

Term Information

Effective Term Summer 2013

General Information

Course Bulletin Listing/Subject Area East Asian Languages and Lit
Fiscal Unit/Academic Org East Asian Languages & Lit - D0527
College/Academic Group Arts and Sciences
Level/Career Graduate, Undergraduate
Course Number/Catalog 5310
Course Title Strategies for Performance-Oriented Language Learning: Practicum
Transcript Abbreviation Str.Lang.Lng
Course Description An overview of language-learning strategies and practice in applying them to learning of East Asian languages.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 4 Week (May Session)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable Yes
Allow Multiple Enrollments in Term No
Max Credit Hours/Units Allowed 9
Max Completions Allowed 3
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: Chinese 1102.01, 1102.02, or 4 credits of 1102.51; Japanese 1102.01, 1102.02, or 4 credits of 1102.51; Korean 1102.01, 1102.02, or 4 credits of 1102.51; or Instructor's permission.
Exclusions none

Cross-Listings

Cross-Listings none

Subject/CIP Code

Subject/CIP Code 16.0399
Subsidy Level Doctoral Course
Intended Rank Freshman, Sophomore, Junior, Senior, Masters, Doctoral

Quarters to Semesters

Quarters to Semesters

Give a rationale statement explaining the purpose of the new course

New course

Strategy training for language learners has been shown to be effective. While some strategies are implicitly taught in most language courses, students can benefit from explicit instruction on and practice in using learning and managing strategies.

Sought concurrence from the following Fiscal Units or College

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will develop awareness of the way they approach language learning, consider alternative approaches, and add enhancements to their strategies.

Content Topic List

- Degree of Expertise; Skill Development Strategies; Assess personal performances(self/other); Identify focus areas; Set measurable goals
- Strategies for Work with Media Materials (Divide and conquer; reverse build-up; Remember to forget, Forget to remember); Self-monitoring (Explicate activities; Record and view/listen; Re-read)
- Social strategies for Reading (Association and imaging; Emotion vs. Data); Using personal resources; Final assessment

Attachments

- EALL5310_SyllabusMay13_121212.doc: EALL5310_SyllabusMay13_121212

(Syllabus. Owner: Liu,David)

Comments

- Now that this is no longer a Japanese course but expanded to EALL please revise course description. *(by Vankeerbergen,Bernadette Chantal on 12/26/2012 03:55 PM)*
- A revised course syllabus is attached. *(by Liu,David on 10/22/2012 09:15 AM)*
- See email to D Liu *(by Hogle,Danielle Nicole on 10/19/2012 11:25 AM)*
- Remove J5310Proposalinfo.docx *(by Noda,Mari on 09/24/2012 09:48 AM)*

COURSE REQUEST
5310 - Status: PENDING

Last Updated: Heysel,Garett Robert
12/27/2012

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Liu,David	09/24/2012 08:46 AM	Submitted for Approval
Revision Requested	Noda,Mari	09/24/2012 09:48 AM	Unit Approval
Submitted	Liu,David	09/24/2012 09:49 AM	Submitted for Approval
Approved	Noda,Mari	09/24/2012 09:57 AM	Unit Approval
Approved	Heysel,Garett Robert	09/24/2012 03:05 PM	College Approval
Revision Requested	Hogle,Danielle Nicole	10/19/2012 11:25 AM	ASCCAO Approval
Submitted	Liu,David	10/22/2012 09:16 AM	Submitted for Approval
Approved	Noda,Mari	10/22/2012 09:21 AM	Unit Approval
Approved	Heysel,Garett Robert	10/23/2012 11:23 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/16/2012 12:17 PM	ASCCAO Approval
Submitted	Liu,David	12/13/2012 09:13 AM	Submitted for Approval
Revision Requested	Noda,Mari	12/13/2012 11:49 AM	Unit Approval
Submitted	Liu,David	12/13/2012 01:27 PM	Submitted for Approval
Approved	Noda,Mari	12/13/2012 01:41 PM	Unit Approval
Approved	Heysel,Garett Robert	12/20/2012 09:19 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	12/26/2012 03:55 PM	ASCCAO Approval
Submitted	Liu,David	12/27/2012 08:44 AM	Submitted for Approval
Approved	Noda,Mari	12/27/2012 02:20 PM	Unit Approval
Approved	Heysel,Garett Robert	12/27/2012 06:21 PM	College Approval
Pending Approval	Nolen,Dawn Jenkins,Mary Ellen Bigler Vankeerbergen,Bernadette Chantal Hogle,Danielle Nicole Hanlin,Deborah Kay	12/27/2012 06:21 PM	ASCCAO Approval

OSU DEALL
EALL 5310
Strategies for Performance-Oriented Language Learning: Practicum
May 2013

Course number: EALL 5310

Title: Strategies for Performance-Oriented Language Learning: Practicum

Call no.: xx

Credit hours: Fixed 3

This course does not fulfill GE requirements.

Class meeting time: M-F 2 hours/day (20 2-hour sessions)

Location:

Instructor: Staff

Office:

Phone:

E-mail address:

Mailbox:

Office Hours:

Prerequisite

Chinese 1102.01, 1102.02, or 4 credits of 1102.51; Japanese 1102.01, 1102.02, or 4 credits of 1102.51; Korean 1102.01, 1102.02, or 4 credits of 1102.51; or Instructor's permission

Course Objectives and Student Learning Outcome

You will learn through directed practice of strategies for skill-development in general, and gain practical knowledge of skill-developing strategies in the context of language learning. Through the skill-development exercises, you will also refine and polish your performance level (ACT) in an East Asian language and develop more thorough and comprehensive understanding of the language (FACT).

Course Description

Self-managed work is a crucial requirement for developing skills and high level of proficiency in any skill-related work, including language learning. This course provides an overview of skill-developing strategies from various fields, then focus on those particular to language learning. You go through exercises to assess your own performance, identify your strengths and weaknesses, and practice using effective strategies to improve your language skills towards a higher level of performance. Selected cognitive, meta-cognitive, and social strategies will be introduced and practiced. The class hours will be used for group discussion and individual "Clinic" sessions.

Learning Materials:

(1) One of the following set of materials, depending on the language you study:

- [SET 1] if you are studying Chinese
 - *Chinese Communicating in the Culture (CCC)* (Walker/Lang) 1, 2, 3 or 4
- [SET 2] if you are studying Japanese
 - *Japanese: The Spoken Language (JSL)* (Jordan/Noda) Part 1 and 2 or 3
 - *Japanese: The Written Language (JWL)* (Jordan/Noda) Part 1 and 2
- [SET 3] if you are studying Korean
 - *Integrated Korean: Beginning 1, 2 (IK)* (Cho, Lee, Schulz, Sohn, and Sohn)

(2) The appropriate portions of the following multi-media materials:

- <http://languagelab.it.ohio-state.edu>
- DVD and other multi-media materials associated with (1)

(3) Goodwell, Malcom 2008. *Outliers* Boston: Little, Brown and Company. Chapter 1

(4) Ericsson, K. Anders, Krampe, Ralf Th., and Tesch-Römer, Clemens. 1993. "The Role of Deliberate Practice in Acquisition of Expert Performance," *Psychological Review*, 100-3: 363-406.

(5) Dreyfus, Stuart E. and Dreyfus, Hubert L. 1980. "A Five-stage Model of the Mental Activities Involved in

(6) Noda, Mari. 2003. "How to work with Audio Materials in Learning Media" – handout

Requirements

1. Skill Developing Strategy Project that includes:
 - a. Statement of personal Goals: Outline ones current performance level in detail, and identify the goal to be achieved during the 4-week session.
 - b. Self Assessment Plan: Identify objective means to assess the progress toward personal objectives.
 - c. Performance Record:
 - d. Discussion Participation
2. Daily performance of language activities with application of specific strategies
3. Attendance and active participation in discussion

Grading

Skill Developing Strategy Project	40%
Daily Performance of Language Activities (see below)	40%
Attendance	20%

The standard OSU scheme will be used to determine the course grade.

A	100 – 94%	C	77 – 73%
A-	93 – 91%	C-	72 – 71%
B+	90 – 89%	D+	70 – 69%
B	88 – 83%	D	68 – 64%
B-	82 – 80%	E	63 – 60%
C+	79 – 78%		

Grading of Daily Performance of Language Activities

Your level of performance will be rated according to the following scale:

- 3: Reflects strategy implementation clearly. Performance is superior with regard to the identified objectives.
- 2: Reflects some strategy implementation. Performance is good with regard to the identified objectives, but requires some intervention by the instructor.
- 1: Reflects minimum to no strategy implementation. Performance requires extensive intervention by the instructor.
- 0: Absent.

Make-up Policies

No makeups for class. However, one missed class will be dropped from your total score.

Academic Misconduct:

"It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examination. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://studentlife.osu.edu/csc/>)

Disability Services:

"Students with disabilities that have been certified by the Office of Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1769 Neil Avenue, telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>."

Schedule:

Dates	Activities	Homework
May 6-10	M: Introduction, objectives and procedures. Personal measurable objectives, Language-learning assignments. T: Meta-cognitive strategies, an overview; Self-placement on novice-expert scale on meta-cognitive strategies Identify measurable goals (e.g, in pronunciation, accuracy, fluency, discourse structure, pragmatics) W: Discussion on Degree of Expertise; Skill Development Strategies (Read Dreyfus & Dreyfus 1980). Practicum on Directed Attention R: Practicum on Selective Attention F: Practicum on Self-monitoring	For M: NONE For T: Determine skill areas to focus on. Read hand-out on meta-cognitive strategies and fill out the self-assessment sheet. Read "Introduction" in JSL and JWL 1-1 For W: Read Dreyfus & Dreyfus 1980 For T-F: Assigned Language activities
May 13-17	M: Practicum on delayed-production T: Practicum on Self-evaluation W: Cognitive strategies, an overview R: Requirements for expertise 2 Practicum on repetition (1) F: Practicum on repetition (2)	For M: Develop a self-monitoring schedule For W: Read hand-out on cognitive strategies and fill out the self-assessment sheet; Read "How to Work with Audio Materials in Learning Media For R: Read Goodwell Chapter 1 and Ericsson et al. For M-F: Assigned Language Activities
May 20-24	M: Practicum on directed physical response T: Practicum on grouping W: Practicum on imagery R: Practicum on auditory representation F: Practicum on contextualization	For M-F: Assigned Language Activities
May 27-31	M: Practicum on Deduction T: Practicum on Recombination W: Overview on Social-affective strategies R: Practicum on cooperation F: Wrap-up, self-reflection, course evaluation. Strategy Project DUE	For M-F: Assigned Language Activities

After a brief introduction of strategies associated with skill development and more specifically with language learning, most class hours will be used for practicum. The practicum normally consists of the following three stages:

Stage 1: Student performance of specific language activity. Each student has an assigned set of tasks, based on their levels. The instructor helps the performance by

Stage 2: Introduction of skill-development strategy. The instructor goes over specific strategies.

Stage 3: Application of strategies to the language learning activities. Students try out the specific strategy and receive guidance.

Students will work on language activities daily. The exact content of language activities will depend on the student's language choice and level. The following is a sample schedule:

Week 1:

Tuesday *JSL* Part 1 pp. 84-94 (Lesson 4A CCs) & audio

Wednesday *JSL* Part 1 pp. 94-97 (Lesson 4A Drills A-O) & audio

Thursday *JSL* Part 1 pp. 97-98 (Lesson 4A Drills P-11) & audio

Friday	<i>JSL</i> Part 1 pp. 99-106 (Lesson 4B CCs) & audio
Week 2	
Monday	<i>JSL</i> Part 1 pp. 106-108 (Lesson 4B Drills) & audio
Tuesday	<i>JSL</i> Part 1 pp. 109-110 (Lesson 4C Eavesdropping) & audio <i>JWL</i> Lesson 1C Exercises 1.8-1.10
Wednesday	<i>JSL</i> Part 1 p. 110 (Lesson 4C Utilization) & audio <i>JWL</i> Lesson 2A Symbols
Thursday	<i>JSL</i> Part 1 pp. 158-166 (Lesson 7A CCs) & audio
Friday	<i>JSL</i> Part 1 pp. 166-169 (Lesson 4A Drills A-N) & audio
Week 3	
Monday	<i>JSL</i> Part 1 pp. 170-181 (Lesson 7B CCs) & audio
Tuesday	<i>JSL</i> Part 1 pp. 181-185 (Lesson 7B Drills A-R) & audio
Wednesday	<i>JSL</i> Part 1 pp. 185-186 (Lesson 7C Eavesdropping) & audio <i>JWL</i> Lesson 5 Reading Drills
Thursday	<i>JSL</i> Part 1 pp. 187-188 (Lesson 7C Utilization) & audio <i>JWL</i> Lesson 6 Symbols
Friday	<i>JSL</i> Part 1 pp. 219-231 (Lesson 9A CCs) & audio
Week 4	
Monday	<i>JSL</i> Part 1 pp. 231-234 (Lesson 9A Drills A-N) & audio
Tuesday	<i>JSL</i> Part 1 pp. 235-246 (Lesson 9A CCs) & audio
Wednesday	<i>JSL</i> Part 1 pp. 236-250 (Lesson 9B Drills A-N) & audio
Thursday	<i>JSL</i> Part 1 pp. 250-251 (Lesson 9C Eavesdropping) & audio <i>JWL</i> 8A Reading Writing Exercises A-C
Friday	<i>JSL</i> Part 1 pp. 251-253 (Lesson 9C Utilization) & audio <i>JWL</i> 9A Reading Writing Exercises

For the project, students will first identify the specific skill areas that they need to work on (e.g., pronunciation, accuracy, fluency, listening comprehension). As they work through strategies introduced and practiced, they monitor their progress in the specific skill areas and keep a record of strategies they use and progress they make. The final report should consist of a portfolio of strategies and a self-assessment of skill development in the identified skill area.