The University Of Toledo

NEW COURSE PROPOSAL

1. College: ARS
   Department: ENGL

2. Contact Person: Douglas W. Coleman
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3. Alpha/Numeric Code (Subject area - number): ENGL-5430

4. Proposed title:
   APPROACHES TO ENGLISH AS A SECOND LANGUAGE

5. Planned enrollment per section: 15
   per term: 15

6. Is the course cross-listed with another academic unit? ☐ Yes ☒ No

   Is the course offered at more than one level? ☐ Yes ☒ No

   If yes to either question, please list additional Alpha/Numeric codes, and
   submit a separate New Course form or Course Modification form for the
   course(s) referenced below.
   a. ENGL-4430
   b. LING-4430
   c. LING-5430

   Approval of other academic unit (signature)

   Name and title

   If course is to be offered at more than one level, attach an explanation of the different requirements that students must meet for each level. If the
   requirements are the same for each level, justification must be provided.

7. Credit hours: Fixed: 3 ☐ or Variable: ☒ to __________

8. Delivery Mode:
   a. Activity Type* Seminar
   b. Minimum Credit Hours 3
   c. Maximum Credit Hours 3
   e. Weekly Contact Hours 3

9. Terms offered: ☐ Fall ☐ Spring ☒ Summer

10. Years offered: ☐ Every Year ☐ Alternate Years

11. Are students permitted to register for more than one section during a term? ☐ No ☒ Yes
11. Grading System:

- Undergraduate
  - Normal Grading (A-F, PS/NC, PR, L)
  - Passing Grade/No Credit (A-C, NC)
  - Credit/No Credit
  - Grade Only (A-F, PR, L)
  - Audit only
  - No Grade

- Graduate
  - Normal Grading (A-F, PS/NC, PR, L)
  - Grade Only (A-F)
  - Satisfactory/Unsatisfactory (G only)
  - Audit only
  - No Grade

12. Prerequisites (must be taken before):
   - a. [ ]
   - b. [ ]
   - c. [ ]
   - PIN (Permission From Instructor)
   - PDP (Permission From Department)

Co-requisites (must be taken together):
   - a. [ ]
   - b. [ ]
   - c. [ ]

13. If course is to replace an existing course(s) will be deleted, and when should that deletion occur?

14. Catalog description (30 words Maximum)

Examination of a broad range of approaches to the teaching of English as a Second Language, including how these approaches fit into different theoretical assumptions and how they are implemented in practice.

15. Attach a copy of a complete outline of the major topics covered. (Providing a syllabus that includes this information is acceptable.)

Syllabus: [Click here to view the Syllabus]

Attachment 1: No Attachment
Attachment 2: No Attachment

16. Where does this course fit in the University/College/Department curriculum? (Be specific by course level, if applicable). Indicate prospective demand.

MA in English -- Concentration in ESL and ENGL 5430 is added as a requirement. ENGL 5430 is intended to more effectively link the theoretical foundations provided in ENGL 6170 -- Applied Linguistics II and the practical aspects covered in ENGL 6190 -- Environments for ESL.

17. If the proposed course is similar to another course in the College or University, please describe the difference and provide a rationale for the duplication. (If this course duplicates material covered in another course within your department or college or in another college, attach a letter of endorsement from that college's dean and department chairperson indicating their support. Clarify the manner in which this course will differ)

Historically, we have seen that CI 5430 is both too broadly focused in the sense that it concerns foreign language teaching (not only English as a Foreign Language) and too narrowly focused in that it is meant to serve the needs of future secondary school teachers. The MA in English -- ESL prepares primarily college-level instructors as well as high school teachers; in fact, most of our graduates in the MA in English -- Concentration in ESL go on to teach at the college level or go on to a Ph.D.

18. If the course is intended to meet a University Undergraduate Core requirement, complete the following and submit a course syllabus using the template.

Please explain how this course fulfills the general education guidelines. (Guidelines are available in Faculty Senate Website)
Course Approval:

Department Curriculum Authority:  Date / / (mm/dd/yyyy)
Department Chairperson:  Date / / (mm/dd/yyyy)
College Curriculum Authority:  David Black  Date 10 / 27 / 2010 (mm/dd/yyyy)
College Dean:  Christine A. Habrecht  Date 10 / 27 / 2010 (mm/dd/yyyy)

After college approval, submit the original signed form to the Faculty Senate (UH 3320) for undergraduate-level courses; for graduate-level courses submit the original signed form to the Graduate School (UH 3240). For undergraduate/graduate dual-level courses, submit the proposals to each office.

Faculty Senate Undergrad. Curriculum Comm.:  Date / / (mm/dd/yyyy)
Faculty Senate Core Curriculum Comm.:  Date / / (mm/dd/yyyy)
Graduate Council:  Date 11 / 11 / 2011 (mm/dd/yyyy)
Office of the Provost:  Date / / (mm/dd/yyyy)
Registrar's Office:  Date / / (mm/dd/yyyy)
Course Requirements. This course provides a broad overview of approaches to English as a Second Language. It is intended to provide a bridge between theory (as presented in ENGL/LING 4/5170) and practice (as covered in ENGL 4/6190).

The course will present a historical overview of approaches to ESL, mostly spanning the past century, with special attention to the divergent developments and that of recent decades, and their theoretical underpinnings.

Dominant historical phases / developments to be discussed include (but are not limited to):

- The Grammar-translation Approach
- The Audio-lingual Method
- The Cognitive-code Approach
- Communicative Language Teaching

Approaches which may be considered (including some largely abandoned) include:

- Direct Method
- Natural Approach
- Suggestopedia
- The Silent Way
- The Pimsleur Method
- Total Physical Response
- Teaching Proficiency through Reading and Storytelling

Topics will be critically considered as to how they form a bridge between theories of second language acquisition and actual practice in ESL teaching.

Grading. The grade will be based on:

- 2 short analytical responses to course readings, the specific criteria for each assignment described in more detail on a separate sheet;
- a micro-lesson produced in cooperation with other students, demonstrating a method assigned by the professor;
- a documented report (guidelines provided separately) containing (a) the background assumptions of the micro-lesson, (b) an overview of its design, and (c) an analysis of the outcomes of a test-run of the micro-lesson on other members of the class.
- a short research paper (graduate students only).