

SPRING 2012 COURSES
WEBSTER UNIVERSITY
SCHOOL OF EDUCATION
MA IN TEACHING ENGLISH AS A SECOND LANGUAGE
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2011-2012 Tuition rates: In Class = \$490 per credit hour On-Line = \$540 per credit hour
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Registration begins October 24, 2011 for the Spring Terms. Returning students may enroll online. Instructions for the online enrollment process may be found on the final page of this document.

Special Note: If you are a returning student, you can register for classes yourself online. See the instructions on the final page of this document for information on enrolling in classes.

Spring 1 2012 – January 17 – March 9

Drop Deadline: January 27 **Withdrawal Deadline: February 24**

TESL 5139 W1: English for Speakers of Other Languages (ESOL) Methods – Trachtova – **Online Course** – This course develops a broad understanding of language teaching methodologies and language learning. Participants study ESL methodology from a historical perspective through the most recent developments in teaching techniques and materials. Practical application of the material is emphasized through activity development. [**Fulfills: ESOL Certificate requirement, K-12 Track requirement, Adult Track requirement**]

TESL 5311 01: Principles and Practices of Language Testing – Cole – **Mondays 5:30-9:30 PM in WEBH 407** – This seminar introduces and analyzes different formats and types of language tests as a reflection of varied linguistic contexts, language teaching and language acquisition goals. Assessment techniques, practices and procedures are discussed in close relation to test validity and effectiveness. The class also covers the design, writing and administration of assessments. Prerequisite: Theories in SLA OR teaching experience OR consent of instructor. [**Fulfills: ESOL Certificate elective, K-12 Track requirement, Adult Track requirement**]

TESL 5230 W1: Second Language Acquisition – Bock – **Online Course** – Participants explore theories and models of second language acquisition. They learn about the emotional, social, and intellectual implications of the process of learning a second language. Students will analyze and compare first and second language acquisition and apply strategies related to second language learning in a cross-cultural setting. [**Fulfills: ESOL Certificate requirement, K-12 Track requirement, Adult Track requirement**]

COMM 5340 W1: Language Arts Seminars: Teaching Language and Language Issues – Hyman-Fite – **Online Course** – Students become involved in a wide variety of activities designed to enhance the teaching of language arts in their classrooms. The courses listed under this course number are representatives of the workshop topics; other workshop topics are included in different semesters. [**Fulfills: ESOL Certification elective, K-12 Track elective, Adult Track elective**]

COMM 5270 01: Visual Communication – Shea – **Wednesdays 5:30-9:30 PM in WEBH 401** – Students learn methods by which various types of information can be interpreted and presented visually. Because today’s students can “read” visual messages, just as they read written messages, educators must master the elements, structure, and tools provided to develop visual materials. Creation of video activities for the classroom and mastering basic video production techniques are emphasized. [**Fulfills: K-12 Track requirement, Adult Track elective**]

COMM 5530 01: Technology and Testing – Carr – **Thursdays 5:30-9:30 PM in WEBH 401** – This course is a non-technical approach to the study of technologies and communications related to teaching and training. Students learn how home, school, and business are affected by technology. Primary emphasis is on the direct application of current technology to educational settings and specific teaching objectives. [**Fulfills: K-12 Track requirement, Adult Track elective**]

COMM 5199 01: Teaching Writing – Holmes – **Online Course** – Students will study current theories and practices of teaching writing as well as review the history of rhetoric. Based on contemporary theory and classroom realities, students will

practice designing writing assignments, organizing courses and activities for writing, and assessing writing. They will also experience the actual process of composing by designing a writing process project. **[Fulfills: K-12 Track elective, Adult Track elective]**

COMM 5280 01: Written Communication – Birkman – *Mondays 5:30-9:30 PM in WEBH 219* – Students experience writing as a process of discovery as they improve their writing skills. Exercises designed to focus on various purposes, occasions, and audiences help writers examine clarity, organization, style, and word precision. **[Fulfills: K-12 Track elective, Adult Track elective]**

COMM 5290 W1: Interpersonal Communication – Powell – *Online Course* – This course entails both the self-analysis and classroom application of interpersonal communications skills. Specific topics include oral presentations, listening, conflict resolution, social styles analysis, verbal and nonverbal communications, motivation, and methods to enhance your learning environment. Professional educators are encouraged to research and observe communication techniques that will facilitate retentive learning. **[Fulfills: ESOL Certification elective, K-12 Track elective, Adult Track elective]**

COMM 5820 01: Foundations in Reading Instruction – Erdel – *Thursdays 5:30-9:30 PM in WEBH 407* – The focus is on reading methods and specific techniques appropriate for emergent readers and developmental readers in elementary grades. A review of best practices in reading instruction, based on both current research and practice, informs graduate students so they can provide instruction for diverse learners at all levels. This course offers a solid background in reading instruction for students who have not had prior coursework in reading. **[Fulfills: K-12 Track elective]**

Note: Other School of Education classes may count as electives for your MATESL degree. Please contact your adviser with the course name, course description, and a reason why you believe this course will help you in the field of TESL to seek approval.

<p>Spring 2 2012 – March 19 – May 11</p>

Drop Deadline: March 30

Withdrawal Deadline: April 27

TESL 5220 W1: Curriculum Development in Second Language Classrooms – Keaveny – *Online Course* – Participants will apply a curriculum planning process to the second language classroom. The planning will be based on local standards and legal requirements, informal assessment of children's language, analysis and adaptation of published materials, and the creation of materials to meet identified needs. **[Fulfills: ESOL Certificate requirement, K-12 Track requirement, New Adult Track requirement]**

TESL 5030 W1: Historical Linguistics – Kaiser – *Online Course* – This course presents some of the various divisions in the field of linguistics from language origins and acquisition through the history of English. The study of dialect is also included. Through various readings, activities, writings, and discussion, the participants will become more aware of language and more informed about its history, its character, and its power. **[Fulfills: ESOL Certificate requirement, K-12 Track requirement, Adult Track requirement]**

TESL 5350 01: Intercultural Communications – Kaiser – *Tuesdays 5:30–9:30 PM in WEBH 204* – In order to function effectively in an inter-dependent world, we need to get along with and understand people vastly different from ourselves. In this course, students explore the values of their own culture, the extent to which thoughts and perceptions are shaped by cultures, and the expression of cultural differences in education. **[Fulfills: ESOL Certificate requirement, K-12 Track requirement, Adult Track requirement]**

COMM 5750 01: Special Institute Grammar for ESL/EFL Teachers – Kumagai - *Mondays 5:30-9:30 PM in WEBH 407* – Webster offers various institutes to provide a wide range of workshop experiences and contemporary topics within the communications arts program. Detailed current information appears in the specific semester course offerings. May be repeated for credit if content differs. **[Fulfills: K-12 Track elective, New Adult Track requirement]**

COMM 5270 W1: Visual Communication – Carr – *Online Course* – Students learn methods by which various types of information can be interpreted and presented visually. Because today's students can "read" visual messages, just as they read written messages, educators must master the elements, structure, and tools provided to develop visual materials. Creation of video activities for the classroom and mastering basic video production techniques are emphasized. **[Fulfills: K-12 Track requirement, Adult Track elective]**

COMM 5530 W1: Technology and Testing – Flack – *Online Course* – This course is a non-technical approach to the study of technologies and communications related to teaching and training. Students learn how home, school, and business are affected by technology. Primary emphasis is on the direct application of current technology to educational settings and specific teaching objectives. **[Fulfills: K-12 Track requirement, Adult Track elective]**

COMM 5280 02: Written Communication – Birkman – *Mondays 5:30-9:30 PM in WEBH 219* – Students experience writing as a process of discovery as they improve their writing skills. Exercises designed to focus on various purposes, occasions, and audiences help writers examine clarity, organization, style, and word precision. **[Fulfills: K-12 Track elective, Adult Track elective]**

COMM 5440 01: Integrated Language Arts – Holmes – *Tuesdays 5:30-9:30 PM in WEBH 219* – Students look at various ways to integrate language arts in the K-12 curricula. Speakers, films, and activities highlight listening, acting, speaking, reading, writing, viewing, and thinking as separate, cumulative communication skills. **[Fulfills: ESOL Certification elective, K-12 Track elective, Adult Track elective]**

COMM 5290 01: Interpersonal Communication – Shiller – *Wednesdays 5:30-9:30 PM in WEBH* – This course entails both the self-analysis and classroom application of interpersonal communications skills. Specific topics include oral presentations, listening, conflict resolution, social styles analysis, verbal and nonverbal communications, motivation, and methods to enhance your learning environment. Professional educators are encouraged to research and observe communication techniques that will facilitate retentive learning. **[Fulfills: ESOL Certification elective, K-12 Track elective, Adult Track elective]**

SPED 5030 01: Students with Mild/Moderate Disabilities – Mahfood – *Wednesdays 5:00-9:00 PM in WEBH 331* – This course focuses on the identification and characteristics of students with mild/moderate disabilities, including learning disabilities, mental retardation, emotional and behavioral disorders, physical disorders, and other health impairments. Prerequisite: SPED 5860. **[Fulfills: K-12 Track elective, Adult Track elective]**

SPED 5318 01: Global Issues in Special Education – Campbell – *Wednesdays 5:00-9:00 PM in WEBH 325* – This course will introduce students to current issues in special education on a global level. Students select and explore a current issue in special education, based on a focused review of published literature. Examples of issues may include: inclusion, discipline, identification and classification, national assessments, curriculum standards. International perspectives to the selected issue are researched using published literature and reports, electronic contacts and the Internet. Students are expected to culminate their coursework by developing a reflective plan for further specialization in their graduate studies. **[Fulfills: K-12 Track elective, Adult Track elective]**

SPED 5318 W1: Global Issues in Special Education – Campbell – *Online Course* – This course will introduce students to current issues in special education on a global level. Students select and explore a current issue in special education, based on a focused review of published literature. Examples of issues may include: inclusion, discipline, identification and classification, national assessments, curriculum standards. International perspectives to the selected issue are researched using published literature and reports, electronic contacts and the Internet. Students are expected to culminate their coursework by developing a reflective plan for further specialization in their graduate studies. **[Fulfills: K-12 Track elective, Adult Track elective]**

Special Note on Electives: Other School of Education classes may count as electives for your MATESL degree. Please contact your adviser with the course name, course description, and a reason why you believe this course will help you in the field of TESL to seek approval.

Ordering Classes

Students are advised to take classes according to this plan whenever possible:

<i>Beginning of Program</i>	<i>Middle of Program</i>	<i>End of Program</i>
TESL 5230 SLA TESL 5139 ESOL Methods TESL 5220 Curric Development	TESL 5311 Testing TESL 5030 Historical Linguistics TESL 5350 Intercultural Comm TESL 5040 Practicum (<i>only if Doing ESOL Certificate</i>)	Any Other Required Courses (<i>Adult track</i>) Three Elective Course (<i>for the MA in TESL</i>) TESL 5040 Practicum <i>or</i> Credit by Exam

Practicum

TESL 5040: Practicum in ESOL – Keaveny – *Teaching Practicum* – This practicum provides supervised field experience for students enrolled in this program. Reflective thought, observation, discussion, and actual teaching will be used to expand participants’ teaching skills. Classroom participation includes observation, interaction, record keeping, and analysis of specific strengths and needs of English language learners. Strategies and activities are designed to meet the instructional needs of individual students. Participants will also focus on interpreting and recommending curriculum materials and methods to encourage and help English language learners become proficient in their new language. Prerequisite: one core TESL/TEFL course. [Fulfills: **ESOL Certificate requirement, K-12 Track requirement, Adult Track requirement**]

The deadline for the Practicum in ESOL for Spring has passed. The deadline for applications for Summer and Fall 2012 is February 21, 2012.

Application forms for the Practicum are available outside the School of Education office door and online under Student Resources: <http://www.webster.edu/education/students/resources.shtml>.

After filling out your application, you must meet with your adviser to double check that you have fulfilled all of the eligibility requirements and to have the form signed. Please read the Practicum packet carefully.

If you have completed (or will have completed) one full academic year of teaching ESL, you may qualify to do your Practicum as Credit by Exam with a portfolio presentation. Contact your adviser for more information.

Spring Registration

If you are a returning student, you do not need to speak with an adviser to enroll in classes. You can use your Connections ID and sign up for classes yourself online. Please go to <http://www.webster.edu/academics/registration.shtml> for instructions on enrolling in courses.

On the Registration Screen, be certain to scroll down and check that under “Current Option Settings” it has GRAD SP 2011. If not, click on “Set Options” and change the Option Settings to this.

If you still find that you are unable to enroll, please send an e-mail to your adviser at djkaiser@webster.edu with your **name**, your **student ID number**, the **course(s)** you would like to register for (including section number), and your **payment method**. Registration cannot be completed without all of this information.

Important E-Mail Reminder

Official e-mails from Webster University, the School of Education, your adviser, and your instructors will be sent to your webster.edu account. If you do not regularly check this account, you need to set up the mail forwarding feature.

Go to <http://connections.webster.edu> and click on “My Connections Account Settings” (below where you usually log in). Then log in using your Connections ID and password. Then click #4: “Set or Change Mail Forwarding.” Type in your forwarding address in the box on the screen and then click “Set Forwarding.”

Please do not ask or expect instructors or staff to send you messages to e-mail addresses that you provide them. It is your responsibility to set up your e-mail forward from your Webster account to receive all of these messages.