

**Northern Illinois University
Department of Foreign Languages and Literatures**

**FLTE 591/ FLST 482
M 6 – 8 :40**

DU 456

Course Ref.# 5549/1906

**Integrating Technology into the Foreign Language Curriculum
Spring 2008**

Course Instructor:

Professor Jessamine Cooke-Plagwitz
Watson Hall 317

(815) 753-6465 or (815) 761-1472
jpcooke@niu.edu

Course Prerequisites:

BA or MA in a foreign language and/ or BA or MA in another subject and fluency in a foreign language, or permission of instructor.

Textbooks and Readings:

Required Text:

Lara Lomicka, and Jessamine Cooke-Plagwitz, eds. *Heinle Professional Series in Language Instruction. Teaching with Technology 1*. Boston: Heinle, 2004.

A collection of shorter, photocopied readings will also be supplied by the instructor.

Recommended Readings:

Virtual Connections . Mark Warschauer (ed.). (1995) University of Hawai'i Press

New Ways of Learning and Teaching: Focus on Technology and Foreign Language Education. Judith A. Muyskens, (ed.). (1997) Heinle and Heinle: Boston, MA.

Course Description:

This course is intended to prepare classroom foreign/second language teachers to provide pedagogically sound and technologically enhanced instruction and assessment for foreign language and second language students in the K-12 and post-secondary realms. Basic computer literacy such as word processing is recommended.

Course Goals and Objectives:

At the end of the course, students will be able to:

1. Demonstrate knowledge of second language acquisition (SLA) research and theory.

2. Utilize technology to facilitate communication in foreign and second languages
3. Utilize technology to gain knowledge and understanding of other cultures
4. Utilize technology to develop insight into the nature of language and culture through comparisons.
5. Utilize technology to experience multilingual communities at home and around the world
6. Demonstrate operational familiarity with a variety of computer software and hardware in a foreign/second language classroom.

Content Outline:

1.
 - Stages of language acquisition
 - Role of input, interaction and output in second language learning
 - Student-centered approach to learning; cooperative learning; multi-sensory language learning styles and strategies
 - Gardner's Multiple Intelligences and their impact on teaching and learning styles
 - Interrelationship between language and culture
 - Application of skills for locating information on the World Wide Web through search engines, databases, and other online teacher resources
2.
 - Use of word processing, presentation software, synchronous and asynchronous telecommunications, webpage design tools, and search engines to engage students in conversation.
 - Selection and evaluation of software to stimulate conversation and exchange of opinions, interpretation of written and spoken language, and presentation of information to an audience of listeners or readers on a variety of topics.
3.
 - Use of word processing, presentation software, synchronous and asynchronous telecommunications, Webpage design tools, and search engines to demonstrate relationships between practices, products and perspectives of the target culture
 - Evaluation and selection of software that demonstrates an understanding of the relationships between practices, products and perspectives of the target culture
4.
 - Use of word processing, presentation software, asynchronous and synchronous telecommunications, Webpage design tools, and search engines to compare the target culture to the students' own culture.
 - Evaluation and selection of software to create both cross-lingual and cross-cultural comparisons.
5.
 - Use of processing, presentation software, asynchronous and synchronous telecommunications, Webpage design tools, and search engines to extend language learning beyond the school setting.
 - Encourage life-long learning of language(s) for personal enjoyment and enrichment through technology.
6.
 - Learn the operation and application of digital cameras
 - Learn to scan images into the computer

- Enhance presentation/public-speaking skills incorporating AV-media, such as CD players, VCR, camcorders, overhead projectors, etc.
- Utilize various types of applications, such as word processing, presentation software, Webpage design tools, as well as component software, such as clip art, AVI, MPEG, and WAV files.
- Recognize the criteria for evaluating software for classroom use.

Evaluation (Course Projects):

Students are to maintain copies of all of their completed coursework in a portfolio. They will then be evaluated on the completion and quality of work in their student portfolio. Students will submit their portfolios to the instructor once for midterm evaluation, and once at the end of the semester for the final grade.

Grade distribution:

For a grade of “C” students must:

- a. Participate in the online forum: Participation in the electronic discussion forum includes asking questions, answering questions, sharing information, and so on, in a variety of ways.

Assessment is based on the number and quality of your contributions. This means that you should ask thought-provoking questions, give thoughtful comments, and raise critical problems or issues. You should also address other people's questions, concerns, and comments in a friendly and supportive way. No personal attacks are allowed (we really don't think this would happen, but just in case). We can all learn a lot from each other through idea exchange and sharing.

- b. Facilitate a virtual class meeting: During the semester we will meet several times online. You and one or more class participants will be responsible for facilitating our class discussion. This is not only to support the philosophy of a learning community but also to give you an opportunity to be an on-line group facilitator. Being an online facilitator means that you must devise a way to link us all together without dominating discussions. For each online session, there will be one starter who will open the discussion and ask questions and one wrapper who will summarize the readings and the forum discussion. The list of starters and wrappers will be announced in the Forum.
- c. Examine existing Websites for instructional use: Using a student-generated rubric, students will evaluate three websites designed for instructional use according to specific criteria. Students will distribute copies of the completed evaluation rubric among all of the students in the class and include these evaluations in their portfolios.
- b. Design a PowerPoint presentation illustrating the use of one or more sections of SEAsite (<http://www.seasite.niu.edu>): In the context of our work with Web-

based teaching applications, we will be focusing on SEAsite, the online home of the Center for Southeast Asian Studies at NIU. You will be asked to focus on one of the site's linguistic and cultural areas, to give an overview of what technologies are used therein and in what context. You should be prepared to tell the class how you would use these materials to teach a class on the selected language and culture. The presentation must include an example of sound, animation, and eye-catching visuals. You will be given the choice at the end of the semester to present your project either as if you were actually teaching a class, or in a report-based format.

For a grade of "B":

Students must successfully complete all tasks for a grade of "C" and:

Select 5 articles from online printed journals that focus on the use of technology in the classroom. For each article, students must submit the reference in correct APA format and write a two to three paragraph summary of the article.

For a grade of "A":

Students must successfully complete all tasks for a grade of "B" plus one of the following options:

- a. Propose an ideal language lab facility based upon knowledge of second-language acquisition, hardware and software gained in this course.
- b. Investigate an existing language lab facility and compile a comprehensive summary of the lab and its multimedia capabilities, existing hardware and software, and how teachers are currently utilizing the facility. Students must provide a critique of the facility, including suggestions for its improvement.
- c. Open option: Students may submit a proposal to the instructor for an "A" project that incorporates the use of technology. Proposals must be submitted by the deadlines posted in the course syllabus.

Grading Criteria:

All activities will be graded on a satisfactory/unsatisfactory basis. If they are deemed unsatisfactory, the student will be provided an opportunity to improve them. To receive a specific letter grade, students must complete all assignments required for that grade satisfactorily. Class participation is an essential element of the grading process as well.

Attendance and Participation:

Students are required to prepare for, attend, and participate in class meetings. Because this is a hybrid course, some of the meetings will take place online. Though you may be participating from your living room and wearing your pajamas, you are still expected to treat the meeting as a regular class. The hybrid course model also

emphasizes participation in the online forum. Your participation in online discussions is vital. Absences from either type of meeting are discouraged unless utterly unavoidable. If you must be absent from a class meeting, please try to let your instructor know as early as possible. For each absence past two ('unexcused'), the final total course grade will be dropped by one letter grade (e.g., an A to a B, etc.).

Final Grade Breakdown for Course:

30% Class Participation/Attendance (including facilitating at least one online meeting)
20% Participation in Online Discussion
25% SEAsite presentation
25% Course Assignments

Accommodations for Students with Disabilities:

A student who believes that special accommodations with respect to course work or other academic requirements may be appropriate in consideration of a disability must 1) inform the faculty in charge of the academic activity either at the start of the course or as soon as the student becomes aware of the activity or requirement in connection with which accommodation is sought, 2) provide the required verification of the disability to the Center for Access-Ability Resources, and 3) inform the latter office from which faculty member accommodations have been requested. If contacted by the faculty member. The staff of the Center for Access-Ability Resources will provide advice about accommodations that may be indicated in the particular case.

Academic Integrity:

Good academic work must be based on honesty. The attempt of any student to present as his or her own work that which he or she has not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated if they copy the work of another during an examination or turn in a paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentional or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in, either cheating or plagiarism on an assignment, quiz, or examination may receive a grade of F for the course involved and may be suspended or dismissed from the university.

Foreign Language Learning Center Fee Statement:

Students in FLTE 591 are assessed a fee for the use of the Foreign Language Learning Center because a) Center materials and equipment are used throughout the course on a regular basis, and b) because a substantial portion of the course hours are held in the Center itself.