



**UNIVERSITY of ARKANSAS**

1871

**SYLLABUS**

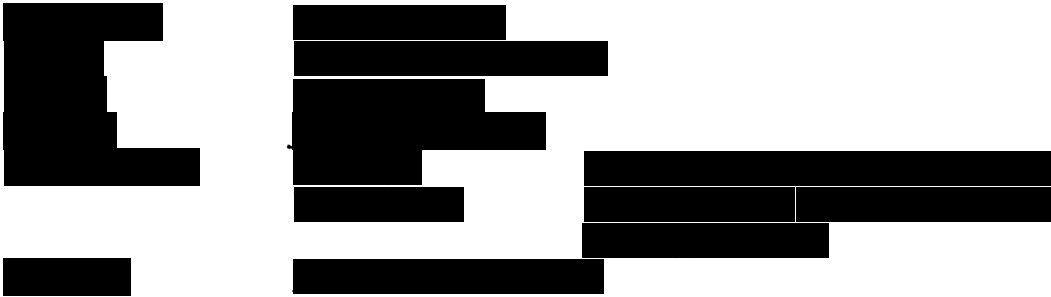
**CIED 5262: Special Methods III**

**Stone House South Room 37**

**Spring 2011**

**University of Arkansas College of Education and Health Professions**

**Department of Curriculum and Instruction**



- I. Program Affiliation:** Curriculum and Instruction
- Course Number and Title:** CIED 5262: Special Methods III

**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.

**Prerequisites:** Admission to the M.A.T. program / CIED 5243 / CIED 5253

**Required Texts:**

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

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

Shrum, J.L., & Glisan, E.W. (2010). *Teacher's handbook: Contextualized language instruction, 4<sup>th</sup> 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 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, elementary students, and use of technology to enhance language learning.

- IV. Competencies:** Upon completion of this sequence of special methods courses, students will:
- A. revise and refine unit plans
  - C. review and evaluate textbooks;
  - D. apply technology to second language learning and teaching, and
  - F. demonstrate commitment to education and lifelong learning.
- V. Content:**
- A. Curricular design and instructional planning: Teacher Candidate Work Sample
  - B. Differentiated instruction for diverse learners
  - C. Assessing standards-based language performance in context
  - D. Using technology to contextualize and integrate language instruction
  - C. Developing professionalism
- VI. Assignments:**
- Four reflective journals (E-flections) based on intern experience and Scholar-Practitioner Tenets (Tenets Four-Seven)
  - One professional development report (AFLTA District Festival)
  - Two classroom observation reports (FLEX and TPRS)
  - Textbook evaluation
  - Unit plan
- VII. Evaluation:**
- The grade for each student is based upon the following items:
- |                        |         |                                   |
|------------------------|---------|-----------------------------------|
| A.                     | 40 pts. | 4 E-flections                     |
| B.                     | 20 pts. | PD Report                         |
| C.                     | 40 pts  | Two Classroom Observation Reports |
| D.                     | 50 pts. | Textbook Evaluation               |
| F.                     | 100 pts | TCWS                              |
| <b>Total: 250 pts.</b> |         |                                   |
- 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:**

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 2010-2011 Undergraduate Studies Catalog, pp. 36-38, 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: 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 in class 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). **Attendance is mandatory. Since we only meet once a week, you are required to attend.**

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

**XIII. Academic Policy Series 1520.10: Reasonable Accommodation and Course Substitution for Students with Disabilities**

The University of Arkansas seeks to provide students with disabilities the opportunity to participate fully in its educational programs. In keeping with this philosophy, it is University policy that students with documented disabilities receive reasonable accommodations when they request them in meeting program and course requirements. <http://provost.uark.edu/152010.pdf>

**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:**

- Brown, H. D. (2007). *Principles of language learning and teaching* (5<sup>th</sup> 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* (3<sup>rd</sup> 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:**

- 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.*