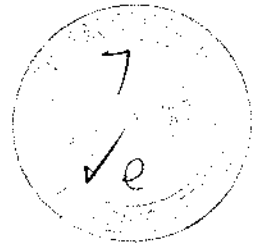




Form A



Academic Affairs - Course Proposal

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Academic Unit: English		Department Chair: Sheree Meyer	
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>		Date: 11/22/2006	
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	CCE: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
		Semester Effective: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> 20 08	
Prefix & No. Engl 110C/210C	Title: Technology in second language teaching	Units: 3	

Change to:

Prefix & No.	Title:	Units:
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JUSTIFICATION:

Computer-assisted language learning has grown enormously since its early introduction in the 1970s to the point where the ability to integrate technology into teaching and learning is seen as a valuable attribute in language teachers. However, training at CSUS currently does not adequately prepare the primary potential audience for this class—students pursuing either the MA, Certificate, or Minor in TESOL—to meet the needs of a profession which increasingly uses technology. While individual courses in the English 215 series discuss some uses of technology in teaching individual language skills, no course currently offered by the TESOL program provides an overview of the theoretical justification for use of computers in language classrooms, the range of options available to teachers, or guidelines for the integration of technology into second language teaching. The proposed course remedies this situation.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

Engl 110C/210C: Technology in Second Language Teaching. Prepares language teachers to effectively integrate technology into classrooms. Examines theoretical rationales for using computer-assisted language learning, the range of uses of technology in classrooms, and best practice. Develops students' technological literacy and ability to critically evaluate computer-assisted language teaching materials. 3 units.

Note:	
Prerequisite: None	
Corequisite:	
CAN (California Articulation Number):	
Graded: Letter <input checked="" type="checkbox"/> Credit/No	Instructor Approval? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

Credit <input type="checkbox"/>		
Course Classification: 04		Title for SIS+ (not more than 25 characters) Technology in lang teaching
Cross Listed? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, with what course:	
How Many Times Can This Course be Taken for Credit? Once		

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc." See the example at <http://www.csus.edu/acaf/example.htm>

Students will be able to:

- explain theoretical rationales for using computer-assisted language learning (CALL)
- describe and choose from the multiple possibilities for integrating technology into language classrooms
- identify and apply effective practices for CALL classrooms based on theory and/or research
- know and apply criteria for evaluation of CALL materials
- build their technological literacy through practice with current software (WebCT, web page creation software, online tools, chat programs, etc.)

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

Online Portfolio (100 points)

Engl 210 C students **must** submit Portfolio A. Engl 110C students can choose to submit **either** Portfolio B **or** Portfolio C. Percentages refer to contribution to course grade.

<i>Portfolio A (all Engl 210C)</i>	<i>Portfolio B (Engl 110C)</i>	<i>Portfolio C (Engl 110C)</i>
<ul style="list-style-type: none"> ➤ In-class projects (10%) ➤ Language learning diary (10%) ➤ Project 1: Website evaluation (10%) ➤ Project 2: Software Evaluation (10%) ➤ Project 3: Lesson plan (20%) ➤ Project 4: Multimedia material design (40%) 	<ul style="list-style-type: none"> ➤ In-class projects (10%) ➤ Language learning diary (10%) ➤ Project 1: Website evaluation (20%) ➤ Project 2: Software evaluation (20%) ➤ Project 3: Lesson plan (40%) 	<ul style="list-style-type: none"> ➤ In-class projects (10%) ➤ Language learning diary (10%) ➤ Project 1: Website evaluation OR Project 2: Software evaluation (20%) ➤ Project 4: Multimedia material design¹ (60%)

¹ Project 4 is a significantly greater task than project 3; thus, Engl 110C students who choose this portfolio option are only required to complete one of projects 1 and 2.

Description of Portfolio Elements

In-class projects

Small group workshops in which students apply the knowledge and skills covered in that unit to produce a small project such as a teaching activity. Each groups' projects will be presented to the class by publishing them in an electronic web-based portfolio. Students will receive credit for each published project.

Language Learning Diary

Students will write a blog about their experiences learning a language through a language learning website. Students will receive credit for each blog entry that is published on time.

Project 1: Website evaluation

Using the guidelines presented in class, students will evaluate a language teaching website.

Project 2: Software evaluation

Using the guidelines presented in class, students will evaluate a commercially available language learning program.

Project 3: Lesson plan

Students will develop a lesson plan and create/identify materials to meet the needs of a specific group of learners in a specific context. They will include a rationale for the lesson plan which explains both the theory or theories that have informed lesson planning and how the plan meets the needs of the target group of learners.

Project 4: Multimedia material design

Students will use Toolbook to design and create web-based multimedia materials. They will include a rationale for their materials which explains both the theory or theories that have informed their design and how the materials meets the needs of the target group of learners.

For whom is this course being developed?

Majors in the Dept Majors of other Depts Minors in the Dept General Education Other

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes No

If yes, identify program(s):

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes No

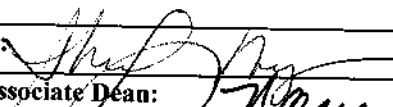
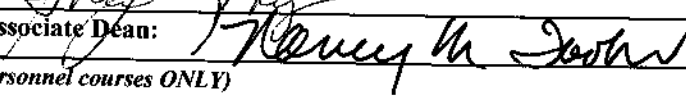
If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). ENGLISH/TESOL

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

	Date
Department Chair: 	1/31/07
College Dean or Associate Dean: 	4-5-07
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Jerri McAtee, at zip 6016. An electronic copy must also be sent to mcateeji@csus.edu.

Technological Resources Needed for Engl 110C/210C

Because of this course's focus on technology, it will require access to a computer lab and the use of several different software programs as described below.

Computer lab

The English department has access to a BATS lab in Calaveras 131, which it may use for instruction. The lab has 20 open hours per week, during which students in the class would be able to work on homework and assignments.

Software

Part of standard BATS lab software load	<ul style="list-style-type: none">➤ <i>Dreamweaver</i> (web page creation software)➤ <i>Photoshop Elements</i> (image editing)
CSUS owns campus-wide site license - would need special installation, which can be arranged through UCCS	<ul style="list-style-type: none">➤ <i>Toolbook Assistant</i> (multimedia material creation)
Other	<ul style="list-style-type: none">➤ <i>Blogger</i> (blog creation software) - this is freely available through the World Wide Web and does not need to be installed on any university computers.

College of Arts and Letters Curriculum Committee CHECK-OFF LIST FOR COURSE APPROVAL

Name of Department English Effective Date Fall 2008

Proposed Course Number Engl 110C/ Engl 210C Course Name _____

Contact Person Sheree Meyer Instructor Julian Heather

Projected Enrollment 25 Units of Credit No

Has the course been offered before? No If yes, under what number? _____

Suggested Course Classification 04 Unit distribution: lecture x lab _____
activity _____

List the prerequisite(s) for the proposed course.

None

For which students or programs is the course designated?

Majors in the department

Minors in the department

Majors of other departments (e.g., An A&L course designed for Business Administration majors)

General service

Other (specify) _____

If approved by the A & L Curriculum Committee, will this course be submitted for consideration in the General Education Program? Yes No

Method of Presentation:

Lecture Lecture/Activity Lecture/Discussion Lecture/Laboratory
 Activity Laboratory Seminar Films and/or other visuals
 Performance Other (specify) _____

If different amounts of credit will be available for the proposed course, indicate differences in course requirements for earning the units.

If the course can be taken more than one time for credit, what is the justification for the repetition? How will the two (or more) experiences differ?

What courses currently offered in Arts and Letters or other colleges/departments most closely resemble the proposed course? Please list these other courses and justify why the proposed course will not duplicate them. Not all approved courses are shown in the current catalog so please consult faculty/chair in other schools/departments where duplication might occur. Please list persons you consulted.

1.

3.

2.

4.

Can the course be implemented within the existing departmental allocation? Yes

If the proposed course will require an expenditure of \$100 or more, append a breakdown of expenditure and source of funding.

If this is a new course, how will it be integrated into your present allocation:

1. Will you be giving up another course to make room for the proposed course? **Yes**
2. What course(s) could you alternate in the schedule with the proposed course? **Engl 125E/ 125F**
3. How often would you schedule the proposed course? **once every 3 semesters**
4. What full-time faculty can teach the course? What other course would they give up in order to teach it? **Heather (applied linguistics & TESOL courses)**
5. Realistically, what fiscal impact might the proposed course have? (e.g., operating expense, faculty cost, staff cost, student assistants, equipment, etc.) **None, because the TESOL program will offer fewer graduate seminars to accommodate this course.**

List the objectives/goals/expected learning outcomes.

Students will be able to:

- explain theoretical rationales for using computer-assisted language learning (CALL)
- describe and choose from the multiple possibilities for integrating technology into language classrooms
- identify and apply effective practices for CALL classrooms based on theory and/or research
- know and apply criteria for evaluation of CALL materials

build their technological literacy through practice with current software (WebCT, web page creation software, online tools, chat programs, etc.)

What student assessment tools will be used? (e.g., exams, papers, portfolios.)

Online Portfolio (100 points)

Engl 210 C students **must** submit Portfolio A. Engl 110C students can choose to submit **either** Portfolio B **or** Portfolio C. Percentages refer to contribution to course grade.

Portfolio A (all Engl 210C)	Portfolio B (Engl 110C)	Portfolio C (Engl 110C)
<ul style="list-style-type: none"> ➤ In-class projects (10%) ➤ Language learning diary (10%) ➤ Project 1: Website evaluation (10%) ➤ Project 2: Software Evaluation (10%) ➤ Project 3: Lesson plan (20%) ➤ Project 4: Multimedia material design (40%) 	<ul style="list-style-type: none"> ➤ In-class projects (10%) ➤ Language learning diary (10%) ➤ Project 1: Website evaluation (20%) ➤ Project 2: Software evaluation (20%) ➤ Project 3: Lesson plan (40%) 	<ul style="list-style-type: none"> ➤ In-class projects (10%) ➤ Language learning diary (10%) ➤ Project 1: Website evaluation OR Project 2: Software evaluation (20%) ➤ Project 4: Multimedia material design¹ (60%)

¹ Project 4 is a significantly greater task than project 3; thus, Engl 110C students who choose this portfolio option are only required to complete one of projects 1 and 2.

Description of Portfolio Elements

In-class projects

Small group workshops in which students apply the knowledge and skills covered in that unit to produce a small project such as a teaching activity. Each groups' projects will be presented to the class by publishing them in an electronic web-based portfolio. Students will receive credit for each published project.

Language Learning Diary

Students will write a blog about their experiences learning a language through a language learning website. Students will receive credit for each blog entry that is published on time.

Project 1: Website evaluation

Using the guidelines presented in class, students will evaluate a language teaching website.

Project 2: Software evaluation

Using the guidelines presented in class, students will evaluate a commercially available language learning program.

Project 3: Lesson plan

Students will develop a lesson plan and create/identify materials to meet the needs of a specific group of learners in a specific context. They will include a rationale for the lesson plan which explains both the theory or theories that have informed lesson planning and how the plan meets the needs of the target group of learners.

Project 4: Multimedia material design

Students will use Toolbook to design and create web-based multimedia materials. They will include a rationale for their materials which explains both the theory or theories that have informed their design and how the materials meets the needs of the target group of learners.

In addition to filling out the Check-Off List form, please submit a course syllabus containing the following information:

- I. Course Content and Objectives
(Brief discursive overview of major topics and goals)
- II. Required Texts
(e.g., textbooks, class handouts, journals, newspapers, web pages, videos, etc.)
- III. Course Format
(e.g., lecture, lecture-discussion, seminar, composition, activities, studio, etc.)
- IV. Course Requirements
 - A. Class Participation
 - B. Examinations
 - C. Research Paper or Term Project or Short Papers, etc.
 - D. Attendance
 - E. Other Policies
- V. Student Evaluation: How are the requirements in IV weighted in determining the course grade?
(e.g., attendance 10%, midterm 23%, etc.)
- VI. Semester Outline
(Course topics ordered weekly)

ENGLISH 110C/210C TECHNOLOGY IN SECOND LANGUAGE TEACHING

GENERAL DESCRIPTION

English 110C/210C is designed to prepare language teachers to effectively integrate technology into their classrooms. Since the easiest way to become familiar with technology is to experience it as a learner, the majority of in-class and out-of-class work will use the technologies whose pedagogical effectiveness we will be discussing. The course will include both examination of how language teachers have used technology and in-class workshops and projects which will provide you with the experience and skills necessary to integrate technology into your own classroom. The focus will be on workshop and discussion rather than lecture.

COURSE OBJECTIVES

Students will be able to:

- explain theoretical rationales for using technology-assisted language learning
- describe and choose from the multiple possibilities for integrating technology into language classrooms
- identify and apply effective practices for technology-assisted classrooms based on theory and/or research
- know and apply criteria for evaluation of computer-assisted language learning (CALL) materials
- build their technological literacy through practice with current software (WebCT, web page creation software, online tools, chat programs, etc.)

REQUIRED READING

Course text

Egbert, J. & Hanson-Smith, E. (Eds). (forthcoming, 2007). *CALL environments: Research, practice, and critical issues, 2nd edition*. Alexandria: TESOL.

Supplemental readings

The following articles and chapters will be made available through WebCT.

Hubbard, P. (1996). Elements of CALL methodology: Development, evaluation, and implementation. in M. Pennington (Ed.) *The power of CALL* (pp. 15-32). Houston: Athelston.

Levy, M. & Stockwell, G. (2006). *CALL Dimensions: Options and issues in computer-assisted language learning* (pp. 10-29). Mahwah: Erlbaum.

Sinclair, J. (2004). *How to use corpora in language teaching*. Mahwah: Erlbaum.

REQUIRED WORK

Homework

Each technology workshop will include an out-of-class homework assignment that will give additional practice in the skills covered in the workshop. You will have access to Calaveras 131 during open hours to complete these assignments.

Online Portfolio (100 points)

You will produce a great deal of work in this course--both in-class and out-of-class--which will be published in an online, web-based portfolio whose contents are described in the table below (percentages refer to contribution to course grade). Engl 210 C students **must** submit Portfolio A. Engl 110C students can choose to submit **either** Portfolio B **or** Portfolio C.

<i>Portfolio A (all Engl 210C)</i>	<i>Portfolio B (Engl 110C)</i>	<i>Portfolio C (Engl 110C)</i>
<ul style="list-style-type: none"> ➤ In-class projects (10%) ➤ Language learning diary (10%) ➤ Project 1: Website evaluation (10%) ➤ Project 2: Software Evaluation (10%) ➤ Project 3: Lesson plan (20%) ➤ Project 4: Multimedia material design (40%) 	<ul style="list-style-type: none"> ➤ In-class projects (10%) ➤ Language learning diary (10%) ➤ Project 1: Website evaluation (20%) ➤ Project 2: Software evaluation (20%) ➤ Project 3: Lesson plan (40%) 	<ul style="list-style-type: none"> ➤ In-class projects (10%) ➤ Language learning diary (10%) ➤ Project 1: Website evaluation OR Project 2: Software evaluation (20%) ➤ Project 4: Multimedia material design (60%)

Notes:

1. I have higher expectation of students registered for Engl 210C because they receive graduate credit for this course.
2. Project 4 is a significantly greater task than project 3; thus, Engl 110C students who choose the Portfolio C option are only required to complete one of projects 1 and 2.

In-class projects

Several units of the course will include small group workshops in which you apply the knowledge and skills covered in that unit to produce a small project such as a teaching activity. Groups will remain constant throughout the semester, and each groups' projects will be presented to the class by publishing them in an electronic web-based portfolio. Students will receive credit for each published project.

Language Learning Diary

Over the course of the semester, you will visit a language learning website for at least one hour a week, starting in week 4. The website should teach a language with which you are unfamiliar; for example, you could learn Welsh on the BBC website:

<http://www.bbc.co.uk/wales/learnwelsh/index.shtml>

You will write a blog about your experiences learning the language; while you are free to post as many entries as you wish, you must publish at least ten entries, one on each of the days indicated in the daily schedule. These entries will be in response to questions listed on WebCT. You will receive one point for each diary entry that is posted on time to your blog.

Project 1: Website evaluation

Using the guidelines presented in class, you will evaluate a language teaching website.

Project 2: Software evaluation

Using the guidelines presented in class, you will evaluate a commercially available language learning program.

Project 3: Lesson Plan

You will develop a lesson plan and create/identify materials to meet the needs of a specific group of learners in a specific context. You will include a rationale for your lesson plan which explains both the theory or theories that have informed your lesson planning and how your plan meets the needs of your target group of learners.

Project 4: Multimedia material design

You will use Toolbook to design and create web-based multimedia materials to meet the needs of a specific group of learners in a specific context. You will include a rationale for your materials which explains both the theory or theories that have informed their design and how your materials meets the needs of your target group of learners.

For Projects 3 and 4, Engl 210C students are responsible for identifying and describing in detail the contexts, instructional objectives, etc for which their lessons plans and materials are designed. Engl 110C students may choose their own contexts or use one of the contexts provided by the instructor.

COURSE GRADING

Final course grades will be determined by your points total as follows:

A	= 94-100	C+	= 75-77	D+	= 65-67
A-	= 88-93	C	= 71-74	D	= 61-64
B+	= 85-87	C-	= 68-70	D-	= 58-60
B	= 81-84			F	= 0-57
B-	= 78-80				

COURSE POLICIES

Attendance

Since this class is designed to be experiential, clearly you should attend on a regular basis.

WebCT

We will be using WebCT extensively for in-class work and as a site for publishing out-of-class work. Since you must have a SacLink account to access WebCT, it is essential that your Saclink account be functioning.

Reading

Most classes will focus on workshop and discussion. I expect all students in the class to be prepared to participate in the workshops and discussions, which means it is imperative that you complete all assigned readings before you come to class.

DAILY SCHEDULE

LLD = Language Learning Diary; TW = technology workshop;
IP = In-class project; HW = homework

Week	Topic	Reading	Due
1	Introduction to TELL; TW 1—Creating a blog	Egbert et al (Ch. 1 in <i>CALL Environments</i>)	
2	Unit 1—Interaction and CALL; TW 2—Basic web page creation	Peyton et al (Ch. 2 in <i>CALL Environments</i>); Egbert (Ch. 3 in <i>CALL Environments</i>)	HW 1
3	IP 1 interaction; TW3—More on webpages	Hanson-Smith (Ch. 4 in <i>CALL Environments</i>)	LLD #1; HW 2
4	Unit 2—Authentic Audience & CALL; TW 4—Creating & editing audio files	Johnston (Ch. 5 in <i>CALL Environments</i>); Gaer (Ch. 6 in <i>CALL Environments</i>)	LLD #2; HW 3
5	IP 2—Audience TW 5—Creating & editing video files	McLaughlin (Ch. 7 in <i>CALL Environments</i>)	LLD #3; HW 4
6	Unit 3—Authentic Task; TW 6—Creating & editing graphics	Chapelle (Ch. 8 in <i>CALL Environments</i>); Hanson-Smith (Ch. 9 in <i>CALL Environments</i>)	LLD #4; HW 5
7	IP 3—Tasks Evaluating webpages	Yildoz (Ch. 10 in <i>CALL Environments</i>); Susser & Robb (supplemental reading)	LLD #5
8	Unit 4—Exposure & production; TW 7—Introduction to Toolbook	Holliday (Ch. 11 in <i>CALL Environments</i>); Hanson-Smith (Ch. 12 in <i>CALL Environments</i>)	LLD #6; HW 6
9	IP4—Input & output TW 8—Navigation in Toolbook	Healey (Ch. 13 in <i>CALL Environments</i>); Huh (Ch. 14 in <i>CALL Environments</i>)	LLD #7; HW7
10	Unit 5—Using Language Corpora TW 9—Incorporating multimedia	Sinclair (supplemental reading)	LLD #8; HW 8
11	IP 5—Language corpora Reviewing software	Hubbard (supplemental reading)	LLD #9; HW9
12	Unit 6—CALL Design; TW 10—Action triggers in Toolbook	Levy & Stockwell (supplemental reading)	LLD #10
13	Unit 6—Intentional Cognition TW11—Questions in Toolbook	Chao (Ch. 15 in <i>CALL Environments</i>); Petrie (Ch. 17 in <i>CALL Environments</i>)	HW10
14	Unit 7—Learner Autonomy;	Healey (Ch. 18 in <i>CALL Environments</i>);	HW11

	TW 12—Feedback in Toolbook	Coleman (Ch. 19 in <i>CALL Environments</i>)	
15	Unit 8—Atmosphere TW 13—Publishing Toolbook to the Web	Johnston (Ch. 21 in <i>CALL Environments</i>); Snyder (Ch. 22 in <i>CALL Environments</i>)	
Finals	Portfolio due		