

ENGL 641 Topics in ESL Pedagogy-DEAdd-2016-11-16

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Form Information



The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

1st Step: **ONLY** change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-DEAdd-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title***

2nd Step: Click "SAVE" on bottom right

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**Indicates a required field*

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Level*	Graduate
	graduate-level

Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

ENGL 641

Topics in ESL Pedagogy

See CBA, Art. 42.D.1 for Definition

Online

online

Brief Course Outline*

Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments

As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or

direct faculty instruction, there should be a minimum of two hours of out of class student work.

This aim of this course is to teach you about the basic concepts and methods of conducting and reading research, particularly focused on ESL in public school settings. The course will use a textbook to introduce you to these basic concepts and will practice their usage within the framework of the class. This course is designed to prepare you to for the process of how to read and conduct

Syllabus

Week 2

Why Research?

Where is research?

Chapter One - Understanding the Nature of Research

Chapter Two - How to Locate Research

What is research?

What is an informed reader of research?

Why do ESL teachers need research?

Understanding the search process

Finding appropriate articles

Discussion of personal research question

Week 3

The Research Article

Understanding the Genre

Chapter Three - Understanding the Framework of a Primary Research Article

The history of the research article

The structure of the research article

Discussion of personal research question

Week 4

Defining a Population

Chapter Four - Understanding Where Data Come From: The Sample

FIND: First research article

BRING to Class

Issues with defining a research population

Sampling models

Ethics in research

Analysis of research article

Week 5

Research Design

Chapter Five - Understanding Research Designs

FIND: Second research article

BRING to Class

Types of research

Qualitative and quantitative designs

Types of research method

Analysis of research article

Week 6

Collecting Data

Chapter Six - Understanding Data Gathering

FIND: Third research article

Present to Class

Data collection procedures

Understanding reliability and validity

Evidence and construct validity

Analysis of research article

Week 7

R It5T B93hF- Unders9l im3drureliability and validilTj ET 7e F2 7.5 T13os9l i2 0 0 1 116.25 574.72 Tm (Evidence and constris5Four

How will student achievement be evaluated?	Classroom Exercises, Participation and Preparation (20%): A basic requirement of this course is appropriate classroom participation and preparation. Each student is expected to have completed the required readings. The lessons of this course include classroom exercises that will be collected by the instructor in D2L and may include pass/fail quizzies and assignments in D2L and may include various