

Approval Chart for Curriculum Changes

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

Course Number UNIV 314 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 314 is the second course. It is entitled TESOL II Practicum: Teaching Strategies

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

Change to a Course		COUNCIL ³								
		Dept./School	College Academic	Deans	TEC	UGEC	UAC	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 (The 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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	Change to a Degree Plan	Dept./School	College Academic	Deans	COUNCIL ³				Provost	Faculty	President	Board of Trustees
					TEC	JGEC	JUAC	GRAD				
1.	University Requirements — Change in approved course content ⁶	A	A	A		A			A	--	A	--
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	--

	Provost-Proposed Change	Provost	Department	Dean	COUNCIL ³			Faculty	President	Board of Trustees
					TEC	JUAC	Graduate			
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	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A
2.	Admission requirements	--	--	--		A		A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A
4.	Requirements for graduating with honors	--	--	--		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	11/2/2020 Approval date
_____ Signature	_____ Approval date

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

Dean(s)	
 Signature	11/2/2020 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 314
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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 Teaching Strategies: Practicum
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)	Second of two classes that will equip students with a certificate to teach English abroad, this course stresses an emphasis on implementing practical techniques in <i>Communicative Language Teaching</i> in all skill areas for non-native speakers in varied classroom settings. Students who are not seeking the certificate are not required to take both classes. The courses may be taken out of order.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	English 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?
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: all , even, or odd years?
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: f yes, provide course ID, term, and enrollment: ENGL 340; F2017; 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 4 year accredited universities from which the student has attained a degree are valued, and such students are hired over others without certificates. The TESOL certificate has been a strong advantage to the students applying for a Fulbright ETA and in the last three years, six of the ACU Fulbright ETA grantees have held the ACU TESOL certificate.

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	Demonstrate an understanding of pedagogical strategies for teaching English as a foreign language, specifically in international settings.	• Participate in interactive, learner-centered ESL activities • Complete exercises from course readings • Develop lesson plans and appropriate activities related to the materials covered.
2	Implement EFL/ESL (English as a foreign/second language) theory in praxis	• Interact with non-native English speakers for 30 contact hours • Document interaction with dates, times, goals strategies and reflection
3	Evaluate English language teachers/peers	• Observe and assess experienced English language teachers in the ESL setting • Observe and assess student peers teaching in the ESL setting
4	Reflect on teaching practices	• Evaluate and assess personal teaching experiences verbally with instructor during feedback sessions • Include reflection consistently during practicum in journal and as part of a reflection paper due at the end of the semester • Metacognitive strategies employed after each teaching session • Final Reflection paper

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**.

Required learning materials:

Explaining English Grammar, by George Yule. Oxford University Press, 1998.
ISBN: 9780194371728.

More than a Native Speaker, 3rd edition, by Don Snow and Maxi-Ann Campbell. TESOL Press, 2017.
ISBN: 9781942799160

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.

UNIV 314: TESOL II Practicum: Teaching Strategies
Course Objectives, Policies and Syllabus
Fall 2020

Pam Sullivan TESOL Instructor pgs06b@acu.edu	TTh: 3:30-4:50 Admin 302 Office: Zellner Hall, 121 Office Hours: Thursday 9-11:00; M-F by appointment in office or Zoom Phone: 325-674-6383
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UNIV 314: TESOL Practicum: Teaching Strategies-3 credits-This course is an overview of teaching English to speakers of other languages, especially in a context abroad. Includes an emphasis on practical techniques in *Communicative Language Teaching* in all skill areas. **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 314 TESOL Teaching Strategies especially equips students to fulfill all of these missions 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 throughout the world.

Required learning materials:

Explaining English Grammar, by George Yule. Oxford University Press, 1998.
ISBN: 9780194371728.

***More than a Native Speaker*, 3rd edition**, by Don Snow and Maxi-Ann Campbell.
TESOL Press, 2017. ISBN: 9781942799160

Course Goals

To gain further insight into English language teaching and to evaluate English language teachers.

To analyze EFL/ESL techniques and practices by implementing them in practical application.

Competency	Measurement Instrument
Demonstrate an understanding of pedagogical strategies for teaching English as a foreign language, specifically in international settings.	• Participate in interactive, learner-centered ESL activities • Complete exercises from course readings • Develop lesson plans and appropriate activities related to the materials covered.
Implement EFL/ESL (English as a foreign/second language) theory in praxis	• Interact with non-native English speakers for 30 contact hours • Document interaction with dates, times, goals strategies and reflection
Evaluate English language teachers/peers	• Observe and assess experienced English language teachers in the ESL setting • Observe and assess student peers teaching in the ESL setting
Reflect on teaching practices	• Evaluate and assess personal teaching experiences verbally with instructor during feedback sessions • Include reflection consistently during practicum in journal and as part of a reflection paper due at the end of the semester • Metacognitive strategies employed after each teaching session • Final Reflection paper

Students enrolled in UNIV 314 TESOL Teaching Strategies: Practicum 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. Observe experienced English language teachers for a total of **five** hours.

The observations will be done online.

[Teheso Online Teaching](#)

IRC online classes

Use **MLA format** and use full sentences and correct grammar.

Type a report of the observation including:

- your perception of the objective,
- a summary of class activities,
- details such as the date, number of students, skill level, and length of the class
- teacher's name and the location of the class
- comments concerning how **what you observed connects with what you have learned in Snow's *More than a Native Speaker*, *Making it Happen*, and Yule's *Explaining English Grammar*.**

Observation report due, Sunday, September 27, 11:59 pm

25%

2. Interview two **experienced (teaching 5+ years)** EFL/ESL teachers **on Zoom** in order to gather a variety of perspectives/materials related to practical approaches for teaching English.

There are options of how to format the interview:

- Use **MLA format** and full sentences and correct grammar.
- Type a list of your interview questions.
- Type a **summary** of each interview. Include the dates of the interviews

OR Record the interviews on Zoom.

- Submit the recordings and a recording of **your summary**
- **OR** submit recordings of the interviews and a written report of your summary.

Interview report due, Sunday, Nov. 1 11:59 pm

15%

3. Come to class **prepared and read** the chapters designated for each class meeting **beforehand** in order to effectively discuss and interact with material in Yule's and Snow's books.

- Additional exercises are on Canvas for certain sections of the books.

Due dates every class meeting

25%

4. Interact with non-native English speakers in English for a total of **30 contact hours**.

- These interactions should be at least **2/3 instructive (20 hrs)** in some structured way: teaching, tutoring, discussing cultural norms, or planning an activity that increases the non-native speaker's fluency in English.

The hours will mostly be carried out online through these two platforms:

International Rescue Committee online ESL courses

[Teheso](#) Online teaching main website

[Teheso Kids'](#) program; highlight [video](#)

There is more detailed information about Teheso on Canvas

Possible instructive hours might be done face to face in a tutoring situation. These will be arranged by need with the instructor.

- Up to **1/3 (10 hrs) can be less structured** and may include extracurricular activities such as participating in social events together.

Read International Student Association weekly newsletter. You have been added to the email list.

Watch ads on myACU for events such as Chinese New Year, International Food festival, OMA events, Hispanos Unidos events, etc.

These can be done virtually as long as you have personal conversation with a non-native speaker.

- **Keep a log** of dates, times, participants, and content/focus of each meeting. **A template is provided for you on Canvas.**

Your **final exam will be a reflection essay of these experiences** and will Include:

- **MLA format** and proper grammar and mechanics.
- **References to *Making it Happen*, *Snow's* and *Yule's* writings** and how your personal experiences are connected to principles, perspective or methods/techniques that you learned about in the books.

Include **at least one** evaluation of a method or technique you used and how effective you thought it was. **(use in text page references to books)**

- Personal response to what you may have learned from your English language learners.

- Thoughts and opinions on how effective you feel the textbooks, materials, activities and other instructional materials were in helping your English language learners in their progress with the language.
- A general summary of the 30 hours and how you believe that time has better equipped you to be a language teacher.

due by Tuesday, Dec. 8, 2:00 pm 2020

35%

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 340 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
 - Observation, interviews, practicum hours
- 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](#).
- [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. Call 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 powerpoint/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 your Canvas announcements for a plan of action.

Open Door Policy

You are encouraged to make an appointment whenever you are having difficulty with English 340 or any other area in which you think my advice could be useful to 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 did
please see me.***

Academic Honesty

The most powerful motive for integrity and truthfulness comes from one'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.

Definition of Academic Integrity

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes, but is not limited to, reading assignments, homework assignments, assessments, examinations and tests, attendance at required out-of-class activities, and laboratory experiments and research.

In our class, violations of academic integrity and other forms of cheating involve the intention to deceive or mislead or misrepresent and therefore are a form of lying. Specific examples in this course include, but are not limited to, the following:

- Submitting for credit, in whole or in part, the work of others.
- Receiving, giving, or using unauthorized aid on an examination.
- Failure to give credit to sources used in a work in an attempt to present the work as one's own.
- Submission of paper(s) or project(s) obtained from any source, such as a friend, research service, or club paper file, as one's own.
- Allowing other members of a group to provide a disproportionate fraction of a required group project or activity
- Claiming credit for an attendance or service activity without attending or performing the activity.
- Written or oral presentation of falsified materials and facts, including, but not limited to, the results of interviews, laboratory experiments, and field-based research.

Consequences of a Breach

Academic dishonesty may result in, but is not limited to, the following:

- A first offense will result in a grade reduction (from lowering the grade on the assignment in which academic dishonesty occurred up to assigning an F for the final course grade).
- Should you be permitted to remain in the class after being found in violation of the academic integrity policy, you may also be required to retake the exam or an alternate exam, resubmit the coursework, or complete an alternate assignment. Any such makeup work may be graded independently or averaged with the penalized grade for the original dishonest work. Failure to comply with such requirements constitutes a second violation.
- A second violation in a class will result in an automatic F in the course.
- All instances of academic dishonesty will be reported to the Dean of the College of Arts and Sciences and the Dean of Students in the Student Life Office.

The Appeal Process

A student who wishes to appeal a decision would follow this link for the [process](#):

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 rather than *call or text* you. I will only call/text if an emergency arises, which, of course, 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	<i>Explaining English Grammar</i> , Yule	<i>More than a Native Speaker</i> , Snow	Projects Submit to Canvas or in class when noted
1 Aug. 25-27	Syllabus and introduction; Books; list of contacts; practicum template	Part 1 Preparing to Teach Chapter 1 pp. 3-17	Canvas-Snow Chapter 1 pp. 15-16; #3, 5, 6, 11 Due Thursday, Aug. 27 (D-8/27) Set time for Teheso training; set up observations
2 Sept. 1-3	Unit 1 pp. 1-20	Chapter 2 pp. 17-26	D-9/1-Yule -pp. 8, 15, 17-20-choose an activity and tell why and/or how you'd use it D-9/3-Snow -p. 26 #7-tell how you would use the activity
3 Sept. 8-10	Unit 2 pp. 23-51	Chapter 3 pp. 27-40	D-9/8-Yule -pp. 26, 32, 42, p.47 teaching idea 4 or 5; bring pictures to class D-9/10- Snow -p. 38 #1
4 Sept. 15-17	Observation	Chapter 5 pp. 53-64 Demonstration	Snow-Evaluation in class Observations
5 Sept. 22-24	Unit 3 pp. 53-83	Chapter 6 pp. 65-76	Observations due Sunday, September 27, 11:59 pm D-9/15-Yule 3- pp. 55, 57, 68, 74#3, Lesson plan assignment Ch. 6 Details on Canvas- due 9/24
6 Sept. 29-Oct. 1	Unit 4 pp. 85-120	Part 2 Aspects of English Teaching 4 Skills Listening-Chapter 7 pp. 77-	D-9/29-Yule Unit 4 pp. 88, 91, 96-97, 104, 106, 108, D-10/1-Snow Chapter 7 pp. 92-93 #2 OR #3 AND #8 OR #9

		94	
7 Oct. 6-8 Mid-term grades	Unit 5 pp. 123-152	Speaking-Chapter 8 pp. 95-114	D-10/6-Yule Unit 5 pp. 126, 131, D 10/6-Yule Unit 5 p. 150 teaching idea #6 (a) OR (b) Present in class D-10/8-Snow Chapter 8 p. 114 6,9, 10 10/6 Mid-term practicum report-log of hours due
8 Oct. 13-15	Unit 6 pp. 156-185	Reading-Chapter 9 pp. 115-130	D-10/13 -Yule Unit 6 pp. 163, 167, 169, 171, 174 Read teaching ideas 180-184. Tell (in class) how you have used one of them or how you think you'd like to use it and why D-10/15-Snow Chapter 9 p. 128 #8
9 Oct. 20-22	Unit 7 pp. 187-207	Writing-Chapter 10 pp. 131-147	D-10/20-Yule Unit 7 pp. 190, 194-195, 197 D-10/22-Snow Chapter 10 p. 147 #1
10 Oct. 27-29	Unit 8 pp. 211-236	Time to complete interview report	D-10/27-Yule Unit 8 pp. 217, 220-221, 223 Interviews due Nov. 1, 11:59 pm
11 Nov. 3-5	Evaluation of skills in course books in ACU ESL classes	Time for practicum	Practicum Presentation of skills in course books- video posted on Canvas Sunday, Nov. 8, 11:59
12 Nov. 10-12	Unit 9 pp. 240- 268	Chapter 11 pp. 149-160	D-11/10-Yule Unit 9 pp. 244-245, 250, 254 D-11/12-Snow Chapter 11 p. 158 #1, p. 159 #7
13 Nov. 17-19	Unit 10 pp. 271- 295	Snow- Chapter 12 pp. 161-170	D-11/17-Yule Unit 10 pp. 277, 282 D-11/19-Snow Chapter 12 p. 169 #2, #9

14 Nov. 24 <i>Thanksgiving</i>	Practicum	Practicum	Practicum
15 Dec. 1-3 Online	Snow-Chapter 13 pp. 171-184 Zoom	Practicum	D-12/1-Snow Chapter 13 p. 182-183 #3, #11 Practicum hours finished 12/4
16 Dec. 7-11 Finals Week		Reflection paper on practicum	Due Tuesday, Dec. 8, 12:00 pm (noon) Finals schedule

Professor Pam Sullivan
Hardin Admin 302
pgs06b@acu.edu

October 6, 2020

Re: Review of UNIV314

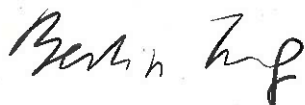
Dear Professor Sullivan,

Thank you for submitting the application for course UNIV314: TESOL II 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: 21:55
TO: Pam Sullivan
FROM: Mark McCallon, Associate Dean for Library Resources
RE: Course Application for UNIV 314 – TESOL Teaching Strategies: Practicum

After reviewing the course application and syllabus, the library can adequately support the proposed course. Please contact your library liaison, Melinda Isbell (mgi12a@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.