

University of Georgia

ELAN7045/8045: Computer- Assisted Language Learning

Spring 2008

Revised April 8nd 2008

Dr. Viktoria Driagina-Hasko

Office: Aderhold 125G

Office Hours: T @ 2:30- 4:30 pm and by appointment *

☎: 706-542-4525 (office)

✉: driagina@uga.edu

📞: 720-261-5289 (cell)

Course information:

Time: T @ 5:10-7:55 pm

Location: 125 Aderhold Conference Room

(computer lab reserved for our class meetings: Aderhold 227/228)

*If you can't make my office hours on Tuesday, please send me an email and we will arrange an alternate time to meet.

Note that this is a working syllabus. Changes may occur as necessary and in consideration with your preferences and needs. Updated syllabus (as well as detailed instructions for assignments) will be available through Web CT.

Course Description:

The course will explore the theoretical and pedagogical implications of computer-assisted communication and multimedia in a wide array of language education contexts. Course activities include experimentation with established and emerging computer-based communication and composition tools (e.g., wikis, blogs, forums, and chat), computer-assisted techniques for analyzing learner language (i.e. corpus analysis) and readings of relevant research drawing from foreign/second language acquisition, communication theory, linguistics, cultural studies, poststructuralism, and educational theories of development. Participants will be expected to exit this course with a broad knowledge of educational uses of technology and will have the opportunity, through a variety of course activities, to focus on specific empirical, theoretical, and/or pedagogical contexts that relate to their academic and professional specializations.

Required Books:

▫ Mike Levy & Glenn Stockwell (2006). *CALL Dimensions*. Mahwah, New Jersey/London: Lawrence Erlbaum.

▫ Other required course readings will be made available as hard copies or through our class WebCT site.

Student Participation and Attendance:

You are expected to attend all class sessions and to participate actively. In fact, attendance and participation in class and online discussions are essential for your success in this course. **Five points** will be deducted from the **final** grade for each class absence, barring serious personal or professional conflict. Please notify me in advance, if possible, in the case of a pre-arranged absence. Persistent lateness will result in grade reduction and possible course failure.

Course Requirements and Grading:

Timely completion of assignments is essential; **late assignments will receive half-credit**. No credit will be granted for assignments more than one week late. All assignments will be due before the class meetings at 5 pm on Tuesdays (except for discussion board postings). Note that this is a cross-listed MA/PhD-level course; therefore, the assignments will vary slightly for MA and doctoral students. Read the syllabus and homework assignments carefully to make sure you keep up with the coursework appropriate for your level.

To participate in on-line and class discussions These will include a class listserv (email and web-based threaded discussion) and periodic uses of synchronous CMC and new/emerging technologies (wikis and blogs).	10%
To act as a discussion catalyst Each student will take responsibility for initiating in-class discussion by presenting a brief overview of the day's readings and critical questions. The discussion catalyst should post critical questions on the discussions board on WebCT / on the UGA CALL blog / or on UGA CALL Wiki.	10%
To present a research article Each student will choose a research article from the list put together by the instructor (or pick their own) and will be responsible for presenting the design of the study, methods, findings, and the implications for the field of foreign/ second language learning and teaching. Note: doctoral students will present two articles, and MA students can present only one	10%
Philosophy of Teaching essay Many job postings require a Philosophy of Teaching statement. Prepare a short Philosophy of Teaching statement (2-5 pages) that includes your views about innovation, pedagogy, and the (in)appropriate uses of technology in foreign/second language education.	10%
CALL Materials Development Course participants will develop four CALL projects (mini lesson plans) geared at providing instruction, tasks, exercises, and/or resources to foreign or second language audiences. These projects are to demonstrate your familiarity with CALL tools and understanding of how to implement these tools efficiently.	20%
Describe and assess a digital communicative activity, tool or community Details will be discussed in class. For example, you can join (or begin watching a group you're already affiliated with) a thematic listserv, blog community, MOO, chat room,	10%

<p>USENET group, or other digital venue being used for language educational purposes. In essence, you're asking: what's going on and why? What is the perceptible and/or potential use value of this [activity/community] for language development? You can either write a report or prepare a hands-on presentation of a tool (i.e. MOOs or Virtual World islands) in class.</p>	
<p>Final Project and presentation Examples are term paper, original research paper, review of the literature paper, other written genres (proposal for research, MA thesis, PhD proposal or chapter, etc). The goal of the Final Project should be relevant to your interest and academic/professional development. For all large projects, an outline, key questions, and literature review/bibliography will be due in late March. Oral presentations of Final Projects will occur during the mini-conference we will convene over the last class session. Collaborative projects are welcome.</p> <p>Alternative Final project for MA students MA students registered for ELAN7045 have the option of working on a pedagogically-oriented final project. This project can take many forms. You can develop a teaching CALL unit (with instructional objectives, CALL exercises/ activities description, and assessment), implement a CALL activity and critically reflect on the results (if you are teaching), or propose a longitudinal CALL-based initiative for a learning environment of your choice.</p>	30%

This course will use a plus/minus grading system. For more information regarding this grading system, consult the “Plus/Minus Grading FAQ” page at <http://www.bulletin.uga.edu/PlusMinusGradingFAQ.html>

The following scale will be used to assess your performance during this course:

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|---------------|---------------|
| A (100 – 94%) | C+ (79 – 77%) |
| A- (93 – 90%) | C (76 – 74%) |
| B+ (89 – 87%) | C- (73 – 70%) |
| B (86 – 84%) | D (69 – 60%) |
| B- (83 – 80%) | F (59 – 0 %) |

Final grades will be determined by the cumulative performance on each of the above components of the class. Please refer to the “Description of assignments & Guidelines” document, rubrics, and other assignment sheets provided in class for more details on the expectations for the assignment. Definition of final grades are as follows:

- A -- achievement that is outstanding relative to the level necessary to meet course requirements.
- B -- achievement that is significantly above the level necessary to meet course requirements.

C -- achievement that meets the course requirements in every respect.

D -- achievement that is worthy of credit even though it fails to meet fully the course requirements.

S -- achievement that is satisfactory, which is equivalent to a C- or better (achievement required for an S is at the discretion of the instructor but may be no lower than a C-).

F -- Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I)

I -- (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., hospitalization), a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.

Course Schedule (subject to modification):

- ✚ Indicates required readings (on WebCT or hard copy in class)
- Indicates optional readings (on WebCT or hard copy in class)

Week	Date	Topics	Required Readings	Work to Submit
1	Jan 8	Course introduction; syllabus		
2	Jan 15	-Approach and Rationale -Design	✚ Levy & Stockwell, Chapters 1 and 2	CALL Background & Interests
3	Jan 22	-Technology & Second Language Acquisition Research -Critical Applied Linguistics	✚ Levy & Stockwell, Chapter 5 ✚ Cummins (2005) ✚ Legutke (2005) ✚ Lotherington (2005) ○ Mitchell & Myles (1998)	
4	Jan 29	Perspectives: Technology Use in Language Education	✚ Levy & Stockwell, Chapter 6 ✚ Bauer et al. (2006) ✚ Meskill & Anthony (2007) ✚ Thorne (2006) ○ Wang (2007)	
5	Feb 5	Overview of Computer- Mediated Communications	✚ Levy & Stockwell, Chapter 4 ✚ Kern et al. (2004) ✚ Abrams (2006) ✚ Belz (2001)	
6	Feb 12	Synchronous CMC & Language Education	✚ Payne & Whitney (2002) ✚ O'Rourke (2005)	

			<ul style="list-style-type: none"> ✚ Kitade (2000) ✚ Kotter (2003) ✚ Sykes (2002) ○ Belz & Reinhardt (2004) 	
7	Feb 19	Asynchronous CMC and Language Education	<ul style="list-style-type: none"> ✚ Goodwin-Jones (2003) ✚ Hegelheimer (2006) ✚ Vyatkina & Belz (2006) ○ Hanna and Nooy (2003) ○ Darhower (2007) 	
8	Feb 26	Design of learning /teaching CALL activities	<ul style="list-style-type: none"> ✚ Levy & Stockwell, Chapter 7 ✚ Hemard (2006) ✚ Salaberry (2003) ✚ Muller-Hartmann (2000) 	
9	March 4	Computer as a tutor and a tool	<ul style="list-style-type: none"> ✚ Levy & Stockwell, Chapters 7, 8 ✚ Mangenot & Nissen (2006) ✚ Loucky (2005) ✚ Karlstrom (2007) ○ Shaalan (2005) ○ Ttutsui (2004) 	
10	March 11	No class: Spring break. Enjoy!		
11	March 18	Innovative CMC; Virtual Life; On-line gaming	<ul style="list-style-type: none"> ✚ Thorne (2008) ✚ Purushotma (2005) ✚ Conklin (2007) ○ Steinkuehler (2004) 	
12	March 25		AERA / AAAL	
13	April 1	Intercultural Communication and Language Education	<ul style="list-style-type: none"> ✚ Lam (2000) ✚ Kinginger & Belz (2006) ✚ Ware & Kramsch (2005) ✚ Muller-Hartmann (2005) ○ Schneider & von der Emde (2005) 	
14	April 8	Corpus Linguistics; Learner Corpus Analysis	<ul style="list-style-type: none"> ✚ Kaltenbock et al. (2005) ✚ Braun (2005) ✚ O'Sullivan (2006) ✚ Pavlenko & Driagina (2007) ✚ Granger (2002) 	
15	April 15	Technology and Education: Critical perspectives & Looking ahead	<ul style="list-style-type: none"> ✚ Thurlow (2006) ✚ Bowers (2000) Chpt 2 ✚ Bowers (2000) Chpt 5 ✚ Levy & Stockwell, Chapters 9 and 10 	

			o Bowers (2000) Chpt 6	
16	April 22	In Class conference and wrap up	--	PowerPoint presentations
17	April 29	Final projects due. Turn in the portfolios by 5 pm.		

Collaborative work: Collaborative work is encouraged -- If you would like to co-develop a large project with a classmate, you are welcome to do so.

Academic dishonesty: academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F for the entire course. Plagiarism is a serious academic violation and may result in expulsion.

“I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.” UGA Student Honor Code