



UNIVERSITY OF ARKANSAS

Dr. Bowles' SYLLABUS
CIED 5253: Special Methods II PEAH 206
Fall 2012

University of Arkansas College of Education and Health Professions
 Department of Curriculum and Instruction

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Office Hours:	By appointment or	Tu / Th	9:00-1200

Welcome to Class!

I. Program Affiliation: Curriculum and Instruction

Course Number and Title: CIED 5253: Special Methods II

Catalogue Description:

CIED 5253 Special Methods of Instruction II (Fa) Study of the methods and materials in the special content areas. Includes philosophical, cognitive, and psychological dimensions of teaching the content area. The planning of instruction, microteaching, and the development of instructional materials are included.

Prerequisites: Admission to the M.A.T. program

Required Texts:

Blaz, D. (2006). *Differentiated instruction: A guide for foreign language teachers*. Larchmont, N.Y.: Eye on Education.

Blaz, D. (2001). *A collection of performance tasks and rubrics: Foreign languages*. Larchmont, N.Y.: Eye on Education.

Shrum, J.L., & Glisan, E.W. (2010). *Teacher's handbook: Contextualized language instruction, 4th ed.* Boston, MA: Thomson/Heinle.

II. Relationship to Knowledge Base and Program Tenets: This course is a pedagogical studies course based on the theoretical and practical aspects of methods, techniques, and materials for effective teaching of second languages in secondary schools.

1) Scholar Practitioners are **knowledgeable** and demonstrate this through *Scholar-Practitioner Tenet One: One who accesses, uses, and/or generates knowledge* Students will use their textbooks, professional journals, and related websites to further understanding of how contemporary language instruction is standards-based.

2) Scholar Practitioners are **skillful** and demonstrate this through
Scholar-Practitioner Tenet Two: One who plans, implements, and models best practices--
 Students will show their understanding of instructional design by creating a Unit Plan.

3) Scholar Practitioners are **caring** and demonstrate this through
Scholar-Practitioner Tenet Three: One who understands, respects, and values diversity
 Students will demonstrate their understanding of Tenet Three by designing instruction and assessment for student learning styles, cognitive needs, and cultural background

4) Scholar Practitioners are **inquiring** and demonstrate this through
Scholar-Practitioner Tenet Four: One who is a developing professional and a lifelong learner
 Students will read a series of professional articles to enhance their content and pedagogical knowledge and synthesize this information in a summary format and use the information in developing a literature review for their Action Research Projects. Students will also attend a foreign language conference and write a report on the experience.

III. Goal: The purpose of this course is to provide an expanded view of the principles, techniques, and methods used in foreign/second language teaching/learning with a special focus on developing a unit of instruction and participation in the professional community.

IV. Competencies: Upon completion of the sequence of CIED 5253, students will:

- A. develop lesson plans and a unit plan that reflect both national and Arkansas standards;
- B. reflect on self-efficacy by connecting practice to tenets
- C. select and create strategies and materials for teaching the four skills with a focus on incorporating the three modes—interpretive, interpersonal, and presentational
- D. construct assessments to measure student learning including performance assessments
- E. select and use appropriate second language research findings;
- F. develop a plan for an action research project;
- G. demonstrate an interest in second language professionalism; and
- H. demonstrate commitment to education and lifelong learning.

V. Content

- A. Instructional Planning
 - 1. Daily lesson planning
 - 2. Unit planning
- B. Curricular Design
 - 1. Correlations with national and state standards
 - 2. Consideration of student population
 - a. Learning styles

- b. Multiple intelligences
 - c. Cultural and linguistic diversity
 - 3. Integration of technology
- C. Testing and Assessment
 - 1. The role of ACTFL proficiency levels
 - 2. Development of assessments: formative, summative, performance
 - 3. Development of rubrics
- D. Research in Second Language Education
 - 1. Using research findings in curricular development and instructional design
 - 2. Designing an action research project

VI. Assignments

- A. One story-based PACE Lesson: Chapter Seven, Episode Two, p. 238-239
- B. Three focused research article reports (EDOKs) based on Action Research topic
- D. Three reflective journals (E-flections) based on intern experience and Scholar-Practitioner Tenets (Tenets One, Two, and Three)
- E. Action research proposal
- F. Four assessments reflecting the four skills: reading, writing, listening, speaking
- G. Report of professional development (District III AFLTA Conference: Friday, October 5, NWAR COOP, Farmington)
 - o Certificate of Attendance
 - o Summary of each session
 - o Description / reflection of benefits as an emerging professional
- H. Teacher Candidate Work Sample Project

VII. Evaluation:

The grade for each student is based upon the following items:

75 pts.	EDOKs (3)
50 pts.	Professional Development Report
30 pts.	E-flections (3)
100 pts.	Assessments (4)
20 pts.	Action Research Proposal
100 pts.	TCWS
<u>350 pts.</u>	TOTAL

VIII. Course Requirements:

Class participation based on readings and other assignments:

Assigned readings from these books should be read prior to the class session in which they will be discussed. Students are expected to participate in class discussions. Contributions may also include outside readings and/or personal experience.

IX. Grading Scale:

- A = 100-90
 B = 89-80
 C = 79-70
 D = 69-60
 F = below 60

X. Academic Honesty:

“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”

“Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at <http://provost.uark.edu/> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

XI. Inclement Weather Procedure: Academic Policy Series 1858.10

Classes will be cancelled if the University closes. For detailed information, go to <http://provost.uark.edu/185810.pdf>

XII. Attendance Policy and Late Work Policy:

Attendance—you have to be present to win!

All assignments are due on the due date unless otherwise required.

Assignments turned in after the due date lose 25% of grade each day that it is late.

*** Incompletes will not be given this semester due to departmental recommendations.

XIII. Attendance is mandatory. Since we only meet once a week, you are required to attend. **Punctuality** is expected as this is one of the dispositions of being a professional. If you expect to be late, please notify me. Tardiness is disruptive to the class environment.

XIV. Accommodations:

Students with disabilities requesting reasonable accommodations must first register with the Center for Educational Access. The CEA is located in the Arkansas Union, ARKU 104, and on the web at: <http://cea.uark.edu/> .

The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure that sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks.

XIV. Syllabus Changes: The instructor reserves the right to make changes as necessary to the syllabus. If changes are necessary during the term of this course, the instructor will post both notification and nature of the change(s) on the course bulletin board and announce changes during class.

XV. Course Resources

- A. Mullins Library
- B. Internet
- C. Professor's Library

XVI. Research Base

Texts:

- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). White Plains, NY: Pearson.
- Brown, J. D., & Rodgers, T. S. (2002). *Doing second language research*. Oxford: Oxford University Press
- Celce-Murcia, M. (2001). *Teaching English as a Second or Foreign Language* (3rd ed.). Boston: Heinle & Heinle.
- Hadley, A. O. (2001). *Teaching language in context*, Third Edition .Boston: Heinle & Heinle Publishers.
- Lewis, M. (1993). *The lexical approach: The state of ELT and a way forward*. Hove, UK: Language Teaching Publications.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Nattinger, J., & DeCarrico, J. (1992). *Lexical phrases and language teaching*. Oxford: Oxford University Press.
- Nunan, D. (1989). *Understanding language classrooms*. London: Prentice Hall.
- O'Grady, W. (2005). *How children learn language*. Cambridge: Cambridge University Press.

Non-text Sources:

Selected articles may be assigned from the following professional journals:

- Foreign Language Annals
- The Modern Language Journal
- Hispania
- The French Review
- Canadian Modern Language Review
- Le francais dans le monde
- The German Quarterly
- Unterrichtspraxis
- English Language Teaching
- The TESOL Quarterly
- Classical Journal
- The ACTFL Foreign Language Education Series (Yearbooks 1985-)
- Lincolnwood, IL: National Textbook Co.

Learning a language
is
a life-long adventure!