



Please Note: This *Class Syllabus* is an important step in updating the format of our distance courses. If for any reason the *Class Syllabus* does not match the print *Course Guide* or online course information, the *Class Syllabus* shall be taken as correct.

## CLASS SYLLABUS

<b>COURSE TITLE:</b>	Literacy in TESL/TESD	<b>TERM:</b>	2017-2018, Fall Term 1
<b>COURSE CODE:</b>	TESL 36	<b>DELIVERY:</b>	Online
<b>COURSE CREDITS:</b>		<b>START DATE:</b>	September 6, 2017
<b>COURSE SECTION:</b>	W01	<b>END DATE:</b>	December 7, 2017

**NOTE:** No print guide is provided for this course. If you require a print copy, you will be responsible for printing the course material that is provided within BlackBoard. The course content will be available to you for one year from the start date of the course.

### Course Description

The official course description and prerequisites are in the U of S Course and Program Catalogue available at <http://www.usask.ca/calendar/coursecat/>

**Prerequisite:** *ECUR 391.3/TESL 31 or TESL 34; or TEFL 12*

### Course Objectives

The goal of TESL 36 is to introduce you to the theory and practice of teaching English literacy skills to learners who have little or no formal education in their first language.

### Course Overview

To accomplish this goal, we have included ten modules. Note that the divisions are slightly artificial, so some of the content you read in one module will overlap with other modules.

## Your Instructor

The instructor for this class is **Jean Campbell**.

### Contact Information

Phone: 306-253-4363 [if calling long distance, please email and make arrangements for a specific time so someone will be there to answer]

Email: [jec232@mail.usask.ca](mailto:jec232@mail.usask.ca)

### Office Hours

I will be available to answer your questions about the content of the course on Wednesday evenings from 7:30 p.m. - 9:00 p.m. (CST). If this contact time is not suitable for you, please contact me via email to make alternate arrangements.

### Profile



The joy of teaching has kept me at it over the past 38 years. Over 30 of those years have involved teaching ESL in Japan, the USA but mostly, Canada. My introduction to the world of pre- and non-literate students was an eye-opener but also provided an exciting challenge. Every morning the learners in my ESL literacy classroom at the Saskatoon Open Door Society continue to teach me, and I feel blessed that we can learn together.

## Required Resources

### Readings/Textbooks

There are three required textbooks for this course.

- Canadian Language Benchmarks: ESL for Adult Literacy Learners. (2016) Ottawa: Centre for Canadian Language Benchmarks. Available at: [http://www.language.ca/documents/CLB\\_ESL\\_for\\_ALL\\_2016\\_web.pdf](http://www.language.ca/documents/CLB_ESL_for_ALL_2016_web.pdf)
- Johansson, Linda et. al. (2015). *Canadian Language Benchmarks 2000: ESL for Literacy Learners*. Ottawa: Centre for Canadian Language Benchmarks. Available at: [http://www.language.ca/documents/e-version\\_ESL\\_Literacy\\_Learners\\_April\\_2010.pdf](http://www.language.ca/documents/e-version_ESL_Literacy_Learners_April_2010.pdf)
- CLB: ESL for ALL Support Kit. (2017) Ottawa: Centre for Canadian Language Benchmarks. Available at: [http://www.language.ca/documents/CLB\\_ESL\\_for\\_ALL\\_Support\\_Kit\\_Web.pdf](http://www.language.ca/documents/CLB_ESL_for_ALL_Support_Kit_Web.pdf);

Print copies of the support kit can be ordered at: <http://language.us5.list-manage.com/track/click?u=2906c99f9fca35f2881784504&id=aeb0867b98&e=1885650196>

## Downloads

Some downloads may require Adobe Reader. To install this software, click this link and follow the download and installation instructions: <http://get.adobe.com/reader>

## Supplementary Resources

The following optional online resources - *Practitioner Toolkit: Working with Adult English Language Learners*, National Center for Family Literacy and National Center for ESL Literacy Education at the Center for Applied Linguistics - provides 240 pages of activities for the ESL classroom. The resource can be downloaded from <http://en.copian.ca/library/research/practool/practool.pdf>

[Tutela.ca](http://Tutela.ca) has a wide variety of resources for literacy teachers. There are a series of webinars addressing issues related to literacy learners that will be required as part of the course. Please make sure you are a registered member of Tutela before the course begins. Note especially, resources and information from Bow Valley College, Calgary.

## Class Schedule

October 9, 2017 – Thanksgiving, University closed  
 November 11, 2017 – Remembrance Day  
 November 13, 2017 – University closed in lieu of Remembrance Day  
 November 13 – 18, 2017 – Midterm Break

\*Please note: Page numbers listed for online/PDF resources refer to the pages printed within the documents themselves, NOT the default page numbers that will be displayed by a PDF reader such as Adobe Acrobat. When in doubt, follow the pages printed and the table of contents within the document.

Module	Readings & Web Resources	Evaluation Due Date
1 Introduction – What Is Literacy?	<p>Burt, Miriam &amp; Peyton, Joy (February 2003). <i>Reading and adult English language learners: The role of the first language</i>. Washington, DC: National Center for ESL Literacy Education and Center for Applied Linguistics.  <b>[PDF in Blackboard]</b></p> <p><i>CLB: ESL for ALL Support Kit</i>. (2017) Ottawa: Centre for Canadian Language Benchmarks.  <a href="http://www.language.ca/documents/CLB_ESL_for_ALL_Support_Kit_Web.pdf">http://www.language.ca/documents/CLB_ESL_for_ALL_Support_Kit_Web.pdf</a> <b>[Online, pp. 9-16]</b></p> <p><i>Canadian Language Benchmarks: ESL for Adult Literacy Learners</i>. (2016) Ottawa: Centre for Canadian Language Benchmarks.  <a href="http://www.language.ca/documents/CLB_ESL_for_ALL_2016_web.pdf">http://www.language.ca/documents/CLB_ESL_for_ALL_2016_web.pdf</a> <b>[Online, pp.1-2, 5-18]</b></p>	

Module	Readings & Web Resources	Evaluation Due Date
	<p>Campbell, Jean (2017). Tutela Webinar: Literacy Series Part 1: Who are they? What are they like? Characteristics and Expectations <a href="https://tutela.ca/Event_20421">https://tutela.ca/Event_20421</a> <b>[Webinar]</b></p>	
2 Learning Styles and Strategies	<p>Johansson, Linda et. al. (2015). <i>Canadian language benchmarks 2000: ESL for literacy learners</i>. Ottawa: Centre for Canadian Language Benchmarks. <a href="http://www.language.ca/documents/e-version_ESL_Literacy_Learners_April_2010.pdf">http://www.language.ca/documents/e-version_ESL_Literacy_Learners_April_2010.pdf</a> <b>[Online, pp. 3, 11, 31, 51]</b></p> <p>CLB: <i>ESL for ALL Support Kit</i>. (2017) Ottawa: Centre for Canadian Language Benchmarks. Available at: <a href="http://www.language.ca/documents/CLB_ESL_for_ALL_Support_Kit_Web.pdf">http://www.language.ca/documents/CLB_ESL_for ALL_Support_Kit_Web.pdf</a> <b>[Online, pp. 21-27]</b></p> <p>Oxford, R. L. (2003). <i>Language Learning Styles and Strategies: An Overview</i>. In <i>Learning Styles &amp; Strategies</i>. Oxford GALA. <b>[PDF in Blackboard]</b></p> <p>Keirsev Temperament Sorter. Available at: <a href="http://www.keirsev.com/sorter/register.aspx">http://www.keirsev.com/sorter/register.aspx</a> <b>[Online]</b></p> <p>Myers-Briggs assessment. <a href="http://www.humanmetrics.com/cgi-win/jtypes2.asp">http://www.humanmetrics.com/cgi-win/jtypes2.asp</a> <b>[Online]</b></p> <p>Campbell, Jean (2017). Tutela Webinar: Literacy Series Part 2: Strategies: Learning to Learn <a href="https://tutela.ca/Event_20422">https://tutela.ca/Event_20422</a> <b>[Webinar]</b></p>	
3 Pre- and Non-Literate Learners	<p><i>Canadian Language Benchmarks: ESL for Adult Literacy Learners</i>. (2016) Ottawa: Centre for Canadian Language Benchmarks. Available at: <a href="http://www.language.ca/documents/CLB_ESL_for_ALL_2016_web.pdf">http://www.language.ca/documents/CLB_ESL_for ALL_2016_web.pdf</a> <b>[Online, pp. 1-40, 69-75]</b></p> <p>Johansson, Linda et. al. (2015). <i>Canadian language benchmarks 2000: ESL for literacy learners</i>. Ottawa: Centre for Canadian Language Benchmarks. <a href="http://www.language.ca/documents/e-version_ESL_Literacy_Learners_April_2010.pdf">http://www.language.ca/documents/e-version_ESL_Literacy_Learners_April_2010.pdf</a> <b>[Online, pp. 11-23]</b></p> <p>Campbell, Jean (2017). Tutela Webinar: Literacy Series Part 3: Scaffolding their Learning – Breaking Down the Task <a href="https://tutela.ca/Event_20423">https://tutela.ca/Event_20423</a> <b>[Webinar]</b></p>	

Module	Readings & Web Resources	Evaluation Due Date
	<p><i>CLB: ESL for ALL Support Kit.</i> (2017) Ottawa: Centre for Canadian Language Benchmarks. Available at: <a href="http://www.language.ca/documents/CLB_ESL_for_AL_L_Support_Kit_Web.pdf">http://www.language.ca/documents/CLB_ESL_for_AL_L_Support_Kit_Web.pdf</a> [Online, pp. 28-59]</p>	
4 Learning to Read	<p>Marrapodi, J. (2013). What Doesn't Work for the Lowest Level Literacy Learners and Why? <i>Apples – Journal of Applied Language Studies</i>, 7 (1), (pp 7-23). <b>[PDF in Blackboard]</b></p> <p>DelliCarpini, M. (2006). Early reading development in adult ELLs. <i>Academic Exchange Quarterly</i>, 10(2), (pp. 192-196). <b>[PDF in Blackboard]</b></p> <p>VanDuzer, C. (1999). <i>Reading and the adult English language learner</i>. ERIC Digest ED4337291998-08-00. Washington, DC: National Clearinghouse for ESL Literacy Education. <b>[PDF in Blackboard]</b></p> <p>Campbell, Jean (2017). Tutela Webinar: Literacy Series Part 5: Learning to Read: Word Calling and Beyond <a href="https://tutela.ca/Event_20424">https://tutela.ca/Event_20424</a> <b>[Webinar]</b></p> <p><i>Canadian Language Benchmarks: ESL for Adult Literacy Learners.</i> (2016) Ottawa: Centre for Canadian Language Benchmarks. Available at: <a href="http://www.language.ca/documents/CLB_ESL_for_AL_L_2016_web.pdf">http://www.language.ca/documents/CLB_ESL_for_AL_L_2016_web.pdf</a> <b>[Online, pp. 35-69, 108, 110-125]</b></p> <p>Johansson, Linda et. al. (2015). <i>Canadian language benchmarks 2000: ESL for literacy learners</i>. Ottawa: Centre for Canadian Language Benchmarks. <a href="http://www.language.ca/documents/e-version_ESL_Literacy_Learners_April_2010.pdf">http://www.language.ca/documents/e-version_ESL_Literacy_Learners_April_2010.pdf</a> <b>[Online, pp. 18–23; 38–43; 58–63]</b></p> <p>New American Horizons Foundation (2010). <i>Building Literacy with Adult Emergent Readers</i> (video). Length: 31:17. Available at: <a href="http://bcove.me/34uc5nvp">http://bcove.me/34uc5nvp</a> <b>[Online]</b></p> <p>Campbell, Jean (2007) <i>Learning to read and write at CLB 1L</i> <b>[PDF in Blackboard]</b></p>	
5 Writing	<p><i>Canadian Language Benchmarks: ESL for Adult Literacy Learners.</i> (2016) Ottawa: Centre for Canadian Language Benchmarks. Available at: <a href="http://www.language.ca/documents/CLB_ESL_for_AL_L_2016_web.pdf">http://www.language.ca/documents/CLB_ESL_for_AL_L_2016_web.pdf</a> <b>[Online, pp. 71-105, 109, 126-139]</b></p>	<p><b>Assignment 1 due October 6, 2017.</b></p>

Module	Readings & Web Resources	Evaluation Due Date
	<p>Johansson, Linda et. al. (2015). <i>Canadian language benchmarks 2000: ESL for literacy learners</i>. Ottawa: Centre for Canadian Language Benchmarks. <a href="http://www.language.ca/documents/e-version_ESL_Literacy_Learners_April_2010.pdf">http://www.language.ca/documents/e-version_ESL_Literacy_Learners_April_2010.pdf</a> [Online, pp. 18–23; 38–43; 58–63]</p> <p>Brynildssen, S. (2000). <i>Vocabulary's influence on successful writing</i>. ERIC Digest. Bloomington, IN: ERIC Clearinghouse on Reading English and Communication. [PDF in Blackboard]</p> <p>Campbell, Jean (2015). <i>Teach Grammar to Beginners? Yikes!</i> Share Emagazine. TESL Canada. May 2015. [PDF in Blackboard]</p> <p>Note: as you begin preparing for <b>assignment 2</b>, you may want to look at some of the learner profiles in Appendix 1 of the Support Kit. These may be helpful to you if you want to create your own <b>adult case study</b> rather than use one that is provided later in the syllabus.</p> <p>CLB: <i>ESL for ALL Support Kit</i>. (2017) Ottawa: Centre for Canadian Language Benchmarks. Available at: <a href="http://www.language.ca/documents/CLB_ESL_for_ALL_Support_Kit_Web.pdf">http://www.language.ca/documents/CLB_ESL_for ALL_Support_Kit_Web.pdf</a> [Online, p. 264]</p>	
6 The K-12 Literacy Learner	<p>The following references are tools to help you identify learner skills at particular levels. You don't need to read these entire documents now. Reference the following sections of the document and observe how it relates especially to the equivalent CLB 1L and 2L levels.</p> <p>Those teachers teaching in the public and separate school systems in Saskatchewan will need to be very familiar with the CFR. Note how it relates to the CLBs for adult learners. The CLB 2000 literacy document breaks down the process of early learning for adults that may also be helpful for high school learners as it informs their progress. The Continuum of Skills found in CLB: <i>ESL for ALL</i> is also useful to identify possible gaps in learning for those who are not L1 Literate.</p>	

Module	Readings & Web Resources	Evaluation Due Date
	<p>Ministry of Education, Province of Saskatchewan (2013). A Guide to Using the Common Framework of Reference With Learners of English as an Additional Language. Regina: Ministry of Education.  <a href="http://publications.gov.sk.ca/documents/11/82934-A%20Guide%20to%20Using%20the%20CFR%20with%20EAL%20Learners.pdf">http://publications.gov.sk.ca/documents/11/82934-A%20Guide%20to%20Using%20the%20CFR%20with%20EAL%20Learners.pdf</a> <b>[Online]</b></p> <p>Ministry of Education, Province of Saskatchewan (2013). Can Do Statements Elementary Learner at A1.1 and A1.2, Regina: Ministry of Education.  <a href="http://publications.gov.sk.ca/documents/11/82906-Eng-A%20Guide%20to%20Using%20the%20CFR%20with%20EAL%20Learners_CFR%20Charts%20for%20the%20Elementary%20Level.pdf">http://publications.gov.sk.ca/documents/11/82906-Eng-A%20Guide%20to%20Using%20the%20CFR%20with%20EAL%20Learners_CFR%20Charts%20for%20the%20Elementary%20Level.pdf</a> <b>[Online]</b></p> <p>Ministry of Education, Province of Saskatchewan (2013). Can Do Statements Middle Learner at A1.1 and A1.2, Regina: Ministry of Education.  <a href="http://publications.gov.sk.ca/documents/11/82934-A-Guide%20to%20Using%20the%20CFR%20with%20EAL%20Learners.pdf">http://publications.gov.sk.ca/documents/11/82934-A-Guide%20to%20Using%20the%20CFR%20with%20EAL%20Learners.pdf</a> <b>[Online]</b></p> <p>Ministry of Education, Province of Saskatchewan (2013). Can Do Statements Secondary Learner at A1.1 and A1.2, Regina: Ministry of Education.  <a href="http://publications.gov.sk.ca/documents/11/82934-A-Guide%20to%20Using%20the%20CFR%20with%20EAL%20Learners.pdf">http://publications.gov.sk.ca/documents/11/82934-A-Guide%20to%20Using%20the%20CFR%20with%20EAL%20Learners.pdf</a> <b>[Online]</b></p> <p>Immigrant Children, Youth and Families  <a href="http://www.spcottawa.on.ca/sites/all/files/pdf/2010/Publications/Immigrant-Family-Report-English.pdf">http://www.spcottawa.on.ca/sites/all/files/pdf/2010/Publications/Immigrant-Family-Report-English.pdf</a> <b>[Online]</b></p> <p>The following <b>optional resources</b> are there for interest and future reference:</p> <p>Teemant, Annela &amp; Bernhardt, E. B. (2000, November). A dialogue among teachers that benefits second language learners. <i>Middle School Journal</i> 32(2), (pp. 30–38). <b>[PDF in Blackboard]</b></p> <p>Vialpando, J. &amp; Yedlin, J. (2005). Chapter 4: Instructional practices, strategies, and techniques.  <a href="http://www.brown.edu/academics/education-alliance/sites/brown.edu/academics/education-alliance/files/publications/edells_impinstprct.pdf">http://www.brown.edu/academics/education-alliance/sites/brown.edu/academics/education-alliance/files/publications/edells_impinstprct.pdf</a> <b>[Online, pp. 29-82]</b></p>	

Module	Readings & Web Resources	Evaluation Due Date
	Woodcock-Munoz Language Survey-Revised. <b>[PDF in Blackboard]</b>	
7 The Immigrant Adult Literacy Learner	<p>Schwarz, Robin and Burt, Miriam (1995). ESL instruction for learning disabled adults. <i>ERIC Digest</i>. Columbus, OH: ERIC Clearinghouse on Adult Career and Vocational Education. <b>[PDF in Blackboard]</b> We still need more research into identifying learning disabilities within our ESL learners. Because of stigmatism associated with LDs, language barriers, lack of ability to diagnose certain problems, learners and teachers continue to struggle.</p> <p>Cumming, Alister (1992). Access to literacy for language minority adults. <i>ERIC Digest</i>. Columbus, OH: ERIC Clearinghouse on Adult Career and Vocational Education. <b>[PDF in Blackboard]</b> Note: Although this is an older document, it, unfortunately, still has relevance as it describes some reasons for resistance to literacy by some groups.</p> <p>Rivera, Klaudia (1999). Native Language Literacy and Adult ESL Education. <i>ERIC Digest</i>. Columbus, OH: ERIC Clearinghouse on Adult Career and Vocational Education. <b>[PDF in Blackboard]</b></p> <p><i>CLB: ESL for ALL Support Kit</i>. (2017) Ottawa: Centre for Canadian Lanugage Benchmarks. Available at: <a href="http://www.language.ca/documents/CLB_ESL_for_ALL_Support_Kit_Web.pdf">http://www.language.ca/documents/CLB_ESL_for_ALL_Support_Kit_Web.pdf</a> <b>[Online, pp. 81-98; Learner Profiles pp. 264-287]</b> Note the literacy issues still evident with each of these learners. Note how to apply the continuum of reading and writing skills found in ESL for ALL to identify gaps and how to support learners at each of the levels described. Note also what learners may be able to do at each of the levels.</p>	
8 Materials for the Literacy Classroom	<p><i>CLB: ESL for ALL Support Kit</i>. (2017) Ottawa: Centre for Canadian Lanugage Benchmarks. Available at: <a href="http://www.language.ca/documents/CLB_ESL_for_ALL_Support_Kit_Web.pdf">http://www.language.ca/documents/CLB_ESL_for_ALL_Support_Kit_Web.pdf</a> <b>[Online pp. 104-262; 296-297]</b> NOTE: This section is long. However, much of it is filled with examples relevant to specific literacy levels for you to observe. When preparing your own resources for your selected unit and literacy class in <b>assignment 3</b>, be sure to look carefully at the level</p>	<p><b>Assignment 2 due Oct. 29, 2017</b></p>



Module	Readings & Web Resources	Evaluation Due Date
	appropriate examples in this chapter.	
9 Assessment of ESL/ESD Literacy Learners	<p>Pettis, Joanne. (2015) <i>PBLA Guide for teachers and programs</i>. Centre for Canadian Language Benchmarks.  <a href="http://www.language.ca/documents/PBLA_Guide_e-version_2015.pdf">http://www.language.ca/documents/PBLA_Guide_e-version_2015.pdf</a> [Online, pp. 7-18, 25-35]</p> <p>Campbell, Jean (2017). Tutela Webinar: PBLA Series/Literacy Series Part 4: Strategies for Literacy Teachers – Don't Pull Your Hair Out Yet!  <a href="https://tutela.ca/Event_20418">https://tutela.ca/Event_20418</a> [Webinar]</p> <p>Weddel, Kathleen Santopietro &amp; Van duzer, Carol. (1997, May). Needs assessment for adult ESL learners. <i>ESL Resources: Digests</i>. CAELA (Center for Adult English Language Acquisition), (pp. 3-5).  <b>[PDF in Blackboard]</b></p> <p>For teachers wanting to work within the adult LINC programs in Canada, the following reading will highlight key areas related to using PBLA in a literacy setting:</p> <p><i>CLB: ESL for ALL Support Kit</i>. (2017) Ottawa: Centre for Canadian Language Benchmarks. Available at:  <a href="http://www.language.ca/documents/CLB_ESL_for_AL_L_Support_Kit_Web.pdf">http://www.language.ca/documents/CLB_ESL_for_AL_L_Support_Kit_Web.pdf</a> [Online, pp. 63-77]</p>	
10 Numeracy	<p><i>ESL Literacy: Recommendations for Integrating Numeracy</i> (2011). Calgary: Bow Valley College.  <a href="https://esl-literacy.com/sites/default/files/Appendix_A_Recommendations_for_Integrating_Numeracy_0.pdf">https://esl-literacy.com/sites/default/files/Appendix A Recommendations for Integrating Numeracy 0.pdf</a> [Online]</p> <p><i>Canadian Language Benchmarks: ESL for Adult Literacy Learners</i>. (2016) Ottawa: Centre for Canadian Language Benchmarks. Available at:  <a href="http://www.language.ca/documents/CLB_ESL_for_AL_L_2016_web.pdf">http://www.language.ca/documents/CLB_ESL_for_AL_L_2016_web.pdf</a> [Online, pp. 19-28]</p> <p>Johansson, Linda et. al. (2015). <i>Canadian language benchmarks 2000: ESL for literacy learners</i>. Ottawa: Centre for Canadian Language Benchmarks.  <a href="http://www.language.ca/documents/e-version_ESL_Literacy_Learners_April_2010.pdf">http://www.language.ca/documents/e-version ESL Literacy Learners April 2010.pdf</a></p>	Assignment 3 due Nov. 19, 2017

Module	Readings & Web Resources	Evaluation Due Date
	<p><b>[Online, pp. 24–29; 44–49; 64–69]</b></p> <p>AlphaPlus (2015, March 6). <i>Anotinette on using Evernote...</i> (video). Length: 1:35 Available at: <a href="https://www.youtube.com/watch?v=96gMzeCqYok">https://www.youtube.com/watch?v=96gMzeCqYok</a></p>	
FINAL EXAM	Invigilated	<b>December 8 - 22, 2017 (Exact Date TBA)</b>

**Note: If for any reason the Class Syllabus Reading List does not match the Module Reading List or online course information, the Class Syllabus shall be taken as correct.**

## Grading Scheme

Assignment 1	15%
Assignment 2	35%
Assignment 3	25%
Final Examination	25%
Total	100%

Information on literal descriptors for grading at the University of Saskatchewan can be found at: <https://students.usask.ca/academics/grading/grading-system.php>

Your instructor takes these descriptors seriously.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <http://teaching.usask.ca/about/policies/learning-charter.php>

## Evaluation Components

### DEU Writing Centre – Quality Writing Help for Free!

Anyone taking a distance class (online, independent studies, televised) administered by the Distance Education Unit can use this free service. The Writing Centre provides tools and support to help you write effective essays, reports, or reviews. Simply submit a project draft, and

a qualified tutor will assess your work and offer advice to improve your project. Contact the DEU Writing Centre at [distance.writing@usask.ca](mailto:distance.writing@usask.ca)

### Assignment 1

**Value:**

**Due Date:**

**Content Covered:**

**Instructions:**

### Responses to Study Questions

See Grading Scheme

See Class Schedule

Assignment 1 covers Modules 1 to 5.

Complete the questions from each of the modules in the Evaluation/**Assignments** area in Blackboard. You may provide your responses in point form, but be sure your responses are complete and thorough and that the marker can understand them. Note: the answer template for the question in Module 4 is different than the one posted [the examples A to K are the same] Use either template as they provide the same information.

### Assignment 2

**Value:**

**Due Date:**

**Content Covered:**

### Unit Plan and Scaffolded Tasks

See Grading Scheme

See Class Schedule

Assignment 2 covers Modules 6 and 7

### Assignment 3

**Value:**

**Due Date:**

**Content Covered:**

### Materials Development and Unit Assessment Plan

See Grading Scheme

See Class Schedule

Assignment 3 covers Modules 8 and 9. It is based on your knowledge of the entire course.

### Final Examination

**Value:** See Grading Scheme

**Date:** See Class Schedule

**Length:** 3 hours

**Purpose:** A comprehensive examination on the material covered in all 10 modules.

**Description:** An invigilated, closed-book examination (**NOTE: The final examination is not online.**) No electronic devices are allowed. The exam will include the following three sections:

- Part 1 application of knowledge from the course to a case study
- Part 2 expanded short answers with application
- Part 3 short definitions with related examples

To study for your final exam, you should review the following:

- your notes including responses to Study Questions and Activities and definitions of Key Terms and Concepts
- information you have highlighted in your Course Notes or textbooks/readings.

**The date and time of your final exam will be listed in your PAWS Exam Schedule.**

**Your final exam will be in Saskatoon UNLESS you reside more than 110 KM from Saskatoon. For those students who reside more than 110 KM from Saskatoon you will need to complete the *Application for Final Examination* form (<https://students.usask.ca/academics/exams.php#Distanceclasses>).**

## **Submitting Assignments**

**Electronically in a WORD document to the assignment drop box in Blackboard except where otherwise indicated.**

- Please note that assignments should be sent no later than the due date. **You should keep a personal copy of all assignments submitted.**

## **Additional Information**

### **Must Pass**

**Students in the CERTESL Program must pass all of the assignments and the final examination in order to pass this course.**

### **Late Assignments**

Assignment due dates are listed on the Schedule in this Class Syllabus. If you think your assignment will be late, contact your instructor well in advance of the assignment due date. The **instructor will deduct marks** for late assignments if you have not made alternative arrangements.

### **Grammar and Spelling**

You have met the required language proficiency level for entry to this program. However, marks will be deducted for careless errors in your assignments. So be sure to proofread your assignments carefully for mechanics!

If your English is so poor that the instructor is unable to understand your assignment or examination, you may be asked to rewrite it, or you may fail. Your instructor will use the descriptors from the CanTEST to measure your ability in English. You will be expected to meet at least Band 4.5 in your writing and speaking. If you fall below this level, your instructor will let you know where your weaknesses lie. See <http://cantest.uottawa.ca/en/score-interpretation-requirements-and-reporting>

Canadian spelling preferences are used throughout the *Course Guide*. Canadian students may wish to consult the *Canadian Oxford Dictionary* for standard Canadian spelling, grammar, and vocabulary. Non-native speakers of English may use Standard American English forms or British forms. Whichever dictionary you use, please try to be consistent.

## **Requirements for All Assignments**

**Carefully read** the instructions below so that you know what is expected in each assignment.

1. Each assignment must be written in the format specified in the assignment.
2. Each assignment must include the following elements:

- a body, which includes the main part of your assignment; this assignment may be a short essay, a lesson plan, or a collection of your writing and materials as indicated in the assignment
  - properly cited references, if applicable, with author, title, page numbers, publication date, place of publication, and publisher. For a sample of the format refer to the resources list at the end of each module. Please remember that visuals used, in assignments must also be cited. If visuals are self-created, please identify this.
3. Each assignment must be typed.
  4. Follow the instructions for each assignment very carefully to ensure that you have included everything that is expected of you. Your instructor will deduct marks if you do not follow the instructions.
  5. Marks will be deducted for grammatical errors. You may fail an assignment or the exam if your English is inadequate. Be sure to proofread your assignments and exam carefully.
  6. We require that your English skills be at least at the level of Band 4.5 on the CanWRITE Evaluation Grid.
  7. Plagiarism is a serious offense. If you use resources (books, materials, visuals, discussions with teachers, etc.), you must cite your sources. Failure to do so is plagiarism (see the following “Integrity Defined” section).
  8. You should do the assignments for this class on your own, not in groups. Students whose assignments have obviously been copied from others will fail.
  9. If you want your final assignment graded and returned to you before you write the final examination for this course, be sure to submit the assignment well before the due date listed on your Class Schedule.
  10. Be sure to keep a personal copy of all assignments submitted.

**Note:** If you see errors in the course package, please take note of them and inform your instructor.

## An Assignment Checklist

Before submitting the assignment, ask yourself the following questions:

- Have I included the assignment and resource list?
- Have I covered all the required points?
- Have I demonstrated knowledge based on the course readings?
- Have I shown I understand the theoretical information presented in the course by applying it in the assignments?
- Have I properly cited all my sources?
- Are the ideas and points logically and coherently organized?
- Have I expressed myself accurately and effectively?
- Is the assignment succinct?

- Have I used correct spelling and grammar?

## Students with Disabilities

If you have a diagnosed disability (learning, medical, physical, or mental health), you must register with Disability Services for Students (DSS) in order to access DSS programs and supports. <http://www.students.usask.ca/disability/> or 306-966-7273 or [dss@usask.ca](mailto:dss@usask.ca).

For DSS exam accommodations please ensure that you fill out the DSS Exam Accommodation form within the applicable deadlines. (<https://students.usask.ca/health/dss/accommodations.php#ExamAccommodations>).

## Mobile Access

Blackboard Mobile Learn™ is an app that is available on many devices including iOS® and Android™ for those occasional times when you may want mobile access. It is still recommended that you use a laptop or desktop computer for the majority of your online studies.

## Integrity Defined (from the Office of the University Secretary)

“Integrity is expected of all students in their academic work – class participation, examinations, assignments, research, practica – and in their non-academic interactions and activities as well.” (Office of the University Secretary)

It is your responsibility to be familiar with the University of Saskatchewan policies and procedures on Academic Misconduct (<http://www.usask.ca/secretariat/student-conduct-appeals/academic-misconduct.php>) and Non-Academic Conduct (<http://www.usask.ca/secretariat/student-conduct-appeals/non-academic-misconduct.php>).

## Copyright

Every effort has been made to trace ownership of all copyrighted material and to secure permission from copyright holders. In the event of any question arising as to the use of any material, we will be pleased to make the necessary corrections. The University of Saskatchewan copyright policy is available at <http://www.usask.ca/copyright/>

## Protocol for Community Contacts

Note: If you intend to work within the community to meet the course requirements (e.g., observations), please refer to the *Protocol for Working with the EAL Community and Observations Across CERTSL* located on the CERTESL website at [certesl.usask.ca](http://certesl.usask.ca)

The protocol document outlines proper procedure and behavior when you contact an ESL delivery agency and want to teach or observe in classrooms or work with or interview a teacher. Be sure to read this protocol document carefully and follow the suggestions in it. If you do not follow the protocol, the ESL delivery agency may refuse to let you into a classroom to observe or do an assignment, and the teacher may refuse to do an interview with you. It's **very important** that you follow this protocol so that we maintain our good relationships with these various organizations.

The *Protocol Handbook* also includes a section titled “Contact with Learners.” This section deals with the cultural awareness and sensitivity that are required on your part when you are working with learners.

## Observations Across CERTESL

Students in the CERTESL program are required to complete and **document** a total of 10 hours of classroom observations **before** permission to register in TESL 42 (Supervised Practicum) or TESL 43 (Professional Project) will be granted. You will be required to submit a signature sheet totaling the 10 hours of observations, plus notes on each session you observe. The documents should be submitted to the CERTESL Program Assistants. This is to ensure that you have opportunities to observe how teachers apply language teaching theory in their classroom teaching and to experience the actual dynamics of the classroom in preparation for your practicum or project. During the practicum, you will have additional opportunities to observe teachers and peers.

You will find instructions for Observation Across CERTESL and forms that you will use to document and report on your observations in the document *Protocol for Working with the EAL Community and Observations Across CERTESL*. Available electronically at [certesl.usask.ca](http://certesl.usask.ca)

## Language Proficiency Requirements

You have met the University of Saskatchewan requirements for entrance to CERTESL. However, as an English teacher, you are expected to be an excellent language model for your students. Therefore, your command of the English language is very important.

CERTESL has always required students to have a high standard of language skills, and we feel it is important to clearly lay out those standards to you. The English proficiency standards that we use to mark your assignments and examinations in CERTESL are based on an English language proficiency test, CanTEST, which is used for admission to several Canadian universities.

Written assignments in CERTESL are marked for content, presentation, and organization, as well as for mechanics. At this stage of your training, the level of your language on assignments must meet and should exceed the standard of 4.5 on the writing section of the CanTEST. General descriptions of the CanTEST bands are online at <http://cantest.uottawa.ca/en/score-interpretation-requirements-and-reporting>

You must be familiar with these bands, regardless of whether you are a native or non-native speaker, so make sure that you read this online content carefully. If you are unsure about the interpretation of the score, contact the Academic Coordinator or your instructor.

You will also be assessed on your speaking proficiency during the practicum (TESL 42). By the time you are ready for TESL 42, you will be expected to demonstrate abilities at the Band 5 level in all skill areas – listening, reading, writing and speaking. If your instructor feels that your language skills are below the expected levels, she or he will inform you and will provide suggestions for improvement. You will be required to meet this level in order to pass the course. If you are a non-native speaker of the English language, you will also be required to demonstrate this level when you apply for TESL Canada certification or TESL Ontario accreditation if you want either of these professional recognitions after completing CERTESL.

**Regardless of whether you are a native or non-native speaker of English, if you have very serious weaknesses, your instructor may refer you to the DEU Writing Centre (visit**

**Distanceeducation.usask.ca/support/writing-centre.php) for assistance.** Please take such a recommendation seriously. If you cannot use English effectively, you will not be able to provide the kind of language modeling your students need and deserve. If you are concerned about your ability to write correct English, don't wait for an instructor recommendation; contact the Writing Centre before you submit your first assignment.

If you have questions or concerns with the standards, please contact Shannon Storey, Academic Coordinator of CERTESL, at (306) 966-2085 or [shannon.storey@usask.ca](mailto:shannon.storey@usask.ca)

## Learning Objectives

### **Module 1:**

1. Recount the elements involved in ESL/ESD literacy.
2. Describe the impact of low literacy skills on individuals, immigrant, refugee and Aboriginal communities, and the larger community living in Canada.
3. Identify specific areas of life affected by literacy.
4. Define four types of literacy learners.
5. Describe characteristics of a literacy learner.
6. Assess factors influencing a learner's low literacy skills.
7. Identify two issues that affect literacy learners as children, adolescents, and adults.
8. Use the Canadian Language Benchmarks' literacy documents as the foundation for teaching ESL literacy learners in Canada.

### **Module 2:**

1. Identify the difference between a learning style and a learning strategy.
2. Identify the three kinds of direct learning strategies and indirect learning strategies.
3. Acknowledge that not all learners will learn in the same way, nor in the same way as you do.
4. Plan lessons that include tasks and activities to meet the needs of learners with a variety of learning goals and learning preferences..
5. Identify the learning strategies that learners need to use at each level of the ESL literacy benchmarks. Identify what these strategies might look like from a learner's point of view at each level.
6. Evaluate how to teach a specific learning strategy that may not yet be part of a learner's repertoire. Imagine how you might specifically implement each strategy in your classroom.
7. Identify your own learning style and its implications on your teaching ~~ing~~.

### **Module 3:**

1. Identify with non-literate learners in terms of the steep learning curve they must climb.
2. Articulate key areas of learning needed at FoundationL level.



3. Use and locate key information in the ESL for ALL document.
4. Identify key characteristics of beginning literacy learners.
5. Articulate key language and language-learning skills that need to be developed during this beginning stage.
6. Identify and break down Learning Objectives into small, progressive, achievable steps (scaffolding).
7. Identify specific elements in the writing process.
8. Identify specific elements in the reading process.
9. Apply useful techniques for teaching beginning literacy learners.
10. Use a number of strategies to support learners in their initial stages of language and literacy learning.

#### **Module 4:**

1. Outline the process by which one learns to read.
2. Describe the reading approaches of whole language, sight words, and phonics.
3. Identify the advantages and disadvantages of various reading approaches.
4. Describe the reading process, expectations of each level and best practices for emerging adult readers.

#### **Module 5:**

1. Outline the process by which one learns to write.
2. Explain the difference between spoken and written language.
3. Describe the progression of “process writing”.
4. Identify the advantages and disadvantages of various writing approaches.
5. Identify various techniques for teaching writing.
6. Describe the purposes and genres of writing.

#### **Module 6:**

1. Explain the language requirements for BICS and CALP.
2. List techniques suitable for teaching reading and writing to children in K–6 and Grades 7–12.
3. Evaluate various techniques for teaching literacy skills to elementary and secondary ESL/ESD students.
4. Evaluate the various types of learning programs found in North American schools. What are the advantages and disadvantages of each of these approaches to EAL in the school system?

5. Describe how specific factors that your ESL/ESD students may be experiencing outside school may affect their learning in school.

### **Module 7:**

1. Identify the type of information needed to help describe as holistically as possible, the learners and the individual situations that may affect their learning,
2. Employ strategies for attaining this information from learners who do not communicate in English”
3. Identify the kinds of challenges that immigrants in your class may be facing
4. Suggest a variety of potential solutions to characteristic difficulties
5. Suggest ways to teach adult immigrant literacy learners most effectively
6. Sequence the teaching process for the numerous subskills needed to complete each required task.

### **Module 8:**

1. Consider what resources and texts you will select for your own teaching.
2. Evaluate available literacy learning materials.
3. Feel confident to create your own learner-centered material.

### **Module 9:**

1. Articulate the purpose and cycle of assessment for your students, for your lesson and unit planning, and for your teaching techniques.
2. Describe the assessment process from student needs assessment to planning to ongoing assessment and final task assessment.
3. Explain when to do an assessment and appropriate ways to give feedback.
4. Describe the special issues related to assessing ESL literacy learners.
5. Identify appropriate methods of assessing ELL level and progress.
6. Describe the current PBLA process and what accommodations you may need to make for literacy learners.

### **Module 10:**

1. Identify the areas and skills involved in numeracy and digital literacy.
2. Explain why learning and teaching number and math skills is so important to ESL/ESD learners.
3. Explain why learning and teaching digital skills is so important to ESL/ESD learners.
4. Identify the strategies needed to do basic math.
5. Explain how to teach numbers and functional math.
6. Understand and come to terms with your own feelings about math.

7. Recognize the importance of being digitally literate for both adults and children who want to be part of the job market and the community.
8. Understand the basics of computers/laptop/tablet/smart phones in order to teach it to others.

## **Acknowledgements**

### **Course Authors**

Jean Campbell (primary author)

Original Advisory Committee (peer reviewed modules and contributed case studies)

- Michael Cottrell, ITEP (Indian Teacher Education Program)
- Stacey Crooks, Saskatchewan Literacy Network
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- Tim Helfrich, Program Manager, Government of Saskatchewan
- Lynda McPhee, CLB Assessor
- Diana Nordick, ESL Instructor/Catalyst Teacher (elementary), Saskatoon Catholic School Division
- Roula Sifakis, Supervisor of the Language Training Unit, Saskatoon Open Door Society
- Shannon Storey, Distance Education Unit, University of Saskatchewan
- John Taras, ESL Instructor, Saskatoon Public School Division
- Carol Vandale, Saskatchewan Aboriginal Literacy Network

### **Revised 2012-2013 by**

Jean Campbell, B.A.; M.A., TESOL; M.A., Counselling (primary author)  
Literacy Instructor, Literacy Lead Teacher, Saskatoon Open Door Society  
Teacher Trainer in TESOL, Distance Education Unit, University of Saskatchewan

Shannon Storey, B.A., B.Ed., PGD Ed. (TESL), MEd. TESL Specialist  
Academic Coordinator CERTESE, Distance Education Unit, University of Saskatchewan

### **Instructional Design and Course Development**

Ruth Epstein, M.A., TESL; PGD Educational Communications  
Instructional Design Group, Extension Division, University of Saskatchewan

### **Revised 2012-2013**

Jeanette McKee, B.Ed., M.Ed., Instructional Designer, Centre for Continuing and Distance Education, University of Saskatchewan

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Distance Education Unit, University of Saskatchewan

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