ASU Catalog Description: A study of research methods, theoretical approaches and critical analysis for TESOL graduate students and professionals. Broad-based introduction to the field of TESOL and TESOL based theories and research. What to expect as a grad student and future TESOL Professional in this MA Program

General Course Description - 4 Components:
- Introduction to the Graduate Program
- Introduction to the TESOL Profession
- Research Methods
- Introduction to Practical Teaching and Learning in the Classroom

Textbooks:

Targeted Learning Outcomes:
Upon successful completion of the course, the student will be able to:
- **Knowledge**: Demonstrate knowledge and understanding of the different components and issues of TESOL as a career. Demonstrate how to access resources needed to acquire concepts, theories, research, and practice that will facilitate the ability to teach language effectively.
- **Linguistic and Pedagogical analysis**: Demonstrate and apply knowledge of the foundations of qualitative and quantitative research and how this research can be used to inform instruction.
- **Pedagogical application**: Think critically about language acquisition and its relation to teaching English as a Second/Foreign Language. Apply this understanding in ways that reflect an understanding of “Practical and Fundamental Concepts of Teaching” in the classroom.
- **General application**: Analyze and evaluate ideas, information, and arguments using critical thinking skills inside and outside of Applied Linguistics. Fully utilize the resources at your disposal to become a life-long learner, independent thinker and successful professional

Assignments:
- Present the Unit on Psycholinguistics to Introduction to the Study of Language Students
- Teach a class for English Language Learners Institute at the Center for International Studies
- Reflection papers: biweekly response papers that address weekly readings (7 papers)
- Reflective Observation Journal: Observe 5 EFL/ESL/LING classes (Howard, ALC, ELLI, ELV)
- Formulate a Research Question and initiate a plan to study that question
• Design an Action Research Project on language acquisition

**Grading:**  
- Reflection papers: 35%
- Presentations/Teaching: 25%
- Reflective Observation Journal: 10%
- Formulate research question on language acquisition/implement project: 15%
- Action Research Project/Presentation: 15%

**Grading System:**  
100 – 90 = A  89 – 80 = B  79 – 70 = C  69 – 60 = D  59 – 0 = F

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**Academic Policies**

**Instructor’s Attendance Policy**  
You are expected to attend all scheduled meetings. If you must miss, notify me at least one day in advance via Blackboard mail, if possible. You are responsible for all class work as listed on the course plan. If you must miss a meeting, submit any assignment due to Blackboard by the specified due date. Late work will receive half a grade off for each day it is late. Do not send work via email, but submit through Blackboard. All assignments must be submitted to receive a passing grade. No incompletes will be given.

**Academic Honesty:**  
All work composed for this class must be written exclusively for this class and be your original work. You may of course receive assistance, but submitting someone else’s work as your own or failing to acknowledge sources appropriately will be grounds for plagiarism. Violations of academic honesty and plagiarism will result in immediate failure of this class. You are responsible for understanding the Academic Honor Code, which is available on the web at [http://www.angelo.edu/forms/pdf/Honor_Code.pdf](http://www.angelo.edu/forms/pdf/Honor_Code.pdf).

**Special Requirements:**  
Persons with disabilities that may warrant academic accommodations must contact the Student Life Office, in order to request such accommodations prior to any being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made. For more information, see [http://www.angelo.edu/services/student_life/disability.html](http://www.angelo.edu/services/student_life/disability.html).

**Student Absence for Observance of Religious Holy Days:**  
If you intend to be absent from class to observe a religious holy day, you should make that intention known in writing to me prior to the absence.

**Source acknowledgement and gratitude:** This course plan was copied in part and in whole from Michael K. Ford’s Fall 2017 syllabus for ENGL 6393. Thanks, Mr. Ford.