



**UNIVERSITY OF SCIENCE AND TECHNOLOGY
OF SOUTHERN PHILIPPINES**

Alubijid | Cagayan de Oro | Claveria | Jasaan | Oroquieta | Panaon

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<p>College of Science and Technology Education Department of Teaching Languages</p>		<p>SYLLABUS Course Title: TESL Methodology and Curriculum Development Course Code: MEL 544 Credits: 3</p>																																																									
<p>USTP Vision</p> <p>A nationally-recognized Science and Technology (S&T) university providing the vital link between education and the economy</p> <p>USTP Mission</p> <ul style="list-style-type: none"> Bring the world of work (industry) into the actual higher education and training of the students; Offer entrepreneurs of the opportunity to maximize their business potentials through a gamut of services from product conceptualization to commercialization; Contribute significantly to the national development goals of food security and energy sufficiency through technology solutions. <p>Program Educational Objectives:</p> <p>PEO1: The graduates have highly developed communicative competence</p>	<table border="1"> <tr> <td data-bbox="571 494 1310 614"> Semester/Year: First Semester SY 2021 - 2022 Class Schedule: 5:30 – 8:30 PM (Saturdays) Bldg./Rm. No. Flexible Learning Program (FLP) due to pandemic </td> <td data-bbox="1310 494 2022 614"> Prerequisite(s): None Co-requisite(s): None </td> </tr> <tr> <td data-bbox="571 614 1310 710"> Instructor: Maria Angeles Dano-Hinosolango, PhD Email: mahinosolango@ustp.edu.ph Mobile No.: +63 917 700 6931 </td> <td data-bbox="1310 614 2022 710"> Consultation Schedule: Saturdays – 10:30 AM – 2:30 PM Bldg./Rm. No.: FLP Office Phone No./Local: (088) 856 – 1738 local 114 </td> </tr> <tr> <td colspan="2" data-bbox="571 710 2022 933"> <p>I. Course Description:</p> <p>This course makes graduate students explore and experience teaching English as second language methodologies leading to curriculum development. Curriculum is a framework for guiding teaching and learning. Hence, this provides an opportunity for the students to consider the relationship between the teacher, the learner, and the curriculum. 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PEO2: The graduates have advanced specialized training in Applied Linguistics/Language Teaching and broad knowledge and understanding of English as a language

PEO3: The graduates are highly motivated in pursuing post graduate studies

PEO4: The graduates have fully developed service-oriented leadership traits, we are also well-adjusted, open-minded, and culture sensitive and responsive professional

PEO5: The graduates are seasoned (well-experienced) pro-active collaborator with different stakeholders of multi-cultural context extending service in the various levels of the society

PEO6: The graduates are well-cited researchers/authors recognized in the field of TESL recognized as highly valued professionals in the academia, industry and the government

PEO7: The graduates have “globally” innovative, entrepreneurial, technological, and leadership skills that make them highly competitive

III. Course Outline:

Allotted Time	Course Outcomes (CO)	Intended Learning Outcomes (ILO)	Topic/s	Suggested Readings	Teaching-Learning Activities	Assessment Tasks/Tools	Grading Criteria	Remarks
3 hours	CO1: Complete the assigned tasks in <i>TESOL Methodology</i> from Canvas Network and <i>Foundations of Teaching for Learning: Curriculum</i> from Coursera MOOC courses considering the	LO1: Imbibe the vision and mission of the school relative to the course content	<ul style="list-style-type: none"> University's Vision and Mission Course Introduction and Orientation Expectation setting and sharing what to enrich and integrate in the course as co-creators of the syllabus 	Graduate Program Manual, 2021 Edition	<ul style="list-style-type: none"> Expectation Setting Suggestions on what to enrich in the syllabus relevant to their field of work Attending to the Graduate Students and Faculty, Inc. (GSFI) General Assembly 	<ul style="list-style-type: none"> Co-creation and enrichment of course content in the syllabus 	<ul style="list-style-type: none"> Class Standing Performance (10%) 	
25 hours	s and relationships of the teachers, the students and the curriculum	LO2: Enrolled and highly encouraged to complete the MOOC courses in understanding TESOL methodologies and importance of the curriculum educational tools	<p>TESOL Methodology</p> <ul style="list-style-type: none"> Module 1: <i>Teaching English Across Cultures</i> Module 2: <i>Learner-Centered Instruction, Learning Strategies, and Critical Thinking</i> 	McKay, S. L. (2004). Western culture and the teaching of English as an international language. <i>English Teaching Forum</i> , 42(2): 10-15. https://americanenglish.state.gov/files/ae/resource_files/04-42-2-f.pdf	<ul style="list-style-type: none"> Enrolling to <i>TESL Methodology</i> and <i>Foundations of Teaching for Learning: Curriculum</i> and applying for Financial Aid (scholarship) MOOC courses discussion and sharing via Zoom 	<ul style="list-style-type: none"> Oral recitation via Zoom educational tools e-Reflection – Action Papers Completed MOOC quizzes and graded tasks platform integration 	<ul style="list-style-type: none"> Class Standing Performance (10%) Quizzes & Other-related tasks (40%) Term examinations (30%) 	



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<p>and employable in the ASEAN region and the world.</p> <p>Program Outcomes:</p> <p>a: Demonstrate proficiency in Applied Linguistics and Language Teaching based on the Philippine Professional Standards, ASEAN and Global standards for TESL and as language professionals</p> <p>b: Ready for advanced studies with due recognition to technological advancements</p> <p>c: Apply critically the theories, principles and methods of language teaching and foundation of education</p> <p>d: Conduct research-based innovative ideas in designing instructional materials in teaching as a second language for academic and other specific purposes</p> <p>e: Demonstrate mastery in written, verbal and non-verbal communication skills in the multi-lingual contexts</p> <p>f: Demonstrate professional excellence through leadership and have significant contribution while promote stewardship in responding to the needs of the stakeholders and community partners</p>				<ul style="list-style-type: none"> • Module 3: <i>Language Teaching Methods for a New Millennium, Backward Design</i> • Module 4: <i>Instructional Strategies for Teaching Reading, Writing & Vocabulary</i> • Module 5: <i>Instructional Strategies for Teaching and Speaking</i> <p>Foundations of Teaching for Learning: Curriculum</p> <ul style="list-style-type: none"> • Week 1: <i>Getting to Know the Curriculum</i> • Week 2: <i>Theories and Theorists on Curriculum</i> • Week 3: <i>Putting Students First</i> • Week 4: <i>Curriculum Development</i> 	<p>Flom, J. (2013). <i>5 characteristics of learner-centered teaching.</i> http://bit.do/learner_teaching</p> <p>Blank, M.J. et al. (2012). <i>Achieving results through community school partnerships: how district and community leaders are building effective, sustainable relationships</i> http://bit.do/Curriculum-Stakeholders</p>	<ul style="list-style-type: none"> • Article reading • Brainstorming • Buzz sessions (breakout sessions in Zoom) • platform integration • Computer-assisted instruction (CAI) and computer-assisted learning (CAL) • Simulations • Attending to professional lectures via Coursera and Canvas Network • Cooperative learning/ collaboration and teamwork 	<ul style="list-style-type: none"> • Using Rubrics • Peer and teacher assessments • assessment 	<ul style="list-style-type: none"> • Performance Innovative Tasks (20%) 	
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<p>g: Utilize appropriate educational technologies and learning materials delivered synchronously and asynchronously</p> <p>h: Conduct/lead the researches in Applied Linguistics and Language Teaching</p> <p>i: Preserve and promote the Philippine historical and cultural heritage on RA 7722 as reflected in the contextualized IT-based information and instructional materials</p> <table border="1"> <thead> <tr> <th>Code</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>I</td> <td>Introductory Course</td> </tr> <tr> <td>E</td> <td>Enabling Course</td> </tr> <tr> <td>D</td> <td>Demonstrative Course</td> </tr> <tr> <th>Code</th> <th>Definition</th> </tr> <tr> <td>I</td> <td>An introductory course to an outcome</td> </tr> <tr> <td>E</td> <td>A course that strengthens the outcome</td> </tr> <tr> <td>D</td> <td>A course that demonstrates the outcome</td> </tr> </tbody> </table>	Code	Descriptor	I	Introductory Course	E	Enabling Course	D	Demonstrative Course	Code	Definition	I	An introductory course to an outcome	E	A course that strengthens the outcome	D	A course that demonstrates the outcome	12 hours	<p>CO2: Make use of the tools and methodologies such as STEEP Analysis, Design Thinking, and OBE framework as a guide in crafting and developing one's own curriculum design and content</p>	<p>LO3: Be introduced to various tools such as STEEP Analysis, Design Thinking and OBE Framework as a guide in understanding and designing a curriculum</p>	<ul style="list-style-type: none"> • STEEP Analysis: The Graduate Attributes • Design Thinking: A Tool in Understanding the Stakeholders' Perspective in Designing a Curriculum • OBE Framework: A Guide in Crafting the Curriculum 	<p>Nguyen, T.H. (2019). <i>My story of using design thinking in curriculum innovation</i>. http://bit.do/designthinking_teaching</p>	<ul style="list-style-type: none"> • Reporting, discussing, and sharing of insights from the presentations • Reflecting on the TESL methodologies used and aligning them to making a curriculum design and content • Using the matrix and template provided, grad students will identify English instructional gaps and needs based on what they have learned in TESL methodology and propose a curriculum design and content based on the tools introduced in class 	<ul style="list-style-type: none"> • Using Rubrics • Peer and teacher assessments • assessment 	<ul style="list-style-type: none"> • Class Standing Performance (10%) • Quizzes & Other-related tasks (40%) • Term examinations (30%) • Performance Innovative Tasks (20%) 	
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	14 hours	<p>CO3: Create and develop a curriculum aligned to the gaps and needs in their respective fields</p>	<p>LO4: Identify teaching ESL methodologies, gaps, and needs in designing the curriculum</p>	<ul style="list-style-type: none"> • Identifying the English Instructional Gaps and Needs as a Guide in Making One's Curriculum Design and Content • Presentation of the crafted curriculum aligned to one's field of work 																					
			<p>LO5: Present the crafted English curriculum in improving the delivery of instruction</p>																						



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IV. Course Requirements:

1. Class attendance and participation policy:

- (a) Students are encouraged to join the online class via Zoom conference twice in a month.
- (b) Participation in discussions or activities should be observed at all times.
- (c) Proper etiquette for online classes should also be observed.

2. Course Readings/Materials:

(a) Titles, authors, and editions of textbooks and other materials, required and recommended

Alsubaie, M.A. (2016). Curriculum development: Teacher involvement in curriculum. *Journal of Education and Practice*, 7(9). www.iiste.org.

Blank, M.J., Melaville, A., & Jacobson, R. (2012). *Achieving Results Through Community School Partnerships: How District and Community Leaders Are Building Effective, Sustainable Relationships*. Retrieved on September 15, 2020 at <http://bit.do/Curriculum-Stakeholders>.

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Nguyen, T.L. (2019). *My Story of Using Design Thinking in Curriculum Innovation*. Retrieved on September 17, 2020 at http://bit.do/designthinking_teaching.

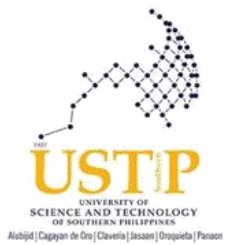
(b) Other sources needed

The Curriculum Journal
(Published by Tailor & Francis Online)

International Journal of Curriculum Development and Practice
(Published by Japan Curriculum Research and Development Association)

(c) URLs for online resources

<https://www.coursera.org/> and <https://www.canvas.net/>



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3. Assignments, Assessment, and Evaluation

- (a) Policy concerning homework (grading, posting, late policy, etc.)

Homework submission is adjusted due to the FLP implementation and limited internet connectivity of some students.

- (b) Policy concerning make-up exams

Make up exams shall be given only as prescribed in the Graduate Program Manual, 2021 Edition.

- (c) Grading system

Class standing performance	10%
Quizzes/Other-related tasks	40%
Performance innovative task/s	20%
Term examinations	<u>30%</u>

Total	100%	Midterm Grade 30% + Final Grade 70%	=	100%
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4. Use of USTeP (official LMS of the University)

The Facebook page/Messenger/Zoom as the alternative resources to post the course syllabus, rubric, outputs in class, announcement, etc. for both synchronous and asynchronous learning activities

Disclaimer: The syllabus shall be enriched with topics and activities whenever deemed necessary.

Date Revised: September 4, 2021

Prepared by:

MARIA ANGELES D. HINOSOLANGO, PhD

Instructor