



Course Syllabus

Instructor:

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<https://cola.siu.edu/languages/faculty-staff/current-faculty/janssen-sanchez.php>

Adjunct Assistant Professor Southern Oregon University

<https://sou.edu/academics/summer-language-institute/faculty/>

Office Hours: By appointment (phone, text, email, Zoom)

Course Text:

Engaging Language Learners through CALL: From Theory and Research to Informed Practice, Nike Arnold & Lara Ducate, Eds. (2019) Equinox Publishing.

<https://www.equinoxpub.com/home/engaging-language/>

Course Description: Technology in the Classroom provides an introduction to the applications of technology for SLA research and foreign language pedagogy. Course readings and activities address a broad range of topics, including technology and second language acquisition (SLA) and teaching and learning theories related to the ACTFL modes of communication (presentational, interpersonal and interpretive).

Course Objectives

Students will:

- Identify, read, synthesize, summarize and discuss articles, chapters and other readings connecting L2 learning and teaching, SLA theories and technology.
- Identify and describe, review and evaluate and discuss technology tools that can be beneficial and effective for L2 learning/SLA research to make selections for one's own teaching and research and for advising others.
- Implement technology tools for the purposes of L2 teaching and learning and SLA research by designing activities relevant to the ACTFL modes of communication.
- Explore the effectiveness of a selected web-based learning tool by developing and performing a small scale action research study involving the learning tool and the L2 learner experience.

Course Components:

Participation/Discussion/Preparation. Your lively and thoughtful participation is crucial to our class and to your development as a scholar. Plan to prepare for and participate every week in **one or more of the below activities (1- 4)**. Follow the Moodle modules closely for activities you must complete in a given week. You may work ahead but you must check back each week for weekly activities (Monday of each week).

- (1) An individual reflection and comments on the weekly readings
- (2) An individual reflection and comments on technology of the week.
- (3) Web-based learning tool assignments and discussions.
- (4) Interactions and Feedback on colleagues' work.

Written reflections. Each student will complete 2 written reflections on teaching with technology at the beginning and end of the semester. Details and rubrics for the reflections can be found in the Written Reflection Assignment in Moodle.

Activity Design Projects. Each student will create three activity design projects with instructional technology tools related to L2 learning and instructional technology and the ACTFL modes of communication (presentational mode, interpretive mode, interpersonal mode). Students will present their activities to the instructor in a visual slide-based presentation. Details and rubrics for the activity design projects can be found in the Activity Design Projects Assignment in Moodle.

Article Summary and Video. Each student will be assigned a scholarly research article from a major journal in the field and will complete a written bullet point summary of the article as well as a summary video. Details and rubrics for the article summary and video assignment can be found in the Article Summary Assignment in Moodle.

Final Action Research Project. Each student will design, perform and report on a small-scale action research project where he or she implements an activity designed with a web-based technology tool with his or her classroom students. Students will draw conclusions from survey data based on interpretations from the data regarding student experience and perceptions. The final product of this assignment will be a research paper and a summary video. If you are not currently teaching a course, please plan to discuss this with me as soon as possible so we can

explore alternative arrangements for your action research implementation. Components of this project will be turned in throughout the semester. Details and rubrics for the final action research project can be found in the Final Action Research Project Assignment in Moodle.

Course Schedule. Assignments, readings and due dates are all subject to change. I will notify you by email and through the course Moodle site if any changes to the course calendar do occur. Assignment guidelines and rubrics are posted on the Moodle site under the Course Documents topic.

Course Grade

Participation, Preparation & Discussion (20%)

Reflections (5%)

Activity Design Projects (15%)

Article Summary & Video Presentation (10%)

Article Summary (5%)

Video Presentation (5%)

Final Action Research Project (50%):

Proposal (10%)

Plan for implementation + Literature Exploration (20%)

Data collection, analysis and findings (20%)

Introduction, Discussion & Conclusion (20%)

Final paper with Feedback Integrated (15%)

Video summary (15%)

Grading System

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100 - 93	92- 90	89-8 7	86- 83	83- 80	79-7 7	76- 73	72- 70	69-6 7	66-6 3	62-6 0	50 or belo w

Online Course Delivery:

General considerations: This course is an online course, which means that it will have its own dynamics different from a more traditional face-to-face course. Additionally, most of the students enrolled in the course are in-service teachers with both professional and personal lives that put varying demands on time. Consequently, this course will be offered exclusively in an asynchronous mode. You will spend a lot of time on your own with the materials and the learning tasks, reflecting on the readings or the videos, commenting on them, designing learning tasks, etc. The

success of this

course is therefore largely predicated upon your ability to contribute to online class discussion and co-construct knowledge with your colleagues. It is critically important that you complete the readings and that you post regularly (reactions, comments, and opinions) to advance the discussion. There are no regularly scheduled synchronous activities in this course but please let me know if you would like to arrange synchronous individual or small group visits. I will be available for individual consultation via a variety of tools (e-mail, telephone, text message, Facetime, Zoom, Skype, etc.), though I won't be able to "meet," even virtually, with every student on a weekly basis due to logistical limitations.

Technology Skills:

Since the course is online, a reasonable amount of technology skills should be assumed. The course is delivered online using an LMS called Moodle for you to access the course materials and post assignments. If you don't feel comfortable with the online LMS, please take the time to practice with it. Assignments will not be accepted via email. You will be responsible for using SOU's resources for tech support. You should be familiar and comfortable with word processing, accessing websites, playing online videos and music, sending and receiving emails, managing and producing multimedia components (video, audio, screenshots), including attachments, and sending text messages. We will learn to use other types of web-based tools, which many of you may have used already and others may discover. Remember, regardless of what we know, we can always learn from our colleagues.

Course Policies:

Attendance

This is an online class so attendance cannot be measured as it is in a face-to-face course so it will be assessed through your participation, preparation assignments, and online discussions. I am aware that most of you are working and are quite busy in your personal lives. If there is a week when you feel overwhelmed or you are observing religious holidays or something major happens, and you clearly will not be able to give your best effort to the class, please let me know in an email or text message **beforehand** so that I am aware. Since we are all professionals, I do not anticipate any problems but please communicate with me.

Late work and make-up work

If you fall behind at some point, it is your responsibility to verify what you have missed and get caught up by the time of the next class. I will always be available (as I hope your classmates will) to answer specific questions outside the "What work am I missing?" variety. Do your best to keep the lines of communication open with me; it is best to let me know about possible issues ahead of time rather than after the fact. I will not be able to accept late work unless there are documented, extenuating circumstances (e.g. a hospitalization) OR you have contacted me ahead of time with a legitimate request for an extension (subject to my approval). Given the nature of the class, it is important that you keep up with the readings and the assignments. When you have not completed homework assignments, you are not fully participating as a member of our learning community and it makes it difficult for other members to give you feedback and benefit from your insights.

Citing sources and collaborating

If you borrow an activity from a colleague that you adapt for the purpose of a class assignment, please indicate this clearly. Both you and your colleague will benefit from the interaction and it

maintains academic integrity. Please collaborate as much as you want or can, just be sure to make this clear to me so there is no question of academic dishonesty or plagiarism. If you have not used APA citation style before, please become accustomed to it and use it as applicable. All sources listed in this syllabus are listed in APA format so you can use them as a model. Excellent information on how to use APA is available as a resource through SOU's library, and through an outside source [here](#).

Disability Statement

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. Call Academic Support Programs at (541) 552-6213 to schedule an intake appointment with Disability Resources. The Academic Support Programs office is located in the Stevenson Union, lower level. (See the Disability Resources [webpage](#) for more information.) If you are not located at or close to SOU but have a documented learning disability, please forward all necessary documentation to Dr. Connor or Dr. Morris and me so that we are informed and can work to take appropriate measures to help you succeed in the class. Please let me know as soon as possible so that I can collaborate with you to make accommodations while maintaining confidentiality.

Civility Statement

Please contribute to an open and respectful environment of discussion and exchange of opinions and adhere to the student code of academic integrity in your research and writing. If you enjoy contributing, please encourage others to participate by commenting on their posts, asking open-ended questions, and/or keeping a conversation going. If you do not enjoy contributing, please put forth your best effort. Personally, I think humor and sharing our relevant past experiences have a place in rigorous academic work and welcome what you are willing to share.

Course Calendar (TBD on Moodle on or before January 3rd)

This online course is organized within a structure of scheduled course work (see weekly calendar below). Although you are not required to meet in a classroom, we will progress through the course materials as a class. It is okay to work ahead in some aspects, but you must return to the weekly assignments each week to participate. Participation and Preparation assignments will be posted no later than Monday for a given week, therefore, while you can complete the reading and syllabus assignments in advance, you must check back on each week for participation and preparation assignments no earlier than Monday of a given week. For this reason, you must manage your time effectively in order to complete the assigned course work according to the firm due dates listed in the calendar below.