Communicative Competence V[1]
The WebQuest Awakens

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Schedule:
Monday, 14:00 to 16:00, Room 118, Bldg. 11 (Engineering)
Tuesday, 16:00 to 18:00, Room 705, Bldg. 7 (Social Science)
Wednesday, 14:00 to 16:00, Room 508, Bldg. 15 (Library)

Attention to students:
By appointment only

Course Overview

In the context of preservice second language education in Colombia, there is a concern about the implementation of online and digital technologies in our classrooms (Mora, 2014a, 2014b). With this push, there is the need to consider pedagogical alternatives for the use of computer labs and other resources available on the web (e.g. learning platforms, webpages, blogs, etc.). However, as Mora and colleagues (Mora, et al., 2012a, b, c) have pointed out, if there is not a clear conceptual framework or well-defined tasks, activities may not go further than using Google or Wikipedia to end up writing (sometimes barely cutting and pasting) a report. When activities in the computer lab require little engagement and creativity, and the end result is not conducive to the construction of new environments for knowledge generation and interaction. At the same time, teacher-moderators and their students are discussing the inclusion of conceptual frameworks such as socio-cultural theories, critical thinking and competencies, and multimodality, to name a few, as ideas that are becoming more predominant in today's classrooms.

This background supports Communicative Competence V. Through the readings and discussions in class, students should be able to develop a sense of autonomy in relation to their own learning strategies while engaging in deeper language and literacy practices. This component will retake some of the initial

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work with WebQuests (Dodge, 1997; March, 2000; Mora, et al., 2011, 2012a, b, c) that belonged, prior to the curricular transformation of the Communicative Competence Cycle (Martínez, 2012; Mora, et al., 2012a), to Communicative Competence III. The work with WebQuests that we will continue in Communicative Competence V will revisit the first additions to the conceptual background that integrated ideas about communicative tasks, competences, and the analysis of the Common European Framework and will add a few more ideas (Mora, 2014d). Specifically, in this iteration of the component we will zero in on the inclusion of multimodality (Kress, 2010; Mejía-Vélez & Salazar Patiño, 2014; Mora, 2014b) as the key feature that will help teachers design better and more meaningful WebQuests.

In line with the overall spirit of the Communicative Competence cycle, this component will continue emphasizing a heightened awareness 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, 2014c, forthcoming) 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.

Capabilities and Competences

Capability for the Teachability Cycle: [Student] builds the notion of what is good, beginning a critical reflection, from educational and pedagogical frames of reference, in relation to specific contents and knowledge, and guided toward human well-being and life guidance.

Overall Competence for the Teachability Cycle: [Student] understands the language as a meaning system, cognitive tool, and cohesion and social interaction instrument from an intercultural perspective.

Competence Domains for the Component:
- I analyze what it means to be a language teacher through diverse text genres
- I am aware of academic writing foundations to express my ideas
- I synthesize the conceptual elements of a WebQuest in its design process.
- I interpret the transformations of specific knowledge in relation to technological transformations and their learning and teaching implications.

Capstone Project

As the course overview so indicates, the capstone project is the design of a WebQuest. That said, in the process of reaching the actual design, there are a series of smaller assignments scattered throughout the semester. 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. **(25% of Final Grade)**

Assignment 2: Podcast 1 – Situating the topic within the elements of the conceptual framework – In the interest of exploring multimodal discourse (Kress & Van Leeuwen, 2001), students will have to create two podcasts. In the first one, they will engage in a scholarly discussion (ranging between 8 and 10 minutes with equal share of talk time among team members) about how they intend to use the different conceptual elements we discussed in the first half of the course in the design of their WebQuests. As this is an academic essay, references to the course readings must be part of the discussion. **(15% of Final Grade)**

Assignment 3: WebQuest Design – During the second half of the component, 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 and goals for the WebQuest (see Dodge, 1997 and Mora, 2014c for details). **(30% of Final Grade)**

Assignment 4: Podcast #2 – Abstract and Reflexivity – As part of the design of the WebQuest, the team should create a second podcast where they will share what their WebQuests are about and discuss their thoughts on the benefits of creating/using WebQuests for second language learning. The podcast should also provide teachers (pre- and in-service alike) with tips and considerations so that they too can use and design WebQuests. Tone will be more casual than the first, but keeping in mind that the target audience are literacy teachers and researchers. **(15% of Final Grade)**

Assignment 5: 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. **(15% of Final Grade)**

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 failing this course (since there are 41 class sessions this semester, 9 is the magic number). 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. The deadlines are set well in advance so arrange your personal or work schedules to ensure that you will have no issues. If you foresee a conflict, talk to me immediately to make proper arrangements.

Assignments are due on the times and dates already set on the schedule. Deadlines are non-negotiable. Missing the due dates will place you automatically on "Pumpkin Status" (I will explain that for those who are not aware). As of this semester, I will not respond to any e-mails related to class work that do not come from your **institutional accounts,** nor will I send any e-mails to personal ones. Make sure, then, to check your @upb.edu.co accounts regularly for updates from this class.

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 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, please be proactive and ask the instructor for help if needed. After all, there is an expectation that you are all becoming more autonomous learners.

We will also count with Ms. Brielle Giesemann, our Fulbright Teaching Assistant as a teacher's aide of sorts at different intervals throughout the semester to provide support with specific activities. You should also consider joining Ms. Giesemann's conversation and grammar clubs for additional practice beyond this class. 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.

Due to different academic commitments in Colombia and abroad, there will be some days when you will work autonomously on specific tasks. The dates and natures of your tasks are already set. I have not foreseen any further absences during the semester beyond those noted on the schedule, but the nature of my work might dictate otherwise on the course of the academic term.

Ethical guidelines. All assignments are to be original work. As scholars, we should all abide by the highest standards of academic integrity. In this component, 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. However, beyond the law, take everything that we will do in class as a chance to improve your own practice and as pedagogical experiences.

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 please keep these rules in mind for any and all academic communications, within this class and beyond:

- http://owl.english.purdue.edu/owl/resource/636/01/
- http://thermaltoy.wordpress.com/2013/01/26/dr-who-or-professor-who-on-academic-email-etiquette/
- http://www.usm.edu/chemistry-biochemistry/e-mail-etiquette-adapted-academia
- http://web.cn.edu/kwheeler/documents/Academic%20Etiquette.pdf
- http://akiraoconnor.org/2011/11/03/e-mail-etiquette-how-to-make-contact-with-academics/
- http://www.101emailetiquettetips.com/
- http://www.businessinsider.com/email-etiquette-rules-everyone-should-know-2014-9?op=1
- http://www.ctcs.uconn.edu/ec/email_etiquette.pdf
- http://cafnr.missouri.edu/career-services/pro-dev/email-etiquette.php
- https://ceoas.oregonstate.edu/resources/undergraduate/files/email-etiquette.pdf

Resources. All resources for the class will be available in two places:
1. Readings and supporting materials will be available in a special folder on Dropbox. You will be granted access the first day of class. It is your responsibility to have your account synced with the folder
2. The course blog (https://ccvthewebquestawakens.wordpress.com/). I will post guidelines for the class discussions and follow-up resources. During the independent work sessions, all information to carry them out will appear on the blog and you are expected to post information to address the tasks for different sessions.

In addition to the resources on Dropbox and the blog, you are supposed to have a notebook/journal with you at all times. We will do extensive note-taking during the course. Also, I invite you to check out my own website. I have resources available there about teaching, research, and even writing.

Technology. Given the nature of the work in this component, you are welcome to use laptops or tablets in class (I suggest against phablets or smartphones/iPhones, as reading these files from their screens can be a bit cumbersome at times… yes, even the iPhone 6 Plus!). 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 **at all**. We only meet for 6 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. (NOTE: Since this is about teachable moments, I do hope that your behavior will not make me resort to more Draconian measures to prevent the use of smartphones in class.)

Class Schedule

Week	Topics	Readings and Media
— MODULE 1: Reconceptualizing and Recontextualizing WebQuests		
1 Jan 19-21	Reconceptualizing and Recontextualizing Language Education and ICTs in the Classroom	*Media*: Areiza, 2014 (ML2 Open Lecture Series: Part 1 | Part 2) Mora, 2013 (Seminario Miradas Contemporáneas en Educación) *Readings*: Barnes, Marateo, & Ferris, 2007 Mora, 2011 Mora, under review
2 Jan 26-28	What are WebQuests I: (Re-)Introducing the term	*Media:* Dodge, 2009 (https://www.youtube.com/watch?v=v7UynehA_l0) Mensing, 2011 (https://www.youtube.com/watch?v=P6e46g_QcnY) *Readings:* Day, 2012 March, 2007 Mora, 2014b (at literaciesinl2project.org/lslp-micro-papers.html) Sanford, et al., 2010 Sviridon, 2008
3 Feb 2-4	What are WebQuests II: The initial experiences at UPB	*Media*: Martínez, Mora, Villa Agudelo, & Zabala R., 2013 (http://vimeo.com/58669820) *Readings*: Mora, Martínez, Espinal, & Múnera, 2012 Mora, Martínez, Peinado-Navarro, M., Acevedo-Pedrozo, Ríos, & Patiño Pérez, 2012 Mora, Martínez, Zapata-Monsalve, Alzate-Pérez, & Gómez-Yepes, 2012
4 Feb 9-11	Critical thinking, Social constructivism, and WebQuests	*Media:* Grabe, 2013 (https://www.youtube.com/watch?v=xxMAcu2LSuI) *Readings:* Hartman, 2012 Ipkeze & Boyd, 2007 Kundu & Bain, 2006 Polly & Ausband, 2009

		Vidoni & Maddux, 2002 Yoder, 2006 Yücel, 2013
5 Feb 16-18	The notion of human capabilities: Why bring it up on WebQuest design?	*Media:* Nussbaum, 2013 (https://www.youtube.com/watch?v=sYfFGDhbHUk) *Readings:* Nussbaum, 2006, pp. 69-81 Sen, 2005 Smith, Spence, & Rashid, 2011 Walker, 2008
6 Feb 23-25	Communicative tasks and communicative competence	*Media:* Richards, 2012 (Part 1 | Part 2) *Readings:* Cazden, 2011 Crabbe, 2007 Lenchuk & Ahmed, 2013 Mora, 2015 (at literaciesinl2project.org/lslp-micro-papers.html) Nazari, 2007 Sung, 2010
7 Mar 2-4	New elements of technology mediation in WebQuests I: Multimodality, Transmediality, Intertextuality	*Media*: Street, 2013 (ML2 Open Lecture Series) *Readings*: Angay-Crowder, 2014 Mejía-Vélez & Salazar Patino, 2014 Mora, 2014a (all readings at literaciesinl2project.org/lslp-micro-papers.html)
8 Mar 9-11	New elements of technology mediation in WebQuests II: Social Media, Digital Literacies, Participatory Literacies	*Media*: Celiński, 2014 (ML2 Open Lecture Series: Part 1 – Part 2) *Readings:* González, 2014 Zapata, 2014 Roccanti, 2014 (all readings at literaciesinl2project.org/lslp-micro-papers.html)
9 Mar 16-18	Crafting the topic and guiding question for your WebQuest (In-class independent work)	*Media:* Dodge, 2009a (https://www.youtube.com/watch?v=5Yfo8B3PdmI)
MODULE 2: Operationalizing WebQuests		
10	Analyzing the competencies and	Revisit all readings from Weeks 2 and 3

Mar 24-25	questions (I)	Bring drafts to class for the discussion *Readings*: Kurt, 2012
Mar 30-Apr 3	EASTER BREAK	
11 Apr 6-8	WebQuests in the context of Second Language Learning	*Media*: WebQuest Samples from elpatronhimself.net/webquests.html *Readings*: Alshumaimeri & Almasri, 2012 Golovatina, 2014 Hromníková, 2008 Mora, Martínez, Alzate-Pérez, Gómez-Yepes & Zapata-Monsalve, 2012 Truan, 2011
12 Apr 13-15	Selecting quality resources (@AERA in Chicago – Independent work)	Green, 2001 Lim, 2001 March, 2000
13 Apr 20-22	WebQuest Workshop I: Introduction and Task (@AERA in Chicago – Independent work)	
14 Apr 27-29	Rubrics and WebQuests	*Media:* Prytula, 2013 (https://www.youtube.com/watch?v=jKFvrN-KL_w) *Readings:* Andrade, 2005 Cooper & Gargan, 2009 Montgomery, 2000 Turley & Gallagher, 2008
15 May 4-6	WebQuest Workshop II: Process and Resources	In-class independent work
16 May 11-13	WebQuest Workshop III: Conclusion, Abstract, and Reflexivity	
17 May 19-20	Final Exams, Week 1 – Time to Finish Assignments (@ICQI, University of Illinois)	
18 May 26-28	FINAL PRESENTATIONS Assignments 3, 4, and 5 due	

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