**UNIVERSIDAD PONTIFICIA BOLIVARIANA**
**SCHOOL OF EDUCATION AND PEDAGOGY**
**B.A. IN ENGLISH-SPANISH EDUCATION**

**Content Area Conditions & Nature II: English**
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**Schedule**
Monday 08:00-10:00 – Room 11-202
Wednesday 08:00 – 10:00 – Room 6-307

**Attention to students**
By appointment only

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**Course Overview**

A language teacher, especially in the context of schools, needs more than proper command of the communicative competence (Council of Europe, 2001; Mora, 2015a) of said language. Successful teachers, one could argue, need to appropriate (Engeström, 1999; Grossman, Smagorinsky, & Valencia, 1999) a series of conceptual and practical tools to develop their craft. Teachers need to have a sound understanding of the conceptual underpinnings of how individuals acquire and use a second language. They also need to be well aware of the language standards and guidelines for the language to be taught, in this case English, both at the local (Ministerio de Educación Nacional, 1999, 2006, 2016) and international levels (Conference on English Education, 2005; TESOL, 2009). Finally, they need to start planning their professional development beyond the program. This involve, on the one hand, an awareness of the professional debates in their field and the latest methods and approaches to teach second languages (Mora, 2013b, 2015b), including the links between language teaching, literacy, technology, policy, and advocacy, just to name a few. On the other hand, this also entails a baseline understanding of developing an academic media trail, writing

their CV, and other relevant information to develop a professional profile that helps teachers become more visible.

In all fairness, all the elements mentioned in the previous paragraph are actually a lifetime commitment to one's professional development in the field. Nevertheless, preservice teacher education has a responsibility to lay the foundations for this future development. As a course that precedes student teaching[1], Content Area Conditions & Nature II intends to become the space where the prospective teachers enrolled in this class will consolidate the communicative competence they developed in previous courses with the pedagogical and research foundations from past and concurrent ones while setting the basis for their professional profile. Students in the class should be well aware that this course is foundational (Mora Vélez, 2010) in nature. Developing one's teaching persona and increasing one's repertoire are endeavors they will need to undertake during student teaching and beyond.

This course, as currently conceived, is part of a *troika,* along with Methods and Approaches and English Language Acquisition Process. This semester, we will engage in two main exercises as part of an extended process of reflexivity (Archer, 2007; Bourdieu & Wacquant, 1992; Mora, 2011, 2012):

1. A careful reading of three key documents regarding English teaching in Colombia: the *Curricular Guidelines for Foreign Languages*[2] (Ministerio de Educación Nacional 1999), the *Foreign Language Standards* (Ministerio de Educación Nacional, 2006), and the documents for the *Suggested Curriculum for English* (Ministerio de Educación Nacional, 2016). We will analyze all documents from a critical framework to analyze, question, and reflect on what is behind these documents and how to either utilize them to their fullest or how to transcend them in meaningful fashion.

2. The development of a professional profile as part of establishing a teaching identity. This will include learning how to craft CVs and resumes, creating academic profiles online, and ultimately the design of a professional portfolio website as or capstone project.

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[1] Dr. Mora's note: In language education, they tend to use the term "practicum" to describe the period of teaching practice before graduation. In teacher education literature, that period is known as "student teaching". Since my MA is in Teacher Education, I will refer to the experience you will face next year as student teaching.

[2] Even though my objections about the use of "foreign language" are well documented (Mora, 2011, 2012, 2013b, 2015b), we will use the term in any and all descriptions of official documents such as the Guidelines and use them as a departing point for further debate.

## Course Objectives

1. To discuss the current Foreign Language supporting teaching documents for Colombia as a means to engage in a process of critical consciousness (Willis, et al., 2008) about what it means to use them in the diverse contexts (Mora, 2013b) of our region and nation.
2. To reflect on previous and current experiences in light of existing guidelines and current theories and debates surrounding English teaching.
3. To profile the basic elements of what developing one's professional profile looks like, based on class discussions and readings as conceptual and practical bases.

## Assignments

There are three assignments for this course. Please check the Class Schedule for information about the due dates. You will do assignments 1 in pairs (NO EXCEPTIONS!). You are at liberty to do assignment 2 in pairs, with the caveat that should you choose to do it in pairs, you cannot do it with the same person you did the first one. The third assignment, due to its very nature, is individual and will take place throughout the semester, with specific deadlines and tasks.

To do these assignments well, you cannot expect to simply "pull an all-nighter" and be done with them. You should work on them throughout the semester. You will link all the assignments to the course blog, http://contentareaenglishupb.wordpress.com/, by the designated deadlines.

**Assignment 1: Response Podcast – Updating the guidelines and the standards in light of the new documents: Some suggestions for the Colombian Ministry of Education (25% of final grade)**

As stated in the course objectives, we are engaging in critical consciousness about the guidelines and standards. We will explore them not for you to follow them as dogma, but to question their validity and their potential contributions, as well as point out their existing flaws as a means of improving practice. For this first assignment, you will create a podcast (most of you have had experiences with that already) where you need to take a critical stance about the guidelines. You will address the following question:

> *How can we update the Curricular Guidelines and the FL Standards to reflect the new language ecologies our students are facing inside and outside of the*

*classroom regarding English and really be up to date with the new suggestions for the curriculum?*

You will weave your argument relying on course literature and additional sources from Colombian journals (you should at least produce **six additional sources** beyond the course material). The podcast should be somewhere between 10 and 20 minutes long. You will create it and post it on Soundcloud, YouTube, or other repositories, but remember to link it to the course blog. You are at liberty to interview teachers, students, faculty members at local universities, and so on (remember to seek consent for those interviews). However, their interventions cannot comprise more than 30% of the podcast and they must be in English as well.

## Assignment 2: Breaking down the standards and suggested curriculum in reality – Structured Observation and Interview (25% of final grade)

One thing I have learned about standards and curricular guidelines is that there is sometimes a gap between what one proposes in a document and what teachers face in order to implement that. For this assignment, each of you will observe one class in a school and will talk to that teacher about the successes and struggles in implementing the FL standards. Relying on these data, you will write a reflective report that will address two issues: (a) the realities of implementing the standards from the vantage point of schools and schools and (b) the potential advantages and pitfalls teachers might encounter when implementing the proposed curriculum for English.

You will need to seek consent (Belmont Report, The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979) from the teachers you will observe. You will find the necessary consent forms for your observations among our class resources. IMPORTANT: You will keep the names of the schools and teachers completely anonymous. Non-compliance with this element will result on automatic "pumpkin status", as ethical violations in human subject protection are a very serious matter.

## Assignment 3: My professional website (15% for initial draft + 35% for website and final presentation)

This is the capstone project for this class. These days, teachers have taken on the internet and social media to share who they are as teachers and what they do in their classes. In

addition to Facebook, Twitter, and other academic and professional social media (e.g. Academia, Research Gate, Google Scholar, or LinkedIn), many teachers and academics have resorted to designing their own professional/teaching websites. The goal for this semester is for each of you to design your own website. There are several good platforms for such purpose (WordPress, Wix, and Weebly are three that are very intuitive – It will all depend on your own creativity and media-savviness). While you are at liberty to choose the layout (just make sure to balance fun and professionalism), the website should feature some basic content (the site should also serve as a portfolio of sorts). We will go over some samples in preparation for the assignment.

## Expectations

**Classwork.** You should be on time every class. I do call roll every day. **If you are over 15 minutes late, I will allow you to enter the room, but it will count as half an absence**. If, for some reason, you cannot be in class, please notify me via e-mail as soon as possible (I always check my e-mail before class begins). Remember that missing the equivalent to 20% of the course without valid reasons becomes grounds for for failing this course. Make sure to talk to either your other classmates or me to make up for the work. No assignments will be accepted after the due date without a proper excuse. The deadlines are set well in advance so check your personal or work schedules to make sure there are no conflicts. If you foresee a conflict, talk to me immediately to make proper arrangements.

**Participation.** There will be two forms of participating in the discussions in the course:
1. Classroom interactions: You must be prepared to participate in every class. This includes reading the assigned documents and bringing all required resources at all times. All of you should be prepared to raise questions and issues as the result of your reading and the interactions with me and your peers.
2. Social media: Some of the discussions will require you to interact and comment through the different social media available, although we will most likely zero in on Facebook, Twitter, and Instagram. You will receive instructions as to when to go to the social media for assignments, including hashtag selection.

Regardless of the source of interactions, you should display a high degree of professionalism and ethical behavior. You are about to become student teachers very soon, after all. If you disagree with any ideas in class, feel free to say so in a proper manner. I believe that the

classroom is a community of learners and scholars. Respectful interactions are important for the success of the academic exercises in which we will engage.

**Methodology.** You will participate in class work for 4 hours every week. You should also plan to devote *at least* 4-6 hours a week to work on the readings and assignments for the course on your own. Since there is an option to use tutoring services to supplement the classes, **please be proactive** and ask the instructor for help if needed. Remember that we have a Fulbright Teaching Assistant, who will be available to help this course throughout the semester if need may be, so take advantage of that opportunity. I may also suggest you to seek tutoring or extra practice if necessary, but the notion that you must be **responsible and proactive** is fundamental for your success in this course. After all, there is an expectation that you already are autonomous learners.

I am awaiting confirmation about some academic events throughout the semester when we may not meet for class. Once I have confirmed the dates for my absences, we will set up autonomous work activities for those sessions. As the dates reach near, you will receive further instructions.

**Ethical guidelines.** All assignments are to be original work. As scholars, we should all abide by the highest standards of academic integrity. In this course, we operate under a very strong stance against cheating and plagiarism. Guidelines against cheating and plagiarism in this course will follow any internal guidelines that UPB has set in place for academic integrity, as well as existing Colombian copyright legislation, such as Ley 23 de 1986, specifically Article 31 (http://www.cerlalc.org/documentos/colo23.htm) and Ley 1032 de 2006 (http://www.unal.edu.co/dib/cip/pi_ley_1032_2006.html). Please get yourselves acquainted with these laws, as well as any other laws available regarding fair use of copyrighted material (this is particularly crucial in the case of the multimodal essays).

**Communication etiquette.** Learning how to communicate in writing is an important and necessary skill that all academics must develop in order to network effectively with other professionals. In many cases, a well-crafted e-mail is the difference between receiving a reply from faculty and researchers in other institutions and having your message deleted right away. Check the following websites with information about e-mail etiquette, and make sure to practice these rules in any and all class-related communications:
- http://owl.english.purdue.edu/owl/resource/636/01/

- http://science.kennesaw.edu/~hmattord/email.htm
- http://www.101emailetiquettetips.com/
- http://office.microsoft.com/en-us/outlook-help/12-tips-for-better-e-mail-etiquette-HA001205410.aspx
- http://www.emailreplies.com/

**Resources**

All resources for the class will be available on Dropbox. I have set a folder for you to access. I will collect your contact information the first day of class. It is your responsibility to have your account synced with the folder. In addition to the resources on Dropbox, you are supposed to have a notebook/journal with you at all times. We will do extensive note-taking during the course.

**Technology**

If you happen to have a laptop or tablet you can bring it to class as well (I suggest against phablets[3] or smartphones/iPhones, as reading these files from their screens can be a bit cumbersome at times). It is advisable to download the readings to your hard drives before the class. I am all about saving the trees, so I encourage you to go digital whenever possible. In the extreme case that you should need to print the readings, please do so on both sides of the sheet, print 2 pages per side of the sheet, or use scrap paper. Regarding the use of cell phones and smartphones, I kindly ask you to avoid using your phones/smartphones/iPhones/phablets as much as possible. We only meet for 4 hours during the week, so unless we are talking about life-or-death situations in your lives (which may happen), I expect not to see any communication devices in your hands.

**Class Schedule (Note: Readings might be subject to change)**

| Dates | Topics | Assigned Readings |
|-------|--------|-------------------|
|       |        |                   |
| July 18 | Introduction to the course: Overview of the assignments | |

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[3] Phablet: a portmanteau of the words Phone + Tablet

| July 25 | PD Workshop 1: Creating a CV | |
|---|---|---|
| **Module 1: Conceptual underpinnings behind the policies** | | |
| July 27 | Defining "English" and "English Education" | Lineamientos, pp. 3-4<br>Anexo 14, pp. 12-18<br>Estándares, pp. 5-9 |
| | | Conference on English Education (2007)<br>TESOL (2009, 2010)<br>Bastidas & Muñoz Ibarra (2011)<br>McDougald (2009)<br>McKay (2012)<br>Mora (2013) |
| August 1-3 | Foundational Elements I: Acquisition | Lineamientos, pp. 4-12<br>Anexo 14, pp. 27-32 |
| | | Hall (2011), Chapter 4<br>Lightbown & Spada (2006), Chapters 1 and 2<br>Krashen (1982), Chapter 2<br>Liddicoat & Scarino (2013), Chapter 3<br>Saville-Troike (2006), Chapters 1 and 2<br>Johnson (2004), Chapter 9 |
| August 8-10 (August 10 – autonomous work via social media) | Foundational Elements II: Approaches | Lineamientos, pp. 12-20<br>Anexo 14, pp. 33-35<br>Anexo 16, pp. 19-20 |
| | | Hall (2011), Chapter 6<br>Kumaravadivelu (2003), Chapter 1<br>Larsen-Freeman (2000), Chapters 9, 10, 11<br>Richards & Rogers (2001), Chapters 15 and 19<br>Mitchell & Miles (2004), Chapters 2 & 7 |
| August 17, 22, 24 | Foundational Elements III: Curriculum | Lineamientos, pp. 45-53<br>Estándares, pp. 10-13<br>Anexo 14, pp. 19-26<br>Anexo 16, pp. 21-27 |
| | | Black (2009)<br>Brown (2012)<br>Hicks & Turner (2013)<br>Moore (2011), Chapter 1<br>Mora (2014b)<br>Null (2015), Chapter 1<br>O'Byrne (2014)<br>Scott (2015), Chapters 1 and 2 |

| August 29, 31 | Foundational Elements IV: Evaluation | Lineamientos, pp. 20-26 Anexo 14, pp. 36-39 |
|---|---|---|
| | | Hargreaves et al (2001), Chapter 3 Haynes & Zacarian (2010), Chapter 7 Dawes, Hubbard, & Smith (in Grugeon, et al., 2005, Chapter 8) Nation (2009), Chapters 6 and 10 Nation & Newton (2009), Chapter 10 Weigle (2002), Chapters 8 and 9 |
| September 5 | PD Workshop 2: Writing a Teaching Statement | |

**Module 2: The FL Standards and the Proposed Curriculum – Looking at theory and practice**

| September 7, 12, 14 | Elementary Education | Estándares, pp. 14-21 |
|---|---|---|
| | | Dawes (in Grugeon, et al., 2005, Chapter 4) Dawes (in Grugeon, et al., 2005, Chapter 6) Knapp & Watkins (2005), Chapter 2 Lems et al. (2010), Chapter 9 Lems et al. (2010), Chapters 3 and 8 Nation & Newton (2009), Chapter 5 Nation & Newton (2009), Chapter 9 Nation & Newton (2009), Chapters 3 and 7 Nation (2009), Chapter 1 Nation (2009), Chapter 8 Smith (in Grugeon, et al., 2005, Chapter 7) |
| September 19, 21, 26 | Secondary 6-8 | Estándares, pp. 22-23 Anexo 10, pp. 15-23 Anexo 12, pp. 33-35, 42-65, 90-102 |
| | | Dawes (in Grugeon, et al., 2005, Chapter 4) Dawes (in Grugeon, et al., 2005, Chapter 6) Knapp & Watkins (2005), Chapter 2 Lems et al. (2010), Chapter 9 Lems et al. (2010), Chapters 3 and 8 Nation & Newton (2009), Chapter 5 Nation & Newton (2009), Chapter 9 Nation & Newton (2009), Chapters 3 and 7 Nation (2009), Chapter 1 |

| | | |
|---|---|---|
| | | Nation (2009), Chapter 8<br>Smith (in Grugeon, et al., 2005, Chapter 7) |
| September 28 | PD Workshop 3:<br>Academic Media<br>Trail | |
| October 3, 5, 10, 12 | Secondary 9-11 | Estándares, pp. 23-27<br>Anexo 10, pp. 24-33<br>Anexo 12, pp. 36-40, 66-89, 103-115 |
| | | Dawes (in Grugeon, et al., 2005, Chapter 4)<br>Dawes (in Grugeon, et al., 2005, Chapter 6)<br>Knapp & Watkins (2005), Chapter 2<br>Lems et al. (2010), Chapter 9<br>Lems et al. (2010), Chapters 3 and 8<br>Nation & Newton (2009), Chapter 5<br>Nation & Newton (2009), Chapter 9<br>Nation & Newton (2009), Chapters 3 and 7<br>Nation (2009), Chapter 1<br>Nation (2009), Chapter 8<br>Smith (in Grugeon, et al., 2005, Chapter 7) |
| October 19, 24 | Recommendations | Estándares, pp. 28-37<br>Anexo 16, pp. 34-38 |
| | | Baker & Westrup (2000), Chapters 16 & 17<br>Cummings (2000), Chapter 6<br>Haynes & Zacarian (2010), Chapter 3<br>Marzano & Brown (2009), Chapter 25<br>Marzano et al (2003), Chapters 4 and 7<br>Matsuda (2012)<br>McLeod et al (2003), Chapter 2 and 7<br>Smith & Laslett (1993), Chapters 1, 6, and 9<br>Woodward (2001), Chapter 3 |
| October 26 | … so what? | Cárdenas Ramos & Hernández Gaviria (2012)<br>Guerrero (2009)<br>Guerrero Nieto & Quintero Polo (2009)<br>Vargas, et al. (2008)<br>Viáfara (2011) |
| October 31<br>November 2 | Autonomous work on Capstone Project | |

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|---|---|
| November 16 | Capstone Project Presentations |

## Deadlines

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|---|---|
| August 8 | Submit Capstone Project proposal |
| September 12 | Submit partial website |
| September 26 | Deadline to submit Assignment 1 |
| October 19 | Submit Assignment 2 |
| November 16 | Submit Capstone Project |

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**Appendix A – List of Peer-reviewed Colombian Journals and Journal Search Engines**

*Peer-reviewed journals*

PROFILE Journal (Universidad Nacional) http://revistas.unal.edu.co/index.php/profile/index
HOW Journal (ASOCOPI) http://www.howjournalcolombia.org/index.php/how/index
Revista Q (UPB) http://revistaq.upb.edu.co/
Latin American Journal of Content and Language Integrated Learning – LACLIL
(Universidad de la Sabana) http://laclil.unisabana.edu.co/index.php/LACLIL
ENLETAWA Journal (UPTC) http://revistas.uptc.edu.co/revistas/index.php/enletawa_journal
Opening Writing Doors Journal (Universidad de Pamplona)
http://owdj.unipamplona.edu.co/
Revista Íkala (Universidad de Antioquia)
http://aprendeenlinea.udea.edu.co/revistas/index.php/ikala
Colombian Applied Linguistics Journal (Universidad Distrital)
http://revistas.udistrital.edu.co/ojs/index.php/calj
Revista Matices en Lenguas Extranjeras (Universidad Nacional)
http://revistas.unal.edu.co/index.php/male
Revista Lenguaje (Universidad del Valle) http://revistalenguaje.univalle.edu.co/
GiST Journal (Universidad UNICA)
http://www.publicacionesunica.com/gist/index.php/gist/index
Revista Palabra (UPB-Montería) http://srvzenu.monteria.upb.edu.co/revistapalabra/

*Databases*

Directory of Open Access Journals (DOAJ) https://doaj.org/
Google Scholar https://scholar.google.com.co/
Google Books https://books.google.com/?hl=en

*Syllabus designed by Dr. Raúl Alberto Mora for the Faculty of Education at UPB-Medellín*
*First version: January, 2014*
*This version: July, 2016*