

DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES

<https://uofa.ualberta.ca/modern-languages-and-cultural-studies>

2018-2019 MLCS 650 X01

Teaching Strategies for Postsecondary Language Instructors
(Fall Term)

Instructor: Dr. Xavier Gutiérrez
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Time: M 5:00 – 8:00pm
Place: HC 1-3
Office Hours: M 11:00am-12:00pm
or by appointment

Course Prerequisite: Consent of department

It is your responsibility as a student to ensure that you have the appropriate prerequisites for the course.

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes No, not needed, no such projects approved

Community Service Learning component

Required Optional None

Additional mandatory instructional fees (approved by Board of Governors)

Yes No

Course Description and Objectives:

This course is designed to introduce students to a variety of issues in post-secondary teaching and learning. Based on theoretical and methodological underpinnings of instruction in higher education, we will apply these concepts in the design and completion of a variety of projects. We will develop teaching practices based on current pedagogical approaches and theories for courses on literature, film, media, etc., as well as foreign languages.

Learning outcomes:

By the end of this course, successful students will be able to:

- Analyze and critique principles of communicative and task-based language teaching
- Discuss and assess techniques and strategies for teaching language skills and other aspects such as grammar and vocabulary
- Discuss and assess techniques and strategies for content courses in higher education
- Design activities and lessons for language and content courses in higher education
- Critically analyze and evaluate teaching practices

Required Text:

- None. All materials are available either online or in pdf format on eClass

GRADE DISTRIBUTION (SEE “EXPLANATORY NOTES”):

Participation and attendance	20%
Classroom Observations (2 x 15%)	30% (due Oct. 1 and Oct. 29)
Leading class session and reflective paper	25% (see dates below)
Language lesson plan	25% (due Dec. 6)

EXPLANATORY NOTES ON ASSIGNMENTS:

Participation and attendance (20%):

Regular attendance and participation are essential for optimal performance in a graduate course and **are considered a prerequisite for obtaining a B or higher in this course**. More than one unexcused absence will result in a final mark no higher than a B, no matter how successful students are with regards to other grade components. If you miss a class for an acceptable reason (see below) no marks will be deducted.

Since class discussions focus on the assigned readings, you should prepare them carefully at home, and engage in the material in a thoughtful and informed manner so that you can contribute to a productive class discussion. For every topic for which there are assigned readings, you are asked to prepare one question or one comment that generates discussion (not a simple comprehension question). An example of an acceptable question is: “What are the pros and cons of inductive vs. deductive grammar instruction?” An example of an unacceptable question is: “Is it important to learn grammar?”. You will be asked to submit your question to the course eClass site **at least 24 hours before the class**. If you do not have a question prepared, or the question clearly shows that you have not done the readings, 1% per occurrence will be deducted from the participation mark.

Classroom Observations (30%):

Twice during the semester, students will observe an undergraduate class. These classes must be one content class and one language class, and must be taught by different instructors. Students will be asked to observe a particular aspect of the class (e.g. teacher’s language use, the learning environment...), reflect critically on what they saw and prepare a written report (ca. five pages, double-spaced, typed; including a description of the lesson and a critical reflection). Further details to be discussed in class.

The assignments will be evaluated on the completeness of the observations, the depth and breadth of the analysis and reflections, and clarity of expression. The instructor to be visited should be asked several days in advance whether s/he agrees to an observation and when the observer can come in. Students should be punctual and courteous when visiting someone else’s class, and thank the instructor afterwards for allowing them to observe their class.

Leading class session and reflective paper (25%):

Students will be responsible for preparing and leading a class session on one technique or strategy for content courses in higher education. At the beginning of the semester, students will sign up for one of the following topics: Leading discussions (Oct. 15); group work and collaborative learning (Oct. 22); debates (Oct. 29); role play (Nov. 5); jigsaw learning (Nov. 19); concept maps (Nov. 26); online and blended learning (Nov. 26); and problem-based learning (Dec. 3). Please, note that these topics and dates are based on the class schedule (see below), which may be subject to minor changes. Students will present a brief description of the technique or strategy, lead the class discussion about it, and develop and present an activity that shows the technique or strategy. A week after leading the class session, students will hand in a written reflective paper about that session (ca. five pages, double-spaced, typed). Leading the class session is worth 15% and the reflective paper is worth another 10%. Further details to be discussed in class.

Language lesson plan (25%):

Students will design an 80-minute language lesson in which they will have to integrate several skills (speaking, listening, reading, and writing) and language aspects (vocabulary, grammar...). They will submit the lesson plan along with a critical discussion of their pedagogical decisions. The critical discussion must be about 5 pages in length, typed and double-spaced. Further details to be discussed in class.

REQUIRED NOTES:

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University Calendar.

STUDENT RESPONSIBILITIES:***Academic Integrity:***

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.governance.ualberta.ca) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

Learning and Working Environment:

The Faculty of Arts is committed to ensuring all students; faculty and staff are able to study and work in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy has been or is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that directs discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

Territorial Statement:

"The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community." (*from the beginning of the Calendar*).

University of Alberta Sexual Violence Policy:

The Sexual Violence Policy was approved by GFC in June 2017. It plays a vital role in ensuring a safe and respectful learning and working environment.

As defined in the policy, **sexual violence** is any sexual act or act of a sexual nature, or act targeting sexuality, whether physical or psychological, committed without consent. **Sexual violence** is a complex and serious

problem in society and on university campuses. Sexual violence can affect individuals of all gender identities, gender expressions, and sexual orientations, as well as those from all ages, abilities, racial, cultural and economic backgrounds. Through this policy, the University of Alberta recognizes its responsibility to reduce sexual violence in the University community. The university aims to do so by fostering a culture of **consent** and support through education, training and policy. The University recognizes the possible effects of trauma on those who have experienced sexual violence and supports the efforts of individuals to seek support and recover.

To read the policy in more detail, please visit:

<https://policiesonline.ualberta.ca/PoliciesProcedures/Policies/Sexual-Violence-Policy.pdf>

Recording of Lectures:

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Attendance, Absences, and Missed Grade Components:

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [Attendance](#) and [Examinations](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the Code of Student Behaviour.

In this course, participation is an essential component; therefore, it is **very important to attend class every day**.

a. Excused absences are not automatic; therefore, in cases of potentially excusable absences (emergency conditions, incapacitating illness, religious convictions or legitimate University-related business), students may apply for an excused absence for missed classes, term work, or exams. Please note:

- For an absence to be considered excused, I will request adequate documentation to substantiate the reason for the absence (i.e. in the form of a “Medical Declaration Form for Students” <https://uofa.ualberta.ca/arts/-/media/arts/student-services/documents/medicaldeclarationformforstudents.pdf>). Please, note that a “Statutory Declaration” submitted at the end of term covering multiple absences during the term will not be accepted.
- A student must inform the instructor within two working days following the class which was missed, or as soon as the student is able, having regard to the circumstances underlying the absence.
- For missed term work, **no extension will be given after this deadline has elapsed and a grade of ZERO will be assigned.**
- For an excused absence where the cause is religious belief, a student must contact the instructor(s) within two weeks of the start of Fall or Winter classes; and within three days of the start of Spring or Summer classes.
- **No request for make-up for missed work will be considered without proper documentation.**
- Providing any kind of document(s) does not imply an automatic approval; it will be at the discretion of the instructor to accept or decline a document and/or grant the student’s request for an excused absence.

- For further explanation regarding absences that may be excusable and procedures for addressing course components missed as a result, consult section 23. 3 of the University Calendar.

b. Unexcused absences are not allowed in this course. Five points out of the twenty total points will be deducted from the student's participation and attendance grade for each unexcused absence. In addition, a **grade of ZERO** will be given for any assignments that are not handed in or completed as a result of an unexcused absence. As noted above, more than one unexcused absence will result in a final mark no higher than a B, no matter how successful students are with regards to other grade components.

Policy for Late Assignments:

Students who consult **in advance** with an instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension. . Formal **written** documentation may be required to consider granting an extension. In cases of medical emergencies or severe domestic affliction, the instructor must be given a written message (email) within two working days of the due date explaining why the assignment was not handed in on time. If the explanation is not deemed reasonable, a grade of zero will be recorded. Otherwise, all assignments should be handed in on the stated deadline. Any assignment not handed-in in time or unexcused late assignments will not be given any marks. Late excuses will **not** be accepted for any reason.

Disclaimer:

Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

Student Resources:

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

Accessibility Resources: (1 – 80 SUB)

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage.

The Academic Success Centre: (1-80 SUB)

[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

The Centre for Writers: (1-42 Assiniboia Hall)

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds:

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

GRADING:

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

MLCS Graduate Grading Scale

A+	97-100	Excellent
A	93-96	Excellent
A-	90-92	Excellent
B+	87-89	Good
B	79-86	Good
B-	74-78	Satisfactory
C+	68-73	Satisfactory
C	63-67	Failure
C-	58-62	Failure
D+	54-57	Failure
D	50-53	Failure
F	00-49	Failure

Tentative Class Schedule (subject to minor, announced changes):

Date	Topics (assigned readings have to be read for this date)	Assignments due
Sept. 10	<ul style="list-style-type: none"> • Introduction to course and materials • Do's and don'ts in higher education • Building a course outline 	
Sept. 17	<ul style="list-style-type: none"> • Learning outcomes & Bloom's taxonomy • Post-methods era in Second Language Acquisition (SLA) 	
Sept. 24	<ul style="list-style-type: none"> • Principles of Task-based Language Teaching (TBLT) • Lecturing 	
Oct. 1	<ul style="list-style-type: none"> • Lesson planning • Asking questions 	Observation 1 due
Oct. 8	Thanksgiving – no class	
Oct. 15	<ul style="list-style-type: none"> • Leading discussions • Teaching vocabulary 	
Oct. 22	<ul style="list-style-type: none"> • Collaborative work • Teaching grammar 	
Oct. 29	<ul style="list-style-type: none"> • Debates • Teaching reading & listening 	Observation 2 due
Nov. 5	<ul style="list-style-type: none"> • Role play • Teaching speaking 	
Nov 12	Reading week – no class	
Nov. 19	<ul style="list-style-type: none"> • Jigsaw learning • Teaching writing 	
Nov. 26	<ul style="list-style-type: none"> • Concept maps • Online learning 	
Dec. 3	<ul style="list-style-type: none"> • Problem-based learning 	
Dec. 6	No class (it's a Thursday)	Lesson plan due