching English to Speakers of Other Languages (TESOL)**

Offered as an On-campus Program and as an Online+ three-course Residency Program

This program includes courses in TESOL theory and methodology, linguistics and professional education. The TESOL concentration is designed for both prospective and experienced English as a Second Language (ESL) and English as a Foreign Language (EFL) educator. Specified courses meet the TESOL Graduate Certificate. This program is offered on campus and also as an online program with three courses required in residency.

Courses are three units unless otherwise indicated  Total 30 units.

**Core Courses:** Required

- TES 7040 Development of Cross-Cultural Competencies
- TES 7410 Theory and Method of Second Language Teaching
- TES 7420 Principles of Linguistics
- TES 7430 Techniques of Teaching Reading and Writing to Second Language Learners
- TES 7440 Techniques of Teaching Listening and Speaking to Second Language Learners
- TES 7460 English Grammar for ESL and EFL Teaching
- TES 7480 Technology and Teaching English Learners
- TES 7485 Research Methods and Seminar
- TES 7490 TESOL Practicum/Project

**Electives:**

- TES 7450 Introduction to Psycholinguistics and Sociolinguistics
- TES 7470 Teaching English as a Foreign Language
- TES 7475 Special Topics in TESOL Research and Pedagogy
Hufstedler School of Education TESOL Master’s Program Courses Descriptions

TES 7040—Development of Cross-Cultural Competencies
Influence of culture and society on educational systems, communities and workplaces. Focus on the nature and manifestation of culture, cultural contact and cultural diversity in California, the U.S. and other global settings. Investigation of values, behaviors and beliefs of cultural groups. Development of multicultural and cross-cultural communication skills. Examination of comparative case studies.

TES 7050—Academic Instruction Designed for Culturally and Linguistically Diverse Students (K-12)
Examination of theories and strategies of specially designed content instruction delivered in English. Focuses on designing curriculum, developing lessons and assessment plans and creating materials for content area instruction. Investigates purpose and method of language and content area assessment and student placement procedures.

TES 7410—Theory and Method of Second Language Teaching

TES 7420—Principles of Linguistics
Investigation of the nature, organization and function of human language. Focuses on the different components of language structure-phonology, morphology, syntax and semantics.

TES 7430—Techniques of Teaching Reading and Writing to Second Language Learners
Exploration of techniques and approaches for teaching reading and writing to second language learners. Provides experience in designing curriculum, creating materials and developing evaluation instruments for assessing reading and writing skills of second language learners.

TES 7440—Techniques of Teaching Listening and Speaking to Second Language Learners
Examination of theories and approaches for teaching listening and speaking to second language learners. Focuses on successful classroom strategies, development of lessons and assessment tools, creation of materials and design of instructional units.

TES 7450—Introduction to Psycholinguistics and Sociolinguistics
Overview of psycholinguistics and sociolinguistics. Examination of the relationship between the brain and language and study of first and second language acquisition to develop understanding of language storage, processing and development. Sociolinguistic topics include language variation, dialectology, language planning and policy and bilingualism and multilingualism.

TES 7460—English Grammar for ESL and EFL Teachers
Study of English grammar rules and their application in the ESL and EFL classroom. Focuses on teaching of grammar within the context of student writing and speaking. Examines parts of speech and functions in English sentences, verb tense-aspect system, sentence patterns, sentence types and troublesome aspects of English grammar.

TES 7470—Teaching English as a Foreign Language (TEFL)
This course focuses on methods and strategies needed to teach English in a non-native English speaking environment. Students will develop knowledge and skills in designing curriculum and materials, developing instructional techniques and employing classroom management strategies that are appropriate for EFL settings.
TES 7475—Topics in TESOL Research and Pedagogy
Independent investigation of a current topic in TESOL research and/or teaching. Project proposal is required prior to enrollment in class.

TES 7480—Technology and Teaching English Learners
This course focuses on utilizing technology to support the teaching and learning of English learners. Technology application is presented in context of second language learning theories and classroom practice.

TES 7485—Research Methods and Seminar
This course prepares students to be critical consumers of research literature in preparation for the practicum project and as TESOL professionals. The two principle components of the course are an overview of qualitative and quantitative research design and an analysis of professional writing. Students read and evaluate journal articles in TESOL, become familiar with library and on-line research strategies, design an original research project and review and practice the structure and rules of academic writing.

TES 7490—TESOL Practicum/Project
An applied research project in which students synthesize concepts from learning theories and methodologies presented in their coursework and apply them to specific teaching situations. Students complete one of three general types of projects: curriculum development, original research, or an extended classroom observation and reflective journal. Includes oral presentation of portfolio developed throughout program.

Admission Requirements for TESOL Master’s Program
Applicants must satisfy the requirements stipulated in the "Application Procedures" section of this catalog as well as meet the following:

1. Degrees: Candidates must possess at least a bachelor’s degree or higher from an institution of higher education that is regionally accredited in the U.S. or its international equivalent. Applicants for the online master’s program must also possess a valid elementary or secondary teaching credential or its equivalent.
2. GPA: Student must have a minimum GPA of 2.5 or higher.
3. Tests: International students applying for the TESOL concentration are required to have a 575 score (233 computer-based) on the Test of English as a Foreign Language (TOEFL) and a Test of Written English (TWE) score of 5. A score of 550 is required for other concentrations. Additionally, all international students are required to take an English proficiency test before starting the first semester in order to assess individual language needs. Students typically are required to take the ILEC 5010 Graduate Communications course.
4. Recommendations: Each candidate must provide two written confidential recommendations from those who can attest to the applicant’s abilities, interests and proven accomplishments in education.
5. Transcripts: Official transcripts must be submitted from all accredited institutions of higher education attended by the candidate. When official transcripts are not immediately available, candidates may supply unofficial documents and be admitted on a conditional basis.
6. Personal essay: A two-page personal essay 1) describing your academic and professional background including experiences relevant to TESOL and 2) future plans in the field of TESOL.
7. Interview with GSOE Master’s Admissions Committee.

Upon receipt and review of all documentation, the candidate will be considered for final admission. Final admissions decision will be made by the program director and GSOE Master’s Admissions Committee.
Transfer of Credit and Course Waivers

Transfer of credit may be awarded on the following basis.

1. All credits used to substitute for required courses must have been completed at B or higher levels from a regionally accredited institution of higher education.
2. All courses used to substitute for required credit must be at master’s degree level or higher.
3. The decision to accept credit to be transferred shall be the responsibility of the program director.
4. All credits must have been earned within seven years prior to the request for transfer. Requests for transfer credit, including waivers and exceptions, are reviewed by the program directors and designated faculty.
5. Coursework being considered for transfer must be equivalent to Alliant coursework for which it is being applied. Students are required to submit transcripts, course descriptions and other documentation to assist faculty review.
6. A maximum of 6 semester units may be transferred into the master’s degree program.
7. Extension or continuing education courses are not, in standard cases, acceptable for graduate transfer. However, courses completed at high levels through an accredited university or local district program may be considered by the program director and approved by the Dean of the Graduate School of Education for partial credit transfer. The Dean of the Graduate School of Education must give final approval for course waivers.

TESOL Advising

I. On Campus Advising:

The TESOL Program Director assists students to determine their Master Plan of Study (MPS) and the Academic Advisor registers students in appropriate courses (per their MPS) each semester. Students are also assigned to a faculty mentor to assist with their professional development.

II. Advising Online-Residency Students:

1. Systemwide and or Master’s online Director advises online students when they are admitted into the program—Telephone interview.
2. Followed up by the Program Director giving the students the degree plan of study for their cohort and the HSOE SD Academic Advisor, Tom Provenzano registering them in their classes for the first semester.
3. Dr. Shirley Baker is the faculty director and advisor for the Online/Residency cohort of students and serves as their advisor and professional mentor.
4. Students meet with the Program Online Cohort Director and Academic Advisory during their first weekend residency in San Diego and are further advised at that time.
5. Academic Advisor gives students information on graduation and degree completion paperwork.
Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>GRADING</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 –100</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 93</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79</td>
</tr>
<tr>
<td>C</td>
<td>73 – 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

Grade Appeals Process

In general, grades represent the faculty member’s professional judgment of a student’s performance in a course and, as such, are final. However, students have the right to ask a faculty member for an explanation of any grade received and may appeal a grade when they perceive that a final grade was biased, arbitrary, or capricious. In those instances, students must follow the Grade Appeal Process outlined below.

General Principles

1. Students are encouraged to seek advice in matters of concern about grades from their faculty or academic advisor.

2. Grade appeals can be made only in instances where procedural issues or biased, arbitrary, or capricious grading are in question, specifically:
   
   a. An obvious error in calculation.

   b. The instructor has applied more exacting standards to the particular student.

   c. The grade was given on some other basis than performance in the course.

   d. The grade represents a substantial departure from the instructor’s announced standards.

Grade Appeals Procedures

1. The student should attempt informal resolution of grade concerns with the instructor within five weeks of the official posting of the grade by the Instructor or Registrar’s Office. Typically, this step is all that is necessary to resolve any disagreements. This step is only to be waived if the student
believes she or he cannot meet with the instructor.

2. In the event that informal resolution is not satisfactory to the student, the student has the burden of proof to show that the grade was based on factors listed in General Principles (2) above. The student submits a written request for a grade appeal to the Program Director or other appropriate campus administrator within six weeks of the official posting of the grades by the Registrar’s Office. The student must include evidence pertinent to the General Principles (2) above in support of the grade appeal request. If there is no Program Director or if the Program Director is the instructor, the student submits the appeal to the School Dean. The Program Director or School Dean provides the instructor with a copy of the appeal request within three business days. Within 15 days*, the instructor responds in writing to the Program Director or School Dean explaining the basis for the grade.

3. Within three weeks of the grade appeal request, the Program Director or School Dean appoints a Grade Appeals Panel consisting of three campus faculty members. The Panel will reach a decision to either uphold the grade or change it. This decision is sent to the Program Director or School Dean who informs the instructor, student, and Registrar’s Office if necessary. The Panel’s decision is binding.

Satisfactory Degree Progress and Graduation Requirements:

1. Once admitted to the TESOL programs, applicants must maintain a minimum GPA of 3.0 or higher in all coursework. Students failing to maintain a cumulative grade point average of 3.0 at the end of any term will be placed on academic warning and must correct the deficiency by the following semester or be subject to academic dismissal from the program.

2. Only courses with a grade of C and higher will be counted towards the degree. Any core course with a grade of C- and below must be repeated. Elective courses with a grade of C- or below may be repeated or substituted with another elective course. All grades are final once submitted to the Office of the Registrar. Incomplete grades are issued only in cases of documented illnesses and deaths in the family.

3. Students must complete the required 30 units of degree with a 3.0 overall GPA in order to graduate.
TESOL Master’s Assessment System

The assessment system for the TESOL Master’s Program includes several components to evaluate program objectives and student learning outcomes. The first piece in this process is the identification of ten program objectives which delineate expected student learning outcomes (SLOs). The second step is the alignment of these program and student learning objectives to the courses with course requirements, expected student products, and assessment measures clearly stated (See Table A & B). Additionally, there are three benchmarks to access student performance: a portfolio, a final reflection paper, and a practicum project. All TESOL courses and objectives are also aligned with Alliant’s Professional Practice Competencies (See Table C).

Program Learning Objectives/Student Performance Outcomes (SLOs)

Objective 1. Acquire a knowledge base and skills for development as a TESOL professional including an understanding of the history of TESOL and the TESOL profession.

Objective 2. Gain a wide repertoire of appropriate methods and techniques for teaching English learners.

Objective 3. Acquire understanding of Second Language Acquisition and Learning Theories and how they relate to methods and classroom applications.

Objective 4. Develop understanding and knowledge base and appropriate dispositions related to the historical, social, cultural, and political issues that impact teaching situations.

Objective 5. Acquire knowledge base in linguistics with focus on English structure, its use and functions in society.

Objective 6. Acquire the ability to apply their knowledge of TESOL methodology and second language acquisition and learning theories to the development of lesson plans and curriculum design.

Objective 7. Develop skills for the planning and implementation of standards-based ESL/EFL content-based instruction.

Objective 8. Acquire knowledge of and develop skills for a variety of assessment measures for monitoring and evaluating the progress of English learners.

Objective 9. Acquire knowledge of research methods and the ability to evaluate professional literature.

Objective 10. Acquire knowledge and skills for the integration of technology into second language teaching curriculum.

Each learning outcome is achieved through various courses in which the outcomes are aligned with course requirements, student products, and assessment measures. See sample matrix SLOs below:
<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>TES7040</th>
<th>TES7050</th>
<th>TES7410</th>
<th>TES7420</th>
<th>TES7430</th>
<th>TES7440</th>
<th>TES7450</th>
<th>TES7460</th>
<th>TES7470</th>
<th>TES7480</th>
<th>TES7485</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Acquire a knowledge base and skills for development as a TESOL professional including an understanding of the history of TESOL and the TESOL profession.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2</td>
<td>Gain a wide repertoire of appropriate methods and techniques for teaching English learners.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3</td>
<td>Acquire understanding of Second Language Acquisition and Learning Theories and how they relate to methods and classroom applications.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4</td>
<td>Develop understanding and knowledge base and appropriate dispositions related to the historical, social, cultural, and political issues that impact teaching situations.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5</td>
<td>Acquire knowledge base in linguistics with focus on English structure, its use and functions in society.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>6</td>
<td>Acquire the ability to apply their knowledge of TESOL methodology and second language acquisition and learning theories to the development of lesson plans and curriculum design.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>7</td>
<td>Develop skills for the planning and implementation of standards-based ESL/EFL content-based instruction.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>8</td>
<td>Acquire knowledge of and develop skills for a variety of assessment measures for monitoring and evaluating the progress of English learners.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>9</td>
<td>Acquire knowledge of research methods and the ability to evaluate professional literature.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>10</td>
<td>Acquire knowledge and skills for the integration of technology into second language teaching curriculum.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
### Table B: Program Objectives/Student Learning Outcomes Aligned with Course Requirements (SLOs)

**Sample**

**Objective 6:** Acquire the ability to apply their knowledge of TESOL methodology and second language acquisition and learning theories to the development of lesson plans and curriculum design.

<table>
<thead>
<tr>
<th>COURSES</th>
<th>COURSE REQUIREMENTS (As Stated in Syllabus)</th>
<th>STUDENT PRODUCTS</th>
<th>ASSESSMENT MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>TES7040</td>
<td>Each student will write a syllabus and develop a lesson plan for a research project about it.</td>
<td>Completion of cross-cultural curriculum design project</td>
<td>Graded syllabus design project.</td>
</tr>
<tr>
<td>TES7410</td>
<td>Each student will develop lesson plans that demonstrate the theories and teaching methods discussed in class.</td>
<td>Group lesson development project</td>
<td>Lesson plan/demonstration rubric</td>
</tr>
<tr>
<td>TES7420</td>
<td>Class Discussion of applying Linguistic tools to lesson plans</td>
<td>Individual Activity Development Project</td>
<td>Individual Activity Development Project Rubric</td>
</tr>
<tr>
<td></td>
<td>Observation of and Reflection on Professor Demonstration of Linguistic Activities</td>
<td>Reflection Paper</td>
<td>Lesson Plan Rubric</td>
</tr>
<tr>
<td></td>
<td>Development of methodology for Individual Activity Development Project</td>
<td></td>
<td>Class Participation Rubric</td>
</tr>
<tr>
<td></td>
<td>Development of Lesson Plan for Individual Activity Development Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflection Paper on how to apply Linguistic concepts to teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TES7480</td>
<td>Develop and present a standards-based instructional lesson plan that focuses on the integration of technology for content area and/or communicative language teaching and assessment. (Group assignment)</td>
<td>Written Instructional Unit</td>
<td>Rubric for Lesson Plan</td>
</tr>
<tr>
<td></td>
<td>Develop and present an instructional lesson plan utilizing technology to teach and assess reading, writing, listening and speaking skills to ESL/ELD learners (Individual assignment)</td>
<td>Written Instructional Unit</td>
<td>Rubric for Oral Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Written Instructional Unit</td>
<td>Rubric for Oral Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oral Presentation of Instructional Unit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conference Abstract</td>
<td>Conference Abstract</td>
<td>Conference Abstract Rubric</td>
</tr>
<tr>
<td>TES7100</td>
<td>Each student will complete a curriculum unit for an ELI or SDAIE classroom at the K-12 level, designed for English Language Learners at the intermediate level of language acquisition. The unit must be created using the &quot;Backwoods Design&quot; process, include both formative and summative assessments and be standards-based.</td>
<td>A Curriculum unit for an ELI or SDAIE classroom at the K-12 level.</td>
<td>Rubric for an ELI or SDAIE instructional unit</td>
</tr>
<tr>
<td>TES7430</td>
<td>Develop and demonstrate lesson plans which exemplify techniques for teaching reading and writing.</td>
<td>In-class individual and small group creation and presentation of reading and writing techniques</td>
<td>Rubric for lesson plan</td>
</tr>
<tr>
<td></td>
<td>Group reading lesson creation and demonstration</td>
<td>Group reading lesson demonstration</td>
<td>Rubric for lesson plan development project</td>
</tr>
<tr>
<td></td>
<td>Individual writing lesson development project</td>
<td>Writing development project</td>
<td>Rubric for writing lesson development project</td>
</tr>
<tr>
<td>TES7440</td>
<td>Class Discussion of Applying Methodology and Learning Theory to Lesson Plans</td>
<td>Group Lesson Development Project</td>
<td>Group Lesson Development Project Rubric</td>
</tr>
<tr>
<td></td>
<td>Observation of and Reflection on Professor Demonstration of Listening and Speaking Activities</td>
<td>Classroom Observation Assignment Rubric</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Development of Group Lesson Development Project</td>
<td>Lesson Plan Rubric</td>
<td></td>
</tr>
<tr>
<td>TES7450</td>
<td>Each student writes a reflection paper on how to integrate their knowledge base related to second language acquisition, speech production and comprehension, language loss, into the development of lesson plans and curriculum design.</td>
<td>Completion of reading comprehension check worksheets</td>
<td>Graded reading comprehension check worksheets</td>
</tr>
<tr>
<td></td>
<td>Each student reflects on how to take into consideration language variation, gender and generational differences, linguistic attitudes when developing lesson plans and curriculum for second language learners</td>
<td>Participation in class discussions</td>
<td>Participation in class discussions and activities where applicable</td>
</tr>
<tr>
<td></td>
<td>Each student reflects upon the use of various teaching theories and language teaching methods in developing lesson plans and curriculum</td>
<td>Completion of a reflection paper</td>
<td>Graded reflection paper</td>
</tr>
<tr>
<td>TES7460</td>
<td>Class Discussion of Applying Methodology and Learning Theory to Lesson Plans</td>
<td>Group Lesson Development Project</td>
<td>Group Lesson Development Project Rubric</td>
</tr>
<tr>
<td></td>
<td>Observation of and Reflection on Professor Demonstration of Classroom Activities</td>
<td>Classroom Observation Assignment Rubric</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Development of Individual Lesson Development Assignment</td>
<td>Lesson Plan Rubric</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Development of Group Lesson Development Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Development of Lesson Plan for Individual Lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Development Assignment and Group Lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TES7470</td>
<td>Each student will select an ESL teaching curricular or in-depth study. The content may be a global region or country on which the student will produce an oral and written report.</td>
<td>Completion of EFL curriculum design project</td>
<td>Graded EFL curriculum design project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Whole final project report</td>
<td>Written reportrubric</td>
</tr>
</tbody>
</table>
Table C: A-IMPACT Alignment with Program Objectives

The TESOL Master’s Program supports and reflects the Alliant Professional Practice Competencies. There is a clear alignment between the A-IMPACT competencies and the program objectives and student learning outcomes.

### ALLIANT INTERNATIONAL UNIVERSITY

**Alliant Professional Practice Competencies for TESOL Master's Program**

<table>
<thead>
<tr>
<th>Objective 1: Acquire a knowledge base and skills for development as a TESOL professional including an understanding of the history of TESOL &amp; the TESOL profession</th>
<th>Objective 2: Gain a wide repertoire of appropriate methods &amp; techniques for teaching English learners</th>
<th>Objective 3: Acquire understanding of Second Language Acquisition &amp; Learning Theories &amp; how they relate to methods &amp; classroom applications</th>
<th>Objective 4: Develop understanding &amp; knowledge base &amp; appropriate dispositions related to the historical, social, cultural, &amp; political issues that impact teaching situations</th>
<th>Objective 5: Acquire knowledge base in linguistics with focus on English structure, its use &amp; functions in society</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A discipline-specific body of knowledge &amp; research/scholarship</td>
<td>TES 7410, 7420, 7430, 7440, 7450, 7460, 7470, 7480, 7485, 7040, &amp; 7050</td>
<td>TES 7410, 7420, 7430, 7440, 7450, 7460, 7470, 7480, 7485, &amp; 7050</td>
<td>TES 7410, 7420, 7440, 7450, 7460, 7470, 7480, 7485, 7040, &amp; 7050</td>
</tr>
<tr>
<td>I</td>
<td>Insight into the context of practice</td>
<td>TES 7410, 7420, 7430, 7440, 7450, 7460, 7470, 7480, 7485, 7040, &amp; 7050</td>
<td>TES 7410, 7420, 7430, 7440, 7450, 7460, 7470, 7480, 7485, &amp; 7050</td>
<td>TES 7410, 7420, 7440, 7450, 7460, 7470, 7480, 7485, 7040, &amp; 7050</td>
</tr>
<tr>
<td>M</td>
<td>Multicultural/international competence (I-MERIT)</td>
<td>TES 7410, 7420, 7430, 7440, 7450, 7460, 7470, 7480, 7485, 7040, &amp; 7050</td>
<td>TES 7410, 7420, 7430, 7440, 7450, 7460, 7470, 7480, 7485, &amp; 7050</td>
<td>TES 7410, 7420, 7440, 7450, 7460, 7470, 7480, 7485, 7040, &amp; 7050</td>
</tr>
<tr>
<td>P</td>
<td>Professional literacies</td>
<td>TES 7410, 7420, 7430, 7440, 7450, 7460, 7470, 7480, 7485, 7040, &amp; 7050</td>
<td>TES 7410, 7420, 7430, 7440, 7450, 7460, 7470, 7480, 7485, &amp; 7050</td>
<td>TES 7410, 7420, 7440, 7450, 7460, 7470, 7480, 7485, 7040, &amp; 7050</td>
</tr>
<tr>
<td>A</td>
<td>Application of knowledge and research/scholarship in new ways</td>
<td>TES 7410, 7420, 7430, 7440, 7450, 7460, 7470, 7480, 7485, 7040, &amp; 7050</td>
<td>TES 7410, 7420, 7430, 7440, 7450, 7460, 7470, 7480, 7485, &amp; 7050</td>
<td>TES 7410, 7420, 7440, 7450, 7460, 7470, 7480, 7485, 7040, &amp; 7050</td>
</tr>
<tr>
<td>C</td>
<td>Conduct, judgment, dispositions and ethics</td>
<td>TES 7410, 7420, 7430, 7440, 7450, 7460, 7470, 7480, 7485, 7040, &amp; 7050</td>
<td>TES 7410, 7420, 7430, 7440, 7450, 7460, 7470, 7480, 7485, &amp; 7050</td>
<td>TES 7410, 7420, 7440, 7450, 7460, 7470, 7480, 7485, 7040, &amp; 7050</td>
</tr>
<tr>
<td>T</td>
<td>Team-based and multidisciplinary approaches</td>
<td>TES 7410, 7420, 7430, 7440, 7450, 7460, 7470, 7480, 7485, 7040, &amp; 7050</td>
<td>TES 7410, 7420, 7430, 7440, 7450, 7460, 7470, 7480, 7485, &amp; 7050</td>
<td>TES 7410, 7420, 7440, 7450, 7460, 7470, 7480, 7485, 7040, &amp; 7050</td>
</tr>
</tbody>
</table>
### Alliant Professional Practice Competencies (A(lliant) IMPACT)

#### Objective 6: Acquire the ability to apply their knowledge of TESOL methodology & second language acquisition & learning theories to the development of lesson plans & curriculum design

<table>
<thead>
<tr>
<th>A</th>
<th>TES 7410, 7420, 7430, 7440, 7450, 7460, 7470, 7480, 7485, 7040, &amp; 7050</th>
</tr>
</thead>
</table>

#### Objective 7: Develop skills for the planning & implementation of standards-based ESL/EFL content-based instruction

<table>
<thead>
<tr>
<th>I</th>
<th>TES 7410, 7420, 7460, 7480, 7485, &amp; 7050</th>
</tr>
</thead>
</table>

#### Objective 8: Acquire knowledge of & develop skills for a variety of assessment measures for monitoring & evaluating the progress of English Learners

<table>
<thead>
<tr>
<th>M</th>
<th>TES 7410, 7420, 7430, 7440, 7450, 7460, 7470, 7480, 7485, 7040, &amp; 7050</th>
</tr>
</thead>
</table>

#### Objective 9: Acquire knowledge of research methods & the ability to evaluate professional literature

<table>
<thead>
<tr>
<th>P</th>
<th>TES 7410, 7420, 7440, 7450, 7460, 7470, 7480, 7485, 7040, &amp; 7050</th>
</tr>
</thead>
</table>

#### Objective 10: Acquire knowledge & skills for the integration of technology into second language teaching curriculum

<table>
<thead>
<tr>
<th>T</th>
<th>TES 7410, 7420, 7430, 7440, 7460, 7480, &amp; 7485</th>
</tr>
</thead>
</table>

#### A discipline-specific body of knowledge & research/scholarship

#### Insight into the context of practice

#### Multicultural/international competence (I-MERIT)

#### Professional literacies

#### Application of knowledge and research/scholarship in new ways

#### Conduct, judgment, dispositions and ethics

#### Team-based and multidisciplinary approaches
TESOL Evaluation Benchmarks

Three benchmarks are used to evaluate student outcomes and are submitted as requirements mid program and in the capstone TES 7490 course:

1) a mid-point reflection paper in which students contemplate their academic and professional achievement and the effectiveness of the program in meeting their needs,
2) a practicum project that serves as a capstone activity in which students demonstrate integrative knowledge and skills.
3) a portfolio that includes products from each course submitted throughout the program,

Mid Point Reflection Paper

Master’s students are required to write a program reflection at the midpoint of their course work. The paper is a personal reflection paper, the content emanating from the student’s personal experiences with the first 5-6 courses in the TESOL Master’s program, as well as personal experiences in their teaching, insights gained from interacting with professors and peers, the course textbooks, and /or with other class materials and assignments. Students reflect on what they have learned to date in the program and their own learning process. They also consider what they hope to accomplish as they begin the last half of their program.

The reflection paper serves as a form of professional development and progress report on student accomplishments in the first half of their program. Students are expected to use the reflection paper as an opportunity to discuss thoughts, perceptions, insights, and observations in relationship to the content and the class experiences of the TESOL Master’s program. They are expected to use course content and other experiences to write in a scholarly manner about changes in their understanding and awareness as teachers based on their participation in the program.

The mid-point reflection papers are written in conjunction with a faculty review of each student’s progress in the program after the first 5-6 courses.

Practicum Project

The TESOL Practicum is an applied thesis in which candidates demonstrate the competencies they have attained in their Master’s TESOL coursework. The practicum involves identifying and working toward solving a specific problem and/or challenge faced by second language learners and/or teachers. The completed project includes a review of the relevant literature and a practical application of theory, methodology, and/or other TESOL-related principles.

Students have three options when choosing the format of their practicum project:

1. Curriculum Development Project
The student focuses on developing a product (e.g., course curriculum, instructional unit, program design) that meets a need or provides a solution to an educational problem in the field of teaching ESL/EFL and Teacher Education.

2. Action Research and Journal Article Project
The student conducts original research in the field of TESOL and/or teacher education, and produces a professional journal article reporting that research.

3. Classroom Observation Project
For students who have not had any classroom teaching experience, this option involves an extended ethnographic classroom observation and an analysis of that observation in terms of current theories and methodologies used in TESOL and teacher education.

TESOL Master’s Program Competency Portfolio

During the course of study, each TESOL Master’s student develops a Competency Portfolio that includes his/her program work. The Competency Portfolio represents work completed throughout the program and serves as a summative assessment of the student’s performance in the TESOL Master’s Program. Required components are listed below. The final portfolio is part of the required activities for the TES 7490 course and for program completion.

Please note the alignment with Program /Learning Objectives (See Page 10)
**PORTFOLIO ELEMENTS** (Please also include all grades and feedback from your instructors with each portfolio item)

1. **Instructional Units/Lesson Plans:** Submit 3 lesson plans: **One** from TES 7480 and **two** from either TES 7430, or TES 7440, or TES 7460.
   - TES 7480 (1)
   - TES 7430, TES 7440 OR TES 7460 OR TES 7460 (2)

   Program/Student Learning Objectives: #2, 3, 5, 6, 7, 10

2. **Class Observations:** Submit two Classroom Observations: **One** from TES 7410 and **one** from TES 7040.
   - TES 7410 (1)
   - TES 7040 (1)

   Program/Student Learning Objectives: #2, 3, 6, 7, 8

3. **Reflections:** Submit **one** autobiography from either TES 7410 or TES 7040. Submit one reflection paper from TES 7420. Submit two forum reflections from TES 7480.
   - TES 7410 OR TES 7040 (1)
   - TES 7420 (1)
   - TES 7480 (2)

   Program/Student Learning Objectives: #1, 2, 4, 6, 7, 10

4. **Language Structures Tests:** Submit **two** tests from TES 7420.
   - TES 7420 (2)

   Program/Student Learning Objectives: #3, 5

5. **Lesson Demonstrations:** Submit Feedback Rubric from **one** lesson demonstration from TES 7430 or TES 7440, or TES 7460.
   - TES 7430, OR TES 7440, OR TES 7460 (1)

   Program/Student Learning Objectives: #2, 3, 5, 6, 7, 8

6. **Literature Review:** Submit **two** literature reviews, one from TES 7040 and one from TES 7485.
   - TES 7040 OR TES 7485 (2)

   Program/Student Learning Objectives: #1, 2, 3, 8, 9

7. **Journal Article Review:** Submit **one** journal article review from TES 7485.
   - TES 7485 (1)

   Program/Student Learning Objectives: #3, 4, 8, 9

8. **Conference Abstract:** Submit **one** conference abstract from TES 7485.
   - TES 7485 (1)

   Program/Student Learning Objectives: #1, 8

9. **Final Reflection Paper:** Submit **one** final program reflection paper from TES 7490.
   - TES 7490 (1)

   Program/Student Learning Objectives: #1, 3, 4
University Policies and Procedures

1. Attendance, Lateness, Missed Exams or Assignments

The university expects regular class attendance by all students. Each student is responsible for all academic work missed during absences. When an absence is necessary, the students should notify the professor in advance, arrange for a classmate to collect assignments, and understand that students are responsible for all missed class work or assignments. See the University Catalog for the complete policy on attendance. **Failure to attend sessions or complete assignments as arranged could result in failure or the need to withdraw from the course.**

2. Class Participation

Students are expected to be active participants in their learning. Students are also expected to be part of a learning community that encourages the participation of all class members. To this end, students need to be aware of dominating the conversation or excluding class members from the discussion.

It is expected that all cell phones and pagers will be turned off during the class session and that phone calls be made before or after class or during breaks. (Not applicable for online courses)

3. Instructor Assumptions

The instructor assumes that each student who has enrolled in the class understands and agrees to the university policies and the terms of this course syllabus.

4. Responsibility to Keep Copies

Remember – it is good practice to keep copies of ALL major assignments/papers you turn in or post online. On rare occasions, work may be lost because of computer failure or other mishaps.

5. Respectful Speech and Actions

Alliant International University, by mission and practice, is committed to fair and respectful consideration of all members of our community, and the greater communities surrounding us. All members of the university must treat one another with dignity and respect.

As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the Academic Code (see Catalog) shall be the guiding principles in dealing with speech or actions that, when considered objectively, are considered abusive and insulting.
6. Academic Code of Conduct and Ethics, and Policy on Plagiarism and Screening for Plagiarism

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student’s conduct is expected to be in accordance with the standards of the University. *The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University catalog.*

An act of plagiarism (defined on p. 56 of the University catalog as “Any passing off of another’s ideas, words, or work as one’s own”) is considered to be a violation of 4th DRAFT Model Syllabus Page 5 of 10 the University’s Student Code of Conduct and Ethics: Academic and will be addressed using the Policies and Procedures outlined on pages 57-58 of the University’s 2005-2006 catalog. The instructor in this course reserves the right to use computerized detection systems to help prevent plagiarism. Currently, Alliant International University subscribes to Turnitin.com for purposes of plagiarism screening. By enrolling in this course, students agree that all assignments are subject to submission for textual similarity review to Turnitin.com. Please note that any assignments or course documents submitted to this service will be included as source documents for the restricted access database of Turnitin.com which is exclusively used for the purpose of detecting plagiarism. You may indicate in writing to the instructor by the end of the add/drop deadline for this course that you refuse to participate in the Turnitin.com process, in which case the instructor can use other means to verify the originality of your work. Material identified as plagiarized will be dealt with pursuant to University’s Student Code of Conduct and Ethics: Academic. Penalties for plagiarism can be severe, up to and including expulsion from the University.

7. Disability Accommodations Request

If you need disability-related accommodations in this class, please see me privately. All accommodations must be requested in a timely manner (at least 2 weeks ahead of time) with a letter of support for Alliant’s Office of Disability Services. If you have questions about accommodations, please contact the Office of Disability Services.

8. Policy on Course Requirements during Religious Holidays

Alliant International University does not officially observe any religious holidays. However, in keeping with the institution’s commitment to issues of cultural diversity as well as humanitarian considerations, faculty are encouraged to appreciate students’ religious observances by not penalizing them from classes on holy days. Alliant International University faculty will be sensitive to these matters. Students should be similarly respectful of faculty members’ right to observe religious days.
9. Resources for Obtaining Tutoring or Other Student Support Services

Tutors are available to help students with course-based or exam-based needs. Contact the Director of Student Support Services for information on obtaining tutoring.

10. Problem Solving Resources

If problems arise with faculty, other students, staff, or student support services, students should use the University Problem Solving Procedures in the University Catalog.

11. SERC Policy

**ALLIANT INTERNATIONAL UNIVERSITY**  
**STUDENT EVALUATION AND REVIEW COMMITTEE (SERC)**

The goal of the Student Evaluation Review Committee (hereinafter “SERC” or “Committee”) process is to uphold academic and professional standards, program standards, and University policies and procedures regarding student evaluation. The Committee will guide students toward successful completion of their program and assist with remediation of difficulties brought to the attention of the Committee. Successful program completion requires that all students meet academic standards and standards of professional competence, conduct, ethics, and demeanor required by their program of study.

The SERC process is utilized when concerns are raised about a student’s academic sufficiency, fieldwork suitability, viability of professional judgment, or ethical or appropriate conduct in the academic learning environment. Difficulties in personal adjustment/appropriate behavior manifested outside of courses or field placement/internship are potentially relevant to a student’s professional development and are also of interest to this Committee, though formal review of such cases may, depending on the specific circumstances, rest with the Non-Academic Code of Conduct Committee.

The SERC is a program-based committee aligned with the relevant accreditation and/or administration of the program and as such serves as a recommending body to the Program Director or equivalent, who makes the final decision. After meeting with a student, a SERC’s recommendations about appropriate action can include: No Action Required, Remediation Plan, Warning, Probation, Mandatory Leave of Absence, Suspension or Termination.

12. Alliant International University Library Resources

Before you start, verify that you have an active barcode in the library’s system; otherwise, none of the information below will be accessible to you! Go to [https://library.alliant.edu/patroninfo~S6](https://library.alliant.edu/patroninfo~S6) and log in. If you are able to do so, everything should be fine; if not, email library@alliant.edu and we’ll get your account sorted out as soon as possible.
1. Begin at [http://library.alliant.edu](http://library.alliant.edu)

2. Most research projects require you to locate a combination of books and journal articles. You can access both types of materials online, but you will need to do separate searches.

   a. Books – at present, online students do not have access to the book collections located at Alliant’s U.S. campuses. During the next few months, the new Troeller Library at the Mexico City campus will have books for students to check out. Meanwhile, other options exist:

      i. Access electronic books through Alliant’s online catalog. All you need to do is use the “Search Encore” box (upper left corner of the screen). Type in your terms, and then add in the terms “electronic resource” (without quotes) and your results will be limited to online books.

      ii. Access a separate collection of e-books through the library’s subscription to NetLibrary. On the library home page above, choose “Research Databases” and then “NetLibrary.”

      iii. Credo Reference is also listed on the Research Databases page. It provides full text online access to several dozen reference books.

      iv. PsycBOOKS, also on the Research Databases page, has about 500 full text books related to psychology.

      v. Digital Dissertations appears among the Research Databases as well. These are incredibly useful, and the database includes the complete text of most dissertations completed in the U.S. from 1997 to the present, including those done at Alliant.

      vi. If you know of a certain chapter or short section of a book, but can’t access it electronically, we may be able to provide it for you through Interlibrary Loan. You would go to the library home page, click on “Interlibrary Loan” in the right column, and then fill out the appropriate request form, depending on what type of material you are seeking. Librarians in San Diego will then do their best to track down the material, scan it to a PDF, and email it to you. This process can take 2-3 weeks, depending on how available the item you are requesting happens to be.
b. Articles – many of these can be accessed online in full text through the library’s Research Databases page (link is in the left column on the library home page). Articles not available online can still be requested through interlibrary loan (see above), and we will scan & email the article to you once we obtain it. When accessing articles, there are two scenarios that come up:

i. You have a topic in mind, but don’t know of any specific journals or articles to look for. In this case, you should:
   1. Go to the Research Databases page, and choose a database that is at least somewhat related to your topic area. For example, to find articles about “strategic management,” you could choose Business Source Complete or Emerald Management Xtra, but should probably avoid databases like ERIC (education focus) or PsycINFO (psychology focus).
   2. Try numerous searches in the database(s) you selected. Some of your results will be available in full text online, so you can either print these, save them to a flash drive, or email them to yourself for later use.
   3. Other results may not be available online. If you have a week or two to wait, you can submit interlibrary loan requests for each of these (see above for the steps to do this).

ii. Not only do you have a topic in mind, you have one or more specific journals you’d like to browse through, or one or more specific articles you’d like to locate.
   1. Search for the title of the journal in either the “Search Encore” box on the library home page, or by choosing the “List of Online Journals” link in the left column of the home page. If we have online access to the journal you’re looking for, you should see a list of one or more database links that can be used to access the journal. Note that just because we have some online access to a journal, this doesn’t necessarily mean we have access for the year/volume/issue you need.
   2. If online access to the journal or article is not available, you can still submit an interlibrary loan request for specific articles (we cannot obtain entire issues of a journal through interlibrary loan, only individual articles).
   3. The most important thing to remember is, Don’t Give Up! If you have trouble finding the resources you need, please do not hesitate to contact us! Email is usually the best way, and you can send messages to library@alliant.edu. Once we know what problems you’re experiencing, we can either help you obtain the material, or obtain it on your behalf and send it to you.
13. TESOL Program Contacts

Academic and Professional Advising: Faculty Mentors

Dr. Mary Ellen Butler-Pascoe Systemwide Director 858-635-4791 mbutter@alliant.edu
Dr. Shirley Baker MA--online 702-541-8487 sbaker@alliant.edu
Dr. Ken Kelch MA and Ed.D--San Diego campus 858-635-4818 kkelch@alliant.edu
Dr. Holly Wilson MA and Ed.D—San Diego campus 858-635-4583 hwilson@alliant.edu

Academic Advisor and Registration

Thomas Provenzano San Diego and Online Cohort 858-635-4507 tprovenzano@alliant.edu

HSOE TESOL Technology Coordinator

Bailong Jiao Systemwide 858-635-4716 bjiao@alliant.edu