

SOUTHERN CONNECTICUT STATE UNIVERSITY
METHODS AND MATERIALS FOR FOREIGN LANGUAGE TEACHING IN THE
SECONDARY SCHOOL

Fall 2003
Mondays and Thursdays 5:00 p.m – 7:30 p.m

Name: Elena Schmitt
Office: EN D-172
Phone: 392 – 6810 (o); 389 – 6591 (h)
E-mail: schmittel@southernct.edu

Office Hours: Mon, Tue 9:30 – 11:30 a.m.
Thursday 10:30 – 11:30 a.m.

COURSE NUMBER: EDU 491 **CREDIT HOURS:** 03

PREREQUISITES: This class should be taken during the semester students are enrolled in student teaching; in the first semester of DSAP program; or as State requirement for cross-endorsement.

COURSE TITLE: Foreign Language in Secondary School

COURSE DESCRIPTION:

This course is designed for undergraduate and graduate teachers-in-training who are preparing to teach in middle and high school language programs. The course is built as a blend of theory and best practices. It is intended to help pre-service and in-service teachers of modern foreign languages to develop understandings regarding the learning and teaching of foreign languages. Students will examine the national standards and learn to implement them as the organizing principles for curricula selection/creation and effective utilization of instructional strategies. The course will familiarize students with the modern understanding of communicative development and the implications for the middle and high school foreign language classroom. It will present students with the guidelines for carrying out classroom discourse, for planning instruction and designing effective assessment tools. Students will be introduced to the three modes of the Communication Standards: Interpersonal, Interpretive, and Presentational and will have ample opportunity to practice teaching a variety of skills within the framework of these modes.

COURSE'S CONTRIBUTION to Foreign Language Certification Program:

This course is the final step in student teacher training program at the SCSU before the actual field training and student teaching. Therefore, the purpose of this course is to prepare you – teachers-in-training – to face your future students with confidence of an effective teacher who has a theoretically grounded philosophy of what foreign language teaching and learning is, who has excellent skills in planning, classroom discourse, and assessment; who is familiar with a variety of foreign language teaching methods and can apply them in your classroom in accordance with the specific needs and abilities of your pupils, curriculum requirements of your school/district and demands of the national standards. In order to succeed at this, the following goals have been developed:

1. To provide a basis for understanding national standards in foreign language education;
2. To introduce and discuss theories of second (foreign) language acquisition;
3. To provide a description of and practice a variety of foreign-language teaching methods;
4. To familiarize students with teaching/learning principles;
5. To introduce and practice techniques for teaching four language skills and integrate them into three modes of the Communication Standards;
6. To discuss and practice classroom discourse, planning, assessment;
7. To provide an introduction to technology pertinent to the foreign language classroom; to have hands-on

- practice utilizing and integrating these technologies in foreign language lessons;
8. Familiarize students with the multitude of resources available to enhance foreign language teaching/learning;
 9. To assist foreign language teachers-in-training with the development of a personal teaching philosophy that will drive her/his career.

LEARNER OUTCOMES & ASSESSMENT

As a result of this course, students will be able to:

- **Gain an insight into the teaching/learning process of modern foreign languages at middle and high school levels.**
Bloom's Taxonomy: Knowledge, Comprehension, Analysis;
INTASC 1, 2;
CTCCL 1A, 1C, 1D, 2B, 2C, 2D, 3;
NCATE/ACTFL 1b, 1c, 2a, 2c, 3a, 3b, 6b
- **Identify and practice twelve principles of teaching.**
Bloom's Taxonomy: Knowledge, Comprehension, Application;
INTASC 1, 2, 4;
CTCCL 1C, 1D, 2A, 2B, 2C, 2D, 3;
NCATE/ACTFL 2a, 2c, 3b, 4a, 4b, 4c, 5a, 6a, 6b
- **To discuss and apply effective techniques for teaching and evaluating foreign language students in middle and high schools.**
Bloom's Taxonomy: Knowledge, Comprehension, Synthesis;
INTASC 3, 4, 7, 8;
CTCCL 1A, 1C, 1D, 2A, 2B, 2C, 2D, 3;
NCATE/ACTFL 5a, 5b, 5c
- **To access and utilize the multitude of resources available to enhance foreign language teaching/learning.**
Bloom's Taxonomy: Knowledge, Comprehension, Application, Analysis, Synthesis;
INTASC 1,3,4,5,6,7,8,9;
CTCCL 1A, 2C;
NCATE/ACTFL 1c, 2a, 2c, 3b, 4a, 4b, 4c, 6a
- **To read and critique an article in a professional journal and/or on the WWW.**
Bloom's Taxonomy: Comprehension, Analysis, Synthesis, Evaluation;
INTASC 4, 6, 9, 10;
CTCCL 1A;
NCATE/ACTFL 1b, 1c, 6a, 6b
- **To make use of technology pertinent to the foreign language classroom and to integrate it in their own classroom practices.**
Bloom's Taxonomy: Knowledge, Comprehension, Analysis, Synthesis;
INTASC 1, 2, 4, 5, 6, 7, 8;
CTCCL 1A, 1C, 2B;
NCATE/ACTFL 2c, 3b, 4a, 4b, 6a
- **To assess and develop strategies for meeting needs of their pupils.**
Bloom's Taxonomy: Analysis, Synthesis, Evaluation;
INTASC 2, 3, 4;
CTCCL 1B, 1C, 1D, 2A, 2B, 2C;
NCATE/ACTFL 3a, 3b, 4c, 5b, 5c
- **To develop a long- and short-term plan for teaching certain FL material.**
Bloom's Taxonomy: Knowledge, Application, Synthesis, Evaluation;
INTASC 7;
CTCCL 1A, 2A, 2B, 2C;

NCATE/ACTFL 3a, 3b, 4a, 4b, 4c, 5a, 5b, 6a, 6b)

- **To integrate teaching techniques into the communicative classroom teaching.**

Bloom's Taxonomy: Knowledge, Analysis, Synthesis;
INTASC 2, 3, 4, 5, 6;
CTCCL 1A, 1B, 1C, 2A, 2B, 2C, D;
NACATE/ACTFL 1a, 2b, 2c, 3b, 4b, 4c, 5b, 5c, 6a

- **To formulate philosophy of teaching of foreign languages.**

Bloom's Taxonomy: Analysis, Synthesis, Evaluation;
INTASC 10;
CTCCL 1A, 1B, 1C, 1D, 2A, 2B, 2C, 2D, 3;
NCATE/ACTFL 1b, 1c, 2a, 2b, 2c, 3a, 3b, 4a, 4b, 4c, 4a, 4b, 5a, 6b)

MODES OF LEARNING

Modes of instruction will vary in order to fit various types of material, on the one hand, and to demonstrate various presentational methods, on the other. These will include lectures, class discussions, group work, pair work, and individual assignments.

COURSE CONTENT OUTLINE

NOTE: Homework is listed for the next class. For example, homework listed under September 4 is due on September 8.

National Standards and Communication

September 4 Introduction to class. Review of Course Requirements and Grading. DSAPs, student teachers, cross-endorsement students. Creating a community of learners: introductions. What is an ethnographic observation? Beliefs about Language Learning and Teaching. Case studies. Professional Organizations & Professional Journals. Introduction to textbook websites.

H/W: Purchase Materials

Written Assignment: Teaching philosophy reflection statement # 1.

In the first reflection paper, due next class, you should explore your thoughts about language instruction, specifically your own beliefs about language teachers, learning, and instruction. These beliefs shape the way you think about your own teaching. First, write a 1-2 typed page learner autobiography, providing details about your language learning experiences. Second, reflect on and answer the following questions in a 1-2 page, typed paper:

1. What does it mean to be an effective second language teacher?
2. How do you think second languages are learned?
3. What do you see as the most important factors in learning another language?
4. How do you think second languages should be taught?
5. What should be the role of the teacher?
6. What kinds of language learning experiences do you think a second language teacher should provide?

Computer & Internet Assignments: Visit ACTFL site; Visit COLT site; Visit major Publishers' sites and look at table of contents for textbooks in your language 7-12; Subscribe to FL TEACH: <http://www.cortland.edu/flteach/> Send the message to LISTSERV@LISTSERV.ACSU.BUFFALO.EDU In the message put only the following: SUBSCRIBE FLTEACH FIRSTNAME LASTNAME Example: SUBSCRIBE FLTEACH ELENASCHMITT

E-mail Forward Assignment: Log on to MySCSU. Go to Options. Choose "Forward e-mail". Follow instructions to forward your Southern e-mails to your regular account.

Long term assignment: Carry out three classroom observations in a middle and a high school. The first time you observe, don't go in with any agenda. Just sit back and get a feel for the dynamics of the

classroom. If some questions occur to you about why the teacher made certain choices, jot down your questions and discuss them in class. The second and the third observations should be ethnographic. The first report is due on September 22 typed up and ready to hand in. The remaining observation is due on October 2.

September 8 Overview of National Standards for FL Learning. Communication. Communicative competence. Intercultural communicative competence. Communication goal: three modes of communication. **Teaching philosophy discussion and papers are due.**

H/W: Reading: Hall (H) – Ch. 1 & Ch. 2.
Brown (B) – Ch. 1.
Shrum (S) – Ch. 2 + appendices
Omaggio-Hadley (O) – pp. 34-41

Activities: (H) Question 5 p. 22 – prepare in writing for handing in.
(H) Question 1 p. 20 – jot down for reference in class.
(H) Question 4 p. 21 – prepare for discussion.

The Connection Between Theory and Practice

September 11 National Standards for Foreign Language Learning. Review of traditional approaches to language teaching and learning. Sociocultural perspective on language learning. Principles for learning foreign languages. Why do techniques like scaffolding, private speech, repetition, imitation, and play work for FL students? Questions for discussion in groups: (H) Q. 1, 4, 5 p. 41-42.

H/W: Reading: Brown – Ch. 2 and Ch. 4

Articles: Retrospective and Prospective Views on Foreign Language Teaching Methodologies by Elizabeth B. Bernhardt. The address for the article is:
<http://language.stanford.edu/about/conferencepapers/bernhardt.html>
Be prepared to discuss this article in class.

Activities: (B) Question 5 p. 37 – prepare for in-class discussion
(B) Question 8 p. 37 – prepare for in-class discussion
(B) Question 6 p. 71 – ponder for in-class discussion

In-class presentation for September 18: **Select one of the methods of FL teaching and demonstrate it to class in action for a 7-minute micro-lesson. Prepare a lesson plan.**

September 15 Foundations for classroom practice. Teaching principles: cognitive, linguistic, and affective. History of teaching methods: grammar translation, series, direct, audiolingual, community language learning, suggestopedia, the silent way, total physical response, the natural approach, notional-functional syllabus. In-class discussion.

H/W: Reading: (B) – Ch. 3

Article: Perpetual Motion: Keeping the Language Classroom Moving by Christopher Kelen on www. The address for the article is: <http://www.aitech.ac.jp/~iteslj/Techniques/Kelen-PerpetualMotion.html>

In-class presentation: Select one of the methods of FL teaching and demonstrate it to class in action for a 7-minute micro-lesson. Prepare a lesson plan.

Instructional Technologies and Language Teaching

September 18 Present day approaches to FL teaching/learning. Enlightened eclectics. Communicative language teaching. Current terminology. Students' presentations and discussion.

H/W: Reading: (H) – Ch. 3 & Shrum (S) – Ch. 12.

Activities: (H) Question 1 p. 70 – prepare to hand in.
(H) Questions 2 and 4 – prepare for an in-class discussion.

Peer Teaching: Select a topic from the textbook that you will be teaching or that you have used for your FL classes and prepare a 5 minute micro-lesson. Develop your “own” teaching approach based on the information that we have studied so far. Do not forget to make a lesson plan. This assignment is due **on September 25**.

WWW: 1. Choose one of the Web sites described in the “Internet Resources” section and explore it. Write a one-page report summarizing the findings of your explorations to share with your classmates.

2. Webquests and other technology-based activities:
http://edweb.sdsu.edu/courses/edtec596/about_webquests.html
<http://webquest.sdsu.edu>
<http://www.ozline.com/learning/index.htm>
<http://www.edhelper.com/>
<http://www.clt.net/lessons/>
<http://www.james.rtsq.qc.ca/webquest.htm>

September 22 Creating communities of learners in the classroom. Teacher expertise. Learning opportunities. Participation structures. Communication modes. Technology standards. Application of technology to contextualize and integrate language instruction. In-class and small group discussions. Results of www browsing. **Your first ethnographic observation report is due today.**

H/W: Reading: (H) – Ch. 4 & (B) – Ch. 11 & 12.

Activities: (B) – Question 2 p. 174 – ponder for in-class discussion
Question 7 p. 174 – prepare with a partner for class discussion
Question 3 p. 190– discuss in class
(H) Questions 3, 4 and 5 p. 100-101 – prepare for discussion in class.

Your observation: Based on your first observation of an FL class discuss teacher and student behavior. Did the FLINT taxonomy (p. 168-170 in Brown) reveal anything new or interesting to you? Use the criteria on p. 187-190 in Brown to evaluate the effectiveness of the group work that you observed. Report your findings to class.

Teaching assignment: With a partner select a two minute segment of one of your favorite videos or sitcom episodes. Based on the guidelines discussed in class, prepare an outline of a lesson plan for this video. This project is due on October 2.

September 25 Classroom discourse. Instructional conversations. Input. Negotiated interaction. Output. Role of L1. Class and group discussions. Presentation of students' observations as assigned. Presentations of micro-lessons.

H/W: Reading: (H) – p. 92-94 & (B) – Ch. 14

Activities: (B) Questions 2 & 3 p. 227 – prepare for in-class discussion.
Prepare a mini-lesson instilling some of the learning strategies in your students. Do not forget to write a lesson plan! Limit your presentation to 5 minutes.

Your observation: Look at table 14.2. on page 218 in Brown. Ponder the list of learner strategies. Go back to your first ethnographic observation report and use the ten items as a checklist to see how much the teacher instilled strategic competence in the learners. Share your conclusions with the class.

Long-term project: Continue working on your Unit Study. You can apply a lot of material that you have learned to developing it.

Remember that your next ethnographic observation report is due on October 2.

September 29 Learner strategy training. Strategies for discovering word meaning. Self-help learning strategies. Oxford's (1990) strategy inventory for language learning. Students' in-class presentations. Discussions. Review of observations in light of learner strategies. Presentation of video-based lesson plans.

H/W: Reading: (H) – Ch. 5 p. 107-113, (B) – Ch. 10 & (S) – Ch. 3.

Activities: (H) – Questions 2, 3 & 4 p. 127

(B) – Question 1 p. 161

Your observation: Look for manifestation of variety, sequencing, pacing and timing or the lack thereof in your first ethnographic observation report. Write down your observations and share them in a group.

Lesson Plan: Write a sample lesson plan for a 20-minute class on one of the units in a FL textbook. Specify learner variables (age, level of proficiency etc.).

Ethnographic Observation Report is due October 2.

October 2 Instructional goals and objectives. Syllabus. Unit and lesson plan. Role of textbook. Guidelines for planning. Students' presentations. In-class discussion. Group work Observation reports. Individual consultations on lesson plans.

H/W: Prepare for Midterm.

October 6 **Midterm examination.** Individual consultations on Unit Study creation.

H/W: Reading: (H) – Ch. 5 p. 113-127, (B) – Ch. 21 & 22 , (S) – Ch. 11.

Article: Practical Ideas on Alternative Assessment for ESL Students by Tannenbaum, Jo-Ellen
The www address for this article is: http://www.ed.gov/databases/ERIC_Digests/ed395500.html

Activities: (H) – Questions 5 & 6 p. 129 – prepare for class discussion

(B) – Questions 8 p. 400 & 4 p. 421 – prepare for class discussion

Test creation 1: As a group project, devise an oral test for a specified purpose and audience that you are familiar with. How would you elicit spoken language from a learner? What kinds of questions would you ask? What other stimuli might you use? How would you make sure that the four phases of warm-up, level check, probe, and wind-down would be adequately represented. Share your form and results with the rest of the class.

Test creation 2: Create a written test for the lesson plan that you proposed in the previous class.

Evaluation and Assessment

October 9 Effective assessment tools. Traditional assessment. Alternative assessment. Practical steps to test construction. Intrinsic motivation in language tests. Students' presentation of oral tests. In-class discussions.

H/W: Reading: (B) – Ch. 15, 16, 17

Activities: Prepare a 5-7 minute lesson with the goal of integrating and developing listening and oral communication skills. Create a lesson plan. Aim your teaching at middle school students. Specify proficiency.

Unit Study: Continue working on your Unit Study projects. You can incorporate a great deal of information into them.

October 13 Integrating the “Four Skills”. Teaching listening comprehension. Types of classroom listening performance. Principles for designing listening techniques. Teaching oral communication skills. Teaching pronunciation. Correction of speech errors. Principles for designing speaking techniques. Student teaching presentations.

H/W: Reading: (B) – Ch. 18, 19

Activities: Prepare a 5-7 minute lesson with the goal of developing reading and/or writing skills. Don’t forget to create a lesson plan. Aim your teaching at high school students with low proficiency.

Teaching Philosophy Statement - Reflection Piece #2

At this point in the semester you should re-read and think about your learner autobiography that you composed at the beginning of the semester and what you’ve learned about teaching during the course of the semester. Then, reflect on the six questions (listed above) again. Re-read your reflection piece #1 and write a second reflection piece. In this paper, you should re-articulate your beliefs about second language learning and teaching and address both changes and consistencies in your beliefs (i.e., examine and provide an explanation for how you think your beliefs evolved and/or remained unchanged). Teaching Philosophy paper #2, along with #1, should be included in your final portfolio.

Teaching Modes

October 16 Teaching reading. Research on reading, Strategies for reading comprehension. Principles for designing interactive reading techniques. Teaching writing skills. Contrastive rhetoric. Principles for designing writing techniques. Students’ teaching presentations.

H/W: Reading: (H) – Ch. 6 and Ch. 8; (S) – Ch. 8

Activities: (H) – Questions 1, 3, & 5 p. 162 – ponder for in-class discussions.
(H) Questions 3 & 2 p. 222-223 – prepare for class discussion

Group work: In small groups choose one interpersonal or presentational communicative activity from one of the four quadrants on p. 144 and do the following:

- Identify some of the elements of each of the five components of communicative competence to be learned in the target language.
- Create two instructional activities based on two different kinds of learning opportunities.
- Create an assessment measure for evaluating student learning in one of the two instructional activities. Present your results in class.

October 20 The interpersonal and presentational mode. Designing instruction for interpersonal and presentational mode. Designing assessment. Integrating techniques for teaching the “four skills” into interpersonal and presentational mode framework. Group presentations. Class discussions.

H/W: Reading: (H) – Ch. 7.

Activities: (H) – Questions 3, 5, 6 p. 192-193 – prepare for in-class discussion

Pair work: With a partner prepare a 7-10 minute lesson demonstration using the interpretive communicative activities. Create at least two instructional activities based on two different kinds of learning opportunities. Create an assessment measure for evaluating student learning in one of the two activities. Make sure to create a lesson plan.

October 23 The interpretive mode. Designing instruction. Designing assessment. Integrating techniques for teaching the “four skills” into the interpretive mode teaching. In-class discussions. Pair presentations.

H/W: Review. Add final details to your Portfolio. Students prepare for presentations of your research.

October 27 Summing up. Graduate students’ presentations. Review.

H/W: Presentations of research projects. Review for final exam. Bring in your portfolios.

October 30 **Final examination.**

REQUIRED TEXTS

Brown, H. Douglas. (2000). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Second Edition. Prentice Hall Regents. (required)

Hall, Joan K. (2001). *Methods for Teaching Foreign Languages: Creating a Community of Learners in the Classroom*. Merrill Prentice Hall. (required)

Ommagio-Hadley, A. (2001) *Teaching Language in Context*. Third Edition. Boston: Heinle and Heinle Publishers. (recommended)

Shrum, Judith.L and E.W. Glisan. (2000). *Teacher’s Handbook: Contextualized Language Instruction*. Heinle & Heinle Publishers, Boston, Mass. (recommended)

Attendance at a professional conference (SCFLTA for example) (recommended)

Membership in a professional organization (recommended)

COURSE REQUIREMENTS:

Subscription to FLTEACH Listserv throughout the semester

Required Technical Competence:

Every student is expected to have an e-mail account. You will be required to utilize the WWW for research, additional readings and e-mail communication.

All class activities and discussions grow out of the NCATE Program Standards for ACTFL Teacher Preparation in conjunction with INTASC Standards and Connecticut’s Common Core of Teaching [CCCT].

Midterm Examination: The midterm exam will be given during Week 4 of classes and test your knowledge of the material you have read for class and the material of the class discussions thus far.

Final Examination – You are free to choose between the in-class final examination or the teacher research project. **The final** will consist of topics that relate to the readings covered during the semester. The exam will blend theory with practice. It will be graded on clarity, organization, content, and thoroughness.

Instead of a final exam, students can choose to complete a **research project**. After consulting your instructor, select and research a topic that deals with foreign language education and/or second language acquisition. You can find such topic at the end of each chapter (starting with chapter 3) in Hall's book. Your final written report should be five to seven pages, double-spaced, APA or LSA style. You are welcome (but not required) to submit a draft prepared on a word processor for my comments two weeks before it is due. Revise your draft. The final paper is due the last day of class during which time you will present your research to the rest of the class.

Your project proposal is due September 18th. Presentations of your projects for the rest of the class will take place the last day of class. You will submit it for grading during the last day of class as well.

Peer Teaching: You will be asked to peer teach several times during the semester. The times allocated for peer teaching are marked on the course schedule. Peer teaching will require you to prepare a lesson plan and conduct a lesson on a particular topic to the class or a small group from the class. You will be expected to hand in a detailed plan for the amount of time that you are assigned to teach **before you begin peer teaching**. Each peer teaching lesson plan should include the following:

1. Objectives for the day. Try to formulate your objectives in such a way that you describe the types of behaviors your students should be able to exhibit as a result of your lesson. For instance:
BAD EXAMPLE: "I will go over a worksheet and complete the accompanying activities."
GOOD EXAMPLE: "Students will be able to identify the main ideas in a reading passage."; "Students will be able to order a meal in a restaurant in Barcelona."
2. Titles of your activities.
3. Time on task for each activity.
4. What the students will do during each portion of the lesson.
5. What you will do during each portion of the lesson.

Be prepared to peer-teach for a total of five to ten minutes. You are encouraged to practice your peer-teaching lesson before presenting it to the rest of the class, so that you do not exceed the ten-minute time limit. More details on the peer-teaching assignments are included in the course schedule part of the syllabus.

In-class presentations: You will be assigned individual, pair and group projects that will be presented in class. For each presentation you are expected to provide a typed handout with the title of your talk, your name and date, the main points of your presentation, and a list of references, if applicable.

Outside projects: You will be asked to carry out an ethnographic observation of three foreign language classes at middle and high school levels. After completing each observation on schedule (see the course schedule for dates), you will need to type up your notes and hand them in, while keeping one copy for yourself so that you can continue referring to them as needed in class. Outside projects also include written homework as assigned in the syllabus and in-class.

Portfolio: Each student will be required to put together a portfolio of his/her work throughout the semester. The opening document in the portfolio will be a statement of the student's **teaching philosophy**, which will be developed by each student in the course of the semester as a result of readings, peer teaching, observations, in-class interactions and other educational activities. You are asked to write a preliminary statement of your teaching philosophy due the second day of class (See detailed instructions in Homework Section for September 4th) and the second statement due the last day of class (instructions for the second statement are at the end of the syllabus).

The bulk of the portfolio will consist of students' lesson plans, handouts prepared for in-class presentations, written homework assignments, and ethnographic observation reports. The final document will be a **Unit of Study** developed by each student based on the language s/he teaches and a corresponding textbook of the student's choice.

The Unit will include:

1. Identification of content standards in terms of the three communication modes around which instruction will be organized.
2. Statement of subject areas (or concepts) for the unit.
3. Time frame allotted for the unit.
4. Specific instructional objectives clearly identifying the knowledge and skills students will be

- expected to learn.
5. Instructional activities in which students will be involved over the course of the unit.
 6. Plans and procedure for assessing whether and how well the students meet the goals and objectives of the unit.
 7. One lesson plan for a 50 minute class session.

I strongly recommend that you work on the creation of your Unit of Study every week as you learn the material necessary for its development.

Participation: Participation is essential in this course for you will contribute to your own and your colleagues' learning by sharing your ideas about what constitutes effective teaching.

Attendance: Regular attendance is a must for optimal learning and teaching. Therefore, the attendance policy for this class states that two absences will result in a loss of one letter grade; four absences result in class failure.

NOTE: Late work will not be accepted. No exceptions! However, if you do not complete an assignment on time, make sure that you still include it in your final portfolio so that you can get a full grade for the portfolio.

EVALUATION CRITERIA:

Your grade will be calculated on the basis of the following:

- Midterm Examination – 15 points
- Final Examination/Research Projects – 15 points
- Peer Teaching – 20 points
- In-class presentations – 20 points
- Outside projects – 20 points
- Portfolio – 30 points
- Participation – 15 points
- TOTAL : 135 points

A = 135-121; B = 120-108; C = 107-94

STANDARDS GUIDELINES

INTASC [Interstate New Teachers' Assessment & Support Consortium]	NCATE/ACTFL Standards	CCCT {CONNECTICUT COMMON CORE OF TEACHING}
<p>Scholarship</p> <ol style="list-style-type: none"> 1. Knowledge of subject matter 2. Knowledge of human development & learning 3. Instruction adapted to meet diverse learners 4. Use of multiple instructional strategies & resources <p>Attitudes and Disposition</p> <ol style="list-style-type: none"> 5. Effective learning environment created 6. Effective communication 7. Lesson planning 	<p>STANDARD 1: Language, Linguistics, Comparisons</p> <ol style="list-style-type: none"> 1a. Demonstrating language proficiency; 1b. Understanding linguistics; 1c. Identifying language comparisons. <p>STANDARD 2: Cultures, Literatures, Cross-Disciplinary Concepts</p> <ol style="list-style-type: none"> 2a. Demonstrating cultural understanding; 2b. Demonstrating understanding of literary and cultural texts; 2c. Integrating other disciplines in instruction. <p>STANDARD 3: Language Acquisition Theories and Instructional Practices</p> <ol style="list-style-type: none"> 3a. Understanding language acquisition and creating a supportive classroom; 	<p>DEMONSTRATIONS OF KNOWLEDGE</p> <ol style="list-style-type: none"> 1.1 understanding of student learning & development 1.2 understanding of need for different learning approaches 1.3 proficiency in reading, writing and mathematics 1.4 understanding of central concepts & skills, tools of inquiry and structures of discipline(s) 1.5 knowledge of how to design and deliver instruction 1.6 recognition of need to vary instructional methods <p>APPLICATION OF KNOWLEDGE THROUGH</p> <ol style="list-style-type: none"> 2.1 instructional planning based upon knowledge of subject, students, curriculum & community 2.2 selection and/or creation of learning tasks that make subject meaningful for students

<p>Integrity 9. Reflection and professional development</p> <p>Leadership 8. Assessment of student learning to improve teaching</p> <p>Service 10. Partnership with school and community</p>	<p>3b. Developing instruction practices that reflect language outcomes and learner diversity.</p> <p>STANDARD 4: Integration of Standards into Curriculum and Instruction 4a. Understanding and integrating Standards in planning; 4b. Integrating Standards into instruction; 4c. Selecting and designing instructional materials.</p> <p>STANDARD 5: Assessment of Languages and Cultures 5a. Knowing assessment models and using them appropriately; 5b. Reflecting on assessment; 5c. Reporting assessment results.</p> <p>STANDARD 6: Professionalism 6a. Engaging in professional development; 6b. Knowing the value of foreign language learning.</p>	<p>2.3 establishment and maintenance of appropriate behavior standards and creation of positive learning environment 2.4 creation of instructional opportunities supporting students' academic, social and personal development 2.5 use of verbal, nonverbal and media communication fostering individual and collaborative inquiry 2.6 employment of various instructional strategies in support of critical thinking, problem solving and skills demonstration 2.7 use of various assessment techniques to evaluate student learning & modify instruction</p> <p>DEMONSTRATION OF PROFESSIONAL RESPONSIBILITY THROUGH: 3.1 professional conduct in accordance with the Code of Professional Responsibilities for Teachers 3.2 shared responsibility for student achievement and well-being 3.3 continuous self-evaluation regarding choices & actions on students and school community 3.4 commitment to professional growth 3.5 leadership in the school community 3.6 demonstrations of a commitment to students and a passion for improving the profession</p>
---	---	--

TENTATIVE COURSE CALENDAR
Examinations will be given and assignments will be due during the week indicated under “Course Content Outline”.

NOTE: Late work will not be accepted. No exceptions!

DISABILITY ACCOMMODATION STATEMENT

Students with disabilities and diverse learning needs are welcome in this class. Students with diverse backgrounds and experiences add greatly to the quality of a course.

Students with disabilities who require accommodations are strongly encouraged to speak to me within the first