

CTL

Concepts and Course Design
Series



Course Design in Practice

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Learning outcomes for this session

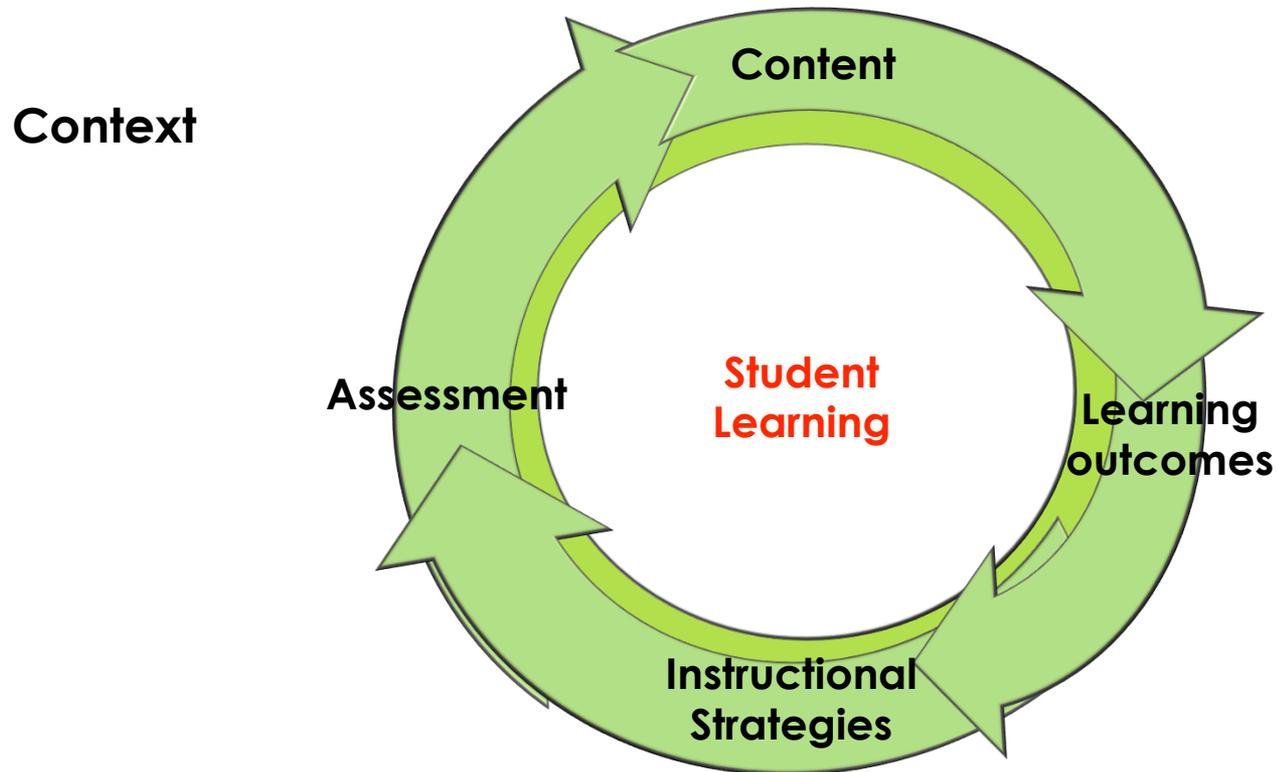
1. You will learn how course design can inform teaching practices - and conversely how one's teaching practice informs course design.

You will organize the concepts of course design into a visual representation that works for you.

You will reflect on the relevance, applicability, and flexibility of the course design process for your own teaching context.



Framework for course design



(Saroyan & Amundsen, 2004)

French 476: A 4-stage process

1. Describe the intended learning outcomes (ILOs) **with an active verb** (the teaching activity) and its object (the content)
2. Create an environment for learning (i.e., teaching and learning activities - TLO)
3. Design assessment so that you can judge how well the student reached the ILOs
4. Transform that judgment into a mark based on well-defined performance criteria

(Biggs & Tang 2011)

Bloom's Taxonomy

The Cognitive Process Dimension						
Levels	Lower Level		Mid Level		Higher Level	
Sub-levels	Remember	Understand	Apply	Analyze	Evaluate	Create
Examples of verbs for learning outcomes	List Describe Identify Name	Summarize Clarify Conclude Give example	Demonstrate Predict Experiment Solve	Compare Explain Differentiate Deconstruct	Critique Assess Conclude Justify	Combine Plan Compose Design

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 Designer/Developer - Dianna Fisher
 (Adapted)

Designing French 476

- Course Title: Linguistics Applied To French
- Target audience
 - 3rd and 4th year UAlberta undergraduate students (French majors and minors)
 - Students of French (the course was taught in French)
 - Equivalent to a 200 level course for a comparable course with English as the medium of instruction



Course description

This course provides an overview of the structures of the French language. Students will study basic concepts in general linguistics as well as examine modern Hexagonal (i.e., from France) and Canadian French from the following perspectives: phonetics, phonology, morphology, syntax, semantics, and sociolinguistics.

In addition to describing the language from a theoretical standpoint, students will collect their own corpus of spoken and/or written French from a variety of sources and use it to create their own examples of the phenomenon described in class.

Course Goals

- Students will be introduced to synchronic linguistics and its major subfields (phonetics and phonology, morphology, syntax, semantics).
- Students will understand that French is a collection of language varieties each made of neutral linguistic features.
- Students will develop the ability to collect linguistic data and apply linguistic concepts to their sample.

Learning outcomes (LOs)

1. Students can **describe** the phonetic system of Hexagonal and Canadian French.
2. Students can **describe** the morphological principles by which lexical categories are formed in French.
3. Students can **analyze** simple and compound sentences using tree diagrams.
4. Students can **compile** information about the origin of a word using at least 2 credible sources.

LOs, cont'd

5. Students can **differentiate** between the linguistic variables of Canadian French in terms of their social markedness.
6. Students can **defend** the view that although French language varieties are not socially neutral, they are intrinsically equal (affective domain).
7. Students can **synthesize** linguistic concepts from speech data they collected in the field.

Matching LOs with Bloom's Taxonomy

Goal	Learning outcome	Bloom's Taxonomy		
		Low	Mid	High
1, 2	1. Students can describe the phonetic system of Hexagonal and Canadian French.	X		
2	2. Students can describe the morphological principles by which lexical categories are formed in French.	X		
1	3. Students can analyze simple and compound sentences using tree diagrams.		X	
2	6. Students can defend the view that French language varieties are intrinsically equal.			X

Matching LOs with Bloom's Taxonomy

Goal	Learning outcome	Bloom's Taxonomy		
		Low	Mid	High
1, 2	1. Students can describe compare and contrast the phonetic system of Hexagonal and Canadian French.	X		
2	2. Students can describe the morphological principles by which lexical categories are formed in French.	X		
1	3. Students can analyze simple and compound sentences using tree diagrams.		X	
2	6. Students can defend the view that French language varieties are intrinsically equal.			X

Matching LOs with Bloom's Taxonomy

Goal	Learning outcome	Bloom's Taxonomy		
		Low	Mid	High
1, 2	1. Students can describe compare and contrast the phonetic system of Hexagonal and Canadian French.		→ X	
2	2. Students can describe the morphological principles by which lexical categories are formed in French.	X		
1	3. Students can analyze simple and compound sentences using tree diagrams.		X	
2	6. Students can defend the view that French language varieties are intrinsically equal.			X

Full course design organizer

Learning Block	General Learning Outcomes	Learning Block Outcomes	Content	Instructional Activities	Assessments, Products
Part 2: Sounds	<p>1. Students can compare and contrast the phonetic system of Hexagonal and Canadian French.</p> <p>5. [partial] Students can differentiate between the linguistic variables of Canadian French in terms of their social markedness. [upon examining my course, I realized this part of the outcome is not addressed]</p> <p>6. Students can defend the view that although French language varieties are not socially neutral, they are intrinsically equal. [this module does not address outcome 6 specifically, but is a building block leading to it]</p> <p>7. Students can synthesize linguistic concepts from speech data they collected from the real world.</p>	<p>a) Students can define key terms and concepts (e.g., phoneme, minimal pairs, vowel, nucleus, etc.)</p> <p>b) They can match the sounds of the French language with its phonetic symbols.</p> <p>c) Students can transcribe words and short sentences.</p> <p>d) Students can annotate transcriptions to indicate French Canadian vowels and consonants.</p> <p>e) Students can identify common articulatory and combinatory phenomenon (e.g., loss of final consonants, obligatory liaison, devoicing)</p> <p>f) Students can collect a speech sample for the purpose of analysis.</p>	<ul style="list-style-type: none"> Phonetics and phonology: an introduction Transcription conventions Vowels: shared and distinctive sounds (Hexagonal and Canadian French) Consonants: shared and distinctive sounds (Hexagonal and Canadian French) Combinatory phonetics 	<ul style="list-style-type: none"> Assigned readings from textbook (see calendar) Classroom activities: <ul style="list-style-type: none"> ✓ Sample A: categorizing types of syllables, transcription of words from roman to phonetic alphabet and vice versa ✓ transcription of sentences, articulatory description of vowels ✓ Pronunciation activities from textbook ✓ Listening of speech samples to develop ability to discriminate different sound variables, transcription of short oral excerpt ✓ Small-group activities to define and explain key concepts to peers ✓ Short lectures ✓ Discussion about the neutrality of phonetic traits vs. social evaluation thereof 	<ul style="list-style-type: none"> Exercise 2: apply concepts to language tokens, short answer explaining French Canadian differences, short answers clarifying subtle differences between different but similar phonological phenomenon, transcription Part of mid-term exam: apply concepts to language tokens, demonstrate familiarity with French-Canadian sounds in applied problems, provide definitions, demonstrate knowledge of articulatory phonetics by identifying the parts of the phonetic organ and possible sound production on schematics, transcribe common combinatory phenomenon (See sample B) Portfolio, part 2: Students collect audio text of their choosing, transcribe 20 seconds of it first in the Roman phonetic alphabet and comment on the phonetic phenomenon they observe in their sample. First draft is low-stakes; students get feedback on it before turning in the final portfolio (See Samples C, D for assignment & rubric)

Partial course design organizer

Learning Block	General Learning Outcomes	Block Learning Outcome	Content	Teaching & Learning Activities	Assessment
Sounds	1, 5, 6	Students can annotate French Can. vowels.	Vowels: shared and distinct sounds (Euro & Can. French)	<ol style="list-style-type: none">1. Assigned readings2. Listening of speech samples to hear variables3. Transcribe sounds	Portfolio: Students collect Can. French audio text, transcribe & comment on their phonetic observation.

Description of activities

	Learning Outcomes		Taxonomy		
	General	Block	Low	Mid	High
Classroom activities (sample) <ul style="list-style-type: none"> • Categorizing syllables • Transcribing activities • Applying phonological rules 	1, 5?	b, c, d	X	X X	
Short lectures	1, 5	a, d, e (indirectly)	X		
Group discussions <ul style="list-style-type: none"> • Defining concepts collaboratively • Sharing transcriptions • Discussing what makes a variable 'sound ignorant', perceived differences between CAN and Hexagonal French 	1, 5?, 6	a, c, d, e		X X	X

Description of assessments

	Learning Outcomes		Taxonomy		
	General	Block	Low	Mid	High
Exercise 2 (sample) <ul style="list-style-type: none"> • Applying concepts to language tokens • Explaining French Canadian differences (short answers) • Clarifying subtle differences between different but similar phonological phenomenon 	1, 5?	a, b, c, d, e		X X X	
Midterm exam (sample) <ul style="list-style-type: none"> • Applying concepts to language tokens • Demonstrating familiarity with French-Canadian sounds in applied problems • Providing definitions • Identifying the parts of the phonetic organ and sound production on schematics 	1, 5?	a, b, c, d, e	X X	X X	
Portfolio <ul style="list-style-type: none"> • Transcribing • Identifying specific phenomenon... • Commenting on the phonetic phenomenon observed in sample 	1, 5?, 7	b, c, d, e, f		X X	X

Example assignment: Portfolio

Portfolio: A personalized linguistic analysis

General: For your portfolio, you will pick a theme that interests you as the basis for selecting spoken and written samples that you will then analyse from different linguistic perspectives. Examples of possible themes include... [description of portfolio continues]

Part 2: Description of sounds

Pick an oral text from a Canadian source linked to the theme you chose. After contextualizing your text (its source, what it is, etc.), please do the following:

1. Pick a 20-second excerpt from it and transcribe it using the Roman Alphabet.
2. Once you have your initial transcription, transcribe it again with the International Phonetic Alphabet to take into consideration how the speaker pronounces each sound.
3. Find specific phonetic phenomenon: liaison, enchaînement, drop of schwa, ... [list continues]
4. Offer a commentary about this text: what phenomenon have you noticed? Explain what they are. Are there phenomenon you would have expected from a French-Canadian speaker that you didn't find? How is this explained?

Marking rubric for the portfolio

	Excellent	Competent	Needs work
Transcription	Roman and phonetic transcriptions are true to the words as used and pronounced by the speaker with the occasional transcription error.	Roman transcription is mostly accurate but the phonetic transcription does not always reflect actual pronunciation.	There are several mistakes in the Roman transcription that make the speech sample unclear. The phonetic transcription contains several errors.
Example of phenomenon	Examples are accurately described. Sample is rich enough to allow for completion of assignment. Phenomenon, if part of the larger oral text, are clearly located and transcribed.	Most examples are accurately described. Sample may be a bit limited in the number of examples present (inadequate choice of sample). Phenomenon, if part of the larger oral text, are clearly located and transcribed.	Examples are mostly inaccurate or student is unable to identify relevant examples either because they are not present (poor choice of sample) or because the student missed them. Phenomenon discussed difficult to locate.
Commentary	Able to identify and explain a number of phenomenon (or their absence) supported by the relevant terminology and concepts. Link explanation to French-Canadian usage.	Able to identify a number of relevant phenomenon (or their absence) but explanations somewhat lack sufficient detail and/or do not provide links to French-Canadian usage.	Able to identify a very limited number of phenomenon with little use of the relevant concepts and terminology

What did I learn



Lessons learned from the design process of FREN 476

- Applying the design process helped me better articulate – and communicate - learning goals and outcomes for my students.
- Mapping out my course after teaching it, I discovered some internal inconsistencies.
 - The learning block on Sounds was taking up too much class time.
 - I focused on lower-level cognitive skills when I really wanted my students to become deeper thinkers.
 - Learning outcomes #5 and #6 were not properly emphasized in my Teaching and Learning activities.

What did I change?

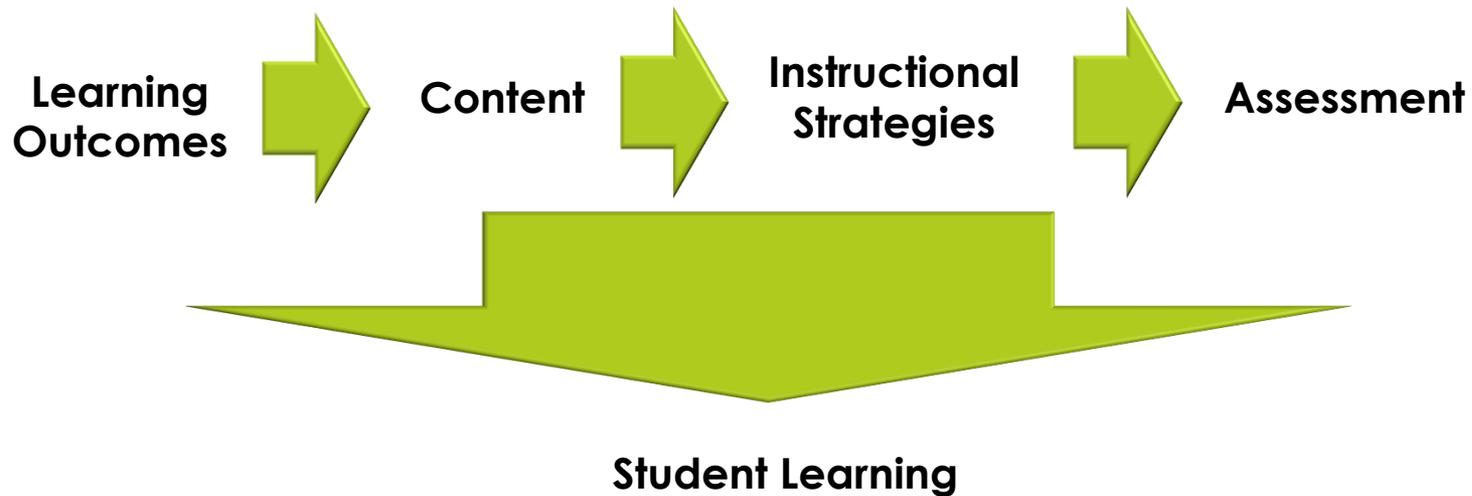
- I redeveloped my learning outcomes by drawing more from the top end of Bloom's taxonomy.
- Saroyan & Amundsen (2004) encourage us to think about it this way: What are the kinds of instructional activities needed to achieve higher-order learning outcomes?

What else did I change?

- ▣ I “flipped” some of my lectures to allow for more student-centred activities in the classroom.
- ▣ The value of the flipped classroom ‘is in the repurposing of class time into a workshop where students can inquire about lecture content, test their skills in applying knowledge, and interact with one another in hands-on activities.’ (Educause, 2012).

Achieving alignment in French 476

Goals



(Biggs & Tang, 2011)

Activity: Concept mapping

- Brainstorm about the key concepts that struck you as important for the course design of French 476.
- Value add based on what you learned in the previous tutorials.
- Create a concept map or course design organizer using those key terms.
- How can you adapt it to make it work in your own teaching context?

Contact us at ctl@ualberta.ca!