

COMMON COURSE SYLLABUS

Murray State University

TSL 520-01: Computer Assisted Language Learning

CREDIT HOURS: 3

I. TITLE: Computer-Assisted Language Learning

II. CATALOG DESCRIPTION: An introduction to computer-assisted language learning (CALL), an overview of its specialized vocabulary and a review of research regarding its effectiveness.

III. PURPOSE: To provide students with hands-on experience in pedagogical applications of computers, including using and evaluating software and internet resources. Students will be introduced to the variety of computer resources available and will be required to design a unit which includes a CALL component.

IV. COURSE OBJECTIVES: *(Coded for Kentucky Experienced Teacher Performance Standards, NTPS; TESOL Standards, TESOL; KERA Initiatives KERA)*

By the end of the course, students in this class are expected to

- A. Understand the general operating principles of electronic technologies, hardware and software. *(NTPS 2; TESOL 3,5)*
- B. Learn vocabulary related to computer-assisted second and foreign language learning. *(NTPS 2; TESOL 3,5)*
- C. Experiment with and evaluate current computer applications in second and foreign language learning. *(NTPS 10; TESOL 3,5)*
- D. Learn how to design and integrate computer work into second and foreign language courses. *(NTPS 5,8; TESOL 3,5)*
- E. Review and evaluate current research in CALL. *(NTPS 1; TESOL 3,5)*
- F. Develop and articulate a philosophy on the role and applications of computers in language learning. *(NTPS 1; TESOL 5)*

The EPBS Themes – Diversity, Assessment, and Closing the Gap are explored as course topic that students discuss, and research to fully explore these topics. They investigate these themes and how they should be implemented in the language classroom. Students design materials and assessment tools that address all of these themes.

V. CONTENT OUTLINE:

1. Structure and terminology of computers and CALL
2. Computer resources for classroom management
3. World Wide Web (WWW) resources
4. Designing web pages
5. Evaluation of instructional software, materials development
6. Designing instructional units: theory and practice
7. Professional development resources: electronic journals, listservs, conferences, etc.

VI. INSTRUCTIONAL ACTIVITIES: The primary format of this course will be discussion and workshop. Students will participate in a variety of assignments and, as a final project, design a teaching unit integrating CALL into second and foreign language methodology.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: None except as it pertains to the projects/research that students conduct for class. The internet will be used extensively for research and information relating to CALL.

VIII. RESOURCES: The Murray State University Library, the internet, the World Wide Web, listservs, and other computer-based resources will be the principal resources for this course.

Note: Because of course requirements, each student must have a working e-mail account by the second class meeting!

YOU MAY USE ANY EMAIL ACCOUNT AS YOUR PRIMARY CONTACT BUT IT MUST WORK RELIABLY FOR THE ENTIRE SEMESTER.

Computer requirements: Any web-based course offered through the Murray State University TESOL program will require you to have regular access to a computer with an internet connection and speakers (I also recommend a microphone for the Elluminate class discussions, but it is not required). But for this class you will use more multimedia functions of the computer and possibly download and use (free) software for certain assignments. You will also need to have (or borrow) a digital camera for photos.

IX. GRADING PROCEDURES: Semester grades will be determined as follows:

Preparation and Class	15%	Grading Scale: 90-100% = A 80-89.9% = B 70-79.9% = C 60-69.9% = D Below 60% = E
Participation (including discussion board)		
Exam	10%	
Article presentations (2 electronic) 2@5%	10%	
Web site review	5%	
Homework Assignments (various)	30%	
Statement of Philosophy of CALL	5%	
<u>Final Project</u>	<u>25%</u>	
Total	100%	

Note that this is a graduate-level course. Assignments are designed and assessed accordingly. Special permission may be granted to upper-level undergraduates who wish to take the course, and those students will be subject to fewer course requirements and a lower grading scale. However, undergraduate students should be aware that a course taken at the undergraduate level cannot apply towards graduate study per university policy.

X. ATTENDANCE POLICY: Prompt and regular participation is required for this course. You need to attend one synchronus Elluminate class discussion session (follow the link on the class blackboard site) per week and participate accordingly.

XI. ACADEMIC HONESTY POLICY: This policy is provided in the Murray State Graduate Bulletin at the following address:

<http://www.murraystate.edu/provost/catalogs/G601University.html#Honesty>

Plagiarism or academic dishonesty will have consequences from failure of the assignment or exam to failure of the entire course.

The biggest problem students often have is not attributing materials and ideas to the sources they are from. This is especially easy to do, even unintentionally, when the internet is used heavily in a course. If you do use outside sources at anytime, be sure to provide full references. Copying even one sentence from a site or source without saying where it is from is considered academically dishonest and IS plagiarism. If you have any questions about this at any time while working on an assignment, please check with me before the due date for the assignment.

Another problem some students have with academic honesty is getting unauthorized help. There are times--especially on quizzes, exams, and some projects--that you are supposed to work entirely on your own without consulting anyone. Make sure you do so at those times. Rest assured that I am an expert in tracing plagiarism using various computer programs and other resources and must and will treat all cases very seriously.

However, most times, I encourage you to discuss things with the people in your group and with me in class whenever possible. In a successful classroom, students ask each other questions, discuss things about the class, and bounce ideas off of each other all the time.

XII. TEXT AND REFERENCES:

Hanson-Smith, E and Riling S, eds.. (2006) Learning Languages through technology.
Alexandria, VA: TESOL Inc. ISBN:.978-193118536-3.

Other material related to computers, the internet, and technology and teaching as required for assignments will be available via the class Blackboard site.

Storing your work:

Because this course involves extensive use of computers, all students must be responsible for keeping and having backups of their work.

Some assignments require using server space and storing work via ftp, which you will learn how to use in class.

XIII. PREREQUISITES: *None.*

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:

Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-762-3155.