

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

- c.

* Contact Person Name: Francis Bailey Email:
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:

- | | |
|--|--|
| <input type="checkbox"/> Inquiry - Arts & Creativity | <input type="checkbox"/> Composition & Communications - II |
| <input type="checkbox"/> Inquiry - Humanities | <input type="checkbox"/> Quantitative Foundations |
| <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci | <input type="checkbox"/> 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 690

c. * Full Title:
 Culture, Cognition and Second Language Learning

d. Transcript Title (if full title is more than 40 characters):
 Culture, Cognition and Sec. Language

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 hours 3 for each meeting pattern type.

8 45 Lecture	Laboratory <u>1</u>	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 to engage class participants in the study of learning and teaching in the second language classroom through the study of sociocultural perspectives on second language learning and an exploration of current theories of human cognition and learning. At the heart of the course lies a field based research project in which students investigate their own teaching practices, with the primary focus of their inquiry on direct student-teacher interaction and its impact on learning (micro genesis). The goal is to help students examine their own teaching practices and generate new teaching strategies and techniques.

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:

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:

We expect students interested in ESL certification to enroll

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.

⁵ 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 690: Culture, Cognition and Second Language Learning

Spring 2012

Instructor:

Dr. Francis Bailey
1051 Patterson Office Towers

Modern and Classical Languages
University of Kentucky

Tel: 859-257-7025

E-mail: francis.bailey@uky.edu

Office Hours : Wednesday 3:00 – 5:00

Course Information:

Thursday: 5:30-8:00pm

Classroom: TBD

Bulletin Course Description:

This course is designed to engage class participants in the study of learning and teaching in the second language classroom through the study of sociocultural perspectives on second language learning and an exploration of current theories of human cognition and learning. At the heart of the course lies a field based research project in which students investigate their own teaching practices, with the primary focus of their inquiry on direct student-teacher interaction and its impact on learning (micro genesis). The goal is to help students examine their own teaching practices and generate new teaching strategies and techniques.

Course Overview

Course participants study current learning theory – drawing upon both cognitive and sociocultural research - in order to improve their own ability to plan and deliver effective classroom second language lessons. Students must be in a second language teaching situation (e.g. tutoring or classroom teaching) which allows them to gather data on the teaching/learning process. Participants then analyze the data for insights into second language learning and instruction. This course is designed for second language teachers (ESL or World language).

Essential Questions

1. What does current research on learning reveal about the role of direct instruction in second language development?
2. What role does culture play in classroom language learning?
3. What do we need to know about human cognition to guide our instructional practices?
4. What are social and cognitive factors to consider when preparing a lesson plan and delivering the lesson in face-to-face teaching?
5. What are effective ways for teachers to research their own teaching practices?

Student Learning Outcomes

This course is designed to support course participants' ability to:

1. demonstrate knowledge of core concepts in sociocultural theories of second language learning;
2. demonstrate knowledge of current cognitive theories of second language development;
3. use knowledge of classroom discourse to gain insights into teaching practices;
4. use classroom inquiry for professional development;
5. apply knowledge of current learning theories to second language classroom instruction;
6. demonstrate clear evidence of using reflective practices to inform their teaching.

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

Swain, M, P. Kinnear, L.Steinman. (2010). *Sociocultural theory in second language education: An introduction through narratives*. Multilingual Matters.

Rhymes. B. (2009). *Classroom discourse analysis: A tool for critical reflection*. Hampton Press.

Course Requirements

1. **Participation:** Class discussion and small group tasks are essential elements of the course, and attendance is expected. (10%)
2. **Exam #1:** Assesses students' understanding of core concepts in action research and sociocultural theories of learning. (15%)
3. **Exam #2:** Assesses students' understanding of core concepts in discourse analysis and cognitive theories of learning. (15%)
4. **Action Research Project:** The course's major task is a classroom research project in which students gather and analyze data on their students' learning and their own language teaching. The final product is two-fold: 1) a classroom presentation; 2) an applied research report. (40%)
5. **Reflective Reading & Writing tasks:** Students are expected to read course assignments and post responses on BlackBoard, on a weekly basis. (15%)
6. **Teaching Philosophy:** A two-page statement of a student's current belief about second language teaching and learning. [single spaced, font 12] (10%)

Graduate Student Grades

* Class Participation	5%
* Exam # 1	15%
* Exam # 2	15%
* Action Research Project	40%
* Reflective Writings	15%
* Teaching Philosophy	10%

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 “Teaching Philosophy” paper.

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

This course is 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.

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: Introduction to Course Sociocultural Theory (SCT) Action Research Project (AR)	Day 7: Overview of Human Memory Working Memory SCT: Dynamic Assessment	Day 13: Integrating Social & Cognitive Perspectives Student Presentations
Day 2: SCT: Community of Practice, Activity Theory & Participation SCT: Home-School Mismatch AR: Recording & Transcribing	Day 8: Working Memory & L2 Learning SCT: Designing Activities Small Group: Action Research	Day 14: Integrating Social & Cognitive Perspectives: Pedagogical Implications Student Presentations
Day 3: SCT: Mediation & ZPD SCT: Feuerstein: MLE AR: Analysis of Context	Day 9: Semantic Memory Cognitive Load Theory Small Group: Action Research	Day 15: Student Presentations Action Research Report Due
Day 4: SCT: Acquiring Cognitive Tools SCT: Feuerstein: MLE AR: CR Discourse Analysis AR: Transcribing Exam #1	Day 10: Semantic Memory & L2 Learning Procedural Memory Small Group: Action Research	Exam Period: Due: Teaching Philosophy Paper
Day 5: SCT: Strategies for L2 Dev. AR: CR Discourse Analysis AR: Analysis of CR Transcripts	Day 11: Procedural Memory & L2 Use Episodic Memory & Learning Small Group: Action Research Exam # 2	
Day 6: SCT: Strategies for L2 Dev. AR: Analysis of CR Discourse	Day 12: Teaching with Memory in Mind Action Research Report Draft Due	