

**TIMES:**

Wed Aug 24: 9:00 AM – 4:00 PM  
 Thur Aug 25: 9:00 AM – 4:00 PM  
 Fri Aug 26: 9:00 AM – 4:00 PM  
 Sat Aug 27: 9:00 AM – 12:00 PM  
**Old Main 203**

Instructor:

Dr. Karin deJonge-Kannan  
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Office Hours: by appointment

# LING 6350

## PROSEMINAR ON SECOND LANGUAGE TEACHING

### COURSE OBJECTIVES

This course is designed for graduate students enrolled in the Master of Second Language Teaching program. The main learning objectives of this course are that students will

- 1) become familiar with the theory of the Communicative Approach, the Task-Based Activities model, and their use in the L2 classroom and
- 2) articulate their understanding of the above in a class presentation and in writing.

### LEARNING OBJECTIVES - IDEA CENTER STUDENT EVALUATION

For the purpose of student evaluations, USU uses the IDEA Center. From this Center's set of student learning objectives, the following are essential or important for LING 6350:

- Gaining factual knowledge (terminology, methods, trends)
- Learning fundamental principles, generalizations or theories
- Developing specific skills, competences, and points of view needed by professionals in the field
- Learning to apply course materials

You will accomplish these objectives by participating in class and carrying out the learning activities developed for this class, i.e., reading the chapters, taking the exam, improving the essay answers according to instructor's feedback, creating lesson plans, developing a Self-Assessment of Teaching Statement (SATS), etc.

### REQUIRED READINGS

Two textbooks are required for this course:

- Lee & VanPatten (2003). *Making communicative language teaching happen* (2<sup>nd</sup> ed.), published by McGraw-Hill. Be sure to get the 2003 edition (red).
  - Ballman, Liskin-Gasparro, & Mandell (2001). *The communicative classroom*, published by AATSP/Heinle.
- Students need to read chapters 1-3 of both books before the course starts. Therefore, enrollment will be closed after August 7, 2016
- **In addition**, students will read and present in small groups, according to the syllabus, on 3 chapters from *Language teaching research & language pedagogy* (Ellis, 2012), which will be available on Canvas.

### CREDITS:

**All MSLT** students can sign up for 1 or 2 credits. **DLI** teachers will take this class for 2 credits. The 3-credit option is available only to those who hold a graduate instructor position in the LPCS department. After having signed up for a certain number of LING 6350 credits, students cannot change their mind once the course has begun. The requirements for one, two, or three credits are as follows:

<b>1 credit</b>	<input type="checkbox"/> First day in-class exam <input type="checkbox"/> Review & incorporate new insights following class <input type="checkbox"/> Final version of exam (Sep 19) <input type="checkbox"/> Attendance & Participation <input type="checkbox"/> In-class presentation		
<b>2<sup>nd</sup> credit=</b> Students will do everything required for 1 credit, plus...	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>MSLT students</b>                      1. AnnBib using at least ten (10) sources on CLT and TBA. Due Oct 31                      2. Write and submit 3 <i>typed</i> Observation Reports (use template provided) Due Oct 1, 15, and 29                 </td> <td style="width: 50%; vertical-align: top;"> <b>DLI teachers</b>                      1. Write 1 CLT Lesson Plan with TBA; teach this lesson; video record the lesson; write 1<sup>st</sup> SATS                      2. Write and teach a CLT 2<sup>nd</sup> lesson plan; video record the lesson; write 2<sup>nd</sup> SATS                 </td> </tr> </table>	<b>MSLT students</b> 1. AnnBib using at least ten (10) sources on CLT and TBA. Due Oct 31 2. Write and submit 3 <i>typed</i> Observation Reports (use template provided) Due Oct 1, 15, and 29	<b>DLI teachers</b> 1. Write 1 CLT Lesson Plan with TBA; teach this lesson; video record the lesson; write 1 <sup>st</sup> SATS 2. Write and teach a CLT 2 <sup>nd</sup> lesson plan; video record the lesson; write 2 <sup>nd</sup> SATS
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<b>3<sup>rd</sup> credit=</b> Students will do everything required for 2 credits, plus...	1. Write 1 CLT Lesson Plans with TBA; teach this lesson; video record the lesson; write 1 <sup>st</sup> SATS 2. Write a 2 <sup>nd</sup> CLT lesson plan; attend 3 class periods of LING 4400 in October (lesson-plan writing); <b>modify the 2<sup>nd</sup> lesson plan</b> ; teach the 2 <sup>nd</sup> Lesson; video record the lesson and write 2 <sup>nd</sup> SATS		

**AnnBib** = Annotated Bibliography

**CLT** = Communicative Language Teaching

**TBA** = Task Based Activity

**SATS** = Self-Assessment of Teaching Statement

## CLASS PRESENTATIONS AND DISCUSSION LEADING

In this course, students will demonstrate their teaching potential by doing a power point presentation, in pairs or small groups (40-50 minutes) based on one of the assigned chapters and by helping conduct the class discussion on this chapter. It is expected that students demonstrate their professionalism by prepare their presentation and discussion as a 'Model Class'.

## STUDENT RESPONSIBILITIES

Students are required to arrive on time and not leave early. All class discussions will depend heavily on students' preparation and knowledge; therefore, having read all assigned chapters before the first day of class and reviewed again the night before class, students should be prepared to participate spontaneously and actively.

## ATTENDANCE & OTHER ISSUES

- **No absences. No late work. No texting in class. No stepping out to make/take phone calls. If a student uses a laptop or tablet in class, it will be used ONLY for taking notes or accessing course readings.**

## EVALUATION:

<b>1 credit</b>	
Exam on Wed Aug 24; revisions due Sept 24	60 %
Class Presentation	20 %
Participation and in-class exercises	20 %
TOTAL	<b>100%</b>
<b>2 credits</b>	
Notes from Observations (3 X 10)	45 %
Annotated Bibliography on CLT &TBA	55 %
TOTAL	<b>100%</b>
<b>2 credits DLI teachers</b>	
1 CLT Lesson Plan with TBA and SATS	<b>50%</b>
2 <sup>nd</sup> CLT Lesson Plan with TBA and SATS	<b>50%</b>
TOTAL	<b>100%</b>
<b>3 credits</b>	
1 CLT Lesson Plans with TBA; teach the lesson; video record the lesson; write 1 <sup>st</sup> SATS	40 %
2 CLT Lesson Plans with TBA; attend 3 class periods of LING 4400; <b>modify the 2<sup>nd</sup> lesson plan</b> , teach the lesson; video record the lesson, write 2 <sup>nd</sup> SATS	60 %
TOTAL	<b>100 %</b>

## GRADING SCALE

94-100 % = <b>A</b>	87-89% = <b>B+</b>	77-79% = <b>C+</b>	60-69% = <b>D</b>
90-93% = <b>A-</b>	84-86% = <b>B</b>	74-76% = <b>C</b>	0- 59% = <b>F</b>
	80-83% = <b>B-</b>	70-73% = <b>C-</b>	

## ACADEMIC INTEGRITY

All work for this class should reflect YOUR work or that of your group. Please see the official USU Student Code for definitions and sanctions regarding academic dishonesty: <http://catalog.usu.edu/content.php?catoid=3&navoid=265>

## STUDENTS WITH DISABILITIES

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor before August 20, 2016. Please provide the necessary documentation from the Disability Resource Center (online at: <http://www.usu.edu/drc/>) to validate the need for the accommodation.

### TENTATIVE SCHEDULE

8/24 (W)	Readings and Presentations
9:00- 12:00 1:00 - 4:00	<ul style="list-style-type: none"><li>▪ Introductions</li><li>▪ <b>EXAM !!!</b></li><li>▪ Ballman, et al <b>Ch. 2</b> The Teaching of Grammar</li><li>▪ Lee &amp; Van Patten <b>Ch. 1</b> Atlas &amp; ALM</li></ul>
8/25 (Th)	
9:00 – 12:00 1:00 – 4:00	<ul style="list-style-type: none"><li>▪ Lee &amp; Van Patten <b>Ch. 2</b> Working with Input</li><li>▪ Lee &amp; Van Patten <b>Ch. 3</b> Communicating in the Classroom</li></ul>
8/26 (F)	
9:00 – 12:00 1:00 – 4:00	<ul style="list-style-type: none"><li>▪ Ballman, et al. <b>Ch. 1</b> Classroom Communication</li><li>▪ Ballman, et al. <b>Ch. 3</b> Activity Design &amp; Lesson Planning</li></ul> <p>Student Presentations (pairs or small groups):</p> <ul style="list-style-type: none"><li>▪ Ellis Ch. 5 Focus on the Teacher</li><li>▪ Ellis Ch. 6 Focus on the Learner</li><li>▪ Ellis Ch. 7 Focus on Tasks</li></ul>
8/27 (Sa)	
9:00 – 12:00	<ul style="list-style-type: none"><li>▪ Brandl Ch. 6 Lesson Planning</li><li>▪ Wrap Up</li></ul>