

RECEIVED

APR 10 2012

OFFICE OF THE SENATE COUNCIL

NEW COURSE FORM

(*denotes required fields)

1. General Information

a. * Submitted by the College of:

COLLEGE OF ARTS & SCIENCES
3/5/2012

Today's Date:

b. * Department/Division:

Modern & Classical Languages *MCL 665*

c.

Francis Bailey Email:

* Contact Person Name: francis.bailey@uky.edu Phone:
7-7025

* Responsible Faculty ID Email:
(if different from Phone:
Contact)

d. * Requested Effective Date: Semester following approval OR

Specific Term/Year 1

e.

Does the change make the course a UK Core course? Yes No

If YES, check the areas that apply:

- Inquiry - Arts & Creativity
- Inquiry - Humanities
- Inquiry - Nat/Math/Phys Sci
- Composition & Communications - II
- Quantitative Foundations
- Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity Composition & Communications - I Global Dynamics**2. Designation and Description of Proposed Course.**a. * Will this course also be offered through Distance Learning? Yes ⁴ No

b. * Prefix and Number:

MCL 665

c. * Full Title:

Second Language Curriculum & Assessment

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

None

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input checked="" type="checkbox"/> 45 Lecture	Laboratory ¹	Recitation	Discussion
Indep. Study	Clinical	Colloquium	Practicum
Research	Residency	Seminar	Studio
Other	If Other, Please explain:		

g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail

h. * Number of credits: 3

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course is designed for second language teachers who would like to learn more about curriculum design and assessment. The course will prepare students to analyze differing models of second language (L2) curriculum and standards and design their own curriculum appropriate for a particular educational context. A variety of assessment instruments are studied including standardized proficiency exams and formative and summative assessment instruments as well as alternative assessments such as portfolios.

k. Prerequisites, if any:

None

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring
 Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

We expect the course to be offered every other year.

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 10

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

- b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

TESL Graduate Certificate Students and Teachers interested in ESL certification for public schools

8. * Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
 Relatively New – Now Being Widely Established
 Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

- a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

TESL MA

- b. * Will this course be a new requirement ⁵for ANY program?
 Yes No

If YES ⁵, list affected programs::

10. Information to be Placed on Syllabus.

- a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

- b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

¹¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

^[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

^[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

^[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

^[5] In order to change a program, a program change form must also be submitted.

Rev 8/09

Graduate Council 4/9/12 Brian Jackson

MCL 665: Second Language Curriculum & Assessment (3 cr.)

Instructor:

Dr. Francis Bailey
1051 Patterson Office Towers
Tel: 859-257-7025

Modern and Classical Languages
University of Kentucky
E-mail: francis.bailey@uky.edu

Term: Summer I

Office Hours: TBA

Bulletin Course Description:

This course is designed for second language teachers who would like to learn more about curriculum design and assessment. The course will prepare students to analyze differing models of second language (L2) curriculum and standards and design their own curriculum appropriate for a particular educational context. A variety of assessment instruments are studied including standardized proficiency exams and formative and summative assessment instruments as well as alternative assessments such as portfolios.

Course Overview

This course is intended to prepare pre- or in-service teachers for their role in designing and using second language curriculum and this includes exploring a host of core issues in the evaluation of language proficiency and learning, including national and state standards. Students will analyze a range of L2 curricular and assessment options in terms of underlying theories of language and second language learning.

Students are expected to complete two core tasks. First, they will research the L2 curriculum and assessment instruments used in a specific school setting. Second, they design a curriculum unit and an assessment of learning appropriate for this same teaching context.

Essential Questions

1. What are common types of L2 curricula?
2. What do ESL teachers need to know about national and state education standards?
3. Why is it important for an ESL teacher to understand the concepts of enacted curriculum and hidden curriculum?
4. Why is it critical to connect curriculum to students' lives?
5. What makes a language learning objective effective?
6. How can teachers design thematic units?
7. What role does assessment play in L2 programs and classrooms?
8. What criteria can teachers use to analyze L2 assessment instruments?
9. How can teachers create their own tests to assess L2 classroom learning?

Student Learning Outcomes

This course is designed to facilitate understanding in the following areas.

Participants will be able to:

1. demonstrate knowledge of common types of L2 curricula;
2. compare and contrast varied L2 curricula for scope and sequence;
3. design an L2 curriculum unit appropriately for a particular teaching context;
4. analyze common L2 testing instruments;
5. demonstrate an understanding of effective test construction;
6. design an L2 test appropriate for assessing classroom learning;
7. demonstrate an understanding of standards-based assessment of learning.

Textbooks: The following texts should be purchased for this course:

Graves, Kathleen. (2000). *Designing language courses: A guide for teachers*. Boston: Heinle & Heinle.

Bailey, Kathleen. (1998). *Learning about language assessment: Dilemmas, decisions, and directions*. Pearson Publishing.

Course Requirements

1. Participation: Course participation involves being prepared for class by completing course readings and tasks and interacting thoughtfully and responsibly in class discussions. (10%)
2. Reflective Writings: Course participants are required to post on BlackBoard reflective writings on course readings and tasks. (15%)
3. Exam #1: Core concepts in standards and curriculum types in the L2 classroom (15%)
4. Exam #2: Core concepts in language test design (15%)
5. Research Project: Gather data on the curriculum and assessment instruments used in a specific L2 teaching context. Provide analysis of context and how it relates to focal curriculum and the assessment life cycle. (20%)
6. Curriculum Unit: Design thematic curriculum unit and major assessment instrument for the focal L2 context, with rationale and in-depth discussion of strengths and limitations of both. (25%)

Graduate Student Grades

Participation	10%
Reflective Writings	15%
Exam #1:	15%
Exam # 2:	15%
Research Project:	20%
Curriculum Unit:	25%

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 “Curriculum Unit.”

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.

Academic Integrity

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) for coordination of campus disability services available to students with disabilities.

Course Policy for Attendance

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.

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).

Topic Schedule

Day 1: Course Introduction Types of L2 Curriculum	Day 2: Context Analysis Framework for Analyzing Curriculum
Day 3: National & State Standards Types of L2 Curriculum	Day 4: Curriculum Design Textbook as Curriculum
Day 5: Setting Curriculum Goals Setting Language Objectives Connecting Curr. to Ss' Lives	Day 6: Language vs. Content Objectives Designing Thematic Units Exam # 1
Day 7: Enacted Curriculum Hidden Curriculum Designing Thematic Units	Day 8: Purposes of Language Assessment Language Testing Instruments Dynamic Assessment

Day 9: Norm vs. Criterion Referenced Tests Competence vs. Performance Dynamic Assessment	Day 10: Test Reliability Cloze Tests Research Project Due
Day 11: Multiple Choice Exams Item Analysis	Day 12: Data Analysis Statistical Tools
Day 13: Test Validity Discrete Point vs. Integrative Testing Alternative Assessments: Performance Tests Exam # 2	Day 14: Eliciting Language Samples Approaches to Scoring Writing Samples
Day 15: Student Presentations of Curriculum Units & Assessment Instrument Curriculum Unit Due	

<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