



QATAR UNIVERSITY
COLLEGE OF EDUCATION
EDUC 520 Methods of Teaching ESL (3 CRS)
SEMESTER AND YEAR:

INSTRUCTOR:

EMAIL:

OFFICE NUMBER:

OFFICE HOURS:

PHONE:

CLASS MEETING TIME/LOCATION:

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

Together We Shape the Future through Excellence in Teaching, Scholarship, and Leadership.

COLLEGE OF EDUCATION UNIT LEARNING OUTCOMES (Checked if addressed in this course)

Teaching

1. **Content:** Demonstrate a deep and thorough understanding of the key theories and concepts of the subject matter.
2. **Pedagogy:** Ensure effective planning for instruction and the use of multiple learning and pedagogical content strategies to maximize student learning and promote critical thinking.
3. **Technology:** Evaluate and use current and emerging technologies in instructionally powerful ways and to assist in the management of educational environment.
4. **Diversity:** Respond to every student's uniqueness and foster successful learning experiences by meeting individual differences.

Scholarship

5. **Scholarly Inquiry:** Understand the tools and methods of inquiry and use data-driven decision making to maximize teaching and learning.
6. **Problem Solving:** Gather, analyze, and plan a sequence of steps to achieve learning objectives: process a variety of factors in identifying solutions and making sound, well-informed decisions.

Leadership

7. **Ethical Values:** Apply professional ethics in all educational contexts and have enduring respect for self-confidence in teaching as a profession.
8. **Initiative:** Demonstrate the qualities of effective leadership to plan with vision and reason, collaborate with all stakeholders, and communicate effectively in interpersonal and public contexts.

The instructor reserves the right to modify the syllabus in response to the best interests of the students.

COURSE DESCRIPTION

This course deals with the techniques, methods and strategies for the instruction of English as a second language. The following main topics will be discussed: theories of first and second language acquisition, variables affecting second language acquisition, language transfer and interlanguage, techniques and methods of English instruction for Limited English Proficient students, teaching ESL in content areas and instructional modification, use of instructional strategies and appropriate assessment practices for ESL students, the ESL/Bilingual teacher and learner; strategies for developing listening, speaking, reading and writing skills of ESL/Bilingual learners (more emphasis will be given to oral skills), sociocultural issues related to education of ESL/Bilingual students, English as a world language and its teaching implications and issues related to nonnative English speaking teachers. This course has eight hours in field experience.

COURSE OBJECTIVES

Based on the standards of Teachers of English to Speakers of Other Languages (TESOL), National Council for Accreditation of Teacher Education (NCATE) and the State of Qatar (National Professional Standards for Teachers and School Leaders – NPS), after the successful completion of the course, each candidate is expected to:

1. Know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language
2. Know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction,
3. Keep current with new instructional techniques, research results, advances in the ESL field
4. Review variables affecting second language development
5. Review Qatar Curriculum standards for the Primary stage.
6. Use information related to current advances in the ESL field, to reflect upon and improve instructional practices.
7. Create safe, supportive and challenging learning environments that support ESL students' language and literacy development and content area achievement through their field practice.

COURSE LEARNING OUTCOMES

During this course, candidates will:

1. Identify the major concepts, theories, and research related to the nature and acquisition of language
2. Identify different variables (affective, personal and socio-cultural) affecting second Language acquisition

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3. Construct learning environments that support ESL students' language and literacy development and content area achievement;
4. Make instruction relevant to, and use strategies that support individual students' learning
5. Develop and teach lessons in alignment with Qatar English language standards;
6. Develop appropriate learning outcomes for lessons;
7. Select from a variety of appropriate learning strategies supporting active learning for ESL students;
8. Create meaningful learning experiences appropriate for curriculum goals;
9. Develop appropriate and effective verbal, nonverbal, and media communication techniques for the classroom;
10. Select appropriate QCNS suitable for their planning and instruction
11. Utilize various resources to enhance instruction and make input comprehensible to ESL learners;
12. Utilize different classroom organizations, and choose and adapt classroom resources;
13. Reflect on self-growth in the profession.

TEXTBOOKS & READINGS

Slattery, M & Willis, J. (2001). *English for Primary Teachers: A handbook of activities and classroom language*. Oxford: Oxford University Press.

Herrell, A., & Jordan, M. (2004): *Fifty Strategies for Teaching English Language Learners*. New Jersey: Prentice Hall, Inc.

Recommended Texts:

Peregoy, S. F., & Boyle, O. F. (2005). *Reading, Writing, & Learning in ESL: A Resource book for K-12 Teachers*. 4th ed. New York: Pearson Education, Inc.

COURSE REQUIREMENTS

Attendance and Participation

The university views class attendance as an individual candidate responsibility. Candidates are expected to attend class, be on time and to complete all assignments. University rules regarding absences will be followed. Candidates are expected to make up missed work and provide evidence that the absence was excused. Without this evidence, the absence will be considered unexcused. Two tardies, whether arriving late or leaving early, results in one absence.

Every candidate will prepare a reflective paper about the use of one of the strategies in his or her school (candidates' reactions, achievement, attitudes, candidate reactions, etc. A rubric for evaluating the reflective paper will be provided.

Use of Blackboard

The instructor reserves the right to modify the syllabus in response to the best interests of the students.

Students are required to post their work on Blackboard and respond to each other in the Discussion Board.

COURSE MATRIX

Unit Learning Outcomes	QNPS	Course Objectives	Course Learning Outcomes	Assessment (Tasks/Artifacts)
Content	9	1, 2	1,2, 3, 13	Tests Reflective paper Research paper
Pedagogy	1, 3, 4, 5, 6, 9	5, 6, 7	3, 4, 7, 8, 9, 11, 12	Field practice Microteaching Lesson plans
Diversity	5	4	2, 4	Microteaching Lesson plans
Problem Solving	2	5, 6	10, 11, 12, 13	Reflective essay Research paper
Initiative	1	5, 6	10, 11, 12	Reflective essay Microteaching Field practice

COURSE OUTLINE

Week	Topic
1	Course overview and syllabus
2	First and second language acquisition theories Behaviorist theory, the Innateness Hypothesis, Noam Chomsky (1957)
3	Second language acquisition theories Interactionist theory, the Critical Period Hypothesis, the Cognitive View, Krashen's Theory of Second Language Acquisition (1982)
4	Variables affecting second language acquisition and development (Personal and affective variables: age, motivation, attitudes, socio-cultural variables, learning style, and language distance)
5,6,7	Major methods and approaches for Teaching ESL through content areas: Sheltered Instruction, Thematic instruction, etc.
8	Different techniques and strategies for developing ESL language and literacy skills in the classroom
9	Midterm Exam
10	Appropriate learning outcomes for lessons

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	Qatar Curriculum National Standards for the primary school
11	Appropriate learning strategies supporting active learning for ESL students
12	Different classroom organizations and choosing and adapting classroom resources
13	Different techniques for making ESL input comprehensible to limited English-proficient students and in content areas
14	Appropriate and effective lesson plans for the classroom that support ESL students' language and literacy development and content area achievement
15	Resources for creating safe and supportive learning environments that enhance instruction and make input comprehensible to ESL learners
16	Final Exam

ASSESSMENTS

- **Field-Based Lessons**
Each candidate will complete a reflection regarding his/her field experience. A classroom evaluation form will be distributed to students and used for class teaching.
- **Micro teaching**
You will be assigned 1-2 strategies from Harrell and Jordan's book. You should provide a brief summary of the strategies and have a mini-presentation (15-20 minutes) on the strategy (exemplify it through the use of an instructional activity and if not possible, explain it). Provide a handout for each class member & the instructors covering the main points and other information you feel is relevant to the strategies you are covering. Use of visuals, real objects, and technology is highly encouraged and will be considered in the evaluation of your presentation. You must teach the class so that everyone has a good idea of what using the strategy entails. Bring examples of the work, teach a mini-lesson, etc. Be prepared to answer questions about the strategies. In other words, you are the expert. A rubric for evaluating the micro teaching will be provided.
- **Lesson plan**
Each candidate will prepare a lesson plan in his content area incorporating one of the major approaches for teaching ESL through content areas. A rubric for evaluating lesson plans will be provided.
- **Reflective paper**
Each candidate will prepare a reflective paper about the use of one of the strategies in his or her school (students' reactions, achievement, attitudes, teacher reactions, etc. A rubric for evaluating the reflective paper will be provided.

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- **Research paper**
Each candidate will review literature and write a research paper regarding new trends in teaching ESL in content areas. A rubric for evaluating the research paper will be provided.
- **Exams**
A mid-term exam will be given after seven teaching weeks from the beginning of the term. It will assess students' comprehension of the information presented in weeks 1 through 7. The format will likely have multiple choice questions, matching questions and short answer questions. Details about the midterm exam will be announced in class.
A final exam will be administered at the end of the term. It will assess students' comprehension of the information in chapters 9 through 15. The format will likely have multiple choice questions, matching questions and short answer questions. Details about the final exam will be announced in class.
Students are required to take all exams at the scheduled time and date.

GRADING SYSTEM

A	=	100 - 90
B+	=	89.99 - 85
B	=	84.99 - 80
C+	=	79.99 - 75
C	=	74.99 - 70
D+	=	69.99 - 65
D	=	64.99 - 60
F	=	59.99 - 0

ACADEMIC HONESTY

Qatar University is an academic community actively engaged in scholarly pursuits. As members of this community, students are expected to recognize and honor standards of academic and intellectual integrity. The College of Education supports the ideals of scholarship and fairness by rejecting all dishonest work when it is submitted for academic credit. Qatar University encourages students to be responsible and accountable for their decisions and actions. Any attempt by students to present the work of others as their own or to pass an examination by improper means is regarded as a most serious offense and renders those students who do so liable to disciplinary action. Assisting another student in any such dishonesty, or knowing of this dishonesty and not reporting it, is also considered a grave breach of honesty. Academic dishonesty and plagiarism are described on **page 37 in the Qatar University Student Handbook.**

REFERENCES

Fisher,D.et al (2007). *50 Content area strategies for adolescent literacy*. Upper Saddle River, New Jersey, Pearson Prentice Hall

Useful Internet Sites:

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http://www.tesol.org/s_tesol/index.asp TESOL Organization

<http://writing.berkeley.edu/tesl-ej/index.html> TESL EJ

<http://iteslj.org/> Internet TESL Journal

<http://www.TEFLcommunity.com> TEFL Community site

www.gabrielatos.com On line papers on ELT and other related issues

<http://nnest.moussu.net/> Nonnative English speaking members of TESOL

<http://www.cal.org/> Center for Applied Linguistics

<http://www.ncela.gwu.edu> National Clearinghouse for English Language Acquisition

<http://iteslj.org/Lessons/> Lesson plans and other information on Internet TESL Journal

<http://www.cal.org/ericell/digest/subject.html> ERIC Clearinghouse on Languages and Linguistics (provides short articles on important topics by key writers).

<http://www.starfall.com/n/level-a/learn-to-read/load.html> lesson plans

www.lessonplanpage.com lesson plans

APPENDICES

- Appendix A – Research Paper Rubric
- Appendix B – Reflective Paper Rubric
- Appendix C – Micro-teaching Rubric
- Appendix D-Lesson observation form
- Appendix E – Lesson Plan Rubric

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Appendix A – Research Paper Rubric

Category	Exceeds Standard	Meets Standard	Nearly Meets Standard	Does Not Meet Standard	No Evidence	Score
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Title Page	Title Your Name, Teacher's Name, Course Period, Date, Neatly finished-no errors	Evidence of four	Evidence of 3	Evidence of 2 or less	Absent
Thesis Statement	Clearly and concisely states the paper's purpose in a single sentence, which is engaging, and thought provoking.	Clearly states the paper's purpose in a single sentence	States the paper's purpose in a single sentence.	Incomplete and/or unfocused.	Absent, no evidence
Introduction	The introduction is engaging, states the main topic and previews the structure of the paper.	The introduction states the main topic and previews the structure of the paper.	The introduction states the main topic but does not adequately preview the structure of the paper.	There is no clear introduction or main topic and the structure of the paper is missing.	Absent, no evidence
Body	Each paragraph has thoughtful supporting detail sentences that develop the main idea	Each paragraph has sufficient supporting detail sentences that develop the main idea.	Each paragraph lacks supporting detail sentences.	Each paragraph fails to develop the main idea.	Not applicable
Organization- Structural Development of the Idea	Writer demonstrates logical and subtle sequencing of ideas through well- developed paragraphs; transitions are used to enhance organization.	Paragraph development present but not perfected.	Logical organization; organization of ideas not fully developed.	No evidence of structure or organization.	Not applicable
Conclusion	The conclusion is	The conclusion	The conclusion	Incomplete and/or	Absent

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	engaging and restates the thesis.	restates the thesis.	does not adequately restate the thesis.	unfocused.	
Mechanics	No errors in punctuation, capitalization and spelling.	Almost no errors in punctuation, capitalization and spelling.	Many errors in punctuation, capitalization and spelling.	Numerous and distracting errors in punctuation, capitalization and spelling.	Not applicable
Usage	No errors sentence structure and word usage.	Almost no errors in sentence structure and word usage.	Many errors in sentence structure and word usage.	Numerous and distracting errors in sentence structure and word usage.	Not applicable
Citation	All cited works, both text and visual, are done in the correct format with no errors.	Some cited works, both text and visual, are done in the correct format. Inconsistencies evident.	Few cited works, both text and visual, are done in the correct format.	Absent	Not applicable
Bibliography	Done in the correct format with no errors. Includes more than 5 major references (e.g. science journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet sites)	Done in the correct format with few errors. Includes 5 major references (e.g. science journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet).	Done in the correct format with some errors. Includes 4 major references (e.g. science journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet).	Done in the correct format with many errors. Includes 3 major references (e.g. science journal articles, books, but no more than two internet sites. Periodicals available on-line are not considered internet sites.)	Absent or the only sites are internet sites.

Adapted from
[faculty.washington.edu/rturner1/BIS293/ Essay 2a.doc](http://faculty.washington.edu/rturner1/BIS293/Essay%20a.doc)

Appendix B – Reflective Paper Rubric

The instructor reserves the right to modify the syllabus in response to the best interests of the students.

Reflective essays can be written on many different topics which base on the reflection of a personal event or experience of the essay author. Delicate approach to the choice of a topic or keen understanding of the one topic is the key element of good essay writing.

In order to produce an excellent reflective essay it is vital to remember that the reflective essay is to have a personal character and to relate to certain philosophic categories. This implies a wide range of possible understanding of the topic of the essay.

Reflective essay structure

Reflective essays do not have a certain structure because they cannot be written according to a standard essay scheme. This is due to the fact that the thesis statements and the conclusions of reflective essays are often blurry.

Here is a probable scheme of a reflective essay:

- The aim of the opening paragraph is to get the reader involved in the author's story including interesting details, personal experiences. The style must be very vivid and therefore to appeal to the reader.
- The middle part reveals a good variety of the author's ideas on the topic.
- The concluding sentences summarize the main ideas and experiences of the essay. The author makes a reflective of his general perception of the given topic.

Reflective essay format

Try not to write much more than 3 pages. Make sure your essay has been reviewed and edited to a more concise statement. Also, please submit your type-written essay with the text formatted at 1.5 spacing and 12 point Times New Roman font.

I am not looking for a critique of the course or the various assignments. This essay is about *you* and your experience.

Evaluation

After all, there are no right or wrong answers when asked to reveal your thoughts and opinions. But your effort and the quality of your product can certainly vary. Aside from just doing the assignment, I am mostly looking for evidence of reflective thought. More specifically, *you will be evaluated on your success in articulating how the course is intersecting with your educational experience.* To a lesser extent, you will also be evaluated on your writing skills.

The essay is worth a maximum of 15pts. I will use the following rubric to evaluate your essay and assign point values. Please recall that the total maximum points you can score will go down 5% for every day your essay is submitted late. If you are unhappy with the score you earn on your essay, you might be able to boost your grade with a revision and resubmission, subject to approval by the instructor.

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				Points scored
Content	Poor (1) Not reflective or relevant to any of the guiding questions. Points are scattered or reasoning is haphazard. No personal or unique insights.	Fair (5) Connections are made between the course and personal experience, but they are inconsistent – some points are unpersuasive, unclear, or off-base. Personal stance unclear.	Good (8) Fulfills the objectives of the assignment. Multiple good points are made and supported. Personal stance is clear.	Very Good (10) Compelling. Abundant evidence of critical and independent thought. Makes connections in a creative and unique way. Personal stance is persuasive.
	Writing	Poor (0) Difficult to read because of choppy writing, redundancies, many spelling and grammar errors and/or poor organization.	Fair (1) Clarity of essay suffers due to weak organization or spelling and grammar errors.	Good (2) Evident care spent on writing <i>and</i> reviewing. Minimal writing problems.
Adherence to Format Guidelines	Poor (0) Submitted late or does not adhere to any of the guidelines.	Fair (1) Adheres to most of the guidelines.	Good (2) Adheres to the guidelines in all ways.	

Adapted from
faculty.washington.edu/rturner1/BIS293/ [Essay 2b.doc](#)

Appendix C – Micro-teaching Rubric

**Rubric for the Evaluation of Micro Teaching
Incorporating Strategy Presentation**

Presenter:

Date:

Strategy:

Evaluator:

1. Clarity and use of language that is intelligible, correct, and appropriate	1	2	3	4	5
2. Engaging other students and promoting participation	1	2	3	4	5
3. Use of visuals/objects/artifacts/technology	1	2	3	4	5
4. Showing rather than telling	1	2	3	4	5
5. Confidence	1	2	3	4	5
6. Time Management	1	2	3	4	5
7. Effective integration and implementation of the strategy in the lesson plan (implement/demonstrate a strategy in actual teaching)	1	2	3	4	5
8. Clear and effective explanation of the strategy	1	2	3	4	5

Score:/40 pts

General Comments:

Points of Strength:

Areas for development:

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Appendix D-Lesson observation form

Student/ اسم الطالب _____ **Subject/Time** المادة/التاريخ _____

Observer/ المشرف _____ **Date of Observation/** تاريخ الملاحظة _____

AREAS TO BE OBSERVED:(مهارات ومجالات للملاحظة)

Classroom Management / إدارة الفصل الدراسي , **Communication** (/التواصل) , **Content**/المحتوى
Preparation / التحضير , **Teaching Strategies** / استراتيجيات التعليم , **Professionalism** / الكفاءة الحرفية/
Reflective Decision-Making / إشراك الطالب / مرجعية اتخاذ القرار , **and Student Involvement** / إشراك الطالب

RECOMMENDATIONS: / التوصيات

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Appendix E – Lesson Plan Rubric

LESSON PLAN RUBRIC

Teacher's Name/ اسم المعلم:

School/المدرسة:

Grade/Subject/الموضوع/الصف:

Time Frame

وقت الحصة :

General points	نقاط عامة			
Includes appropriate title	تتضمن الخطة عنوان مناسب	N	P	E
States grade level	تتضمن المستوى الصفّي	N	P	E
Considers time frame and fits class time	تناسب الإطار الزمني للحصة	N	P	E
Activities, methods, materials, assessments, and resources are appropriate for lesson objectives	يوجد اتساق بين الأنشطة، الطرق، المواد، أساليب التقييم، و المصادر مع أهداف الدرس	N	P	E
The design of the lesson encourages a student-centered approach	يشجع تصميم الدرس مدخل التعلم المتمركز حول الطالب	N	P	E
Instructional Objective(s)	الأهداف التعليمية			
Number of objectives appropriate for lesson time	يناسب عدد الأهداف مع وقت الحصة	N	P	E
Clearly describes the outcome (B): What students (A) will be able to do after lesson	تصف بوضوح نواتج التعلم أي مدى قدرة الطالب على تطبيق ما تعلمه.	N	P	E
Appropriate conditions (C) for age/grade level	تناسب الأهداف مع المستوى و المرحلة العمرية	N	P	E
Measurable (D)	يمكن قياسها	N	P	E
Materials	المواد			
Identifies all materials needed for lesson (quantities, multimedia equipment, etc.)	تتضمن الخطة المواد التعليمية المطلوبة بالكميات المحتاج إليها.	N	P	E
Attaches all paper and electronic materials (including answer keys)	مرفق بها جميع المواد الورقية و الالكترونية (وتتضمن مفاتيح الإجابة)	N	P	E
Resources	المصادر			
All sources used to develop lesson plan are included (web sites, book title(s), text; include page numbers)	تتضمن الخطة جميع المصادر المرتبطة بالدرس (مواقع، كتب، نصوص مشتملة على أرقام الصفحات، الخ)	N	P	E
Extra resources are attached for extension activities (with an explanation of how these will be completed)	تتضمن الخطة مصا در إضافية للأنشطة الاثرانية (مع شرح كيفية إتمامها).	N	P	E

TEACHING PROCEDURE

Activating Prior Knowledge/Focus/Motivation	تنشيط الخلفية السابقة للمتعلم – إثارة الدافعية			
Scripted to indicate what teacher will say	تم صياغة الخطة بصورة واضحة لتعبر عما سيقوله المعلم.	N	P	E
Relates information to prior knowledge	تربط الخطة المعلومات بالمعرفة السابقة للمتعلم	N	P	E
Captures students' interest	تتضمن الخطة أساليب لجذب انتباه الطالب	N	P	E
Includes stating objectives to students	تشير الخطة إلي أن المعلم سوف يخبر التلاميذ بأهداف الدرس	N	P	E
Teacher Strategies/Student Activities	استراتيجيات التدريس و أنشطته الطالب			

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Every step in the lesson is included	تشتمل خطه الدرس علي جميع الخطوات	N	P	E
Information presented in appropriate sequence	تقدم الخطة المعلومات بتتابع مناسب	N	P	E
Teacher relates learning/activities to students' lives	تظهر الخطة ارتباط بين أنشطة التعلم و حياة التلاميذ.	N	P	E
Steps of lesson are clear enough for a substitute to teach the lesson	تتسم خطوات الدرس بالوضوح الكافي لمعلم بديل	N	P	E
Describes how and when materials/media will be used	تصف الخطة كيف و متى تستخدم المواد التعليمية و المعدات.	N	P	E
Includes appropriate higher order questions	تتضمن الخطة أسئلة في مستويات تفكير عليا	N	P	E
Clear relationship between activities and outcomes of the objectives	تظهر الخطة علاقة واضحة بين الأنشطة المتضمنة, و نواتج التعلم.	N	P	E

تتضمن الخطة استراتيجيات دعم

The plan includes scaffolding strategies

Modifications/Differentiation		التعديلات و تفريد التعليم		
Includes specific ways to adapt lesson for students with special needs	تتضمن الخطة طرق محددة لتعديل الدرس ليتماشى مع الطلاب من ذوي الاحتياجات الخاصة	N	P	E
Includes appropriate language modifications to make the lesson comprehensible for learners	تتضمن الخطة طرق محددة لتعديل اللغة لجعلها مفهومة للتلاميذ.	N	P	E
Modification is appropriate for activity/age/grade	تتضمن الخطة تعديلات مناسبة للنشاط, العمر و الصف	N	P	E

Lesson Extension

الانشطة الاثرانية

Activity clearly extends skill/knowledge covered in objectives to application situations .	يساعد النشاط التلميذ علي نقل المهارة و المعرفة المتعلمة في الدرس الي مواقف تطبيقية.	N	P	E
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Closure

الغلق

Lesson is summarized and closed	تظهر الخطة قيام المعلم بالتلخيص و الغلق.	N	P	E
Objective is restated	تظهر الخطة اعاده صياغة الأهداف.	N	P	E
Some indication of checking for student understanding is included	تحتوي الخطة علي دليل للتأكد من فهم الطالب.	N	P	E
Relation to future lessons/learning is included (anticipation for future learning)	تتضمن الخطة علي مؤشرات (anticipation for future learning) لربط ما تم تعلمه بالدروس المستقبلية.	N	P	E

Assessment

التقييم

Clear form of assessment is identified (informal/formal)	تشتمل الخطة علي شكل واضح من أشكال التقييم.	N	P	E
Assessment clearly relates to stated objective(s) and Qatar Curriculum Standard(s)	يرتبط التقييم بأهداف التعلم و Qatar Curriculum Standard(s) الموضحة	N	P	E
Assessment clearly relates to lesson content and students' abilities	يرتبط التقييم بمحتوي الدرس و قدرات الطلاب.	N	P	E

Key

(0)N – Not present	لا يوجد
(1) P – Present	يوجد
(2) E – Exemplary	فوق العادي

Total Grade: (\ 35)

General Comments:

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