

Course Syllabus

LING 5810/LANG 5410

Spring semester 2016

Course Title: Second Language (L2) Methodology

Time and Location: This is an online course

Instructor: Alina Safargalina

Office: OSH 153

Office Hours: Wednesday 10:30 -- 11:30 AM/by appointment

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I. General Information

About the course: LING 5810.090 is an online course. It is a required course for the BATESOL, TESOL Certificate, and the undergraduate Spanish teaching major. Some students also take it as an elective. The course is designed to give you a basic introduction to second and foreign language (L2) methodology. You will work through 10 modules. These modules appear on the homepage for the course. They include the following:

Module 1: Teacher Language Awareness

Module 2: Second Language Acquisition (SLA)

Module 3: Historical Methodologies

Module 4: Teaching Culture

Module 5: Planning for Instruction

Module 6: Assessing Learning

Module 7: Teaching the Four Skills (speaking, listening, reading, and writing)

Module 8: Cooperative Learning and Classroom Interaction

Module 9: Multiple Intelligences

Module 10: Learning Styles and Strategies.

You will work through these modules in succession. If you look on the homepage, you will see that there is a specific date and time when each module opens. There is also a module for the field experience.

Course membership. Membership in this class is varied. Students in the undergraduate TESOL Certificate Program come from different departments ranging from English to Chemistry. In addition, we often have students who are interested in teaching young children in elementary (Grades K-6), middle school (Grades 6-8), high school (Grades 9-12), and adults at the university level. Some students also have an interest in working with adults in non-academic programs associated with the workplace English. This variation in class membership is both exciting and challenging. It is exciting because you will be exposed to many different ideas and opinions that will prepare you for the real world of teaching English to speakers of other languages (TESOL). It is challenging for your instructor because you all have different goals for your teaching and for the contexts in which you work. The instructor and the course designer are aware of the different goals of the membership of the class and have taken this into consideration in terms of the content of the readings and the classroom tasks.

Communication and Interaction. The best way of communicating with your course instructor and with your peers is through the Canvas messaging system. Once you are on the Canvas site, you will see your name in the top right hand corner followed by the words **Inbox, Settings, Logout, and Help**. Click on **Inbox** and it will take you to the messaging system. You should also get in the habit of checking for course announcements. If you click on **Announcements** on the left-hand menu, it will take you to announcements for the course.

The course instructor will use these tools to communicate with you as an individual student and as a group. If you wish to communicate with the course instructor, use the Canvas messaging system. It is your responsibility to check your **Inbox** for messages and the **Announcements** several times each week. Your instructor does not normally access the Canvas system on weekends, so you should not plan for communication with the instructor during the weekends. Your course instructor will try to respond to your queries Monday - Friday within 24 hours unless otherwise noted.

For some assignments, you will work in groups. You will be assigned to several groups during the course. In order to see your group assignments, click on **People** in the left-hand menu. You will be directed to another page. Click on **View User Groups** in the top right-hand corner of the page. You will be directed to another page that lists the groups by title. When you click on the group you will be directed to another page within the Canvas course that allows you to communicate with your group members only and not the entire course.

II. Assignments and Quizzes

There are assignments and quizzes associated with each module and the due dates are clearly marked on the homepage and on the calendar for the course. Some of the assignments can be completed individually while others require that you work in a group. All work can be completed asynchronously, but you will need to keep deadlines in mind. For group work, you will need to complete your work in a timely fashion because the same grade is assigned to each student in the group. The course will work best for you if you work through each module and complete your work before you start the next module. Quizzes open as soon as the module opens and can be taken any time before the due date. The due dates for quizzes always extend into the next module so that you have time after you finish the module to study the information carefully before you take the quiz. Quizzes can be taken more than once. You cannot take quizzes after the deadline. They are locked. There are no exceptions. The same is true for assignments. If you have extenuating circumstances that result in your work not being turned in on time (such as a home fire or a serious accident), the instructor will consider these on a case by case basis. If you have health issues that result in your work not being turned in on time, you must have a medical doctor's note.

III. Field Experience.

This class requires a 15-hour field experience. In order to fulfill this requirement, students will need to work in an ESL or foreign language (FL) class or in a content area class that has at least 30% English language learners (ELLs) for fifteen hours. You can interact with language learners in the class as directed by the course instructor.

On the homepage for the course, you will see the Field Experience Module. This module contains the information you need to complete this requirement. Read the information in the module first. You may choose your own cooperating teacher, but the teacher must meet the basic requirements outlined in the Field Experience Module.

If you would like to do your field experience in a public school classroom you will need to complete a State and a federal background clearance. If you have **not** applied and been admitted to a teacher education program, it is your responsibility to obtain a "district level" clearance for \$0-\$20, depending on the district (see district contact information below). It will be your responsibility to contact a school principal or a licensed teacher before the 4th week on instruction for this course, and set up your field experience. The schools in which you are placed may monitor whether you are in compliance with the requirement for clearance. It is critical that you finalize your field experience placement for this class by **Jan 31 2016**.

For questions about district clearance, please contact the following numbers or websites.

Davis: (801) 402-5722 or www.davis.k12.ut.us

Granite: (801) 646-5000 or www.graniteschools.org

Jordan: (801) 567-8100 or www.jordandistrict.org

Murray: (801) 264-7400 or www.murrayschools.org

Park City: (435) 645-5600 or www.parkcity.k12.ut.us

Salt Lake City: (801) 578-8599 or www.slc.k12.ut.us

Please contact private or parochial schools directly through the principal.

If you plan to work in adult education or university classrooms, State and federal clearance is not required.

III. Required Readings

Required texts (pre-production copies)

Christison, M.A. (2014). *Learning to Teach Languages Volume I: Establishing the Foundations*. Ann Arbor, MI: The University of Michigan Press.

Christison, M.A. (2014). *Learning to Teach Languages Volume II: Teaching the Four Skills*. Ann Arbor, MI: The University of Michigan Press.

Christison, M.A. (2014). *Learning to Teach Languages Volume III: Learning New Trends and Developments*. Ann Arbor, MI: The University of Michigan Press.

Required readings will be posted on Canvas in the module for which the materials are required.

IV. Course Expectations and Policies.

1. General expectations. All students are responsible for their own learning. How much you get out of the course is directly proportional to the amount of work you put in. All work must be completed in a thorough and quality manner.

2. Expectations for reading assignments. Students are expected to read the required materials, interpret the materials, and evaluate them in order to complete the assignments, projects, and quizzes.

3. Expectations for written assignments. All written work should to be completed in a professional manner with carefully written and organized prose. All assignments should follow standard academic conventions. When appropriate, use standard citations (e.g., APA 6th edition for in-text citations, references, headings, formatting, etc.). It is assumed that all students will do original work and cite sources appropriately.

4. Policy on late work. All coursework must be turned in on time. Assignments are locked after the deadline so you will not be able to upload them. Quizzes are also locked after the deadline. It is your responsibility to make certain that your quiz score has been posted to the Canvas grade

book before the deadline. Click on "Grades" on the left-hand menu bar to access your grade book for the course. In order to be fair to all students, I cannot make exceptions to the policy on late work and would be very grateful if you did not put me in the position of having to tell you **NO**. You always have a fairly large window of opportunity for completing your online quizzes and submitting assignments online. True emergencies and extenuating circumstances beyond your control, such as a serious accident or illness, are always given consideration. For illnesses a medical doctor's note is necessary. We have many opportunities for evaluation in this course, so one missed assignment will not result in course failure.

5. Checking the Canvas Site. It is your responsibility to check the Canvas site several times each week in order to communicate with your instructor and your peers.

V. Assignments

Assignments are listed within each module and on the course calendar.

Unit quizzes. There will be unit quizzes online that are worth varying points from 8- 20 points. You are encouraged to take quizzes multiple times during the time frame that the quiz is available so that you can have more opportunities to interact with the material and improve your overall score. Answers are given to you for a period of time once the quiz has locked. You can check the time period online.

Module assignments and short projects. Some of the modules have assignments or projects. Assignments are worth 10-15 points.

The field experience teaching journal, time log, and cooperating teacher evaluation. These requirements are described in the field experience module.

The field experience survey. Once you complete your field experience hours and turn in your assignments, please take the field experience survey.

VI. Grading Criteria

Your final grade is based on a point system for each of the graded projects below. Grades are assigned based on a percentage of total points.

95 – 100 = A

90 – 94 = A-

87 – 89 = B+

84 - 86 = B

80-83 = B-

77 – 79 = C+

74 - 76 = C

70 – 73 = C-

67 – 69 = D+

64 – 66 = D

60 – 63 = D-

Below 60 = E

VII. The general schedule for the module readings, quizzes, and assignments

Please check on Canvas for specific due dates for assignments and quizzes.

Date	Topics covered and assignment
Weeks 1-2	Orientation module Module 1: Developing Teacher Language Awareness (TLA) Reading assignment: Text Volume 1, Chapter 1: Teacher Language Awareness Quiz 1 - Check online for due date. Assignment - TLA Self-inventory Check online for the due date.
Weeks 3 and 4	Module 2: Second Language Acquisition Reading assignment: Text Volume 1, Chapter 2: Second Language Acquisition Quiz 2 - Check online for the due date.
Week 5	Module 3: A Brief History of Historical Methodologies Reading assignment:

	<p>Text Volume 1, Chapter 3: Historical Methodologies</p> <p>Assignment – Check online for the due date.</p>
Weeks 6 and 7	<p>Module 4: Teaching Culture</p> <p>Reading assignment:</p> <p>Text Volume 1, Chapter 4: Teaching Culture</p> <p>Assignment – Check online for the due date.</p>
Week 8 Fall Break Oct 11--18	
Week 9	<p>Module 5: Planning for Instruction</p> <p>Reading assignment:</p> <p>Text Volume 1, Chapter 5: Planning for Instruction</p> <p>Quiz 3 - Check online for the due date.</p>
Week 10	<p>Module 6: Assessing Learning</p> <p>Reading assignment:</p> <p>Text Volume 1, Chapter 6: Assessing Learning</p> <p>Quiz 4: Check online for the due date.</p>
Weeks 11 and 12	<p>Module 7: Teaching the Four Skills</p> <p>Reading assignment:</p> <p>Text Volume 2, Chapters 1-4</p> <p>Project – Check online for the due date.</p> <p>Quiz 5 - Check online for the due date.</p>
Week 13	<p>Module 8: Cooperative Learning and Classroom Interaction</p> <p>Reading assignment:</p> <p>Text Volume 3, Chapter 1: Cooperative Learning</p> <p>Quiz 6 – Check online for the due date.</p>

Week 14	Module 9: Multiple Intelligences Theory Reading assignment: Text Volume 3, Chapter 3: Multiple Intelligences Project – Check online for the due date.
Weeks 15 and 16	Module 10: Learning Styles and Learning Strategies Reading assignment: Text Volume 3, Chapters 4 and 5: Learning Styles and Learning Strategies Quiz 7 – Check online for the due date. Project – Check online for the due date.