Form A

Academic Affairs - Course Proposal

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Academic Unit: English

Department Chair: Sheree Meyer

Type of Course Proposal:

New X Change Deletion

Date: 11/22/2006

Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes No X

For Catalog Copy: Yes X No__

CCE: Yes__ No X

Semester Effective: Fall x Spring 20 08

Prefix & No.

Engl 110C/210C

Title: Technology in second language teaching

Units: 3

Change to:

Prefix & No. Title: Units:

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/aca/univmanual/crsps1.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 X Credit/No Instructor Approval? Yes No X
<table>
<thead>
<tr>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>Course Classification: 04</td>
<td>Title for SIS+ (not more than 25 characters)</td>
</tr>
<tr>
<td></td>
<td>Technology in lang teaching</td>
</tr>
<tr>
<td>Cross Listed?</td>
<td>If yes, with what course:</td>
</tr>
<tr>
<td>Yes ___</td>
<td>No ___ X ___</td>
</tr>
<tr>
<td>How Many Times Can This Course be Taken for Credit? Once</td>
<td></td>
</tr>
</tbody>
</table>
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/aefl/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.

<table>
<thead>
<tr>
<th>Portfolio A (all Engl 210C)</th>
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</tbody>
</table>

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 group's project 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 meet the needs of the target group of learners.

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**For whom is this course being developed?**

- Majors in the Dept.X
- Majors of other Depts.
- Minors in the Dept.X
- General Education
- Other

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes__ No_X__

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_X__ 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.**

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**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.

<table>
<thead>
<tr>
<th>Signatures</th>
<th>Date</th>
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<tbody>
<tr>
<td>Department Chair</td>
<td>1/31/07</td>
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<tr>
<td>College Dean or Associate Dean</td>
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<tr>
<td>CPSP (for school personnel courses ONLY)</td>
<td>4/5/07</td>
</tr>
<tr>
<td>Associate Vice President</td>
<td></td>
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<tr>
<td>and Dean for Academic Programs</td>
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</tr>
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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 mcattejj@csu.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

<table>
<thead>
<tr>
<th>Part of standard BATS lab software load</th>
<th>➢ Dreamweaver (web page creation software) ➢ Photoshop Elements (image editing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSUS owns campus-wide site license - would need special installation, which can be arranged through UCCS</td>
<td>➢ Toolbook Assistant (multimedia material creation)</td>
</tr>
<tr>
<td>Other</td>
<td>➢ Blogger (blog creation software) - this is freely available through the World Wide Web and does not need to be installed on any university computers.</td>
</tr>
</tbody>
</table>
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?
___X___ Majors in the department
___  Minors in the department
___X___ 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___  ___X___ No

Method of Presentation:
___ Lecture  ___X___ Lecture/Activity  ___X___ 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.  

S:\ORGS\ALCOLLEGE\Curriculum\english file\2006-07\110C Check-Off Form (2).doc  1/31/2007
2. **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
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- 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.)

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**Online Portfolio (100 points)**

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*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 meet the needs of the target group of learners.

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**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, webpage creation software, online tools, chat programs, etc.)

REQUIRED READING

Course text


Supplemental readings

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


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.

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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.

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

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to TELL; TW 1—Creating a blog</td>
<td>Egbert et al (Ch. 1 in CALL Environments)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Unit 1—Interaction and CALL; TW 2—Basic web page creation</td>
<td>Peyton et al (Ch. 2 in CALL Environments); Egbert (Ch. 3 in CALL Environments)</td>
<td>HW 1</td>
</tr>
<tr>
<td>3</td>
<td>IP 1 interaction; TW3—More on webpages</td>
<td>Hanson-Smith (Ch. 4 in CALL Environments)</td>
<td>LLD #1; HW 2</td>
</tr>
<tr>
<td>4</td>
<td>Unit 2—Authentic Audience &amp; CALL; TW 4—Creating &amp; editing audio files</td>
<td>Johnston (Ch. 5 in CALL Environments); Gaer (Ch. 6 in CALL Environments)</td>
<td>LLD #2; HW 3</td>
</tr>
<tr>
<td>5</td>
<td>IP 2—Audience; TW 5—Creating &amp; editing video files</td>
<td>McLaughlin (Ch. 7 in CALL Environments)</td>
<td>LLD #3; HW 4</td>
</tr>
<tr>
<td>6</td>
<td>Unit 3—Authentic Task; TW 6—Creating &amp; editing graphics</td>
<td>Chapelle (Ch. 8 in CALL Environments); Hanson-Smith (Ch. 9 in CALL Environments)</td>
<td>LLD #4; HW 5</td>
</tr>
<tr>
<td>7</td>
<td>IP 3—Tasks; Evaluating webpages</td>
<td>Yildiz (Ch. 10 in CALL Environments); Susser &amp; Robb (supplemental reading)</td>
<td>LLD #5</td>
</tr>
<tr>
<td>8</td>
<td>Unit 4—Exposure &amp; production; TW 7—Introduction to Toolbook</td>
<td>Holliday (Ch. 11 in CALL Environments); Hanson-Smith (Ch. 12 in CALL Environments)</td>
<td>LLD #6; HW 6</td>
</tr>
<tr>
<td>9</td>
<td>IP 4—Input &amp; output; TW 8—Navigation in Toolbook</td>
<td>Healey (Ch. 13 in CALL Environments); Huh (Ch. 14 in CALL Environments)</td>
<td>LLD #7; HW 7</td>
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<td>10</td>
<td>Unit 5—Using Language Corpora; TW 9—Incorporating multimedia</td>
<td>Sinclair (supplemental reading)</td>
<td>LLD #8; HW 8</td>
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<tr>
<td>11</td>
<td>IP 5—Language corpora Reviewing software</td>
<td>Hubbard (supplemental reading)</td>
<td>LLD #9; HW 9</td>
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<tr>
<td>12</td>
<td>Unit 6—CALL Design; TW 10—Action triggers in Toolbook</td>
<td>Levy &amp; Stockwell (supplemental reading)</td>
<td>LLD #10</td>
</tr>
<tr>
<td>13</td>
<td>Unit 6—Intentional Cognition; TW 11—Questions in Toolbook</td>
<td>Chao (Ch. 15 in CALL Environments); Petrie (Ch. 17 in CALL Environments)</td>
<td>HW 10</td>
</tr>
<tr>
<td>14</td>
<td>Unit 7—Learner Autonomy;</td>
<td>Healey (Ch. 18 in CALL Environments)</td>
<td>HW 11</td>
</tr>
<tr>
<td></td>
<td>TW 12—Feedback in Toolbook</td>
<td>Coleman (Ch. 19 in <em>CALL Environments</em>)</td>
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<tr>
<td>15</td>
<td>Unit 8—Atmosphere</td>
<td>Johnston (Ch. 21 in <em>CALL Environments</em>); Snyder (Ch. 22 in <em>CALL Environments</em>)</td>
<td></td>
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<tr>
<td></td>
<td>TW 13—Publishing Toolbook to the Web</td>
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<tr>
<td>Finals</td>
<td>Portfolio due</td>
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