

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number UNIV 312 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Two new TESOL courses are proposed. UNIV 312 is the first course. It is entitled Theory and Methods.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A		I			I	I
2.	Description (not affecting content)	A	A	A		I			I	I
3.	Course term(s)	A	I	A		I			I	I
4.	Content (substantive change)	A	A	A		I			A	I
5.	Number of hours (lecture, lab, contact)	A	A	A		A			A	I
6.	Course number within the hundred	A	A	I		I			I	I
7.	Course number beyond the hundred	A	A	A		A			A	I
8.	Prerequisites	A	A	A		I			I	I
9.	Course fee(s)	A	--	A		--			A	I
10.	From U to G or G to U	A	A	A		A			A	I
11.	Cross list with another department: U or G level	A	A	A		A			A	I
12.	Department of record	A	A	A		A			A	I
13.	Open or close a course	A	A	A		A			A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s)	A	A	A		A			A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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COUNCIL ³												
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	—	A	I
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	—
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	—	—	A				A	—	A	—
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	—
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	—	A	—
6.	Major — Adopt or change admission requirements	A	A	A	A				A	—	A	—
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	—
11.	Minor — Revise course selection	A	A	A	I				I	—	I	—
12.	Minor — Add	A	A	A	A				A	—	A	—
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	—	A	—
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	—	A	—

		COUNCIL ³								Board of Trustees
Provost-Proposed Change		Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	
1.	Major/Graduate Program — Discontinue (proposed by the Provost)	A	R	R		A		A	A	I
2.	Minor — Discontinue (proposed by the Provost)	A	R	R		A		—	A	—
3.	Degree — Discontinue (proposed by the Provost)	A	R	R		A		A	A	I

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COUNCIL ³										
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

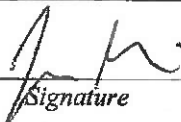
⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	11/2/20 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
_____ Signature	_____ Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	11/2/20 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	UNIV 312
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Pam Sullivan,
2	Course Instructor	Pam Sullivan
3	Course Title	TESOL Theory and Methods
4	Course Abbreviation for Banner if title is more than 30 characters	N/A
5	College	Honors College
6	Department or School	N/A
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	3
8b.	Number of contact hours – lab/activity	N/A
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	N/A
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	3

15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	16
17	Catalog Description (50 words or less)	The first of two classes that will equip students with a certificate to teach English abroad, this course surveys language acquisition theory and surveys pedagogical practices for needs of non-native speakers in varied classroom settings. Students who are not seeking the certificate are not required to take both classes. With permission of the instructor, the courses may be taken out of order.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	ENGL 112
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	N/A
20	If the course is cross-listed, specify the Course ID(s)	N/A
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.
22a	Will the course be offered in fall terms?	☐ No ☒ Yes If yes: all, even, or odd years? All
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: all, even, or odd years? All
22c	Will the course be offered in summer terms?	☐ No ☐ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Fall 2021
24	Is this course required for a degree/s?	☒ No ☐ Yes If yes, attach a revised degree plan(s) reflecting the

		placement of the new course.
25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☐ No ☒ Yes If yes, provide course ID, term, and enrollment: ENGL 440; S2018; F2018; S2018; F2019; S2020; F2020 43 students cumulative
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	N/A

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.
- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

The 20/20 grant that Paul Roggendorff and Deb Williams participated in supported growing demand for ESL certificates both in higher education undergraduate populations and within the ACU community. Programs such as Political Science, History, Bible, English, Spanish and Education have students expressing interest in such a certificate. While the certificate is not preferable to an MA in the U.S. in teaching ESL, in English language teaching abroad TESOL certificates from four-year accredited universities from which the student has attained a degree are valued, and such students are hired over others without certificates.

TESOL courses are instrumental in equipping students who apply for the Fulbright English Teaching Assistant award. In the past 3 years that the TESOL courses have been taught, six out of seven ACU Fulbright ETA grantees have completed the TESOL courses. Thus, the TESOL courses are under the supervision of Dr. Jason Morris in the Honors College to directly assist him as he

III. Course Design

- A. Audience and Course Goal
 1. Describe the intended audience, including prerequisite skills.
 2. State the overarching course goal(s) in performance terms.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Obtain a basic understanding of theory undergirding the teaching practices of teaching EFL (English as a Foreign Language)	• Class interaction of readings through explicit and implicit strategies • Completion of an annotated bibliography • First exam, Mid-term and Final exam
2	Expand knowledge of language acquisition	• Investigative reading and collaborative reporting • Completion of an annotated bibliography • Complete RISE Institute for Literacy certificate
3	Implement EFL/ESL theory and materials	• Observe/conduct teaching demonstration in the TESOL class • Observe/conduct methods application lesson in an ESL setting
4	Evaluate and critique application of EFL/ESL theory and methods	Perform peer review evaluations during student lesson demonstrations and methods application
5	Reflect on teaching practice	• Use guided questions in journal to reflect on all language teaching • Metacognitive strategies • Evaluations and feedback
6.	Construct materials to use in future EFL class settings	• Complete materials notebook • Collect and organize activities given by instructor

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings.

For **combined undergraduate/graduate** courses, make two lists:

A. full publication information; label **Undergraduate**.

B. full publication information; label **Graduate**.

Making It Happen, 4th edition, by Patricia A. Richard-Amato. Pearson Education, Inc., 2010. ISBN: 978-0132361378.

[RISE Institute for Literacy online workshop](#)

Various articles from:

English Language Teaching Journal (ELTJ)

TESOL Journal & TESOL Quarterly

- distributed in class or via Canvas

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section I-27. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
7	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
8	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.

9	Justification — Attach any documents to which you refer in Section II-B.
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UNIV 312 TESOL I Theory and Methods
Course Objectives, Policies and Syllabus
Fall 2020

Pam Sullivan TESOL Instructor pgso6b@acu.edu	Time and place: TR 12:10-1:230 Hardin Admin 302 Office: Zellner Hall, 121 Office Hours: Thursday 9-11:00; M-F by appointment and on Zoom Phone: 325-674-6383
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UNIV 312 TESOL I Theory and Methods - 3 credits-This course is an overview of Teaching English to Speakers of Other Languages, especially in a context abroad. It includes an emphasis on EFL/ESL theoretical principles and how they provide a framework for the methods used in the classroom. Practical implications of the methods will be presented and demonstrated. **UNIV 312 together with UNIV 314**, constitute 6 credit hours and fulfill requirements for the undergraduate TESOL certification.

The mission of ***Abilene Christian University*** is to educate students for Christian service and leadership throughout the world.

UNIV 312 TESOL Theory & Methods especially equips students to fulfill this mission by:

- Providing opportunities to sharpen skills that students can use to work and live abroad,
- Expanding perspectives on people from diverse backgrounds and languages,
- Offering techniques and strategies to help form relationships with these people through engaging in meaningful exchanges of communication,
- Creating a context for ACU students to actively participate in Christian service and leadership in communities in the US and throughout the world.

Course Goals

To attain basic knowledge concerning various language learning theories and the methods and techniques propelled by the theories.
To gain insight, practice and reflection in English language teaching.

Competency	Measurement Instrument
Obtain a basic understanding of theory undergirding the teaching practices of teaching EFL (English as a Foreign Language)	• Class interaction of readings through explicit and implicit strategies • Completion of an annotated bibliography • First exam, Mid-term and Final exam
Expand knowledge of language acquisition	• Investigative reading and collaborative reporting • Completion of an annotated bibliography • Complete RISE Institute for Literacy certificate
Implement EFL/ESL theory and materials	• Observe/conduct teaching demonstration in the TESOL class • Observe/conduct methods application lesson in an ESL setting
Evaluate and critique application of EFL/ESL theory and methods	• Perform peer review evaluations during student lesson demonstrations and methods application
Reflect on teaching practice	• Use guided questions in journal to reflect on all language teaching • Metacognitive strategies • Evaluations and feedback
Construct materials to use in future EFL class settings	• Complete materials notebook • Collect and organize activities given by instructor

Required learning materials:

Making It Happen, 4th edition, by Patricia A. Richard-Amato. Pearson Education, Inc., 2010. ISBN: 978-0132361378.

[RISE Institute for Literacy online workshop](#) -you will receive a class code to access the workshop and the printed syllabus from me.

Various articles from:

English Language Teaching Journal (ELTJ)

TESOL Journal & TESOL Quarterly

distributed in class or via Canvas

Professional Opportunities and Organizations:

Fulbright English Teaching Assistant Awards-two TESOL students received this award in 2018; two TESOL students received it in 2019 and in 2020;

- [Fulbright ETA](#)
- Contact Dr. Jason Morris, Dean of the Honors College, who is the Fulbright Representative for ACU
morrisj@acu.edu

Students are encouraged to join one or both of the following organizations. Membership in professional organizations looks good on resumes and also reflects an interest in and commitment to this field of study.

- [TESOL International Association](#) Members receive professional newsletters that can help with research and teaching
Members have access to online issues of *TESOL Quarterly* and information concerning jobs. There is a discounted rate for student members.
- [TexTESOL](#)-State Level TESOL

Assignments:

Students enrolled in UNIV 312 TESOL Theory & Methods will complete the following assignments to successfully complete the course. Letter grades will be based on the quality, quantity, depth and communication skills shown in the written work.

1. Annotated Bibliography – 20%

Choose a topic from your readings or course material interaction and research it

Write an annotated bibliography documenting your findings. Tasks:

- Refer to your Cornerstone experience.
- If you have not had Cornerstone at ACU, refer to [this site](#):
Make an appointment to meet with Melinda Isbell
- If you have not ever written an annotated bibliography, talk with me.

Document eight scholarly sources according to **MLA format**.

➤ Each annotation should be **two paragraphs**.

- **One paragraph** to summarize the source and **one paragraph** to explain how it relates to your topic and scope

Include an **introduction that outlines the topic and scope** of your bibliography

Include a **conclusion** that sums up what you have learned

The annotated bibliography must be submitted to turnitin.com on Canvas for grading.

Due Thursday Dec. 3, 2020 11:59 pm

2. Teaching Demonstrations –15%

Students will choose a chapter for an **informal** teaching demonstration.

Demonstration will be carried out with your peers in the TESOL course.

Each student will do a peer review of two classmates using given criteria.

The lesson will be 10-15 minutes long and will come from chapters 8, 9, 10, 11 and 12 in **MitH**.

The lesson plan for the demonstrations should follow the format from **Snow 56-57 (Canvas)**.

Refer to bottom of **MitH**, page 256-257

Mrs. Sullivan will also provide an example lesson plan.

Due between Week 5 - 9; Sept. 22-Oct. 22, 2020

3. Methods Application - 15%

To meet the components of this assignment you will choose to **teach** and **observe** classes that your peers teach with a **group of non-native English speakers**.

You'll **observe 2 hours** of the class you will teach in, to know the participants and the material better.

The instructor will provide you with the topic and the materials for the lesson.

The class you teach will be documented with:

- Date, Time (beginning and ending), and Attendance
- Lesson Plan format-[Snow-56-57](#) write it out as done in the example.
 - Refer to ***Making It Happen***, pp. 365-367-**Structuring Lessons**
 - Include objective
 - **Name** the methods and techniques
 - **Provide instructor and evaluator with the lesson plan.**
- Include copies of materials used
- **Write** a summary/report/ and comments following the lesson (did it go as planned, what would you do differently, were you mostly pleased or frustrated, etc.).

- Use the journal reflection questions to help with your summary and comments. Use **MLA format**.
- Use **complete sentences and proper grammar**.
- Evaluation forms are provided based on *Making It Happen*, p. 257
 - When you observe a lesson, you will provide immediate written and oral feedback to the person you observed
- Submit **all the documents online** after you complete the Methods Application lesson. Use the bullet points above to organize your report.

Due Tuesday, Nov. 24, 2020 11:59 pm

4. **Materials Notebook – due by Dec. 11, 2020 12:00 pm- 20%**
 There are examples of all of these types of notebooks in the ESL classroom, Admin 319.
 If you want to look at some, make an appointment with me.

Collect (from instructor), **find on your own, develop, and organize activities** that can be used when you begin teaching.

Start at the beginning of the semester.

Organize the notebook according to:

Skill; reading, writing, speaking, and listening **OR**

Grammar structures, for example:

Present-continuous, simple, Past, Future

Conditionals

Modals, etc. **OR**

Types of activities:

Interactive speaking to targeted grammar

Conversation prompts

Written reinforcements

Or any other divisions you deem most effective for your needs

Also include a section for:

Websites with activities,

Holidays

Business English,

A home state or an English speaking country, other than the USA,
that interests you.

The material **should fill at least a 3" binder**

5. **RISE Institute for Literacy Online Workshop-**

“...uses the scientifically-based Reading Horizons method, which is explicit, systematic, sequential phonics taught through multi-sensory, direct instruction.” (RISE syllabus)

You will receive a link to join the course and you will complete all units and the skill practice exercises, which is 6 hours of work.

The assessment at the end **must be passed with at least 70%**

You will receive a grade of 100% if you meet the above requirements and submit the certificate on time. **15%**

Submit Certificate of Completion due by Sunday, Nov. 8, 2020 11:59 pm

6.	First exam	Sept. 17	Chapters 1, 2 & 9	
	Midterm exam	Oct. 15	Chapters 1, 2, 3, 8, & 9, 10	
	Final Exam	Dec. 10	Chapters 4, 5, 6, 11, 12, & 14	15%

Masks/Social Distancing

ACU CDC Compliance

Abilene Christian University is committed to providing a safe educational environment for all students, faculty, and staff. In order to create the healthiest environment possible, students and instructors must properly wear face coverings over their mouths and noses while in ACU buildings and while in the classroom. In addition, social distancing should be maintained within all classroom environments. Eating is not allowed in any classroom.

Any student who does not bring a face covering or refuses to wear one will be dismissed from class and be considered absent. If a student who is not wearing a face covering refuses to leave class, the instructor may dismiss in-person class for that day.

A student who refuses to wear a face covering will be subject to disciplinary action through the Student Handbook.

Participation and Engagement

ACU's expectation is that students attend all classes whether in person or online.

- Students will attend TESOL 440 class in person if possible
- Students will attend class **synchronously** via Zoom if needed

All assignments and resources are on Canvas to facilitate remote learning

Asynchronous assignments and projects are detailed on Canvas and ***you as a successful student will***

Read the required material on time

Do the expected assignments on time

Perform the actions to fulfill the major projects on time

- *Lesson Demonstration, Methods Application, RISE Certificate, Annotated Bibliography, Materials Notebook and 3 exams*
- Policy states that after **6 absences in a TR class**, whether face to face or remotely, the student may be dropped from the class with a WF grade
In the case of ***serious illness, ACU trips or other valid reasons that prohibit class participation face to face or remotely***, instructor and student will make individualized plans
- If students are participating in class remotely, the attendance tool in my.acu will distinguish remote attendance, which is also helpful for contact tracing.
- **If you are ill**, contact [Wildcat Care](#) or the [MACCC](#) and **do not come to class**.
- [SOAR](#) will be handling student illness accommodations and contacting faculty when students need to quarantine.

If you miss a class, ***you are responsible*** for the material covered and any assignments made.

Ignorance of an assignment will not excuse late work. Contact someone in the class or contact me as soon as possible.

A successful student will participate and engage in this class as required , as it is crucial to success in this class and in learning to be an effective TESOL teacher

Professionalism

Socially distanced classroom

- In our TESOL classroom we will respect the CDC guidelines to stay 6 feet apart and we will respect our classmates' rights
- If you are joining class **synchronously online**, follow these guidelines:
 - Be on time
 - Have on the same type of clothing that you would wear to class
 - Participate and engage with the rest of the class and the material
 - See infographic below:

EFFECTIVE ONLINE PARTICIPATION



CHOOSE YOUR SPOT

Stay focused and **RESIST** social media and the web while on Zoom.

Find a spot where you can focus with minimal distractions. During Zoom meetings find a quiet place and use headphones, if able. When you first get on, remember to mute your mike.

CHOOSE YOUR SPOT, CONTINUED

For purposes of confidentiality, unreliable internet, and distractibility, please do not enter the Zoom class in a public place.

Try not to be at a coffee shop or another very public place. Protect our "space".



PARTICIPATE

We all need each other

In our Zoom class, please speak up. Refrain from using "chat" unless you need to communicate directly with me. I would rather you speak up in class for all of us. Also, listen carefully and respectfully to your classmates.

BE APPROPRIATE!

Get out of bed..

During Zoom class meetings, sit upright in a chair and wear appropriate clothes. Create a setting that does NOT feel like you're relaxing. No Pjs, maintain good grooming!



ACCESS

If you are in a location that has unreliable, weak, or no Internet, contact your provider and ask them for free extended/more services. Some providers are offering service because of this current situation. Local libraries are also good resources.

LASTLY, BE PATIENT WITH EVERYONE!

Make-up work

- If you must miss a class, please do the following:

- **Communicate with me.**

- Explain your absence(s), in advance of the class if possible.
- Check Canvas and contact a friend in the class to find out what we did. Do the reading, watch the power point/video material presentation, do required exercises and take notes.

- Submit all homework or assignments **within one week of your missed class.**

Assignments are due on the assigned date unless you make prior arrangements for extenuating circumstances.

Late assignments will be penalized one letter grade for each day up to four days. After 4 days the assignment will receive an automatic grade of 50.

If bad weather necessitates missing more than 1 day of class, check Canvas announcements for a plan of action.

Open Door Policy

You are encouraged to make an appointment whenever you are having difficulty with English 440 or any other area in which you think my advice could help you. If you are overwhelmed or struggling academically, please talk with me ***as soon as possible*** so we can assure your academic success together. **You may email anytime.**

Writing Center

- [Information video](#)
- The ACU Writing Center, located in the Learning Commons, welcomes all students who would like free assistance with their writing.
- Trained and experienced readers will provide feedback for any writing assignment at any stage of the writing process.
- Make an [appointment online](#).

Grading Procedure

- To assign a course grade, I use a 10 point scale (90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 60 or below = F)

A Excellent, Outstanding, Fluent, Thought-Provoking, Original

This paper is a superior and carefully organized response to the assigned topic, each paragraph having a controlling idea and excellent supporting detail, the style fluent and the content thought-provoking. It addresses all aspects of the prompt and follows all directions indicated by the prompt. There are few if any grammatical or mechanical errors. The presentation shows thought and original insights by the writer, independent of the teacher and/or text.

B Good, Above Average, Clear, Well-Organized

This paper is a good response to the assigned topic, in which each paragraph has a controlling idea that is adequately supported by detail. The sentences are clear and

show some variety. Mechanical/grammatical errors are not overly distracting to the reader. The writer has mastered the material presented by the text and the teacher.

C Average, Adequate, Competent, Fair, Unoriginal

This paper is an adequate, routine response to the assigned topic. A central idea is stated, perhaps too generally, but it is more or less held to and supported in token fashion. The style is moderately clear and the mechanics are reasonably competent. Errors in grammar, punctuation, usage, and organization may be distracting but do not seriously interfere with a reader's understanding of the paper.

D Below Average, Inadequate, Ineffective, Unclear, Under-Developed

This paper is an inadequate response to the assigned topic, by virtue of significant mechanical errors that make the communication ineffective, weaknesses of word choice, insufficient support or understanding of the topic. There may be a stated controlling idea, but the relation of details to it is unclear.

F Failure for one or more of the following reasons: Blocked Communication, Plagiarism-Cheating, Major Errors, Illiteracy, Directions Not Followed, Badly underdeveloped.

This paper is an altogether unacceptable response to the assigned topic whether by failure of the writing, the thought, or both. The voice of the writer fails to appear because someone else's language was appropriated or because gross errors have blocked communication. A controlling idea is not stated or, if so, it is incoherent or undeveloped. Errors in diction may suggest illiteracy.

If you don't understand why you received the grade you received please see me.

Academic Honesty

The most powerful motive for integrity and truthfulness comes from a person's desire to imitate God's nature in our lives. As a community of Christian students and scholars, we are each responsible to expect behaviors from each other consistent with the nature of God, to respect the community, and to respect ourselves.

Expectations of academic honesty and integrity extend to both university employees and students. Every member of the community is responsible for protecting the integrity of learning, scholarship, and research. Being responsible requires action against violations in spite of peer pressure, loyalty, or compassion. Individuals must take responsibility for their own conduct and discourage misconduct by others.

Academic Integrity

1. Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God.

Academic misconduct includes, but is not limited to, the following:

- 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own,
- 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and
- 3) Falsifying information orally or in writing.

Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following [this link](#).

ADA Policy

1. Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please **call the office directly at 325-674-2667 or register in Hardin Administration Building room 118.**
2. Here is the link with more details to the [Alpha Scholars Program](#).
3. Free tutoring in all subjects is offered through Alpha Scholars at [Excel Tutoring](#).

ANTI-HARRASSMENT POLICY:

ACU strives to comply with all applicable legal requirements prohibiting, preventing, and responding to harassment against any member of the ACU community (**e.g., Title VI, VII, and IX**). Moreover, as a Christian community, ACU has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected.

The **Anti-Harassment Policy** outlines specific definitions and procedures related to **discriminatory and sexual harassment, sexual misconduct, assault, stalking, and relationship violence**. If you experience harassment in **any** of these

forms, we expect you to **report it*** so that we can help maintain a work and academic environment free of unlawful harassment.

*Contact **Sherita Nickerson**, Title IX Office, (325)674-6802 (phone), email slj00a@acu.edu.

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. **I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me.** If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the [ACU Counseling Center](#). All of your options are available for review by clicking on the link to ACU's [policy](#).

Technology Policies and Notes

New technology in the academy blurs the boundary between the professional and the social. To acknowledge that I value your personal “space,” I will email you or post a Canvas announcement rather than *call or text* you. I will only call/text if an emergency arises, which I do not anticipate.

Email

Check your **email and Canvas daily**. Please feel free to **email** me with any questions or concerns.

Generally, **after 9 pm** I will not answer emails until the next day.

This syllabus may change at the professor’s discretion in order to best meet the needs and objectives of the course.

Assignment Calendar

Semester Week	Material	Projects
1 Aug. 25-27	<i>Making it Happen (MitH)</i> , Ch. 1, pp. 22-37	Introduction to course and syllabus
2 Sept. 1-3	<i>MitH</i> , Ch. 9, pp. 225-259;	Ch. 9 demonstration example
3 Sept. 8-10	<i>MitH</i> , Ch. 9, pp. 225-259; <i>MitH</i> , Ch. 2, pp. 40-46, interlanguage ; 54-61 FormS	
4 Sept. 15-17	<i>MitH</i> , Ch. 1, 9 & 2; review	Sept. 17, Exam-ch. 1, 2 & 9
5 Sept. 22-24	<i>MitH</i> , Ch. 10, pp. 260-272 <i>MitH</i> , Ch. 3, pp. 66-90	RISE information/syllabus RISE assessment due 11/8
6 Sept. 29-Oct. 1	<i>MitH</i> , Ch. 3, pp. 66-90 IRC volunteer training	TPR Lesson Demo/Pam (or 10/6) 9/29-Chris-ch. 11
7 Oct. 6-8 (Midterm grades)	<i>MitH</i> , Ch. 8, pp. 213-224	Lesson Demonstration 10/6-Brookley-ch. 14 10/8-Merry-ch. 12
8 Oct. 13-15	Review	Midterm exam-Oct. 15-MitH
9 Oct. 20-22	<i>MitH</i> , Ch. 4, pp. 92-112; Emergent participatory/Learner- centered approach	Chapters 1, 2, 3, 8, 9 & 10 Lesson Demonstration 10/13-Dulce-ch. 8
10 Oct. 27-29	<i>MitH</i> , Ch. 4 & 5, pp. 114-150 Skills assignments sketchnoting 122-147	Methods Application example
11 Nov. 3-5	Ch. 5 Skills assignment sketchnoting explanation	Methods Application example RISE assessment due 11/8
12 Nov. 10-12	<i>MitH</i> , Ch. 6, pp. 152-172	Anno. Bib topic due Nov. 10 Methods Application-online
13 Nov. 17-19	<i>MitH</i> , Ch. 6, pp. 338-354;	Methods Application-online
14 Nov. 24 Thanksgiving	<i>MitH</i> , Ch. 14, pp. 260-272	Methods Application-online
15 Dec. 1-3	<i>MitH</i> , Ch. 14; <i>MitH</i> , Ch. 11, 12, pp. 293-301-online	Annotated Bibliography due Dec. 3
16 December 10, 11:45 am	Final Exam-Ch. 4, 5, 6, 11, 12 & 14	Materials Notebook

Professor Pam Sullivan
Hardin Admin 302
pgs06b@acu.edu

October 6, 2020

Re: Review of UNIV312

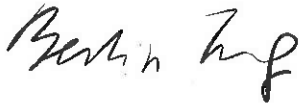
Dear Professor Sullivan,

Thank you for submitting the application for course UNIV312: TESOL I Theory and Methods. I have reviewed it based on the [ACU New Course Application Guidelines](#). I find the syllabus to be meeting all the requirements except that you will need to add the following elements:

- Honor's college mission
- Outline of topics
- Intended audience

These are changes you can make on your own and you do not need to re-send it to Adams Center for review. Please note that this letter is not meant to be a final approval in the course application process. Your department chair and members of the council may have questions or comments of their own.

If you have any questions, please feel free to let me know. Please also let me know if we can be of any help in the design and facilitation of this course.



Director of Instructional Design
Adams Center

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: 21:57
TO: Pam Sullivan
FROM: Mark McCallon, Associate Dean for Library Resources
RE: Course Application for UNIV 312 – TESOL Theory and Methods

After reviewing the course application and syllabus, the library can adequately support the proposed course. Please contact your library liaison, Melinda Isbell (mgil2a@acu.edu), to suggest specific resources that the library needs to purchase for future revisions to the course. Thank you for letting us examine the course proposal.