

Term Information

Effective Term Autumn 2021
Previous Value Autumn 2020

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We are requesting to add a DL version of the course.

What is the rationale for the proposed change(s)?

The DL version will add flexibility to students. It has also worked well when offered DL during the past year.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

NA

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	French and Italian
Fiscal Unit/Academic Org	French & Italian - D0545
College/Academic Group	Arts and Sciences
Level/Career	Graduate
Course Number/Catalog	7301
Course Title	Teaching French and Italian at the College Level
Transcript Abbreviation	Teaching Col Level
Course Description	Methods and techniques for teaching French and Italian languages at the college level.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Less than 50% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Seminar
Grade Roster Component	Seminar
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced

Prereq: Graduate teaching associate in the Department of French and Italian, or permission of instructor.
Not open to students with credit for French 7301 or Italian 7301.
Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0114
Subsidy Level Doctoral Course
Intended Rank Doctoral

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- The overall goal of the course is not to give you a "one-time teaching recipe" but rather to provide you with a theoretical and practical foundation that gets you started on your way to becoming a reflective practitioner.

Content Topic List

- Two-week intensive workshop previous to the semester's start followed by a two-hour weekly class
- Theory and research that underlie contemporary approaches to communicative language teaching
- Development of materials and activities for the classroom
- Classroom observations
- Developing a teaching philosophy

Sought Concurrence

No

Attachments

- FRIT 7301 DL syllabus_WYW.docx: DL Syllabus
(Syllabus. Owner: Afanasyeva, Sofya)
- FRIT 7301 Syllabus.docx: P Syllabus
(Syllabus. Owner: Afanasyeva, Sofya)
- FRIT 7301.docx: Tech Checklist
(Other Supporting Documentation. Owner: Afanasyeva, Sofya)

Comments

- Hello, we apologize for submitting this past the deadline. However, due to circumstances of the pandemic, this course will need to be taught as DL this autumn. The course was offered as DL over summer 2020 and received assurance. Thank you. *(by Afanasyeva, Sofya on 04/05/2021 10:14 PM)*

COURSE CHANGE REQUEST
7301 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
04/06/2021

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Afanasyeva, Sofya	04/05/2021 10:14 PM	Submitted for Approval
Approved	Renga, Dana	04/05/2021 11:33 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/06/2021 07:50 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	04/06/2021 07:50 AM	ASCCAO Approval



SYLLABUS

FRIT 7301

Teaching French & Italian at the College Level

Autumn 2021 (full term)

3 credit hours

Online

COURSE OVERVIEW

Instructor

Instructor: Professor Wynne Wong

Email address: wong.240@osu.edu (preferred contact method)

Phone number: 614-292-4938

Office hours: TBA

Prerequisites

[No prerequisites]

COURSE DESCRIPTION

This course examines theory and research that underlie contemporary approaches to communicative language teaching and includes work with the development of materials and activities for the classroom. We will consider and discuss a range of aspects of second language acquisition (SLA) theory and research that have implications for the L2 classroom. The overall goal of the course is not to give you a “one-time teaching recipe” but rather to provide you with a theoretical and practical foundation that gets you started on your way to becoming a reflective practitioner.

The first part of the course is a workshop that precedes the start of Autumn semester. The second part is a seminar that meets once a week during the semester.

Course learning outcomes

In this course, you will...

1. acquire a working knowledge of theory and research that explains and supports how adults acquire a second language.
2. be able to critically evaluate existing teaching practices and materials based on that working knowledge of theory and research.
3. develop teaching materials and practices for the classroom that are informed by theory and research in second language acquisition.
4. advance your personal understanding of educational technology systems and become proficient in integrating technology into instruction.
5. be able to critically reflect on your own teaching.

Assessment of Outcomes:

Outcome #1 will be assessed by the take-home exam. Outcome #2 will be assessed by the peer assessment project. Outcome #3 will be assessed by the activities and lesson presentations. Outcome #4 will be assessed by Activity #4 (Culture with Technology Activity) and the self-assessment project. Outcome #5 will be assessed by the self-assessment project.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online and is comprised of both synchronous and asynchronous components. The instructor will deliver class lectures and manage class discussions through Carmen Zoom on Mondays from 1:00-3:30. Homework, readings, discussion forums, and the midterm will be accessible through Carmen, The Ohio State University's online academic management system. Course lectures will be accessible through the Zoom portal in Carmen. Class sessions will also be recorded so that you can review them. You will also participate in some written discussion forums in Carmen. Each class will be conducted in English.

Pace of online activities: This course is divided into **weekly modules** that are released at least one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Students are expected to log into each daily session during the scheduled class time on Mondays from 1:00-3:30. The following is a summary of everyone's expected participation:

- **Weekly Zoom sessions: REQUIRED.** All live, scheduled class sessions for the course are required (Mondays 1:00-3:30). Regular attendance during synchronous class sessions is essential to the success of this class. You are expected to prepare carefully for class by reading/preparing all the assigned work indicated in your syllabus before class. You are also expected to actively participate in class discussions including those led by your classmates.
- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK** You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours: OPTIONAL**
If you wish to attend office hours, simply go to the Zoom portal for the class, and go into the Zoom portal.
- **Participating in discussion forums: AT LEAST 1X TIME PER WEEK**
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

TEXTBOOKS

Required

VanPatten, B. (2017). While we're on the topic. (Published by American Council on the Teaching of Foreign Languages)

<https://www.actfl.org/publications/books-and-brochures/while-were-the-topic>

ISBN: 978-1-942544-58-6

Electronic Texts Available At OSU Library

Barcroft, J. (2015). *Vocabulary in language teaching*.

<http://library.ohio-state.edu/record=b7943081~S7>

López-Burton, Norma and Denise Minor. 2014. *On Being a Language Teacher: A Personal and Practical Guide to Success*. New Haven: Yale University Press. (Free e-book access through Thompson Library: <http://site.ebrary.com.proxy.lib.ohio-state.edu/lib/ohiostate/detail.action?docID=10842132>)

Additional readings will be posted in Carmen.

Course technology

Technology Support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology Skills Needed For This Course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required Software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
GTA workshop	25%
Take-home midterm	15%
Group pedagogical activity/ presentation (4)	15%
Discussion forums	10%
Peer assessment	15%
Final project	20%

Total	100
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See course schedule below for due dates.

Descriptions of major course assignments

Successful Participation in GTA Workshop

Description: Your participation in the workshop in august will be assessed globally and will account for 25% of your grade in the autumn 7301 seminar.

Preparation

Description: Regular attendance, participation in class discussions, and preparation for class are expected.

Take-Home Midterm

Description: Your midterm will consist of essay questions that you will complete at home and turn in in Carmen.

Academic integrity and collaboration: The midterm is open book and open note. You must complete the midterm yourself, without any external help or communication.

Group Activity/Lesson Presentations

Description: You and your partner/group will create and present four activities/lessons in Zoom to be used in upcoming lessons that you will teach. Your grade will be based on the activity/lesson itself, the presentation, and respecting the instructions of the assignment. After using the activity/lesson in class, write a brief critique of how your activity/lesson worked. Were your goals met? What were the students' reactions? Would you do anything differently next time to help meet your goals? Each person in the group must write his/her own critique of the lesson after using it in class.

Academic integrity and collaboration: These activities should be your group's own original work. Group projects can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Note: Presentations are 10 minutes max.

#1 Vocabulary Lesson

Develop and present a vocabulary lesson in Zoom for an upcoming lesson in your class.

1. Determine your set of vocabulary words
2. Explain how the target words will be presented.
3. Create at least one receptive and one productive vocabulary activity.
4. Explain what the communicative/informational goal of the lesson is.
5. Explain how your lesson encourages both word form learning and word meaning learning.

#2 Output and Interactive Task

Develop and present one output activity and one interactive task for your class for an upcoming lesson following guidelines in the E-module on interactive tasks.

Output activity:

1. Identify the communicative goal
2. Identify the target vocabulary and grammar point
3. Create the activity

Interactive Task:

1. Identify the communicative/information goal
2. Identify information sources (e.g., a news report, a brochure, the students themselves?)
3. Create workable steps to complete the task
4. Provide linguistic support where necessary
5. Provide a follow-up/expansion task
6. In your presentation, show us how this activity fits into the larger lesson for your class that day.

#3 Structured Input Grammar Activity

Develop and present in class in Zoom one referential and one affective structured input grammar activity for your class for an upcoming lesson.

1. Identify the target structure.
2. Create the activity following the guidelines provide on the power pt slide in class.
3. In your presentation, be prepared to explain how you adhered to the guidelines in the construction of your activity.
4. In your presentation, show us how this activity fits into the larger lesson for your class that day.

#4 Culture with Technology Activity

Develop and present a culture lesson in Zoom that integrates technology for an upcoming lesson in your class.

1. Identify the communicative/informational goal of your lesson
2. Identify the information source (e.g., images of a city, people in a restaurant, video clips of TV/Youtube commercials, cooking show, news, weather broadcasts,...), advertisement, emails, website, etc.)
3. Choose the technology for this lesson

3. Create workable steps to complete the task
4. Provide linguistic support where necessary
5. Provide a follow-up/expansion task
6. In your presentation, show us how this activity fits into the larger lesson for your class that day
7. Explain your choice of topic, sources, and technology for this lesson

Suggestions for success:

- Do NOT exceed 10 minutes.
- Do NOT give a complete classroom presentation because you do not have time. Give us a brief sample of how you begin your activity/lesson and then explain how you would proceed.
- DO provide translations as needed so that both French, German, and Italian instructors can follow.
- DO bring copies of any materials for classmates that may help them follow your presentation.
- DO be polite and supportive when commenting upon and critiquing your colleagues' presentations.
- DO be open to comments and critiques about your presentation. Our goal is to help each other improve our teaching, and the only way to do that is to be open to a realistic assessment of our work.

Evaluation Rubric for Activity Assignments

	Impressive! 20 pts	Meets expectations 18-19 pts	Meets some expectations 16-17 pts	Does not meet expectations 0-15 pts
Quality of the activity/lesson (creativity, pedagogical soundness, adherence to guidelines [where applicable])				
Quality of presentation (clarity, presentational skills)				
Instructions of assignment followed. Time limit respected.	5 pts			
Self critique after using activity in class	5 pts			

TOTAL PTS	/50
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Discussion Forums

Description: You will also participate in weekly discussion forums with your classmates in Carmen.

Academic integrity and collaboration: Discussion forums should be your own original work. You should follow MLA or APA style to cite the ideas and words of your research sources.

Peer-Assessment Project

Description: You will observe and critique a classmate's class in Zoom. Your critique should be 2 pages in length, double-spaced and focus on, but not be limited to, the ten points listed for the self-assessment project.

Academic integrity and collaboration: Your critique should be your own original work.

	Impressive! 20	Meets expectations 18-19	Meets some expectations 16-17	Does not meet expectations 0-15
Written critique: Quality of comments/feedback for peer. Evidence of having mastered concepts in this seminar.				
Written critique: Ability to give feedback critically and constructively				
Conference: Shows evidence of fruitful discussion with peer. Shows ability to make critical and insightful comments in a respectful and constructive manner.				/ 10
			Total	/ 50

Final Project/Self-Assessment Project

Description: You will record and self-critique a full 55 minutes of a class that you are currently teaching in Zoom. You should record your class some time after your first observation and

follow-up conference. Do this early before November. You should record a class in which vocabulary or grammar is the focus.

Academic integrity and collaboration: Your final project should be your own original work.

The required components for this project are:

(1) The recording.

(2) A detailed, typed lesson plan of that day's lesson. The lesson plan is to be written before your recording and not after. The plan should include your communicative objectives, times for each segment/activity, and page numbers for activities. Each item on the plan should be described in detail: who does what and how.

(3) A written (about 2 pages double-spaced) critique of your recorded lesson addressing the following questions:

1. How does the class begin and end? Is there appropriate warm-up?
2. The role of the teacher and the students (would you describe this as a teacher-fronted or student-centered class? why?)
3. The preparation and modeling of activities. Were your instructions clear to learners? Did learners always have a clear idea of what was expected of them?
4. The effectiveness of the grammar presentation
5. Did your learners have opportunities to receive lots of meaning-bearing input? How was input provided to the learners (e.g., giving directions in target language, telling learners a story, talking about herself/himself, watching a video segment, etc.)? What techniques did you use to make input more comprehensible (e.g., context, visuals, paraphrasing, simplifying speech, etc)?
6. Was language practice meaningful, communicative and purposeful? In other words, were learners given a purpose for learning the target material? Were they required to do something with the information they learned? Did they learn new information about the class or about the world that they didn't know before engaging in your activities?
7. Did you use explicit information to explain grammar? If yes, how much of class time was devoted to this? Can you think of ways where you could have avoided using explicit information?
8. Did you use English in this class? If yes, explain the context in which English was used. Do you think English could have been avoided?
9. How were culture and technology integrated? Were they both integrated effectively?
10. What do you like about the lesson and what would you do differently?

(4) Meeting with me. You will schedule a meeting with me to discuss your recorded class. Before our meeting you will provide me with your recordings, lesson plan, and a draft of your reflective critique.

Evaluation Rubric for Self-Assessment Project

	Impressive! 20	Meets expectations 18-19	Meets some expectations 16-17	Does not meet expectations 0-15
Lesson Plan: Completeness, logic, clarity				
Self critique: Questions addressed well, critically, and reflectively				
Conference: Shows evidence of fruitful discussion with peer. Has ability to think critically and able to make insightful comments about own teaching. Takes feedback well. Not defensive when receiving constructive criticism.				/10
Total				/50

Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

Grading Scale

93—100:	A
90—92.9:	A-
87—89.9:	B+
83—86.9:	B
80—82.9:	B-
77—79.9:	C+
73—76.9:	C
70—72.9:	C-
67—69.9:	D+
60—66.9:	D
Below 60:	E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For written assignments, midterm exam, as well as larger projects, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards **weekly**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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 examinations. 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/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM

determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here:

<http://advising.osu.edu>

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources. If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed

to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your

disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

Academic Resources

For academic resources such as advising, transcripts, degree audits, tutoring services and other learning support services on the OSU campus, visit <http://advising.osu.edu> or e-mail peltier.15@osu.edu.

Student Services

For student services offered on the OSU main campus, visit <https://contactbuckeyelink.osu.edu/> or e-mail buckeyelink@osu.edu. Student Academic Services Building | 281 W. Lane Ave. | Columbus, Ohio 43210. Contact: 614-292-0300

COURSE SCHEDULE

Please see Carmen for homework assignments and specific due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
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1	Aug 30	<p>Introduction to Course Goals</p> <p>History of Language Instruction How did we get here?: From Grammar Translation to CLT (Wong [2005] in Carmen)</p> <p>6 Principles of CLT</p> <p>Difference between SLA and pedagogy</p> <p>Discussion of first week lesson plans (triumphs & challenges)</p> <p>Readings/Assignments for next class, Sept 13: 1. Read Ballman (1998) (in Carmen) 2. Read VanPatten (2017) CLT Principle 1</p>
2	Sept 6	<p>Labor Day No class</p>
3	Sept 13	<p>CLT Principle 1: “Teaching Communicatively Implies a Definition of Communication”</p> <ul style="list-style-type: none"> • A definition of communication • How context determines a good deal of the kind of communication that can happen in classrooms. • Implications of the definition for language teaching. <p>Guidelines for sequencing and presenting elements of a FL lesson (Ballman, 1998)</p> <p>Readings/Assignments for next class, Sept 20: 1. Read VanPatten (2017) CLT Principle 2 2. Read VanPatten (2017) CLT Principle 3</p>
4	Sept 20	<p>CLT Principle 2: “Language is Too Abstract and Complex to Teach and Learn Explicitly”</p> <p>CLT Principle 3: “Language Acquisition is Constrained by Internal and External Factors”</p> <p>Readings/Assignments for next class, Sept 27: 1. Read VanPatten (2017) CLT Principle 4 2. Read López-Burton & Minor (2014) Ch 2 Introducing grammar & vocab</p>
5	Sept 27	<p>CLT Principle 4: “Instructors and Materials Should Provide Appropriate Level Input (and Interaction)”</p>

		<p>López-Burton & Minor (2014): Ch 2 Introducing Grammar & Vocabulary</p> <p>Lesson planning</p> <p>Readings/Assignments for next class, Oct 4:</p> <ol style="list-style-type: none"> 1. Read E-Module <i>Vocabulary in Language Teaching</i> (Barcroft, 2015, pp. 1-36) 2. Do Activity #1 with your group: Vocabulary lesson 3. Read VanPatten (2017) CLT Principle 5
6	Oct 4	<p>Vocabulary acquisition</p> <p>In-class presentation activity: Activity #1: Vocabulary lesson</p> <p>In-class viewing and discussion of Prof. Aski's module on Vocabulary Instruction</p> <p>CLT Principle 5: "Tasks Should Form the Backbone of the Communicative Curriculum"</p> <ul style="list-style-type: none"> • The nature of tasks • The difference between a Task, an Exercise, and an Activity. • How the teacher can use Tasks to construct a communicative curriculum. <p>Due today: Activity #1 – Vocabulary lesson</p> <p>Readings/Assignments for next class, Oct 11:</p> <ol style="list-style-type: none"> 1. Read VanPatten (2017) CLT Principle 6 2. Read Wong & VanPatten (2013) [in Carmen] 3. Do Activity #2: Interactive Task
7	Oct 11	<p>In-class presentation activity: Activity #2: Interactive task</p> <p>CLT Principle 6: "Any Focus on Form Should be Input-Oriented and Meaning-Based"</p> <ul style="list-style-type: none"> • A brief review of acquisition of "grammar. • The rationale for input enhancement and focus on form. • Examples of different techniques for input enhancement and focus on form. <p>Due today: Activity #2 – Interactive task</p> <p>Readings/Assignments for next class, Oct 25:</p>

		<ol style="list-style-type: none"> 1. Work through Prof. Aski's module on reading and listening 2. Turn in written answers to Prof. Aski's module on reading and listening in Carmen by 5 pm 3. Read Loewen, S. (2014). The acquisition of pragmatics [in Carmen]
8	Oct 18	<p>No class</p> <p>Work on Take-Home Exam (due by 5 pm today)</p>
9	Oct 25	<p>The acquisition of pragmatics (Guest Lecturer: Prof. Carmen Taleghani-Nikazm)</p> <p>Readings/Assignments for next class, Nov 1:</p> <ol style="list-style-type: none"> 1. Read Wong and VanPatten (2003) [in Carmen] 2. Do Activity #3 with your group: Structured input grammar activity
10	Nov 1	<p>In-class presentation activity #3: Structured input grammar activity</p> <p>Due today: Structured Input Activity</p> <p>Discussion of Wong & VanPatten (2013)</p> <p>Readings/Assignments for next class, Nov 15:</p> <ol style="list-style-type: none"> 1. Read López-Burton & Minor Ch 4 Teaching culture 2. Read López-Burton & Minor Ch 12: Use of technology 3. Read Cutshall (2012) "Integrating 'cultures' in your language instruction" [in Carmen]
11	Nov 8	No class – Meet with partner to discuss class observations
12	Nov 15	<p>Culture and the CLT classroom</p> <p>López-Burton & Minor (2014) Ch 4 The teaching of culture</p> <p>López-Burton & Minor (2014) Ch 12: Use of technology</p> <p>Readings/Assignments for next class, Nov 29:</p> <ol style="list-style-type: none"> 1. Read López-Burton & Minor Ch 6: Standards of Foreign Language Teaching: The Five Cs 2. Do Activity #4 with your group: Culture lesson & technology activity
13	Nov 22	No class – Individual appointments with me to discuss final project

14	Nov 29	In-class presentation activity #4: Culture lesson with technology López-Burton & Minor (2014) Ch 6: Standards of Foreign Language Teaching: The Five Cs ACTFL guidelines Common European Framework of Reference for Languages (CEFR)
15	Dec 8	Last day of class Wrap up Discussion of projects

FRIT 7301
Professor Wynne Wong (wong.240@osu.edu)
Monday: 11:00-1:00
206 Hagerty Hall

This course examines theory and research that underlie contemporary approaches to communicative language teaching and includes work with the development of materials and activities for the classroom. We will consider and discuss a range of aspects of second language acquisition (SLA) theory and research that have implications for the L2 classroom. The overall goal of the course is not to give you a “one-time teaching recipe” but rather to provide you with a theoretical and practical foundation that gets you started on your way to becoming a reflective practitioner.

The first part of the course is a workshop that precedes the start of Autumn semester. The second part is a seminar that meets once a week during the semester.

Learning Outcomes:

1. To have a working knowledge of theory and research that explains and supports how adults acquire a second language.
2. To be able to critically evaluate existing teaching practices and materials based on that working knowledge of theory and research.
3. To develop teaching materials and practices for the classroom that are informed by theory and research in second language acquisition.
4. To advance personal understanding of educational technology systems and become proficient in integrating technology into instruction.
5. To be able to critically reflect on your own teaching.

Assessment of Learning Outcomes:

Outcome #1 will be assessed by the take-home exam. Outcome #2 will be assessed by the peer assessment project. Outcome #3 will be assessed by the activities and lesson presentations. Outcome #4 will be assessed by Activity #4 (Culture with Technology Activity) and the self-assessment project. Outcome #5 will be assessed by the self-assessment project.

Course Evaluation:

GTA workshop	25%
Take-home midterm	15%
Group Activity/Lesson Presentations (4)	20%
Peer assessment	15%
Recording/self-assessment project	25%
TOTAL	100%

Required Texts:

The Routledge E-Modules on Contemporary Language Teaching, New York: Routledge.

Barcroft, J. (2015). *Vocabulary in language teaching*.
<http://library.ohio-state.edu/record=b7943081~S7>

Keating, G. (2015). *Second language acquisition: The basics*.
<http://library.ohio-state.edu/record=b7943076~S7>

Leeser, M. & White, M. (2015). *Interactive tasks*.
<http://library.ohio-state.edu/record=b7943078~S7>

Smith, B. (2015). *Technology in language learning*.
<http://library.ohio-state.edu/record=b7943079~S7>

VanPatten, B. (2015). *Communication and skill*.
<http://library.ohio-state.edu/record=b7943075~S7>

VanPatten (2015). *Language*.
<http://library.ohio-state.edu/record=b7943080~S7>

Wong, W., & Simard, D. (2015). *Focusing on form in language instruction*.
<http://library.ohio-state.edu/record=b7943077~S7>

Readings on Carmen:

Ballman, T.L. (1998). From teacher-centered to learner-centered: Guidelines for sequencing and presenting elements of a FL lesson. In Harper, Lively & Williams (Eds.), *The coming of age of the profession* (pp. 97-111). Boston: Heinle.

Cutshall, S. (2012). More than a decade of standards: Integrating “cultures” in your language instruction. *The Language Educator*, 7, 32-37.

Lee, J.F. & VanPatten, B. (2003). Listening comprehension. In J. Lee & B. VanPatten, *Making communicative language teaching happen, 2/e* (pp. 195-216). New York: McGraw Hill.

Lee, J.F. & VanPatten, B. (2003). Comprehending written language. In J. Lee & B. VanPatten, *Making communicative language teaching happen, 2/e* (pp. 217-243). New York: McGraw Hill.

Loewen, S. (2014). The acquisition of pragmatics. In S. Loewen, *Introduction to Instructed Second Language Acquisition* (pp. 128-142) New York: Routledge

Wong, W. (2005). From grammar translation to input enhancement: A historical overview of grammar instruction. In W. Wong, *Input enhancement: From theory and research to the classroom* (pp. 1-11). Boston: McGraw-Hill

Wong, W., & VanPatten, B. (2003). The evidence is IN: Drills are OUT. *Foreign Language Annals*, 36, 403-423.

COURSE REQUIREMENTS

1) Successful Participation in GTA Training Workshop (French 7301/German 7193) (25%): Your participation in the workshop will be assessed globally and will account for 25% of your grade in the Autumn 7301 seminar.

2) Preparation and Participation: There is no formal class-participation grade component but regular attendance, participation in class, and preparation for class are expected of all graduate students. You are expected to come to class having read all assignments so that you are able to engage with the material in a thoughtful manner and contribute to class discussions. Students should expect to spend approximately two hours in preparation for each hour of lecture.

3) Take-Home Midterm (15%): More details to follow.

4) Group Activity/Lesson Presentations (20%): You and your partner/group will create and present four activities/lessons to be used in upcoming lessons that you will teach. Your grade will be based on the activity/lesson itself, the presentation, and respecting the instructions of the assignment. After using the activity/lesson in class, write a brief critique of how your activity/lesson worked. Were your goals met? What were the students' reactions? Would you do anything differently next time to help meet your goals? Each person in the group must write his/her own critique of the lesson after using it in class.

Note: Presentations are 10 minutes max.

#1 Vocabulary Lesson

Develop and present a vocabulary lesson for an upcoming lesson in your class.

1. Determine your set of vocabulary words
2. Explain how the target words will be presented.
3. Create at least one receptive and one productive vocabulary activity.
4. Explain what the communicative/informational goal of the lesson is.
5. Explain how your lesson encourages both word form learning and word meaning learning.

#2 Input-Oriented Grammar Activity

Develop and present in class a structured input-based grammar activity for your class for an upcoming lesson.

1. Identify the target structure.
2. Create the activity following the guidelines proposed in your reading.
3. In your presentation, be prepared to explain how you adhered to the guidelines in the construction of your activity.
4. In your presentation, show us how this activity fits into the larger lesson for your class that day.

#3 Interactive Task

Develop and present an interactive task for your class for an upcoming lesson following guidelines in the E-module on interactive tasks.

1. Identify the communicative/information goal
2. Identify information sources (e.g., a news report, a brochure, the students themselves?)
3. Create workable steps to complete the task
4. Provide linguistic support where necessary
5. Provide a follow-up/expansion task
6. In your presentation, show us how this activity fits into the larger lesson for your class that day.

#4 Culture with Technology Activity

Develop and present a culture lesson that integrates technology for an upcoming lesson in your class.

1. Identify the communicative/informational goal of your lesson
2. Identify the information source (e.g., images of a city, people in a restaurant, video clips of TV/YouTube commercials, cooking show, news, weather broadcasts,...), advertisement, emails, website, etc.)
3. Choose the technology for this lesson
3. Create workable steps to complete the task
4. Provide linguistic support where necessary
5. Provide a follow-up/expansion task
6. In your presentation, show us how this activity fits into the larger lesson for your class that day
7. Explain your choice of topic, sources, and technology for this lesson

Suggestions for success:

- Do NOT exceed 10 minutes.
- Do NOT give a complete classroom presentation because you do not have time. Give us a brief sample of how you begin your activity/lesson and then explain how you would proceed.
- DO provide translations as needed so that both French and German instructors can follow.
- DO bring copies of any materials for classmates that may help them follow your presentation.
- DO be polite and supportive when commenting upon and critiquing your colleagues' presentations.
- DO be open to comments and critiques about your presentation. Our goal is to help each other improve our teaching, and the only way to do that is to be open to a realistic assessment of our work.

Evaluation Rubric for Activity Assignments

	Exceeds expectations 20 pts	Meets expectations 18-19 pts	Meets some expectations 16-17 pts	Does not meet expectations 0-15 pts
Quality of the activity/lesson (creativity, pedagogical soundness, adherence to guidelines [where applicable])				
Quality of presentation (clarity, presentational skills)				
Instructions of assignment followed. Time limit respected.	5 pts			
Self critique after using activity in class	5 pts			
TOTAL PTS	/50			

5) Recording/Self-Assessment Project (25%): You will record and self critique a full 55 minutes of a class that you are currently teaching. You should record your class some time after your first observation and follow-up conference. Do this early before November. You are responsible for making arrangements to have a camera and tripod reserved for the day that you want the taping to take place. You can also reserve and check out an iPad and a tripod from the Arts and Humanities Digital Media Services “Studio” in 142 Hagerty Hall. You are also responsible for finding a classmate to tape your class (your classmate will use your class for his/her peer assessment assignment). (Hint: Pick your date and reserve the camera/iPad now – they run out later in the semester. You can call **292-3131** or contact them through the internet at: <http://classroom.osu.edu/equipment/reserve.php>). You should tape a class in which vocabulary or grammar is the focus.

The required components for this project are:

(1) The recording.

(2) A detailed, typed lesson plan of that day’s lesson. The lesson plan is to be written before your recording and not after. The plan should include your communicative

objectives, times for each segment/activity, and page numbers for activities. Each item on the plan should be described in detail: who does what and how. Note: You also need to give the person who is recording you and doing your critique a copy of the detailed lesson plan you will turn in with your project.

(3) A written (about 2 pages double-spaced) critique of your recorded lesson addressing the following questions:

1. How does the class begin and end? Is there appropriate warm-up?
2. The role of the teacher and the students (would you describe this as a teacher-fronted or student-centered class? why?)
3. The preparation and modeling of activities. Were your instructions clear to learners? Did learners always have a clear idea of what was expected of them?
4. The effectiveness of the grammar presentation
5. Did your learners have opportunities to receive lots of meaning-bearing input? How was input provided to the learners (e.g., giving directions in target language, telling learners a story, talking about herself/himself, watching a video segment, etc.)? What techniques did you use to make input more comprehensible (e.g., context, visuals, paraphrasing, simplifying speech, etc)?
6. Was language practice meaningful, communicative and purposeful? In other words, were learners given a purpose for learning the target material? Were they required to do something with the information they learned? Did they learn new information about the class or about the world that they didn't know before engaging in your activities?
7. Did you use explicit information to explain grammar? If yes, how much of class time was devoted to this? Can you think of ways where you could have avoided using explicit information?
8. Did you use English in this class? If yes, explain the context in which English was used. Do you think English could have been avoided?
9. How were culture and technology integrated? Were they both integrated effectively?
10. What do you like about the lesson and what would you do differently?

(4) A meeting with your partner to discuss each other's class/teaching and your reflective critique. This should include the lesson plan, the sequence of various activities, students' engagement, specific teaching techniques, media/technology used, etc.

(5) Meeting with me. You and your partner will schedule a meeting with me to discuss your recorded classes and each other's critique/feedback. Before our meeting you will provide me with your recordings, lesson plan, and a draft of your reflective critique.

Evaluation Rubric for Self-Assessment Project

	Exceeds expectations 20	Meets expectations 18-19	Meets some expectations 16-17	Does not meet expectations 0-15
Lesson Plan: Completeness, logic, clarity				
Self critique: Questions addressed well, critically, and reflectively				
Conference: Shows evidence of fruitful discussion with peer. Has ability to think critically and able to make insightful comments about own teaching. Takes feedback well. Not defensive when receiving constructive criticism.				/10
Total				/50

6) Peer-Assessment Project (15%): You will critique the class that you have been asked to record/film. Your critique should be 2 pages in length, double-spaced and focus on, but not be limited to, the ten points listed for the self-assessment project. Draft due at meeting.

	Exceeds expectations 20	Meets expectations 18-19	Meets some expectations 16-17	Does not meet expectations 0-15
Written critique: Quality of comments/feedback for peer. Evidence of having mastered concepts in this seminar.				
Written critique: Ability to give feedback critically and constructively				
Conference: Shows evidence of fruitful discussion with peer. Shows ability to make critical and insightful comments in a respectful and constructive manner.				/ 10
Total				/ 50

Disability Services: Students with disabilities who require accommodations for access and participation in this course must be registered with the Office for Disability Services (ODS). Please contact ODS at (614) 292-3307 or (614) 292-0901 (TDD). Students should also contact their instructor as soon as possible to explore potential accommodations.

Academic integrity statement: Students enrolled in courses at The Ohio State University are expected to adhere to the highest standards of academic conduct. All suspected cases of misconduct will be reported to the Committee on Academic Misconduct as required by University rules. Complete honesty is required of students in the preparation and presentations of any and all phases of course work, as their own. This applies to quizzes of whatever length as well as to final examinations, daily reports, term papers, or any other homework or completed assignment. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension. “Scholastic dishonesty” includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act. Students are responsible for understanding what constitutes academic dishonesty. For more information on this topic, consult the Ohio State University's policy on Academic Misconduct at: <http://oaa.osu.edu/coam/home.html>

All suspected cases of academic misconduct will be reported to the Committee on Academic Misconduct as required by University rules.

In its classrooms, the Department of French and Italian maintains a positive learning environment free from all harmful forms of discrimination. You are expected to adhere to this policy.

FR 7301 WEEKLY SCHEDULE

WEEK 1: August 29

Introduction to Course Goals

History of Language Instruction

How did we get here?: From Grammar Translation to CLT (Wong [2005])

Principles of CLT

Difference between SLA and pedagogy

Discussion of first week lesson plans (triumphs & challenges)

Readings/Assignments for next class, Sept 12:

1. Read Ballman (1998) (on Carmen)

2. Read E-module, *Communication and Skill* (VanPatten, 2015, pp. 1-15)

WEEK 2: Sept 5 Labor Day – No class

WEEK 3: Sept. 12

Communication

- The nature of communication
- The importance of context
- The purpose of communication (psycho-social/info-cognitive)
- Communication and language teaching

Guidelines for sequencing and presenting elements of a FL lesson (Ballman, 1998)

Teacher and learner roles in the CLT classroom

Readings/Assignments for next class, Sept 18:

1. Develop a lesson plan for one of your classes next week to discuss and critique

2. Read E-module, *Language* (VanPatten, 2015, pp. 1-30)

WEEK 4: Sept. 19

Language

- Language as mental representation/ abstract and implicit nature of mental representation
- The components of language
- How language as mental representation is different from pedagogical & prescriptive grammar

Discussion of lesson plans

Readings/Assignments for next class, Sept 26:

1. Read E-module, *Communication and Skill* (VanPatten, 2015, pp. 15-28)
 2. Read Loewen, chapter 8: The acquisition of pragmatics
-

WEEK 5: Sept. 26

The nature of skill

- Skill as proficiency
- ACTFL guidelines
- Common European Framework of Reference for Languages (CEFR)

Communication vs language/ skill vs mental representation

Communication strategies

The acquisition of pragmatics (Guest Lecturer: Prof. Carmen Taleghani-Nikazm)

Readings/Assignments for next class, Oct 3:

Read E-module, *Second Language Acquisition: The Basics* (Keating. 2015, pp. 1-23)

WEEK 6: Oct 3

Second language acquisition: The basics

- The ingredients of SLA
- Internal mechanisms responsible for language acquisition
- The role of input
- Input processing
- Language development; development of implicit linguistic system
- Development of speech production
- The role of output

SLA and implications for teaching

Readings/Assignments for next class, Oct 10:

1. Read E-module, *Second Language Acquisition: The Basics* (Keating. 2015, pp. 23-35)
 2. Work through Prof. Aski's online module on **Lesson Planning**
-

WEEK 7: October 10

Factors that affect SLA

- Age of onset of L2 acquisition
- The L1
- Individual differences
- Instruction

Can L2 learners become native-like?

Implications for teaching

Lesson Planning

Readings/Assignments for next class, Oct 17:

Read E-Module *Vocabulary in Language Teaching* (Barcroft, 2015, pp. 1-36)

TAKE-HOME EXAM DISTRIBUTED ON CARMEN OCT 17 (due Friday Oct 28)**WEEK 8: October 17**

Vocabulary acquisition

In-class viewing and discussion of Prof. Aski's module on Vocabulary Instruction

Readings/Assignments for next class, Oct 31:

1. Read E-module *Focusing on Form in Language Instruction*, (Wong & Simard, 2015, pp. 1-36)
 2. Read Wong & VanPatten (2003). The evidence is IN: Drills are OUT.
- Do Activity #1 with your group: Vocabulary lesson
-

WEEK 9: October 24

NO CLASS – Work on take home exam.

WEEK 10: October 31

Teaching grammar for acquisition

Why input is important and why it may also need help

Input-oriented pedagogical interventions

What about explicit info?

In-class presentation activity: Activity #1: Vocabulary lesson

Readings/Assignments for next class, Nov 7:

1. Read E-module *Interactive Tasks* (Leeser & White, 2015, pp. 1-29)
 2. Do Activity #2 with your group: Input-oriented grammar activity
-

WEEK 11: Nov 7

From focused output to communicative tasks

- Focused output/structured output activities
- Tasks vs activities
- Designing interactive tasks to promote communication
- Tasks and language learning
- Types of interactive tasks
- Tasks for more advanced learners

In-class presentation activity: Input-oriented grammar activity

Readings/Assignments for next class, Nov 14:

1. Do Activity #3 with your group: interactive task
 2. Read *Listening Comprehension* (Lee & VanPatten, Ch 10)
 3. Read *Comprehending Written Language* (Lee & VanPatten, Ch 11)
-

WEEK 12: November 14

Listening in different contexts

Comprehending Written Language: Framework for teaching reading: Preparation, Guided Interaction, Assimilation

In-class presentation activity: Interactive task

Readings/Assignments for next class, Nov 28:

1. Work through Prof. Aski's online module on **Listening and Reading**.
2. Bring in a reading activity to critique. How does the activity adhere or not adhere to the framework for teaching reading that you read about in Lee and VanPatten (2003)?
3. Read Cutshall (2012) "Integrating 'cultures' in your language instruction."
4. Read E-Module *Technology in Language Learning* (Smith, 2015, pp. 1-30)

WEEK 13: November 21

Peer class observations conferences

No class

WEEK 14: November 28

Integrating “Cultures” in Language Instruction: Products, Perspectives, & Practices

What about classroom culture?

Pragmatics and culture

Teaching and learning with technology

In-class presentation: Critiquing reading activities

WEEK 15: Dec 5

Wrap-up

In-class presentation activity: Culture lesson with technology

Recording/self-assessment project due

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: FRIT 7301

Instructor: Wynne Wong

Summary: Teaching French and Italian at the College Level

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> Office 365 Carmen
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> Carmen Discussion Forums Synchronous and asynchronous activities.
6.3 Technologies required in the course are readily obtainable.	X			All tech is readily accessible and available.
6.4 The course technologies are current.	X			Most of the tech is web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3 rd party tools are used
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning “Master Course” template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3 rd party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning “Master Course” template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.

8.5 Course multimedia facilitate ease of use.	X		All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.
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Reviewer Information

- Date reviewed: 4/5/21
- Reviewed by: Ian Anderson

Notes: This looks good to go!

^aThe following statement about disability services (recommended 16 point font):
 The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>