

Course Syllabus

Teaching Language Learning thru Immersion & Context

Empowering Educators to Facilitate Effective Language Acquisition

Course Overview

This course is designed for adult trainers who aim to teach language learners through immersion and contextual methods. Participants will acquire strategies to facilitate immersive language environments, engage learners with contextual learning techniques, and evaluate their progress effectively.

Learning Outcomes

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

1. Apply key principles of immersion learning in language instruction.
2. Develop proficiency in designing immersive activities and deliver engaging lessons.
3. Facilitate authentic conversations with their students and incorporate communication scenarios.
4. Analyze how to effectively assess their student's progress in a fully immersive learning environment.
5. Foster cultural awareness in language learning and improve their students' cultural competency.
6. Identify new teaching strategies and develop skills to adapt them to diverse learner needs.

Instructor Contact

Carol Garrason, carol@mentoring-connection.org

Course Prerequisites

While designed as a “train-the-trainer” course for educators and professional trainers of language learners, there is no requirement for this aptitude. Please keep in mind, however, that without any prior knowledge of language learning, the course content may be more difficult than expected but will still prove to be beneficial for understanding the concepts of how to learn and teach a second language, even as a beginner.

Technology Requirements

Viewing and interacting with the course content and material is optimal on a desktop format, but is also accessible on a tablet or phone.

Hardware:

- Computer or device with an operating system less than 5 years old typically will work. Please note that Chromebooks are not recommended as they are often not compatible with third-party tools.
- Speakers / headphones / earbuds for listening to audio or videos presented in courses
- Any necessary adaptability devices you may need for listening or visualization

Software:

- Internet browser, preferably Google Chrome or Mozilla Firefox. Often having both is helpful in case one is needed for a backup.
- Adobe Acrobat Reader for viewing PDF files.

Internet Connection:

- A stable internet connection of 56k or greater is required
- You might need to enable third-party cookies in your browser for the LMS platform.

Grading Policy

Many exercises within this course are considered ungraded assignments. While these are important for building your knowledge and skills, they will not impact your final grade. Students will earn points on the assignments as listed below and receive a total number of points at the end of the course. The grade is determined by dividing the total points achieved by the total points available in the course, which is 800. A passing percentage is 70% or higher, or a minimum of 560 points. There is no final exam, as knowledge comprehension will be assessed cumulatively during the course with each module assignment.

Graded assignments are as follows:

Module	Title	Graded Assignments	Points
One	Foundations of Immersion & Contextual learning	Group Discussion	100
		Assignment	100
Two	Developing Listening Comprehension Strategies	Group Discussion	100
		Assignment	100
Three	Interactive Teaching Techniques	Group Discussion	100
		Assignment	100
Four	Assessment, Feedback & Continuous Development	Group Discussion	100
		Assignment	100

TOTAL POSSIBLE POINTS: 800

Late Policy

All projects, assignments, and discussions have set due dates to help you stay on track and to foster meaningful interaction and feedback among peers. These deadlines are an important part of creating a supportive and collaborative learning environment.

However, we understand that unexpected situations can arise. If you need extra time, you may request an extension for individual assignments, excluding group discussions. To request an extension, please contact your instructor **before** the assignment is due. Your instructor will work with you to agree on a revised deadline that is reasonable and helps to keep you on pace with the course.

If you're unable to request an extension before the due date, reach out as soon as possible afterward. We're here to support your success while maintaining the integrity of the course timeline.

Schedule of Instructional Events

Modules will open the day prior to their start date and will remain open until the end of the course. Instruction is self-paced with requirements to participate in a group discussion board for each module by Saturday at midnight EST. Guidelines will be provided each week in a prompt. The assignment prompt will be provided at the beginning of each week and will be due by the last day of the module week, on Tuesday at midnight EST.

Module	Dates	Title	Graded Assignments	Due
One	Wed 3 Sept - Tue 9 Sept	Foundations of Immersion & Contextual learning	Group Discussion	Sat 6 Sept
			Assignment	Tue 9 Sept
Two	Wed 10 Sept - Tue 16 Sept	Developing Listening Comprehension Strategies	Group Discussion	Sat 13 Sept
			Assignment	Tue 16 Sept
Three	Wed 17 Sept - Tue 23 Sept	Interactive Teaching Techniques	Group Discussion	Sat 20 Sept
			Assignment	Tue 23 Sept
Four	Wed 24 Sept - Tue 30 Sept	Assessment, Feedback & Continuous Development	Group Discussion	Sat 27 Sept
			Assignment	Tue 30 Sept

Academic Honesty & Integrity Policy

Academic integrity starts with a commitment to behaviors that support genuine learning. True learning goes beyond completing assignments or meeting minimum requirements—it involves actively engaging with new ideas, building skills, and striving for personal and professional growth.

While grades and credentials are part of the educational journey, our organization emphasizes the importance of authentic learning - a process that leads to meaningful, lasting development in academic, workplace, and life contexts.

This policy is grounded in that belief. It prioritizes student learning and ensures fairness in how we respond to instances of academic misconduct. Our goal is to uphold the integrity of the learning experience while supporting students in making ethical choices that contribute to their long-term success. These values include, but are not limited to: trust, fairness, honesty, respect, responsibility, and courage.

In alignment with our commitment to professional ethics and academic integrity, our organization generally allows the use of Generative Artificial Intelligence (GenAI) tools—such as ChatGPT—for appropriate academic purposes. These include activities like brainstorming, generating ideas, exploring background information, or refining research questions. Use of AI tools is permitted as long as it supports the learning objectives of the assignment and complies with its specific guidelines. If any content generated by AI is included in a submitted assignment, it must be properly cited or attributed in accordance with academic standards.

Any questions regarding an infringement of these values, or a suspicion of such, please contact us at: support@mentoring-connection.org

Accommodations for Students with Disabilities

Attempts have been made to make accommodations for accessibility within the course and its content for learners with disabilities. Any students that need additional accommodations or assistance, please contact us at support@mentoring-connection.org