WAYLAND BAPTIST UNIVERSITY

Plainview Campus

School of Humanities and Leadership

**Wayland Baptist University Mission Statement:** Wayland Baptist University exists to educate

students in an academically challenging, learning-focused and distinctively Christian

environment for professional success, lifelong learning, and service to God and humankind.

**Course Name:** ENGL 5354 Teaching English as a Second Language-VC01

**Term and Year: Summer 2025**

**Full Name of Instructor:** Dr. Maria O’Connell

**Office Phone and Email:** Phone:806**-**291-1102 806-224-8234 (text)

Email: maria.oconnell@wbu.edu

Office Hours, Building, and Location**:** Online**,** various times**.** I will answer emails as soon as I can, and I will do my best to answer emails or questions on weekends; however, chances are I will only acknowledge your email and respond in detail the next working day.

**Class Meeting Time and Location**: WBU Virtual Campus: http://wbu.blackboard.com

**Catalog Description-**methods of teaching ESL for bilingual and ESL teachers. Instructional strategies are developed for transitioning to English and mainstreaming second language English-speakers. An emphasis on developing instructional procedures for teaching reading and writing along with developing oral language. Content/subject sheltered instructional techniques. Designed for teachers and pre-service teachers in developing and analyzing strategies for assisting speakers of other languages become proficient.

**Prerequisite**: Advanced Standing

Required Textbook and Resources:

Ferlazzo, Larry and Katie Hull Sypnieski *The ESL/ELL Teacher’s Survival Guide* 2nd. Ed, Jossey-Bass, Hoboken NJ, 2022

Course outcome competencies: Upon the conclusion of this course, students actively engaged in learning will be able to:

1. Understand the multicultural aspects of teaching ELL students and its importance in teaching ESL.
2. Understand the process of first-and second-language acquisition and theories and use this knowledge to promote students’ language development in English.
3. Understand ESL teaching methods and use this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
4. Understand the factors that affect ESL students’ learning of academic content, language, and culture.
5. Understand formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and use assessment results to plan and adapt instruction.
6. Develop the ability to teach an ESL class for students and ELLs as well as carry out research in the field of ESL.

The more the student puts into the course, the higher his or her outcome competencies will be.

Attendance Requirements-Online Courses: Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student who is absent

25% or more of the online course, i.e., non-participatory during 2 or more weeks of an

8-week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. ***Any student who has not actively participated in an online class prior to the census date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record***. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy. **You must do the required first assignment or you will be withdrawn by the registrar.**

*\*\* Because this is an online course and because we will not meet synchronously, your attendance for the course is largely dependent on your contribution to the online assignments, discussions (if any) and other participation grades. In keeping with the on-site attendance policy, failure to provide a full response for at least 25% of the discussion topics will result in an F for the course. \*\**

Disability Statement: “In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.”

**Academic Honesty:** Students are expected to submit original work in this class. While the exercises and homework may be collaboratively completed, students should be responsible for their own knowledge and contribution for every answer on every exercise or homework. Cheating or copying another student’s work, even on informal assignments, will not be accepted—and cheating on quizzes and exams will not be allowed. Students who cheat, plagiarize, or recycle work in this class will receive a zero for the assignment and will be subject to university policies regarding academic dishonesty. (See full L&L Policy on Academic Dishonesty.)

Due Dates and Late Penaltie**s:** Assignments are due by 11:59 p.m. (Central Time Zone) on the date posted. Be sure that your clock matches the clock in WBU’s Blackboard. All assignments must be submitted to the Blackboard site to receive a grade.

If for any reason you have trouble submitting your assignment online, send me an email immediately with an explanation of the technical problem. I will note the submission time of the You will be required to re-submit the assignment within 24 hours, or once the technical problem is resolved.

### Expectations, Communication, & Other Information:

While the nature of an online course allows students to work at their own pace, you are expected to keep up with the course materials weekly. *Please note: this is not a self-paced course*. This means that you should keep up with the readings and discussions posted each week and are responsible for turning in any assignments by the posted due date. Students who get behind in the weekly requirements will likely not do well in the course. Remember, also, that your attendance for the course is measured by your participation in the weekly assignments and discussions, if there are any. ***All assignments, announcements and important information, along with instructions and due dates, will be posted on the Blackboard site***. Be sure to check the site often. I may send additional information to your WBU email, so make sure you’ve set up a WBU email account and are checking it often. Always feel free to email me or chat online anytime I’m signed on if you are concerned about the course or your progress. If you desire to chat, please identify yourself the first time we chat so I will know who you are. I am available to help you, provide resources, and give direction—but I cannot help you if I do not know you’re struggling.

As with anything in life, there may be times when there will be unforeseen circumstances that will keep you from completing the required assignments or work that are due during any particular day or week. Please make sure to contact me as soon as possible when these situations arise and each situation will be evaluated accordingly.

Students should contact me by using my wbu.edu email. I have an office on the Plainview campus, as well, so Plainview campus students can set up an appointment to visit with me there. Please note that the phone number listed in this syllabus is my office number, which may be checked periodically throughout the week (generally not on weekends), however, but the best way to get in touch with me quickly is likely through email. I do provide a text number for emergencies.

# COURSE EVALUATION AND GRADING

## Participation

Students will be responsible for the readings and assigned HW material. Occasionally, quizzes over the readings will be given as well. Lastly, the participation grade will also come from your responses to weekly discussion posts in the discussion forum. Please do your best to contribute something meaningful to the discussions,and avoid saying something just to make sure you participated. I will do my best to provide topics that will give you the opportunity to contribute in such a way that it will stimulate your thoughts, and others will also want to discuss, agree or disagree with you and have a meaningful conversation. As with any discussion in class, please feel free to express your sincere thoughts, and be respectful of other peoples’ opinions, whether you agree or disagree. And, by all means, please feel free to disagree, all within an academic and learning environment.

## Writing Assignments

There will be writing assignments on a frequent basis to assess your overall reaction, critical thoughts and opinions, teaching suggestions and analyses of the readings in the text and discussions in class. There will also be assignments based on the readings and material we will be learning. Additionally, the students will research articles related to ESL / ELLs and write a response to the articles and / or present them online for others to read. These assignments will be posted on Blackboard throughout the semester.

 All students will prepare an additional semester essay over an aspect of teaching ESL to ELLs. This will be a research paper of 8-10 pages with documented sources using MLA format. The student and the teacher will discuss possible topics during the semester. The essay will be due no later than July 24, 2021.

***Class Projects / Presentations***

Throughout the semester the students will complete formal class presentations related to planning a class or lesson that would be used in teaching a certain concept to an ESL / ELL or bilingual class. Since we are not able to actually present the lesson, the students will have to completely prepare the lesson on a Power Point (if applicable), complete with a lesson plan, in-class practice / homework and some form of evaluation. These will be assigned during the semester on Blackboard. When this class is taught face-to-face, the students present the teaching lesson and the other students grade them on the presentation. In this case, the students will submit the work for others to evaluate and then submit a grade for the presentation and assignment.

Participation / Quizzes: 50%

Written Assignments (Research Paper): 25%

Class Projects/Presentations: 25%

Policy 9.4.1: “Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation”

# WEEKLY SCHEDULE (tentative and subject to change)

| **DATE**  | **ASSIGNMENTS** |
| --- | --- |
| Week 1  | Chapters 1-2 Discussion Thread / Collaboration with Classmates / HW Assignment |
| Week 2  | Chapters 3-4Discussion Thread / Collaboration with Classmates / HW Assignment |
| Week 3 | Chapter 7 and 12Discussion Thread / Collaboration with Classmates / HW Assignment**(Powerpoint Lesson Presentation)** |
| Week 4  | Chapters 13-14Discussion Thread / Collaboration with Classmates / HW Assignment |
| Week 5  | Chapters 15-16Discussion Thread / Collaboration with Classmates / HW Assignment |
| Week 6  | Chapters 17-18Discussion Thread / Collaboration with Classmates / HW Assignment |
| Week 7  | Chapters 19-20Discussion Thread / Collaboration with Classmates / HW Assignment**(Powerpoint Lesson)** |
| Week 8  | ***Semester Research Paper Due Saturday*** |

**This is a tentative schedule and the professor reserves the right to make any and all changes to this course description and syllabus at any time by providing the change to the students in writing.**