



## TESOL (M.A.)

Department Website: <http://www.american.edu/cas/lfs/>

### 1. Learning Outcomes

1. create a well organized lesson plan that reflects a clear understanding of the teaching aims, materials and activities that promote communicative competence in a lesson that could be taught by an experienced teacher
2. state their philosophy of teaching and give specific examples about how that philosophy is applied in classroom practice
3. teach a lesson and reflect upon its strengths and shortcomings with respect to such issues as lesson-plan pacing, transitions between activities, level-appropriateness, classroom interaction, responsiveness to diversity, evaluation of learning, and overall classroom management skills
4. demonstrate their ability to conduct graduate-level research, including formulation of problems or hypotheses, utilization of appropriate research design, use of appropriate sources, and ability to write clearly
5. demonstrate knowledge of the principles of linguistics, and the fundamental structures of English syntax, and then apply this knowledge to real-world language use
6. demonstrate ability to apply linguistic theory to classroom instruction in either pronunciation or grammar
7. develop a variety of assessments for English-language classrooms, utilizing design principles that exemplify best practices and are appropriate to the audience and learning objectives
8. engage in cross-cultural analysis that enables them to create culturally-responsive classrooms
9. demonstrate knowledge of second-language acquisition theory and research
10. articulate the importance of ongoing academic and professional development and begin engaging in academic and professional participation

## 2. Assessment Plan

Measures	Target	Learning Outcomes	Cycle and Reviewers
<p>1.</p> <p><u>Direct Measures:</u></p> <p>a. two revised original lesson plans in the MA Portfolio</p> <p>c. discussion of lesson plans in oral comprehensive exam</p> <p><u>Indirect Measure:</u></p> <p>a. teaching video presented in MA Portfolio</p>	<p>1.</p> <p>a. successful revision of lessons plans submitted to MA Portfolio, based on comments from Portfolio reader as determined through the rubric for Portfolio lesson. Oral Comp. Exam Rubric for lesson plan discussion. 85% of students will meet this outcome (and others will have an opportunity to make additional revisions.).</p>	Outcome 1	<p>1.</p> <p><u>Collection Rate:</u></p> <p>MA Portfolios and oral comprehensive examinations can be done each semester (including Summer)</p> <p><u>Use:</u></p> <p>Courses and MA Portfolio are revised in light of student performance on these measures in consultation with faculty</p>
<p><u>2.</u></p> <p><u>Direct Measures:</u></p> <p>a. revised philosophy of teaching statement presented in MA Portfolio</p> <p>c. discussion of philosophy of teaching in oral comprehensive exam</p> <p><u>Indirect Measure:</u></p> <p>a. teaching video presented in MA</p>	<p>2.</p> <p>a. successful revision of philosophy of teaching submitted to MA Portfolio, based on comments from instructor in TESL 620</p> <p>b. rubric for revised philosophy of teaching for Portfolio</p>	Outcome 2	<p>2.</p> <p><u>Collection Rate:</u></p> <p>Annually for TESL 620 MA Portfolios and oral comprehensive examinations can be done each semester (including Summer)</p> <p><u>Use:</u></p> <p>TESL 620 and MA Portfolio are revised in light of student performance on these</p>

<p>Portfolio</p>	<p>c. successful discussion based on the Oral Comp rubric for the discussion.</p>		<p>measures</p>
<p>3. <u>Direct Measures:</u> a. teaching video, lesson plan, and revised reflection, all presented in MA Portfolio c. discussion of teaching video and written reflection in oral comprehensive exam</p>	<p>3. a. successful revision of written reflection, based on comments from the TESL 620 instructor c. Appropriate participation in discussion based on Oral Comp. rubric. 85% of students will meet this outcome (and others will have an opportunity to make additional revisions.).</p>	<p>Outcome 3.</p>	<p>3. <u>Collection Rate:</u> MA Portfolios and oral comprehensive examinations can be done each semester (including Summer)  <u>Use:</u> TESL 620 and MA Portfolio are revised in light of student performance on these measures</p>

<p>4. <u>Direct Measures:</u> a. revised research paper or project presented in MA Portfolio b. discussion of research paper or project in oral comprehensive exam</p> <p><u>Indirect Measure:</u> a. submissions to annual AU TESOL Academic Excellence Awards competition by. submissions to AU TESOL Working Papers c. submissions to professional conferences (e.g., WATESOL, TESOL annual international conference) .</p>	<p>4. a. successful revision of paper or project submitted to MA based on Research Rubric for the Portfolio, based on comments from subsequent readers c. successful discussion of research paper or project in oral comp., based on the Portfolio Oral Comp. rubric. 85% of students will meet this outcome (and others will have an opportunity to make additional revisions.).</p>	<p>Outcome 4</p>	<p>4 <u>Collection Rate:</u> MA Portfolios and oral comprehensive examinations can be done each semester (including Summer) Annually for AU TESOL Academic Excellence Awards Periodically for AU TESOL Working Papers Individual submission deadlines for professional conferences</p> <p><u>Use:</u> Revise course content and assignment structure, as appropriate MA Portfolio are revised in light of student performance on research paper or project Continue to encourage students to submit work to professional conferences Recruiting tool (highlighting student accomplishments)</p>
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<p>5. <u>Direct Measure:</u> a. successful performance in TESL 500 and TESL 503 on homework assignments, quizzes, examinations b. meaningful application of linguistic concepts to applied assignments, including language journals, linguistics-in-context projects, projects studying contemporary language change, and research projects</p> <p><u>Indirect Measure:</u> a. evidence of linguistic sophistication in other TESOL courses</p>	<p>5. (a) grading rubrics for each assignment by looking at assessments in one class one year and one class the next. 85% of students will receive B or better on assignments. (b) level of linguistic sophistication as measured by MA Portfolio and oral comprehensive exam</p>	<p>Outcome 5</p>	<p>5. <u>Collection Rate:</u> Each semester TESL 500 (usually every semester) and TESL 503 (usually once yearly) are taught</p> <p><u>Use:</u> Revise course context and assignment structure, as appropriate</p>
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<p>6. <u>Direct Measure:</u> a. successful performance in TESL 542 on classroom assignments, formal evaluations, and field experiences (as relevant) b. meaningful application of phonological or grammatical knowledge to effective classroom instruction</p> <p><u>Indirect Measure:</u> a. evidence in MA Portfolio and/or oral comprehensive exam of knowledge of how to teach pronunciation.</p>	<p>6. (a) grading rubrics for class project (a synthesis of all previous assignments) 85% of all students will receive B or better. (b) level of sophistication in teaching pronunciation or grammar as measured by MA Portfolio and oral comprehensive exam</p>	<p>Outcome 6</p>	<p>6. <u>Collection Rate:</u> Each semester TESL542 is taught (usually annually)</p> <p><u>Use:</u> Revise course context and assignment structure, as appropriate</p>
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<p>7. <u>Direct Measure:</u> a. successful performance in TESL 531 on classroom assignments and formal evaluations b. meaningful application of assessment as a component of classroom instruction in lesson plans as evaluated through the Portfolio Lesson Plan Rubric</p> <p><u>Indirect Measure:</u> a. evidence of assessment knowledge in subsequent TESOL courses in which assessment instruments are employed</p>	<p>7. (a) grading rubrics for each a different course “homework” and “task” assignment yearly and the results of the mid-term “assessment concepts” exam. 85% of students will receive 80% or better on the exam. (b) level of sophistication in language assessment as measured by MA Portfolio and oral comprehensive exam</p>	<p>Outcome 7</p>	<p>7. <u>Collection Rate:</u> Each semester TESL 531 is taught (usually annually)</p> <p><u>Use:</u> Revise course context and assignment structure, as appropriate</p>
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<p>8. <u>Direct Measure:</u> a. successful performance in TESL 527 on classroom assignments and formal evaluations b. meaningful application of cultural theories and practices as a component of classroom instruction</p> <p><u>Indirect Measure:</u> a. evidence in MA Portfolio and/or oral comprehensive exam of knowledge of cultural theories and practices</p>	<p>8. (a) grading rubrics for the second project in the course. 80% of students will receive a rating of 8.5/10 on this project. (b) level of sophistication in cultural theories and practices as measured by MA Portfolio and oral comprehensive exam</p>	Outcome 8	<p>8. <u>Collection Rate:</u> Each semester TESL 527 is taught (usually twice yearly)</p> <p><u>Use:</u> Revise course context and assignment structure, as appropriate</p>
<p>9. <u>Direct Measure:</u> a. successful performance in TESL 523 on classroom assignments and formal evaluations b. meaningful application of second-language theories and practices as a component of classroom instruction</p> <p><u>Indirect Measure:</u> a. evidence in MA Portfolio and/or oral comprehensive exam of knowledge of second language theories and practices</p>	<p>9. (a) grading rubrics for the major project in the course (b) level of sophistication in second language as measured by MA Portfolio and oral comprehensive exam</p>	Outcome 9:	<p>9 <u>Collection Rate:</u> Each semester TESL 523 is taught (usually twice annually)</p> <p><u>Use:</u> Revise course context and assignment structure, as appropriate</p>

<p>10. <u>Direct Measure:</u> (a) successful performance in TESL 620 on the two part Professional Action Plan assignment</p> <p><u>Indirect Measure:</u> (a) alumni leadership in professional associations such as WATSOL (Washington Area TESOL Association)</p>	<p>10. (a) grading rubrics for Professional Action Plan assignment 90% of student will receive 8.5/10 on Action Plan. (b) membership in professional associations At least 75% will belong to a professional Association. (c) attendance at professional development events (e.g., run by AU TESOL and/or WATESOL) 85% of students will participate in one professional development event by the end of the semester.</p>	<p>Outcome 10.</p>	<p>10. <u>Collection Rate:</u> Each semester TESL 620 is taught (usually annually) Annually for AU TESOL Annual Report Meeting of Minds is held annually</p> <p><u>Use:</u> Modify TESOL curriculum, as appropriate Report statistics, as requested (e.g., to the Department of Language and Foreign Studies, to CAS, for other evaluative reports) Modify strategies for encouraging students to participate in professional activities.</p>
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