Unit Outline
LING5002 TESOL568 Teaching English to Speakers of Other Languages
OpenUnis SP 3, 2016

Unit study package code: LING5002
Mode of study: Area External
Credit Value: 25.0
Pre-requisite units: Nil
Co-requisite units: Nil
Anti-requisite units: Nil
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.

Unit coordinator:
Title: Dr
Name: Julian Chen
Phone: email only
Email: Julian.Chen@curtin.edu.au
Location: Building: off campus - Room: off campus

Teaching Staff:
Name: Julian Chen
Phone: email only
Email: Julian.Chen@curtin.edu.au
Location: Building: off campus - Room: off campus

Administrative contact:
Name: Postgraduate OUA General Enquiries
Phone: +618 9266 7697
Email: Education.Teaching.Support@curtin.edu.au
Location: Building: 501 - Room: Bentley campus

Learning Management System: Blackboard (lms.curtin.edu.au)

Acknowledgement of Country
We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus
TESOL methods and approaches. Sociolinguistics - language and culture, language and communication, varieties of English, non-verbal communication. Language, discourse, and error analysis. Practical teaching skills - lesson planning, presenting new language, reading, writing, listening and speaking skills.

Introduction
This course presents a survey of the historical and current approaches, methods, and techniques of teaching English to speakers of other languages (TESOL), from grammar translation and audiolingual to communicative and task-based approaches. Successful classroom practices that address the needs of culturally diverse and language minority students will be analysed. Students will have the opportunity to discuss, probe and apply theories and principles to hands-on teaching practices in developing their unit lesson plans.
Unit Learning Outcomes

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Evaluate materials in terms of suitability to learners, considering cultural differences and similarities of learners</td>
<td>📚 🌐</td>
</tr>
<tr>
<td>2 Provide learners with strategies for learning English as a Second Language</td>
<td>🌐</td>
</tr>
<tr>
<td>3 Structure a learning environment which maximises the learning potential of learners while providing meaningful practice of the macro-skills</td>
<td>📚 🌐</td>
</tr>
<tr>
<td>4 Analyse discourse and the way language is socially constructed</td>
<td>🌐</td>
</tr>
<tr>
<td>5 Identify the principles behind the main language syllabus types and incorporate these principles into lesson design</td>
<td>📚 🌐</td>
</tr>
</tbody>
</table>

Curtin’s Graduate Attributes

- Apply discipline knowledge
- Thinking skills (use analytical skills to solve problems)
- Information skills (confidence to investigate new ideas)
- Learning how to learn (apply principles learnt to new situations)
- Professional Skills (work independently and as a team)
- Communication skills
- Technology skills
- Cultural understanding (value the perspectives of others)
- International perspective (value the perspectives of others)
- Professional Skills (work independently and as a team)

Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: ctl.curtin.edu.au

Learning Activities

This course is fully online. You are expected to finish the assigned readings weekly and complete each online assignment and project work. Detailed information will be provided via Blackboard as the course progresses.

Learning Resources

Essential texts


  NOTE: If you can’t get a copy of the 4th ed., the recent 5th ed. (ISBN-9781447980254) is also fine. Use the weekly topic as a guide for the assigned chapters. I will also notify you if the order of the chapters between the two versions is different.

  (ISBN/ISSN: 10:1405853115)

Other resources
Useful texts for assignments (The following two books will also be used frequently along with the main text. They are both reserved in the library. Former students also managed to find some online versions on their own.)


Selected chapters of the following books are available on e-reserve. See How to study this unit for further information:

### Assessment

#### Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Project</td>
<td>50 percent</td>
<td>Week: 6 Day: 7 October (Friday) Time: 17.00 WST</td>
<td>1,2,3,4,5</td>
</tr>
<tr>
<td>2. Materials Development</td>
<td>50 percent</td>
<td>Week: 13 Day: 25 November (Friday) Time: 17.00 WST</td>
<td>1,2,3,4,5</td>
</tr>
</tbody>
</table>

#### Detailed information on assessment tasks

1. **You will conduct a research-based project by reflecting on TESOL-related topics as well as summarizing, critiquing and providing pedagogical implications in your chosen research area in TESOL:**

Prepare a presentation product in digital format (e.g., PowerPoint, digital poster, brochure) for a topic to be confirmed by the lecturer. You should be ready to summarise your draft findings in informal, nonassessed online discussions from week 3 onwards, to be arranged with the lecturer. You must make your topic relevant to TESOL in particular. You may identify a personal topic of interest, to be confirmed by the lecturer, or choose from the following topics:

1. ‘Standard English’
2. The advantages and disadvantages of the use of L1 in L2 classrooms.
3. Icebreakers and/or fillers in the classroom
4. Using Drama in the classroom
5. Music and language learning
6. Language Immersion Programs
7. Teaching Reading to complete beginners
8. Using dictionaries in the classroom
9. Motivating adolescent learners
10. The roles of a teacher
11. Using Video as a teaching aid
12. Social media and mobile phones in the classroom
13. Problem behaviour in the classroom
14. Writing at University Level for speakers of all backgrounds
15. Teaching Business English
16. The problems of someone you know in learning English as a second language.
17. Learner difficulties with spelling in English
18. Learning outside the classroom
19. Politeness in English
20. Language, Gender and Sexism

Prepare the presentation professionally to be suitable for a university audience or TESOL conference attendees. You will not be required to make the verbal presentations, but please prepare the materials with a possible presentation time, allowing for brief discussion, of 20 minutes length as a guiding aim. You should aim to produce your presentation which summarises verbally and visually the main points you want to make. The electronic reader should be able to understand all of the explicit general points you make and to perceive much of what is implicit. If you have important information you have no space for on the slides, use the notes pages.

2. **You will develop a content-based unit plan that comprises several key components, such as rationale, scope and sequence chart, lessons and materials:**

Design, plan and prepare in detail **two content-based unit lessons** for a group of students in a specific setting of your choice. The unit lessons should run consecutively; the second should flow logically from the
first and there should be some thread that links the two together. The aim of the whole content-based unit plan is to develop your students’ awareness, skills and learning strategies for integrating the four skills and to foster their content knowledge. Your unit lessons should also be designed based on the “Into, Through, and Beyond” framework (Brinton, Goodwin, & Ranks, 1994). That is, your students will be able to get “into” the content, “through” it with your guidance, and “beyond” it by producing more extensive output.

**Note that the unit plan proposal is not marked.** It is optional but will play a major role in strengthening your final unit plan. Present the plan as per the guidelines below.

1. **Unit Plan Proposal:**

To help you transition into your unit planning more smoothly, the unit plan proposal will serve as a blueprint for your lesson(s). It is highly recommended that you work with a partner on a unit topic that interests you both. It could be designed for your students in your current or future teaching:

- Decide on a **unit lesson topic** related to any content area
- Under the unit lesson topic, briefly summarize the **content objectives, language objectives, skills objectives, resources/materials, tentative progression of the lesson, activities and evaluation** that you plan to include in the lesson
- **Student profile** (content area, grade level/age group, student proficiency level, duration of each lesson, student L1 background)
- **Rationale and relevant literature** (You are encouraged to use the course readings to inform your rationale of designing the content-based unit plan)

2. **Unit Plan:**

The detailed content-based unit plan should be comprised of:

**A. Key unit planning components:**

- a title page that states the unit topic
- a table of contents that lays out each headed section
- a scope and sequence chart that identifies connections between your planned lessons, and provides an overview of the key components of each lesson
- a detailed rationale (see #B below for further information)
- a student profile including the content area, grade level/age group, proficiency level, duration of each lesson, student L1 background
- each lesson plan that consists of
  - a lesson topic
  - lesson objectives for content, language, skills
  - progression of activities (the anticipated timing for each stage and the anticipated interaction patterns)
  - resources/materials (e.g., visuals, texts, worksheets, etc; see #C)

**B. The rationale** should specify why you have set particular aims in light of the specific needs of the particular class, how the four skills will be integrated and content knowledge supported through language and visual aids, anticipated problems and strategies, lesson materials, activities and evaluations. Also provide relevant literature and a reference list following APA 6th guidelines.

**C. All the lesson materials** have to be submitted along with your unit plan. These can be created by you or adapted from existing materials.
Pass requirements
In order to pass this unit, all assessment tasks must be submitted and an overall mark of 50% or more must be achieved. Assessments are not considered as submitted if any required sections are incomplete, or if the electronic file is unreadable. It is a student’s responsibility to ensure that assessments are complete and have been successfully uploaded in a readable format.

A student who has received a Fail Grade (less than 50%) for an assessment, but achieves at least 40% of the possible mark for an assessment that was handed in on time, will be offered the opportunity to resubmit. The maximum a resubmission can be awarded is 50% of the possible mark and only one assessment resubmission per unit is possible. The resubmitted work must be received by the due date.

Fair assessment through moderation
Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

Late assessment policy
This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

Assessment extension
A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

Deferred assessments
If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.
Supplementary assessments

Supplementary assessments, if granted by the Board of Examiners, will have a due date or be held between 29/12/2016 and 19/01/2017. Notification to students will be made after the Board of Examiners’ meeting via the Official Communications Channel (OCC) in OASIS.

It is the responsibility of students to be available to complete the requirements of a supplementary assessment. If your results show that you have been granted a supplementary assessment you should immediately check OASIS for details.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies

A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each semester.

Referencing style

The referencing style for this unit is APA 6th Ed. More information can be found on this style from the Library web site: http://libguides.library.curtin.edu.au/referencing.

Copyright

© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

Academic Integrity (including plagiarism and cheating)

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.
Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support:
oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre:
life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel
Additional information

Curtin School of Education Assessment Extension
The Unit Coordinator is responsible for ensuring that the guidelines contained in the Curtin University Student Assessment and Progression policy are adhered to in their unit/s. The onus is on students to provide evidence that their inability to complete an assessment task by the due date can be accepted as being due to exceptional circumstances beyond the student’s control. Such exceptional circumstances that may warrant approval of an assessment extension include, but are not limited to:

- Injury, illness or medical condition
- Family issues
- Commitments to participate in elite sport
- Commitments to assist with emergency service activities
- Unavoidable and unexpected work commitments

These guidelines can be found in Curtin University’s Assessment and Student Progression manual.

Students must apply for an Assessment Extension using the Assessment Extension form located at: http://students.curtin.edu.au/administration/forms.cfm. The form and any supporting documentation must be submitted to the Unit Coordinator or delegate (i.e., lecturer or tutor) before the assessment date/time or due/time. An application may be accepted up to five working days after the due date of the assessment task where the student is able to provide an acceptable explanation as to why he/she was unable to submit the application prior to the assessment date.

Students will be notified of the outcome of their application for Assessment Extension within five working days of the application. For assignments or other submitted work, an extension will normally be granted up to seven days after the initial due date/time, unless the circumstances warrant a longer delay. If an application for Assessment Extension is rejected, the Unit Coordinator must provide reasons for her/his decision. Students have the right of appeal (to the Head of School).

Curtin School of Education Assessment Appeals
Any student who genuinely believes that assessed work has been unfairly or inaccurately marked or that their final unit grade is inappropriate, has the right to request a review of the mark or final result. If this review process is unable to resolve the issue, a formal assessment appeal may be lodged.

It is expected that most situations will be able to be resolved without the need for a formal appeal.

- Step 1 – Initial Request for Review by marker or Unit Co-ordinator. This informal review will be to check that marking was accurate and complete. The work is not completely re-assessed. Marks cannot be reviewed downwards as a result of this informal process.
- Step 2 – Formal Appeal. If the appeal is upheld and the work re-assessed, this can then result in a mark that is higher, lower or the same as the original assessment.

Corrupted or Unreadable Files
Assessments are not considered as submitted if the electronic file is not readable. It is a student’s responsibility to ensure that assessments have been successfully uploaded in a readable format.

It is strongly recommended that students check all uploaded assessments by re-accessing Blackboard and attempting to open and read the uploaded file.

If a lecturer or marker encounters a problem with a submitted file, the student will be notified and must provide a readable file within 48 hours of this notification, after which time it will be considered as a late submission. Students should check their Curtin student email daily during the assessment marking period.

Student Support
OUA students will find that most information they need can be found on our dedicated student support website: www.soecurtin.org/wp/

Some specific services offered to Curtin OUA students are as below:

Smarthinking through OUA
This service is designed to supplement students’ learning experiences while studying at Open Universities Australia.
Students are linked to a service administered outside the Blackboard environment and independent of Curtin University and OUA. Smarthinking enables students to connect to a tutor 24 hours a day, 7 days a week. More information is available on Blackboard. Note that Smarthinking tutors do not have any details relating to assessment tasks and so the help they offer may not align with actual assessment requirements.

To access Smarthinking:
2. From My courses & units select the Current units tab
3. Click on the Smarthinking link, next to the list of units

For problems logging in, please contact the OUA Student Advisors by email advisors@open.edu.au or by telephone +61 03 8628 2555.

Curtin Learning Centre
Comprehensive support for many aspects of students' learning is offered through face to face and online resources via the Learning Centre. http://unilife.curtin.edu.au/learning_support/learning_centre.htm

Curtin UniEnglish
This website has been designed to support students whose first language is not English. The Curtin University UniEnglish website contains English language resources, activities, support information, and links to diagnostic assessment tests. http://unilife.curtin.edu.au/learning_support/UniEnglish.htm

Curtin Counselling
All Curtin students are entitled to access Curtin Counseling for free, confidential and professional services. This includes online students who may require individual counselling for personal, psychological, or study-related issues (although please note that the counselling service is not the appropriate avenue for pursuing assessment queries or debates). http://unilife.curtin.edu.au/health_wellbeing/counselling_services.htm

Enrolment
It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities
It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University’s Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s "Student Rights and Responsibilities" website at: students.curtin.edu.au/rights.
**Student Equity**

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesi@curtin.edu.au or go to http://eesi.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin’s Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm.

**Recent unit changes**

Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

All learning resources, assessments and program calendar have been updated.
## Program Calendar

### Program Calendar – SP1 2016

<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assessment Due</th>
</tr>
</thead>
</table>
| 1.   | 29 August  | Overview, Needs analysis, Administration  
Approaches to ESL/EFL teaching  
Teaching by principles  
Teachers as reflective practitioners | Harmer ch. 1, 6  
Brown chs. 1, 4 |                |
| 2.   | 5 September | Class interaction: group work, cooperative learning  
Individual differences: learning styles and strategies, motivation, multiple intelligence | Brown chs. 11, 12, 14  
Johnson & Johnson  
Harmer chs. 5, 7  
Oxford, Ehrman, & Lavine  
Multiple Intelligence (in Richards & Rodgers, pp. 115-124) |                |
| 3.   | 12 September | Second Language Acquisition (SLA): Natural Approach, interaction hypothesis, comprehensible output | Harmer chs. 3, 8  
Richards & Rogers chs. 15 (Krashen)  
Myles & Mitchell (interaction: pp.166-174)  
Swain (comprehensible output) |                |
| 4.   | 19 September | Communicative competence (CO), Corrective feedback  
Historical overview of methods  
Communicative language teaching (CLT) | Communicative Competence (in NCLRC)  
Harmer ch. 4, 8  
Jigsaw reading: Larsen-Freeman, chs 1-9 |                |
| 5.   | 26 September | Content and language integrated learning (CLIL)/Content-based instruction (CBI)  
Knowledge Framework  
Weave together: Into, through and beyond | Richards & Rogers ch. 17 (CBI)  
Slater & Gleason (Knowledge Framework)  
Brinton, Goodwin, & Ranks | Assessment 1  
Due Friday |
| 6.   | 3 October  | Task-based language teaching (TBLT)  
Backward design | Lee (TBLT)  
Wiggins & McTighe (Backward design) |                |
| 7.   | 10 October | Competence, proficiency, standards  
Textbook evaluation  
Curriculum design, lesson planning techniques and materials | Brown chs. 7, 9, 10, 15  
Harmer chs. 16, 21 |                |
<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Topic</th>
<th>Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>17 October</td>
<td>Lesson plan critique&lt;br&gt;Classroom assessment techniques (CATs) and applications</td>
<td>Angelo &amp; Cross (CATs)&lt;br&gt;Harmer ch 22&lt;br&gt;Brown ch 24</td>
</tr>
<tr>
<td>9.</td>
<td>24 October</td>
<td>Teaching reading &amp; writing</td>
<td>Harmer chs. 17, 19</td>
</tr>
<tr>
<td>10.</td>
<td>31 October</td>
<td>Teaching listening &amp; speaking&lt;br&gt;Teaching pronunciation</td>
<td>Harmer chs. 15, 18, 20</td>
</tr>
<tr>
<td>11.</td>
<td>7 November</td>
<td>Teaching grammar &amp; vocabulary</td>
<td>Harmer chs. 12, 13, 14</td>
</tr>
<tr>
<td>12.</td>
<td>14 November</td>
<td>Beyond the classroom:&lt;br&gt;Learner’s funds of knowledge (FoK)&lt;br&gt;Digital natives&lt;br&gt;Technology-enhanced instruction</td>
<td>Harmer ch. 11&lt;br&gt;Moll, Amanti, Neff, Gonzalez (FoK)&lt;br&gt;Dede (Millennials)&lt;br&gt;Carlson (Millennials)&lt;br&gt;Prensky (Digital natives)</td>
</tr>
<tr>
<td>13.</td>
<td>21 November</td>
<td>Unit Review, eValuate and Reflection</td>
<td>No reading&lt;br&gt;&lt;br&gt;Assessment 2&lt;br&gt;&lt;br&gt;Due Friday</td>
</tr>
</tbody>
</table>