University of Wisconsin-Madison
African 672
Intensive Summer Multilanguage Seminar
(Eight-week summer session)

Instructor: Adeola Agoke
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Office Hours: *Monday to Friday 2-3pm Online on BBcollaborate and by appointment,*

8 credits
The credit standard for this course is met by an expectation of a total of 360 hours of student engagement with the course learning activities (45 hours per credit), which include reading, writing, self-assessment, language-learning activities, meetings with speakers of the target language, and other student work as described in the syllabus.

Course designations and attributes: GRAD 50%

Instructional modality: Online only

Requisites: Admitted to Summer Immersion Language Institute (SILI)

Official Course description
A theoretical and practical exploration of second language acquisition (SLA) and self-instructional methods. Test and/or modify one or more theories/methods by putting these self-instructional methods into practice in order to learn a less commonly taught language (LCTL).

Learning objectives
By the end of this course you will be able to:
- Create an individualized study plan for learning a less commonly taught language (LCTL)
- Explain the characteristics of a good language learner according to SLA theories
- Discuss and write about the application of SLA theories to language self-instruction
- Find, evaluate, and create learning materials for a LCTL
- Train a conversation partner to help you learn a language
- Use the internet to conduct research and share information with others
- Use metacognitive strategies to evaluate and improve your learning, compare different learning strategies, and style-shift

- Assess your achievement of your learning goals

Required Reading
- Marshall, T. (1989). *The Whole World Guide to Language Learning*. Yarmouth, ME: Intercultural Press.
- Materials in your chosen LCTL.
- Your classmates' posts to our Slack group, http://multilanguageseminar.slack.com
- Other readings available in the Canvas course website

Assessment
Participation 20%
Homework 10%
Book review and trailer 10%
Discussion leadership 10%
Individualized Study Plans 10%
Language-specific website 10%
Daily journals: 10%
Midterm and final projects 20%

At the end of the semester, you will receive a grade on the following scale (no curve):
A=93-100%, AB=88-92%, B=83-87%, BC=78-82%, C=70-77%, D=60-69%, F=0-59%.

COURSE WEBSITE, LEARNING MANAGEMENT SYSTEM and INSTRUCTIONAL TOOLS

Course website: (TBD)

In this course we use Canvas, Slack, and Pressbooks. It is strongly suggested that students explore and become familiar not only with navigating each of these tools as well as with content and resources available for the course.

To make the best use of Canvas, our Slack channel and the course syllabus, please consider them as interlinked. The syllabus gives you the course information; Canvas provides you access to the course modules and activities to be completed; and the Slack Channel is a platform of interaction for you and other learners. You are required to post some of your activities and homework on Canvas while some should be uploaded to the #672-private channel on Slack. Please ensure to read the instructions at the end of each lesson on Canvas and those on the course syllabus to determine where to post your work.

Class participation

You will achieve success in this course by completing your daily tasks and participating in the online discussions. Success depends on you posting and responding in Slack in a timely manner; demonstrating that you have done the reading and thought about how it connects both to your experience as a language learner and to other readings; sharing your ideas and questions; and interacting respectfully with others. Vary who you respond to. ***To join our Slack group the first time, respond to the email invitation you received or use*** **http://tinyurl.com/ybqmyx6t**

Please note: Your responses should make substantive connections to your own language learning experiences, our readings or class discussions; and/or offer advice for problems with which other learners are struggling. See the Active Participation Rubric below. Responses are due by midnight each day. Please try to post in the appropriate "channel," create new channels as needed, and/or use the "general" channel for things that don't seem to fit an existing channel or warrant a new one.

Rubric for Active Participation

	10 points	7	3	0
Quality of Post	Appropriate comments: thoughtful, reflective, and respectful of other's postings.	Appropriate comments and responds respectfully to others' postings.	Responds, but with minimum effort. (e.g., "I agree with Bill")	No posting.
Relevance of Post	Posts topics related to the discussion topic; prompts further discussion of the topic.	Posts topics related to the discussion topic.	Posts topics not related to the discussion topic, or makes short or irrelevant remarks.	No posting.
Contribution to the Class	Aware of community. Attempts to motivate group discussion. Presents creative approaches to the topic.	Attempts to present relevant viewpoints for group consideration. Interacts freely.	Does not make an effort to contribute to the class.	No posting.

Discussion leadership
Throughout the summer course, you will lead two online discussions using Voice Thread: The first will be focused on one of the assigned readings and the second will be based on a language learning idea of your choice. While the first discussion is strictly on an assigned reading, the format of the second discussion may vary but could include sharing an interesting learning tool you have found or developed; or posing some questions you'd like us to discuss on something related to language learning. No matter what you choose to focus on, your goal should be to create a discussion, not to simply present information. You will post your Voice Thread discussion in the Slack channel most appropriate to your chosen topic before the date listed and respond to classmates' comments/questions posted asynchronously on that day.
Create a free account at https://voicethread.com/howto/products- available-2/.

Homework

Throughout the semester, you will respond to questions posted on Canvas and on the course syllabus. Responses should be posted to Canvas or Slack and they are due on the date listed.

Book review and trailer

You will sign up to read and review one book about language learning. Your review should do the following: (1) summarize the book just enough that others in the class will know whether or not it interests them, (2) compare and contrast the methods the book suggests to those we have discussed up to that point, and (3) offer an evaluation of its usefulness for other self-instructional language learners. Cite all sources quoted or summarized using a recognized citation style. 5-6 pages, plus list of works cited. Times New Roman, double-spaced, 12 pt. font, 1-inch margins on all sides. Post as a Word doc to our 672 Slack channel.

After you receive feedback from your instructor and peers, you will revise your review and produce a book trailer. Resources are provided on the Canvas course site. You will need to watch other trailers to get ideas, then write and organize your trailer script based on your review. Add images, video, and/or music to your script, then edit for flow, visual, and audio quality. Trailers are due one week after you receive review feedback. Both will then be posted publicly on the department's website of learner portfolios to help other learners. Due dates are staggered throughout the summer.

Midterm and Final Projects

You will complete two projects—A digital story board and a final assessment.

Midterm Digital Story
At the end of week 4, you will do a language learning autobiography in the form of a multimodal digital story which draws on and synthesizes artifacts of your learning throughout the semester (journal entries, readings, class and online discussions) to explore a common theme. Tell your autobiography using audio, visual, linguistic, and spatial modes to synthesize information about your language of study, your progress thus far, and your theoretical and methodological learning about self-study of a less commonly taught language. Resources are provided on the Canvas course site. Early submission is strongly encouraged. Late projects will not be accepted. Cite all sources quoted or summarized using a recognized citation style.

Final self-assessment
In the last week of our summer class, you will complete and submit a self-assessment that includes activities you will design that reflect the goals you established in your ISP. Due August 6 at 11:59pm

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Late work

All homework must be completed by midnight on the due date unless we agree upon a new deadline. The final self-assessment will not be accepted if late. In all other cases, late work loses 10% per day.

Policy on conflict with religious observances
If any of the course assignments conflict with a religious observance, please notify me within the first week of summer class of the specific days or dates on which you need to make alternative arrangements.

Academic integrity
By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity.

Diversity & Inclusion
Diversity is a source of strength, creativity, and innovation for UW-Madison. I value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community; and I expect each of you to treat one another with the same respect.

Accommodations for students with disabilities
The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

STUDENTS' RULES, RIGHTS & RESPONSIBILITIES
During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

UW-MADISON BADGER PLEDGE

PRIVACY OF STUDENT RECORDS and the USAGE of AUDIO RECORDED LECTURES

Lecture materials and recordings for African 672 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

COURSE EVALUATIONS
Students will be provided with an opportunity to evaluate this course and your learning experience. UW-Madison now uses an online course evaluation survey tool, [AEFIS](#). You will receive an official email before the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID, where you can complete the evaluation and submit it, anonymously. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

Course Schedule

Week 1 (June 14 to 18)

June 14   **Getting started, Setting Individual Goals**
Readings
- Marshall, T. L. (1987). The Multi-Language Seminar: An Approach to Offering More of the 'Less Commonly Taught' Languages. *Foreign Language Annals* 20(2), 155–63.
- Chs. 1-3 (pages 1-8) in Peace Corps (U.S.). *Volunteer on-Going Language Learning Manual: Beyond Hello.* [Washington D.C.]: Peace Corps, 2000.
- Ch. 1 and ch. 3 in Marshall, Terry. *The Whole World Guide to Language Learning.* Yarmouth, Me: Intercultural Press, 1989.
- Ch. 1 in Leaver, Betty Lou, Madeline Elizabeth Ehrman, and Boris Shekhtman. *Achieving Success in Second Language Acquisition*. Cambridge, UK; New York: Cambridge University Press, 2005.

Assignments
- Complete Module 1 activities on Canvas

- Answer question 3 at the end of Leaver et al, ch. 1 and post to our #african672 private Slack channel.
- View and respond to the Online Meeting VoiceThread (instructor) posted to our #african672 private Slack channel.

Within your language-specific website:
- Write a paragraph introducing readers to your language, where it is spoken, by how many people, etc. Include citations for any sources you use to write this paragraph. Use headings to organize this information in a nice format. If this information is already included in your language-specific website, introduce your readers to tips for learning the language as a foreign language and expectations you consider important for a foreign language learner.
- In your journal entry, tell us about yourself, and your experience (if any) with the language you'll be learning, what you're hoping to get out of the class, share any apprehensions you may have, etc.
- Respond to others' post
- **Looking ahead**: Plan to schedule a virtual visit to the library. Sign up for Discussion leadership.

June 15   **Finding Learning Resources and Models of Self-instructional programs**
Research Activity
Do a "virtual" visit to Memorial Library to peruse materials with the subject librarian for your specific language. Report back on this visit by posting to our #african672 private Slack channel the materials you plan to integrate into your language learning.

Readings
- Nicholson, Helen S. "Learning by the Linguist-Informant Method." *The Modern Language Journal* 28, no. 7 (1944): 615–19.
- NASILP Guide for students
- See Module 2 on canvas to complete the assignment below:

Assignment
- Answer the following questions and post to our #african672 private Slack channel:
1. This student guide is based on the Critical Languages Program at the University of Arizona (http://clp.arizona.edu/), but it is presented as a model for other self- instructional programs. What are the similarities and differences among: (1) the University of Arizona's Critical Languages Program; (2) the linguist-informant method described by Nicholson (1944); and (3) the self-instruction you will undertake in this course? What are the (potential) strengths and weakness of each approach?
2. What are the similarities and differences among a linguist, an informant, a CLP tutor, a classroom teacher, and a mentor?
3. What aspects of the CLP study guide do you find useful for your own learning? What aspects are less useful and why?
- Write your ISP (learning plan) for the summer. See Question 2 at the end of Leaver et al., Ch. 1 for suggestions on what to include. Post in the Slack group #isp channel.
- Discussion Lead # 1(sign up: _____)
- Book review (1 sign up:_____2 sign up:_____3 sign up:_____)

June 16 **Working with a Native Speaker**
Readings
• Ch. 10 and ch. 11 (pages 42-48) in Peace Corps (U.S.). *Volunteer on-Going Language Learning Manual: Beyond Hello.* [Washington D.C.]: Peace Corps, 2000.
• Ch. 2 and Ch. 4 in Marshall, Terry. *The Whole World Guide to Language Learning.* Yarmouth, Me: Intercultural Press, 1989.

Assignments
• Read and comment on everyone else's ISP in Slack in the #isp channel.
• Within your language-specific website, write a paragraph introducing readers to your language, where it is spoken, by how many people, etc. Include citations for any sources you use to write this paragraph. Use headings to organize this information in a nice format.
• View and respond to online discussion post on Voice Thread posted to our #african672 private Slack channel
• Discussion Lead # 2(sign up: _____)

  June 17 **Working without a Native Speaker**
Readings
• Ch. 6 and ch. 7 in Marshall, Terry. *The Whole World Guide to Language Learning.* Yarmouth, Me: Intercultural Press, 1989.

Assignments
• Based on feedback on your ISP, revise it using track changes and/or marginal comments that show what you modified. If you received feedback that you chose not to incorporate, address your reasons in a marginal comment. Post in the Slack group #isp channel
• By this date, find one or more mentors who speak your language. They might be in Madison or someone who can meet by Skype. They might be participants in an online forum and vary each time you log in. Document your process of finding (or changing?) and working with mentors in your daily journal entry; this should be a regular feature in your daily journal entry from Monday, June 21.
• View and respond to the Online discussion VoiceThread posted to our #african672 private Slack channel.
• Discussion Lead # 3 (sign up: _____)

June 18 **Cognition and meta-cognition; Motivation, Personality**
Readings
• Ch. 2 in Leaver et al.
• Wenden, Anita L. "Metacognitive Knowledge and Language Learning." *Applied Linguistics* 19, no. 4 (1998): 515–37.
• Ch. 4 (pages 9-12) in Peace Corps (U.S.). *Volunteer on-Going Language Learning Manual: Beyond Hello.* [Washington D.C.]: Peace Corps, 2000.
• Ch. 4 in Leaver et al.

Assignments

- Do an online Myers-Brigg type test. Did you learn anything about your personality that relates to your language learning, or that might change how you approach your language learning? Post to our #african672 private Slack channel.
- Within your language-specific website, add a section with tips for other learners about how to find mentor(s) for your language. Use headings to organize this information in a nice format.
- View and respond to the Online Discussion Lead 3 on VoiceThread posted to our #african672 private Slack channel.
- Discussion Lead # 4 (sign up: _____)

Looking ahead: Plan to observe a language class next week

Week 2 (June 21 to 25)

June 21 **Learning styles and strategies; Planning**
Readings
- Chapters 5 and 12 (pages 13-16 and 49-71) in Peace Corps (U.S.). *Volunteer on-Going Language Learning Manual: Beyond Hello.* [Washington D.C.]: Peace Corps, 2000.
- Leaver et al Ch. 3
- Carver, David. "Plans, Learner Strategies and Self Direction in Language Learning." *System* 12, no. 2 (1984): 123–31.
- Ch. 6 and ch. 7 (pages 17-32) in Peace Corps (U.S.). *Volunteer on-Going Language Learning Manual: Beyond Hello.* [Washington D.C.]: Peace Corps, 2000.
- Ch. 5 in Marshall, Terry. *The Whole World Guide to Language Learning*. Yarmouth, Me: Intercultural Press, 1989.

Assignments
- Answer questions 2, 3, and 4 at the end of Leaver et al, ch. 3 and post to our #african672 private Slack channel.
- Observe one hour of a language class in WISLI. As much as possible, note how the instructor is adapting to a diversity of student learning styles and/or how students are using learning strategies. Then reflect on your own learning styles and strategies, comparing your learning experiences in the class you observed, in previous language study, and through your current self-instruction. Post an observation summary and your reflection to our #african672 private Slack channel.
- View and respond to the Online discussion lead 4 VoiceThread (sign up: _____) posted to our #african672 private Slack channel.
- Book review due (1, 2, &3)
- Book review (4 sign up:_____ 5 sign up:_____ 6 sign up:_____)

- Discussion Lead # 5 (sign up: _____)

June 22 **Self-regulation, Learner autonomy**
Readings
- Ch. 9 and Epilogue in Leaver et al.

- Benson, Phil. "Autonomy in Language Teaching and Learning." *Language Teaching* 40, no. 1 (2007): 21–40.
- Murray, Garold. "Two Stories of Self-Directed Language Learning." In *Supporting Independent Learning in the 21st Century*, edited by Hayo Reinders, Helen Anderson, Moira Hobbs, and John Jones-Parry, 112–20. Auckland: Independent Learning Association Oceania, 2004.

Assignments
- View and respond to the Online discussion on Voice Thread posted to our #african672 private Slack channel.
- Within your language-specific website:
- create an annotated list of 5-10 language-specific websites that might be useful for you and/or other learners of your language. These might be sites designed to teach the language or they might be designed for native speakers. Include a sentence or two about how/why each one might be useful to a learner. Organize your list in some way – alphabetically? By type of site? Use headings to organize this information in a nice format.
- Book trailer due (5, 6, 7, &8).
- Discussion Lead # 6 (sign up: _____)

June 23   **Assessment as Learning visual**

Readings
- NASILP. *What Did the Student Learn?* (video)
- Ch. 9 (pages 38-41) in Peace Corps (U.S.). *Volunteer on-Going Language Learning Manual: Beyond Hello.* [Washington D.C.]: Peace Corps, 2000.

Assignment
- View and respond to the Online Voice Thread discussion lead #6 posted to our #african672 private Slack channel.
- Book trailer due (9 &10).

June 24   **How can teaching help you learn?**

Readings
- Thompson, Katrina Daly. "Active Learning through Materials Development: A Project for the Advanced L2 Classroom." *Journal of National Council of Less Commonly Taught Languages* 5 (Spring 2008): 91-111.

Assignment
- Prepare a 10-minute novice lesson in your language.
- Discuss June 22 and 23 readings and post your response to #672 private slack channel
Within your language-specific website:
- Add a section that includes a short written (and audio?) lesson in some aspect of your language (perhaps related to the lesson you taught in class?). Include whatever vocabulary, grammar, and cultural notes are relevant to the lesson.

June 25   **Assessing the Multi-language Seminar, Final Projects, wrapping up**
Readings

- Reread Marshall, Terry L. "The Multi-Language Seminar: An Approach to Offering More of the 'Less Commonly Taught' Languages." *Foreign Language Annals* 20, no. 2 (1987): 155–63.
- And the NASILP guide for students.

Assignments
- Reread your answers to the questions you answered in Week 1 and posted to our #african672 private Slack channel. Referencing these answers, respond to the following questions and post your reflection to our #african672 private Slack channel:
1. Now that you have tried out a version of the Multi-language seminar and parts of Marshall's approach in *The Whole World Guide*, what do you see as the actual strengths and weaknesses of this approach?
2. How does your current assessment compare to the potential strengths and weaknesses you anticipated?
3. If you were to redesign this course to help students learning a LCTL, how would you do so?

Final Project due as link posted to #african672 private Slack channel By Friday, June 25
Week 3 (June 28 to July 2)
June 28

- Read Gretchen Rubin's "the four tendencies" posted in the course file on Canvas. Start posting in the #dailyjournals channel on slack, the tendency(ies) that best describes you and how it has or might impact your language learning activities.
o Revisit your ISP goal for the summer term; share an update about your learning progress since you started this class and any aspects of your language learning you will be focusing on or modifying.
o Post your responses to the #general channel on slack.
o Voice Thread Discussion Lead # 1 (sign up: _____)
o Book review due: 4, 5, &6

June 29

- View and respond to the Online Meeting Voice Thread posted to our #african672 private Slack channel.
- Respond to Discussion Lead #1
- Voice Thread Discussion Lead #2(Sign up:_____)

June 30
- Within your language-specific website: Add a new page with a resource of your own creation that teaches a particular lesson in the language you are studying. Post a link to the page, and an English-language description/summary to the Slack group #websiteupdates channel.
- Respond to Discussion Lead #3
- Voice Thread Discussion Lead #4 due (Sign up:_____)

July 1
- Based on feedback on your ISP, revise it using track changes and/or marginal comments that show what you modified. If you received feedback that you chose not to incorporate, address

your reasons in a marginal comment. Post in the Slack group #isp channel.
- Respond to Discussion Lead #4
- Voice Thread Discussion Lead #5 due (Sign up:_____)

<u>July 2</u>
- Listen to this podcast on "What Makes a Language 'Easy'? It is a hard question". Share your experience about language learning, the metacognitive strategies you use, what aspect of your learning you find easy, and/or challenging. Post your response to the #general channel on slack
- Respond to Discussion Lead #5
- Voice Thread Discussion Lead #6 due (Sign up:_____)
  Looking ahead: Revised ISP due next week.

Week 4 (July 5 to 9)
<u>July 5</u>
- Document your approach to structuring your mentor's meeting. If you have changed your mentor or added additional mentor, document the process, the benefit and/or the challenge in #daily journal entry on slack. Your experience with structuring/modifying your learning at your mentor's meeting should be a regular feature in your weekly journal entry from July 5 on.
- Respond to Discussion Lead #6
- Voice Thread Discussion Lead #7 due (Sign up:_____)
- Book trailer due: 1, 2, &3
<u>July 6</u>
- Within your language-specific website:
o Add a section with tips for speaking practice with your mentor. List some of the strategies you have employed and organize them to show how such strategies connect with your lSP activities.
o Post a link to the new page, and an English-language description/summary to the Slack group #websiteupdates channel.
- Respond to Discussion Lead #7
- Voice Thread Discussion Lead #8 due (Sign up:_____)

<u>July 7</u>
- Within your language-specific website:
o Create an annotated list of 5-10 language-specific websites that might be useful for you and/or other learners of your language. These might be sites designed to teach the language or they might be designed for native speakers. Include a sentence or two about how/why each one might be useful to a learner. Organize your list in some way – alphabetically? By type of site? Use headings to organize this information in a nice format.
o Post a link to the new page and an English-language description/summary to the Slack group #websiteupdates channel.
- Respond to Discussion Lead #8

<u>July 8</u>
- Using *metacognition* and your knowledge of your *motivation, personality, learning styles*,

and preferred *strategies*, revisit your ISP. Also reassess your text/resource choice(s). Do they match with your learning style, preferred strategies, personality, etc.? Are they helping you meet your goals? Is it time to try something else? Create a revised ISP, using track changes to document your changes and marginal comments to explain them. Post in the Slack group #isp channel.

July 9
- Read and comment on everyone else's ISP in Slack in the #isp channel.
- Post a draft version of your Midterm Project digital story (in whatever format possible—outline, storyboard, photos, slideshow, video etc.) to our #african672 private Slack channel for feedback.

Looking ahead: Prepare to schedule a check-in meeting with your instructor next week

Week 5 (July 12 to 16)

July 12
- Based on feedback on your ISP, revise it using track changes and/or marginal comments that show what you modified. If you received feedback that you chose not to incorporate, address your reasons in a marginal comment. Post in the Slack group #isp channel
- Schedule a check-in with your instructor to discuss your language learning progress, class assignments, work in an online learning environment, final project and any questions/concerns.
- Book trailer due: 4, 5, & 6
- Book review (7 sign up:_____8sign up:_____9 sign up:_____)

July 13
- Within your language-specific website:
o   Create an annotated list of 5-10 language-resources for acquiring speaking and listening skills. These might be sites designed to teach the language or they might be designed for native speakers. Include a sentence or two about how/why each one might be useful to a learner. Organize your list in some way – alphabetically? By type of site? Use headings to organize this information in a nice format.
o   Post a link to the new page, and an English-language description/summary to the Slack group #websiteupdates channel.

July 14
Within your language-specific website:
- add a new page with a resource of your own creation OR create an interactive tool using h5p to add to a page you created previously. Post a link to the new or revised page, and an English-language description/summary to the Slack group #websiteupdates channel

July 15

- Access the Language learning strategy material entitled "Create a gapped text" on the course website. Experiment with the idea of creating a gapped text for learning vocabulary and or composing meaningful content to learn a grammar point in the target language. Report your experience on the slack channel. You may repeat the exercise for your own practice but you are only mandated to give the report of your experience with

this exercise, today.

July 16
- Within your language-specific website:
o Post a bibliography of 5-10 cultural resources, including at least two books and two websites. Include a sentence or two about how/why each one might be useful to a learner. Organize your list in some way – alphabetically? By type of resource? Use headings to organize this information in a nice format.
o Post a link to the new or revised page, and an English-language description/summary to the Slack group #websiteupdates channel.

Week 6 (July 19 to 23)

July 19
- Within your language-specific website:
o Post a bibliography of 5-10 cultural resources, including at least two books and two websites. Include a sentence or two about how/why each one might be useful to a learner. Organize your list in some way – alphabetically? By type of resource? Use headings to organize this information in a nice format.
- Book review due: 7, 8, &9

July 20
- Within your language-specific website:
o Add a section that includes a short written (and audio?) lesson in some aspect of your language (perhaps related to the lesson you taught in class in Week 2). Include whatever vocabulary, grammar, and cultural notes are relevant to the lesson.
o Add a new page with a resource of your own creation OR create an interactive tool using h5p to add to a page you created previously.
o Post a link to the new or revised page, and an English-language description/summary to the Slack group #websiteupdates channel.

July 21
- Create a self-assessment *tool* that you will use at the end of the summer to see whether you have met the goals in your ISP. It should address speaking, listening, reading, writing, and cultural skills. Check the course website for additional resources. Note: You are not yet using the tool, just designing it. Post in Slack in the #assessment channel as an attached word doc.
  - Post useful feedback to each classmate's draft assessment tool in the Slack group #assessment channel. The assessment tool you created will be revised in week 7

July 22
- Within your language-specific website:
o Add a new page with a resource of your own creation OR create an interactive tool using h5p to add to a page you created previously. Post a link to the new or revised page, and an English-language description/summary to the Slack group #websiteupdates channel

July 23
- Within your language-specific website:

o   Create an interactive tool using h5p to add to a page you created previously. Post a link to the new or revised page, and an English-language description/summary to the Slack group #websiteupdates channel

o   Within your language-specific website: Document the online resources you find useful for your learning and how you connect the online content with specific textbook materials.

Week 7 (July 26 to 30)

July 26
•   Return to the language learning strategy material entitled "Create a gapped text" on the course gapped text you created . Re-use the same material you used in your earlier attempt or try a different learning material to test if you have acquired the target vocabulary and/or improved on your skill of interpretation of meaning in context. Post your experience to slack channel.

July 27
Within your language-specific website:
•   Use at least two of the online and textbook resources you have documented in Pressbook, create a lesson on a topic of your choice and provide learners a guide on how to use those resources to benefit specific language skill: Writing, listening, speaking or writing. Post a link to the page, and an English-language description/summary to the Slack group #websiteupdates channel

July 28
•   Revise your self-assessment based on feedback from your classmates and me. Use Track Changes, so that your revisions are easily visible. Any suggestions you chose not to follow should be addressed using Comments in the margins. Post in the Slack group #assessment channel by   our   normal   class   meeting   time.

July 29
Within your language-specific website:
•   Post at least 5 listening resources. Explain in detail strategy for incorporating listening practice to your learning. With an attention to vocabulary and comprehension, provide a guide to using listening resources to develop vocabulary and to understand the main idea of a listening material. Be precise about what strategy you find useful and why. Post a link to the page, and an English-language description/summary to the Slack group #websiteupdates channel.

July 30
In your language specific website, add a new page with a resource of your own creation OR create an interactive tool using h5p to add to a page you created previously. Post a link to the new or revised page, and an English-language description/summary to the Slack group #websiteupdates channel.

Week 8 (August 2 to 6)

August 2
Within your language-specific website:
•   Explain in detail tips you find useful for successful summer language learning. With attention to your learning goals over the summer class, explain in detail, the strategies you find useful and why. Post a link to the page, and an English-language description/summary to the Slack group

#websiteupdates channel.

<u>August 3</u>
Within your language-specific website:
Add a new page with a resource of your own creation OR create an interactive tool using h5p to add to a page you created previously. Post a link to the new or revised page, and an English-language description/summary to the Slack group #websiteupdates channel.

<u>August 4</u>
Within your language-specific website:
Add a new page that describes how you integrate your mentor's feedback to your language learning over the course of the semester. Share at least two sample activities (speaking, and listening or reading and writing) to demonstrate the process. Post a link to the new page, and an English-language description/summary to the Slack group #websiteupdates channel.
<u>Book review trailer due: 7, 8, & 9</u>

<u>August 5</u>
• Within your language-specific website:
o Add a section that includes a short written (and audio?) lesson in some aspect of your language (perhaps related to your learning goal on speaking, writing, listening or writing) Include whatever vocabulary, grammar, and cultural notes are relevant to the lesson.
o Post a link to the new or revised page, and an English-language description/summary to the Slack group #websiteupdates channel.
• Use Track Changes to revise your final assessment tool, so that your revisions are easily visible. Any suggestions you chose not to follow should be addressed using Comments in the margins. Post in the Slack group #assessment channel by our normal class meeting time.

<u>August 6</u>
Conduct your final self-assessment and document your results. The document you submit should include two parts:
• an assessment of your performance as a *language user* (i.e. the part for which you created an assessment tool):
• a brief (no more than one page) assessment of your performance as a *language learner* (i.e. did you put it enough time, accurately assess your own needs, focus on the "right" activities or topics to meet your goals, etc? Based on your language learning successes and/or areas you still need to work on, how might you modify your learning goals and processes in the future?).