# English as a Medium of Instruction Syllabus

**Fall 2022: October 24 – November 28, 2022**

## Instructor Information

**Instructor**

Edna Lima, PhD

**Contact Information**

Please contact your instructor using the Canvas messaging system. If you need additional support, reach out to openmoocs@fhi360.org for assistance.

## Course Overview

### Description

English as a Medium of Instruction (EMI) is a Massive Open Online Course (MOOC) designed to introduce you to the theory and practice of teaching disciplinary content in English. This course will provide you with the tools to re-develop your existing courses or create new ones that use English as the Medium of Instruction (EMI). Materials include engaging videos, practical readings, and opportunities for collaboration within the course and in your institutions. You will identify challenges that faculty and students encounter in EMI classes and develop strategies for successfully helping students learn course content while simultaneously building or refining their English skills. In addition, you will gain confidence in teaching in English while you also become more comfortable using pedagogies that are interactive and focus on student learning. Topics include course design, syllabi development, lesson and materials creation, teaching interactively in English, and supporting learning through technology.

### Learning Objectives and Learner Outcomes

By the end of this course, you will be able to:

1. explain the goals, key concepts, challenges, benefits, and current methods in teaching and assessing disciplinary content in English.

2. assess your own readiness and comfort with teaching your disciplinary content in English, leading to the creation of your own professional goals.

3. identify student needs as they learn disciplinary content in English.

4. use effective approaches and techniques appropriate for non-native English-speaking students in EMI courses.

5. design lessons that support students' development of English alongside their learning of course content.

6. develop or revise a syllabus and assessments for teaching your disciplinary content in English.

7. develop yourself professionally in the field of EMI by participating in an international online learning community and preparing an action or training plan to share your new knowledge and skills with other EMI professionals in your local community.

## Expectations and Grading

This is a 5-week course from October 24 – November 28, 2022. You are expected to spend 3-5 hours per week/module completing course assignments. Each week, you will typically spend approximately 1-2 hours working online and 2-3 hours working offline. Modules will unlock at 12:01am every Monday for five weeks. It is recommended that you complete one module each week in order to complete the course by the course closure date. Each week you will read articles, watch videos, and take quizzes. You will also be able to participate in optional assignments. This is a great way for you to learn from your peers and apply your new knowledge!

You should check Canvas frequently and use the course schedule to keep track of your workload and due dates. You will learn more and benefit from this exciting international learning community if you log in more than once a week, for example. Thus, we encourage you to be an active participant and log in as many times as possible per week.

Through this online learning community, you will gain new knowledge and skills to improve your teaching of your course content in English and help your students improve in their ability to learn your content in English. You are asked to engage deeply with the course content, to reflect on your learning, and to listen to and learn from your classmates. The following are useful tips to help you be successful in this course.

- Course Week:
  This online course does not have a "fixed" meeting day. Our week will start on Monday at 12:01am Eastern Standard Time (EST) and finish on Sunday at 11:59pm EST.

- Log-in Frequency:
  You must actively check Canvas for communications from the instructor and to access to course materials at least one time per week. However, you will benefit more from this course if you log in more than once per week.

- Technical Issues:
  You should always expect some technical difficulties and budget your time accordingly. For technical support, submit a request to openmoocs@fhi360.org.

- Workload:
  Please be aware that this course is **not** self-paced. Modules will unlock weekly every Monday at 12:01am EST. Your grade will not be affected by late submissions; however, we encourage you to meet the specific deadlines and due dates posted in this course. No submissions will be accepted after the course close date. It is your responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.

- Citations:
  If you use a quote or reference someone else's work in your posts, make sure you properly cite it or provide a direct link to it (see "Plagiarism" below).

- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misunderstood. Always be open to differences in opinion. Be positive in your approach with others and keep any criticism of ideas kind and respectful. Re-read your responses carefully before posting them, so others do not consider them offensive. Remember that you are not competing with classmates but sharing information and learning from each other.

**Grading**

This class is Pass/No Pass. You will receive a final grade at the end of the course. The maximum grade is 100%. You will need a final score of 70% or higher to pass the course.

**Late or Missed Assignments:**

This MOOC will move quickly, so do your best to keep up with each weekly module. Late assignments will be accepted, but it will be best for your learning experience if you complete the assignments week by week. Remember that the course will close on November 28, 2022, and no assignments can be completed after that date.

**Plagiarism:**

Plagiarism is using someone else's words instead of your own. In this course, you are expected to use your own words and ideas and to acknowledge any sources you use to gather ideas (see "Citations" above). Plagiarism is not allowed in OPEN courses.

## Assignment Descriptions

- **Self-Assessment**
  To start this course, there will be a self-assessment quiz that will not count towards your grade. The purpose of this is to help us understand your background knowledge of English as a Medium of Instruction. At the end of the course, there will be a post-self-assessment for us to analyze how much progress you have made in the course.

- **Quizzes**
  Throughout the course, there will be quizzes for each module. You can take these quizzes as many times as you want. For each quiz, you will need to score at least 70% or higher to pass.

- **Optional Discussions**
  There will be optional discussions at the end of each module. These are not required, but we strongly encourage you to complete these discussions; they will give you a chance to share and discuss the material you have learned while learning from your peers. Also, this is a great way to interact with your classmates.

- **Optional Activities**
  There will also be a variety of optional activities for each module. These optional activities are not required, but they will provide you with the tools to apply what you have learned directly to a project. Therefore, we encourage you to complete the optional activities if you can.

## Course Schedule

| Module | Topic | Learning Objectives | Resources | Activity and Assignments | Time needed to complete |
|--------|-------|---------------------|-----------|--------------------------|-------------------------|
| Week 1 | Foundations in Teaching Content in English | By the end of the module, you will be able to:<br>• describe the roles and responsibilities of the EMI instructor and needs of students in an EMI course<br>• examine and describe your teaching context<br>• write and discuss your goals for what you want to learn and create by the end of this EMI course | **Videos:**<br>• Video 1.1: *Introduction and Benefits to EMI Courses*<br>• Video 1.2: *Challenges to EMI Implementation*<br>• Video 1.3: *Student Needs when Learning in an EMI Course*<br>• Video 1.4: *Assessing Student Needs for Learning in an EMI Course*<br><br>**Readings:**<br>• Reading 1.1: *Common Models for EMI Instruction*<br>• Reading 1.2: *The Role and Responsibilities of the EMI Instructor*<br>• *Students' Needs for Studying in EMI Courses*<br>• Reading 1.3: *Strategies to Build Student Motivation to Learn Content in English*<br>• Reading 1.4: *Building Confidence to Teach in English*<br><br>**Additional Resources:**<br>• *Sample Survey for Identifying Student Needs* | • Self-Assessment (1 hr)<br>• Check for Understanding Quiz (30 mins)<br>• Optional Discussion Board: *Self-Introduction & Goals* (30 minutes)<br>• Optional Activity: *Course and Student Profile* | 3-5 hours |
| **Week 2** | Planning Your EMI Course | By the end of the module, you will be able to:<br>• identify the steps of the course design process according to the backward design model<br>• identify strategies to build a supportive EMI learning environment and to differentiate learning<br>• identify and describe the parts of a course syllabus<br>• create a draft of your syllabus for your EMI course | **Videos:**<br>• Video 2.1: *Course Design for EMI*<br>• Video 2.2 *Building a Supportive Classroom Environment*<br>• Video 2.3 *Differentiating Instruction*<br>• Video 2.4: *Creating a Syllabus for an EMI Course*<br><br>**Readings:**<br>• Reading 2.1: *Strategies to Support Students as They Begin to Learn Content in English*<br>• Reading 2.2: *Textbook or Materials Selection for an EMI Course*<br><br>**Additional Resources:** | • Check for Understanding Quiz (30 mins)<br>• Optional Discussion Board: *Creating an EMI Syllabus* (30 mins)<br>• Optional Activity: *Create your own EMI Syllabus* | 3-5 hours |

| Module | Topic | Learning Objectives | Resources | Activity and Assignments | Time needed to complete |
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| | | • evaluate if a syllabus follows best practices for student-centered learning | • *Checklist for EMI Course Development and Implementation*<br>• *Backward Design Worksheet for Creating your EMI Syllabus*<br>• *Sample Syllabus Template* | | |
| **Week 3** | Supporting Students as They Learn in English | By the end of the module, you will be able to:<br>• identify the areas of reading in English that your students are likely to find challenging<br>• identify strategies that you can use to help students understand their readings in English<br>• identify key English terms your students will likely not know and strategies to support students as they encounter these terms in their readings<br>• evaluate if instruction follows best practices for student-centered learning<br>• identify student challenges with understanding lectures<br>• identify strategies that you can use to help students understand lectures in English<br>• evaluate if presentation visuals follow best practices for student-centered learning | **Videos:**<br>• Video 3.1: *Vocabulary and EMI Courses*<br>• Video 3.2: Learning *Vocabulary in EMI Courses*<br>• Video 3.3: *Reading Content in English*<br>• Video 3.4: *Strategies in Action: Building Content Vocabulary*<br>• Video 3.5: *Strategies in Action: Scanning for Information*<br>• Video 3.6: *Lecturing in English—Content Considerations*<br>• Video 3.7: *Lecturing in English—Delivery Considerations*<br><br>**Readings:**<br>• Reading 3.1: *Helping Students with English Vocabulary*<br>• Reading 3.2 *Helping Students Read and Understand Content in English*<br>• Reading 3.3: *Case Study: Students as Authors and Peer Readers*<br>• Reading 3.4: *Building Student-Friendly Slides*<br><br>**Additional Resources:**<br>• *Useful Phrases for Teaching in English*<br>• *Sample Survey for Student Understanding of Lectures* | • Check for Understanding Quiz (30 mins)<br>• Optional Discussion Board: *Critiquing an EMI Lecture* (30 minutes)<br>• Optional Activity: *Learning in an EMI Course Tip Sheets* | 3-5 hours |
| **Week 4** | Supporting Student Participation and | By the end of the module, you will be able to: | **Videos:**<br>• Video 4.1: *Challenges Students Face when Participating in EMI Courses* | • Check for Understanding Quiz (30 mins) | 3-5 hours |

| Module | Topic | Learning Objectives | Resources | Activity and Assignments | Time needed to complete |
|---|---|---|---|---|---|
| | Developing Assessments in EMI | • identify the areas of participating in English that your students are likely to find challenging<br>• identify and reflect on strategies that you can use to help students participate in English<br>• create student support materials for participating in English<br>• identify and discuss assessment options for an EMI course and how assessment can help students learn<br>• describe both formative and summative assessments and when each is useful<br>• identify and discuss feedback options for EMI course assessments<br>• design rubrics that match EMI course assessments | • Video 4.2: *Facilitating Student Interaction and Group Work*<br>• Video 4.3: *Strategies in Action: Facilitating Participation*<br>• Video 4.4: *Overview of Assessment in EMI*<br>• Video 4.5: *Assessment for Learning*<br>• Video 4.6: *Creating Rubrics*<br><br>**Readings:**<br>• Reading 4.1: *Building Participation in EMI Courses*<br>• Reading 4.2: *Case Study: Structuring Group Work*<br>• Reading 4.3: *Assessment Options for EMI Courses*<br>• Reading 4.4: *Sample Rubrics*<br>• Reading 4.5: *Case Study of a Capstone Project* | • Optional Discussion Board: *Reflecting on Assessment (*OPTIONAL*)*<br>• Optional Activity: Create your own rubric (OPTIONAL) | |
| Week 5 | Lessons and Materials for EMI | By the end of the module, you will be able to:<br>• describe and discuss the process for designing lessons<br>• identify and describe various options for increasing student interaction in your EMI class<br>• identify various options for supporting your students' learning through technology<br>• develop a student-centered lesson plan for one class period of an EMI course | **Videos:**<br>• Video 5.1: *Lesson Planning for EMI*<br>• Video 5.2: *Planning Interactive Lessons in the EMI Classroom*<br><br>**Readings:**<br>• Reading 5.1: *A Ten-Step Process for Developing Teaching Units*<br>• Reading 5.2: *Online Learning: Flipped Classrooms*<br>• Reading 5.3: *Sample Lesson Plan*<br><br>**Resources:**<br>• Cascading New Knowledge and Final Portfolio | • Check for Understanding Quiz (30 mins)<br>• Optional Discussion Board: *Creating a Lesson Plan* (1 hour- OPTIONAL)<br>• Optional Activity: *Group Share: EMI Lesson Plan (*OPTIONAL*)*<br>• End of Course Self-Assessment (1 hour)<br>• Optional Activity: *Group Share: EMI Training Plan (*OPTIONAL*)* | 3-5 hours |

# Additional Information and Resources

## Resources I

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Voice of America—Learning English

This website includes free English language lessons for speakers of different proficiency levels. There are lessons that help build listening and speaking skills. Each lesson has a specific topic and objective. Individuals can assess their knowledge through quizzes after the completion of the lesson.

## Resources II

Note: These resources are not CC BY 4.0. This content is copyrighted, and cannot be adapted in any way, or distributed after the end of this course. It is not Public Domain or Creative Commons-licensed, and therefore not for public use. Please do not save a copy for your personal use, and do not use it after the course ends.

English Club: Listening

This online resource offers free resources and tips to improve listening skills. Individuals can practice other skills while listening to the exercises on this page, such as writing, reading, etc. It offers resources for different ages and proficiency levels.

English Club: Pronunciation

This website suggests resources to practice various aspects of pronunciation, such as word stress, sentence stress, linking, etc. Also, it provides an overview of some specific pronunciation issues, such as the pronunciation of definite and indefinite articles or -ed endings. It is a helpful resource for learners who would like to access resources for speaking skills.

Rachel's English

This website provides over 500 free videos to help individuals improve their spoken English and listening comprehension. The website also includes courses, podcasts, and lessons.