

**SYLLABUS**  
**CIED 5253: Special Methods II**  
**Fall 2009**

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

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<b>Office Hours:</b>			Mondays 9:30-11:30 Wednesdays 9:30-11:30/1:30-4:30 or by appointment

- I. Program Affiliation:** Curriculum and Instruction  
**Course Number and Title:** CIED 5253: Special Methods II  
**Catalogue Description:**  
**CIED 5253 Special Methods of Instruction II (Fa)** Study of the methods and materials in the special content areas. Includes philosophical, cognitive, and psychological dimensions of teaching the content area. The planning of instruction, microteaching, and the development of instructional materials are included.  
**Prerequisites:** Admission to the M.A.T. program  
**Required Texts:**  
 Blaz, D. (2002). *Bringing the Standards for foreign language learning to life*. Larchmont, N.Y.: Eye on Education.  
 Blaz, D. (2006). *Differentiated instruction: A guide for foreign language teachers*. Larchmont, N.Y.: Eye on Education.  
 Blaz, D. (2001). *A collection of performance tasks and rubrics: Foreign languages*. Larchmont, N.Y.: Eye on Education.  
 Shrum, J.L., & Glisan, E.W. (2005). *Teacher's handbook: Contextualized language instruction, 3<sup>rd</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 the principles, techniques, and methods used in foreign and second language teaching and learning with a special focus on developing a unit of instruction and participation in the professional community.
- IV. Competencies:** Upon completion of the sequence of CIED 5253, students will:
- A. develop lesson plans that reflect both national and Arkansas standards;
  - B. develop an interdisciplinary, thematic instructional unit;
  - C. select and create strategies and materials for teaching the four skills with a focus on incorporating the three modes—interpretive, interpersonal, and presentational

- D. construct assessments to measure student learning including performance assessments
  - E. select and use appropriate second language research findings;
  - F. develop a plan for an action research project;
  - G. demonstrate an interest in second language professionalism; and
  - H. demonstrate commitment to education and lifelong learning.
- V. Content**
- A. Instructional Planning
    - 1. Daily lesson planning
    - 2. Unit planning—interdisciplinary and thematic
  - B. Curricular Design and Instructional Planning
    - 1. Correlations with national and state standards
    - 2. Consideration of student population
      - a. Learning styles
      - b. Multiple intelligences
      - c. Cultural and linguistic diversity
    - 3. Integration of technology
  - C. Testing and Assessment
    - 1. The role of ACTFL proficiency levels
    - 2. Development of assessments: formative, summative, performance
    - 3. Development of rubrics
  - D. Research in Second Language Education
    - 1. Using research findings in curricular development and instructional design
    - 2. Designing an action research project
- VI. Assignments**
- A. One thematic unit plan
    - Goals and standards
    - Theme/context
    - Lesson plans with pre-and post tests
    - Objectives
    - Performance assessments
    - Essential skills / knowledge
    - Instructional strategies
    - Resources
  - B. Two focused research article reports (EDOKs)
    - 1. Assessment
    - 2. ESL
  - C. Three reflective journals (E-flections) based on intern experience and Scholar-Practitioner Tenets
  - D. Action research proposal
  - E. Two quizzes based on chapter readings
  - F. Report of professional development (District III AFLTA Conference)
    - Certificate of Attendance
    - Summary of each session

- Description / reflection of benefits as an emerging professional
- G. Diamond Poem

**VII. Evaluation:**

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

- |                  |                                 |
|------------------|---------------------------------|
| A. 100 pts.      | Unit Plan                       |
| B. 50 pts.       | Quizzes (2)                     |
| C. 50 pts.       | EDOKs (2)                       |
| D. 50 pts.       | Professional Development Report |
| E. 30 pts.       | E-flections (3)                 |
| F. 10 pts.       | Diamond Poem                    |
| G. 10 pts.       | Action Research Proposal        |
| Total Pts. = 300 |                                 |

**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 2009-2010 Graduate Studies Catalog, 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:**

If Fayetteville schools are closed due to inclement weather, we will not have class.

**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).

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

**XIII. Attendance is mandatory. Since we only meet once a week, you are required to attend.**

**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:**

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.

Learning a language  
Is  
a life-long adventure!

Welcome to Class!