

ETAP 634 Using Media in the Classroom Syllabus Fall 2007

Welcome!

Welcome to ETAP 634. My name is Shannon Hilliker-VanStrander and I'll be your instructor this semester as we explore the use of media in the classroom. This is my 8th attempt at teaching this course, I feel that last fall was extremely successful and I look forward to this semester. This semester we will be one of the first classes to try out the new Blackboard CE6 course management system. It will be new for all of us so if you have a question about anything at all please don't hesitate to ask as it is probably not just a problem for you, but for others and me as well.

I took this class myself and I was also a TA for it both when Dr. Ulitsky taught the course. I hope this online experience will be a rewarding one for all of us. My experience to date suggests that if you just keep at it and have faith in your ability (and the ability of our excellent support staff) all will be fine and you will be surprised how quickly you become comfortable and confident in this Web environment. I did extensive research on previous semesters of this course and I am confident that collaboration, which is the cornerstone of this course, is the key to learning about the hands-on topics in this course. Keep at it and to seek help when needed. You'll find syllabus-like information in the following sections of this syllabus. I suggest that you read it thoroughly and ask any questions you might have along the way. You may want to print some of the documents if you take comfort from hard copy.

Our textbook, *Teaching and Learning in Real Time*, by Carla Meskill (hereafter Meskill) does a wonderful job presenting the course content in a clear and straightforward manner. I expect you to read the assigned chapters with understanding, but I also expect each of you to actively participate in an intelligent, on-going discussion of the course content. If you have questions, ask them. If you think something is especially interesting, important, or even stupid; say so.

I have posted concepts that should be highlighted for each chapter and I hope everyone will get involved in an interesting discussion. We'll all get very bored very quickly if I do all the talking. I hope you're getting the idea that your active participation in these discussions will become the heart of this course. I'm guessing that online is the best way to teach you about media since we will be exploring the use of technology at the same time we are using it and it will give you continuing opportunities to practice both thinking and communicating using an asynchronous form of communication. It is my hope that we will build a community of learners that everyone will enjoy and learn from and the experiences here in this course will transfer into your classroom. My favorite part of the course is the "Let's Collaborate" section in the modules. You will be put into small groups to do some of the work. I think that this will become your favorite part of the course as well. It is time consuming, but if everyone is willing to cooperate and work together it can be the most rewarding part of the course. The course in general is very time consuming. It should and will take you at least three hours per week just as sitting in a 4-walled-classroom would take up three hours of your time. I hope it will not take you too much more time, but it may. Write to me using the "mail" part of the course for private matters and the "question" link in each module for public matters if you are having trouble at any point.

What should you do next? I suggest the following: (1) work through the rest of the syllabus, (2) then start Module 1 so we can meet each other and start to get ready for the course content.

Good luck in your studies and remember, I am here for you. -- Shannon Hilliker-VanStrander

Registration vs. Access

The fact that you are "here" does not necessarily mean that you are officially registered for this course through your SUNY campus and Registrar. Through Blackboard, you secure a password that gives you access to enter the classroom. You can do that without registering for the course. However, if you have not registered and paid through your SUNY institution, you will be blocked from the course after three weeks, and more importantly, you will not get credit for the course.

Accommodations Statement

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disabled Students Services (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations.

Course Description

Using Media in the Language Classroom (3)

Survey of issues on practical utilization of media in language classrooms. Hands-on activities with media resources, with lesson plan development, and with web page design. Planning and implementation of media-assisted language activities built on current theory and research. Emphasis on correspondence between language teaching practice and learners' media use inside and outside classrooms.

Overview

This course surveys issues on practical utilization of media in language classrooms. Hands-on activities with media resources, with lesson plan development, and with web page design are the main components of the course. Discussions about using media in the language classroom are also a major portion of the content in this course. The major goal of the course is that after finishing each module you will have planned and will be ready to implement media-assisted activities built on current theory and research in your classroom. Emphasis on correspondence between language teaching practice and learners' media use inside and outside classrooms is also a consideration. You may not have a language background and/or you may teach another content area. Since the population of ESL students is growing, it is important that you are aware of some of the issues they face as they are part of your classroom.

Course Objectives

This course will provide you with opportunities to draft and design lesson plans that incorporate electronic media in the language classroom. Upon completion of this course, you should have general knowledge of media resources and their use in a language (as well as your specific) classroom.

It is my hope that you will develop an understanding of the enhancement that the electronic medium can bring to the language (and your) classroom. It is also my hope that you will apply this knowledge to your classroom and share it with your colleagues, to better advance the field.

Readings

Required Textbook

Teaching and Learning in Real Time: Media, Technologies and Language Acquisition

By Carla Meskill (Author) ISBN 0-940753-17-0

This book is available at or through the university book store. Please contact them to get the book shipped to you. It is also available at <http://www.amazon.com/>.

We will also be using a microphone in the third and last module. If you do not have one, they can be purchased at most department or computer stores or if you have access to a university or work computer, you could do that section of the audio assignment there.

We will also be working with Microsoft office. This means you will need access to PowerPoint as well as Excel. You need not purchase them, but you will need to have access to them, they are available in the campus computer labs. If you are not familiar with Microsoft then you may need to purchase a book for reference. You only need one. Make sure you choose the appropriate book for your version of Microsoft Office. You can purchase a book from Amazon.com or Barnes and Noble. At Amazon.com you can purchase used books at a cheap price, and you are also more likely to find books for the older versions of Microsoft Office. These books are readily available and optional.

For PC/Window users – Microsoft Office

Office XP

Master Visually Office XP (With CD-ROM)

by Shelley O'Hara (Author) (Paperback - September 2001)

or

Office XP For Dummies®

by Wallace Wang (Author) (Paperback - May 2001)

Office 2000

Microsoft® Office 2000 For Windows® For Dummies®

by Wallace Wang (Author), Roger C. Parker (Author) (Paperback)

or

Master Microsoft Office 2000 VISUALLY

by Ruth Maran (Author), et al (Paperback - June 1999)

Office 97

Office 97 Simplified®

by Ruth Maran (Author) (Paperback)

or

Microsoft® Office 97 For Windows® For Dummies®

by Wallace Wang (Author), Roger C. Parker (Author) (Paperback)

For Mac users with Mac OS X

Office X

Microsoft Office v.X for Mac OS X: Visual QuickStart Guide

by Dan Henderson, et al (Paperback)

Course Learning Activities

The content of this course will be presented in a variety of ways. You will first read about a specific medium which becomes the topic of each module. Then you will be asked to do one or two activities with that information to create pedagogically sound lesson plans both on your own and as a collaborative effort that can be implemented right in your classroom. Discussion will also take place about the concepts in the reading and also as a way to give each other ideas and ways to enhance the lesson plans presented. You will also be required to make a website based on a WebQuest for classroom use as well as submit references of good websites, books, videos etc. that can be used in the classroom. Finally, you will keep a reflective journal to document your feelings, frustrations, and joys as you move through course and gain a better understanding of the ways to use media in the language classroom.

How You Will Be Evaluated

Your final grade will be calculated in the following way. **Your work must be submitted by 11:59pm EST on the due date in order to receive full credit. Late work on the last day of the module (and after) will not be accepted.**

Written Assignments -20%

The activities will be averaged and then give a weight of 20%. The activities are

Module 2 Group Assignment Media Literacy

Module 3 Assignment Homemade Audio and Assignment Repurposing Audio

Module 4 Assignment Excel and Assignment PowerPoint

Module 5 Assignment Video and Group Assignment IM

Module 6 Assignment Software and Group Assignment The Internet

Discussion in the DISCUSSION AREA part of the course- 30%

The discussions will be averaged and then give a weight of 30%. They are

Module 2 Media Literacy and The Chunking Tool

Module 3 Commercial Recordings

Module 4 Culture and Images and Personal Experiences with Images

Module 5 Glitz and Story and Telecommunication Tools
Module 6 WebQuests

Module 7 Web Design this module will be 30% of your final grade. It includes your final website and the discussions.

Reflection Journal each Module starting with Module 2 you will be asked to submit a journal. They will count as 10% of your final grade. There is a place for you to submit your journal in each module.

Shared References each Module starting with Module 2 you will be asked to submit a shared reference. They will count as 10% of your final grade. Directions for this will be in Module 2.

Based on these percentages, each module will be worth a number of points. Those points will add up to 95. This allows 5 points left for me to assign based on your effort, improvement and continued engagement in the course. If you are not contributing a minimum of every other day you will lose additional points. If the assignment is late you will start out at half credit.

The point totals will then convert to the following scale-

95-100 A

94-90 A-

89-86 B+

85-83 B

82-80 B-

79-76 C+

75-65 C

65-55 D

55 and below E

This is the lesson plan format you will be required to use in Modules 3, 4, and 5. You will need to copy and paste this lesson plan format into your WRITTEN ASSIGNMENTS. I suggest that you copy and paste this into a word processing blank document (such as Microsoft Word), erase the description I have written for you and save a blank lesson plan outline. Then save the blank one on your computer or on a disk. Each time you need it you can type right in your saved blank lesson plan which has a spell and grammar check built in then copy and paste your finished lesson plan right into the course.

Lesson Plan

Lesson Plan Title- Give a title to your lesson that is as descriptive as possible. It is helpful to try and use the language goal in the title. **Example-** Learning Prepositions with The Beatles

Objectives- Give the outcome of the lesson. It is a good idea to think about and fill in this sentence- **After completing this lesson students will be able to...** **Example-** After completing this lesson students will be able to pick out prepositions from the song Octopus's Garden by The Beatles

Discipline and Topic- Here just give your topic and describe it as much as possible. **Example-** This lesson will supplement a grammar unit on prepositions for ESOL learners.

Target Population- Who is this lesson for? **Example-** This lesson will be presented to 8 ESOL students in the eighth grade who are considered transitional and receive 4 hours of support a week.

Curriculum Links- How does this lesson fit in with your curriculum? How does it fit with NYS standards? **Example-** This lesson satisfies the NYS Standard number 4 for ELL/LEP students. The students also need to learn prepositions for their mainstream ELA class. To view NYS Standards for ELL/LEP students click here <http://www.emsc.nysed.gov/ciai/biling/ESLbk.pdf>

Media Literacy Objectives- What principles of media literacy does this lesson touch on?

Materials Description and Timing- Describe the materials so your colleagues can picture them. Give names of songs and movies, give links to material that can be found on The Internet, put actual sound or media files you have made in the course.

Scope and Sequence- Give the actual lesson as detailed as possible. Write out the steps involved, tell when the media is used.

Supplemental Materials- Any other materials necessary for the lesson or ones that can expand the lesson.

Evaluation of Students- How do you know the students learned the objectives? Learned other language that was not a formal part of the lesson? Is the evaluation formal or informal? Describe how the students will be evaluated.

Evaluation of Lesson- Was the lesson a success, how do you know? Will you use it again? Does it need to be tweaked? Describe how you will decide if the lesson was a success and if it needs to be modified for next time.

Rational for using the medium- Refer to the book or readings and tell why you used a specific media in this particular lesson.

My Expectations

To be successful in this course, you must be willing to work at assignments diligently and fully participate in the online discussions. There will be numerous readings which will help you to develop a theoretical understanding of the uses of technology in the language classroom.

Assignments are expected to be completed by the due date. Feel free to ask as many questions as needed in order to successfully complete your assignments on time.

You'll be directed to answer the posed question(s) for the module. In addition, you must read and comment/critique the responses made by at least two of your peers. Your responses should be

constructive in nature and not derogatory. Out of courtesy, you should respond back to those you have responded to you. Your discussion entries should be lengthy and thoughtful. One paragraph or a couple of sentences is not acceptable. **Logging onto the course and contributing at least every other day is required.**

At the end of each module, journals should be completed and shared references posted starting with Module 2.

Grades for each module will be based upon the thoughtfulness of the topic, logical development of the subject matter, and the punctuality of submission. I will post a written response to you at the end of each module in your “mail” in regard to your work for the module. In addition, I may post comments to your specific assignments that may be public or private.

Academic, respectful formal well constructed proper grammar is a must.