Course Description
Language educators today have at their disposal an ever-increasing variety of technologies that can be harnessed to increase student motivation and learning both inside and outside of the language classroom. In this class, students will first explore what technologies are available to them as ESL/EFL teachers, understand the challenges for teachers and students in both high- and low-technology teaching contexts, and will become critical consumers of commercial language learning products. Next, students will experience new media technologies such as wikis and digital stories for language learning and will thus theorize what it means to have digital literacy in the early 21st century. Finally, students will plan to teach using CALL, Internet resources, and new media technologies for various teaching contexts.

Course Goals
By the end of this course, students will be able to:
• explain the digital divide, its relevance for ESL/EFL students, and how to teach in high- and low-technology contexts.
• define and critically examine digital literacy and multiliteracies.
• relate current SLA theories to teaching through technology.
• identify and critically analyze software, websites, and other technologies for a variety of teaching contexts.
• evaluate the usefulness of software, websites, and other technologies.
• create and implement communicative lesson plans utilizing a variety of technologies to develop student accuracy, fluency, and cross-cultural awareness in the L2 classroom.

Course Texts
Required:

Recommended:
Other materials will be made available in Blackboard as needed.

Requirements
Attendance is key for course success, as is active class participation. You are required to complete all assigned readings and tasks before class. All work must be handed in by the due dates.
established; late work receives a grade reduction. Assignments have varying due dates as described below.

**Academic Integrity**
You are subject to the Academic Integrity Code of American University. See [http://www.american.edu/provost/registrar/regulations/reg80.cfm#list](http://www.american.edu/provost/registrar/regulations/reg80.cfm#list) for more information. All work submitted must be your own or must be properly documented. Collaborative work and work previously submitted in another class must be approved in advance by the instructor.

**Class Schedule Overview**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments</th>
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| Jan. 14| Introduction (Unit 1): Teaching and learning in the digital age I (the positives and negatives) | To be read by today: Baron-Ch. 10  
Iyer-2011  
A Vision of Students Today (video)  
Due today:  
Online survey |
| Jan. 21| No class—MLK Day                                                      |                                                                                        |
| Jan. 28| Teaching and learning in the digital age II  
Learning in this class  
Practical Inquiry Model (in class) | To be read by today:  
BNDC, Ch. 1  
L&S, Ch. 1  
Pawan-2003  
Due today:  
Online participation |
| Feb. 4 | SLA and technology                                                   | To be read by today:  
L&S, Ch. 5  
Kern-2006  
Due today:  
Online participation |
| Feb. 11| Evaluating technological resources for classroom use                | To be read by today:  
BNDC, Ch. 3  
L&S, Ch. 3  
TESOL Standards for Technology (2)  
Due today:  
Online participation |
| Feb. 18| Software and web-based resources for language learning              | To be read by today:  
BNDC, Ch. 2  
L&S, Ch. 8  
Defining 21st Century Skills  
Due today:  
Technology review (Group A)  
Online participation |
| Feb. 25| Computer mediated communication (CMC)                               | To be read by today:  
L&S, Ch. 4  
Godwin-Jones-2010  
Due today:  
Technology review (Group B)  
Online participation |
| Mar. 4 | New media technologies (Unit 2)  
Digital stories I  
Research  
RSS feeds | To be read by today:  
L&S, Ch. 6  
De Almeida Soares-2008  
Ferriter & Garry-2010  
Rock the Academy (video) |
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<tr>
<th>Date</th>
<th>Assignment</th>
<th>Due Date</th>
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<tr>
<td>Mar. 11</td>
<td>No class—spring break</td>
<td>Online participation</td>
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<tr>
<td>Mar. 18</td>
<td>Digital stories II&lt;br&gt;Digital literacy&lt;br&gt;<a href="http://www.slideshare.net/thecorkboard/digital-literacy-in-a-20-world">http://www.slideshare.net/thecorkboard/digital-literacy-in-a-20-world</a></td>
<td>To be read by today: Huh &amp; Egbert-2010&lt;br&gt;Horizon Report-2012&lt;br&gt;Due today: Online participation</td>
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<tr>
<td>Mar. 25</td>
<td>Digital stories III</td>
<td>To be read by today: Levy, Ch. 10&lt;br&gt;Various digital storytelling sites&lt;br&gt;Due today: Online participation</td>
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<tr>
<td>April 1</td>
<td>Blogs, wikis, and games</td>
<td>To be read by today: Sykes et al.-2008&lt;br&gt;McGonigal-TED presentation (online)&lt;br&gt;Blogs video&lt;br&gt;Due today: Digital stories&lt;br&gt;Online participation</td>
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<td>April 8</td>
<td>Teaching with technology (Unit 3)</td>
<td>To be read by today: BNDC, Ch. 5&lt;br&gt;L&amp;S, Ch. 7&lt;br&gt;Chronicle of Education-2011 OR&lt;br&gt;Allen &amp; Seaman-2011&lt;br&gt;Due today: Online participation</td>
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<tr>
<td>April 15</td>
<td>Creating lesson plans incorporating technology&lt;br&gt;Technology teaching context chart (in class)</td>
<td>To be read by today: L&amp;S, Ch. 2&lt;br&gt;Bush-2008&lt;br&gt;Mullen &amp; Wedwick-2008&lt;br&gt;Due today: Online participation</td>
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<td>April 22</td>
<td>The digital divide</td>
<td>To be read by today: Warshauer &amp; Matuchniak-2010&lt;br&gt;Jenkins et al.-Confronting Challenges&lt;br&gt;Due today: Online participation</td>
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<td>April 29</td>
<td>Digital literacy for students and teachers</td>
<td>To be read by today: BNDC, Ch. 6&lt;br&gt;Horizon Report, 2012&lt;br&gt;Due today: Online participation</td>
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<tr>
<td>May 6</td>
<td>Final presentations</td>
<td>Due today: Teaching plan</td>
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**Assignment Descriptions and Due Dates**

*Online Participant (10%)*

*Each week*

Each week two to three important questions/points/issues from the previous class discussion will be posted onto Blackboard or another online social media space by 10:00 p.m. Tuesday. Students
are required to engage in the online conversation at least once by 10:00 p.m. Friday and a second time by 10:00 a.m. Monday. This is an opportunity to learn from your classmates, share ideas, and explore various online tools for extended discussions.

**Online Facilitator (15%)**  
*Due date varies*

Each student will facilitate the online discussion two weeks. To do this successfully, two to three important questions/points/issues from the previous class discussion should be identified and posted onto Blackboard or another online social media space by 10:00 p.m. Tuesday. The facilitator will monitor the online conversation in order to ensure that the discussion is robust. The facilitator will summarize the main learning points of the online discussion in a final post by 5:00 p.m. Monday. This summary and a reflection should also be submitted via Blackboard on the date due.

**Technology Critique (15%)**  
*February 18 or 25*

Each student will identify one software program (i.e. Rosetta Stone) or web-based application (i.e. Dave’s ESL Cafe) that can be used for L2 teaching and learning. Students will evaluate and write a formal review of the program following the guidelines discussed in class. The review will be 1-2 pages, typed, single-spaced. Submit the review via Blackboard by 5:00 p.m. on the date due. Students will give a brief (5-10 minute) overview of the program/application in class either Feb. 11 (Group A) or Feb. 18 (Group B).

**Technology Demonstration (15%)**  
*Due date varies*

Each student will identify a technological tool that can be used for L2 teaching and learning. Students will explore and evaluate the tool, and then teach their classmates how to use it successfully with L2 students in a 15-minute presentation. Special emphasis should be given to how to teach students to use the technological tool and ways the tool can be used in a variety of ESL/EFL teaching contexts. A written handout with highlights of the demonstration should be provided. Submit the write-up via Blackboard by 5:00 p.m. on the date due. **Note:** Individual student demonstrations will take place either March 4, March 18, or March 25.

**Digital Story (20%)**  
*April 1*

Each student will produce a digital story and share it with the class. The choice of software to use (i.e. iMovie, Windows MovieMaker, Final Cut Express) will be up to the individual student. The digital story is due on April 1; the viewing will take place April 22 and April 29.

**Teaching Plan (25%)**  
*May 6*

Students will create a plan for teaching with technology. The plan should cover a minimum of 3 hours of instruction and may focus on any teaching/learning context. In addition to turning in the plan, each student will micro-teach 15-20 minutes of the plan, demonstrating how technology will be incorporated. Submit the plan via Blackboard by 5:00 p.m. on the date due.

**Evaluation**

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<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Online participation</td>
<td>10%</td>
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<tr>
<td>Online facilitator</td>
<td>15%</td>
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<tr>
<td>Technology critique</td>
<td>15%</td>
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<tr>
<td>Technology demonstration</td>
<td>15%</td>
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<tr>
<td>Digital story</td>
<td>20%</td>
</tr>
<tr>
<td>Teaching plan</td>
<td>25%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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