### University of Ottawa - Faculty of Education: Course Outline: Winter 2023

**DLS2102: Speaking and Writing in a Second Language**

Professor: Douglas Fleming PhD

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Office Location: LMX 371 website: http://douglasfleming.weebly.com

Office hours: by appointment Telephone: (613) 562-5800 ex. 4151(rarely used)

Class times and place: Mondays (11:30 a.m.-12:50 p.m.) in 60 University (SMD) 428

 Thursdays (1:00-2:20 p.m.) in 65 University (MRT) 015

##### *Calendar Course Description*

Research related to the theory and practice of second language learning theories for teaching speaking and writing. Design of second language programs, materials and activities related to speaking and writing development and adapted to different proficiency levels and clienteles.

###### *Learning Outcomes*

1. Depth and breadth of knowledge

describe, analyze and apply key concepts of second language education

1. Knowledge of methodologies

describe and analyze the main methodologies and methods of second language teaching

1. Application of knowledge

design and implement lesson plans and units in diverse contexts and for various publics

1. Communication skills

identify and discuss issues and topics associated to second language education

1. Awareness of limits of knowledge

explain the uncertainties, ambiguities and limits of knowledge and their possible effects on one’s analysis and interpretation

1. Autonomy and professional capacity
2. implement both autonomous and group work strategies across a variety of projects and in different contexts.

***Expectations***

#### All of us in the class are professionals and deserve to be treated as colleagues. I want to stress that mutual respect as paramount. Language or behavior that is racist, sexist, or otherwise not inclusive will not be tolerated and will be brought to the attention of the Director or his designates.

Attendance will be kept for each class. If you must be absent, please inform me before class or immediately afterwards by email.

***Teaching Materials***

1. Lecture ppts are posted on Brightspace
2. Textbooks

*Teaching Writing (Revised 2020)*

Jennifer A. Mott-Smith

$26.95 on-line (no hard copy available)

[***https://www.chapters.indigo.ca/en-ca/books/contributor/author/jennifer-a-mott-smith/***](https://www.chapters.indigo.ca/en-ca/books/contributor/author/jennifer-a-mott-smith/)

*Teaching Speaking (Revised 2020*)

Tasha Bleistein, Marilyn Lewis, Melissa K. Smith

$26.95 Kobo E-book or hard copy at Chapters

[***https://www.chapters.indigo.ca/en-ca/books/teaching-speakingevised/9781945351921tem.html#algoliaQueryId=232e3aa28d1e8bb480c8b222999ce331***](https://www.chapters.indigo.ca/en-ca/books/teaching-speakingevised/9781945351921tem.html#algoliaQueryId=232e3aa28d1e8bb480c8b222999ce331)

***Course Schedule***

***Note: Reading week (no class) is from February 20 to 26***

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| *Week 1**Jan 9* | Lecture: Introductions, Review of Syllabus and Ice-breaking activities  |
| *Week 1**Jan 12* | In-class discussion/activities based on Chapters 1 & 2 of Speaking textbook (Bleistein)  |
| *Week 2**Jan 16* | Lecture 1: My Fair Lady: A Critical Look |
| *Week 2**Jan 19* | In-class discussion/activities based on Chapters 3 & 4 of Speaking textbook (Bleistein) |
| *Week 3**Jan 23* | Lecture 2: Concepts of Language |
| *Week 3**Jan 26* | In-class discussion/activities based on Chapters 5 & 6 of Speaking textbook (Bleistein) |
| *Week 4**Jan 30* | Lecture 3: Speech Reading and Writing |
| *Week 4**Feb 2* | In-class discussion/activities based on Chapters 1 & 2 of Writing textbook (Mott-Smith) |
| *Week 5**Feb 6* | Lecture 4: What is Literacy? |
| *Week 5**Feb 9* | In-class discussion/activities based on Chapters 3 & 4 of Writing textbook (Mott-Smith) |
| *Week 6**Feb 13* | Lecture 5: What is Discourse? |
| *Week 6**Feb 16* | In-class discussion/activities based on Chapters 5 & 6 of Writing textbook (Mott-Smith) |
| *Feb 20-26* | No class: Reading week |
| *Week 7**Feb 27* | Lecture 6: What is Plurlingualism/Translanguaging? |
| *Week 7**Mar 2* | Work on assignment 1 in-class |
| *Week 8**Mar 6* | Lecture 7: Process Writing |
| *Week 8**Mar 9* | Work on assignment 1 in-class |
| *Week 9**Mar 13* | Lecture 8: Inductive and Deductive Approaches to Grammar |
| *Week 9**Mar 16* | Work on assignment 2 in-class |
| *Week 10**Mar 20* | Lecture 9: Lesson Planning and Choosing Activitires |
| *Week 10**Mar 23* | Work on assignment 2 in-class |
| *Week 11**Mar 27* | Lecture 10: Writing across the Ontario Curriculum |
| *Week 11**Mar 30* | Work on final assignment in-class |
| *Week 12**Apr 3* | Work on final assignment in-class |
| *Week 12**Apr 6* | Work on final assignment in-class |

***Assignments and Evaluation Methods***

1. **Profile of an English language learner: SPEAKING (worth 30% of the course grade)**

**individual or pair assignment (as arranged with the prof)**

The purpose of this assignment is to help you develop a student-centered approach founded on culturally-relevant pedagogy when teaching SPEAKING, and make explicit your understanding of L2 speaking pedagogy.

* You are to create an asset-based profile of one English Language Learner (ELL) using the Me Mapping with Language Learners tool at:

<https://sites.google.com/view/memapping/me-mapping?authuser=0>

* Your selection of learner profile should be indicated in the appropriate Brightspace tab. Please choose early since I will discourage replications.
* You should then place the student on the STEP Observable Language Behaviors (OLB) Oral continuum, and develop individualized teaching strategies that supports the learner’s ongoing language development with a focus on SPEAKING.
* You should write your assignment in a way that is informed by the student’s cultural and linguistic repertoires, educational background, life experiences, strengths, needs, interests, future aspirations and STEP assessment.
* You should submit in the appropriate Brightspace folder a written report of between 1250 to 1500 words.
* Please contact me if you wish to submit the assignment in an alternative (digital or non-written) format.

Your assignment will be graded on how well you:

* Explain what is known about this learner, paying close attention to their linguistic and cultural background, social and familial environments, and previous schooling.
* Place the learner on the STEP Observable Language Behaviors (OLB) Oral Continua and provide examples and quotes from the video as evidence of the learner’s STEP placement.
* Identify some potential areas and recommend a few general strategies to supports their language development in terms of SPEAKING.
1. **Profile of an English language learner: WRITING (worth 30% of the course grade)**

 **individual or pair assignment (as arranged with the prof)**

The purpose of this assignment is to help you develop a student-centered approach founded on culturally-relevant pedagogy when teaching WRITING, and make explicit your understanding of L2 speaking pedagogy.

* You are to create an asset-based profile of one English Language Learner (ELL) using the Purdue ELL Language Portraits website: <http://elllps.squarespace.com/work#/middle-school-1/>
* Your selection of learner profile should be indicated in the appropriate Brightspace tab. Please choose early since I will discourage replications.
* You should then place the student on the STEP Observable Language Behaviors (OLB) Oral continuum, and develop individualized teaching strategies that supports the learner’s ongoing language development in terms of WRITING.
* You should write your assignment in a way that is informed by the student’s cultural and linguistic repertoires, educational background, life experiences, strengths, needs, interests, future aspirations and STEP assessment.
* You should submit in the appropriate Brightspace folder a written report of between 1250 to 1500 words. Please contact me if you wish to submit the assignment in an alternative (e.g., digital) format.

Your assignment will be graded on how well you:

* Explain what is known about this learner, paying close attention to their linguistic and cultural background, social and familial environments, and previous schooling.
* Place the learner on the STEP Observable Language Behaviors (OLB) Oral Continua and provide examples and quotes from the video as evidence of the learner’s STEP placement.
* Identify some potential areas and recommend a few general strategies to supports their language development in terms of WRITING.
1. **Lesson planning and designing a classroom activity (worth 40% of the course grade)**

 **individual or pair assignment (as arranged with the prof)**

The purpose of this assignment is to help you design a lesson plan and embedded activity that addresses the specific needs of a group of students in terms of their WRITING and SPEAKING language development.

* You are to review the student profiles you created for assignments 1 and 2.
* You then “insert” one of these student profiles into a description of a set of students in a formal classroom.
* Your description should include concrete details about the classroom situation, the overall curriculum context and surrounding community.
* You can use an imaginary classroom situation or one from your previous work and experience.
* Then, you should develop a lesson plan with specific thematic and linguistic foci. You can use any previous work or refer to the guidelines and lesson plan examples posted on my website.
* This lesson plan should be from 8-10 pages (12pt fonts, single spaced).
* In a separate two-page document (12pt fonts, single spaced) you should elaborate in concrete detail about how the activities you have referred to in your lesson plan address the WRITING and SPEAKING language development within the class, with a particular focus on one of the student profiles your created previously and inserted into your formal classroom situation.
* Finally, you are to write a three-page (12pt fonts, single spaced) essay as to how the theory covered in the course (in both lectures and text material) informed your curricular choices for the classroom situation.
* Your academic references should be in APA7 (or an arranged alternative).

Your assignment will be graded on how well you:

* concretely describe the set of students in the formal classroom you have created and develop a lesson plan with a specific thematic and linguistic focus in light of the guidelines and examples provided.
* elaborate in concrete detail how the activities you have referred to in your lesson plan address the WRITING and SPEAKING language development of the class and one of the student profiles your created previously and inserted into your formal classroom situation.
* link the theory covered in the course (in both lectures and text material) to your curricular choices.

**Late Assignment Policy**

Assignments which are submitted after the due date without an agreed upon extension are considered late assignments. The penalty on late assignments in all courses in the Faculty of Education is a grade loss of 5% per day up to a maximum of 10 days, after which time assignments will not be accepted. Please see me if you need an extension on an assignment, which I am happy to give within the restraints provided under university regulations. Please ensure that extension arrangements are confirmed by email.

#### Academic Fraud

Plagiarism: Plagiarism is one type of academic fraud. A student found guilty of committing plagiarism will be subject to sanctions, which range from receiving a mark F for the work in question, to being expelled from the University, and even the revocation of a degree or diploma already awarded.

Intellectual Integrity: Honesty, probity, and moral integrity are of the utmost importance in interpersonal relations, and are thus the founding principles of a just and harmonious society whose members respect one another. Educational systems recognize that to educate is to promote the cardinal virtues: students must acquire not only the skills and knowledge specific to their discipline and a rich personal culture relevant in society, but also the moral behavior that allows them to be worthy citizens.

For useful guidelines, please consult <http://www.uottawa.ca/vice-president-academic/academic-integrity>

**Resources in Case of Sexual Violence**

The University of Ottawa will not tolerate any act of sexual violence. This includes acts such as rape and sexual harassment, as well as misconduct that take place without consent, which includes cyberbullying. The University, as well as various employee and student groups, offers a variety of services and resources to ensure that all uOttawa community members have access to confidential support and information, and to procedures for reporting an incident or filing a complaint. For more information, please visit the website <http://www.uottawa.ca/sexual-violence-support-and-prevention>

**Access Service - For students needing adaptive measures**

If barriers might prevent you from integrating into university life and you may need adaptive measures to progress (physical setting, accommodations for assignments, arrangements for exams, learning strategies, etc.), contact Access Service in person at the Desmarais Building, Room 3172, Laurier Avenue East; by phone at 613-562-5976 - TTY: 613-562-5214 or online at https://web3.uottawa.ca/sass/apps/ventus/student/

Access Service designs services and implements measures to break down barriers that would otherwise impede the learning process for students with health problems (mental or physical), visual impairments or blindness, hearing impairments or deafness, permanent or temporary disabilities, or learning disabilities. It is the responsibility of the student to register with access services in order to receive adaptive measures. For more information about the services available, please see the guide at http://www.sass.uottawa.ca/access/students/.

**Resources in Cases of Sexual Violence**

The University of Ottawa will not tolerate any act of sexual violence. This includes acts such as rape and sexual harassment, as well as misconduct that take place without consent, which includes cyberbullying. The University, as well as various employee and student groups, offers a variety of services and resources to ensure that all uOttawa community members have access to confidential support and information, and to procedures for reporting an incident or filing a complaint. For more information, please visit the website <http://www.uottawa.ca/sexual-violence-support-and-prevention>.

**Interim Measures to Combat Racial Discrimination**

Based on a review University Policy 33, Section 8, the University President announced a set of interim measures to combat racial discrimination and to promote acceptance and inclusion on our campus and within our community. The latest information about these measures can be found at <https://www.uottawa.ca/respect/en/combatting-racism-on-campus>

In addition, you might be interested in the latest measures to promote Francophone and Indigenous students on campus at <https://www.uottawa.ca/francophonie-bilingualism/policies-regulations> and

[**https://www2.uottawa.ca/about-us/indigenous**](https://www2.uottawa.ca/about-us/indigenous)

**Grading Scheme**

Important: As this course is mainly intended for people who are interested in teaching English as a second language, the quality of written English (grammar, spelling, text structure, sequence, etc.) will be assessed in work submitted. Please speak to me if you have any concerns in this regard.

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| --- | --- |
| Letter Grade | Percentage Value (%) |
| A+ | 90 – 100 |
| A | 85 - 89 |
| A- | 80 - 84 |
| B+ | 75 - 79 |
| B | 70 - 74 |
| C+ | 65 - 69 |
| C | 60 - 64 |
| D+ | 55 - 59 |
| D | 50 - 54 (passing grade) |
| E | 40 - 49 |
| F | 0 - 39 |
|  |  |

1 Course assignments and examinations must be completed in English.

2 The passing grade is set at D (50%).

3 ABS (Absent) is used when a student has not attended the course and has not informed the University thereof in writing within the time limits specified in the sessional dates. This symbol is equivalent to a failing grade (F).

4 “EIN” (Incomplete) is used when at least one of the compulsory course requirements has not been fulfilled. This symbol is equivalent to a failing grade (F).