



**COURSE SYLLABUS: CIED 5262 Special Methods III
PEAH 309 Spring 2014**

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

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- I. Program Affiliation:** Curriculum and Instruction
Course Number and Title: CIED 5262: Special Methods III
Prerequisites: Admission to the M.A.T. program / CIED 5243 & CIED 5253

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 differentiating curricula and instruction.

Required Texts:

Shrum, J.L., & Glisan, E.W. (2005). *Teacher's handbook: Contextualized language instruction, 4th ed.* Boston, MA: Thomson/Heinle.

- II. Relationship to Knowledge Base and Scholar-Practitioner Tenets:** 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.

- 1) Scholar Practitioners are **knowledgeable** and demonstrate this through *Scholar-Practitioner Tenet One: One who accesses, uses, and/or generates knowledge* (Analyzing a Writing Project) and *Tenet Seven: One who is knowledgeable about teachers and teaching, learners and learning, schools and schooling* (Reflecting on how to apply Differentiated Instruction to a unit plan and completing four E-reflections).
- 2) Scholar Practitioners are **skillful** and demonstrate this through *Scholar-Practitioner Tenet Two: One who plans, implements, and models best practices* (Designing a PACE Lesson, a Speaking Activity, and a Technology-Focused Lesson).

- 3) Scholar Practitioners are **caring** and demonstrate this through *Scholar-Practitioner Tenet Three: One who understands, respects, and values diversity* (Identifying DI in the classroom) and *Tenet Six: One who makes decisions based upon professional standards and ethical criteria* (Textbook Evaluation).

III. Goal: The purpose of this course is to provide an expanded view of how to integrate the ACTFL program standards and the Arkansas Frameworks into instruction and to help candidates develop a variety of instructional practices that address the needs of diverse language learners and the use of technology to enhance language learning. The course also supports interns as they finish their Action Research Projects.

IV. Competencies: Upon completion of this sequence of special methods courses, students will:

- A. develop lesson plans that reflect ACTFL, CCSS, ISTE, and Arkansas standards and focus on technology and differentiated instruction;
- B. review and evaluate textbooks;
- C. review data collection and analysis for Action Research Project;
- D. apply technology to second language learning and teaching, and
- E. demonstrate commitment to education and lifelong learning.

V. Content:

- A. The multicultural student population
 - a. The exceptionals
 - b. Learning styles
 - c. Multiple intelligences
- B. Focus on the three modes to design technology lessons
 - 1. Interpersonal
 - 2. Interpretive
 - 3. Presentational
- C. Evaluation of Textbooks
 - 1. Using the Five Cs to evaluate textbooks

VI. Assignments:

Four E-flections based on the Scholar-Practitioner Tenets Four through Seven

Three technology lesson presentation from the following options:

- o Web-based lesson (web-quest)
- o Lesson using video (movie, news clip)
- o Lesson using other technologies—Photo shop, Windows Moviemaker, iPod

Final Project: Textbook Evaluation: Tenet 6 Chalk and Wire: *Bowles Textbook Evaluation CIED 5262_09*

VII. Evaluation:

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

- A. 40 pts. 4 E-flections
- B. 150 pts. 3 Technology Lesson Presentations
- C. 60 pts. Participation—discussion and homework
- D. 100 pts. Textbook Evaluation—Chalk and Wire Attendance

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 4 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:

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

XII. 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.

XIII. Attendance Policy and Late Work Policy:

Attendance is mandatory. Since we only meet once a week, you are required to attend. You have to be present to win!

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

Failure to meet this requirement results in a letter grade reduction for each class

overdue for that assignment unless previous arrangements have been made with me.

XIV. Emergency Procedures Policy:

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.

Severe Weather (Tornado Warning):

- Follow the directions of the instructor or emergency personnel
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):

- **CALL-** 9-1-1
- **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY-** Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.
- **DEFEND-** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

XV. 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.

XVI. Course Resources:

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

XVII. 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 français 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.

Language is the pathway to culture.