

SECTION 1: GENERAL PROGRAM INFORMATION

The English Department at California State University, Sacramento offers two master's degrees in Teaching English to Speakers of Other Languages (TESOL). The department also offers two different certificates which are described in more detail in Section 6.3.

The 33-unit MA TESOL is recommended for candidates wishing to teach ESL in community college programs or in university programs in the US or overseas. The MA TESOL includes the Certificate of Advanced Study in TESOL. The Master of Arts in TESOL is not a teaching credential, so it will not allow you to teach elementary or high school ESL. However, an MA in addition to a credential may improve your employment prospects.

1.1 Program Goals

1.2.1 Master of Arts in TESOL

The goals of the TESOL Program at CSU Sacramento are to:

- ❑ provide students with a thorough grounding in the structure of English;
- ❑ give students a solid background in language acquisition theory;
- ❑ provide practical training, including a unique methodology series, a carefully designed practicum, and a large variety of for-credit and paid internship opportunities.

1.2 Learning Outcomes

Students who graduate from the MA TESOL program will be able to:

1. demonstrate knowledge of a variety of the issues and research findings in second language acquisition (SLA);
2. use the principles of qualitative/quantitative research design to (a) read and critique SLA research and (b) make informed decisions concerning the pedagogical application of that research;
3. apply an understanding of the basic concepts of pragmatics and discourse analysis to the development of learners' pragmatic competence in a second language/culture;
4. understand the theoretical issues underlying approaches to teaching reading, writing, grammar, and oral skills to second language learners;
5. assess the instructional needs of students in second language reading, writing, grammar, and oral skills classes;
6. design appropriate and effective syllabi, lessons, and activities for second language reading, writing, grammar, and oral skills classes;
7. evaluate current ESL textbooks and other instructional materials;
8. demonstrate a knowledge of English syntax, morphology, phonology, semantics, and pragmatics.

1.3 Electronic Mailing Lists (listservs)

The TESOL program has its own electronic mailing list, MATESOL-L, which TESOL faculty use as the major means of disseminating information about schedule changes, approaching deadlines, employment opportunities, and possibilities for professional development (workshops, conferences, etc.)

You can subscribe to the listserv during the new student orientation or you can send an email to Professor Heather (jheather@csus.edu) asking to be added to the list.

1.4 Participating Faculty

<i>Name</i>	<i>Department</i>	<i>Email</i>	<i>Office</i>	<i>Areas of interest</i>
John Clark	English	jtclark@csus.edu	Douglas 202	interactional sociolinguistics, linguistic anthropology, second language acquisition, African American Englishes
Julian Heather	English	jheather@csus.edu	Calaveras 138	language assessment, computer-assisted language learning, research design
Reiko Komiyama	English	rkomiyama@csus.edu	Calaveras 162	second language reading, motivation, teacher training
Mi-Suk Seo	English	mseo@csus.edu	Calaveras 158	second language acquisition, conversation analysis, grammar, sociolinguistics, nonverbal communication

SECTION 2: COMPLETING THE PROGRAM

2.1 Summary of Forms

Form	File form during ...
<i>Classification Form</i>	semester in which you are <u>completing</u> pre-requisites deadline = anytime; must be submitted one semester prior to submission of advancement to candidacy
<i>Advancement to Candidacy Form</i>	semester <u>before</u> semester in which you hope to graduate; semester <u>after</u> semester in which you complete 200D; deadline = first week of each semester
<i>Application to Graduate</i>	semester <u>before</u> semester in which you hope to graduate deadline = first week of each semester

All forms listed below can be obtained in .pdf format from the Graduate Studies website at:
www.csus.edu/gradstudies/CurrentStudents/forms.html

2.2 Phase One: The Pre-Requisites

You should have received a form from Graduate Studies listing all the pre-requisites that you need. You should complete prerequisites, with a grade of B or better, before taking the required graduate-level classes.

Course	Sem/Year	Instructor	Grade
ENGL 110A: Linguistics & English Language			
ENGL 110Q: Grammar for ESL Teachers			

Graduation Writing Assessment Requirement (GWAR)

Beginning in August 2010, a new GWAR specifically for graduate students was in place. Graduate students follow a two-step process to meet the GWAR: in the first step, your writing is assessed to determine your readiness for graduate-level writing tasks. MA TESOL students complete the first step by receiving a grade of B or higher in English 200D. The second step is the completion of the culminating experience (see section 5 for more information about the culminating experience).

Classification Form

In the semester in which you are completing the pre-requisites, obtain a “Classification Application” form from Graduate Studies. Fill out the top half, and give it to the TESOL Coordinator. S/He will sign off on the form after that semester’s grades are posted. You will then be “fully”, rather than “conditionally”, classified. You must complete this change in classification at least one semester before you submit your advancement to candidacy.

2.3 Phase Two: The Graduate Coursework

- You should take 200D (Research Methods) and 410B (Practicum) as soon as possible.
- You must take 200D before you advance to candidacy or take 210G.
- You may take the remaining courses in any order.

Courses	Sem / Year	Instructor	Grade
<i>Required Courses (9 courses excluding 598T)</i>			
ENGL 200D Research Methods in TESOL			
ENGL 410B Practicum			
ENGL 200E Curriculum & Assessment			
ENGL 210B Sociolinguistics			
ENGL 210G Second Lang. Acquisition			
ENGL 215A Reading and Vocabulary			
ENGL 215B ESL Composition			
ENGL 215C Pedagogical Grammar			
ENGL 215D Oral Skills			
<i>Elective(1 course)</i>			

Advancement to Candidacy Form

In the semester before the semester in which you hope to graduate, you should obtain an “Advancement to Candidacy” form from Graduate Studies (see URL above). On this form, you list all of the required and elective courses which you have taken or plan to take in order to complete the 33 units necessary for the MA. You also indicate which of the three options for the culminating experience you plan to pursue (see section 5 for more information). The Coordinator will submit this form to the Office of Graduate Studies after s/he has signed it.

NOTE: You must have completed four 200-level classes before you can submit your advancement to candidacy form.

Application to Graduate Form

In the semester before the semester in which you hope to graduate, you should obtain a “Graduation Application” from Graduate Studies (see the URL above). Fill this out and sign it. The TESOL Coordinator will need to sign it, also. You will need to turn it in, along with your graduation fees, to Graduate Studies.

2.4 Phase Three: The Culminating Experience (ENG 598T)

Students with a GPA of 3.7 or higher going into their final semester of the program may opt to write a thesis or do a pedagogical project. The third option (required for students whose GPA is lower than 3.7; one of three options for student with 3.7 or higher) is the Comprehensive Exam. See Section 5 of the handbook for more information about each of these options.

SECTION 3: PROGRAM COURSEWORK

All Master's students take 30 units of required coursework and 3 units of elective.

3.1.1 Required Courses

Ten courses:

- ❑ ENGL 200D Research in TESOL
- ❑ ENGL 410B ESL Teaching Internship
- ❑ ENGL 598T Culminating Experience
- ❑ ENGL 200E Curriculum & Assessment Design
- ❑ ENGL 210B Sociolinguistics and TESOL
- ❑ ENGL 210G Second Language Acquisition
- ❑ ENGL 215A Reading/Vocabulary Acquisition
- ❑ ENGL 215B ESL Writing
- ❑ ENGL 215C Pedagogical Approaches to Grammar
- ❑ ENGL 215D Pedagogy of Spoken English

3.1.2 Elective

One course from the following list:

- ❑ ENGL 110M Language & Gender
- ❑ ENGL 210C Technology in Second Language Teaching
- ❑ ENGL 220A Teaching Composition in College
- ❑ ENGL 220C Topics in College Composition
- ❑ ENGL 299 Independent Study
- ❑ ENGL 410A Writing Center Internship
- ❑ ENGL 410E Internship at Community College
- ❑ ENGL 410L Internship in Teaching Reading

One upper division or graduate course not on this list may be substituted with the prior permission of the TESOL coordinator.

3.2 Description of Required Courses

ENGL 200D Research Methods in TESOL: Students will explore research design for quantitative and qualitative research in second language acquisition (SLA), develop the ability to read second language acquisition research critically, and survey a variety of research perspectives in current SLA research.

ENGL 200E Curriculum & Assessment Design: This course introduces language teachers to the multiple factors which influence the design of curricula and assessment instruments. The class combines lectures, discussions, and workshops to identify and explore the role of these factors in curriculum and assessment design.

ENGL 210B Sociolinguistics and TESOL: This course is both an investigation into the study of language and society without special attention to TESOL concerns as well as a focus on the pedagogical issues in teaching language beyond sentence-level grammar and the socially-embedded pragmatics of interaction in the target culture. Topics investigated include the anthropological roots of linguistics, language variation, discourse analysis (a.k.a. interactional sociolinguistics), and World Englishes.

ENGL 210G Second Language Acquisition: This course explores research findings and theories in the field of Second Language Acquisition. Topics include the critical period and

(dis)similarities of L1/L2 acquisition, the roles of input, interaction, and output, and the effect of formal instruction, including error correction.

ENGL 215A Reading/Vocabulary Acquisition: This course will examine classroom approaches, materials and assessment techniques appropriate for instruction in reading and vocabulary acquisition for adult learners of English as a second or foreign language. Topics include theoretical foundations, teaching literacy skills, teaching academic reading skills, vocabulary acquisition, content-based instruction, whole language approaches, teaching literature, textbooks and materials design, lesson planning and syllabus design, testing.

ENGL 215B ESL Writing: The course is designed to prepare composition instructors whose classes include multilingual writers. Topics include challenges of writing in a second language (L2), understanding different L2 writer audiences, analysis of L2 writers' texts, response to student writing, error feedback and L2 development in the context of writing, writing assessment, and technology in the writing class.

ENGL 215C Pedagogical Approaches to Grammar: This course will consider why and how to teach grammar to ESL students. While there will be some review of grammar, the bulk of the course will deal with the theory and practice of teaching/learning the grammar of English.

ENGL 215D Pedagogy of Spoken English: What are the unique challenges of promoting listening and speaking skills in the second language classroom? What kinds of activities are suitable? This class will emphasize the teaching of listening skills and oral proficiency with a secondary emphasis on the teaching of pronunciation.

ENGL 410B ESL Teaching Internship: Tutors work with small groups of students for whom English is a second language, helping them to improve composition skills and editing skills. Tutors are responsible for developing lesson plans and class materials. Tutors meet with ESL students two hours per week and attend a tutoring seminar three hours per week. Instructor approval required.

3.3 Frequently Asked Questions About Prerequisites and Coursework

1. If I took the equivalent of a prerequisite course elsewhere, can I get a waiver for it?

If you have taken equivalent coursework elsewhere, it may be substituted for prerequisites with the approval of the TESOL Coordinator. Three restrictions apply:

1. No coursework more 7 years old can count as a prerequisite.
2. All prerequisites are upper-division classes, so lower-division courses or courses taken at community colleges are not considered equivalent.
3. All courses must be completed with a grade of B or better; coursework for TESOL Certificates at other institutions can only replace prerequisites if it earned a letter grade.

To have a prerequisite course waived, you should meet with the TESOL Coordinator. Bring a copy of your transcripts and any supporting documents that might establish course content and scope (e.g. syllabi, major assignments, etc).

2. Can I take some of the classes through Open University?

If you are a regularly admitted student, you cannot take courses simultaneously through the Open University.

Prior to admission, you may take any of the prerequisite classes through Open University (OU) if seats are available. Please note that all regularly-admitted students receive priority over OU students for seats, so it is better to take the classes as a regularly-admitted graduate student.

The university also allows six units of graduate coursework taken through Open University to be counted towards the MA degree.

3. Can I take time off from my studies?

If you plan to take a single semester off from your studies, you can do so without completing any paperwork. If you do not take classes for two semesters, you must reapply to the program.

It is also possible to arrange for a leave of absence for one of three reasons: military service, medical problems, or educationally related activities. Please consult the university catalog and/or the Office of Graduate Studies for more information.

4. Can I count courses taken as an undergraduate towards the MA?

The university allows graduate credit for undergraduate courses provided that all of the following conditions are met:

- The credits are in excess of the Bachelor's degree.
- No more than six units are being applied to the Master's degree.
- All the units were taken in the semester of graduation.

Any student who meets the above conditions and wants to request graduate credit for excess undergraduate courses should (a) obtain a *Petition for Exception* form from the Office of Graduate Studies and (b) meet with the TESOL Coordinator to obtain his/her approval.

Please note that the seven-year rule described in question 7 below applies to undergraduate credit that is counted towards the MA.

5. What is an independent study (English 299) and how do I set one up?

English 299 allows students to pursue activities that are relevant to their professional development and training but are unavailable through other courses. They are for a variable number of credits and are typically graded as *credit* or *no credit*. You may include up to 3 units of English 299 towards your Master's degree.

In the past, activities such as the following have been accepted for independent studies:

- teaching a class offered in the English Department (e.g., English 6A)
- unpaid tutoring at local community colleges
- volunteering in a community-based ESL program
- materials development & trial
- literature reviews on a specific topic of relevance to student's teaching
- projects completed during Peace Corps service for Master's International students
- small research projects

To set up an independent study, complete the following steps:

- 1 Make sure you can clearly explain your activity and why it will benefit you.
- 2 Obtain a "Special Problems Petition" form from the English Department office.
- 3 Identify a TESOL faculty member who could supervise your studies.
- 4 Meet with the potential supervising faculty to discuss your plans and identify what products they will require you to submit in order to successfully complete the independent study.
- 5 The TESOL faculty member should complete the section of the "Special Problems Petition" form titled "Description of Course Content" and should sign the form.
- 6 Complete the remainder of the form and submit it to the Department Secretary for the department Chair's final approval.

6. How do I count courses taken at another institution towards the MA?

The university requires that a minimum of 21 of the required 33 units be taken in-house. This means that up to 12 units taken elsewhere could, in theory, count towards the MA so long as the following criteria have been met:

- The units to be transferred were upper-division or, preferably, graduate courses.
- None of the units to be transferred have been applied to another degree.
- The units to be transferred meet the university's seven-year rule (see below).

If you think you might have transferable units, you should meet with the TESOL Coordinator to obtain his/her approval. Bring copies of transcripts and syllabi so that the coordinator can determine the content and scope of the courses. For each course that you wish to transfer, the Coordinator will choose one of three options:

- The course is directly equivalent to one of the required classes and may replace it.
- The course is not equivalent to one of the required courses, but may be acceptable as your elective.
- The course cannot be applied to the MA in TESOL.

7. What is the seven-year deadline?

The university's regulations state that there is a seven-year limitation on course currency. This means that all of the 33 units taken for the MA in TESOL must be completed within the seven years prior to graduation. If your degree takes longer than seven years to complete, your classes will start to expire and you will have to either retake them (for required courses) or take comparable courses (for electives).

NOTE: The university only considers the 33 units listed on your advancement to candidacy form when determining the seven-year deadline; if you list a course taken at another institution or as an undergraduate, your seven-year period will start earlier than your entry into the program.

SECTION 5: THE CULMINATING EXPERIENCE

All students in the MA have to take ENGL 598T—the TESOL Culminating Experience. There are three options for the culminating experience: the comprehensive exam option, the thesis option, and the project option. The majority of MA students take the comprehensive exam. In order to qualify for a thesis or project, you must be a fully classified TESOL graduate student in good standing with a 3.7 cumulative GPA in all work attempted during your MA TESOL graduate program. You should also meet the criteria listed in either section 5.2.1 or 5.2.2.

The TESOL Reference library in Calaveras 138 contains theses and projects written by MA TESOL students in the past. Anyone who is interested in either of these options should look at one or two theses to get a sense of what this option entails.

5.1.1 What is the comprehensive exam?

The exam gives you the opportunity to review and synthesize two years of course work. It consists of both a sit-down portion (1 question) and a take-home portion (2 questions). The exam may only be taken twice.

5.1.2 What is a project?

A project is typically a complete original curriculum design for a course that would meet the particular needs of a specific ESL/EFL population. It generally includes:

- ❑ some specific lesson plans for that courses
- ❑ a literature review that establishes a theoretical justification for decisions regarding curriculum and materials
- ❑ a thorough needs analysis
- ❑ piloting at least some of the content of the curriculum in order to evaluate it

A project typically takes at least one year to complete.

5.1.3 What is a thesis?

A thesis is the written product of the systematic study of a significant problem. It clearly identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth a methodology for gathering information, analyzes the data, and offers a conclusion or recommendation. The finished product must show evidence of originality, appropriate organization and format, clarity of purpose, and accurate and thorough documentation. A thesis typically takes at least one year to complete.

5.1.4 Enrolment in ENGL 598T

You cannot register for ENGL 598T unless you have advanced to candidacy and are in your final semester of coursework. The university requires that students be continuously enrolled once they have started the culminating experience. If you have to retake the comprehensive exam or you do not finish writing your project/ thesis during the semester in which you register for ENGL 598T, you do not need to register for 598T again. Instead, you can enroll in "Continuous Enrollment" through the Open University. Since you only pay for a single unit of Open University credit rather than regular university fees, this is a much cheaper option, which you can use for a maximum of three semesters. Contact the Office of Graduate Studies for further information.

5.2 Choosing The Best Option For You

5.2.1 Who should consider creating a pedagogical project?

Graduate students who

- ❑ are already or have recently been in a teaching situation and have noticed a general student need that is not being met through the existing curriculum;
- ❑ are self-starters and very self-disciplined;
- ❑ can set their own deadlines and adhere to them;
- ❑ have access to the ESL/EFL population in question and have the energy, resources and drive to conduct thorough needs analyses with those students.

5.2.2 Who should consider writing a thesis?

Graduate students who

- ❑ are seriously considering future Ph.D. studies;
- ❑ have experience and/or strong interests in doing empirical research;
- ❑ are independent self-starters who do not need a lot of structure and supervision;
- ❑ enjoy library research and writing.

5.2.3 Who should not consider writing a thesis or creating a pedagogical project?

- ❑ Students whose only motivation for pursuing either of these options is to avoid the comprehensive exam.
- ❑ Students who have no clear ideas or direction for their research or projects.
- ❑ Students who feel most comfortable working in a highly-structured, closely supervised situation with clear deadlines.
- ❑ Students who are unable to devote substantial time to the thesis/project over a sustained period (at least one year).
- ❑ Students who hate writing and extensive revision.

5.3 The Master's Comprehensive Exam

The MA TESOL Comprehensive Exam is offered twice a year, typically on the following schedule:

- ❑ the weekend before Thanksgiving in the Fall semester
- ❑ the end of the eleventh week of classes in the Spring semester.

5.3.1 Preparing for the Exam

Students who choose the comprehensive exam option usually attend a preparatory class taught by the TESOL Coordinator. During this class, students engage in three broad areas of inquiry/review:

1. Test preparation: How to study for the exam. What qualifies as a "passing" or "failing" answer?
2. Review of Teaching: Review of required courses dealing with teaching skills.
3. Review of Theory: Review of required courses dealing with major theories.

The majority of the course involves independent study utilizing the TESOL Reading List and the "Major Issues and Questions in TESOL" handout as guides. Both are made available by the end of the second week of classes.

The TESOL MA Exam Reading List contains assigned readings from ENG 200D, 200E, 210B, 210G, 215A, 215B, 215C, 215D and 410B from recent academic years. Though students should be familiar with the works on this list, they should not be doing a great deal of NEW reading for the exam. Rather, they should focus more on synthesis of major theoretical issues and teaching skills than on mastery of individual books/authors or articles/authors.

Exams from the previous 5 years are stored on Canvas and are available for download by students who have registered for ENGL 598T.

5.3.3 Evaluation of the Exam

Every response is read by at least three TESOL faculty members. Faculty do *not* know the names of the examinees whose responses they are reading – exams undergo a “blind” evaluation. Only *after* pass/fail decisions are made do the faculty learn who the examinees are.

5.3.4 Comprehensive Exam Policies

All students who take the MA TESOL Comprehensive Exam are subject to the following policies:

1. All students who take the comprehensive exam must be in their final semester of TESOL coursework.
2. The comprehensive exam typically consists of two parts:
 - a. One question answered during a 3¹/₂ hour sit-down exam on a Friday morning.
 - b. Two questions answered in a take-home exam. Answers to the take-home exam must be submitted by 2 p.m. on the Monday following the sit-down exam.
3. All deadlines for submitting responses are strictly enforced. No late submissions will be accepted for any reason.
4. Once a student has submitted a response to the exam, s/he may not submit any revisions to that response at any time. This rule applies even if the exam deadline has not yet passed.
5. All answers must be typed by the person taking the exam. Any student who has a disability and requires accommodations must provide disability information to SSWD (Lassen Hall 1008) and make arrangements with the TESOL Coordinator.
6. There are 3 possible outcomes of the comprehensive exam:

a. Pass all 3 questions	The student passes the exam.
b. Fail 2 or 3 questions	The student will be required to take the entire exam again the next time the exam is offered. The comprehensive exam may be taken only twice.
c. Fail 1 question	The student will be given a retake question in the same area within a few days of the original exam. If the student fails the retake question, s/he must take the entire exam again the next time the exam is offered.
7. Any student who starts the exam but does not answer all three questions will automatically fail the entire exam and be required to take the exam again the next time it is offered.

8. It will be considered cheating if a student commits either of the following acts:
 - a. discusses the exam with another student, a member of the TESOL faculty other than the program coordinator, or any other individual FOR ANY REASON during the exam;
 - b. does not abide by the university's policy on plagiarism.

Any student caught cheating will automatically fail the exam and may face other penalties as outlined in the university document *Policies and Procedures Regarding Academic Honesty*.

9. Any student who needs clarification about what the exam requires should contact the TESOL Coordinator.
10. All exams will be read by at least three members of the English Department's TESOL faculty. To ensure a blind reading of all exams, all examinees will choose a secret code by which to identify their exam. Students will type their code on every page of the exam. It is the examinee's responsibility to ensure that they do not inadvertently reveal their identity through their words and/or actions.
11. Any student who fails the comprehensive exam may not subsequently switch to the thesis or project options for the culminating experience.

5.4 The Master's Thesis

5.4.1 Tips for finding research ideas

Your thesis topic can come from a combination of different sources:

- ❑ an MA course that you find particularly interesting and intriguing;
- ❑ a teaching problem or question that you have encountered that intrigues or puzzles you;
- ❑ an interesting, well-executed study that can be replicated or adapted for your own purposes;
- ❑ realistic research questions with an appropriately narrow focus and where you can already envision (a) what data you might collect and analyze, and (b) possible data sources.

5.4.2 Writing the thesis prospectus

The thesis prospectus is an important document because it demonstrates to your readers that you have the research skills, preparation, character, and dedication to complete a major undertaking such as a thesis. ENGL 200D, which is a required course for all students, covers research methods in TESOL, so you should not attempt to write a thesis prospectus until after you have taken this course.

The prospectus consists of multiple parts:

- ❑ a preliminary literature review which establishes the need for your research and provides evidence of your familiarity with the principles of the research methodology you intend you use;
- ❑ your research questions;
- ❑ evidence that you either (a) have access to a research population or (b) have a feasible plan to gain access to a research population;
- ❑ a description of your research methodology (i.e. data collection and analysis);
- ❑ a realistic timeline which lists all of the steps in human subjects review, data collection, data analysis, and writing (including getting feedback from readers and making necessary revisions);
- ❑ a bibliography.

APA style should be used throughout the prospectus and thesis for all text, citations, tables, and figures. When your prospectus has been approved by your readers, you should give a copy to the TESOL Coordinator for department records.

5.4.3 Human subjects review

Researchers have a duty to conduct themselves in an ethical manner by gaining informed consent from human subjects and by ensuring that any possible psychological and/or physical harm experienced by subjects is minimized. The university's Committee for the Protection of Human Subjects (CPHS) is responsible for safeguarding "the rights and welfare of human subjects participating in research by the university." This means that if your research involves collection of data from human subjects, the CPHS will have to review your study and your consent form. The committee meets once a month during the academic year, so your timeline will have to take into account the committee's schedule.

To complete human subjects review, you will need to submit an application form, which is available from the committee's website, which also lists submission deadlines:

<http://www.csus.edu/research/humansubjects/>

5.5. The Master's Project

5.5.1 The scope of pedagogical projects

Because pedagogical projects are tied to the needs of a particular group in a particular context, ideas for projects should come from your own experiences with second language learners and, in particular, from your identification of issues with existing curricula:

- learner goals that are not incorporated into the curriculum;
- existing materials that are inadequate for current curricular goals;
- pedagogical approaches and materials that do not reflect current best practice.

In the past, MA TESOL students have developed projects such as:

- a one unit course on job-interviewing skills for students in the Learning Skills Program;
- a complete training curriculum on oral skills development for Korean nurses working in the U.S.;
- a training program for a 5- or 10-day seminar on communicative language teaching for Chinese teachers of EFL;
- computer-assisted, independent learning modules for teaching interactional competence to community college ESL students.

5.5.2 Writing a project prospectus

The project prospectus demonstrates that your materials/curriculum will satisfy a currently unmet need for a specific student population; that you have the necessary theoretical knowledge to design courses/materials to meet that need; and that you have the character and dedication to complete a major undertaking such as a pedagogical project. When your prospectus has been approved by your readers, you should give a copy to the TESOL Coordinator for department records.

ENGL 200E (Curriculum and Assessment Design) provides knowledge and training essential to curriculum design; it is recommended that all students who are interested in a pedagogical project take this course before they attempt to write a prospectus. The prospectus consists of 6 parts:

- ❑ a detailed needs analysis which includes a description of the context, students, and learning needs for which your curriculum/materials will be designed;
- ❑ a preliminary literature review which explains the theoretical and/or empirical support for curricular choices and pedagogical approaches;
- ❑ an overview of the content, organization, and sequencing of the curriculum/materials;
- ❑ a description of plans for piloting and assessment of your curriculum/materials;
- ❑ a realistic timeline which lists all steps in curriculum design, materials creation and piloting, and writing (including getting feedback from readers and making necessary revisions);
- ❑ a bibliography

5.6. Setting up a Thesis or Project

5.6.1 Getting Started

A thesis or project takes a lot of time; you should allow a minimum of one year to complete it. Starting early is essential. When you advance to candidacy in your second-to-last semester, you will have to indicate which option you will choose for your culminating experience. At the same time, you should also submit a formal application to the program for permission to complete the thesis/project option. The application form is available from the TESOL program website or from the TESOL Coordinator.

The thesis/project application involves four steps:

1. You read and agree to the TESOL Program's thesis/project policies.
2. The TESOL Coordinator confirms your eligibility for a thesis/project.
3. Your prospectus is approved by your reader(s).
4. A recommendation regarding human subjects review is made by TESOL faculty.

5.6.2 How to choose readers

For the thesis option, you will need the support of two TESOL faculty members who will serve as readers. The first reader (also known as the chair) will be your primary advisor with whom you will work the closest and to whom all drafts will be submitted. The second reader may choose to only read later drafts; however, since each TESOL faculty member has a different policy regarding their role as readers, you should make sure to discuss this with each reader so that you clearly establish their expectations and roles.

The project option only requires a single reader. However, the first reader may determine in conjunction with the TESOL Coordinator that for any particular project, a second reader is required. In choosing faculty to work with you, try to choose individuals

- ❑ with whom you connect well and whose style is a good fit for you;
- ❑ whose research and teaching interests are a good fit for your topic and methodology;
- ❑ who provide complementary areas of expertise.

Do not be offended if a particular faculty member cannot work with you. Faculty sometimes decide that they cannot be your reader, especially if they have already agreed to supervise several other students' work. Faculty also may not be willing to take on a thesis or project if they will be on sabbatical or working on a major project in the near future.

5.6.3 How to work happily with your readers

- 1 Thesis/project supervision is an uncompensated overload for faculty, so respect their time and be appreciative of their work.
- 2 Do not expect your thesis/project advisor to provide your research ideas, design your study, conduct needs analysis, etc. Their job is to provide feedback and guidance on your ideas and work.
- 3 Do not expect your thesis/project advisor to chase you around, nag you, or keep you on schedule.
- 4 If you believe that you will need to work with your readers during the January intersession or during the summer, you should inform them as far in advance as possible; however, you should not expect thesis/project supervision during these periods as faculty often have plans for travel, research, and other projects which may not allow them to work with you.
- 5 Your readers will sign off on your thesis/project when they are satisfied that the quality of your work is acceptable and appropriate for meeting MA degree requirements. If your work does not meet your reader's standards, you may have to postpone graduation.
- 6 Expect extensive revisions and plan your schedule so that you have enough time to make changes based on the feedback your readers will give you.
- 7 Allow reasonable turn-around times (at least two weeks!) when you submit drafts to your readers.
- 8 Keep to the schedule which you and your readers have agreed upon.
- 9 Communicate! Communicate! Communicate!

5.7. The Final Stages

The TESOL program encourages all students who write a thesis or project to disseminate their work at professional conferences such as the CATESOL or TESOL conventions. Your first readers will be glad to help you give you feedback on conference proposals.

5.7.1 Formatting

Your thesis/project must be formatted in a particular way, so you should download the appropriate guide from:

<http://www.csus.edu/gradstudies/CurrentStudents/Thesis-Project-Dissertation/Templates-and-Guides.html>

The Office of Graduate Studies offers a number of workshops on thesis formatting. Attendance at one of these workshops is required for all thesis writers. While attendance is only mandatory for project writers who wish their project to be bound and stored in the university library (an option which few TESOL students choose), attending one of these workshops might also be useful for writers of projects.

5.7.2 Signatures and Paperwork

Before you can submit your thesis/project to the university, you will need to collect several signatures:

<u>What</u>	<u>Who</u>	<u>When</u>
<i>Approval Page</i>	All readers	When your readers have indicated that your thesis/project meets the necessary standards
<i>Abstract</i>	First reader	When s/he approves your thesis/project
<i>Format Approval Page</i>	TESOL Coordinator	After your readers have approved your thesis/project

After you have all the signatures, distribute copies of your work as follows:

Thesis

- One to each reader
- One to the TESOL library
- Two to Graduate Studies

Project

- One to your first reader
- One to the TESOL library

For projects, you will need to bring a copy of the signed abstract and the project completion form to the TESOL Coordinator. The Coordinator will send the Project Completion Form and your signed abstract to the Office of Graduate Studies.

5.7.3 Electronic Thesis Submission

Effective Fall 2009, the university requires electronic submission of a thesis/project/dissertation onto ScholarWorks. More information on this process is provided at the formatting workshops described in Section 5.7.1.

5.7.4 Grades and Degree Posting

Because of the volume of exam reports, theses, and projects that the Office of Graduate Studies receives at the end of a semester, it may take several weeks for them to process your paperwork and change your grade for Engl 598T to CR. In the meantime, you will see a grade of RP.

The TESOL Coordinator cannot do anything to change your grade to CR. If a future employer needs proof that you have completed the MA, the Coordinator can, however, write a letter to that effect.

SECTION 6: ENHANCING YOUR DEGREE

This section discusses three different ways you can build on the MA through taking advantage of teaching opportunities, participating in professional organizations, completing add-on certificates, and studying overseas.

6.1 Building Teaching Experience

6.1.1 On Campus Teaching Opportunities

Graduate Facilitator for Large Lecture Classes (ISA) Position

<i>Position</i>	<i>Preparatory Coursework</i>	<i>Description</i>
English 16: Structure of English	English 410B (or one year of teaching experience)	Work under the direct supervision of a professor of a large lecture course to provide instruction support.

Internships

The English Department offers an internship (ENGL 410E) which may be of interest to MA TESOL students, who can intern at local community colleges in various subject areas and levels.

English Language Institute (ELI)

The ELI has hired MA TESOL students to teach writing, reading, and oral skills courses at varying levels in special summer programs.

Teaching Associate/Assistant Positions

These positions are available in the English Department. The following information is provided as a guide; you should contact the English Department directly to verify current requirements for each type of position.

Teaching Assistants in the English department teach the first-year integrated reading/writing classes: English 5 or 5M. Applications are accepted twice a year: in November for the following Spring; and in April for the following Fall. All applicants for the English Department Teaching Assistant positions must have completed English 220A to teach English 5 OR English 215B to teach English 5M. For more information on these positions, go to the English Department office.

6.1.2 Off-Campus Teaching Opportunities

Adult Education

In the past, several MA TESOL students have been hired by the Adult Education Department of Sacramento City Unified School District while they were still in the program. To be eligible for an adult education credential, it is necessary to pass the California Basic Educational Skills Test (CBEST). Information on the CBEST can be found online at:

<http://www.ctcexams.nesinc.com/>

6.2 Professional Development

One way to further your professional development (and make yourself stand out to employers) is to participate in professional organizations, attend their conferences, and make presentations. The following information focuses on the two major California and national organizations.

6.2.1 California Teachers of English to Speakers of Other Languages (CATESOL)

California Teachers of English to Speakers of Other Languages (CATESOL) is a statewide organization for PreK-12, Community College, Adult Ed, University, and Intensive English Program teachers which offers discounts on membership for students (cost for 2013-14 = \$35). CATESOL has local, regional and statewide meetings.

For more information, visit their website: www.catesol.org

Local CATESOL Groups

1. Capital Area CATESOL: <http://catesolcapitalareachapter.weebly.com/>
2. Capital Area Pronunciation Specialists (CAPS):

CATESOL Conferences

1. Northern California Regional CATESOL Conference:
 - held every Spring
2. Statewide CATESOL Conference
 - held in the Fall
 - alternates between Northern and Southern California

6.2.2 Teachers of English to Speakers of Other Languages (TESOL)

TESOL International Association (formerly known as “TESOL”) is a national/international organization with full-time student membership for one year. TESOL publishes the TESOL Quarterly, which is one of the major research journals in the field of English language teaching.

The annual convention offers an excellent opportunity for job searches and presenting your research at the Graduate Student Forum. For more information, visit their website: www.tesol.org

6.2.3 Funding for Conference Attendance

The Academic Affairs Office has, in the past, granted Student Academic Development Program (SAD) and Academically Related Activities (ARA) monies to students who are attending a professional conference or have been invited to present at a professional conference. Additional information (applications and instructions) are available at: <http://www.csus.edu/acaf/forms/>

6.3 Add-On Certificate

The English Department offers a Certificate in Teaching Composition program which allows TESOL students to develop specialized knowledge in an area for which there is demand from local community colleges and other adult programs. This certificate can be completed during the MA program. Some of the courses are required for the MA in TESOL, and many can be used to satisfy the 3 units of elective credit necessary for the MA in TESOL. For more information, see the university catalog.

6.4 Study Abroad Opportunities

Studying abroad can provide you with opportunities for valuable cross-cultural experiences. CSU Sacramento has many study abroad programs. For more information about studying abroad, go to the Office of Global Education.

SECTION 7: GETTING A JOB

7.1 Getting References from Faculty

TESOL faculty are always pleased to write letters of recommendation for students. However, you should also keep in mind that TESOL faculty have to combine teaching, research, and committee work, so you should give them plenty of time—at least two weeks—to write a letter. Also, you be sure to provide faculty with the following information:

- ❑ the position you're applying for
- ❑ a recently-updated CV/ résumé
- ❑ information about what to do with the letter (e.g. leave it for you to pick up, mail directly)
- ❑ a list of courses you took with them and when
- ❑ the name, title, and address of the person to whom the letter should be sent

Some faculty may require additional information from you or ask you to complete a form authorizing release of course grades.

7.2 Jobs in the Sacramento Area

Community Colleges	Los Rios Community College District	http://www.losrios.edu/
	Sierra College, Rocklin	http://www.sierracollege.edu/
	Yuba Community College District	http://www.yccd.edu/
Intensive English Programs	English Language Institute	http://www.cce.csus.edu/eli/
	UC Davis Extension	http://extension.ucdavis.edu/international_programs/
Adult Education	Sacramento City Unified School District	http://www.scusd.edu/adult-education
	San Juan Unified School District	http://www.sanjuan.edu/Sunrise.cfm

7.3 Jobs in Other Locations

There are a large number of websites where employers worldwide post ESL/EFL job openings. The following sites list jobs where employers tend to prefer applicants with an MA in TESOL.

- ❑ CATESOL <http://www.catesol.org/jobbank.html>
- ❑ TESOL International Association <http://careers.tesol.org/>
- ❑ Chronicle of Higher Education <http://chronicle.com/jobs/>

The annual TESOL Convention includes a job fair at which many overseas employers recruit teachers for their programs.

CATESOL also has a Job Bank where employers post jobs. You must be a CATESOL member to access the job bank.