

**DEPARTMENT OF MODERN LANGUAGES AND CULTURAL STUDIES**

<https://ualberta.ca/modern-languages-and-cultural-studies>

**2020-2021 MLCS 650 A1: Teaching Post-secondary Language,  
Literature, and Cultural Studies**

(Fall Term)

Instructor: Dr. Yvonne Lam  
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Time: **asynchronous**  
Place: **remote delivery**  
Office Hours: By appointment

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**Course Prerequisite:**

Consent of department. It is the student's responsibility to ensure that they have the appropriate prerequisites for the course.

**Technology requirements (minimum):**

See the University's recommendations: <https://www.ualberta.ca/covid-19/students/computing-recommendations.html>. There will be no synchronous (live) sessions; however, students may wish to include audio- or video-recordings as part of their work. **Students will need to access YouTube for the teaching observations.** It is the student's responsibility to ensure that they have the appropriate technology for full participation in course activities.

**Experiential Learning Component:**

✓ this course has a significant experiential learning component (15% or more of the course grade)

**Course-based Ethics Approval** in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes      ✓ No, not needed

**Past or Representative Evaluative Course Material Available:**

- Exam registry – Students' Union  
<http://www.su.ualberta.ca/services/infolink/exam/>
- See explanations below
- Document distributed in class
- Other (please specify)
- ✓ N/A

**Course Description, Objectives and Expected Learning Outcomes:**

This course is designed to introduce students to a variety of issues in post-secondary teaching and learning, with a focus on teaching foreign languages, literature, and cultural studies. We will

examine current pedagogical approaches and theories of instruction in higher education and apply these concepts to the development of a variety of pedagogical activities.

By the end of this course, successful students will be able to:

- Discuss and assess techniques and strategies for teaching foreign languages and content courses in higher education
- Design activities and lessons for language and content courses in higher education
- Critically analyze and evaluate teaching practices

### Course Format:

The objectives of this course will be met through a combination of online discussions, assigned readings, reflective papers, and assignments.

### Texts:

All materials are available online via eClass.

### Additional Course Fees

Yes       No

**Important Dates:** [See Academic Schedule in current Calendar](#)

First Day of Class: September 1, 2020

Add/Delete Date: September 15, 2020

50% Withdrawal Date: October 2, 2020

Fall Term Reading Week: November 9-13, 2020

Withdrawal Date: November 30, 2020

Last Day of Class: December 7, 2020

### Components of Course Grade:

Component	Value	Due date
Participation	20%	ongoing
Teaching observations	30% (2 x 15%)	Oct 22, Nov 19
Discussion leader and reflective paper	25%	various (sign-up on eClass)
Lesson plan	25%	Dec 10

### Explanatory Notes on Assignments:

Detailed instructions will be provided on eClass. No “extra” assignments for “extra” marks will be offered for any student.

Participation: Students are expected to participate actively in online discussions. The course

requires **three hours** of “class time” (i.e., class participation) per week, in addition to individual work. Because of the asynchronous nature of the course, **participation in discussions will take place over several days each week** (e.g., 20 minutes a day) rather than be in a single, three-hour session. Each week’s discussion will cover two or three different topics. Each topic will have an assigned leader (instructor or student) whose role is to facilitate and mediate comments. The mark for this component will be based not only on participation but also on meeting the requirements for acceptable posts (see eClass).

Teaching observations: Students will be asked to view online (YouTube) videos of different classrooms that other organizations have posted for public use. Students will be asked to observe specific aspects of the class (e.g., feedback techniques, classroom interaction), reflect critically on what they saw, and prepare a written report.

Discussion leader and reflective paper: Each student will be responsible for leading a discussion on a pedagogical technique or strategy. The student will present a brief description of the technique or strategy, develop an activity that illustrates it, and lead the class in a critical reflection on the activity and other aspects of the technique or strategy. After the discussion has ended, the student will prepare a written reflective paper about what went well and what improvements could be made. Leading the discussion is worth 15% and the reflective paper is worth another 10%.

Lesson plan: Students will design an 80-minute lesson on a topic for a course on language, literature, and/or cultural studies, of their choice (combinations are acceptable, e.g., teaching English via media). Students will submit a detailed lesson plan along with a critical reflection on their pedagogical decisions.

## **Required Notes:**

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University Calendar.

## **Student Responsibilities:**

### ***Academic Integrity***

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the [Code of Student Behaviour](#) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

### ***Learning and Working Environment***

The Faculty of Arts is committed to ensuring all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

### ***Sexual Violence Policy***

It is the policy of the University of Alberta that sexual violence committed by any member of the University community is prohibited and constitutes misconduct. Resources and more information can be found at <https://www.ualberta.ca/campus-life/sexual-violence>

### ***Territorial Statement***

The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

### ***Recording of Lectures***

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

### ***Attendance, Absences, and Missed Grade Components***

Regular attendance and participation is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [Attendance](#) and [Examinations](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the Code of Student Behaviour.

**In this course**, delivery will be completely asynchronous. Participation is an essential component for success in the course. Students are responsible for managing their time and ensuring that they are up-to-date with the course materials and assignments. As there is no specific time slot for the class, discussions will be held over the week. While this process allows for maximal flexibility, **students must check eClass once a day during the week (Mondays to Fridays)**. Keep in mind that the course requires approximately **three hours of “class time” (i.e., participation) each week**, in addition to individual work.

If a student cannot keep up with the course because of illness or extenuating personal circumstances, they are responsible for contacting the instructor by email as soon as possible to discuss their options. The instructor has the final decision on whether to set an alternate schedule, transfer the weight of missed work to other components, or assign a mark of zero for the missed work.

#### ***Policy for Late Assignments***

All assignments will be submitted via eClass. Students are responsible for adhering to the due date **and time (if applicable)** given on eClass. Even submissions that are only one minute late are flagged by eClass! Students who consult **in advance** with the instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be given an alternate due date. If students miss an assignment due to illness or an emergency, they must notify the instructor by email as soon as possible to discuss their options. All other reasons for handing in a late assignment will result either in a deduction of up to 5% per day of lateness or a mark of zero, at the discretion of the instructor.

#### ***Disclaimer***

Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

#### **Student Resources:**

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

#### ***Accessibility Resources*** (1-80 SUB)

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage.

#### ***The Academic Success Centre*** (1-80 SUB)

[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

***The Centre for Writers*** (1-42 Assiniboia Hall)

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

***Health and Wellness Support***

There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

***Office of the Student Ombuds***

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

**Grading:**

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

**MLCS Graduate Grading Scale**

A+	97-100	Excellent
A	93-96	Excellent
A-	90-92	Excellent
B+	87-89	Good
B	79-86	Good
B-	74-78	Satisfactory
C+	68-73	Satisfactory
C	63-67	Failure
C-	58-62	Failure
D+	54-57	Failure
D-	50-53	Failure
F	00-49	Failure