



**BESL 6311: English for Specific Purposes**  
**Spring 2018**  
**College of Education**  
**Department of Language, Literacy, and Special Populations**

BESL 6311 is an elective course for M.Ed. in TESOL Program

**Instructor** Dr. Burcu Ates, *Associate Professor*  
Office: TEC 139  
P.O. Box 2119/SHSU  
TEL: 936-294-4971  
FAX: 936-294-1131  
EMAIL: [bx013@shsu.edu](mailto:bx013@shsu.edu) (best method of contacting the instructor)

**Office Hours:** Virtual Office Hours posted on Blackboard (*also anytime you see me online on Skype*)

Skype username info is provided on Blackboard (see Virtual Office tab)

**Class Format:** This course is taken in conjunction with M.Ed. in TESOL Program. Therefore, the course will involve online assignments and discussions. We will not be meeting face-to-face at all during the semester. The format for learning and interaction will include reading, researching, independent work, and online presentation.

**Class day and time:** ONLINE

**Class Location:** ONLINE

**Course Description:** BESL 6311: This course addresses fundamental aspects related to theory, research and practice in English for Specific Purposes (ESP), including English for Academic Purposes (EAP). It explores a learner-centered approach to ESP/EAP, and practical applications of the course design in the form of syllabi, materials, methodology and assessment for particular ESP professional needs.

**Textbooks:**

Basturkmen, H. (2010). *Developing Courses in English for Specific Purposes*. London: Palgrave Macmillan. ISBN: 978-0-230-22798-9.

**Suggested Supplementary Book:**

American Psychological Association (APA) (2010). *Publication manual of the American Psychological Association* (6th edition) Washington, DC: APA

**Required Materials:** Internet Access, E-mail address

**Course Objectives:** Students will demonstrate understanding, knowledge, and skills related to the following:

- 1) the distinction between English for general purposes (EGP), English for specific purposes (ESP), and English for academic purposes (EAP);
- 2) the factors leading to the emergence of ESP on the ELT scene and the theoretical and practical forces that have shaped its development;
- 3) the various ways in which needs and genre analysis shape the ESP syllabus;
- 4) the process of evaluating and adapting authentic materials (including web-based sources) for use in ESP courses;
- 5) the study of EAP and how it differs from EGP.

**Standards Matrix.**

<b>Topic(s)/Objective(s)</b>	<b>Activities/Assignments (including field-based activities)</b>	<b>Measurement (including performance-based)</b>	<b>Standards Alignment DDP—Diversity and Disposition Proficiencies CF—Conceptual Framework Indicator NETS – ISTE NETS Technology Standards TESOL</b>
Demonstrates knowledge of fundamental language and ESP/EAP concepts	Text readings, journal articles, and discussion questions	Article critique rubric Online discussion rubric	<b>DDP</b> – 1, 2, 4, 5, 6, 9, 10 <b>CF</b> – 1, 3 <b>TESOL</b> – 1.a, 5.a. <b>NETS</b> – 2, 3
Demonstrates effective written communication of thoughts and reflections.	Weekly discussion questions	Online discussion rubric	<b>DDP</b> – 1, 2, 3, 6, 8 <b>CF</b> – 1, 3 <b>TESOL</b> – 2.f. <b>NETS</b> -3
Demonstrates an understanding of principles and design of ESP/EAP curriculum	Needs analysis, discourse/genre analysis, course design plan, sample lesson plan	Online discussion rubric, Needs Analysis rubric, course design plan rubric, sample lesson plan rubric	<b>DDP</b> – 4, 5, 6, 7, 9, 10 <b>CF</b> – 1 <b>TESOL</b> – 1.a, 3.a., 3.b. <b>NETS</b> - 2
Analyze and develop appropriate ESP/EAP curriculum based on students' needs and wants	Needs analysis, discourse/genre analysis, course design plan, sample lesson plan	Online discussion rubric, Needs Analysis rubric, course design plan rubric, sample lesson plan rubric	<b>DDP</b> – 2, 4, 5, 6, 9, 10 <b>CF</b> – 1, 3 <b>TESOL</b> – 3.a., 3.b. <b>NETS</b> – 1, 2

Understanding current research in the field of ESP/EAP: researches professional journals and publications and applies these concepts in teaching.	Textbook readings, journal articles, online discussions	Article critique rubric, online discussion rubric	DDP – 2, 4, 5, 9 CF – 1, 3 TESOL – 3.c., 5.a. NETS – 2,3
Shares knowledge and skills with other professionals	Participates in discussion groups focused on issues of diversity in the classroom.	Online discussion rubric	DDP – 1, 3 CF – 1, 3 TESOL – 5.b. NETS – 5

NCATE Unit Standards <http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

State Standards: <http://www.sbec.state.tx.us>

Web address for TESOL ESL standards: <http://www.tesol.org>

Web link for *Conceptual Framework*: [http://www.shsu.edu/~edu\\_edprep/](http://www.shsu.edu/~edu_edprep/)

**IDEA Objectives:** in this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

**Essential:** Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

**Important:** Gaining factual knowledge (terminology, classifications, methods, trends); Learning to *apply* course material (to improve thinking, problem solving, and decisions).

### Course/Instructor Requirements:

**Late Assignment Policy:** Please pay special attention to observe the due dates for each of the assignments. If you are aware of problems or special situations **BEFORE** the due dates contact the professor for special arrangements. **If your work is submitted later than the day specified, the following points are deducted from the assignment:**

1. Up to 24 hours-25% of the total assessed points are deducted.
2. 25-72 hours-50% of the total assessed points are deducted.
3. ***After 72 hours*** late assignment will **NOT** be accepted.

**Time Requirement:** For each hour of class, you will be expected to commit at least an hour outside of class. It is expected that if you enroll in this course, you can meet the time requirements.

## Course Outline

### Assignments:

#### 1. Needs Analysis Plan 125 points

**Needs analysis plan:** Identify a group (which is real) of English language learners (could be in any setting). Describe the group of learners and design a needs assessment plan for them that you would carry out if you had sufficient time and money.

Include the tool such as questionnaire/survey(s) or interview(s) (whichever you think is applicable) you plan to use to obtain information from this population and why you chose this method. Please share the list of questions/statements for the questionnaire/survey(s) or interview(s).

*\*More information about this assignment will be posted on Blackboard.*

**Due: March 4 (Sunday) by 11:59 PM.**

#### 2. Discourse/Genre Analysis 125 points

Find an authentic written texts for analysis that is appropriate for your learners. Outline your goals for your analysis, including for example:

- audiences, contexts, and/or communities from which the discourse arises
- the apparent purposes for the discourse and specific ways in which the speaker or writer attempts to achieve his/her purposes with the audience
- the repeated, or essential, grammatical features and their relationship to discourse function
- the lexical features and their relationships to each other and the complete text
- the visual or extra-linguistic features.

*\*More information about this assignment will be posted on Blackboard.*

**Due: March 25 (Sunday) by 11:59 PM.**

#### 3. Article Critique 75 points

The purpose of this assignment is to get you familiar with professional journals in the field of ESP/EAP. Students will select an article of their choice from a professional journal which deals with an issue in ESP/EAP and critique it. Topics may vary from curriculum design, syllabus design, needs analysis, building corpus to business English or “Englishes” in ESP to listening in EAP, enhancing academic writing, reading, etc of English language learners. The reaction paper should be approximately two double-spaced page in length. The paper should include a short summary of the article (about one paragraph), followed by your reaction to the article. Please use APA format (6<sup>th</sup> edition) when citing the article. The following journals are great resources: *English for Specific Purposes*, *Asian ESP Journal*, *English for Specific Purposes*

World, *Journal of English for Academic Purposes*. The reflection/critique needs to be 2 pages long. Due: April 8 (Sunday) by 11:59 PM

#### 4. Course Design Plan 175 points

**Course design plan:** Develop the main components of a course design plan for your target population. It should include a syllabus outline based on your selected students' outcome goals, the duration of the program, length of lessons, class size, placement considerations, number of instructors and so on. Reflect about the types of materials that would be best--more appropriate given time, availability, etc.--for your proposed course.

*\*More information about this assignment will be posted on Blackboard.*

Due: April 22 (Sunday) by 11:59 PM.

#### COURSE EVALUATION

Tell Us About Yourself	25 pts
Needs Analysis Plan	125 pts
Discourse/Genre Analysis	125 pts
Article Critique	75 pts
Course Design Plan	175 pts
Online Discussions (14 discussions * 25 points each)	350 pts
Online Discussion Leader Role	125 pts

---

1000 pts.

EVALUATION SCALE	930-1000	A
	850-929	B
	770-849	C
	700-769	D
	Below 699	F

## CLASS SCHEDULE

Week/Date	Topic	Assignments due
<b>Week 1</b> (January 17-21)	Introduction to the class, getting familiar with syllabus and course expectations	Complete “Tell Us About Yourself” Activity <b>Due on January 21 (Sunday), 11:59pm</b>
<b>Week 2</b> (January 22-28)	What is ESP	Article: What ESP Is and Can Be: An Introduction <i>Discussion 1</i>
<b>Week 3</b> (January 29-February 4)	Needs Analysis	Chapter 1 Basturkmen: Introduction Chapter 2 Basturkmen: Analysis Needs <i>Discussion 2</i>
<b>Week 4</b> (February 5-11)	More Needs Analysis	<b>Needs Analysis Article</b> <i>Discussion 3</i>
<b>Week 5</b> (February 12-18)	Discourse	Chapter 3 Basturkmen: Investigating Specialist Discourse <i>Discussion 4</i>
<b>Week 6</b> (February 19-25)	Genre Analysis	<b>Genre Analysis Article(s)</b> <i>Discussion 5</i>
<b>Week 7</b> (February 26-March 4)	Corpora	<b>Video 1:</b> Using Corpora in the Language Classroom (1hr17) <b>Video 2:</b> Using Corpora in the Classroom <i>Discussion 6</i> <b>-Needs Analysis Assignment</b> <b>Due on March 4 (Sunday), 11:59pm</b>
<b>Week 8</b> (March 5-11)	Curriculum & ESP for Business	Chapter 4 Basturkmen: Developing the Curriculum + Article <i>Discussion 7</i>
<b>Week 9</b> (March 12-18)	<b>NO CLASS</b> <b>ENJOY SPRING</b> <b>BREAK ☺</b>	
<b>Week 10</b> (March 19-25)	ESP for Police & Authenticity of Materials	Chapter 5 Basturkmen: English for the Police Article: Authenticity of Materials in ESP

		<p><i>Discussion 8</i></p> <p><b>-Discourse/Genre Analysis Assignment</b>  <b>Due on March 25 (Sunday), 11:59pm</b></p>
<b>Week 11</b> <b>(March 26- April 1)</b>	ESP for Medical Doctors & more	<p>Chapter 6 Basturkmen: English for Medical Doctors</p> <p><i>Discussion 9</i></p>
<b>Week 12</b> <b>(April 2-8)</b>	ESP in Visual communication & Call centers	<p>Chapter 7 Basturkmen: Academic Literacies in Visual Communication + Article</p> <p><i>Discussion 10</i></p> <p><b>-Article Critique Assignment</b>  <b>Due on April 8 (Sunday), 11:59pm</b></p>
<b>Week 13</b> <b>(April 9-15)</b>	ESP Conclusion	<p>Chapter 8 Basturkmen: English for Thesis Writing</p> <p>Chapter 9 Basturkmen: Conclusion</p> <p><i>Discussion 11</i></p>
<b>Week 14</b> <b>(April 16-22)</b>	-EAP -ESP vs. EAP -EAP vs. EGP	<p><b>Articles on EAP (will be available on Blackboard)-TBA within semester</b></p> <p><i>Discussion 12</i></p> <p><b>-Course Design Plan Assignment</b>  <b>Due on April 22 (Sunday), 11:59pm</b></p>
<b>Week 15</b> <b>(April 23-29)</b>	EAP	<p><b>Articles on EAP (will be available on Blackboard)-TBA within semester</b></p> <p><i>Discussion 13</i></p>
<b>Week 16</b> <b>(April 30- May 6)</b> <i>May 4, Last Day of Class at SHSU</i>	EAP	<p><b>Articles on EAP (will be available on Blackboard)-TBA within semester</b></p> <p><i>Discussion 14</i></p>

**BLACKBOARD: The schedule and syllabus is subject to change, please check Blackboard announcements regularly for any updated information.**

## Electronic Response

Instructor reserves the right to respond to emails **within 48 hours of receipt**. Students should not expect an immediate response. However, most responses will be within 24 hours of receipt. Instructor also reserves the right to respond or not respond to student emails during weekends, holiday breaks, and semester breaks. ***You should assume that emails and phone calls will NOT be returned during weekends, holiday breaks, and semester breaks.***

## Student Guidelines

### University Policies

- SHSU Academic Policy Manual-Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Students with Disabilities #811006](#)
  - [Student Absences on Religious Holy Days #861001](#)
  - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
  - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
- Visitors in the classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

### Attendance

- **Student Attendance for BESL 6311:** Lack of active and timely participation in online discussions or in assignments constitutes an absence from class. Absences from class will result in a grade penalty. **More than two** absences from online discussions will result in a grade deduction for every absence thereafter. Excused absences are permitted for emergencies or illnesses but are excused at the discretion of the instructor unless otherwise stated.

### Course Expectations

- **Active Participation:** All members of this class are responsible for the learning that occurs. In this course you are expected to share personal views and experiences (as you are comfortable) in online discussions, as well as prepare and “present” material in the online forum. It is critical that you stay current with readings and assignments. You are required to read all of the assigned materials and respond daily. In addition, you are required to respond to postings and submit all materials (papers) on time.
- **Professionalism Policy:** Since you are studying to be educational role models, you will be expected to display professional behavior in all aspects during online class time.



## **Bibliography:**

- Belcher, D., & Braine, G. (1995). *Academic writing in a second language: Essays on research and pedagogy*. Norwood, NJ: Ablex.
- Benesch, S. (2001). *Critical English for academic purposes: Theory, politics, and practice*. Mahwah, NJ: Lawrence Erlbaum.
- Bhatia, V. K. (1993). *Analysing genre: Language use in professional settings*. London: Longman.
- Bishop, W., & Ostrom, H. (Eds.). (1997). *Genre and writing: Issues, arguments, alternatives*. Portsmouth, NH: Boynton/Cook-Heinemann.
- Donna, S. (2001). *Teach business English*. Cambridge: Cambridge University Press.
- Douglas, D. (2000). *Assessing language for specific purposes*. New York: Cambridge University Press.
- Dudley-Evans, T., & St. John, M. J. (1998). *Developments in ESP: A multi-disciplinary approach*. Cambridge: Cambridge University Press.
- Ellis, M., & Johnson, C. (1994). *Teaching business English*. Oxford: Oxford University Press.
- Emmerson, P. (2005). *Five-minute activities for business English*. New York: Cambridge University Press.
- Flowerdew, J., & Peacock, M. (Eds.). (2001). *Research perspectives on English for academic purposes*. Cambridge: Cambridge University Press.
- Hall, D. R., & Hewings, A. (Eds.). (2001). *Innovation in English language teaching: A reader*. New York: Routledge.
- Harding, K. (2007). *English for specific purposes*. Oxford: Oxford University Press.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge: Cambridge University Press.

- Hyland, K. (2006). *English for academic purposes: An advanced resource book*. New York: Routledge.
- Long, M. H. (2005). *Second language needs analysis*. Cambridge: Cambridge University Press.
- Markee, N. (1997). *Managing curricular innovation*. Cambridge: Cambridge University Press.
- Master, P. (2000). *Responses to English for specific purposes*. Washington, DC: Office of English Language Programs, U.S. Department of State.
- Orr, T. (2002). *English for specific purposes*. Alexandria, VA: Teachers of English to Speakers of Other Languages.
- Richards. (1976). *Teaching English for science and technology*. Singapore: Singapore University Press.
- Robinson, P. C. (1991). *ESP today: A practitioner's guide*. New York: Prentice Hall.
- Swales, J. M. (1990). *Genre analysis: English in academic and research settings*. Cambridge: Cambridge University Press.

## **College of Education Information**

### **Accreditation**

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

### **Course and Program Evaluation**

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.