

**UNIVERSIDAD PONTIFICIA BOLIVARIANA  
SCHOOL OF EDUCATION AND PEDAGOGY  
B.A. IN TEACHING IN BASIC EDUCATION  
(HUMANITIES, SPANISH, AND ENGLISH EDUCATION)**

**Communicative Competence III**

**Instructors:**

**Juan Diego Martínez, M.A. (juandi.martinez@upb.edu.co)**

**Raúl A. Mora, Ph.D. (raul.mora@upb.edu.co)**

**Schedule: Monday/Wednesday 14:00 to 16:00, Room 6-304**

**Tuesday 16:00 to 18:00, Room 6-306**

**Attention to students:**

**Prof. Martínez:**

**Dr. Mora: Tuesdays 14:00 to 16:00 or by appointment**

**Course Overview**

In the context of preservice ELT education in Colombia, there is a constant quest to find quality alternatives, such as bimodal environments, that use computers and the internet in physical classrooms. Given this interest in the use of technology, teachers are encouraged to use the computer labs, as well as other resources available in the web (e.g. learning platforms, webpages, blogs, etc.). The problem with some of them is that, without a clear conceptual framework or well-defined tasks, their activities may limit themselves to the use of Google or Wikipedia to end up writing (sometimes barely cutting and pasting) a report. Activities in the computer lab require little engagement and creativity, and the end result is nothing but the construction of new environments to interact and generate knowledge. At the same time, teacher-moderators and their students discuss the inclusion of conceptual frameworks such as socio-cultural theories, critical thinking and competencies, etc., as ideas that are becoming more predominant in today's classrooms.

This is the background that supports Communicative Competence III. In this course, students are expected to develop a sense of autonomy and their own learning strategies while engaging in deeper practice in their own language learning. The capstone project for the course, the design of a WebQuest (Dodge, 1997; March, 2000; Mora, Martínez, et al., 2011, 2012a, b) is the space where students can think of practical ways to apply ideas they are learning and develop their creativity. This work has a strong conceptual background that integrates ideas about communicative tasks, competencies, and the analysis of the Common European Framework, as elements that are part and parcel of the curricular transformation discourse in which our Faculty of Education and the University at large are engaged.

Another feature of this course is the strong understanding of two realities permeating our work: (a) the need for all teachers need to be highly qualified practitioners of their craft and (b) the position of this course within a preservice teacher education program. Therefore, a constant reflexivity (Bourdieu & Wacquant, 1992; Mora, 2011) 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 will be a fixture in our class activities and discussions..

### **Assignments**

There are three main assignments for this course. Please check the Class Schedule for information about the due dates.

**Assignment 1: Competence and Question Draft Statement** – As a bookend to the first module of this course, students have to write a draft statement where they have to illustrate the competence they will explore through their WebQuests, along with the guiding question that they intend to explore through the WebQuest. They will rely on the existing literature from the course and other sources they can find through the existing databases. **(30% of Final Grade)**

**Assignment 2: WebQuest Design and Abstract**– During the second part of the module, students will design their WebQuest activity, starting from the ideas that they drafted in their statements. The WebQuest will be on a website (look at resources below for links for free websites). You will have plenty of latitude for topics and activities, so long as you maintain the basic structure of the WebQuest (see Dodge, 1997 for details). Another requirement of the project is to write an abstract (between 200-250 words). Your instructor will give you more details about how to write it. **(40% of Final Grade)**

**Assignment 3: Presentation** – An important part of learning to become teachers and scholars is to become accustomed to facing audiences in academic settings. The final assignment of this course, then, involves making a short academic presentation (12 minutes maximum) where students will discuss the contents of their WebQuests, share details about the design, and answer questions from a panel of academics. **(30% of Final Grade)**

### **Expectations**

**Classwork.** We expect all students to be on time every class. If, for some reason, you cannot be in class, please notify us as soon as possible. Remember that a large number of absences could be a reason for failing this course. Make sure to talk to either your other classmates or one of us 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 us immediately so we can make proper arrangements.

**Participation.** We expect all students to 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 your instructors and each other. Since all of you will probably be teachers, we also expect a high degree of professionalism and ethical behavior from all of you. If you disagree with any ideas in class, feel free to say so in a proper manner. To us, 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.** Students will engage in class work for 6 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, **students should be proactive** and ask the instructors for help if needed. The instructors may also suggest students to seek tutoring or extra practice if necessary, but the notion that students must be **responsible and proactive** is fundamental for their success in this course. After all, there is an expectation that you are all becoming more autonomous learners.

**Ethical guidelines.** All assignments are to be original work. As scholars, we abide by the highest standards of academic integrity, including strong stances 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](http://www.unal.edu.co/dib/cip/pi_ley_1032_2006.html)). We invite you to get yourselves acquainted with these laws.

### Resources

All classroom resources will be available online on the Moodle site the instructors have set up for this course. To access the Moodle site for the course, go to Digicampus and look for “Competencia Comunicativa III.” The password to access the course is **webquests2012**. It is your responsibility to download the resources for every week. 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

We will have access to the computer labs for some class sessions, specifically during the latter part of the second module. However, if you have a laptop, you may bring it to class. We suggest you 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). We kindly ask all of you to avoid using other online applications in class (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, we have a **no-phoning, no-texting** policy in class (would you feel comfortable if you went to ask us a question and we did not listen to you because we were texting our friends?).

### Class Schedule

Week	Topics	Assigned Readings (all available on Moodle site)
MODULE 1: Conceptual Frameworks (Prof. Juan Diego Martínez)		
2 Jan 23-25	Jan. 23: Introduction to the Course	Course Syllabus
	Jan. 24-25: What are WebQuests?	Jan. 24: Dodge, 1997; March, 2007; Yoder, 1999 Jan. 25: Chatel & Nodell, 2002; Halat, 2008; Summerville, 2000
3 Jan 30- Feb 1	Critical thinking and WebQuests	Jan. 30: Kelly, 2000
		Jan. 31: Polly & Ausband, 2006
		Feb. 1: Schweizer & Kossow, 2007
4 Feb 6-8	Social constructivism	Chaiklin 2003, Chapter 2
		Feb 6: pp. 39-45
		Feb. 7: pp. 45-50
		Feb. 8: pp. 50-57
5 Feb 13-15	Capabilities and Competences	Feb. 13: Nussbaum, 1999, pp. 40-47
		Feb. 14: Common European Framework, pp. 101-108
		Feb. 15: Common European Framework: (Choose one section) pp. 108-112 pp. 112-118 pp. 118-122 pp. 123-130
6 Feb 20-22	Technological mediation	Chapelle, 2003, pp. 40-67
		Feb. 20: pp. 40-54
		Feb. 21: pp. 54-61
		Feb. 22: pp. 61-67
7 Feb 27-29	Communicative tasks	Nunan, 2004, Chapter 3
		Feb. 27: pp. 40-52
		Feb. 28: pp. 52-64
		Feb. 29: pp. 64-73
8 Mar 5-7	Defining competences: Writing a guiding question	Common European Framework, pp. 53-56; pp. 108-130 Nunan, 2004, Chapter 3
9 Mar 12-14		
MODULE 2: Operationalizing WebQuests (Dr. Raúl A. Mora)		
10 Mar 20-21	Analyzing the competences and questions (I)	Revisit all readings from Weeks 2 and 3 Bring drafts to class for the discussion
Mar 21	DRAFT DUE	
11	Analyzing the competences and questions	Revisit all readings from Weeks 2 and 3

Mar 26-28	(II)	Bring drafts to class for the discussion
Apr 2-4	EASTER BREAK – NO CLASS	
12 Apr 9-11	WebQuests in the context of English Language Learners	Apr. 9: Barahona, n.d.
		Apr. 10: Şen & Neufeld, 2006
		Apr. 11: Sox & Rubinstein-Ávila, 2009
13 Apr 16-18	Apr. 16-17: Creating rubrics	Apr. 16: Andrade, 1997
	Apr. 18: Rubrics and WebQuests	Apr. 17: Andrade, 2000
14 Apr 23-25	Apr. 23: Selecting quality resources	Apr. 18: Whittaker, et al., 2001
	Apr. 24-25: Creating the WebQuest: Introduction and Task	March, 2000
15 Apr 30-May 2	Creating the WebQuest: Task, Process, Resources	Workshop; no readings assigned
16 May 7-9	Creating the WebQuest: Evaluation, Conclusion, and Abstract	
17 May 14-16	FINAL PRESENTATIONS WebQuest and Abstract Due	

### Online Resources

Dr. Mora has pooled a few resources online for WebQuests. You may look at them at his website, <http://elpatronhimself.net/webquests.php>.

### References

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