

SYLLABUS
CIED 5253: Special Methods II
Fall 2010

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

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Office Hours: By appointment and	Monday	8:30-9:30	
	Wednesday	8:30-9:30/1:30-4:30	
	Thursday	9:30-11:30	

- 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, 3rd.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/second language teaching/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. reflect on self-efficacy by connecting practice to tenets

- 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
 - 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 story-based PACE Lesson: Chapter Seven, Episode Two, p. 238
 - B. Three complete lesson plans: one each from co-teaching, unit, and independent teaching phases
 - Goals and standards
 - Theme/context
 - Lesson plan with pre-and post tests
 - Objectives
 - Performance assessments
 - Essential skills / knowledge
 - Instructional strategies
 - Resources
 - Reflection
 - C. Three focused research article reports (EDOKs) based on Action Research topic
 - D. Three reflective journals (E-flections) based on intern experience and Scholar-Practitioner Tenets (Tenets One, Two, and Three)
 - E. Action research proposal

- F. Three homework activities from textbook: Chapter Seven, Case Study One, p. 240; Chapter Eight, Episode Two, p. 289; Episode One, Chapter Nine, p. 339

Note: Assignments from Shrum and Glisan textbook

- G. Report of professional development (District III AFLTA Conference: Friday, October 29, Jones Center in Springdale)
- Certificate of Attendance
 - Summary of each session
 - Description / reflection of benefits as an emerging professional

VII. Evaluation:

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

- | | |
|-------------|---------------------------------|
| A. 25 pts. | PACE lesson |
| B. 150 pts. | Lesson Plans (3) |
| C. 75pts. | EDOKs (3) |
| D. 50 pts. | Professional Development Report |
| E. 30 pts. | E-flections (3) |
| F. 30 pts. | Homework (3) |
| G. 10 pts. | Action Research Proposal |
| H. 30 pts. | Attendance and Punctuality |
| 400 pts. | TOTAL |

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 in the 2010-2011 Graduate 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 on the due date unless otherwise required.

Assignments turned in after the due date lose 25% of grade each day that it is late.

*** 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. **Punctuality** is expected as this is one of the dispositions of being a professional. If you expect to be late, please notify me. Tardiness is disruptive to the class environment.

XIV. 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 and announce changes during class.

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* (5th 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* (3rd 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 francais 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!