**AUBURN UNIVERSITY**

**SYLLABUS**

**Course Number:** CTES 7406

**Course Title:** Technology and Media in ESL/EFL Education

**Credit hours:** Three (3) semester hours

**Term:**  Summer2011

**Instructor:** Dr. Robert D. Leier

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**Text:**

Warschauer, M., Shetzer, H., & Meloni, C. 2000. *Internet for English teaching.* Alexandria, VA: TESOL. ISBN:0939791889

Other readings as assigned

**Course Description:**

This course is a study of technology and media applications for teaching English to Speakers of Other Languages (ESOL). Students will examine ways to effectively incorporate technology and media into the ESL/EFL classroom.

**Course Objectives:**

Upon completion of this course, students will be able to:

* Identify and utilize Internet- based and software resources for teaching ESL/EFL
* Evaluate the effectiveness and appropriateness of a variety of technologies for teaching the English language student
* Use computer and media technologies to address the ESL/EFL language domains of listening, speaking, reading and writing.
* Select and integrate appropriate instructional materials, media, and technology for ELL students at various language proficiency and age levels.

**Evaluation and Grading Procedures:**

Assignments will usually be due each Wednesday except for the Introduction activity in which Part I is due May 24, Tuesday. Please have them submitted no later than midnight of the due date. All assignments are reviewed according to the specific assignment criteria and returned to students before the next assignment is due unless noted otherwise. I adhere firmly to the University’s statement on academic conduct/plagiarism. Based on these evaluation criteria, your final grade will be determined by the following.

A = 1000-901

B = 900 -801

C = 800 -701

D = 700 -601

F = 600 or below

**Course Assignments Overview:**

**1. INTRODUCTION ACTIVITY** (Parts I-III)\_\_\_*100 POINTS*

**2. KEYPALS (**dialogue journaling through email) \_\_\_*100 POINTS*

**3. TEACHER RESOURCES** \_\_\_*100 POINTS*

**4. SOFTWARE EVALUATION** \_\_\_*100 POINTS*

**5. INTERCLASS PROJECT** \_\_\_*100 POINTS*

**6. CRITICAL EVALUATION OF WEB SITES** \_\_\_*100 POINTS*

**7. SCHOOL WEB PAGE EXAMINATIONS** \_\_\_*100 POINTS*

**8. INTERNET LESSON PRESENTATION** \_\_\_*100 POINTS*

**9. SCHOOL WEBSITE PROJECT** \_\_\_*200 POINTS*

TOTAL \_\_\_\_\_ */1000* *POINTS*

**COURSE ASSIGNMENTS:**

A brief description for each of the course assignments are listed below. More detailed instructions for each assignment will be posted separately on Blackboard in the upcoming weeks for selective release.

**1. INTRODUCTION ACTIVITY Parts I-III** *(100 points)*

Write, post and compare your brief but descriptive autobiography with those of your classmates.

**2**. **KEYPALS AND ONLINE INTERACTIONS (or similar assignment)** *(100 points)*

On-going dialogue journaling assignment through email with Ells along with guided analysis of the email logs.

**3.** **TEACHER RESOURCES** *(100 points)*

Locate, review and post links and reviews of online journals and magazines, virtual libraries, online media, and ESOL professional organization websites.

**4**. **SOFTWARE EVALUATION** *(100 points)*

Evaluate ESL/EFL software appropriate for each student’s teaching situation.

**5. INTERCLASS PROJECT** *(100 points)*

Plan and design a project involving two or more classes from different parts of the world working together via the Internet toward common goals and objectives.

**6. CRITICAL EVALUATION OF WEB SITES** *(100 points)*

Strategies in developing skills to critically read and interpret web sites

**7. SCHOOL WEB PAGE EXAMINATIONS** *(100 points)*

Locate, download and examine school/district/ESL web pages

**8. INTERNET LESSON PRESENTATION** *(100 points)*

Design and present a short lesson on how to teach ESL/EFL using the Internet.

**9. SCHOOL WEBSITE PROJECT** *(200 points)*

Create an ESL/EFL website for your educational setting.

**CTES 7406 ASSIGNMENT & SUBMISSION SCHEDULE** **SUMMER 2011**

**WEEK 01 – MAY 25**

Questions regarding syllabus, policies, assignments, grading, acquiring the text, etc.

**Due: May 24- INTRODUCTION ACTIVITY (Part I)**

**WEEK 02 – JUN 01**

**CHAPTER 1 –** Getting Started**,** *p.1-9*

**Due: May 30-INTRODUCTION ACTIVITY (Part II)**

**Due: Jun 01-INTRODUCTION ACTIVITY (Part III)**

**WEEK 03 - JUN 08**

**CHAPTER 3 -** Student Communication and Collaboration – Long Distance Communication,

*p. 31-40*

**Due: Jun 08- KEYPALS AND ONLINE INTERACTIONS**

**WEEK 04 – JUN 15**

**CHAPTER 2 –** Resources forTeachers- E-mail: Creating a Global Network, *p.11-21*

**Due: Jun 15- TEACHER RESOURCES**

**WEEK 05 – JUN 22**

**CHAPTER 2 -** Resources forTeachers – World Wide Web: Discovering a Gold Mine of

Resources, *p. 22-30*

**Due: Jun 22-** **SOFTWARE EVALUATION**

**WEEK 06 – JUN 29**

**CHAPTER 3 –** Student Communication and Collaboration – Interaction within a Single

Class, *p. 41-47*

**Due: Jun 29- INTERCLASS PROJECT**

**WEEK 07 – JUL 06**

**CHAPTER** **4** – Student Research, *p. 49-64*

**Due: Jul 06- CRITICAL EVALUATION OF WEB SITES**

**WEEK 08 – JUL 13**

**CHAPTER 5 –** Student Publishing, *p. 65-74*

**Due: Jul 13- SCHOOL WEB PAGE EXAMINATIONS**

**WEEK 09 – JUL 20**

**CHAPTER 7 -** Putting It All Together, p*. 85-102*

**Due: Jul 20- INTERNET LESSON PRESENTATION**

**WEEK 10 – JUL 27**

**Supplement: -** How to Make Web Pages*, p. 111-131*

**Due: Jul 27- SCHOOL WEBSITE PROJECT**

**Syllabus is subject to Change with Notice**

***The following statements are required on all Auburn University syllabi***

**Class Policy Statements:**

Participation: Students are expected to participate in all class discussions and participate in all

activities. It is the student’s responsibility to contact the instructor if assignment deadlines are

not met. Students are responsible for initiating arrangements for missed work.

Attendance/Absences: Attendance is required at each class meeting. If an exam is missed, a

make-up exam will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from class must be documented and cleared with the instructor **in advance**.

Unannounced quizzes: There will be no unannounced quizzes.

Accommodations: Students who need accommodations are asked to arrange a meeting during

office hours the first week of classes, or as soon as possible if accommodations are needed

immediately. If you have a conflict with my office hours, an alternative time can be arranged.

To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation

Memo and an Instructor Verification Form to the meeting. If you do not have an

Accommodation Memo but need accommodations, make an appointment with the Program for

Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and

Regulations pertaining to Cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are

expected to demonstrate professional behaviors as defined in the College’s conceptual

framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

Distance Learning Students: Unless specific instructions have been given for a designated

course, students in distance education courses shall take all closed resource examinations under

the supervision of an approved proctor. Examples of approved proctors include a school

superintendent, a principal of a high school, or a dean or department head of a college. Proctors

shall be verified and exams shall be sent directly to the proctor who will manage the

examination in a secure manner, requiring students to present a picture ID.

**Justification for Graduate Credit:**

This course is addressed to in-service teachers seeking ESOL certification and, therefore, must be offered for graduate credit. CTES 7406 offers a comprehensive examination of the pedagogical possibilities of technology and media for the ESL/EFL classroom. Students will be required to become skilled in analyzing the effectiveness of technology and media in English Language learning as well as creating or adapting technology and media for the ESL/EFL classroom.