



Form A

Academic Affairs - Course Proposal

CALIFORNIA STATE UNIVERSITY, SACRAMENTO



Academic Unit:		Department Chair: Sheree Meyer	
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>		Date: August 15, 2006	
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	CCE: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Prefix & No. ENGL 125F		Title: <i>Teaching Oral Skills</i>	
Change to:		Semester Effective: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> 2008	
Prefix & No.		Units: 3	
Prefix & No.		Title:	
		Units:	

JUSTIFICATION:

Currently, the department has several options for both graduates and undergraduates to acquire skills in the teaching of literacy skills (reading and writing) to speakers of other language. As part of the TESOL MA program, graduate students are also required to take a course (215D) that emphasizes the methods used in promoting orals skills (listening, speaking and pronunciation). However, those students who are NOT graduate students (who, for example, are pursuing a supplementary TESOL certificate in addition to, say, an English major) do NOT have a suitable undergraduate course for the promotion of the said skills. Furthermore, they have difficulty enrolling in the 215D as graduate students have priority for enrollment into that class.

We, therefore, need an undergraduate orals skills course.

Beyond the difficulty of enrolling, we feel that the proposed course is in itself a course that could attract students who are interested in broadening their marketability at prospective ESL instructors.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy.

See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description

This course will provide students with both the necessary background knowledge as well as the specific pedagogical tools for promoting proficiency in spoken interaction, listening skills, and pronunciation in second language/foreign language contexts, specifically, English as a Second Language (ESL) and English as a Foreign Language (EFL)

Note:	
Prerequisite:	
Corequisite:	
CAN (California Articulation Number):	
Graded: Letter <input checked="" type="checkbox"/> Credit/No Credit	Instructor Approval? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Course Classification: C-2	Title for SIS+ (not more than 25 characters) Teaching Oral Skills
Cross Listed? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, with what course:
How Many Times Can This Course be Taken for Credit? once	

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc." See the example at <http://www.csus.edu/acaf/example.htm>

Upon successful completion of this course, students will be able to:

1. Discuss differences between spoken language and written language
2. Recognize effective and ineffective approaches and specific activities in promoting second language speaking and listening skills.
3. Plan and create effective, appropriately sequenced second language speaking and listening activities.

****Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre- and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

- **A Midterm 20%** with a focus on the differences between oral and literate language as well as the history of promoting oral language proficiency
- **Discourse Analysis assignment 20%** Students gather written and spoken accounts of the same topic (e.g., a news event). They analyze the differences between oral and written accounts of this event.
- **Lesson Plan 20%** Students develop and present their own lesson plan
- **Final examination 20%** Students will be presented with excerpts from currently available texts. They will critically appraise these texts and their suitability for promoting oral skills.
- **Four homework assignments 20%** these assignments provide the students practice in becoming acquainted with the course concepts. Two of them also prepare the students for the <larger> assignments, thereby giving the student feedback on, say, execution of a lesson plan before the execution of the Lesson Plan term assignment itself.

For whom is this course being developed?

Majors in the Dept X Majors of other Depts X

Minors in the Dept X General Education

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes No X

If yes, identify program(s):

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes No X


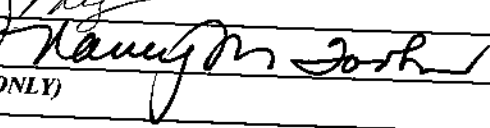
If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). none

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

	Date
Department Chair: 	2/21/07
College Dean or Associate Dean: 	4-5-07
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Jerri McAtee, at zip 6016. An electronic copy must also be sent to mcateeji@csus.edu.

College of Arts and Letters Curriculum Committee CHECK-OFF LIST FOR COURSE APPROVAL

Name of Department English Effective Date immed.
Proposed Course Number 125F Course Name Teaching Oral Skills
Contact Person John Taggart Clark, Ph.D. jtclark@csus.edu Instructor John Taggart Clark, Ph.D
Projected Enrollment 25 Units of Credit 3
Has the course been offered before? no If yes, under what number? _____
Suggested Course Classification _____ Unit distribution: lecture 3 lab _____ activity _____

List the prerequisite(s) for the proposed course.
None

For which students or programs is the course designated?

- Majors in the department
 Minors in the department
Majors of other departments (e.g., An A&L course designed for Business Administration majors)
 General service
 Other (specify) _____

If approved by the A & L Curriculum Committee, will this course be submitted for consideration in the General Education Program? Yes No

Method of Presentation:

- Lecture Lecture/Activity Lecture/Discussion Lecture/Laboratory
 Activity Laboratory Seminar Films and/or other visuals
 Performance Other (specify) _____

If different amounts of credit will be available for the proposed course, indicate differences in course requirements for earning the units.

If the course can be taken more than one time for credit, what is the justification for the repetition? How will the two (or more) experiences differ?

What courses currently offered in Arts and Letters or other colleges/departments most closely resemble the proposed course? Please list these other courses and justify why the proposed course will not duplicate them. Not all approved courses are shown in the current catalog so please consult faculty/chair in other schools/departments where duplication might occur. Please list persons you consulted.

1. English 215D Pedagogy of Spoken English

215D is a graduate course designed especially for candidates for the MA-in Teaching English to Speakers of other Languages. As such, graduate students have priority in enrolling in this course. This usually means that candidates for a TESOL certificate and other students wishing to take this course are unable to. Furthermore, English 215D is a difficult graduate course requiring pre-requisites. There should be an undergraduate course for students wishing to enhance their career possibilities (by earning a TESOL certificate) without enrolling in the graduate program.

Can the course be implemented within the existing departmental allocation? yes
If the proposed course will require an expenditure of \$100 or more, append a breakdown of expenditure and source of funding.

If this is a new course, how will it be integrated into your present allocation:

1. Will you be giving up another course to make room for the proposed course? No.
2. What course(s) could you alternate in the schedule with the proposed course? English 116A
3. How often would you schedule the proposed course? unsure
4. What full-time faculty can teach the course? What other course would they give up in order to teach it? John T. Clark, Marie Helt, Julian Heather, Fred Marshall, Dana Ferris.
5. Realistically, what fiscal impact might the proposed course have? (e.g., operating expense, faculty cost, staff cost, student assistants, equipment, etc.)

List the objectives/goals/expected learning outcomes.

This course will provide students with both the necessary background knowledge and well as the specific pedagogical tools for promoting proficiency in spoken interaction, listening skills, and pronunciation in second language/foreign language contexts, specifically, English as a Second Language (ESL) and English as a Foreign Language (EFL).

More specifically, the objectives of this course are:

1. to demonstrate the differences between oral and literate channels of language.
2. to provide students with a historically and theoretically grounded knowledge of state-of-the-art approaches to promoting oral proficiency (both speaking and listening)
3. to give students practical, ready-to-use tools to use in promoting oral proficiency in teaching languages (e.g., English as a Second Language)

Upon successful completion of this course, students will be able to:

1. Discuss differences between spoken language and written language
2. Recognize effective and ineffective approaches and specific activities in promoting second language speaking and listening skills.
3. Plan and create effective, appropriately sequenced second language speaking and listening activities.

What student assessment tools will be used? (e.g., exams, papers, portfolios.)

Midterm 20%

Students will demonstrate their knowledge of crucial issues in second language acquisition specifically as it relates to the teaching of oral skills.

Concurrent tutoring & log: 10%

- During this term, you should be working with an ESL student in ways that significantly involve their oral language development. Keep a log about these sessions. Total: at least 12 hrs. during the term. This may be satisfied by concurrent enrollment in 410A or B, working as Staff Tutor in the English Dept. Writing Center, or certain Graduate Assistant positions in Learning Skills.

Lesson Plan analysis homework 10%: I will give each student a complete lesson plan intended to promote oral proficiency.

This lesson plan will have one or several major flaws. Your task will be to identify the flaws and suggest how they can be repaired. This homework assignment will provide you with the practice and feedback necessary to succeed on the Lesson Plan and the Final Examination (see below).

Lesson Plan 20% : Prepare a two-class lesson plan focusing on either a grammatical skill (e.g., "using the present perfect tense) or a function (e.g., "expressing disagreement"). Format: a 2-3 page outline with major sections; additional detailed information (including copies of any pictures, handouts, etc.); a 2-3 page narrative analysis explaining your rationale

Final examination 20%

Students will be presented with excerpts from currently available texts. They will critically appraise these texts and their suitability for promoting oral skills.

In addition to filling out the Check-Off List form, please submit a course syllabus containing the following information: (see above)

- I. Course Content and Objectives
(Brief discursive overview of major topics and goals)
- II. Required Texts
(e.g., textbooks, class handouts, journals, newspapers, web pages, videos, etc.)
- III. Course Format
(e.g., lecture, lecture-discussion, seminar, composition, activities, studio, etc.)
- IV. Course Requirements
 - A. Class Participation
 - B. Examinations
 - C. Research Paper or Term Project or Short Papers, etc.
 - D. Attendance
 - E. Other Policies
- V. Student Evaluation: How are the requirements in IV weighted in determining the course grade?
(e.g., attendance 10%, midterm 23%, etc.)
- VI. Semester Outline
(Course topics ordered weekly)

California State University, Sacramento
English 125F Teaching Oral Skills
Proposed syllabus

Whereas both students who are pursuing a Certificate in Teaching English to Speakers of Other Languages ("TESOL Certificate") as well as students who are pursuing a Minor in TESOL are having difficulty enrolling in required courses for successful completion of their Certificate/Minor, we, the members of the TESOL Committee propose the following undergraduate course: English 125x *Teaching Oral Skills*.

Overview

This course will provide students with both the necessary background knowledge and well as the specific pedagogical tools for promoting proficiency in spoken interaction, listening skills, and pronunciation in second language/foreign language contexts, specifically, English as a Second Language (ESL) and English as a Foreign Language (EFL).

More specifically, the objectives of this course are:

4. to demonstrate the differences between oral and literate channels of language.
5. to provide students with a historically and theoretically grounded knowledge of state-of-the-art approaches to promoting oral proficiency (both speaking and listening)
6. to give students practical, ready-to-use tools to use in promoting oral proficiency in teaching languages (e.g., English as a Second Language)

Upon successful completion of this course, students will be able to:

4. Discuss differences between spoken language and written language
5. Recognize effective and ineffective approaches and specific activities in promoting second language speaking and listening skills.
6. Plan and create effective, appropriately sequenced second language speaking and listening activities.

Texts

- Biber, Douglas. 1988. *Variation across speech & writing*. Cambridge: Cambridge University Press.
- Brown, H. Douglas *Teaching by Principles*. 1994. New York: Prentice Hall Regents.
- Celce-Murcia, Marianne, Donna Brinton & Janet Goodwin. 1996. *Teaching Pronunciation, A Reference for Teachers of English to Speakers of Other Languages*. Cambridge University Press.
- Celce-Murcia, Marianne & Sharon Hilles, 1988. Getting ready to teach grammar. Chapter II in *Techniques & Resources in Teaching Grammar*. Oxford: Oxford University Press.
- Hadley, Alice Omaggio. 2000. *Teaching Language in Context*. 3rd edition. Boston: Heinle & Heinle.
- Krashen, Stephen. & Tracy Terrell. 1983. *The Natural Approach*. Hayward, CA: Alemany Press.
- Larsen-Freeman, Diane. 1991. Teaching Grammar. In M. Celce-Murcia, ed. *Teaching English as a Second or Foreign Language*. Cambridge, MA: Newbury House.
- Richards, Jack C. & Theodore S. Rogers 1986. *Approaches & Methods in Language Teaching*. Cambridge: Cambridge University Press.

Course Policies

Attendance Policy If, however, you do miss any more than **five** classes *for whatever reason*, each absence after five absences lowers your final grade by a third of a letter grade. **There are NO excused absences in my class.** Tardiness and Early Leaving will be marked as half-absences at my discretion.

Handing in assignments late. Article Responses must be handed in on time and in class on the day they are due. No late Article Responses will be accepted. Students handing in the other assignments (the Homework Assignments and the Term Project) one or two class periods late will be subject to penalties during the grace period. After that grace period, no assignments will be accepted. Consult the instructions for each assignment for specific due dates and grace periods.

Cellphones. Please turn them off. If, for some reason, you absolutely must have it on, turn off the ringer and discreetly leave the room if you must. This is for *emergencies* only.

Academic Dishonesty I will pursue suspected instances of academic dishonesty with a ruthless vengeance. Brazen academic dishonesty will result in the student failing the entire course and her/his referral to University authorities on the matter. Other forms of academic dishonesty—even unintentional kinds—will result in an F for the assignment. One common form of plagiarism—one for which I have given several failing grades—has the student quote verbatim large chunks of another's work without showing that it is quoted text (by use of quotation marks, use of single line spacing etc.). The student then claims that s/he was not dishonest in that s/he cites the source in her/his bibliography. Make sure that you use single spacing for quotes that are longer than a line or two (at the most).

COURSE REQUIREMENTS

Discourse Analysis assignment 20%

I will provide you with a written account of a news event. You will read this account with the purpose of committing the

general story to memory. Then, without looking at the newstory, you will retell the newstory to one who is sitting beside you while you record this story retelling. You will then transcribe this retelling according to guidelines that I will provide you with. Finally, you will analyze the differences between original witten account of the story and your oral retelling of that. story

Midterm 20%

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Concurrent tutoring & log: 10%

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Final examination 20%

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Grading:

Letter grades will be recorded on a standard 4.0 numeric scale (A = 4, A- = 3.66, B+ = 3.33, etc.), and weighted by the percentages stated above to determine the final grade.

English 125x Teaching Oral Skills
Proposed Schedule of Readings & Assignments

	topics	readings, due
1	Differences between Oral and Literate language	
2	Differences between Oral and Literate language	Selections from Biber 1988
3	Differences between Oral and Literate language	Selections from Biber 1988
4	Differences between Oral and Literate language	
5	Historical Overview of teaching Oral Language	Richards & Rogers 1986 Chapter I
6	Historical Overview of teaching Oral Language	Brown 1994 Chapter IV
7	The Krashen Revolution	Richards & Rogers 1986 Chapter IX
8	The Krashen Revolution	Krashen & Terrell 1983 Chs I, II, III
9	Beyond Krashen	Omaggio-Hadley 2000 pp. 61-64; Terrell 1991
10	Beyond Krashen	Omaggio-Hadley 2000 pp.105-129
11	The importance of Context and Background Knowledge	Omaggio-Hadley 2000 Chapter IV
12	The importance of Context and Background Knowledge	Omaggio-Hadley 2000 Chapter IV
13	Summing up: Teaching by Principles	Omaggio-Hadley pp. 93-105; Brown 1994 Chapter II
14	Midterm	
15	Sequencing Frameworks	Celce-Murcia & Hilles 1988
16	Sequencing Frameworks	Larsen-Freeman 1991
17	Listening activity types	Omaggio-Hadley 2000 Ch. V

18		Listening activity types	
19		Listening: novices	Celce-Murcia et al 1996 Chapter VII
20		Listening: intermediates and advanced	
21		Listening: intermediates and advanced	Celce-Murcia et al. 1996 Chapter XI
22		Promoting Oral Proficiency: teaching novices	
23		Promoting Oral Proficiency: teaching novices	Omaggio-Hadley 2000 Ch. VI
24		Promoting Oral Proficiency: teaching intermediates	Omaggio-Hadley 2000 Ch. VI
25		Promoting Oral Proficiency: teaching intermediates	Omaggio-Hadley 2000 Ch. VI
26		Promoting Oral Proficiency: teaching advanced learners	
27		Promoting Oral Proficiency: teaching pronunciation	
28		Promoting Oral Proficiency: teaching pronunciation	Selections from Celce-Murcia et al. 1996
29		Testing oral proficiency	Selections from Celce-Murcia et al. 1996
30		Critically assessing available materials	Omaggio-Hadley 2000 Ch. IX
		Final Examination	(teacher provides exemplars of texts)

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Final examination 20%

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**English 125x Teaching Oral Skills
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29	Testing oral proficiency	
30	Critically assessing available materials	Omaggio-Hadley 2000 Ch. IX (teacher provides exemplars of texts)
	Final Examination	