

SYLLABUS
CIED 5253: Special Methods II
Peabody Hall Room 312
Fall 2008

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

Instructor: Freddie Bowles	Office: Peabody 314
Phone: 479-575-3035	E-Mail: <i>fbowles@uark.edu</i>
Office Hours:	Wednesdays 10:00-1:00 2:30–5:30 p.m. or by appointment

I. Program Affiliation: Curriculum and Instruction

Course Number and Title: CIED 5253: Special Methods II

Catalogue Description: Special Methods in Teaching Second Languages continues the study of second language acquisition by focusing on the study of long range planning, techniques for quantitative and qualitative evaluation, curricular and research design, the application of technology to second language learning, the utilization of research findings, and the development of strategies for multiculturalizing curricula and instruction.

Prerequisites: Admission to the M.A.T. program / CIED 5243

Required Texts:

Blaz, D. (2002). *Bringing the Standards for foreign language learning to life*.
 Larchmont, N.Y.: Eye on Education.

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. (2005). *Teacher's handbook: Contextualized language instruction, 3rd.ed.* Boston, MA: Thomson/Heinle.

II. Relationship to Knowledge Base

This course is a pedagogical studies course and is related to the Scholar- Practitioner model through studying theoretical and practical aspects of methods, techniques, and materials for effective teaching of second languages in secondary schools.

- III. Goal:** The purpose of this course is to provide an expanded view of the principles, techniques, and methods used in second language teaching/learning.
- IV. Competencies:** Upon completion of CIED 5253, students will
- A. develop lesson plans that reflect both national and Arkansas standards;
 - B. develop interdisciplinary instructional and/or resource units;
 - C. review, revise, and adapt textbook units, chapters, or lessons;
 - D. select and devise strategies and materials for teaching ESL and Heritage language students;
 - E. construct unit tests for assessing the 4 communicative skills, culture & literature if applicable; develop alternative methods of assessment
 - F. conduct and assess oral interviews;
 - G. select and/or devise strategies for multiculturalizing second language curricula and instruction, including strategies for students with disabilities;
 - H. prepare higher order questions that develop critical thinking skills;
 - I. select and use appropriate second language research findings;
 - J. develop a plan for an action research project;
 - K. demonstrate an interest in second language professionalism; and
 - L. demonstrate commitment to education and lifelong learning.

V. Content

- A. Instructional planning—long range
 1. Unit planning--thematic
 2. Syllabus design: grammatical/ situational/ task-oriented/ functional-notional/ content-based/skill-based
- B. Curricular design and instructional planning
 1. Correlations with national and state standards
 2. The multicultural student population
 - a. The exceptionals
 - *Teaching the learning disabled in the second language classroom
 - *Enriching the second language curricula for the gifted and talented
 - b. Learning styles
 - c. Multiple intelligences
 3. ESL curricular concerns—academic learning, functional/survival learning
- C. Testing and Assessment
 1. The role of ACTFL proficiency levels
 2. Development of quizzes/ test items for testing communicative skills & culture
 3. Error correction
 4. Qualitative evaluations—holistic assessment
 5. Oral interview techniques, OPI vs. SOPI
 6. 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 thematic unit plan:
- Goals and standards
 - Theme / context
 - Objectives / Progress indicators
 - Performance assessments
 - Essential skills / knowledge
 - Instructional strategies
 - Resources
- B. Three focused research article reports (EDOKs):
- ESL
 - Accommodating Students with Disabilities
 - Assessment
- C. Reflective E-journals based on intern experience and connected to college tenets
- D. Action research proposal
- E. Five lesson plan presentations to include pre-and post-tests:
- Grammar
 - Reading
 - Writing
 - L/S
 - Culture
- F. Report for Professional Development (DISTRICT III AFLTA CONFERENCE)
- Certificate of attendance
 - Summary of each session
 - Description / reflection of benefits to you as an emerging professional

VII. Evaluation

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

- A. 100 pts. --Unit Plan
- B. 90 pts. --EDOKs (3)
- C. 50 pts. --Reflective Journals (5)
- E. 10 pts. --Tentative Proposal for Action Research
- G. 50 pts. --Lesson Plans (5)
- H. 50 pts. --PD report

VIII. Course Requirements:

Class participation based on readings and other assignments

Assigned readings from this book 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. Class participation may also be assessed.

Students are required to purchase the textbooks and the Chalk & Wire© student account.

IX. Grading Scale

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

X. Academic Honesty:

Academic honesty involves acts, which subvert or compromise the integrity of the educational process at the University of Arkansas. Included is an act by which a student gains or attempts to gain an academic advantage for himself or herself or another by misrepresenting his or her or another's work or by interfering with the completion, submission, or evaluation of work.

The application of the University of Arkansas Academic Honesty Policy, as stated on in the 2008-2000 Undergraduate Studies Catalog, will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Honesty Policy. Academic dishonesty involves acts, which may subvert or compromise the integrity of the educational process.

XI. Inclement Weather Procedure:

If Fayetteville schools are closed due to inclement weather, we will not have class.

XII. Attendance Policy and Late Work Policy:

Attendance—you have to be present to win! **All assignments should be submitted on the due date** unless otherwise required. Failure to meet this requirement results in a zero for that assignment unless previous arrangements have been made with me. No late work is accepted (you can arrange to turn assignments in early).

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

Attendance is mandatory, since we only meet once a week, you are required to attend.

XIII. Accommodations:

The Center for Educational Access (CEA), 104 Arkansas Union, is the central campus resource for students who require reasonable accommodations in order to access the programs, services and activities offered through the University. CEA staff work in partnership with the individual student to communicate and facilitate any accommodation needs to faculty and staff. Accommodation determination is based on an analysis of medical or psychological documentation provided to the CEA by the student. Students must meet with one of the CEA staff to discuss their needs and provide such documentation before any accommodations can be granted.

Please see me if I can be of assistance.

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.

XV. Course Resources

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

XVI. Research Base

Texts:

- Blaz, D. (2002). *Bringing the Standards for foreign language learning to life*. Larchmont, N.Y.: Eye on Education.
- 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.
- Hadley, A. O. (2001). *Teaching language in context*, Third Edition .Boston: Heinle & Heinle Publishers.
- Shrum, J.L., & Glisan, E.W. (2005). *Teacher's handbook: Contextualized language instruction, 3rd.ed.* Boston, MA: Thomson/Heinle.

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.

References:

- Bardovi-Harlig, K. & Hartford, B.S. *Beyond Methods: Components in language teacher education*.
- Blaz, D. (2000). *Foreign language teacher's guide to active learning*. Larchmont, N.Y.: Eye on Education.
- Blaz, D. (1998) *Teaching languages in the block*. Larchmont, N.Y.: Eye on Education.

Cook, G. (2003). *Applied linguistics*. Oxford: Oxford University Press.

Larsen-Freeman, D., & Long, M. H. (1991). *An introduction to second language acquisition research*. New York: Longman.

Nunan, D. (1990). *Action research in the language classroom*. In J. C. Richards & D. Nunan (Eds.), *Second Language teacher education* (pp. 62-81). Cambridge: Cambridge University Press.

Rickerson, E.M., & Hilton, B. (2006). *The 5 minute linguist: Bite-sized essays on language and languages*. Oakville, CT: Equinox Publishing Ltd.

Welcome to class and good luck with the semester.
Learning is forever.