

SYLLABUS
CIED 5262: Special Methods III
Peabody Hall Room 306
Spring 2009

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

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I. Program Affiliation: Curriculum and Instruction

Course Number and Title: CIED 5262: Special Methods III

Catalogue Description: Special Methods in Teaching Second Languages continues the study of second language acquisition by focusing on the study of long-range planning, techniques for quantitative and qualitative evaluation, curricular and research design, the application of technology to second language learning, the utilization of research findings, and the development of strategies for differentiating curricula and instruction.

Prerequisites: Admission to the M.A.T. program / CIED 5243 / CIED 5253

Required Texts:

Blaz, D. (2006). *Differentiated instruction: A guide for foreign language teachers*. 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 how to integrate the ACTFL program standards and the Arkansas Frameworks into instruction and to help candidates develop a variety of instructional practices that address the needs of diverse language learners, elementary students, and use of technology to enhance language learning.

- IV. Competencies:** Upon completion of this sequence of special methods courses, students will:
- A. develop lesson plans that reflect both national and Arkansas standards using technology and differentiated instruction;
 - B. revise and refine unit plans
 - C. review and evaluate textbooks;
 - D. select and devise strategies and materials for teaching elementary students;
 - E. apply technology to second language learning and teaching, and
 - F. demonstrate commitment to education and lifelong learning.
- V. Content:**
- A. Curricular design and instructional planning
 1. Correlations with national and state standards
 2. The multicultural student population
 - a. The exceptionals
 - b. Learning styles
 - c. Multiple intelligences
 - d. Elementary students
 - B. Focus on the three modes to design activities
 1. Interpersonal
 2. Interpretive
 3. Presentational
 - C. Evaluating Textbooks
 1. Using the Five Cs to evaluate textbooks
- VI. Assignments:**
- Three E-flections based on the Scholar-Practitioner Tenets
- Four lesson presentations:
- Lesson focused on elementary level
 - Web-based lesson
 - Lesson using video
 - Web-quest lesson
- Textbook Evaluation
- Mid-term test: Chapters 1-6
- Final exam: Chapters 7-12
- VII. Evaluation:**
- The grade for each student is based upon the following items:
- | | | |
|----|----------|---|
| A. | 30 pts. | 3 E-flections |
| B. | 120 pts. | 4 lesson Presentations |
| C. | 50 pts. | Textbook Evaluation |
| D. | 100 pts. | Mid-term test (for glossary terms and test) |
| E. | 100 pts. | Final exam (for glossary terms and test) |
- Total: 400 pts.**

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 2008-2009 Undergraduate 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:

Hadley, A. O. (2001). *Teaching language in context*, Third Edition .Boston: Heinle & Heinle Publishers.

Blaz, D. (2001). *A collection of performance tasks and rubrics: Foreign languages*. Larchmont, N.Y.: Eye On Education.

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.

Language is the pathway to culture.