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APR 10 2012

OFFICE OF THE SENATE COUNCIL

# COURSE CHANGE FORM

NOTE: Start form entry by choosing the Current Prefix and Number  
 (\*denotes required fields)

|  |  |  |  |  |
|--|--|--|--|--|
| <b>Current Prefix and Number:</b>  |  | MCL - Modern and Classical Lang<br>MCL 610 - WORLD LANG MTHDS 9-12 | <b>Proposed Prefix &amp; Number:</b>   |  |
| *  | What type of change is being proposed?   |  | <input checked="" type="checkbox"/> Major Change<br>Distance Learning Only<br>Minor - change in number within the same hundred series, except 600-799 is the same "hundred series"<br>Minor - editorial change in course title or description which does imply change in content or emphasis<br>Minor - a change in prerequisite(s) which does not imply a change course content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s)<br>Minor - a cross listing of a course as described above |  |
| Does the change make the course a UK Core course? Yes <input type="checkbox"/> No <input type="checkbox"/><br>If YES, check the areas that apply:<br><input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II<br><input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations<br><input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning<br><input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity<br><input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics |  |  |  |  |
| <b>1. General Information.</b>   |  |  |  |  |
| a.   | Submitted by the College of: College of Arts & Sciences  |  | Today's Date: 3/5/2012   |  |
| b.   | Department/Division:   | Modern & Classical Languages                                       |  |  |
| c.*  | Is there a change in "ownership" of the course?  |  |  |  |
|  | <input type="checkbox"/> Yes <input type="checkbox"/> No    If YES, what college/department will offer the course instead? Select... |  |  |  |
| e.*  | * Contact Person Name: Francis Bailey  |  | Email: francis.bailey@uk.edu Phone: 257-7025   |  |
|  | * Responsible Faculty ID (if different from Contact)   |  | Email: Phone:  |  |
| f.*  | Requested Effective Date:  | <input type="checkbox"/> Semester Following Approval               | OR   | Specific Term: <sup>2</sup> Fall 2012                            |
| <b>2. Designation and Description of Proposed Course.</b>  |  |  |  |  |
| a.   | Current Distance Learning(DL) Status:  |  | <input type="checkbox"/> N/A<br><input type="checkbox"/> Already approved for DL*<br><input type="checkbox"/> Please Add<br><input type="checkbox"/> Please Drop   |  |
| *If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box ) that the proposed changes do not affect DL delivery.  |  |  |  |  |
| b.   | <b>Full Title:</b>   | WORLD LANGUAGE METHODS 9-12  | <b>Proposed Title: *</b>   | L2 Teaching Methods: 9-12, Adult & Advanced Learners             |
| c.   | <b>Current Transcript Title (if full title is more than 40 characters):</b>  |  | WORLD LANG MTHDS 9-12  |  |
| c.   | <b>Proposed Transcript Title (if full title is more than 40 characters):</b>   |  | L2 Teaching Methods: 9-12, Adult & Adv   |  |
| d.   | <b>Current Cross-listing:</b>  | <input checked="" type="checkbox"/> N/A                            | OR   | Currently <sup>3</sup> Cross-listed with (Prefix & Number): none |

|                    |   |  |   |  |                                   |                                   |
|--------------------|---|--|---|--|-----------------------------------|-----------------------------------|
|                    | <i>Proposed – ADD<sup>3</sup> Cross-listing (Prefix &amp; Number):</i>  |  |   |  |                                   |                                   |
|                    | <i>Proposed – REMOVE<sup>3,4</sup> Cross-listing (Prefix &amp; Number):</i>   |  |   |  |                                   |                                   |
| <b>c.</b>          | <b>Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>5</sup> for each meeting pattern type.</b>   |  |   |  |                                   |                                   |
| <b>Current:</b>    | Lecture 45<br><input checked="" type="checkbox"/>   | Laboratory <sup>5</sup>  | Recitation                              | Discussion                               | Indep. Study                      |                                   |
|                    | Clinical  | Colloquium   | Practicum                               | Research                                 | Residency                         |                                   |
|                    | Seminar   | Studio   | Other Please explain:                   |  |                                   |                                   |
| <b>Proposed: *</b> | Lecture 45<br><input checked="" type="checkbox"/>   | Laboratory <sup>5</sup>  | Recitation                              | Discussion                               | Indep. Study                      |                                   |
|                    | Clinical  | Colloquium   | Practicum<br>X                          | Research                                 | Residency                         |                                   |
|                    | Seminar   | Studio   | Other Please explain:                   |  |                                   |                                   |
| <b>f.</b>          | <b>Current Grading System:</b>  |  | Graduate School Grade Scale             |  |                                   |                                   |
|                    | <i>Proposed Grading System:*</i>  |  | ◊ Letter (A, B, C, etc.)<br>☐ Pass/Fail |  |                                   |                                   |
| <b>g.</b>          | <b>Current number of credit hours:</b>  |  | 3                                       | <i>Proposed number of credit hours:*</i> | 3                                 |                                   |
| <b>h.*</b>         | <b>Currently, is this course repeatable for additional credit?</b>  |  |   |  | <input type="checkbox"/> Yes ◊ No |                                   |
| <b>*</b>           | <i>Proposed to be repeatable for additional credit?</i>   |  |   |  | <input type="checkbox"/> Yes ◊ No |                                   |
|                    | <i>If YES:</i>  | <i>Maximum number of credit hours:</i>   |   | 3  |                                   |                                   |
|                    | <i>If YES:</i>  | <i>Will this course allow multiple registrations during the same semester?</i> |   |  |                                   | <input type="checkbox"/> Yes ◊ No |
| <b>i.</b>          | <b>Current Course Description for Bulletin:</b>   |  |   |  |                                   |                                   |
|                    | This course serves pre- and in-service teachers with the theoretical background and instructional strategies surrounding the five areas of second language acquisition for K-12 learners as defined by the National Standards for Language Learning and information to address the Standards of Foreign Language Learning and Kentucky Teacher Standards.                                       |  |   |  |                                   |                                   |
| <b>*</b>           | <b>Proposed Course Description for Bulletin:</b>  |  |   |  |                                   |                                   |
|                    | This course is focused on current approaches, strategies and techniques in second language teaching, with a particular emphasis on intermediate and advanced language learners and adolescent or adult students. It is also a practical course, so all students must have access to a second language classroom and learners in order to engage course concepts in an actual classroom setting. |  |   |  |                                   |                                   |
| <b>j.</b>          | <b>Current Prerequisites, if any:</b>   |  |   |  |                                   |                                   |
|                    |   |  |   |  |                                   |                                   |
| <b>*</b>           | <i>Proposed Prerequisites, if any:</i>  |  |   |  |                                   |                                   |

|            |  |  |
|------------|--|--|
| *          |  |  |
| k.         | Current Supplementary Teaching Component, if any:  | <input type="checkbox"/> Community-Based Experience<br><input type="checkbox"/> Service Learning<br><input type="checkbox"/> Both  |
|            | Proposed Supplementary Teaching Component:   | <input type="checkbox"/> Community-Based Experience<br><input type="checkbox"/> Service Learning<br><input type="checkbox"/> Both<br><input type="checkbox"/> No Change  |
| <b>3.</b>  | Currently, is this course taught off campus?   | <input type="checkbox"/> Yes <input type="checkbox"/> No   |
| *          | Proposed to be taught off campus?  | <input type="checkbox"/> Yes <input type="checkbox"/> No   |
|            | If YES, enter the off campus address:  |  |
| <b>4.*</b> | Are significant changes in content/student learning outcomes of the course being proposed?   | <input type="checkbox"/> Yes <input type="checkbox"/> No   |
|            | If YES, explain and offer brief rationale:   |  |
|            | This course currently serves the MAJNL program. We are expanding the course to include students in the TESL program. This has required us to include TESOL standards and an additional focus on ESL teaching. The course is also now designed to include a teaching practicum. |  |
| <b>5.</b>  | Course Relationship to Program(s).   |  |
| a.*        | Are there other depts and/or pgms that could be affected by the proposed change?   | <input type="checkbox"/> Yes <input type="checkbox"/> No   |
|            | If YES, identify the depts. and/or pgms:   |  |
|            |  |  |
| b.*        | Will modifying this course result in a new requirement <sup>2</sup> for ANY program?   | <input type="checkbox"/> Yes <input type="checkbox"/> No   |
|            | If YES <sup>1</sup> , list the program(s) here:  |  |
|            |  |  |
| <b>6.</b>  | Information to be Placed on Syllabus.  |  |
| a.         | <input type="checkbox"/> Check box if changed to 400G or 500.  | <input type="checkbox"/> If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students b requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR J.1.1. |

<sup>1</sup> See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

<sup>2</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>3</sup> Signature of the chair of the cross-listing department is required on the Signature Routing Log

<sup>4</sup> Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

<sup>5</sup> Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR J.2.1.)

<sup>6</sup> You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>7</sup> In order to change a program, a program change form must also be submitted.

Graduate Council      4/9/12      Brian Jackson

## **MCL 610: L2 Teaching Methods: 9-12, Adult & Advanced Learners**

Fall 2012  
Wednesday: 6:30-9:00

Instructor: Dr. Stacey DuBravac  
Office: 1019 POT  
Telephone: 257-9562  
Email: sdubravac@uky.edu  
Office hours: TBD

### **Bulletin Course Description:**

This course is focused on current approaches, strategies and techniques in second language teaching, with a particular emphasis on intermediate and advanced language learners and adolescent or adult students. It is also a practicum course, so all students must have access to a second language classroom and learners in order to engage course concepts in an actual classroom setting.

### **Required texts:**

- Shrum, J., & Glisan, E. (2010). *Teacher's Handbook: Contextualized Language Instruction*. 4th ed. Heinle & Heinle. ISBN:1413033210
- Articles available online or by email.

### **Recommended texts:**

- Curtain, H. & Dahlberg, C. (2004). *Languages and Children: Making the Match*, 3rd edition. Boston: Allyn & Bacon Publishers.
- *Standards for Foreign Language Learning in the 21st Century*. (1999). National Standards in Foreign Language Education Project. Yonkers, NY, ACTFL.

### **Course objectives**

Students will be able to:

1. Understand and frame major pedagogical and SLA research, recent developments, and the history of second language instruction in the U.S. including methodologies, ESL & foreign language materials, and learning theories. (KNTS 5, 7, 8 & 9)
2. Contextualize language instruction in accordance with the goals for the Standards for Foreign Language Learning & TESOL Standards (KNTS 1, 2, 3, 4, 5, 7, 8, 9)
3. Advocate for the study and teaching of second languages in the public schools K-12 among various groups, e.g., students, parents, administrators, etc. (KTIP 6, 7)

4. Specify methods for dealing positively and creatively with students with special needs, different learning styles, dissimilar intelligences, and diverse backgrounds and multi-level classes. (KNTS 1, 2, 3, 4)
5. Construct meaningful and well-planned units and lessons that promote active, communicative language instruction and encourage risk-taking among adolescents and older learners. Including age appropriate activities for each level. (KNTS 1, 2, 4, 9)
6. Model and critique a variety of techniques for effectively teaching and evaluating language development according to the Five C's. (KNTS 1, 2, 3, 4, 5, 6, 8, 9) and TESOL
7. Articulate both formative and summative assessment methods for language performance in context, including the 4 skills & culture and the 5 C's, using a variety of instruments to clearly distinguish between achievement and proficiency. (KNTS 4)
8. Understand and integrate technology to contextualize and augment language learners' experiences. Students should also be familiar with a variety of different technologies including but not limited to the Internet (email, BBS, Chat, wiki, etc), software, multimedia, and realia. (KNTS 1,3,4,5,6,8, 9)
9. Recognize and demonstrate linguistic, paralinguistic and non-linguistic elements of communication such as pragmatics, proxemics, gestures, and prosody. (KNTS 8)
10. Appreciate the importance of adapting to school culture both as an instructor and as a life-long learner of the language and the teaching profession. This includes reading major journals, being aware of world language education organizations, and being able to locate information in a network of teaching professionals. (KNTS 4, 5, 6, 7, 8, 9)

### **Evaluation**

The evaluation for the methods course will be based on the following:

- |  |     |
|--|-----|
| 1. Class participation                     | 10% |
| 2. Practicum                               | 25% |
| 3. Lesson & Unit plans                     | 10% |
| 4. Weekly journal reflections/obs.         | 20% |
| 5. Presentations/Micro lessons             | 20% |
| 6. Teaching Philosophy Paper & Portfolio   | 10% |
| 7. Performance assessment task with rubric | 5%  |

### **Grading Scale**

#### **Graduate**

- A = 90–100 percent
- B = 80–89 percent
- C = 70–79 percent
- E = below 70 percent

**Note:** There is no final exam for this course. The culminating course task is the submission of the Portfolio.

### **Course Requirements**

1. **Class Participation:** Students are expected to come to class sessions having read course material and prepared to actively participate in class discussions and task. You are expected to be mentally & physically in class.

2. **Practicum:** This class requires a field-based experience in an L2 classroom, preferably in a situation where the student is able to work directly with students. The precise schedule for the teaching practicum is a function of the schedule of the host institution. Students are required to match up to the institution's schedule of classes and conduct themselves professionally with the host institutions' staff and language students. A written report is required that explores the practicum site context for the following: L2 Program, L2 curriculum, Assessment System, Language students' backgrounds and L2 proficiency levels. (3 – 5 pages)

3. **Lesson & Unit Plans:** Your portfolio should contain one thematic unit of five connected classes and 4 types of lessons that are drawn from the following categories:

#### **MATWL**

Heritage learner lesson  
Writing lesson  
Reading lesson  
Special Needs lesson plan  
Culture lesson

#### **TESL**

Oral  
Listening  
Reading  
Writing  
Differentiated Instruction  
Special Needs lesson plan  
Culture lesson

4. **Weekly Journal Reflections/Observations:** You should keep a journal online (Weblog at pbwiki) of items that are of interest to you. You should have at least one entry per week and each entry can be as long or as short as you want. Entries should focus on second language education and may include questions, experiments that you would like to try with your class, frustrations about the certification process, plans for the future, criticisms of certain methods or approaches, etc. The purpose of the journal is to provide evidence that you are reflective and understand the fields of World Language Education and TESOL. Another purpose of the journal is to have a set of experiments that you would like to do with your class. This can be as simple as changing the initial warm-up or as complex as testing for perception of phonemes over a set of protocols.

5. Presentations/Micro-lessons: This task is designed to allow for in-class demonstrations or presentations of what can be done to teach selected components of the L2 curriculum. Students can either demonstrate a micro lesson in class or bring data (lesson plans, materials, student work) in from the teaching practicum site.

The following subjects are required for this course. If we have time we will try to do additional examples. Theoretically, each topic of micro-lesson should be completed in one class period but with the number of students and the time allotted, these activities may extend to the following week.

Listening activity—2–5 min. that includes pre-listening, listening, and post-listening tasks. You can use audio, video, guests, or multimedia.

Speaking lesson—5–7 min. that encourages students to take risks, appropriate vocabulary for their own uses, and negotiate meaning.

Podcasting lesson—2–4 minutes with handout that describes a well-structured podcasting project with the supporting activities.

Vocabulary activities—2–7 minutes where students are introduced to vocabulary and manipulate and personalize vocabulary structures.

Culture lesson—5–7 min. that focuses on culture and examines the practices or products of a culture and guides students to understanding the perspectives of the target language speakers in regard to their own.

Presentations and discussions are designed to enable you to investigate aspects of teaching at the secondary or adult levels. Each member of the class will lead discussions/make presentations on 2 topics of their choice, with 10-15 minutes of discussion of each topic, but the instructor reserves the right to lengthen discussion when merited. Below are some suggestions for topics.

Teaching literature

Dialogues

TPRS at the 9-12/Adult level

Student portfolios

Cooperative learning

Differentiated Instruction

ProCALL

Games

Drama

Error correction

Block scheduling

Assessment

The discussion that you lead should include a handout, frame the issue, bring out some interesting background, pose pertinent questions, and give us a good idea of what to consider if we need to make decisions in that area.

6. Teaching Philosophy Paper & Portfolio:

\* Teaching philosophy Paper: A two-page paper that condenses your current teaching philosophy to its essentials.



\* Portfolio: The portfolio (also called the retention portfolio) should be in electronic form and contain the following items:

- Table of Contents
- A revised foreign language/ESL "Teaching Philosophy" paper
- Self-evaluation and a plan for future development
- A definition of foreign language education
- A summary of all observation experiences and teaching experiences in foreign language education
- A unit plan designed for the High school/Adult level
- Two samples of best lesson plans
- Evidence of ability to locate foreign language/ESL education information on the World Wide Web by including four separate articles from appropriate sources on one second language education topic
- Evidence of ability to use a computer program to calculate grades; actual grade calculations will be included in the portfolio
- Evidence of ability to advocate for second language education by writing a letter to a site-based council, local newspaper, etc., to advocate for a position related to second language education in the schools

7. Performance Assessment Task with Rubric: Performance assessment task and open response question with rubric from lesson plans selected from the MCL 610 course.

**Note:** All written work must be typed and double-spaced. Written work can be in any language you choose but keep in mind that your portfolio pieces should be in English. All work is accepted in hard copy or electronic copy format.

#### **Other important notes:**

##### **Classroom Behavior Policies**

Students should come to class prepared to responsibly participate in class discussions and tasks. There should be no use of electronic devices, except for their pedagogical applications. Students are expected to treat all class participants with respect and courtesy, in whole class and small group settings.

##### **Course Policy for Attendance**

Students must adhere to the scheduling of the host institution for the practicum teaching site. The course sessions are designed to be highly interactive, with many opportunities for small group work and whole class discussions. A maximum of two class sessions can be missed. If you do have to miss a class, you are responsible for 1) notifying the instructor, prior to class; 2) making arrangements to collect course materials; 3) posting or turning in any course assignments due that day.

### **Academic Integrity**

Academic integrity is critical to students and teachers. Any cases of plagiarism or other forms of academic dishonesty will result in an "E" for the paper or entire course with suspension and dismissal as possibilities.

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

### **Accommodations Due to Disability**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource

Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Course Policy on Academic Accommodations Due to Disability**

If you have a documented disability that requires academic accommodations, please see the course instructor as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide the course instructor with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)).

## Topics & Dates

|                            | Read for class  | Due   |
|----------------------------|---|---|
| Wednesday, August 24       | Professional Organizations,<br>Portfolio requirements,<br>Administrivia   | Begin annotated bib   |
| Wednesday, August 31       | Entering the L2 Classroom<br>EM: Ch. 1 & 2 : Evaluating software<br>and Netware.<br>EM: Chapter 3: The World Wide<br>Web<br><br>Evaluating textbooks & Websites<br><br>Discussion on Acceptable use,<br>Copyright | 1. MATWL: Written<br>confirmation that you are<br>planning on Student<br>teaching in Spring 2012.<br>Email to me.<br>2. Written plan for future<br>professional development.<br>Email to me.<br>3. Establish website (see<br>chapter). Post link on wiki. |
| Wednesday, September 7     | TH: Chapter 1: Intro to SLA pp. 11-<br>34<br>TH Chapter 2: Standards pp. 46-65<br>Standards video   | 1. 1 blog entry on assessment<br>(make a link to it on the<br><a href="#">Blog Page</a> )<br>2. Teaching Philosophy<br>(renewed – see rubric).<br>3. 2 entries in your annotated<br>bib. (email to me.)   |
| Wednesday, September<br>14 | EM Chapter 4: Second language<br>Acquisition theories<br>EM Chapter 5: Task design  | 1. Unit plan (sketch)<br>2. Textbook evaluation (email)<br>Evaluate a website (see<br>chapter) bring paper copy<br>to class.  |
| Wednesday, September<br>21 | EM Chapter 6: Standards<br><br>Discussion on Teaching Literature<br>Discussion on Block scheduling  | 1. Def. of FLE and L2Ed<br>(email).<br>2. 1 <sup>st</sup> Lesson plan (email)<br>3. Rubric for Listening micro-<br>lesson   |

|                         |  |  |
|-------------------------|--|--|
| Wednesday, September 29 | TH Chapter 3: Organizing Content pp. 66-86<br>TH Chapter 6: Interactive approach pp. 154-180<br><br>Micro-lessons on Listening                         | 1. Prepare <b>listening</b> micro-lesson   |
| Wednesday, October 5    | Chapter 7: Story Based Approach pp. 189-206<br><br>Discussion on TPRS  | 1. 2 <sup>nd</sup> lesson plan due (email)<br>2. Download hyperchat to your locker.<br>3. Rubric for Speaking Microlessons |
| Wednesday, October 12   | TH Chapter 8: Interpersonal Communication pp. 214-256<br>EM Chapter 7: Synchronous CMC<br><br>Micro-lessons on Speaking                                | Prepare <b>speaking</b> micro-lesson   |
| Wednesday, October 19   | Th Chapter 9: Presentational Communication pp. 265-304<br>EM Chapter 8: Asynchronous CMC<br><br>Microlessons on Interpersonal (speaking) & podcasting. | 1. 2 more entries in your annotated bibliography (emailed)<br>2. Prepare <b>podcasting</b> micro-lesson                    |
| Wednesday, October 26   | TH Chapter 10: Diverse learners pp. 314-345<br>TH Chapter 11: Assessment pp. 355-398<br><br>Discussion on error correction and Disabilities            | 1. Rubistar rubric (emailed) for performance evaluation  |
| Wednesday, October 29   | EM Chapter 9 Online Assessment<br>EM Chapter 10: Alternative assessment<br><br>Discussion of student portfolios  | 1. Performance assessment task (email)<br>2. Grade calculations (email)<br>3. Rubric for culture micro lesson              |
| Wednesday, November 2   | Culture<br>Articles to be distributed<br><br>Micro lessons on culture  | Prepare <b>culture</b> micro-lesson  |

|                        |  |
|------------------------|--|
| Wednesday, November 9  | Chapter 3 (emailed) Creating a community of learners<br><br>Discussion of Games, Drama, cooperative learning   |
| Wednesday, November 16 | Catch-up. Finalize. Refine. Portfolio stuff  |
| Wednesday, November 23 | Thanksgiving No class  |
| Wednesday, November 30 | Catch-up finalize, refine. Mid-term portfolios are due. <ul style="list-style-type: none"> <li>1. Final annotated bibliography</li> <li>2. 4<sup>th</sup> lesson plan</li> <li>3. Final Unit plan</li> <li>4. Final Portfolio Due</li> </ul> |
| Wednesday, December 7  | Review. Prep for Student Teaching  |

| <u>College</u> | <u>Course</u> | <u>College Approval</u> | <u>UC Approval</u> | <u>GC Approval</u> |
|----------------|---------------|-------------------------|--------------------|--------------------|
| AS             | ANT 608       | 3/20/2012               | n/a                | 4/5/2012           |
| AS             | CHE 105       | 1/17/2012               | 3/20/2012          | n/a                |
| AS             | CHE 110       | 1/17/2012               | 4/10/2012          | n/a                |
| AS             | CHE 231       | 1/17/2012               | 3/20/2012          | n/a                |
| AS             | CHE 233       | 1/17/2012               | 3/20/2012          | n/a                |
| AS             | GWS 748       | 10/25/2011              | n/a                | 4/26/2012          |
| AS             | LAS 601       | 2/14/2012               | n/a                | 4/5/2012           |
| AS             | LIN 748       | 3/26/2012               | n/a                | 4/5/2012           |
| ✓ AS           | MCL 610       | 1/26/2012               | n/a                | 4/5/2012           |
| AS             | MCL 665       | 1/26/2012               | n/a                | 4/5/2012           |
| AS             | MCL 690       | 1/26/2012               | n/a                | 4/5/2012           |