DEPARTMENT OF CURRICULUM AND TEACHING
GRADUATE PROGRAM OPTION:
Directed Study in Area of Specialization (CTSE)

Course Number: CTSE 7906
Course Title: Directed Study: Foreign Language Education - Spanish
Credit Hours: 3 hours
Prerequisites: Departmental Approval
Corequisites: None

Date Syllabus Prepared: May 2011

Texts:
Textbooks and/or other resources (journals, research monographs, unpublished research, etc.) are selected as appropriate to the topic.

Course Descriptions:
   This five-week intensive course is open students in the M.Ed. or Ed.S graduate degrees in the teaching of Spanish or French. The focus of the course will be research and language learning. Students will 1) read and discuss chapters on second language acquisition, as well as issues in learning and teaching grammatical paradigms, 2) read, summarize and discuss research articles on the effects of input and output-based instruction and their effects on acquisition of form, 3) analyze and compare previously created instruction for the present indicative – one piece of the paradigm at a time – and the related storytelling lessons, and 4) create similar instruction for a self-selected paradigm.

Course Objectives:

Students will:
   1. Explain the input/output hypothesis and how it corresponds to the acquisition of grammatical form.
   2. Define principals of input processing.
   3. Read and summarize original research related to processing instruction and production mechanisms.
   4. Analyze previously created input/output lessons for the present indicative tense
   5. Create a unit for form-focused instruction particular to a self-selected paradigm.

Course Content
The course content will be pre-determined. Students will read, summarize and discuss selections related to the teaching of grammatical form.

Textbook:
Lee, J. F. & VanPatten, B. (2003), *Making communicative language teaching happen*. New York: McGraw-Hill.

Required Research articles:
Benati, A., (2001). A comparative study of the effects of processing instruction and output-based instruction on the acquisition of the Italian future tense. *Language Teaching Research, 5,2,* pp. 95-127

Benati, A., (2003). The effects of structured input activities and explicit information on the acquisition of the Italian future tense. In B. Van Patten (ed.), *Processing instruction: Theory, research and commentary. Chapter 10* Mahwah, NJ: Erlbaum.

Cadierno, T., (1995). Formal instruction from a processing perspective: An investigation into the Spanish past tense. *The Modern Language Journal, 79,* pp. 179-193.

Sanz, C. & Morgan-Short, C., (2004). Positive evidence versus explicit rule presentation and explicit negative feedback: A computer-assisted study. *Language Learning 54,1,* pp. 35-78.

VanPatten, B. & Cadierno, T., (1993). Explicit instruction and input processing. *Studies in Second Language Acquisition, 15,* pp. 225-243.

VanPatten, B. & Oikennon, S., (1996). Explanation versus structured input in processing instruction. *Studies in Second Language Acquisition, 18,* pp. 495-510.

VanPatten, B & Wong, W., (2003). Processing Instruction and the French Causative: Another Replication. In B. VanPatten (ed.), *Processing instruction: Theory, Research and commentary*. Chapter Mahwah, NJ: Erlbaum.

Related pedagogical materials:
See Blackboard for CTSE 7906 for links to these materials.

Course Requirements:
1. Read assigned selections and meet with the professor on a pre-arranged basis for discussions.
2. Analyze previously prepared instructional unit for the present indicative.
3. Identify paradigm for curriculum development and obtain approval from the professor.
4. Submit completed pedagogical materials electronically.

Checkpoints for completion of requirements are as follows:
1. Sunday, May 22 - Orientation meeting online to discuss the basic principles of processing instruction and production mechanisms.
2. Monday, May 30 – Discuss and complete homework for textbook chapters pp. 116-182.
3. Monday, June 6 – Analyze and discuss Cadierno, T., (1995), VanPatten & Cadierno, T., (1993), VanPatten, B. & Oikennon, S. (1996)
4. Monday, June 9 – Analyze and discuss Benati, (2001), Benati, (2003), Sanz, C. & Morgan-Short, C., (2004).
5. Monday, June 16 – Analyze and discuss related pedagogical materials
6. Submit unit – June 29

Evaluation:

The professor will determine whether the student has met the criteria established jointly by professor and student and will assign an <u>S</u> (Satisfactory) or <u>U</u> (Unsatisfactory) for the course. Weighted components will be:

Final pedagogical materials	up to 80%
Proposal	up to 10%
Meeting with professor and checkpoints completed	up to 10%

Satisfactory grades are only assigned to projects earning at least 80%.

Class Policy Statements

<u>Attendance and Participation</u>: Due to the nature of an immersion experience regular communication with the professor is essential. This communication will take place during our daily visits to schools or at scheduled times in the office of the director at UNA.

<u>Academic Honesty</u>: Evidence of plagiarism or academic dishonesty will result in application of measures outlined in the Auburn University student Academic Honesty Code (See Tiger Cub).

<u>Special Accommodations for Students with Disabilities</u>: Anyone requiring special accommodations should make an appointment, as soon as possible, to discuss the Accommodation Memo with the instructor. Students with disabilities may also contact the Program for Students with Disabilities in 1244 Haley Center (844-2096 V/TTY). More information is available at http://www.auburn.edu/academic/disabilities.

Technology:
Distance students will:
Communicate with professor via Live Classroom

Submit all homework and pedagogical materials via Blackboard
Read and follow instructions on these Web pages to login in: How to Get Your Student OIT User ID and Password: http://www.auburn.edu/helpdesk/accounts/stu.html.

It is the responsibility of the student to communicate as soon as possible with the instructor about any problems with their families, concerning health problems, or concerning their privately scheduled excursions.

Office Hours: Note the instructor will be available Sundays and Wednesdays for additional help. Her office phone number is 1-334- 844-6876.

Justification for Graduate Credit:

This course will allow graduate students in Foreign Language Education – Spanish to pursue in-depth study for teaching grammar with structured input/output lessons as well as related storytelling. Although guided by the professor on a regular basis, the course requires independent work of the student to 1) read and analyze theory and research related to the topic, 2) read and analyze pre-prepared materials for a given paradigm, and 3) to design, develop, and produce a unit of materials based on the theory and research for classroom use and evaluation.

INFORMATION FOR DISTANCE APPROVAL PROCESS

DELIVERY SYSTEMS
See class statements above concerning communication between students and faculty. No other services or facilities beyond that normally provided for on-campus courses or distance students are needed.

RESOURCES
Normal student support for Blackboard will be required.

ADJUSTMENTS
Instead of personal meetings, students will have schedule electronic chat meetings. Assignments are delivered through Blackboard.

STUDENT EVALUATION
Evaluation processes are identical to the on-campus course.

COURSE REVIEW
This course will be evaluated with the AU Survey of Teaching Effectiveness. Faculty involved in the Masters of Foreign Language Education program will meet to periodically review the effectiveness of this exchange program.

TARGET POPULATION
Spanish teachers enrolled in the M.Ed./Ed.S. in Education.

LOGISTICAL SUPPORT
Office staff in Curriculum and Teaching will be responsible for financial management. The program advisor will coordinate marketing.

FINANCIAL ASPECTS
The tuition rate is set as part of the Distance Foreign Language Education program.