

MLC 105: Introduction to Self-Directed Language Learning

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Office Hours: TR 11:00-12:30 or by appointment.

Class Meetings: 3:00 pm - 3:50 pm TR Carole Weinstein Intl Center. **After the introductory meetings, class will meet once a week on TUESDAYS.**

Textbook: *How Language Works* by David Crystal (2007)

The course will use a Ning and a Diigo group.

Course Goals: Students in this course will develop the skills they need to become successful self-directed language learners.

Course Organization: Each class meeting will be organized around a discussion topic and a practice session in which they will acquire the knowledge and skills—including useful electronic skills—they need to fulfill their language learning goals.

Course Topics :

- What does it mean to be an autonomous (self-directed) language learner ?
 - What knowledge and skills do you need to develop?
 - How will you become an autonomous learner?
- How are human languages structured?
 - What is distinctive about the language you are studying?
- How are human languages grouped into families?
 - To which family does your language belong? Will this help you learn?
- How is 'culture' defined? How are language and culture related?
- What resources will you use to learn?
 - Which strategies will you use to learn from these resources?
- What is the purpose of working with a language partner?
 - What are your responsibilities?
 - What are the language partner's responsibilities?

Course Activities :

- Create and implement a learning plan
- Practice learning from a variety of resources (print, audio, video, etc.)
- Reflect on your independent study
- Reflect on your work with your language partner

- Create a learning journal

Course Grades: Students will be evaluated based on a learning journal, which will include both the activities completed and reflections upon those activities.

10 Journal entries will be graded (out of 13. You can select the 10 that will be graded).

Requirement	Percentage
Journal Entries	50% (5 % each)
Participation	20%
Summary/reflection paper	30%

See the SDLAP Wiki for sample journal entries and reflection papers.

TENTATIVE CLASS SCHEDULE

WEEK	IN-CLASS ACTIVITIES	HOMEWORK
Week 1 August 24	1. What does it mean to be a reflective learner? Learner Style Multiple Intelligences test 2. Writing your learning goals and objectives. • “I can” statements (Examine sample Learning goals and objectives)	• Reading on learner autonomy and language learning • Post learning journal # 1 (reflection on your experiences as a learner) • Complete your learning goals and objectives for this semester
Week 2 August 31	• Discuss Learning Journal Entry #1 <ul style="list-style-type: none"> • What does it mean to be an autonomous (self-directed) learner? • Finalize learning plan • What resources will you use to learn?	• Post learning journal # 2 (reflections on developing your skills as an autonomous learner) • Begin adding resources to Diigo group • Identify at least two

	<ul style="list-style-type: none"> • Practice: Collecting, evaluating, and sharing resources 	<p>resources you will rely on to meet your goals</p> <ul style="list-style-type: none"> • Have at least one meeting with your language partner <p>READ HLW 171-209</p>
<p>Week 3 September 7</p>	<ul style="list-style-type: none"> • Discussing Cultural Post activity. • Discussing “stereotypes”. Culture Shock video clips. <p>How will you work with your language partner?</p> <p>Preparing questions for your language partner.</p>	<ul style="list-style-type: none"> • Complete your learning plan with examples of specific resources you plan to use and tasks you intend to complete. • Post your Learning Journal entry # 3: Which resources are most helpful? What difficulties have you encountered? How do you assess your progress? <p>READ HLW 210-259</p>
<p>Week 4 September 14</p>	<ul style="list-style-type: none"> • What is a communicative task? What is a speech act? How can you create communicative tasks for yourself? • Resources for listening activities • Extensive vs. intensive listening <p>Practice: Communicative tasks</p>	<ul style="list-style-type: none"> • Post Journal entry # 4: one extensive and one intensive listening activity and <i>reflect upon your learning</i> • If you didn’t receive a 10 on first learning plan, submit a new one for this. <p>READ HLW 18-57</p> <p>You are expected to post a similar plan to your journal each week.</p> <p>FIRST ASSESSMENT:</p> <p>1-learning plan (goals and methods)</p> <p>2- Four journal entries.</p>
<p>Week 5 September 21</p>	<p>Extensive, intensive, selective reading</p> <ul style="list-style-type: none"> • Learning new vocabulary • Creating your electronic portfolio for MLC 	<p>READ HLW 58-96</p> <ul style="list-style-type: none"> • Post Journal entry # 5. Reflect on reading and learning new words. Set

	110	<p>yourself realistic goals for vocabulary learning.</p> <ul style="list-style-type: none"> • Create suggested assessment activities and benchmarks/artifacts for portfolio (MLC 110)
<p>Week 6 September 28</p>	<ul style="list-style-type: none"> • What are artifacts? (you will need to create 4 artifacts by the end of the semester). <p>What resources are available for creating artifacts?</p> <p>Practice with Voki.</p> <p>Create an artifact</p>	<ul style="list-style-type: none"> • Post Learning Journal Entry # 6: <p>READ HLW 97-158</p> <p>2-What artifacts will you use to document your learning?</p>
<p>Week 7 October 5</p>	<ul style="list-style-type: none"> • Discussion of language universals, linguistic functions, and creating a mental framework of a language. <p>Group presentations.</p>	<ul style="list-style-type: none"> • Post Learning Journal Entry # 7 <p>Read HLW 336-364</p> <ul style="list-style-type: none"> • Prepare timeline activity
<p>Week 8 October 14 (THURSDAY)</p>	<ul style="list-style-type: none"> • How are language and culture related? • Why do languages change? What does language change tell us about the culture(s) where the language is spoken? • What is the impact of a language's history on its evolution? <p>Group presentations of history of languages.</p> <ul style="list-style-type: none"> • Timeline Activity (History of the Language) 	<p>SECOND ASSESSMENT: Evaluating your progress as a reflective learner (your learning journal)</p> <p>Post Learning Journal Entry # 8: Reflect on how knowing a language's history can help you learn the language</p> <p>READ HLW 364-408</p>

Week 9 October 19	<ul style="list-style-type: none"> • What are frameworks for defining culture and assessing cultural competence? <p>Discuss Cross Cultural Project for MLC 110</p> <p>Examine sample projects.</p>	<p>Post Learning Journal Entry # 9: Reflect on “cultural competence”.</p> <p>READ HLW 289-335</p>
Week 10 October 26	Cross cultural communication discussion	<p>Post Learning Journal entry # 10: Reflect on one or more cross-cultural experiences</p> <p>READ HWL 1-17</p>
Week 11 November 2	<ul style="list-style-type: none"> • How are language and culture related? • What are goals for learning about culture? 	<p>Post Learning Journal entry # 11:</p> <ul style="list-style-type: none"> • Include cultural learning in your goals and objectives document <p>READ HLW 260-282</p>
Week 12 November 9	Culture Shock video	<ul style="list-style-type: none"> • Post Learning Journal entry # 12: Reflect on ‘Culture Shock’ activities • Prepare presentation of cultural project
Week 13 November 16	<ul style="list-style-type: none"> • Cultural Presentations Due 	<ul style="list-style-type: none"> • Post Learning Journal entry # 13: Your summary/reflection paper.
Week 14 November 23	<ul style="list-style-type: none"> • Cultural Presentations • Explanation of MLC 110 Assessment 	
Week 15 November 30	<ul style="list-style-type: none"> • Cultural Presentations 	

ASSESSMENT: ALL WORK DUE December 6, 2010

