

TESOL 328—Teaching Reading

Course Information

TESOL 328

Spring 2021

2 credits

Prerequisites: TESOL 310 (or concurrent enrollment)

Class meeting location: HGB 275

Class meeting time: Monday and Wednesday, 11:00 am-12:20 pm

Faculty Information

Professor Neil J Anderson

Office: JFS 109

Office hours: Monday and Wednesdays, 12:30-1:30 pm or by appointment

Office telephone: 808.675.3632

Email: neil.anderson@byuh.edu

Course Materials

Course readings available for free from the library. Links to all course readings are provided in this syllabus and with the reading assignments on Canvas.

Course CANVAS site

Materials on Canvas and related sites may be protected by U.S. Copyright Law (Title 17, U.S. Code).

These materials are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.

TESOL 328 Course Description

TESOL 328 provides students with the principles, procedures, and materials for teaching English reading skills to speakers of other languages.

TESOL 328 Student Learning Outcomes (SLOs)

By the end of this course, you will be able to

1. provide justification for a strong reading component as part of any curriculum designed to teach English to second language (L2) learners,
2. develop appropriate lesson modules for teaching L2 readers, and
3. articulate your philosophy (orally and in written form) for teaching reading to L2 learners.

BYU–Hawaii TESOL Program Mission Statement

The mission of the TESOL program is to educate and prepare individuals who leave the institution knowledgeable in the factors and issues which inform second language education, are capable of teaching English as a second language, and have the skills necessary to respect, work with, and live among diverse cultures and populations of learners, while promoting better communication and world peace.

Alignment of Learning Outcomes

TESOL 328 Student Learning Outcomes (SLOs), BYU–Hawaii TESOL Program Learning Outcomes (PLOs) and BYUH Institutional Learning Outcomes (ILOs)

TESOL PLO	Weight	TESOL 328 Student Learning Outcomes (SLOs)	BYUH ILO
1. Knowledge: Students can articulate a knowledge of human language and how it is learned and taught.	3	Provide justification for a strong reading component as part of any curriculum designed to teach English to second language (L2) learners (SLO 1)	ILO 1: Knowledge (Gaining a depth of knowledge for a particular discipline)
2. Experience: Students demonstrate that they can apply what they have learned within a teaching situation.	3	Develop appropriate lesson modules for teaching L2 readers (SLO 2)	ILO 1: Knowledge (Gaining a depth of knowledge for a particular discipline) ILO 2: Inquiry (Demonstrating information literacy and critical thinking to understand, use and evaluate evidence and sources)
3. Professional Identity: a. Students demonstrate a sense of professionalism through improving personal language proficiency.	3	Articulate your philosophy (orally and in written form) for teaching reading to L2 learners (SLO 3)	ILO 3: Analysis (Using critical thinking to analyze arguments, solve problems, and reason quantitatively) ILO 4: Communication (Communicating effectively in both written and oral form)
3. Professional Identity: b. Students participate in TESOL professional communities and utilize TESOL resources.	3	Develop appropriate lesson modules for teaching L2 readers (SLO 2)	ILO 3: Analysis (Using critical thinking to analyze arguments, solve problems, and reason quantitatively) ILO 4: Communication (Communicating effectively in both written and oral form)
3. Professional Identity: c. Students display a sense of self-awareness and efficacy by demonstrating an understanding of what strengths and weaknesses they bring to the TESOL profession and how they can capitalize on their strengths and improve upon their weaknesses.	3	Articulate your philosophy (orally and in written form) for teaching reading to L2 learners (SLO 3)	ILO 4: Communication (Communicating effectively in both written and oral form)
"Weight" indicates how much this course focuses on each objective: 1 = slightly; 2 = moderately; 3 = significantly			

Instructional Methods

This face-to-face course provides an opportunity for us to explore together concepts that are central to developing successful readers. You will be provided with readings and reading guides stimulate your thinking as you read. The reading guides are to be completed prior to coming to class. We will use your responses to the reading guide to direct the class discussions.

If you have questions about the material, it is your responsibility to ask. I will provide supplemental instruction on a few of the key points as we move through the course that will facilitate your preparation of a personal philosophy for teaching reading.

The BYU–Hawaii Framework for Learning and Teaching

The BYU–Hawaii Framework for Learning and Teaching guides both students and faculty as they prepare, engage, and improve in learning and teaching. Seven key attributes define what a BYU–Hawaii student and faculty member do in order to become better learners and teachers. As a BYUH student, you will be faithful, hopeful, charitable, reflective, diligent, honest, and humble in your learning.



Since its prophetic inception, the Brigham Young University–Hawaii community has worked to fulfill its mandate—to produce peace-builders and leaders in a multicultural, Christ-centered environment. With such diversity, located in the historic pu'uhonua (place of refuge) of Laie, BYU–Hawaii is a unique and sacred place of learning. As such, it is our kuleana (stewardship) as faculty, staff, and students to cultivate a healthy learning environment, one that encourages excellence, promotes respect and appreciation for cultural differences, and inspires a love for God and all people.

We will use the Learning Framework to guide all class discussions and learning. Learn more about the Framework at <https://clt.byuh.edu/content/learning-framework.html>.

Prerequisites

TESOL 310 or concurrent enrollment

Learning Experiences

There are a total of 400 points possible in this course.

1. Attendance (3 points per class session, 45 points total, 11% of total grade)
2. Class engagement (3 points each class session, 45 points total; 11% of total grade)
3. Pop quizzes (10 points each, 80 points total; 20% of total grade)
4. Background Questionnaire (10 points total, 3% of the total grade)
5. Scripture and reflection (10 points, 3% of total grade)
6. RISE Online Teacher Training Course (50 points total, 13% of total grade)

7. Two reading module micro-teaching demonstration plus a metacognitive reflection of the experiences (15 points each, 30 points total, 7% of total grade)
8. Two reading module assessments (15 points each, 30 points total, 7% of total grade)
9. Written philosophy of teaching of reading (50 points, 12% of total grade)
10. Oral presentation of philosophy of teaching of reading (50 points, 12% of the total grade)

Evaluation Scale

	B+ 87%	C+ 77%	D+ 67%	
A 93%	B 83%	C 73%	D 63%	F 57%
A- 90%	B- 80%	C- 70%	D- 60%	

Class Procedures

This is a dynamic syllabus and schedule document. Although I do not expect to make many changes, additional readings and/or Learning Opportunities may be added during the semester.

I regularly post information about assignments and other tasks in the announcements section on our class Canvas site. Also, I may occasionally send you an email with a question. It is your responsibility to check Canvas and your BYUH email daily for any communication that I may send.

"Appoint among yourselves a teacher, and let not all be spokesmen (or spokeswomen) at once; but let one speak at a time and let all listen unto his (or her) sayings, that when all have spoken that all may be edified of all, and that every man (or woman) may have an equal privilege" (D&C 88:122). Although I am the instructor of record, we will all have the experience of being a spokesperson during our synchronous class sessions. Everyone has something to contribute to the successful learning outcomes of this class. I look forward to your contributions.

We will practice the principles outlined by the Church for Teaching Councils. Think of each class period as a council meeting. We will integrate gospel and academic principles to improve our teaching.

As we begin each class session, I will assume that you have read the material, completed the Reading Guide, and that we do not need to cover the details from each reading. If you have questions about the material, it is your responsibility to ask. We will use our synchronous class sessions to discuss the implications of what we have read. I will provide supplemental instruction on a few of the key points as we move through the course.

Students are responsible for their own learning.

Grades are *earned* not *given*.

Your writing will be evaluated on the academic appropriateness of critical thinking, content, organization, and mechanics. Evaluation rubrics are provided for each Learning Opportunity on Canvas.

All Learning Opportunities must be turned in on or before the date specified in the syllabus. All Learning Opportunities must be submitted electronically through Canvas. Please do not email them to

me. Please allow yourself adequate time after finishing a Learning Opportunities to upload it into Canvas. In previous semesters I have allowed students to submit late work for a reduction in points.

"If you don't have time to do it right, when will you have time to do it over?" (John Wooden [1910-2010], UCLA Basketball Coach). This quote articulates the rationale for why I *do not* allow extra credit work. You are all very bright and capable students who can submit your Learning Opportunities on time so that you are not creating a difficult situation for yourself to find time to do a task later.

The BYU–Hawaii Student Pledge

As members of the BYU–Hawai'i 'ohana, we dedicate ourselves to live in a manner that is pleasing to God. We strive to do His will and His work as we serve our fellowmen.

We recognize the sacredness of this special gathering place called La'ie, a temporal and spiritual refuge where we enter to become refined.

With the aloha spirit that emanates from the pure love of Christ, we gain knowledge, keep covenants, build character, strengthen testimonies, become disciplined disciples, and lateral leaders.

Together, we stand as one, building Zion. We commit to become genuine gold as prophesied by President David O. McKay and go forth to be light bearers, leaders, builders and peacemakers throughout the world.

We will: "Arise and shine forth, that our light may be a standard for the nations." (Doctrine & Covenants 115:5)

E ala a e 'alohi a'e, i lilo ko kākou mālamalama i lamakū no nā lāhui kānaka.

General BYU–Hawaii Policies

1. **Student Academic Grievance policy:** Students, who feel that their work has been unfairly or inadequately evaluated by an instructor, are encouraged to pursue the matter as an Academic Grievance by following the steps found in the Academic Grievance policy at <https://catalog.byuh.edu/policies-procedures/grievances>
2. **Final Exam Schedules:** Final exams are to be offered on the specific day and time as determined by the official final exam schedule. Students must plan travel, family visits, etc., in a way that will not interfere with their final exams. Less expensive air fares, more convenient travel arrangements, family events or activities, and any other non-emergency reasons are not considered justification for early or late final exams.

Exceptions to this policy should be submitted in writing to the Dean of the faculty as soon as possible. See <https://registrar.byuh.edu/registrar/final-exam-schedule>
3. The **Honor Code** exists to provide an education in an atmosphere consistent with the ideals and principles of the Church of Jesus Christ of Latter-day Saints. Students, faculty and staff are expected to maintain the highest standards of honor, integrity, morality, and

consideration of others in personal behavior. Academic honesty and dress and grooming standards are to be maintained at all times on and off campus. For specific information see <http://honorcode.byuh.edu/>

4. **Discrimination:** The University is committed to a policy of nondiscrimination on the basis of race, color, national or ethnic origin, religion, sex, pregnancy condition, age (40 and over), disability, genetic information, or veteran status (collectively the "Legally Protected Categories"). For specific information see the non-discrimination policy at <https://policies.byuh.edu/>

5. **Title IX and Sexual Misconduct:** The University will not tolerate any actions proscribed under Title IX legislation, specifically sexual harassment, sexual violence, domestic or dating violence or stalking perpetrated by or against any university students, university employees or participants in university programs. For specific information see <https://titleix.byuh.edu/>.

All faculty and staff are deemed responsible reporting parties and as such mandated to report incidents of sexual misconduct including sexual assault to Title IX.

Title IX Office

Lorenzo Snow Administrative Building

55-220 Kulanui Street

Laie, HI 96762

Office Phone: (808) 675-4585

E-Mail: titleix@byuh.edu

6. **Accommodating Students with Disabilities:** Disability Services is dedicated to assisting students with disabilities by providing opportunities for success and equal access at Brigham Young University–Hawaii. We are committed to coordinating reasonable accommodations as outlined by Federal and State law.

To **learn more** about available supports:

Go to www.disability.byuh.edu,

Call (808) 675-3518 or

Go to McKay Building 181 across from the Cafeteria.

You may also email disabilityservices@byuh.edu with questions.

If you have reason to believe a student or dependent of a student is a danger to self or others please do one of the following depending on the urgency of the situation:

- a. Call 911,
- b. Call BYU–H Public Safety (675-3911),
- c. REPORT A CONCERN to the Behavior Intervention Team.

7. REPORT A CONCERN:

If you have a concern to report go to <https://about.byuh.edu/reportaconcern>

Significant Learning Opportunities

Attendance

Preparation and attendance are an essential part of the course. (3 points per class session, 45 points total, 11% of the total grade)

You will receive 2 attendance points for each of the 15 class. One point is deducted if you are late. You are considered late if you arrive after the prayer is offered.

Class Engagement

Engagement during class is a strong indicator of your preparation. (3 points per class session, 45 points total, 11% of the total grade)

You can earn up to 3 engagement points for each of the 15 class sessions. I award the engagement points based on responses from the Reading Guides during our class discussions.

Pop Quizzes

Eight Pop Quizzes will be distributed throughout the semester and will be administered at the beginning of a class session. The quizzes will be based on the assigned reading materials for the day. If you miss the quiz, you cannot make it up. Each Pop Quiz is worth 10 points. (80 points total; 20% of the total grade)

Background Questionnaire

The Background Questionnaires allow me to get additional information from you that will help me know how to meet your needs during this semester.

The Background Questionnaire is due on Wednesday, 28 April at 11:59 pm.

You will receive the full 10 points for this Learning Opportunity by simply completing the interview. (3% of the total grade)

Scripture and Reflection

Each of you will have an opportunity to share a scripture or gospel story related to reading and/or literacy. You will receive a link to a Google Doc to sign up for the presentation.

Within 24 hours (11:59 pm the day following your presentation), submit a reflection that explicitly identifies why you selected the scripture or story and what you learned from sharing it with the class. The reflection should be approximately 500 words [+/- 25 words] in length. It is your responsibility to submit the reflection on time.

Due: The day you have signed up **plus** the reflection within 24 hours. (10 points total; 3% of the total grade)

RISE Online Reading Workshop

If you took TESOL 310 from me, you completed the full online reading training course from RISE. You can simply retake the test and update your certificate. If you did not take TESOL 310 from me, you will need to complete the online course.

This Learning Opportunity provides a structured way to review the principles of a systematic approach to teaching essential bottom-up reading skills. You will receive an email invitation with the appropriate link to the RISE Online Training Workshop. Depending on your level of confidence in remembering the concepts taught in the online course, you can move directly to the certification test. To receive the full 50 points for this Learning Opportunity, you must score at least an 80% on the RISE assessment and submit a reflection of what you have relearned from this learning opportunity.

This Learning Opportunity requires that you submit two things online. First, upload the RISE certificate. Second, write a reflection (approximately 500 words [+/- 25 words]) that explicitly identifies what you (re)learned from reviewing the materials and retaking the assessment. You can retake the assessment as many times as you would like up to the deadline.

Due: Wednesday, 26 May at 11:59 pm (50 points total; 13% of the total grade)

Reading Module Micro-Teaching Demonstration plus a Reflection

This Learning Opportunity provides you the opportunity to practice teaching two activities appropriate for a lesson plan for an EIL reading class. You will sign up for the date of your presentation. It provides you with an opportunity to think through the instructions that you would give a class of students and to try out an activity. The expectation for this Learning Opportunity consists of the following five things:

1. Focus on a component of intensive reading (Activation of prior knowledge, cultivation of vocabulary, etc.). You will not be teaching an entire lesson, only a component of a lesson.
2. Clearly articulate a lesson learning outcome for the component of intensive reading that you will explicitly teach. Refer to the list of teaching verbs that you received in TESOL 310 to articulate the learning outcome.
3. Choose an appropriate pedagogical activity that fits the learning outcome as well as the component of intensive reading you have selected. (You can find a wide variety of activities online at appropriate websites for teaching second language readers.)
4. Prepare a 3-5-minute activity to explicitly teach the learning outcome for the component of intensive reading you have selected.
5. Reflect upon your experience of delivering the material to your classmates. Your reflection is **due at 11:59 pm the day after** you present your micro-teaching activity in class. It is your responsibility to remember to submit the reflection. There will be **nothing on CANVAS to remind you** of this task. The reflection should be approximately 500 words [+/- 25 words] in length.

Due: The day you have signed up for plus the reflection within 24 hours. (15 points each, 30 points total; 7% of the total grade)

Reading Module Assessment

This Learning Opportunity is designed for you to practice the development of two assessments for the reading module micro-teaching demonstrations (see the assignment directly above this one). **Write your own** assessment measure to evaluate achievement of the learning outcome from your reading module micro-teaching demonstration. You will note that the Reading Module Assessment Learning Opportunities are due on the same day as Reading Module Micro-Teaching Demonstration.

Due: The day you have signed up for plus the reflection within 24 hours. (15 points each, 30 points total; 7% of the total grade)

Reading Philosophy

Context: As you prepare to teach English as a second/foreign language, it is important for you to know what theory guides the decision-making and teaching processes in your reading classroom. This Learning Opportunity is designed to help you bring to consciousness the attitudes and beliefs you have that influence what you do in a reading classroom. These attitudes and beliefs comprise a philosophy that you have about methods, techniques and evaluation measures that you will use as you teach reading to learners of English.

Audience: The audience for this writing assignment includes TESOL professionals as well as potential employers. As your instructor, I am a secondary audience member who will read and respond to your philosophy statement with comments and a grade for completion when you submit the final statement.

Content: You will determine the content of the statement. It should be an individual expression of the attitudes and beliefs that you have. Sample questions to help you in organizing the content include: How does one learn to read a second language? In general, what types of methods and techniques will you use to present material to your students? What motivates students to read? How can reading be successfully integrated with the other language skills to strengthen overall language learning? How will you use assessment and evaluation procedures to determine that student learning has occurred?

Design: The statement should be typed, double-spaced with one-inch margins. The length should be no more than two pages (approximately 500 words [+/- 25 words]).

The Learning Opportunity is due on Wednesday, 16 June at 11:59 pm. Submit the assignment through Canvas.

Final Exam

The final exam is an oral presentation of your teaching philosophy. The presentation will be filmed by BYU–Hawaii staff for review and evaluation by the university Oral Competency Committee. You will have 4-5 minutes to provide the oral presentation of a portion of your written philosophy statement.

The Final Exam is scheduled for Wednesday, 23 June from 11:00–1:50 pm.

The Final Exam is worth 50 points (13% of the total grade.)

Course Calendar

This is an initial plan for our course schedule. We may make changes as needed to fit our needs and goals.

Session	Date	Learning Topic	Reading/Learning Experience
1	W 28 April	Course Introduction A Framework for Teaching Reading	• Background Questionnaire due at 11:59 pm
2	M 3 May	Practical English Language Teaching: Reading	• Reading Guide #1 (have access to the Reading Guide during class)
	T 4 May	BYU–Hawaii Campus Devotional Academic Vice President, John Bell	
3	W 5 May	Activate Prior Knowledge: Theoretical Foundations	• Reading Guide #2 (have access to the Reading Guide during class)
4	M 10 May	Activate Prior Knowledge: Classroom Applications	• Reading Guide #3 (have access to the Reading Guide during class)
	T 11 May	BYU–Hawaii Campus Devotional	

		Sister Melba Latu	
5	W 12 May	Cultivate Vocabulary: Theoretical Foundations plus systematic word decoding	• Reading Guide #4 (have access to the Reading Guide during class)
6	M 17 May	Cultivate Vocabulary: Classroom Applications	• Reading Guide #5 (have access to the Reading Guide during class)

Session	Date	Learning Topic	Reading/Learning Experience
	T 18 May	BYU–Hawaii Campus Devotional Sean Mullaney	
7	W 19 May	Teach for Comprehension: Theoretical Foundations plus determining text readability	• Reading Guide #6 (have access to the Reading Guide during class)
	M 24 May	Teach for Comprehension: Classroom Applications	
	T 25 May	BYU–Hawaii Campus Devotional Elder Jack N. Gerard	
8	W 26 May	Increase Reading Rate: Theoretical Foundations	• Reading Guide #7 (have access to the Reading Guide during class) • RISE Online Teacher Training Workshop
9	M 31 May	NO CLASS. Memorial Day Holiday	• Reading Guide #8 (have access to the Reading Guide during class)
	T 1 June	BYU–Hawaii Campus Devotional	
10	W 2 June	Increase Reading Rate: Classroom Applications	• Reading Guide #9 (have access to the Reading Guide during class)
11	M 7 June	Value Strategic Reading: Theoretical Foundations	• Reading Guide #10 (have access to the Reading Guide during class)
	T 8 June	BYU–Hawaii Campus Devotional Sister Michelle Craig	
12	W 9 June	Value Strategic Reading: Classroom Applications	• Reading Guide #11 (have access to the Reading Guide during class)
13	M 14 June	Evaluate Progress: Theoretical Foundations	• Reading Guide #12 (have access to the Reading Guide during class)
	T 15 June	BYU–Hawaii Campus Devotional	
14	W 16 June	Evaluate Progress: Classroom Applications	• Reading Guide #13 (have access to the Reading Guide during class) • Reading Philosophy
15	M 21 June	Synthesis and Summary	
	T 22 June	BYU–Hawaii Campus Devotional	
	W 23 June	Final Exam, 11:00 am–1:50 pm	• Oral delivery of your teaching reading philosophy