

## 1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 9/16/2016

1b. Department/Division: Arts and Sciences

1c. Contact Person

Name: Thomas Clayton

Email: [tmclay@uky.edu](mailto:tmclay@uky.edu)

Phone: 257-1604

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

## 2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: ESL 615

2c. Full Title: ESL Teaching Methods: University Intensive English Programs

2d. Transcript Title: ESL Teaching Methods: University IEPs

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

- 2j. Course Description for Bulletin: Building on the foundations of ESL/EFL language acquisition and pedagogy developed in the graduate level MCL 510 and 610 series, this course will introduce pre- and in-service teachers to the structure, curriculum, and pedagogy of intensive English programs (IEPs) in the university setting. Students will engage in research, reflection, observation, and praxis in UK's Center for English as a Second Language to understand the expectations and challenges in teaching pre-matriculated post-secondary ESL students.
- 2k. Prerequisites, if any: MCL 510, or permission of instructor MCL 610, or permission of instructor
- 2l. Supplementary Teaching Component:
3. Will this course taught off campus? No  
If YES, enter the off campus address:
4. Frequency of Course Offering: Spring,  
Will the course be offered every year?: Yes  
If No, explain:
5. Are facilities and personnel necessary for the proposed new course available?: Yes  
If No, explain:
6. What enrollment (per section per semester) may reasonably be expected?: 5 to 10
7. Anticipated Student Demand  
Will this course serve students primarily within the degree program?: No  
Will it be of interest to a significant number of students outside the degree pgm?: Yes  
If Yes, explain: This class will be of interest to students in the MA-TESL and MAT-WL programs in the Department of Modern and Classical Languages. Students who desire to do internships in the Center for English as a Second Language will be required to take this class.
8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,  
If No, explain:
9. Course Relationship to Program(s).  
a. Is this course part of a proposed new program?: No  
If YES, name the proposed new program:  
b. Will this course be a new requirement for ANY program?: No  
If YES, list affected programs:
10. Information to be Placed on Syllabus.  
a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: **Yes**

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: **No**

Interactive Video: **No**

Hybrid: **No**

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? **NO**

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? **NO**

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

**ESL 615**  
**ESL Teaching Methods: University Intensive English Programs**

**Instructor:** Thomas Clayton

**Office Address:** 1665 Patterson Office Tower (POT)

**Email:** [tmclay@uky.edu](mailto:tmclay@uky.edu)

**Office Hours:** Monday through Thursday, 12:00-2:00 pm, or by appointment

**Class Hours and Location:** TBD

**Course Description:**

Building on the foundations of ESL/EFL language acquisition and pedagogy developed in the graduate level MCL 510 and 610 series, this course will introduce pre- and in-service teachers to the structure, curriculum, and pedagogy of intensive English programs (IEPs) in the university setting. Students will engage in research, reflection, observation, and praxis in UK's Center for English as a Second Language to understand the expectations and challenges in teaching pre-matriculated post-secondary ESL students.

**Student Learning Outcomes:**

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

- Articulate the structure of IEPs and their unique position with universities;
- Evaluate IEPs according to the UCIEP and CEA standards for accreditation;
- Understand, consider, and address student needs and concerns both in and out of the classroom;
- Demonstrate an understanding and awareness of curricular concerns and designs;
- Articulate assessment methods—placement, exit, formative, summative—and identify best practices within the IEP;
- Demonstrate awareness and understand of teaching responsibilities with an IEP;
- Develop best practices pedagogy for teaching in an IEP.

**Required Materials:**

**Excerpts taken from the following texts:**

Case, E.D. (2004). *Making the transition from an intensive English program to mainstream university courses: An ethnographic study*. Lewiston, NY: The Edwin Mellen Press.

Dimmitt, N., & Dantas-Whitney, M. (Eds.) (2002). *Intensive English programs in postsecondary settings*. Alexandria, VA: TESOL.

Murray, D.E., & Christison, M.A. (2011). *What English language teachers need to know volume I: Understanding Learning*. New York, NY: Routledge.

Murray, D.E., & Christison, M.A. (2011). *What English language teachers need to know volume II: Facilitating Learning*. New York, NY: Routledge.

Murray, D.E., & Christison, M.A. (2014). *What English language teachers need to know volume III: Designing Curriculum*. New York, NY: Routledge.

Tannacito, D.J. (2013). *English language teachers as program administrators*. Alexandria, VA: TESOL.

In addition to the text(s), you are required to have pen/pencil, paper, and access to a computer, a printer, and the online course management system.

**Description of Course Activities and Assignments:**

Students will engage in research, reflection, observation, and praxis in UK's Center for English as a Second Language to understand the expectations and challenges in teaching pre-matriculated post-secondary ESL students.

**Evaluation:**

Course grades will be based on the following:

- Participation 15%
- Reflective Writings 10%
- Annotated Bibliography 15%
- Micro-teaching 10%
- Classroom observations/evaluations 20%
- Praxis Project (in lieu of final exam) 30%

**Summary Description of Course Assignments:**

**Participation:** Attendance is not mandatory, but you will have difficulty earning your participation grade if you are not in class. In addition, participation is more than simply coming to class; you must be prepared, have done assigned readings or work, and participate fully and actively in class work and discussions.

**Reflective Writings:** You will need to post to our online discussion boards twice a week, and you will need to respond to other students' posts twice a week. Each post and response can be as long or as short as you think it needs to be. You should focus your posts on the readings or class discussions that we're having. Your responses should address something pertinent in the original post. Responses and posts need to appear in the discussion boards by the end of each week.

**Annotated Bibliography:** This assignment will be due by the end of week 3. You will need to locate 15 peer-reviewed texts related to intensive English programs (IEPs). You may focus your bibliography around any of the areas of discussion listed on the schedule, and provide citations and annotations for each of them. More details will be given out on our second day of class.

**Micro-teaching:** In the last half of the semester (please see the schedule), you will present and teach a 25-minute lesson to your peers. This lesson should be based on your observations of the IEP here at UK. You will need to prepare a complete lesson plan, teach the lesson, and then reflect on the experience of the micro-teaching. More details will follow.

**Classroom Observations/Evaluations:** By the end of week 12, you will need to have completed 10 hours of observation in the IEP. I will help you coordinate these observations. You will observe, take notes, and then evaluate each lesson according to the UCIEP/CEA standards that we discuss in class. More details will follow.

**Praxis Project:** The largest part of your course grade is based on the Praxis Project. In lieu of a final exam, this project will be due at the end of the semester, and it will be a culmination of your study and work in this course. You will be asked to prepare several components of the praxis project: 1) a unit plan (5 class hours), which must include detailed lesson plans and assessments. This will be based on something you observed during your classroom observations/evaluations; 2) a theoretical justification for your unit, based on course work, readings, and accreditation standards (3-5 p); 3) a professional presentation discussing your unit plan and theoretical justification (10-15 min); 4) a 2-part critical reflection of your project: in part 1, you will explain the process of creating your unit plan, reiterate the theories you utilized in your justification, and critically discuss your professional presentation and the audience discussion. In part 2, you should critically reflect on

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the knowledge you gained in this course, how that knowledge will impact (or has impacted) your pedagogy, what you would like to learn more about, and how you see yourself situated within the community of teachers of English as a second/foreign language (3-5 p). More details will follow.

**Grading Scale:**

Graduate

A—90-100%; B—80-89%; C—70-79%; E—69% or below

Students who miss in-class work will not be allowed to make up those assignments without an excused absence (see below).

**Attendance Policy:**

You are allowed to miss two (2) classes without any penalty to your grade. If you are late, this will affect your grade also. Every three late arrivals equal one unexcused absence. For every unexcused absence after 2, your course grade will drop by one-half a letter grade.

**Excused Absences:**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students missing any graded work due to an excused absence bear the responsibility of informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The Instructor of Record shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred. [US: 11/10/85 and SREC: 11/20/87].

If a student has excused absences in excess of one-fifth of the class contact hours, the student shall have the right to petition for a "W", and the Instructor may require the student to petition for a "W" or take an "I" in the course. [US: 2/9/87; SREC: 11/20/87].

**Verification of Absences:**

Students may be asked to verify their absences in order for them to be considered excused. Senate rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

**Classroom Behavior Policies:**

Students should come to class prepared to responsibly participate in class discussions and tasks. There should be no use of electronic devices, except for their pedagogical applications. Students are expected to treat all class participants with respect and courtesy, in whole class and small group settings.

**Academic Integrity:**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to university policy on cheating and plagiarism in all courses. The minimum penalty for a

first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where, and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes, while leaving the organization, content and phraseology intact, is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**Accommodations Due to Disability:**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Suite 407, Multidisciplinary Sciences Building (MDS), 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Classroom Behavior Policies:**

Students should come to class prepared to responsibly participate in class discussions and tasks. There should be no use of electronic devices, except for their pedagogical applications. Students are expected to treat all class participants with respect and courtesy, in whole class and small group settings.



**Schedule:**

The following schedule is tentative and subject to change based on the class' needs. This schedule is based on a one-meeting-per week schedule.

Week 1: introduction to course; structure of IEPs

- Reflective writings due each week

Week 2: accreditation standards

- Reflective writings due each week

Weeks 3 and 4: curriculum

- Reflective writings due each week
- Annotated bibliographies due week 3

Weeks 5 and 6: assessment

- Reflective writings due each week

Week 7: administrative uniqueness—where does the IEP fit?

- Reflective writings due each week

Weeks 8-10: micro-teachings and reflections

- Micro teaching lessons begin
- Reflective writings due each week

Week 11: academic literacies development

- Micro teaching lessons continue
- Reflective writings due each week

Week 12: student concerns, including advising and learning disabilities

- Classroom observation reports
- Micro teaching lessons continue
- Reflective writings due each week

Week 13: moving toward matriculation, EAP (English for Academic Purposes)

- Classroom observation reports begin
- Micro teaching lessons continue
- Reflective writings due each week

Week 14: the future of IEPs, challenges for these programs

- Classroom observation reports continue
- Micro teaching lessons continue
- Reflective writings due each week

Weeks 15 and 16: praxis project presentations

- Praxis project presentations
- Reflective writings due each week