Instructor
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Office - 867 General Classroom Building, 404-413-6595
Office hours: Tuesday 2:30 p.m. – 4:30 p.m. and by appointment

Credit hours 3

Course Description

Introduction to the selection and use of technology resources in the P-12 classroom with special emphasis on foreign language instruction. Students learn how to integrate appropriate technologies into their classroom instruction in order to enhance learning, language performance, and cultural understandings.

Materials/ Readings

1. Foreign language materials in the LARC language lab. Please purchase supply card in the GSU Bookstore. This is a one-time charge ($30) for use of the LARC.
2. Selected readings on Class Blog: http://forl4021.edublogs.org/

Learning Outcomes addressed in this course: see candidate Portfolio and Work Sample Checklist.

Course Goals and Objectives

The objectives/outcomes and standards below are based on the following:
1. College of Education Conceptual Framework
2. Interstate New Teacher Assessment and Support Consortium (INTASC for FL teachers)
3. National Education Technology Standards for Teachers (NETS-T)

1. The student will demonstrate knowledge of theories and standards, which form the basis of integrating meaningful technologies in foreign language teaching (P-12). In addition, the student will demonstrate an understanding of the basis of CALL theory (Computer Assisted Language Learning) as it integrates into the 5 C's of ACTFL standards. The student will read current research, plan technology resources for a thematic unit of instruction that addresses the technology standards in line with National Standards for Foreign Language Education, Georgia State Standards and ISTE Technology Standards for FL teachers. (Knowledge) NETS-T: 1, 2, 3. INTASC: 1, 6. COE: 4, 6.
Key assessments meeting objective: Critical Reflection papers describing technology-enhanced lesson components in the target language and professor’s evaluation for a P-12 class.

2. The student will implement a variety of instructional strategies, including the incorporation of meaningful technologies (i.e. PowerPoint, Inspiration Software, Microsoft Publisher, etc). Students will demonstrate in class how to integrate each technology resource appropriate for the cognitive level of the students. Students will select or create media-based materials that maximize lesson presentation for a particular thematic unit of instruction at a level P-12 they select. (Skills) NETS-T: 1, 2, 3. INTASC: 1, 4, 5, 7, 8. COE: 1, 4, 5, 7, 8.

Key assessments meeting objective: Blog Design, PowerPoint project, Audacity, Microsoft Office.

3. The student will share technology tools during the in-class demonstrations that will enhance L2 instruction for a thematic unit (i.e. PowerPoint, blog, Microsoft Office). (Skills) NETS-T: 3, 4. INTASC: 6. COE: 4, 6.

Key assessments meeting objective: In-class demonstrations using one of the technology-enhanced activities modeled in class for P-12 students (i.e. PowerPoint, Blog Design, Microsoft Office). An evaluation of the demonstration will be completed by the professor.

4. The student will complete an evaluation of software/website for teaching in the L2. The student will review different software packages and write an evaluation of the software/website they would select for use in teaching their selected thematic unit of instruction. Evaluations will be submitted for publication in the Georgia BRIDGE. (Skills) NETS-T: 5. INTASC: 9, 10. COE: 9, 10.

Key assessments meeting objective: Each student will complete an evaluation of software/website selected to enhance teaching in the L2. After reviewing software, the student will select one and write an evaluation.

5. The student will write 2 reflection papers (3-5 pages) on the incorporation of technology in language teaching and learning. (Skills) NETS-T: 2, 4. INTASC: 9, 10. COE: 9, 10.

Key assessments meeting objective: The student will complete a narrative of the learning environment and the integration of technology in the FL classroom.

6. The student will create a Blog according to the specified instructions to accompany their thematic unit of instruction. (Skills) NETS-T: 3, 4. INTASC: 1, 4, 5, 6, 7, 8. COE: 6, 7, 9, 10.
Key assessments meeting objective: The key assessment meeting the objective will be the creation of a blog as a tool to enhance a thematic unit of instruction. The professor will evaluate the blog to determine if it contains the required components.

7. The student will create an Oral Language Assessment activity for a unit of instruction. The assessment will include a rubric for evaluation of the L2 assessment. (Skills) NETS-T: 2, 3. INTASC: 8. COE: 8.

Key assessment meeting objective: L2 assessment activity and accompanying rubric for evaluation.

8. As a predetermined group, students present research on emerging technologies that can be implemented in the L2 classroom. (Skills) NETS-T: 2, 3. INTASC: 1, 6. COE: 4, 6.

Key assessment meeting objective: Group presentation.

Students are expected to attend all class sessions; (No more than two excused absences permitted). If a student is absent, all make-up work for the missed class is due on the date indicated or the assignment will receive a 20% reduction in the grade evaluation. If any assignment is posted late to student’s blog, the student will receive an automatic 20% reduction in the grade evaluation. Each session will begin promptly at 4:30 p.m. Please turn off cell phones and beepers when entering the classroom. Please review the Undergraduate Co-Curricular Affairs Handbook for the Policy on Academic Honesty (409). This course syllabus provides a general plan for this course; deviations may be necessary. Please check your GSU email account regularly for information pertaining to foreign language education requirements.

ACADEMIC HONESTY

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the work of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

Original Work - Do not submit work created previously in other courses. All work submitted must be original to this course.

Participants in the course will be asked to:

1. Read the assigned materials for each class period and come prepared to discuss important concepts and definitions in class related to the integration of technology for P-12 students of foreign language.
2. Prepare technology demonstrations for class. Prepare demonstrations of technology that relate to pedagogical materials (thematic unit context) for a
particular unit of instruction. Students enrolled in the course have access to pedagogical materials in the LARC for P-12 foreign language students.

3. Develop a blog related to a particular thematic unit of instruction (P-12). Each student will complete a narrative describing the learning environment and unit contents.

4. Develop a PPT presentation (minimum 4 slides) for oral presentation of the description of the learning environment.

5. Develop a Wiki on a topic to be described by the instructors and participate in the editing of classmates’ Wiki.

6. Each student will write 2 reflection papers (3-5 pages).

7. Complete a software/website evaluation after reviewing software packages that might accompany the thematic unit of instruction and prepare for submission to the BRIDGE.

8. Complete an Oral Language Assessment in the L2 for P-12 students. The assessment should be accompanied by a rubric for evaluation purposes.

9. Complete periodic quizzes on readings/lectures.

**Evaluation of final grade will be based on the following course deliverables:**

1. Reflection papers: (1) Narrative of classroom description and (2) the integration of technology for P-12 students of foreign language.
2. Software/website evaluation
3. Creation of Wiki
4. Creation and use of Blog: includes audio, PPT, Hot Potato, images
5. Oral Language Assessment assignment: Rubric and Excel file to analyze data
6. In-class demonstrations and participation in discussions
7. Quizzes

**Grade Scale**

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No extra credit will be available at any time.

Peter Swanson, PhD