New York University
The Steinhardt School of Culture, Education, & Human Development
Department of Teaching & Learning
Multilingual Multicultural Studies

TESOL-GE 2002.001-Teaching Second Languages: Theory and Practice

Thursday, 6:45 – 8:25 p.m., Bldg. SILV Rm: 508

Instructor: Hongying Shen
Email: hs517@nyu.edu
Office Hours: By Appointment Only

CATALOG DESCRIPTION
The first methods course for foreign/second language education majors. Course contents include guiding principles and methodology in a variety of approaches to the teaching of second/foreign languages. There will be focus on developing auditory comprehension and oral production; teaching reading and writing, the impact of culture; the influence of heritage, socioeconomic level, and educational background on language and literacy development. Also included are skills in motivation, communication, and classroom management.

COURSE OVERVIEW
In this course students will explore the history and evolution of foreign and second language teaching as well as the most contemporary practices observable in New York City’s language classrooms. Students will learn how contemporary and past theory impacts present day language teaching pedagogy. Based on observation of language teachers as well as their own readings, students will gain insight into their own practices and reflect upon the realities of teaching foreign/second languages in today’s world.

LEARNER OBJECTIVES:
The following topics will be explored in depth through textbook reading, scholarly articles, professional conferences, classroom discussion and personal reflection:

- Foreign/Second Language Acquisition and Learning
- Historical and contemporary techniques, methods and approaches of language teaching and their basic theoretical tenets
- Socio-Cultural theory and practice
- Lesson Studies (four major language skills, teaching grammar, and vocabulary)
- Assessments of Learning and Assessments for Learning
- Major issues facing foreign/second language teachers today in the US
TEXSTS:

A. Required Reading

- Additional readings will be required and will be posted on the class blackboard.

B. Suggested Reading


GRADING POLICY:

- Class Participation (including Blackboard) : 30%
- Written Assessments: 20%
- Presentations: 20%
- Culminating Project/Term Paper: 30%

*READINGS AND ASSIGNMENTS DUE THE FOLLOWING WEEK*

CLASS SCHEDULE:

**January 29:** Presentation of course and materials.
- Why do we teach and study second languages?
- What are our individual goals and in what settings would we like to teach?
- What qualities make a good language teacher?

**Readings:** Brown, Chapters 2 and 3

**Assignment #1:** What was your best language teacher’s approach to teaching languages? Do you recognize any “methods” present in his/her classroom? Why did you learn so well from this teacher? [1-2 pages, typed]

**February 5:** Methods, Approaches and Techniques: A Historical Overview/Theories of Language Acquisition

**Readings:** Brown, Chapter 4

**Assignment #2:** Of the 6 types of approaches Brown mentioned in Chapter 3, which one resonates more with you than the others? Why? [1-2 pages, typed]
### February 12:
**Teaching by Principles**
**Presentations:** Grammar Translation Method/Gouin and the Series Method/The Direct Method
**Readings:** Brown, Chapter 5 and assigned reading
**Reading Response:** [Class Blackboard discussion #1]

### February 19:
**Intrinsic Motivation in the Classroom**
**Presentations:** The Audiolingual Method/Community Language Learning/Suggestopedia
**Readings:** Brown, Chapter 6, 7, and 8
**Reading Response:** [Class Blackboard discussion #2]

### February 26:
**Context of Learning and Teaching**
**Presentation:** The Silent Way/Total Physical Response/The Natural Approach
**Reading:** Lightbown/Spada, Chapters 1 and 2
**Reading Response:** [Class Blackboard discussion #3]

### March 5:
**Second Language Learning**
**Readings:** Brown, Chapter 9, 10, 11, and 12
**Reading Response:** [Class Blackboard discussion #4]

### March 12:
**Curriculum Design/Lesson Planning**
**Readings:** Lightbown/Spada, Chapter 3
**Reading Response:** [Class Blackboard discussion #5]

(Spring Break)

### March 26:
**Individual differences and classroom instruction**
**Readings:** Brown, Chapter 13 and 14; Lightbown/Spada Chapter 4
**Reading Response:** [Class Blackboard discussion #6]

### April 2:
**Interaction in the classroom**
**Readings:** Brown, Chapter 17, 18 and 19
**Reading Response:** [Class Blackboard discussion #7]

### April 9:
**Teaching Listening and Speaking**
**Readings:** Brown, Chapter 20 and 21; Lightbown/Spada Chapter 5
**Reading Response:** [Class Blackboard discussion #8]

### April 16:
**Teaching Reading and Writing**
**Readings:** Brown, Chapter 22; Lightbown/Spada Chapter 6
April 23: Form-Focused Instruction
Readings: Brown, Chapter 23 and 24
Assignment: Term paper
          [8-12 pages, typed]

April 30: Bring it all together/Formative and Summative Assessments
Readings: Brown, Chapter 25 and 26; Lightbown/Spada Chapter 7
Assignment: Term paper

May 7: Reflection
Assignment: Term paper (due May 15)

COURSE REQUIREMENTS

A. Attendance: Attendance is expected in this course. No texts or notes can substitute for the
discussion and interaction that will take place in class. No more than 2 excused absences are
accepted and you are responsible for making up all the missing work.

B. Readings: All the required readings must be done before coming to class and you should be
ready to respond to questions and participate in classroom and Blackboard discussions on the
readings.

C. Participation: You are expected to arrive to class on time and participate in both full class
and small group discussions. You will be working a great deal in pairs and small groups and will
be evaluated on whole class discussion, small group discussion/presentation, and Blackboard
participation.

D. Reading Responses: Throughout the course you will be asked to write Reading Responses
(at NYU Classes) along with other assignments.

E. Professional Conferences: You are required to attend at least one language conference this
semester, whether it is NYCAFTL (NYC Association of Foreign Language Teachers), ACTFL
(American Council on Teaching Foreign Languages) or other local conferences or school-based
professional development workshops. You will visit a minimum of two workshops at the
conference and submit a write up of what you have seen/learned along with handouts given out
by the presenters.

F. Written Assignments: Throughout the course you will be asked to write Reaction Papers, and
one final paper/take home exam. These should all be typed (double spaced, font size 12, Times
New Roman, with 1 inch margins, MLA format for citations) and printed out with your name,
the name of the course, my name, the date and the title of the assignment.
SYLLABUS:

This syllabus is a working document that may be adjusted to reflect the needs of our particular class community. Please bring to my attention any issues or questions you would like to discuss in class.

Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at 212 998-4980, 719 Broadway 2nd floor, www.nyu.edu/csd.

STATEMENT ON ACADEMIC INTEGRITY

"Your degree should represent genuine learning"

http://steinhardt.nyu.edu/policies/academic_integrity

The relationship between students and faculty is the keystone of the educational experience in The Steinhardt School of Culture, Education, & Human Development at New York University. This relationship takes an honor code for granted. Mutual trust, respect and responsibility are foundational requirements. Thus, how you learn is as important as what you learn. A University education aims not only to produce high quality scholars, but to also cultivate honorable citizens.

Academic integrity is the guiding principle for all that you do; from taking exams, making oral presentations to writing term papers. It requires that you recognize and acknowledge information derived from others, and take credit only for ideas and work that are yours.

You violate the principle of academic integrity when you:

- Cheat on an exam;
- Submit the same work for two different courses without prior permission from your professors;
- Receive help on a take-home examination that calls for independent work;
- Plagiarize.

Plagiarism, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning and discovering knowledge, plagiarism cannot be tolerated.

Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score and/or other materials, which are not your original work. You plagiarize when, without proper attribution, you do any of the following:

- Copy verbatim from a book, an article or other media;
- Download documents from the Internet;
- Purchase documents;
- Report from other’s oral work;
- Paraphrase or restate someone else’s facts, analysis and/or conclusions;
- Copy directly from a classmate or allow a classmate to copy from you.

Your professors are responsible for helping you to understand other people’s ideas, to use resources and conscientiously acknowledge them, and to develop and clarify your own thinking. You should know what
constitutes good and honest scholarship, style guide preferences, and formats for assignments for each of your courses. Consult your professors for help with problems related to fulfilling course assignments, including questions related to attribution of sources.

Through reading, writing, and discussion, you will undoubtedly acquire ideas from others, and exchange ideas and opinions with others, including your classmates and professors. You will be expected, and often required, to build your own work on that of other people. In so doing, you are expected to credit those sources that have contributed to the development of your ideas.

**Avoiding Academic Dishonesty**

- Organize your time appropriately to avoid undue pressure, and acquire good study habits, including note taking.
- Learn proper forms of citation. Always check with your professors of record for their preferred style guides. Directly copied material must always be in quotes; paraphrased material must be acknowledged; even ideas and organization derived from your own previous work or another's work need to be acknowledged.
- Always proofread your finished work to be sure that quotation marks or footnotes or other references were not inadvertently omitted. Know the source of each citation.
- Do not submit the same work for more than one class without first obtaining the permission of both professors even if you believe that work you have already completed satisfies the requirements of another assignment.
- Save your notes and drafts of your papers as evidence of your original work.

**Disciplinary Sanctions**

When a professor suspects cheating, plagiarism, and/or other forms of academic dishonesty, appropriate disciplinary action is as follows:

- The Professor will meet with the student to discuss, and present evidence for the particular violation, giving the student opportunity to refute or deny the charge(s).
- If the Professor confirms the violation(s), he/she, in consultation with the Program Director and Department Chair may take any of the following actions:
  - Allow the student to redo the assignment
  - Lower the grade for the work in question
  - Assign a grade of F for the work in question
  - Assign a grade of F for the course
  - Recommend dismissal

Once an action(s) is taken, the Professor will inform the Program Director and Department Chair, and inform the student in writing, instructing the student to schedule an appointment with the Associate Dean for Student Services and Public Affairs, as a final step. Copies of the letter will be sent to the Department Chair for his/her confidential student file and the Associate Dean for Student Services and Public Affairs. The student has the right to appeal the action taken in accordance with the School's Student Complaint Procedure as outlined in *The Steinhardt School’s Student Guide*.

When dismissal is recommended, that recommendation will be forwarded to the Associate Dean for Student Services and Public Affairs, who will convene all parties involved. An appeal of the decision at this step is submitted in writing to the Vice Dean, including full documentation to support the appeal.
Appendix A
Grading Scale and Rubric

Steinhardt School of Education Grading Scale

There is no A+

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>65-69</td>
</tr>
<tr>
<td>D</td>
<td>60-64</td>
</tr>
</tbody>
</table>

There is no D-

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Below 60</td>
</tr>
<tr>
<td>IP</td>
<td>Incomplete/Passing</td>
</tr>
<tr>
<td>IF</td>
<td>Incomplete/Failing</td>
</tr>
<tr>
<td>N</td>
<td>No Grade</td>
</tr>
</tbody>
</table>

Letter Grade Rubric

A—Outstanding Work
An "A" applies to outstanding student work. A grade of "A" features not simply a command of material and excellent presentation (spelling, grammar, organization, writing style, etc.), but importantly, sustained intellectual engagement with the material. This engagement takes such forms as shedding original light on the material, investigating patterns and connections, posing questions, and raising issues. An "A" paper is excellent in nearly all respects:

- It is well argued and well organized, with a clear thesis
- It is well developed with content that is specific, interesting, appropriate and convincing
- It has logical transitions that contribute to a fluent style of writing
- It has few, if any, mechanical, grammatical, spelling, or diction errors
- It demonstrates command of a mature, unpretentious diction

B—Good Work
A "B" is given to work of high quality that reflects a command of the material and a strong presentation but lacks sustained intellectual engagement with the material. A "B" paper shares most characteristics of an "A" paper, but

- It may have some minor weaknesses in its argumentation
- It may have some minor lapses in organization and development
- It may contain some sentence structures that are awkward or ineffective
- It may have minor mechanical, grammatical, or diction problems
- It may be less distinguished in its use of language
C—Adequate Work
Work receiving a "C" is of good overall quality but exhibits a lack of intellectual engagement as well as either deficiencies in the student's command of the material or problems with presentation.
A "C" paper is generally competent; it is the average performance. Compared to a "B" paper, it may have a weaker thesis and less effective development.
• It may have serious shortcomings in its argumentation
• It may contain some lapses in organization
• It may have poor or awkward transitions
• It may have less varied sentence structures that tend toward monotony
• It may have more mechanical, grammatical, and diction problems

D or F—Unsuccessful Work
The grade of "D" indicates significant problems with the student's work, such as a shallow understanding of the material or poor writing.
• It presents no clear thesis
• It displays major organizational problems
• It lacks adequate support for its thesis
• It includes irrelevant details
• It includes confusing transitions or lacks transitions altogether
• It fails to fulfill the assignment
• It contains ungrammatical or poorly constructed sentences and/or demonstrates problems with spelling, punctuation, diction or syntax, which impedes understanding

An "F" is given when a student fails to demonstrate an adequate understanding of the material, fails to address the exact topic of a question or assignment, or fails to follow the directions in an assignment, or fails to hand in an assignment. Pluses (e.g., B+) indicate that the paper is especially strong on some, but not all, of the criteria for that letter grade. Minuses (e.g., C-) indicate that the paper is missing some, but not all, of the criteria for that letter grade.