Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
COURSE SYLLABUS

MLAN 519
WORLD LANGUAGE ACQUISITION, INSTRUCTIONAL APPROACHES AND ASSESSMENT

COURSE DESCRIPTION
This course discusses language acquisition/learning theory, addresses the applications and implementation of current methods, activities, and materials for teaching and assessing world languages in the four skill areas: reading, writing, listening, and speaking, and integrates culture as an over-arching component.

RATIONALE
The teaching of world languages, including English, is a growth field, which speaks to the increasingly global orientation of current educational, business, and political goals. Content area teachers in fields other than languages are being asked to contribute to the needs of second language students in their regular content-area classrooms and to encourage all students to diversify their learning. This course will help K–12 classroom teachers expand their instructional preparation and, in some cases, add an endorsement to the teaching license they already hold.

The content will include an overview of language acquisition/learning theory, an examination of language program models, state and federal language policies, state and “national” language standards, the development of individual language resources, including professional resources and organizations, the use of various technologies in language acquisition/learning and assessment, an overview of various assessment techniques and instruments, and issues pertinent to the individual preparation for licensure. Students will develop a thematic teaching unit as the major course project. It is a hands-on, project-based course, which emphasizes reflection on best practices and personal professional growth.

I. PREREQUISITE
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE
Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm
III. ADDITIONAL MATERIALS FOR LEARNING
   A. Computer with basic audio/video output equipment
   B. Internet access (broadband recommended)
   C. Microsoft Word, Excel and PowerPoint
      (Microsoft Office is available at a special discount to Liberty University students.)

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the student will be able to:
   A. Identify intrinsic values in lesson content.
   B. Apply biblical standards to lesson content.
   C. Understand the philosophies and perspectives which have described second language acquisition and promoted historic language pedagogy.
   D. Reflect on his/her teaching practices.
   E. Develop sets of resources for personal and professional use.
   F. Reflect on best practices in world language teaching.
   G. Evaluate world language materials and assessment instruments.
   H. Participate in professional language events.
   I. Integrate teaching methods/approaches, student learning modalities, diversity, types of assessment, technology, and professional reflection into an authentic teaching unit.

V. COURSE REQUIREMENTS AND ASSIGNMENTS
   A. Textbook readings and lecture presentations
   B. Course Requirements Checklist
      After reading the Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.
   C. Discussion Board Forums (6)
      The student will complete 6 Discussion Board Forums in Modules/Weeks 2, 3, 4, 5, and 6. Each Discussion Board Forum corresponds to video segments and 1 editorial letter. Each discussion will consist of a thread of 250–300 words and at least 2 replies consisting of 150–200 words each.
   D. BALLI (2)
      The student will complete a pre-test and post-test for “The Beliefs About Language Learning Inventory (BALLI).” The purpose of taking the pre-test and post-test is to analyze the student’s beliefs about language learning and how these beliefs have changed during the course. The student will not receive a grade for this assignment.
E. Annotated Resources (2)
The student will cite and annotate foreign language organizations, regional language conferences, foreign language resources, state teaching standards, and additional resources related to his/her foreign language in Task 1 and Task 2.

F. PowerPoint Presentations (2)
The student will complete 2 PowerPoint presentations on topics specified in the assignment instructions. Each presentation must have a maximum of 10 slides including a title and reference slide. The sources must be cited in current APA format. In each PowerPoint, the student will formulate personal opinions which will become part of the Guiding Principles Paper.

G. Timeline
The student will create an Instructional Perspectives Timeline

H. PACE Projects (2)
The student will complete 2 PACE projects. Each PACE project will include a lesson plan, learning activity, and performance assessment.

I. Professional Development
The student will participate in 2 hours of professional development activity(s). It is also strongly recommended (but not required) that the student joins at least 1 professional organization.

J. Case Study
The case study covers aspects of technology in the language learning classroom.

VI. COURSE GRADING AND POLICIES
A. Points

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (6 at 50 pts ea)</td>
<td>300</td>
</tr>
<tr>
<td>Annotated Resources (2 at 50 pts ea)</td>
<td>100</td>
</tr>
<tr>
<td>PowerPoint Presentations (2 at 100 pts ea)</td>
<td>200</td>
</tr>
<tr>
<td>Timeline</td>
<td>50</td>
</tr>
<tr>
<td>PACE Projects (2 at 100 pts ea)</td>
<td>200</td>
</tr>
<tr>
<td>Professional Development</td>
<td>50</td>
</tr>
<tr>
<td>Case Study</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1010</strong></td>
</tr>
</tbody>
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B. Scale

D- = 680–699  F = 679 and below
C. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.

2. Assignments submitted more than one week late will receive a 20% deduction.

3. Assignments submitted two weeks late or after the final date of the class will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.
**COURSE SCHEDULE**

**MLAN 519**


<table>
<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| 1           | Shrum & Glisan: pp. 1–10, ch. 1 2 presentations | Course Requirements Checklist  
Class Introductions  
BALLI Pre-test  
Annotated Resources Part 1 | 10  
0  
0  
50 |
| 2           | Shrum & Glisan: chs. 2–4 1 article 1 website | DB Forum 1  
PowerPoint Presentation 1  
Timeline | 50  
100  
50 |
| 3           | Shrum & Glisan: Review chs. 1–4 1 website | DB Forum 2  
PowerPoint Presentation 2 | 50  
100 |
| 4           | Shrum & Glisan: chs. 5–6 1 website | DB Forum 3  
Annotated Resources Part 2 | 50  
50 |
| 5           | Shrum & Glisan: chs. 7–9 1 website | DB Forum 4  
PACE Project 1 | 50  
100 |
| 6           | Shrum & Glisan: chs. 11–12 1 website | DB Forum 5  
Professional Development | 50  
50 |
| 7           | Shrum & Glisan: ch. 10 1 website | DB Forum 6  
PACE Project 2 | 50  
100 |
| 8           | Shrum & Glisan: Review chs. 1–12 1 website | BALLI Post-test  
Case Study | 0  
100 |

**TOTAL** 1010

DB = Discussion Board

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on Friday.