



College of Arts&Sciences
The University of Memphis
Department of English
ENGL 7532.M50
Spring 2016
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ENGL 7532 –Theories/Skills Assessment ESL

Course Description: Application of theories of teaching second language skills with emphasis on testing in a second language. The course, through readings, discussions, and research in the text and on web sites, introduces approaches to evaluation and means of assessment of language skills, with special emphasis on English as a Second Language. Specifically, it examines various assessments and provides students with a range of assessment tools to be used in the future.

Prerequisites: None

Text: Coombe, C., Davidson, P., O’Sullivan, B., & Stoyhoff, S. (2012). *The Cambridge Guide to Second Language Assessment*. Cambridge UP. ISBN: 978-1-107-67707-4

Support of Conceptual Framework: The primary objective of this course is to give participants an understanding of principles of effective assessment and an awareness of various variables which affect learners’ performance on tests such as test formats, cultural background, linguistic skills, and so forth. Students gain a better understanding of the complexities of assessment of English language learners and how these can be faced in a real classroom.

Methods of Web-based Instruction:

- **Discussion board**
- **Short tasks**
- **Short papers**
- **Readings in the text**
- **Short readings in content folder**
- **Appropriate sites on the internet**
- **Videos**

Key Assessments: N/A

Course Objectives:

Course Objectives: SWBAT
1. Use basic ESOL terminology.
2. Provide criteria for an effective tool.
4. Understand various formal and informal means of evaluating language skills.
5. Develop appropriate evaluation tools for various language skills.
6. Identify and use accommodations for ESL students on standardized tests.
7. Develop means of assessing content knowledge for students with limited language skills.

Major Topics:
Course Objectives:

- Use basic testing/assessment terminology
- Provide criteria for an effective assessment tool
- Identify strengths and weaknesses of various language assessment methods and tools
- Recognize possible accommodations for ESL students on standardized tests
- Design sample assessment tools

Major Topics: (During this course you will need to use the companion website at elearn.memphis.edu). The course is built around eight modules:

1. Introduction to assessment
2. Assessment of English Language Learners
3. Standardized testing
4. Authentic assessment
5. Assessing oral ability
6. Assessing reading & listening
7. Assessing writing
8. Assessment in content areas

Assignments, Exams, and Grading Criteria:

Course Assignments: The participants complete individual module assignments that can consist of summaries of assigned readings or webcasts, response papers, and tasks such as assessment tool analysis or design. Through one interview report, they become familiar with assessment practices in various ESL contexts.

Engl 7532 Availability Dates for Assignment

Assignments will not be accepted after the availability date unless arrangements are made with me.

ASSIGNMENT	DUE DATE for Web assignments
One	January 30
Two	February 10
Three	February 20
Four	March 2
<i>Spring break</i>	<i>Catch up</i>
Five	March 22
Six	April 8
Seven	April 16
Eight	April 26
Final	May 6

8 modules at 100 pts each (modules include discussions, internet assignment, short answer, short papers) and a 200 pt final=1000 pts

Grade system:

992-1000 A+ (assumes all work is turned in by original due date)

960-991 A (assumes all work is turned in on time)

930-959 A-

900-929 B+

870-899 B

840-869 B-

810-839 C+

780-809 C

750-779 C-

Below 750, we have a meeting!

Please note the following:

1. Assignments should be done in a professional manner exemplifying work at the senior level.
2. This course will be conducted in a communicative workshop like environment. Attendance and participation are essential.
3. Late assignments, unless cleared by the instructor, will result in a letter grade reduction.

Americans with Disabilities Act: The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid*

discrimination. Faculty are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Written Assignments and Academic Misconduct: All written work submitted must be the student's original work and conform to the guidelines of the *American Psychological Association* (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant university policies concerning *plagiarism*. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Arts & Sciences.