

**Master of Science**  
**Teaching English to Speakers of Other Languages (TESOL)**  
**Akamai University**

**Dr. Ruth Huffman-Hine and Dr. Douglass Capogrossi**

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Literacy is the capstone upon which the balance of advanced culture is built. Countries with low levels of literacy are easily overtaken by political and economic powers beyond their borders. Citizens with low levels of literacy are likely to play an ineffective role within the leadership of their home country and are not likely to have a substantial voice in the growth of their culture. The poorest countries have the lowest levels of overall literacy and have the greatest degree of major problems: including disease, malnutrition, homelessness, underemployment, and underdeveloped economic bases.



Furthermore, poor literacy is related to high infant mortality rates, and a generally low standard of living overall. Improved literacy is essential to the betterment of the human condition. This is the basis upon which Akamai's TESOL was founded.

Akamai has carefully review and addressed in its curriculum the necessary theories, principles and practices inherent within the standards for reading professionals in the areas of foundational knowledge, curriculum and instruction, assessment and evaluation, diversity, the literate environment, and professional learning and leadership. Further, Akamai has paid due attention to the necessity of literacy leaders to examine the professional environment through both practicum and directed study, to permit and require individualization of the curriculum in addressing the pertinent needs of the participants' home communities.

**PROGRAM AUDIENCE**

The Akamai University literacy leadership program is designed to prepare practitioners in the areas of teacher education, program development, assessment, and educational leadership. The program is intended for literacy practitioners in the following roles as educators:

- Literacy coaches
- Teacher educators
- Educational administrators
- Teachers of English to Speakers of Other Languages (TESOL)

**PROGRAM OBJECTIVES**

Provide the necessary literacy leadership skills and training to assure maximum development of literacy teachers, literacy coaches, and administrators.

- Assure transference of needed theories, principles and practices to assure practitioners:

- Understand the foundations for building effective reading and writing skills
- Use of appropriate instructional models and learning resources
- Make use of assessment vehicles to assure effective reading instruction
- Establish literate environment with best use of foundational knowledge
- Build commitment to lifelong learning for professional development

### **ENTRY REQUIREMENTS**

As prerequisites for acceptance to the Master's program, applicants should have completed the equivalent of a recognized baccalaureate degree in an appropriate field of study and have several years of meaningful professional experience. Applicants are expected to be proficient in collegiate English language skills and are expected to have access to a computer, email and the Internet, and outside library resources for the full extent of their program.

### **PROGRAM FACULTY**

Douglass Capogrossi, Ph.D.  
Program Director  
Ruth Huffman-Hine, Ph.D.  
Deputy Director  
Sachi Payne, MS  
Pam Fitzgerald, Ph.D.  
Merton Bland, Ed.D.  
Stephen Schackne, MS  
JoAnn Salvisberg, Ph.D.

### **DEGREE REQUIREMENTS**

Students in the Master of Science in TESOL will complete a program of 40 credits above the baccalaureate level including academic coursework, comprehensive examinations and thesis project. Coursework requirements include the core elements of the academic major and a set of course modules comprising a major concentration and research preparation. Master's students complete a comprehensive examination at the conclusion of their academic studies, prepare a formal thesis proposal, complete the thesis project, and prepare the manuscript for faculty review. Students also complete an oral review of thesis at the conclusion of the faculty's review of the manuscript and then finalize their manuscripts for formal binding.

Core Elements of Academic Major (Required: 18 credits minimum)  
Major Concentration (Required: 9 credits minimum)  
Research Preparation (Required: 3 credits minimum)  
Comprehensive Examination (Required: 2 credits)  
Thesis Proposal (Required: 2 credits)  
Thesis (Required: 4 credits)  
Oral Review of Thesis (Required: 2 credits)

### **Core Elements of the Academic Major (18 credits)**

These are the theories principles and practices that set the foundation of the TESOL discipline and are to be completed by all Master's students, across all TESOL concentrations.

Participants complete core elements of study comprised 18 credits, as outlined below:

**Required:**

**Students complete 18 credits, as listed below:**

- WWL 511: Readings in Language Teaching and Learning (3 credits)
- WWL 513: English Pedagogical Grammar (3 credits)
- WWL 514: Cultural Perspectives in Second Language Education (3 credits)
- WWL 516: Methods, Techniques, and Materials for ESL/EFL Teachers (3 credits)
- WWL 517: Course Development and Testing for ESL/EFL Teachers (3 credits)
- WWL 518: Practicum in TESOL: Observation and Assistance (2 credits)
- WWL 500: TESOL Professional Development (1 credit)

**Major Concentration (9 credits)**

Participants complete a major concentration comprised of nine credits of specialized studies selected from one the following fields of inquiry:

- TESOL
- Educational Administration
- Behavioral Studies
- Human Resources
- Technology, Resources, Finance and Law

TESOL

- WWL 512: English Linguistics (3 credits)
- WWL 515: Second Language Acquisition Research (3 credits)
- WWL 520: TESOL Program Planning and Evaluation (3 credits)
- WWL 521: Program Administration and Management (3 credits)

Educational Administration

- WWL 521: Program Administration and Management (3 credits)
- CAI 603: Leadership and the Instructional Program (3 credits)
- ELH 505: Leadership in Distance Education (3 credits)
- CAI 601: Leadership in Curriculum and Evaluation (3 credits)
- ELH 625: The School Principalship (3 credits)

Behavioral Studies

- EPS 530: Developing Communication Skills for the 21st Century (3 credits)
- ELH 503: Organizational Behavior in Education (3 credits)
- EPS 532: Child and Adolescent Psychology (3 credits)
- CAI 608: Models of Teaching and Learning (3 credits)
- CAI 624: The Exceptional Individual (3 credits)

Human Resources

- ELH 616: Human Resource Management (3 credits)
- ELH 617: Administration of Pupil Personnel Services in Elementary and Secondary

Education (3 credits)

CAI 603: The Exceptional Individual (3 credits)

Technology, Resources, Finance and Law

ELH 606: Managing Educational Resources (3 credits)

ELH 607: Financing Education (3 credits)

ELH 794: Advanced Readings in Education and the Law (3 credits)

**Research Preparation (3 credits minimum)**

Master's students must pursue studies providing advanced research knowledge necessary for success in their final projects (thesis). At least three semester credits of research preparation coursework is required and this might focus upon quantitative and qualitative methods or participatory action research techniques including subject selection, research design, and statistical analysis, as appropriate to each student's proposed project.

Through this requirement, students learn to effectively define applied problems or theoretical issues and articulate the rationale for the study. They should learn to present an effective scholarly review of the academic literature and implement quantitative, qualitative or participatory action methods for evaluating academic issues.

**Required:**

One of the following research preparation classes, selected with guidance from the senior faculty advisor:

**Required:**

Minimum of three credits selected from among the following modules

WWL 515: Second Language Acquisition Research (3 credits)

RES 500: Survey of Research Methods (3 credits)

RES 502: Understanding Research Journal Articles (3 credits)

RES 504: Introductory Research Statistics (3 credits)

RES 506: Advanced Research Statistics (3 credits)

RES 508: Qualitative Research (3 credits)

RES 510: Participatory Action Research (3 credits)

RES 512: Effective Data Analysis (3 credits)

RES 520: Social Science Research Methods (3 credits)

**Comprehensive Examination (2 credits)**

Once students have completed the coursework elements of their degree, they will be asked to schedule the Comprehensive Examination. The primary mentor and a faculty member representing the secondary academic area conduct both the written and oral components of the examination. The written portion is open book style with selected essay questions requiring creative responses that reach for the higher levels of cognition. Your answers are expected to draw from both the primary and secondary competencies of your program with proper referencing of the scholarly literature. The oral component of the examination is normally

completed by telephone conference and is intended to allow detailed investigation of your written responses.

**Required:**

EXM 880: Comprehensive Examination (2 credits)

**Thesis Proposal (2 credits)**

Master's student are expected to prepare a formal proposal related to your concept for research under the direction of your primary mentor and according to University expectations. At a minimum, your research proposal should clarify the thesis statement and methodology (including the data gathering instruments and data analysis techniques) and provide an effective overview of the scholarly literature that sets the foundation for the thesis. Your research proposal should also include a brief manuscript outline that demonstrates how you will present in written form the various elements of the research project.

**Required:**

RES 885: Thesis Proposal (2 credits)

**Thesis Project (4 credits)**

Following approval of your thesis proposal, you will begin your research project. Your thesis may take the form of a traditional research project or it may be a major scholarly project of the type appropriate to the discipline. Whichever approach to the thesis is chosen, the resulting project must demonstrate mastery of a body of knowledge in the major field of study, be your original work and represent a meaningful contribution to the betterment of the human condition or an improvement to the professional field.

Your thesis research may be conducted via quantitative, qualitative, or participatory action research. The body of your thesis manuscript, structured according to a set of approved manuscript guidelines, should exceed 75 double spaced, typewritten pages. If your thesis takes the form of a scholarly project, it must follow the guidelines provided by the University for such projects.

**Required:**

RES 890: Thesis Project (4 credits)

**Oral Review of Thesis (2 credits)**

Once you have prepared the thesis manuscript, you will be asked to schedule the formal review process. Your primary mentor and a faculty member representing the secondary academic area will conduct both the formal physical review of the thesis manuscript and the oral review of thesis.

The physical review of the thesis manuscript usually takes the review committee four to six weeks. Each reviewer will prepare questions and commentary relative to your underlying review of the literature, the thesis methodology, the mechanics of your project, and your presentation of the findings, conclusions and recommendations.

The Oral Review of Thesis is conducted under the direction of your primary mentor with the assistance of one qualified member of the faculty. The examination is carried out by telephone conference call and is designed to allow detailed investigation of your thesis. The faculty reviewers explore with you issues related to your thesis including methodology, review of literature and interpretation of the findings.

One outcome of the thesis review process is a set of final expectations directing you through the remaining tasks for completing the thesis manuscript. Once your final manuscript is approved, you will submit the formal document to an approved bindery and later ship the bound thesis to the University for permanent archival storage.

**Required:**

EXM 895: Oral Review of Thesis (2 credits)

## **THE THESIS COMMITTEE**

### Formation of Thesis Committee

Master's students have a Thesis Committee of two qualified graduate faculty appointed to oversee and govern the student's program structure, progress of studies, comprehensive examinations and thesis project

### Responsibilities of Thesis Committee

Under leadership of the Committee Chair, responsibilities of the Committee are as follows:

- Directing the preparation and approval of the student's plan for study, clarifying the timeline for study and the assignment of faculty to provide instruction and to assist with the functions of the Thesis Committee.
- Providing direction regarding the student's foundational studies, core studies, specialization, and research preparation coursework.
- Providing leadership by integrating appropriate research preparation coursework or assignments within the plan for study, distributing the coursework to appropriate faculty for instruction and advisement.
- Providing leadership for the written and oral components of the student's comprehensive final examination, in unity with the other Committee members
- Providing oversight, direction, and mentorship during the conduct of the student's research project and manuscript preparation, in unity with the other Committee members
- Providing leadership for the physical and oral reviews of the research manuscript, in unity with the other Committee members.
- Assist the student in making formal changes in the plan study and timeline for completion, by written addendum, as needed to assure effective progress throughout the program of study.
- Providing final approval for the student's Thesis and overall degree program and cooperate fully in building the appropriate archival records for the University of record.

### Master's Committee Appointment Schedule

The Committee Chair is appointed immediately following the Master's student's registration and continues in charge of the student's program until final completion is recorded at the school of

record. While the secondary and tertiary members of the Thesis Committee are identified and confirmed at the onset of the program, and listed in the plan of study, they become active later, just prior to the activities for which they are asked to participate.

#### Building the Student's Plan for Study

Immediately following registration, Master's students begin work with their assigned Committee Chair in structuring their formal plan for study. The process determines and formalizes the elements of the student's Master's program and the timeline for completion. The plan for study includes the following essential elements:

- The designation of the degree major for the Study Plan
- Identification of the required array of coursework for each element of the program.
- Identification of the secondary and tertiary members of the Thesis Committee.
- Appointment and notification of the course module instructors
- Acceptance of transfer courses for the student's program.
- The timeline for completion of the degree program.

These activities require active participation in program planning by the student and may take considerable time to complete the dialogue and exchange of information. Students are strongly advised to discuss in detail the elements in the plan for study including the coursework, the examinations, and elements of research including the manuscript guidelines.

Once all of the decisions have been made concerning the plan for study, the student and Committee Chair sign the formal document. Copies of the document are sent to the University headquarters for entry to the permanent student record. The plan for study is then distributed to the participating schools and becomes the document that determines effective progress toward the degree. When the expectations laid out in the plan for study have been successfully accomplished, the student is recommended for the degree by the Committee Chair. Students are alerted that the University can make no commitment to inclusion of course modules and assignment of instructors to a student program until after the plan for study has been fully processed and approved.

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## **COURSE MODULE DESCRIPTIONS**

### **Core Competencies**

#### **WWL 511: Readings in Second Language Teaching, Learning, and Professional Development (3 credits)**

This course explores the major theories and principles of second language teaching and learning; previews research in second language acquisition; and provides a preview of the dominant teaching approaches and their applications, based on the theories discussed. It also provides students with practical knowledge of the TESL/TEFL/TESOL profession: essential acronyms, organizations, resources, how to write a professional development plan, and the concept of the professional portfolio.

#### **WWL 513: English Pedagogical Grammar (3 credits)**

This course addresses the study of the English language and its structure from linguistic and pedagogical perspectives. It assists prospective and practicing ESL/EFL teachers in enhancing their understanding of English grammar, in understanding terminology and principles of linguistic theory, in expanding their skills in linguistic analysis, and in developing a sound pedagogical approach to teaching English grammar.

#### **WWL 514: Cultural Perspectives in Second Language Education (3 credits)**

Language is a key component of culture and is a primary means for transmitting much of culture. Children learning their native language are learning their own culture, and similarly, second language learners also are learning a second culture. This course discusses the meaning of culture and the effect of various cultural values on language learning, as well as the subject of culture as an objective of teaching.

#### **WWL 516: Methods, Techniques, and Materials for ESL/EFL Teachers (3 credits)**

This is the first in a two-course series that provides practical, hands-on learning for ESL/EFL teachers (see also Course Development and Testing for ESL/EFL Teachers ). The course will assist teachers and researchers in identifying and selecting appropriate teaching techniques based on proven methodology; in selecting materials, including technology-based materials and media; and in developing skills for teaching listening, speaking, reading, and writing.



**WWL 517: Course Development and Testing for ESL/EFL Teachers (3 credits)**

This is the second course in a two-course series that provides practical, hands-on learning for ESL/EFL teachers (Methods, Techniques, and Materials for ESL/EFL Teachers is a pre-requisite). This course explores how to plan and design ESL/EFL courses for various audiences and purposes through a series of case studies. Also included is instruction on how to select and design tests; how to write lesson plans; classroom management tips; and how to write a course syllabus. Students will develop an ESL/EFL course as the primary course project.

**WWL 518: Practicum in TESOL (2 credits)**

For students who have no prior classroom teaching or experience with ESL/EFL students. The goal of this practicum study is to observe and assist practicing ESL/EFL teachers in order to learn how various teaching methods, materials, testing and evaluation techniques, as well as classroom management techniques are used in a real instructional setting. This is accomplished through a composite total of 50 hours for 1 credit or 100 hours for 2 credits (ex. 10 hrs./wk. For 10 wks.) of observation and participation, including classroom time, faculty meeting attendance, and any necessary preparation time. Students will pursue this field study under the direction of the lead faculty and under the supervision of an approved supervisor at the field study site. Students will continue a review of literature dealing with approaches, methods and techniques, as well as classroom management techniques. Students are required to complete a daily reflective journal (written, audio, or video) noting experiences and observations; will do selected readings; and will write a course project summarizing their findings as a result of the field study experience.

**WWL 519: TESOL Practical Development (1 credits)**

The goal of this practicum is to demonstrate competency as a TESOL professional. Site placement and practicum study duration may include: 1) 100% devoted to externship as a teacher or tutor in an approved instructional facility or other community facility at one's home locale; 2) a combination of externship as detailed in 1) in addition to an internship as a teacher or tutor in an Internet-based learning center under the direct supervision of the lead faculty. A viable third option proposed by the student will be considered. Student participation will cover approximately 200 hours (ex. 14 hrs/wk. For 14 wks.) and will afford the student hands-on course planning, teaching, and classroom managerial experience. Attention will be made to the connection between daily lessons and the long-range course and program goals. Students will continue a review of literature dealing with teaching approaches, methods, techniques, and reflective teaching. Students are required to compile a portfolio which includes a daily journal (written, audio, or video); course syllabi and lesson plans; testing materials; any relevant items developed by the student; an annotated bibliography of other materials used; and a course project summarizing the field study experiences and findings. (Students must have completed Practicum in TESOL: Observation and Assistance or equivalent before taking this course.)

## **Major Concentrations**

### **TESOL**

#### **WWL 512: English Linguistics (3 credits)**

This course examines the English language and its structure from linguistic perspectives. It assists prospective and practicing ESL/EFL teachers in enhancing their understanding of English pedagogy through understanding terminology and principles of linguistic theory and in expanding their skills in linguistic analysis of English. Course topics include pragmatics; semantics; syntax; morphology; phonology; language variations; written language; first language acquisition; second language acquisition; and neurology of language (Open also to undergraduates; required before taking English Pedagogical Grammar)

#### **WWL 515: Second Language Acquisition Research (3 credits)**

The focus of this class is to examine the multi-faceted applications and overview of second language acquisition research, including its applied and linguistic interests, and details of the acquisition processes.

#### **WWL 520: TESOL Program Planning and Evaluation (3 credits)**

This class examines the details of effective TESOL program planning for an effective delivery of quality outcome and the means for evaluation.

#### **WWL 521: Program Administration and Management (3 credits)**

This course covers the essentials of business management and the problems of international strategy, alliances, acquisitions, corporate cultures, and the challenge of diversity.

### **Educational Administration**

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This course covers the essentials of business management and the problems of international strategy, alliances, acquisitions, corporate cultures, and the challenge of diversity.

#### **CAI 603: Leadership and the Instructional Program (3 credits)**

This course focuses on the school administrator's professional and ethical responsibilities as a leader/principal to improve instruction and the learning process. Participants will study the wealth of research and theoretical concepts relative to the dynamics of leadership focusing on the work of Marzano, Waters, and McNulty (2005) and the relationship of leadership to student achievement. Participants will be provided the opportunities to evaluate and refine their leadership skills and apply them in their administrative positions; and resolve leadership problems through the use of case studies.

#### **ELH 505: Leadership in Distance Education (3 credits)**

This course provides an introduction to leadership issues, concepts, and trends dealing with the organization, management, and operation of distance education systems. Within this framework, students will explore global trends and developments; challenges facing educators and trainers; the entrepreneurial culture; organizational change processes; leadership in traditional and non-

traditional entities; as well as management and leadership theory. The course is aimed at both prospective and practicing in personnel leadership positions within education and training environments that utilize distance learning.

**CAI 601: Leadership in Curriculum and Evaluation (3 credits)**

This is a practical course planned for curriculum coordinators, senior teachers, and curriculum directors, who wish to develop skills in developing and leading curriculum development processes. The development of skills in understanding curriculum models, developing situational analyses strategies for developing and evaluating and improving curriculum in schools, including integrating technology into the curriculum will be emphasized. The role of the principal in leading curriculum development and evaluation will also be examined

**ELH 625: The School Principalship (3 credits)**

This course examines the roles and responsibilities of the school principal and the issues of those roles from practical and theoretical perspectives. Topics include, instructional leadership, ethical and moral leadership, leadership in technology and curriculum development, staff development, policy development, and community relations. Case studies, projects and papers are required.

**Behavioral Studies**

**EPS 530: Developing Communication Skills for the 21st Century (3 credits)**

This course will introduce and explore the nature of human communication processes in relation to social development to understand apparent changes in social communication occurring in today's rapidly changing world environment. The aim of the course will be to help participants develop skills for understanding, participating, and facilitating social dialogue, that is, the art of thinking and communicating together with one or more others in dynamic, relationship units in different social, cultural and educational contexts. Advance readings and participatory projects will be required

**ELH 503: Organizational Behavior in Education (3 credits)**

Through readings and analysis participants will generate the development of a theoretical framework in which to analyze organizational behavior in educational organizations. The course provides a theoretical context for other courses in the field of educational administration. Participants will analyze various theories and models of Organization Behavior and the implications for administrative processes within these structures.

**EPS 532: Child and Adolescent Psychology (3 credits)**

This course will serve as an overview of this branch of psychology covering the developmental and psychological issues of childhood through adolescents. Special importance will be given to a wide spectrum of the mental health problems that appear in this age span, such as pervasive developmental disorder, attention-deficit hyperactivity disorder (ADHD), learning disabilities, mental retardation, depression (chronic, major, reactive, dysthymia, and bipolar), anxiety disorders, drug abuse and delinquency (conduct disorder, bullying).

**CAI 608: Models of Teaching and Learning (3 credits)**

The aim of this course is to present to the teacher a wide selection of teaching models or approaches to teaching that teachers can effectively use to develop curriculum, design instructional materials and assist them in the day to day and long term instruction in the classroom. Topics include: where models of teaching come from, how to classify and apply them, the generic social models, information-processing models, personal family models, and

behavioral system models. At the conclusion of this course, participants will demonstrate that they can apply various models of teaching and learning in their classroom.

**CAI 624: The Exceptional Individual (3 credits)**

The goals of this course are to provide teachers within the regular classroom setting, and administrators, psychologists social workers, members of the legal profession and law enforcement, and others who interact on a daily basis with children, a better and more comprehensive understanding of the identification and characteristics of exceptional children, , in addition to arriving at a better understanding of the issues related to the involvement of these children as they participate in the social, recreational, and educational aspects of their everyday lives. This course will include definitions of the various categories of exceptionality, planning and providing Special Education services, consideration of Special Education within a culturally diverse population, parents and families of children with special education needs, Early Childhood Special Education, and specific attention to each of the various categories of exceptionality.

**Human Resources**

**ELH 616: Human Resource Management (3 credits)**

Personnel decisions are critical decisions that greatly affect the teaching and learning in educational systems. This course examines the human resource, personnel management functions. Topics include but are not limited to, selection and recruitment of personnel, legal issues in personnel management, compensation and reward; strategies for promoting human resource development, managing personnel conflicts, designing and implementing performance evaluation systems; staff termination, reduction in force and collective bargaining.

**ELH 617: Administration of Pupil Personnel Services in Elementary- Secondary Education (3 credits)**

Participants will examine the organization, operation and delivery of school programs in student vocational and psychological counseling, health, social services, discipline, child juvenile justice system. The aim of the course is to provide a framework for the study of student services administration. Legal issues will be studied within this framework. Students will select an area to study in depth in the operations, delivery and administration of student personnel services. Participants will be evaluated on field projects and a scholarly paper.

**CAI 624: The Exceptional Individual (3 credits)**

The goals of this course are to provide teachers within the regular classroom setting, and administrators, psychologists social workers, members of the legal profession and law enforcement, and others who interact on a daily basis with children, a better and more comprehensive understanding of the identification and characteristics of exceptional children, , in addition to arriving at a better understanding of the issues related to the involvement of these children as they participate in the social, recreational, and educational aspects of their everyday lives. This course will include definitions of the various categories of exceptionality, planning and providing Special Education services, consideration of Special Education within a culturally diverse population, parents and families of children with special education needs, Early

Childhood Special Education, and specific attention to each of the various categories of exceptionality.

### **Technology, Resources, Finance and Law**

#### **ELH 606: Managing Educational Resources (3 credits)**

This is a practical course in applying business management principles to the management of the resources in the school system. Skills will be developed in financial management, accounting, auditing, computerized business management systems, salary schedules, budgeting procedure managing the use of facilities, and pupil transportation.

#### **ELH 607: Financing Education, Elementary-Secondary (3 credits)**

This is an introductory course of the analysis and abases for the collection and distribution of federal, state and local funds for elementary-secondary education). Problems and issues in financial support of education are addressed. Special attention is focused on the financing of special populations at the elementary and secondary level. The career orientation of the student will determine the educational level of focus for the course.

#### **ELH 794: Advanced Readings in Education and the Law (3 credits)**

Through this course, graduate students pursue a directed study project in education law under the direction of qualified faculty. This course is intended to allow graduate students to add in a significant manner to their advanced knowledge in the discipline through research and reading, field explorations or completion of a special project. Students begin the course with the preparation of a brief proposal for study and pursue selected foundational readings in support of their studies. Students may pursue a survey of the academic literature and conduct field investigations on t he topics and construct reflective elements of the discipline under the guidance of a qualified mentor. A scholarly paper, research report of special presentation of the quality suitable for publication is required. The goal of this course is to open for closer student inspection a selected and defined area of study in education and law.

### **Research Preparation**

#### **WWL 515: Second Language Acquisition Research (3 credits)**

Required for M.A. candidates. This course provides an in-depth survey of research in second language acquisition (SLA), necessary for understanding how to read and perform research in this field. It addresses major topics of interest to SLA researchers. This course can be used to provide a solid base upon which to build a firm foundation for future SLA research studies and applied projects in various career fields. It is aimed at students with little background in conducting or reading research. Original readings are analyzed and guidelines are provided for development of skills in reading, understanding, and evaluating SLA research.

#### **RES 500: Survey of Research Methods (3 credits)**

This course inspects he foundational techniques of scholarly research. Topics explore sources of scholarly research literature, proper methods for evaluating research reports, fundamentals of qualitative and quantitative research methods.

**RES 502: Understanding Research Journal Articles (3 credits)**

Students study effectiveness and problems in collecting, analyzing, and interpreting data from studies and investigate the applicability and generalization of findings and the proper manner of presenting the details of their own research studies. Topics investigate the rigor or various research methods, replicability, bias, and validity issues, and the appropriateness of statements of findings and recommendations from research.

**RES 504: Introductory Research Statistics (3 credits)**

This course covers the basic statistical concepts, theory and methods in statistical research. Topics include variables, graphs, frequency distributions, measures of central tendency, measures of dispersion, probability theory, binomial, normal and Poisson distributions, statistical sampling theory, and statistical decision theory.

**RES 506: Advanced Research Statistics (3 credits)**

This course covers parametric and nonparametric hypothesis testing. Topics include sampling theory, Chi-square test, least squares regression, correlation theory, non-linear regression, analysis of variance, Student's t-test, and various methods in nonparametric analyses.

**RES 508: Qualitative Research (3 credits)**

This course provides detailed study of qualitative research methods. Topics survey historical and theoretical foundations of qualitative research, explore major qualitative research strategies, and build an understanding of the art and science of collecting, analyzing, and interpreting qualitative information. The course provides background on qualitative research, the politics and ethics of qualitative inquiry, and the major paradigms informing qualitative research.

**RES 510: Participatory Action Research (3 credits)**

This course provides the foundational principles of participatory action research. Topics survey theoretical foundations of action research, the methodology and applications of PAR in contemporary culture. Students assess the rigor and usefulness of participatory action research.

**RES 512: Effective Data Analysis (3 credits)**

This course examines modern scientific data analysis including the elements of effectiveness in study design, data gathering, processing of statistics and interpretation of findings.

**RES 520: Social Science Research Methods (3 credits)**

This course examines essential issues in social science research. Topics include assessment of data gathering techniques using selected case studies from journal articles. Students learn to measure attitudes and performance, use tests in data gathering, contrast and compare uses of statistical and qualitative methods, and evaluate focus group research.

**Finishing Activities**

**EXM 980: Comprehensive Examination-Doctoral Students (2 credits)**

This is the traditional comprehensive examination of doctoral students conducted by the graduate committee immediately following completion of the academic coursework and prior to

undertaking the dissertation. The examination usually includes both written and oral components and is confined to the programs of studies completed by the student.

**RES 985: Thesis Proposal (4 credits)**

Participants prepare a formal Thesis research proposal according to publish University policies and guidelines.

**RES 990: Thesis (8 credits)**

This course governs the conduct of the Thesis project for the Doctoral level student. The Thesis is a major undertaking that is a demonstration of mastery of a field of study and an original contribution to the field usually 150 or more pages in length. The Thesis project may take any of several forms, depending upon the field of study and the expectations of faculty. This may be quantitative or qualitative research, participatory action research. Doctoral students may re-enroll for this course for noncredit, as needed.

**EXM 995: Oral Defense of Dissertation-Doctoral Students (2 credits)**

This examination is an oral defense of the doctoral Thesis conducted by the graduate committee immediately following their reading of the Thesis manuscript. The process follows guidelines published by the University.