

## M.A. in Teaching English to Speakers of Other Languages (TESOL)

### Institutional Learning Goals (ILGs)

<b>ILG1</b> <b>Disciplinary knowledge</b>	Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.
<b>ILG2</b> <b>Communication</b>	Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.
<b>ILG3</b> <b>Critical thinking/ analysis</b>	Demonstrate the ability to be creative, analytical, and critical thinkers.
<b>ILG4</b> <b>Information literacy</b>	Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.
<b>ILG5</b> <b>Professionalism</b>	Demonstrate professional integrity.
<b>ILG6</b> <b>Intercultural/ Global Perspectives</b>	Demonstrate relevant knowledge and application of intercultural and/or global perspectives.

### Program Learning Goals (PLGs)

<b>PLG1</b> <b>Theory-pedagogy connections</b>	Develop advanced knowledge of major issues and research findings in the field of second language acquisition (SLA) and understand how they are related to different methods of teaching reading, writing, grammar, and oral skills to second language learners.
<b>PLG2</b> <b>Instructional planning</b>	Develop practical skills in identifying the instructional needs of second language learners and prepare effective instructional materials tailored to the identified needs, whether by creating original materials or by using existing materials appropriately.
<b>PLG3</b> <b>Critical reading</b>	Use the principles of qualitative/quantitative research design to evaluate SLA research and apply research findings to different pedagogical contexts appropriately.
<b>PLG4</b> <b>Applied linguistic knowledge</b>	Develop advanced knowledge of major components and phenomena of language and apply the knowledge to teaching various language skills in order to facilitate the development of learners' communicative competence.

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### Program Learning Outcomes (PLOs)

PLO	The student can...
PLO 1	<i>demonstrate</i> advanced knowledge of various issues and research findings in SLA
PLO 2	<i>understand</i> the theoretical issues underlying approaches to teaching reading, writing, grammar, and oral skills to second language learners
PLO 3	<i>assess</i> the instructional needs of second language learners
PLO 4	<i>design</i> appropriate and effective syllabi, lessons, and activities for reading, writing, grammar, and oral skills classes
PLO 5	<i>evaluate</i> and <i>use</i> appropriately current ESL textbooks and other instructional materials
PLO 6	<i>competently read and critique</i> research on second language acquisition considering the principles of qualitative/quantitative research design
PLO 7	<i>make informed decisions</i> concerning the pedagogical applications of research
PLO 8	<i>demonstrate</i> advanced knowledge of English phonology, syntax, morphology, and pragmatics
PLO 9	<i>apply</i> advanced linguistic knowledge to teaching different language skills in order to help second language learners use language in a linguistically, pragmatically, and culturally appropriate way
PLO 10	<i>demonstrate</i> advanced knowledge of language variation and change
PLO 11	<i>demonstrate</i> effective oral skills in instructional and professional contexts
PLO 12	<i>demonstrate</i> strong skills in instructional and academic writing

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### Connection of Learning Outcomes (PLOs) to Learning Goals

Goal	Program Learning Outcomes											
	1	2	3	4	5	6	7	8	9	10	11	12
ILG 1	X	X						X	X			
ILG 2						X					X	X
ILG 3			X	X	X	X						
ILG 4	X		X				X					
ILG 5			X	X								X
ILG 6				X	X			X	X			
PLG 1	X	X								X		
PLG 2			X	X	X					X	X	X
PLG 3						X	X					
PLG 4								X	X	X		



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### Assessment Plan

All assessment will be conducted by the TESOL Committee under the leadership of the TESOL Coordinator.

Date	PLO	Data Collection & Analysis
AY 2016-17	PLO 12	<p>Direct evidence about academic writing from 2 courses:</p> <ul style="list-style-type: none"><li>• ENGL 200D (Research Methods in TESOL)</li><li>• ENGL 200E (Curriculum &amp; Assessment Design)</li></ul> <p>Both courses involve writing proposals--for a research study and a course, respectively.</p> <p>Samples will be scored using Graduate Writing Rubric developed by GSPC.</p> <p>Fall 2016:</p> <ul style="list-style-type: none"><li>• will rate approximately 20 writing samples collected from English 200D students in Fall 2014 and Fall 2015.</li><li>• samples will be prescreened to ensure all come from students close to the beginning of the program (i.e. assessment of <b>introductory-level</b> graduate writing ability)</li></ul> <p>Spring 2017:</p> <ul style="list-style-type: none"><li>• will rate approximately 20 writing samples collected from English 200E in Fall 2013, Spring 2015, and Fall 2016.</li><li>• samples will be prescreened to ensure all come from students close to the end of the program (i.e. assessment of <b>advanced-level</b> graduate writing ability)</li></ul>
AY 2017-18	PLO 3	To be decided.
AY 2018-19	PLO 8	To be decided.
AY 2019-20	PLO 4	To be decided.

### Action Plan

This will be developed further once we have completed the first round of data collection and analysis in 2016-17.