Course Description

In this course we will explore the theory, practice, and pedagogical application of the latest Internet technologies in second/foreign language education, including synchronous and asynchronous chat, blog, wiki, audio, video, virtual world/computer game, and social networking technologies, in view of CALL (computer-assisted language learning), CMC (computer-mediated communication), SLA/D (second language acquisition and development), and literacy research. Students will have the opportunity to design Internet technology-enhanced language learning activities and conduct research on issues related to their own research and teaching interests.

Prerequisites

The only prerequisite for this course is to have an interest in the use of Internet technologies, especially Web 2.0 technologies, in the second/foreign language classroom, as a teacher and/or researcher. The course will be much easier for you if you have your own computer, preferably a laptop.

Texts and Software

There are no required texts; all readings will be available as online journal articles or pdfs on the class D2L site. You will be asked to download the 10-day trial version of World of Warcraft, which we will play in Spanish and in English, starting on the day specified in the course schedule (2/24 – 3/6), but it is free.

Course Homepage

The D2L course homepage will be central to the class—it will link to a list of available resources and the course readings. I will update it with assignments and syllabus updates, which I will announce in class and/or send e-mails. If you have trouble accessing the site, let me know right away. We will also have a class blog and an inter-class wiki that we will share with two other parallel classes, one at University of New Mexico taught by Julie Sykes and another at Penn State University taught by Steve Thorne. We may also participate in course activities with students from these classes.

Assignments

For each class session there will be assigned readings—at least two of the articles on the course schedule. We will also have student-led article discussions, jigsaw article discussions, and online activities. You’ll be expected to complete several assignments.
**Lead a discussion on an article in class:** You will be responsible for leading a discussion of an article in class for about 30 minutes. For this discussion, you should prepare a 1-page written outline of the article to help you lead the discussion, plus several questions to discuss in class with classmates. You should then turn in a 3-5 page article critique and discussion summary, and post a summary of your critique on the class blog (2-3 paragraphs).

**Contribute to the class blog:** Besides the main article(s), for each week you will also read a secondary article, which you will discuss with 2 or 3 other students who have also read it. One of your group will then be responsible for posting a brief critique of the article (abstract followed by 1 or 2 paragraphs) on our class blog. This critique is less formal and not as extensive as the critique posted by the discussion leader.

**Blog responses:** Our partner classes at UNM and PSU will also be doing the class blog activity. Each week, 4 students from our class will be assigned to visit their blogs and respond to their posts. Other students are of course encouraged to participate as well.

**Web 2.0 IELL or Game-based pedagogical activity:** You should create an internet-enhanced or video-game based language learning activity and describe this activity using guidelines I will provide you. The description should be 5-8 pages and be based on 100 min. to 150 min. of instructional time. You will present (or demonstrate, if possible) the activity in class on 4/14. The activity description should be emailed to me as a word document by 4/21.

**Final project:** You should write a graduate-level quality paper as a final project, of at least 20 pages. For the paper I can accept a literature review, a longer unit of instruction, a pedagogical experiment using your activity, or a theoretical piece; I’d prefer to meet with you individually and discuss what will be most useful for you professionally and acceptable based on your status. We will have a workshop to discuss the projects on 4/28, you will present your project to the class on the last day of class, 5/5, and should email me the final paper by 5/13.

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**CESL gaming club:** There will also be the opportunity to participate in a CESL experimental gaming club, which I am running every Friday from 2/6 to 4/3 (I hope), from 2:30 – 5 in the CESL lab with 8 CESL students. As your final project, you may document your participation in the club, as a participant-observer and/or teacher—this will require you to purchase WoW ($20) and subscribe for at least a month ($15). Please talk to me if you’re interested in this opportunity.

**CALICO conference:** The Computer-Assisted Language Instructional Consortium conference is taking place at ASU in Tempe this year from March 10 to 14. Membership is $40, and a one-day pass is $75 if you register before 2/9. Visit the website at: [http://www.calico.org](http://www.calico.org).

**Academic Integrity**

Please come to class prepared to contribute to an open and respectful environment of discussion and exchange of opinion, and adhere to the student code of academic integrity in your research and writing.

**Students with Disabilities**

If you anticipate issues related to the format or requirements of this course because of disabilities, please meet with me to discuss ways to ensure your full participation in the course.