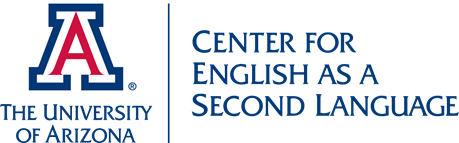
**CATT Hybrid Program**

**Modifying and Developing Materials**

**Date:**

**Location:**

**Instructor Name:**

**Instructor Email**:@email.arizona.edu

This unit will focus largely on modification of materials which were originally designed for native English speakers. The goal of modification is to scaffold students’ learning (vocabulary support, outlining/summarizing longer and more difficult readings, etc.) and will include some treatment of developing new materials (e.g. presentations or written syntheses of important information, etc.). Sourcing field-specific English-language materials is also covered, and lesson planning is treated, including consideration of objectives, development of effective learning outcomes, and useful classroom activities for a variety of learning situations.

**Outcomes**

At the end of this course, trainees will be able to:

* Identify a variety of techniques for lesson planning, modifying and developing materials
* Source and design modified or newly-developed materials appropriate to their field

## Completing this Course

This course has been designed as a professional development course in which participants must participate in all classes (by doing all readings and posting in all discussions) and complete all in- and out-of-class activities as well as compile a final portfolio and write a program reflection. You will receive formative feedback from your instructors in these areas, but you will not be assigned a grade.

Trainees’ “attendance” will be marked in Jupiter each week—if you have posted to all discussions for this class in that week, you will be marked “present”. If you have not posted in all discussions for this class in that week, you will be marked “absent”.

You will also be required to complete all activities fully to complete this course successfully and earn your certificate. You will be expected to complete all activities in the timeframe set forth by your instructors. Please speak directly with your instructors regarding any policies on making up work that you may miss for any reason. All work must be submitted in the final portfolio by the end of the course to receive your certificate. You will receive specific information about the portfolio in your face-to-face Practicum.

**Schedule of Readings and Assignments**

**\***Your instructor may assign other, day-to-day assignments.

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| --- | --- | --- | --- |
| **Day** | **Topic and Goals** | **Readings Due** | **Homework Due\*** |
| **Day 1** | Intro to MM, Sourcing Materials in English |  |  |
| **Day 2** | Vocabulary teaching, comprehensive input | 1. “Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see)” pp.68-82. 2. “Processing Language Through Content” pp. 59-61, 71-73, 85-86 |  |
| **Day 3** | Learning strategies, writing objectives | 1. Learning Strategies pp.116-124 2. “Content Objectives Clearly Defined” pp.26-31, 34(bottom)-37 |  |
| **Day 4** | Summarize the strategies and examples from “The Flipped Classroom” | 1. “Flipping the Classroom”  2. “Flipping the Classroom by Julie”  3. **VIDEO:** The flipped classroom  4. **VIDEO**: What a flipped classroom looks like | Develop a Lesson Plan |
| **Day 5** | Apply 3 specific strategies to a lesson | 1. “Activities that apply content and language knowledge” pp. 175-178 |  |
| **Day 6** | Identify a balance between teaching and learning | 1. “Digital natives, digital immigrants” 2. “In defense of the lecture” | Modify or develop a material using techniques learned in this module. It should connect to your lesson plan created on Day 4. |