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

Communicative Competence II
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Schedule: Monday/Wednesday 14:00 to 16:00, Tuesday 16:00 to 18:00,
Friday, 8:00 to 10:00 – All sessions in Room 6-104

Attention to students: By appointment only

Course Overview

Communicative Competence II is the second of four components in the Communicative Competence sequence. In Communicative Competence I, students began a process of discovering the different features of the English language in general, and within the process of becoming teachers in particular. This second component continues this development process. In this component, as is the case in the entire sequence, we recognize two realities that permeate our work: (a) the need for all teachers to be highly qualified practitioners of their craft and (b) the position of this course within a preservice teacher education program. Communicative Competence II operates under the assumption that becoming a teacher is a process that begins from the moment students entered the program and that all the discussions, readings, and assignments we carry out must help them rethink how they learned and are learning the language. Therefore, a constant reflexivity (Bourdieu & Wacquant, 1992; Mora, 2011, 2012) process about how to apply these contents and ideas to our work with students in the local contexts of Antioquia and Colombia will be a fixture in our class activities and discussions.

In this sense, Communicative Competence II intends to help students improve the development of their sociolinguistic and pragmatic competences (Council of Europe, 2001), while recognizing the overarching themes that permeate everything they do in their coursework at the Faculty of Education: reading, writing, research, technology. Communicative Competence II, in particular, intends to continue the strong work

that students began in terms of reading and writing in Communicative Competence I. It is our belief that a strong level of sophistication (Kellner, 2000; Cope & Kalantzis, 2000) in reading and writing is necessary to truly find better ways of expressing our ideas through recent forms of technological mediation (Mora, in press). In this regard, we will also intend to introduce some foundational elements regarding technology and research as a way to help ease the transition to the more intense work that students will undertake in these areas during Communicative Competence III and IV.

The course, in an attempt to remain consistent with the overarching theme that constitutes the Capstone Project (See below) will rely on multiple resources, both print and digital. Readings and talks from different scholars in the field, as well as possible guest talks will offer a blend of diverse sources that will enable students to develop broader and better informed viewpoints about matters affecting education today.

Course Objectives

a) Continue the development of students' sociolinguistic, and pragmatic competences in the English language (as a continuation of the previous course Communicative Competence I) through activities aimed at enhancing their comprehension, production and interaction.
b) Demonstrate a more critical and reflexive style in their approach to language learning.
c) Use self-regulation of learning through the existing styles of formative assessment present today.
d) Process and apply the concepts related to the use, importance, and application of research and technology as essential parts of today's teaching practice.

Assignments

There are three assignments and a capstone project for this course. Please check the Class Schedule for information about the due dates.

Assignment 1: Website Review. The Internet has become a valuable source for teachers. However, just because it is online does not mean it is a good source. In pairs, you will review on website rated as "excellent" or "popular" according to Google searches. You will prepare a critical review of this website to give a 7-10 minute presentation. You will also write a 1-2 page review about the website. We will carry

out this activity every Friday between weeks 4 and 8. You should all select your websites by Week 3, at which time we will randomly select the order of presentations. (25% of the final grade)

Assignment 2: Response Papers. An important part of being an academic is learning to react to what one reads in a scholarly fashion. During the course, you have to write two response papers (about 1-2 pages) in which you will reflect on the assignments based on some questions posed by the instructors prior to the assignment. We will discuss key elements of writing response papers during the first module. You will submit one response paper during the first module and another during the second (15% for each paper = 30% of the final grade)

Assignment 3: Capstone Project. The capstone project is the space where you will have the chance to present what you have learned and how you are appropriating the different overarching elements of the teacher education program. The main topic of this project is:

> **POSITIONING OURSELVES AS TEACHERS,**
> **OR WHAT DOES TEACHING MEAN TO ME?**

This will be the first attempt to think about why you believe teaching is your life and career choice, while you begin to define what teaching is like for you. There are two main activities to the project:

1. Essay: Working in small groups, you need to write a short essay about how you see yourselves as teachers in light of the readings and discussions held in class. You will receive instructions on how to write essays during the first module. You will submit an initial draft before the end of the first module (ungraded, but not submitting it will be penalized with a substantial grade deduction at the end) and another draft before you submit the multimodal presentation (25% of the final grade)

2. Multimodal presentation. Relying on the idea of multimodality (Kress, 2003) as the combination of sound, images and text to create a unified message, you will prepare a multimodal presentation that addresses the question for the project and what you wrote in your essays. The presentation should be about 5 minutes in length and should be formatted in a way that can be uploaded to video channels such as Vimeo™ or or YouTube™. You will receive further

information about this portion of the capstone project in the second module (20% of the final grade).

Expectations

Classwork. You should be on time every class. I do call roll every day. If you are over 15 minutes late, while I will allow you to enter the room, that 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 a large number of absences is a reason 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. 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. Since all of you will probably be teachers (and even if you will not be), you should display a high degree of professionalism and ethical behavior. If you disagree with any ideas in class, feel free to say so in a proper manner. Your instructor believes 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 8 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 (Ms. Anna Garrison), who will be available to help this course throughout the semester, 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 are all becoming more autonomous learners.

I may very likely be absent due to academic reasons twice this semester, to participate in academic events abroad. Those dates are already set in the schedule. During those weeks, you will have a blend of work with substitute professors and independent work. 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/col023.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.

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

At present, the Moodle site for this course is under construction. While it is fully operational, your instructor will share the readings and assignments either via e-mail. You can also ask the instructor for the readings to add to your laptops and have them available at all times. In addition to online resources, 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 have a laptop, you are encouraged to bring it to class. Make sure to download the resources to your hard drives before coming to the class, in case the WiFi is not working properly. If you cannot bring your own laptop, please make sure to print the resources if applicable (In that event, **please remember the trees**: print on both sides of the sheet, print two pages per side of the sheet, or use scrap paper). Please refrain from using other online applications (e.g. Facebook, Twitter, e-mail, etc.) during class (**if you were a teacher, would you like your students to be Tweeting while you are talking?**). Finally, regarding the use of cell phones and smartphones, this class has a **no-phoning, no-texting** policy in class (**would you feel comfortable if you went to ask your instructor a question and he did not listen to you because he was texting?**).

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

Week	Topics	Assigned Readings and Media
MODULE 1:		
1 Jan 21-25	Introduction to the Course A brief recap from Communicative Competence I: Revisiting the genres	
2 Jan 28-Feb 1	Introducing academic texts as a genre of its own	TBD
3 Feb 4-8	What does it mean to learn a language… or a very brief introduction to Second Language Acquisition	TBD
4 Feb 11-15	Writing Responses and Statements	Brand (1998), pp. 58-60 The Response Paper – Guidelines (by R. A. Mora)
5 Feb 18-22	Positioning ourselves as teachers I: Conceptual elements of an argumentative essay	Adichie (2009) Argument (handout from UNC-Chapel Hill) Argumentative Writing (Purdue OWL)
6 Feb 25-Mar 1	What does it mean to be a teacher?	Robinson (2010) Others TBD
7 Mar 4-8	Teaching English in Colombia Today	Excerpts from Vélez Rendón (2003), González Moncada (2011) and others TBD
First Response Paper Due		
8 Mar 11-15	Positioning Ourselves as Teachers II: Revisiting our first thoughts in light of the capstone project	
9 Mar 18-22	Introducing Multimodality I	Kress (2010), Chapter 1 Videos about Multimodality feat. Prof. Gunther Kress
MARCH 25-29 – EASTER BREAK		
10	Introducing Multimodality II	Iyer & C. Luke (2010)

Apr 1-5		
	First Draft of Essay Due	
11 Apr 8-12	Rethinking Technology in the Classsroom	Cope & Kalantzis (2007) Grugeon et al. (2005), Chapter 6 (selected sections) Mora (in press)
	Note: Dr. Mora might be absent during this week	
12 Apr 15-19	Introducing Critical Thinking	Nussbaum, 1999, pp. 40-47 Common European Framework, pp. 101-108
13 Apr 22-26	Introducing Communicative Tasks	Nunan (2004), Chapter 3 (selected excerpts)
14 Apr 29-May 3 (May 1: No class)	Teaching English in Today's World	Graddol (2006) [Selected sections] Rajagopalan (2004) Ryan (2010) Seidlhofer (2005) Mora, TBD
	Response Paper 2 Due	
15 May 6-10	Capstone Project Workshop	
16 May 14-18	Capstone Project Workshop (Dr. Mora might be absent but you will work autonomously finishing the project)	
	Final Draft of Essay Due	
17-18 May 20-31	FINAL PRESENTATIONS	

References

Adichie, C. (2009). *The danger of a single story.* TED Talk. Retrieved from http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_stor y.html

Cope, B. & Kalantzis, M. (2007). New media, new learning. *The International Journal of Learning, 14*(1), 75-79.

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Iyer, R. & Luke, C. (2010). Multimodal, multiliteracies: Texts and literacies for the 21st century. In D. R. Pullen & D. R. Cole (Eds.), *Multiliteracies and technology enhanced education: Social practice and the global classroom (pp. 18-34).* Hershey, PA: IGI Global.

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Mora, R. A. (in press). *Challenges and opportunities for literacy and technology in ELT teacher education.*

Nunan, D. (2004). *Task-based language teaching.* Cambridge, UK: Cambridge University Press.

Nussbaum, M. C. (1999). *Sex and social justice.* Oxford: UK: Oxford University Press.

Rajagopalan, K. (2004). The concept of 'world English' and its implications for ELT. *ELT Journal, 58*(2), 111-117.

Robinson, K (2010). *Changing education paradigms.* TED Talk. Retrieved from http://www.ted.com/talks/ken_robinson_changing_education_paradigms.html

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