

Washington State University
MAJOR CHANGE FORM - - REQUIREMENTS
 (Submit original signed form and ten copies to the Registrar's Office, zip 1035.)
 See www.ronet.wsu.edu/ROPubs for this form.

Department Name WSU Department of Foreign Languages & Cultures

1. CHECK PROPOSED CHANGES.

- * Change department/program name from _____ to _____
- * New degree or program in _____
- * Change name of degree from _____ to _____
- * Drop degree or program in _____
- New Major in _____
- Change name of Major from _____ to _____
- Revise Major requirements in _____
- Drop Major in _____
- Revise certification requirements for the Major in _____
- New Option in _____
- Revise requirements for the Option in _____
- Drop Option in _____
- New Minor in _____
- Revise Minor requirements in _____
- Drop Minor in _____
- New Undergraduate Certificate in _____
- Revise Undergraduate Certificate requirements in _____
- Drop Undergraduate Certificate in _____
- Other New Graduate Certificate in Contextualized Foreign Language Instruction

Effective year: Fall 2010 ^{Spring 2011} (effective date must be a fall semester and cannot be retroactive)

Michael D. Hubert	(509) 335-4154	mdh49@wsu.edu
Contact Person	Contact Phone No.	Contact email

2. GIVE REASONS FOR EACH REQUEST MARKED ABOVE. (Attach additional paper if necessary; see reverse side.) See attached documentation

4. SIGN AND DATE APPROVALS.

Michael D. Hubert 11/12/09 [Signature] 11-19-09 _____
 Chair Signature/date Dean Signature/date General Education Com/date
Carol Long 6-30-10

 Catalog Subcom/date Academic Affairs Com/date Graduate Studies Com/date Senate/Date

WSU Department of Foreign Languages & Cultures
Proposal for Graduate Certificate in
Contextualized Foreign Language Instruction

Introduction

We would like to propose the creation of a *Graduate Certificate in Contextualized Foreign Language Instruction* to be offered to both WSU students and K-12 in-service teachers in a hybridized physical classroom/distance learning format. This certificate will be offered as a joint endeavor by WSU faculty working in the Department of Foreign Languages & Cultures (DFLC - College of Liberal Arts) and in the Department of Teaching & Learning (T&L - College of Education). The certificate will be administered by the Department of Foreign Languages & Cultures, and awarded by the Graduate School upon completion of certificate requirements.

Description

This certificate's requirements will consist of a minimum of three 3-credit graduate-level seminars. Three graduate-level courses, two offered by the DFLLC, and one by T&L, are currently in place and being taught in a traditional face-to-face format on the WSU Pullman campus. The approval of this certificate would make these three courses available to an additional audience of off-site students, specifically K-12 teachers in need of continuing education via a distance delivery system. This system will consist of a combination of formats such as, video-streaming and/or other web-based activities, CD-ROM, satellite broadcasting, or whatever technological means arise that effectively engage the student and overcome these distance limitations.

In each of the three graduate-level seminars that would be converted to hybrid distance delivery, students survey current teaching methodologies and their theoretical/empirical research support, but primary emphasis will be placed on the practical application of these methodologies in the classroom, thus providing an immediate effect in their teaching. These three courses are:

1. ForL 540 *Research and Methods of Foreign Language Teaching*

This course is designed to provide DFLLC graduate student teaching assistants and K-12 pre-service teachers-in-training with an overview of research and theories of communicative task-based foreign language instruction, as well as To introduce future foreign language teachers/ instructors to the fields of second language acquisition and foreign language pedagogy.

2. ForL 541 *Research and Methods of Technology Enhanced Foreign Language Learning*

This course explores the use of technology and CALL (computer assisted language learning) to enhance foreign language instruction and promote second language acquisition. Students in this course examine various aspects of research on CALL and the role of technology in shaping the second/foreign language learning process.

3. T&L 549 *Communicating in a Multilingual Society*

This course provides students with an overview of theory, research, and applications in culture and language. This course examines the complex linguistic, social, and cultural issues affecting the achievement of English Language Learners in classrooms. The major emphasis of this course is on communication in classrooms with language learners: what

it looks like, how it happens, why misunderstandings occur, and how to deal with differences in communication styles, purposes, and structures.

Enrollment Data

ForL 540 is offered by the DFLLC once per year during the Spring semester. Enrollments vary between 4 and 8 graduate students.

ForL 541 is offered by the DFLLC once per year during the Fall semester. Enrollments vary between 4 and 8 graduate students.

T&L 549 is offered by the T&L department once per year during the Fall semester. Enrollments vary between 21 and 31 students.

Rationale and Need

The increasing importance of online course offerings

According to a recent article in *Campus Technology**, nearly 12 million post-secondary students in the United States take some or all of their classes online right now, and this number is projected to rise to more than 22 million in the next five years, according to data released recently by research firm Ambient Insight. According to Ambient Insight, approximately 1.25 million students in higher education programs take all of their classes online, while another 10.65 take some of their classes online, with 15.14 million taking all of their courses in physical classrooms as of 2009. However, this situation is projected to change drastically by 2014, at which time it is forecast that only 5.14 million students will take all of their courses in a physical classroom, with 3.55 million taking all classes online and 18.65 million will taking some of their classes online.

* <http://campustechnology.com/Articles/2009/10/28/Most-College-Students-To-Take-Classes-Online-by-2014.aspx>

Delivery of Instruction to Busy Professional Educators

Many place-bound teachers find it difficult to attend meaningful courses that would enhance their teaching, and that could have an impact as well on their tenure and promotion. Most clock-hour or continuing-education activities are short, and do not provide the teacher with truly useful tools for revising the way they teach in order to incorporate the latest research on pedagogy. Therefore, these activities tend not to have a worthwhile effect on their teaching, nor to foster change and development in more than a superficial way. The need for graduate-level continuing education that will promote professional development of teachers is patent. Offering these courses in a distance-learning format would overcome many of the obstacles encountered by place-bound teachers. It would result in a rise in standards of teaching as well as a more efficient and enhanced language learning experience at the K-12 level in the United States. The incentive of working towards a Graduate Certificate without having to leave their workplace will attract many valuable teachers who have families and responsibilities, and are unable to uproot themselves for the two years of a traditional MA program. After the student completes the certificate requirements, the student may choose to go on and complete an MA, at which time nine credits could be transferred as part of the graduate coursework program, following standard procedure at WSU and most universities. This could cut the on-site time commitment down to a year, including summer work, thus making the MA a viable alternative to a larger number of teachers. Even if they do not chose to go on, the Certificate will provide them with a valid proof

of their continuing development as professionals, and count for tenure and promotion purposes. In fact, it is envisioned that the certificate courses could eventually be counted towards an MA earned entirely in a distance/Summer environment.

The Need for Foreign Language Education

This comes at a time when global realities make it imperative to be proficient in more than one language. The need for second-language speakers in the federal and private workforce has been pointed out by many and reinforced by the events of 9/11. Articles in major national publications like The New York Times have continuously stated the shortage of linguists for key security jobs. Other articles in the ADFL Bulletin, and Liberal Education have addressed the importance of foreign languages in our universities' efforts to "internationalize education."¹ One of these articles states how the "over one-half of this nation's students begin language [study] in school, while a mere 8 percent are studying language at the university or college level" pointing to a shift in the primary locus of language study. In order to educate successful second-language speakers, we need to provide them with better skills than were previously acceptable academically. They need a deeper understanding of the culture and better access to the professional discourse and behavior appropriate to their future activities, understanding and access that go beyond mere linguistic competence. The DFLE has taken into account this need. We believe it imperative that, as the department charged with the study of world languages and cultures, the DFLE have an immediate effect on how globalization is defined and understood, and how the foundations for these projects are laid out, and implemented. This department has been very diligent in the development of culture and discipline-specific language courses and in the development and use of technological tools to enhance language acquisition. It is already involved in interdisciplinary projects, and is pursuing other collaborative efforts across campus and with outside institutions, some of them international. It is actively engaged in the creation of service-learning opportunities to enhance our undergraduate education. However, all these efforts remain at the university level, and, given the percentage quoted above, have a limited impact on the actual education of the present and future K-12 population. We consider that our state has a need to promote further educational opportunities for its present teachers, and that these must come at the graduate, continuing-education level. Eventually, all these endeavors will support and complement each other. By helping teachers become more effective, we promote the creation of excellent second-language speakers that will go on to understand and fill the needs of a global community.

New Delivery Methods Improve Distance Instruction

We propose to couple traditional WHETS-format delivery to a combination of computer-based formats such as, video-streaming, web-based activities, and CD-ROMs, to promote interactive activities that will effectively engage the student and overcome the limitations of traditional satellite-delivery. Through the creation of web pages, chat rooms, list-serves, and many other interactive resources, the student will receive the benefits of active, hands-on participation, while retaining the schedule flexibility necessary for them to be able to successfully pursue these courses. Distance learning and web-based teaching are developing fields and we need to be aware of both their advantages and the areas of concern where students may find less than optimum experiences. By developing a hybrid format that allows for student-student interaction

¹ As quoted in Richard D. Brecht and Catherine W. Ingold, "Literary, Numeracy, and Linguacy," *Liberal Education* Fall 2000: 30.

and student/teacher feedback, we will maximize the efficiency and increase the participation, while respecting the time constraints most teachers have.

Enhanced Justification

The implementation of this certificate will not affect faculty teaching loads during the fall/spring semester cycle. As ForL 440 and 541 are to be taught during summer session, and T&L 549 is already being offered on-load during the fall semester, no additional faculty resources will be expended/required if this certificate is approved.

The implementation of this certificate will strengthen the DFLC's current MA's second area of coherence on pedagogy. ForL 540 and 541 are taught in English and the theories and methodologies introduced are applicable to all foreign and second language teaching. The current focus of MA students within the DFLC is on Spanish as their main target language, and most of their coursework deals only with Spanish literature and culture. Offering courses such as ForL 540 and 541 to a broader audience of potential graduate students will allow for the inclusion of other target languages and cultures under the general focus of the teaching of second languages. With this, we hope not only to increase the number of graduate students, but provide a service to all foreign-language teachers, not just those who teach Spanish. As T&L 549 is already being offered online through DDP, the implementation of this certificate will not change the delivery of this course, but will allow it to serve potential future enrollees in an expanded capacity, potentially generating additional funds to the College of Education and the department of T&L.

No existing courses will either not be taught or taught on a lower frequency if this certificate is approved. As stated above, ForL 540 and 541 are to be offered during the self-sustaining summer session, and T&L 549 is already being taught on-load in the T&L department.

Cost Analysis

The creation of this certificate does not involve the creation of any new courses; all three courses slated for implementation are already being offered at the WSU Pullman campus. The redesign of these courses for online delivery is the only activity which may require funding, and grants are being pursued to this end. As no course releases will be offered for this redesign, and as these courses are already being taught on-load, or will be taught during the summer session and be therefore self-sustaining, the implementation of this certificate will incur no additional costs to the department, the college, or the university.

This certificate has the potential to generate additional funds for the department, the CLA, and the university by generating additional enrollments without taking away from other WSU/DDP offerings.

Admission Standards

The admission standards and application requirements for the certificate are similar to those of our graduate program, as stated in our MA program booklet. The applicant must apply and be admitted to the Graduate School as well, fulfilling all the requirements and standards of regular students. The student may only accumulate 9 credits, as stated above. Students will be admitted

as “Not-Advanced-Degree-Candidates” (NADC), as defined by the Graduate School. All pre-requisite coursework, if applicable, must be completed before entering the program.

Assessment

Courses taught under the certificate’s program will be graded fully, and the student may not obtain less than a B in the course in order for it to count towards completion of the requirements. No S/F courses will be used or counted for the certificate.

Other Requirements

In order to obtain the certificate, the student must maintain a 3.0 GPA in all courses. All academic standards will conform to Graduate School Policy.

FORL 540
THEORY AND METHODS OF FOREIGN
LANGUAGE TEACHING
WASHINGTON STATE UNIVERSITY
DEPARTMENT OF FOREIGN LANGUAGES & CULTURES

Instructor: Prof Michael Hubert

Email: forl540@gmail.com Phone: (509) 335-4151

COURSE GOALS

- To provide K-12 pre-service and in-service foreign language teachers with an overview of research and theories of communicative task-based foreign language instruction
- To provide pre-/in-service foreign language teachers with additional practical tools for successful communicative language teaching
- To allow foreign language teachers to conduct research in the fields of second language acquisition and/or foreign language pedagogy.
- To encourage foreign language teachers to be constructively critical of both new and existing theories of and approaches to foreign language pedagogy

COURSE OUTCOMES

By the end of this course, students will:

- Make use of a set of practical tools for foreign language teaching
- Discuss and explain major theories and approaches of communicative task-based FL instruction
- Produce constructive criticism of foreign language pedagogical theory and practice
- Produce a research paper investigating a selected aspect of language acquisition

REQUIRED MATERIALS

- Lee, J.F., & VanPatten, B. (2003). *Making Communicative Teaching Happen*. 2nd Ed.
- Lightbown, P., & Spada, N. (2006). *How Languages are Learned*.
- Additional readings available through Angel.

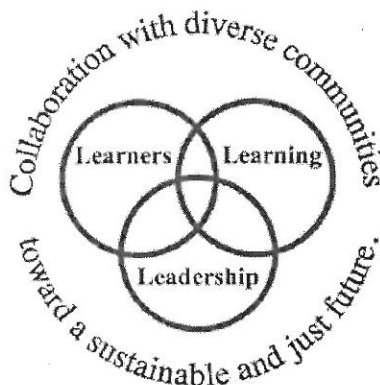
COURSE COMPONENTS

Homework	20%
Forum Discussions	20%
Exams	30%
Research Project	30%

GRADING POLICY

A	93-100	A-	90-92
B+	88-89	B	83-87
B-	80-82	C+	78-79
C	73-77	C-	70-72
D	65-69	F	0-65

The College of Education contributes to the theory and practice of the broad field of education, and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.



The Department of Foreign Languages and Cultures contributes, in theory and practice, to the acquisition of the international cultural understanding that is necessary to succeed in a global environment. To that effect, we promote engaged learning in a diverse cultural context through the development of specific linguistic skills and the analysis of related artistic expressions and other culture-specific production. We aim to empower the student in the search of apprehending how specific foreign cultures function, how they conceive themselves and others, and how they express that knowledge. This, in turn, will lead to the development of strategies for addressing difference, promoting intercultural communication, and enhancing international relations.

COURSE COMPONENT DETAILED EXPLANATIONS

Homework (20% of Final Grade)

There are two types of homework assignments in this course:

Homework Assignment Type 1 – Q (Companion website quizzes)

For each chapter read in the textbook *Making Communicative Language Teaching Happen*, students will complete ALL THREE chapter quizzes available on the book's companion website:

http://highered.mcgraw-hill.com/sites/0073655171/student_view0/index.html (This link also available through Angel)

- a. *Test Yourself* – Not graded, but useful for self-analysis
- b. *Definitions* – Graded on 1-10 scale described below
- c. *Think About It* – Graded on 1-10 scale described below

Students will use the routing tool built into the website to send copies of these quizzes to the instructor at **for1540@gmail.com**

Answers will be graded on a scale of 1-10 by the following elements:

- Accuracy of information presented
- Quality of presentation & writing style
- Evidence of critical thinking – ALWAYS critically evaluate the material presented to you (what do you think of the claims being made?)

Homework Assignment Type 2 – HW (Other Readings Homework)

The instructor will prepare a series of questions related to the other readings presented by this course, including both the Lightbown & Spada textbook and supplementary articles. Supplementary articles will be available to students via Angel, in the *Other Reading Questions* folder.

After completing these questions, students will email this type of homework assignment to the instructor at **for1540@gmail.com** as a word document.

Answers will be graded on a scale of 1-10 by the following elements:

- Accuracy of information presented
- Quality of presentation & writing style
- Evidence of critical thinking

Forum Discussions (20% of Final Grade)

Each week the instructor will present a topic for discussion to be made accessible to students via an online discussion forum. This forum tool is accessed through Angel.

Each week, a different question will be posed to students on this forum. Students are to 1) answer the question posed by the instructor, and 2) respond to previous student postings (except for the first student to respond), indicating whether or not they agree with the previous posting and explaining why or why not.

Discussion postings are due by the **Sunday** of each week by **11:55pm**.

Exams (30% of Final Grade)

This course has two required exams:

- Midterm exam – Administered during Week 8 (15% of final grade)
- Final Exam – Administered during Week 15 (15% of final grade)

These exams consist of essay questions and identifications, definitions, and problem-solving tasks. Grades are assigned to these exams using the same criteria applied to homework assignments:

- Accuracy of information presented
- Quality of presentation & writing style
- Evidence of critical thinking

Research Project (30% of Final Grade)

Each student will choose an area of language teaching or second language acquisition to further expand and develop into a research project. In this course, we only have time to touch the tip of the iceberg when it comes to research carried out with language learners, and this project offers students the chance to delve more deeply into one particular aspect of language acquisition research (see the course weekly schedule for ideas on possible topics of study). Students should pick a topic that is of interest to them that they can enjoy learning more about as they prepare this project. This project can be carried out in one of two ways:

1. Review of the Literature – Gather information pertaining to the current body of knowledge concerning your chosen topic. For example, what do we know about effects of feedback on student learning? What do detractors of processing instruction have to say? Is Interlanguage the last word when it comes to understanding learners' developing language system? Etc...
2. Research Project Proposal –Design a research project to answer a question(s) related to your chosen topic.

Complete instructions for this project can be found within Angel. Students will consult with the instructor regarding possible research topics by the end of the 8th week of instruction. The first draft of this project is due at the end of the 14th week of instruction, and the final draft is due by the Wednesday of finals week (see course weekly schedule).

Course Weekly Schedule

CLT – Making Communicative Language Teaching Happen, L&S – Lightbown & Spada (2006) , Q – CLT Companion Website Quizzes, HW – Other Reading Questions Homework

WEEK	DATE	TOPIC	READING(S)	HOMEWORK
1		L1 Acquisition	L&S Ch1	HW1
		Critical Period Hypothesis	Han (2004) Ch4	HW2 Discussion 1
2		L2 Acquisition (SLA)	CLT Ch1	Q1
		SLA – (cont'd)	L&S Ch2	HW3 Discussion 2
3		Lesson Planning	CLT Ch4 Brown (2000) Ch10	Q4
		Classroom Management	Brown (2000) Ch12 Brown (2000) Ch13	HW4 Discussion 3
4		Comprehensible Input	CLT Ch2	Q2
		Classroom Communication	CLT Ch3	Q3 Discussion 4
5		Individual learner differences	L&S Ch3	HW5
		Oral Testing in CLT	CLT Ch5	Q5 Discussion 5
6		Learner (Inter)language	L&S Ch4	HW6
		Grammar Instruction	CLT Ch6	Q6 Discussion 6
7		Vocabulary Instruction	Hulstijn (2001)	HW7
		Structured Input Activities	CLT Ch7	Q7 Discussion 7
8		Midterm Exam Review		

		Midterm Exam		Final Project Consultation
9		Output	Swain (1995)	HW8
		Structured Output Activities	CLT Ch8	Q8 Discussion 9
10		WSU SPRING BREAK	WSU SPRING BREAK	
		WSU SPRING BREAK	WSU SPRING BREAK	
11		Listening Comprehension	CLT Ch10	Q10
		L2 Reading	CLT Ch11	Q11 Discussion 11
12		L2 Reading (cont'd)	Swaffar, Arens, & Byrnes (1991) Ch8	HW9
		L2 Writing	CLT Ch12	Q11 Discussion 12
13		Error correction	Semke (1984)	HW10
		Assessing Learning	CLT Ch9	Q9 Discussion 13
14		Testing	CLT Ch13	Q13
		The ACTFL Standards	ACTFL – The 5 Cs	Discussion 14 Research Project – First Draft
15		ACTFL Proficiency Scales	ACTFL Speaking ProfSc	
		ACTFL Proficiency Scales	ACTFL Writing ProfSc	Discussion 15
16		Final Exam Review		Email questions
		Final Exam Review		Email questions
17		Final Exam		
				Research Project – Final Draft

Full Reading List

- Brown, H.D. (2000). *Teaching By Principles*. London: Lonsdale Revision Guides .
- Han, Z. (2004). *Fossilization in Adult Second Language Acquisition*. Buffalo, NY: Multilingual Matters
- Hulstijn, J.H. (2001). Intentional and incidental second language vocabulary learning: A reappraisal of elaboration, rehearsal and automaticity. In P. Robinson (Ed.), *Cognition and second language instruction* (pp. 258-286). Cambridge: Cambridge University Press.
- Lee, J.F., & VanPatten, B. (2003). *Making Communicative Teaching Happen*. 2nd Ed. New York: McGraw Hill.
- Lightbown, P., & Spada, N. (2006). *How Languages are Learned*. Oxford, NY: Oxford University Press.
- Semke, H. (1984). Effects of the Red Pen. *Foreign Language Annals* 17(3), 195-202.
- Swain, M. (1995). Three functions of output in second language learning. In G. Cook & B. Seidlhofer (Eds.), *Principle and practice in applied linguistics* (pp. 125-144). Oxford, UK: Oxford University Press.
- Swaffar, J., Arens, K., & Byrnes, H. (1991). *Reading for meaning. An integrated approach to language learning*. Englewood Cliffs: Prentice-Hall.

FORL 541
RESEARCH AND METHODS OF TECHNOLOGY
ENHANCED FOREIGN LANGUAGE LEARNING
WASHINGTON STATE UNIVERSITY
DEPARTMENT OF FOREIGN LANGUAGES & CULTURES

Instructor: Prof Michael Hubert Email: forl541@gmail.com Phone: (509) 335-4151

COURSE GOALS

This course will:

- introduce students to the study of Computer Assisted Language Learning (CALL)
- introduce students to the theoretical and practical application of CALL in the FL classroom.
- allow students to observe real-life examples of the use of CALL in the FL classroom
- allow students to create their own CALL materials for use in the FL classroom.

COURSE OUTCOMES

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

- Discuss the major tenets of CALL in an intelligent and informed manner
- Design and select appropriate CALL materials to teach FL reading, writing, speaking, and listening
- Make use of a series of CALL materials they have created in their current/future classroom

REQUIRED MATERIALS

Blake, R.J. (2008). *Brave New Digital Classroom: Technology and Foreign Language Learning*.

Additional readings are available electronically through Angel.

COURSE COMPONENTS

Reading Summaries	20%
Forum Discussions	20%
CP Implementation Evaluation	10%
CALL Materials Project 1	25%
CALL Materials Project 2	25%

GRADING POLICY

A	93-100	A-	90-92
B+	88-89	B	83-87
B-	80-82	C+	78-79
C	73-77	C-	70-72
D	65-69	F	0-65

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COURSE COMPONENT DETAILED EXPLANATIONS

Reading Summaries (20% of Final Grade)

Each week students will complete 20-40 pages of readings on topics related to CALL research and classroom application. Many of the theoretical readings are very “heavy” and “dense,” requiring close and/or repeated reading to fully understand and appreciate all they have to offer. After completing each theoretical reading (*please DO NOT procrastinate these readings, you will regret it!*), students will prepare a 1 page double-spaced summary of the main points of the reading. Successful summaries will accomplish the following:

- Be EXACTLY one double-spaced page in length, using Times New Roman 12pt font and 1” margins on all four sides.
- Take a great deal of information and condense it into a brief yet understandable dialogue.
- Stand alone in its ability to represent the information contained in each reading.
- Answer AT LEAST the following questions:
 - What is the main argument of the reading?
 - What evidence does the author offer in support of his/her argument?

Summaries are due by the **Wednesday** of each week by **11:55pm**

Forum Discussions (20% of Final Grade)

Each week students will participate in two different forum discussions. Topics will include course readings, progress being made towards materials development, and other issues to be assigned by the course instructor. Links to these discussions can be found within Angel.

Discussion groups will consist of 3-4 students. Each week, the instructor will assign at random one student will serve as the discussion leader for each group. While the group leader’s response to the week’s postings is due earlier in the week, the rest of the group will have longer to respond. See below:

Weekly Discussion 1

Leader response due by the **Tuesday** of each week by **11:55pm**

Other responses due by the **Thursday** of each week by **11:55pm**

Weekly Discussion 2

Leader response due by the **Thursday** of each week by **11:55pm**

Other responses due by the **Sunday** of each week by **11:55pm**

Call Product (CP) Implementation Evaluation (10% of Final Grade)

Students who are currently teaching foreign language courses will select a CALL product for use in their classroom. Students not yet teaching are responsible for collaborating with an in-service teacher to observe the use of a CALL product in that person’s classroom. After implementing the technology in the classroom, all ForL 541 students are to prepare an evaluation of the effect of the technology on the foreign language learning that occurred during the class period.

Complete instructions can be found within Angel.

CALL Materials Project 1 (25% of Final Grade)

Relying specifically on both the theoretical and practical readings completed for this course, students will design a FL teaching project involving 1) blog creation and 2) wiki creation to teach FL reading and writing skills to their current/future students. This project is due on **Sunday, Oct 17th by 11:55pm**. Specific requirements and further instructions on this project can be found *SUSAN INSERT LINK*.

CALL Materials Project 2 (25% of Final Grade)

Relying specifically on both the theoretical and practical readings completed for this course, students will design a series of online FL grammar exercises using *Hot Potatoes* (and *Moodle* if necessary), as well as a teaching project involving either 1) Skype to allow students to speak online with native FL speakers, or 2) a MMORPG to allow students to interact with native speakers while playing a game. This project is due on **Wednesday, December 15th by 11:55pm**. Specific requirements and further instructions on this project can be found *SUSAN INSERT LINK HERE*.

Weekly Schedule

Week	Topics of Discussion	Readings	Assignment Due
1 Aug 23 To Aug 29	Introduction to CALL	BNDC Preface, Ch1	Forum Discussion 1a Reading Summary 1 Forum Discussion 1b
2 Aug 30 To Sept 5	CALL Webpages	BNDC Ch2	Forum Discussion 2a Reading Summary 2 Forum Discussion 2b
3 Sept 6 To Sept 12	Evaluating CALL Products	BNDC Ch3, Ch6	Forum Discussion 3a Reading Summary 3 Forum Discussion 3b
4 Sept 13 To Sept 19	Computer-Mediated Communication (CMC)	BNDC Ch4	Forum Discussion 4a Reading Summary 4 Forum Discussion 4b
5 Sept 20 To Sept 26	FL Reading and CALL	Brandl (2002)*	Forum Discussion 5a Reading Summary 5 Forum Discussion 5b
6 Sept 27 To Oct 3	FL Reading and CALL	Izquierdo & Reyes (2009)* Blog Creation**	Forum Discussion 6a Reading Summary 6 Forum Discussion 6b
7 Oct 4 To Oct 10	FL Writing and CALL	Mak & Coniam (2008)* Wiki Creation**	Forum Discussion 7a Reading Summary 7 Forum Discussion 7b
8 Oct 11 To Oct 17	FL Writing and CALL	Liang (2010)*	Forum Discussion 8 Reading Summary 8 CALL Materials Project 1

*Theoretical Reading **Practical/Hands-On Reading

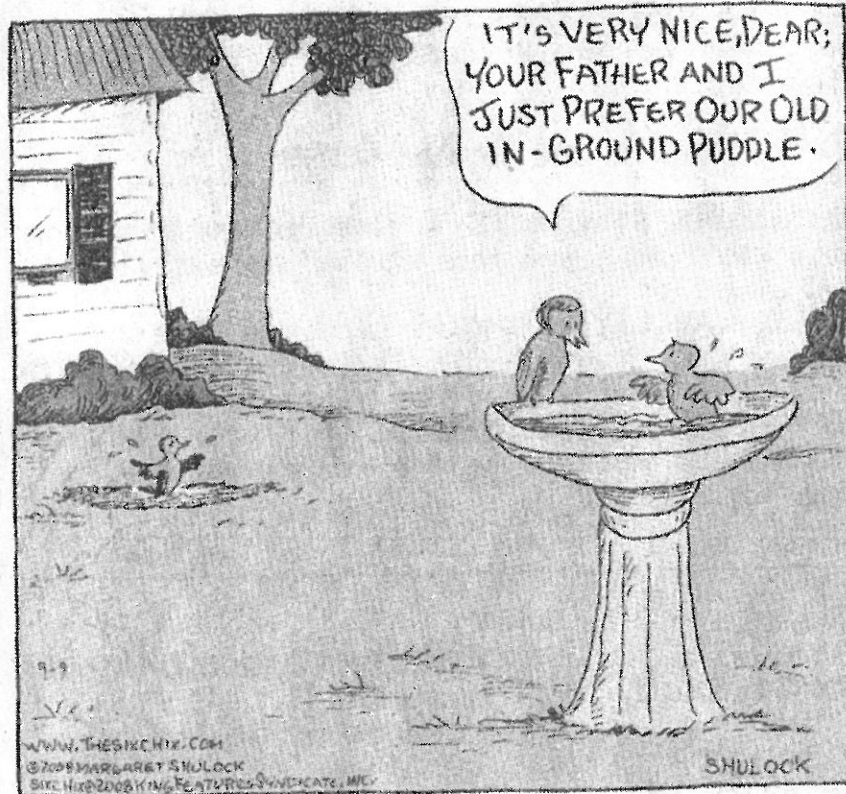
9 Oct 18 To Oct 24	Creating CALL Activities	<i>Hot Potatoes</i> Tutorial** <i>Moodle</i> Tutorial**	Forum Discussion 9a Forum Discussion 9b
10 Oct 25 To Oct 31	FL Speaking and CALL	<i>Skype</i> Readings**	Forum Discussion 10a Forum Discussion 10b
11 Nov 1 To Nov 7	FL Speaking and CALL	Sun (2009)*	Forum Discussion 11a Reading Summary 11 Forum Discussion 11b
12 Nov 8 To Nov 14	FL Listening and CALL	LeLoup & Pontiero (2007)** Listening Guidelines**	Forum Discussion 12a Forum Discussion 12b CP Implementation Evaluation
13 Nov 15 To Nov 21	FL Listening and CALL	OBryan (2007)*	Forum Discussion 13a Reading Summary 13 Forum Discussion 13b
14 Nov 22 To Nov 28	THANKSGIVING VACATION	THANKSGIVING VACATION	THANKSGIVING VACATION
15 Nov 29 To Dec 5	Improving FL Motivation with CALL	Purushotma (2005)*	Forum Discussion 15 Reading Summary 15
16 Dec 6 To Dec 12	Improving FL Motivation with CALL	MMORPG Reading**	Forum Discussion 16
17 Dec 13 To Dec 19	FINALS WEEK	FINALS WEEK	FINALS WEEK CALL Materials Project 2

Useful Journals with Research on CALL, SLA and FL Pedagogy

1. The Modern Language Journal
2. Foreign Language Annals
3. Hispania
4. The Canadian Modern Language Review
5. Language Learning and Technology
6. CALL (Computer Assisted Language Learning)
7. CALICO journal
8. Applied Language Learning

6 CHIX

Margaret Shulock



As usual, the older generation resists new technology.

Complete Reading List

History of CALL

Levy, M., & Stockwell, G. 2006. *Call Dimensions: Options and Issues in Computer Assisted Language Learning*. Matwah, NJ: Laurence Erlbaum. **Blackboard**

Levy, M. (1997). *Computer-assisted language learning: Context and conceptualization*. New York: Oxford University Press. **Blackboard**

Salaberry, R. M. (2001). The use of technology for second language learning and teaching: A retrospective. *The Modern Language Journal*, 85, 39-56. **Blackboard**

Current CALL Research

Levy, M., & Stockwell, G. 2006. *Call Dimensions: Options and Issues in Computer Assisted Language Learning*. Matwah, NJ: Laurence Erlbaum. **Blackboard**

Levy, M. (1997). *Computer-assisted language learning: Context and conceptualization*. New York: Oxford University Press. **Blackboard**

Lee, L. (2002). Enhancing learners' communication skills through synchronous electronic interaction and task-based instruction. *Foreign Language Annals*, 35(1). **Blackboard**

Culture, Language & Content through the Internet

Hertel, T. (2003). Using an e-mail exchange to promote cultural learning. *Foreign Language Annals* 36(3), 386-396. **Blackboard**

Lee, L. (1999). Going Beyond Classroom Learning: Acquiring Cultural Knowledge via On-Line Newspapers and Intercultural Exchanges via On-Line Chatrooms. *CALICO Journal*, 16(2), 101-120 **Blackboard**

Dubriel, S. (2004). An Empirical Investigation of Whether Authentic Web Sites Facilitate Intermediate-level French Language Students' Ability To Learn Culture. *CALICO Journal*, 22(1), 41-61. **Blackboard**

Video in FL Learning

Chung, J. (2002). The effects of using two advance organizers with video texts for the teaching of listening of English. *Foreign Language Annals* 35(2). **Blackboard**

Swaffar, J. and Vlatten, A. (1997). A sequential model for video viewing in the foreign language curriculum. *Modern Language Journal*, 81(2), 175-188. **Blackboard**

Weyers, J. (1999). The effect of authentic video on communicative competence. *The Modern Language Journal*. 83(3), 339-349

CMC – email, discussion groups, listservs, chatrooms, newsgroups

Sadler, R. (2007). Computer-mediated Communication and a Cautionary Tale of Two Cities, *CALICO Journal*, 25(1), 11-30. **Blackboard**

Levy, M., & Stockwell, G. 2006. *Call Dimensions: Options and Issues in Computer Assisted Language Learning*. Mahwah, NJ: Lawrence Erlbaum. **Blackboard**

Payne, J. Scot and Brenda M. Ross, (2005). Synchronous CMC, Working Memory, and L2 Oral Proficiency Development. *Language Learning and Technology* 9:35-54. **WWW**
<http://llt.msu.edu/vol9num3/pdf/payne.pdf>

CMC & Grammatical Competence

Fiori, M. L. (2005). The development of grammatical competence through synchronous computer-mediated communication. *CALICO Journal*, 22, 567-602. **Blackboard**

Corbeil, G. (2007). Using the French Tutor Multimedia Package or a Textbook to Teach Two French Past Tense Verbs: Which Approach Is More Effective? *CALICO Journal*, 24(2), 313-330. **Blackboard**

Ware, P., and O'Dowd, R. (2008). Peer feedback on language form in telecollaboration. *Language Learning and Technology*, 12(1), 43-63. **WWW** <http://llt.msu.edu/vol12num1/pdf/wareodowd.pdf>

CMC & Vocabulary Acquisition

Lafford, B., Lafford, P., and Sykes, J. (2007). Entre dicho y hecho ...: An Assessment of the Application of Research from Second Language Acquisition and Related Fields to the Creation of Spanish CALL Materials for Lexical Acquisition. *CALICO Journal*, 24(3), 497-529. **Blackboard**

Stockwell, G. (2007). Vocabulary on the Move: Investigating an intelligent mobile phone-based vocabulary tutor. *Computer Assisted Language Learning* 20(4), 365-383. **Blackboard**

Loucky, J.P. (2006). Maximizing Vocabulary Development by Systematically Using a Depth of Lexical Processing Taxonomy, CALL Resources, and Effective Strategies. *CALICO Journal*, 23(2), 363-399. **Blackboard**

Reading

Koyama, T., and Takeuchi, O. (2007). Does look-up frequency help reading comprehension of EFL learners? Two empirical studies of electronic dictionaries. *CALICO Journal*, 25(1), 110-125. **Blackboard**

Brandl, K. (2002). Integrative internet-based reading materials into the foreign language curriculum: From teacher- to student-centered approaches. *Language Learning and Technology*, 6(3), 87-107. **WWW** <http://llt.msu.edu/vol6num3/pdf/brandl.pdf>

Lück, K. (2008). Web-based Foreign Language Reading: Affective and Productive Outcomes. *CALICO Journal*, 25(2), 305-325. **Blackboard**

Writing

Savignon, S. (2004). Computer-mediated Communication: Texts and Strategies. *CALICO Journal*, 21(2), 265-290. **WWW** https://calico.org/html/article_207.pdf

Li, Y. (2000). Linguistic characteristics of ESL writing in task-based e-mail activities. *System*, 28(2), 229-245. **Blackboard**

Ho, M., and Savignon, S. (2007). Face-to-face and Computer-mediated Peer Review in EFL Writing. *Calico Journal*, 24(2), 269-290. **Blackboard**

Speaking

Eskenazi, M. (1999). Using a Computer in Foreign Language Pronunciation Training: What Advantages? *CALICO Journal*, 16(3), 447-469. **WWW** https://calico.org/html/article_623.pdf

Payne, J.S., and Whitney, P. (2002). Developing L2 Oral Proficiency through Synchronous CMC: Output, Working Memory, and Interlanguage Development. *CALICO Journal*, 20(1), 7-32. **Blackboard**

Listening

Brett, P. 1997. A comparative study of the effects of the use of multimedia on listening comprehension. *System*, 25(1), 39-53. **Blackboard**

Grgurovic, M., and Hegelheimer, V. 2007. Help options and multimedia listening: Students' use of subtitles and the transcript. *Language Learning and Technology*, 11(1), 45-66. **WWW** <http://llt.msu.edu/vol11num1/pdf/grgurovic.pdf>

O'Bryan, Anne and Hegelheimer, Volker. 2007. Integrating CALL into the classroom: The role of podcasting in an ESL listening strategies course. *ReCALL Journal*, 19(2). **Blackboard**

Communicating in a Multilingual Society

Syllabus

T & L 549

SB

Syllabus Quick Links: [Overview](#)[Goals](#)[Work](#)[Grading](#)[Policies](#)[Resources](#)

Teaching and Learning 549

Communicating in a Multilingual Society

3 semester credit hours

Catalogue Description: Study of language in social and educational context and its relation to cultural and linguistic diversity.

Prereq: T & L 333, 335 or graduate standing.

Course Developer: Tom Salsbury

Instructor Information: Please contact the instructor, Tom Salsbury, through the course space whenever possible; if you must contact him outside the course space, use the following contact information:

E-mail: tsalsbury@wsu.edu

Phone: 509.335.8853

Course Materials: Textbooks:

- Perez, B. (Ed.) (2004). *Sociocultural contexts of language and literacy (2nd Edition)*. Mahwah, NJ: Lawrence Erlbaum. ISBN#: 0805843418, (available through the Students Book Corporation [[SBC Online](#)])
- Andrews, L. (2002). *Linguistics for L2 teachers*. Mahwah, NJ: Lawrence Erlbaum. ISBN#: 0-8058-3818-X, (available through the Students Book Corporation [[SBC Online](#)])
- Other required readings are available on the Web and are posted in the units.

Conceptual Framework Statement

The College of Education contributes to the theory and practice of the broad field of education, and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.



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Course Overview

T & L 549 is a graduate-level course that provides students with an overview of theory, research, and applications in culture and language. This course examines the complex linguistic, social, and cultural issues affecting the achievement of English Language Learners (ELL) learners in classrooms. The major emphasis of this course is on communication in classrooms with language learners: what it looks like, how it happens, why misunderstandings occur, and how to deal with differences in communication styles, purposes, and structures.

Rationale and Purpose

Sociolinguistics is the study of the relationships among language, culture, and society. It looks at, for example, why some dialects of a language are considered better than others by certain speech communities, the attitudes that teachers and others have toward linguistic minorities, and politeness conventions. This course looks at many of the social and linguistic aspects of sociolinguistics as they apply to classrooms with second language learners.

Sociolinguists have studied a wide range of topics. The examples below (including some of the most significant research) give a feel for this range:

- In Labov's (1966) research, he studied the pronunciation differences that existed across different social groups in New York. In addition, he explored the assumptions that people made about New Yorkers speaking with various accents and registers.
- Sapir (1921) studied the extreme differences that exist between men's and women's language in Yana, a Native American language.
- Ferguson (1959) researched how Arabic speakers used the two varieties of Arabic (high and low) in various speaking situations such as speaking to parents, to children, in the mosque, with friends, etc.

Why do teachers need this course? Sociolinguistics focuses on communication, and communication is at the heart of what ESL and bilingual teachers teach and do. Language teachers need to understand more than the grammar and sounds of the target language to teach effectively; appropriate intercultural communication depends on an understanding of the differences among individuals and groups. Assumptions that teachers make about the processes of reading and writing, for example, are cultural assumptions themselves. Students from diverse backgrounds may come to the classroom with differing cultural assumptions.

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Course Goals

Upon completion of this course, participants should be able to:

1. Discuss implications of cultural and linguistic differences for teaching and learning
2. Explain the importance of context to teaching
3. Examine their own beliefs, attitudes, and behaviors about teaching and learning in environments

- with second language learners
- 4. Present information about differences among cultural groups
- 5. Describe aspects of linguistics that impact classroom instruction
- 6. Share their understandings with colleagues and peers

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Course Competencies

T&L 549 meets the following Endorsement competencies for ESL P-12 (2007 Standards), State of Washington

- 1.1 Candidates know, understand, and use the major concepts, theories, and research from applied linguistics, second language acquisition, and literacy development.
- 1.2 Candidates understand how the student's first language proficiency in listening, speaking, reading, and writing transfers to English and impacts second language acquisition.
- 1.3 Candidates are competent in the structure of the English language including; phonology (the sound system), morphology (word formation), syntax (phrase and sentence structure), semantics (meaning), and pragmatics (context and function).
- 1.4 Candidates have knowledge of basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP), incorporating the four domains of listening, speaking, reading, and writing.
- 2.1 Teacher candidates of linguistically and culturally diverse learners are knowledgeable about the interrelationship between language and culture and its effects on teaching and learning.
- 2.2 Candidates know and understand ways to incorporate cultural and linguistic diversity to support teaching and learning.
- 2.3 Candidates understand the diversity within the English language learner population (e.g., immigrant, migrant, refugee, and those born in the United States) and the impact of socioeconomic status, race, religion, class, national origin, disability, and gender on student learning.
- 2.4 Candidates recognize the contributions of diverse cultural groups to Washington State and to the United States.
- 2.5 Candidates can explain the differences between assimilation, acculturation, and cultural plurality and their potential impact on students' cultural identity.
- 2.6 Candidates understand their own identity and how ethnicity, culture, and socioeconomic status influences teaching practices.
- 6.5 Candidates are able to identify culturally-appropriate ways to engage, communicate with, and involve the student's family and community.
- 6.6 Candidates know, understand, and apply ways to integrate cultural and linguistic differences within the learning environment.
- 6.7 Candidates demonstrate awareness and an appreciation of the student's cultural identity and its effects on language learning and school achievement.
- 6.18 Candidates demonstrate the ability to observe and reflect on classroom, school, and community experiences and how such experiences influence the education of culturally and linguistically diverse populations.

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Course Work

Course Format

This course is entirely Web-based. Course interaction takes place in the WSU Blackboard learning environment. Discussion of readings and development of focus activities will be complemented by activities situated in classrooms. Students will be expected to read and complete all assignments in a timely manner and to participate actively in discussions.

Work

Focus Reflection: Each focus reflection is an opening activity designed to access your prior knowledge about the topic and formulate the questions that you have going into the unit.

Task: Each task is an activity designed to act as a stepping stone in your gathering of information about the topic.

Discussions: Each unit discussion is the place where much of the learning occurs for the course. The discussion is designed to allow students and the instructor a place to interact about the unit's topic.

Unit Activity: Each unit activity is a product you created by pulling together the readings, discussion, your own reflection and the other information that you have gathered during the unit.

Final Project: The final project requires you to summarize and synthesize the information you have studied in this course. First, you will integrate information from previous units about the role that attitudes and behaviors of teachers and other school personnel play in creating barriers for English language learners. Then you will challenge yourself to think about ways to tackle these barriers. In addition, you will be asked to transform this information and prepare it for an audience. This cumulative activity serves not only as a course overview but as an opportunity to internalize understandings that you have gained in this course and as preparation to share them. Please review course space for a full description.

Late Policy

Late assignments will not receive full credit.

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Grading

Course Work	Points	Percent of Final Grade
Unit Focus Reflections	140 points (20 points each)	20%

Unit Tasks	150 points (25 points each)	21%
Unit Discussions	175 points (25 points each)	25%
Unit Activities	180 points (30 points each)	26%
Final Project	55 points	8%
TOTALS	700 points	100%

Please note that total points possible for the class fall and spring semester is 705 points. Final grade is based on points received out of total points possible, calculated as a percentage, using the following percentage table.

Grade	Percent of Final Grade	Grade	Percent of Final Grade
A	95–100%	C	73–76%
A-	90–94%	C-	70–72%
B+	87–89%	D+	67–69%
B	83–86%	D	60–66%
B-	80–82%	F	59% & Below
C+	77–79%		

Evaluation

Students will be evaluated on participation and assignments according to the criteria listed in each unit. Overall grades will be based on the following:

- **A = Outstanding:** Indicates extraordinarily high achievement; shows unusually complete command of the subject matter; represents an exceptionally high degree of originality and creativity.
- **B = Above Average:** Indicates very good, solid, above average quality of work.
- **C = Satisfactory:** Indicates satisfactory quality of work, but lacking distinctive qualities.
- **D = Unsatisfactory:** Indicates work of minimally acceptable quality; fails on one or more important assignment specifications.
- **F = Failure:** Indicates unacceptable work.

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Incomplete Policy

Incompletes are granted only with permission of the instructor and are subject to the following guidelines:

1. Students must request an incomplete in writing or by e-mail from the instructor before the end of the semester.
2. The request must be signed and dated by the student (or identified by student's e-mail address), and must explain the reasons behind the request for the incomplete.
3. In order to be considered for an incomplete, there are two main conditions:
 - o a student must complete a minimum amount of the assigned course work, specifically, approximately 75 percent of the course work based on the total number of points earned for class activities. Approximately 75 percent of the work for the course would be: 5 Focus Reflections, 5 Tasks, 5 Unit Activities, and 5 completed Discussions.
 - o a student must have a mathematical possibility of passing the class. A passing grade is 60 percent or above for the entire course.
4. If extraordinary circumstances (e.g., family emergency, serious illness) are involved and are documented to the instructor's satisfaction, the professor/ instructor retains the discretion to grant an incomplete even if the minimum conditions outlined in item 3 above are not met.

If an incomplete is granted, the standard WSU policy applies (i.e., ALL work must be completed within one full year from the end of the enrollment semester at issue. Otherwise, an automatic grade of "F," or failing, will be entered on the student's transcript).

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Academic Regulations

Students enrolled in distance courses are subject to the same WSU academic regulations as on-campus students. A complete listing of the WSU academic regulations are available online ([Academic Regulations](#); select "Printable" next to "List All Academic Regulations" to view a printable list of all regulations).

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Academic Integrity

Academic integrity is the cornerstone of the university. You assume full responsibility for the content and integrity of the academic work you submit. You may collaborate with classmates on assignments; however the guiding principle of academic integrity shall be that your submitted work, examinations, reports, and projects must be your own work. Any student who violates WSU's standard of conduct relating to academic integrity ([Academic Integrity Standards and Procedures](#)) will be referred to the Office of Student Conduct and may fail the course.

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Disability Accommodations

Reasonable accommodations are available for students with a documented disability. DDP and the Disability Resource Center (DRC) work together to provide reasonable accommodations for students who have documented disabilities and who are registered both with DDP and the DRC. DDP's liaison to the DRC will assist you in getting started. To begin this process, contact DDP (800-222-4978 or distance@wsu.edu). We strongly recommend that you notify us as soon as possible. All accommodations must be approved through the Disability Resource Center.

If you have questions, please contact Rosie Pavlov at pavlovr@wsu.edu or 335-3417. Additional information is available on the DRC website: <http://www.drc.wsu.edu>.

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Online Collaboration

Threaded discussion posts in online course spaces are an integral part of online learning environments. In certain courses, assessment of discussion posts is included as part of the final grade.

WSU is committed to the rights of all community members to freedom of expression and academic freedom. In order to protect the rights of all participants and to preserve the educational tone of online course spaces, the following rules apply:

1. Postings must be germane to the subject matter.
2. Postings must comply with WSU's policy on appropriate use of computing resources: <http://www.wsu.edu/ElectronicPolicy.html>.
3. Illegal postings or postings that violate WSU policies, including those regarding harassment and discrimination or the Standards of Conduct for Students, are not permitted.
4. Postings that are threatening to others are not permitted.

Instructors have the authority to remove posts that violate these rules. Continued postings in violation of these rules may result in removal of access rights, course failure, and, when appropriate, referral to the Office of Student Conduct.

Critical Engagement Criteria:

In addition to the netiquette guidelines for online collaboration, you will be expected to participate in the online discussions in a way that engages with the topic and with the other participants. An overview of the criteria used in this course to evaluate your participation through your original and response posts is provided in the online course space, if applicable.

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Critical Thinking

The ability to think and write critically are essential skills in many walks of life. Critical thinking skills are developed and refined through practice, self-reflection, and the critique and support of peers and

instructors. Throughout this course you will have many opportunities to exercise your analytical thinking, synthesize information, and apply knowledge to real-life situations. To help facilitate your thinking and writing, the "Critical Thinking Rubric" is provided in the online course space, if applicable, to assess your own writing and that of other students. Please review it carefully before completing each activity.

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Technical Support

If you need technical assistance with this Blackboard course, please click on "Technical Support" on the menu at left.

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Library Support

All students enrolled in Washington State University distance courses can use the WSU Libraries online databases and receive reference and research assistance from the Distance Degree Library Services (DDLS). Enrolled students can also borrow books and other circulating material and receive photocopies of journal articles.

Visit the DDLS Web page ([DDLS](#)) for links to the WSU online database and library support information.

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eTutoring

All WSU DDP students now have access to eTutoring.org, a tutoring platform that enables students and tutors to collaborate in an online environment. This is not a course requirement, but simply an available service you may opt to use as needed.

Resources include:

- Tutoring available for Accounting, Math, Statistics, Writing--and more!
- An Online Writing Lab that allows students to submit a draft of a paper to a tutor, ask for specific feedback, and receive a tutor's response within 24-48 hours.
- Live Tutoring via eChat that allows students to meet with a tutor in one-on-one tutoring sessions via a fully interactive, virtual online environment.
- Offline Questions that allow students to leave a specific question for an eTutor, who will respond within 48 hours.

The list of available tutoring subjects can be found on the <http://etutoring.org/login.cfm?institutionid=176> site. For more information on accessing and setting up your eTutoring account, visit http://online.wsu.edu/current_students/as_tutoring_options.aspx.

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DDP Student Help Centers

Students enrolling in courses through DDP are responsible for reviewing and following procedures outlined in the online [DDP Help Centers](#). Please pay close attention to the "Tuition and Fees" and "Resources and Tips" sections. Carefully reviewing the information in the Help Centers, especially the two sections mentioned, will give you a good head start in assuring success with your course(s).

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DDP Academic Calendar

For detailed information about DDP academic and administrative deadlines, please refer to the DDP Academic Calendar ([Calendar Index](#)).

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Course Schedule

For specific course work due dates associated with each week, please refer to the Course Schedule in the Navigation Bar on the left of the screen.

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Copy -
Sent separately to
Registrar.

Washington State University
MAJOR CHANGE FORM -- REQUIREMENTS

(Submit original signed form and **TEN** copies to the Registrar's Office, zip 1035.)

See <https://www.ronet.wsu.edu/ROPubs/Apps/HomePage.ASP> for this form.

*Submit an additional copy to the Faculty Senate Office, French Administration 338, zip 1038.

Department Name Foreign Languages & Cultures

1. CHECK PROPOSED CHANGES.

- * Change department/program name *from* _____ *to* _____
- * New degree or program *in* _____
- * Change name of degree *from* _____ *to* _____
- * Drop degree or program *in* _____
- * Extend existing degree or program *to* _____ campus
- New Major *in* _____
- Change name of Major *from* _____ *to* _____
- Revise Major requirements *in* _____
- Drop Major *in* _____
- Revise certification requirements for the Major *in* _____
- New Option *in* _____
- Revise requirements for the Option *in* _____
- Drop Option *in* _____
- New Minor *in* _____
- Revise Minor requirements *in* _____
- Drop Minor *in* _____
- New Undergraduate Certificate *in* _____
- Revise Undergraduate Certificate requirements *in* _____
- Drop Undergraduate Certificate *in* _____
- Other Drop ForL 441 from list of course offerings

Effective term/year Spring 2010 ~~2010~~ 2011

Michael D. Hubert	335-4151	mdh49@wsu.edu
Contact Person	Contact Phone No.	Contact email

2. GIVE REASONS FOR EACH REQUEST MARKED ABOVE. (Attach additional paper if necessary; see reverse side.)

4. SIGN AND DATE APPROVALS.

Ely G. 4/29/10 Carol Gray 6-30-10
 Chair Signature/date Dean Signature/date General Education Com/date

 Catalog Subcom/date Academic Affairs Com/date Graduate Studies Com/date Senate/Date

WSU Department of Foreign Languages & Cultures
Request for Dissolution of ForL 441/541 Conjoint Status

Introduction/Request

We would like to request that ForL 441, the undergraduate portion of ForL 441/541 *Research and Methods of Technology Enhanced Foreign Language Learning*, be dropped as a requirement for students in the Department of Foreign Languages & Cultures undergraduate Bachelor of Arts Spanish/French TEACH option degree programs.

Rationale

We are concurrently requesting the dissolution of ForL 441/541 as a conjoint course, and upon approval of this dissolution, wish to offer the content of this course under the course number ForL 541. For our undergraduate students seeking the foreign language teaching endorsement, we plan to offer ForL 541 as a direct substitute for ForL 441, as the content of the courses is very similar. The principal difference between these two courses has to do with productive requirements during the second half of the course, where ForL 441 students complete a memorization-style final examination and ForL 541 students complete a graduate-level research project. These undergraduate students would take 541 instead of 441 in fulfillment of this requirement, which would not change.

June 30, 2010

Debra Sellon, Associate Dean
Graduate School
WSU, 1030

Dear Debra,

Enclosed please find the revised proposal for the Department of Foreign Languages Graduate Certificate. As requested by your office, the department has made the following revisions:

- 1) The conjoint undergraduate course, ForL 441 is being dropped, so ForL 541 will be a stand-alone graduate level class (a copy of the drop form, being forwarded to the registrar for processing, is attached);
- 2) The syllabus ForL 541 has been revised to include projects more appropriate for certificate program students;
- 3) The syllabus for ForL 540 has been revised to include a research project, which was lacking in the prior syllabus.

Michael Hubert is the contact for this proposal mdh49@wsu.edu; 5-4151 if you have further questions or concerns. He is not expecting this to be acted upon until the new academic year. I will be away from Pullman July 8 - August 16, so back for the new semester.

Appreciate your input and concerns regarding this proposal.

Regards,



Carol Ivory
Associate Dean for Curriculum and Instruction
College of Liberal Arts, 2630
Dean's office phone: 509-335-4581
Dean's office fax: 509-335-8986