

Spring 2016

DATE	Focus	Assignments DUE
PHY jan 19	<ul style="list-style-type: none"> • América is Her Name • Course Overview 	Daily Formative Self Assessment in 24
PHY jan 26	<ul style="list-style-type: none"> • What does Learning Look Like? • What is ResponsiveDesign? • Artifact Box • Inquiry into My Practice (IMP) • PILA • Funds of Knowledge • Immigration Interview Project • Book Club 	Daily Formative Self Assessment in 24 Thought You Should Know letter Artifact Box Assigned Readings Moll's Funds of Knowledge
ONL feb 2	<ul style="list-style-type: none"> • Birth of a Word • Language Learning Autobiography • Group Research into BICS/CALPS • Virtual Book Club 	Daily Formative Self Assessment in 24 Freeman & Freeman Yeager & Córdova chapter ResponsiveDesign article (Córdova, Kumpulainen & Hudson) Start Identifying Community Person
PHY feb 9	<ul style="list-style-type: none"> • Language Forms & Functions • Specially Designed Academic Instruction in English • BICS/CALPS • Language Experience Approach • Designing an IMP: ResponsiveDesign • Book Club 	Daily Formative Self Assessment in 24 Birth of a Word Reflection Language Learning Autobiography Assigned Readings Krashen's SLA Principles
PHY feb 16	<ul style="list-style-type: none"> • Intro to Teaching Channel • Interdisciplinary Mash-Up • Designing an IMP: ResponsiveDesign • Book Club 	Daily Formative Self Assessment in 24 Assigned Readings
ONL feb 23	<ul style="list-style-type: none"> • SLA Online Lecture • Krashen's Phases of Language Learning • Sheltered Instruction • Book Club • ***IMP Window Period Open 	Daily Formative Self Assessment in 24 Cross Cultural Dialogues Assignments Immigration Interview Completed Enact IMP

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DATE	Focus	Assignments DUE
PHY mar 1	<ul style="list-style-type: none"> • High-Low Context Languages • Learning to Observe • Balanced Literacy Approaches • Thinking-Partners to Develop IMP focus & PILA • Book Club • ***IMP Window Period Open 	Daily Formative Self Assessment in 24 Córdova & Matthiesen Article Enact IMP
PHY mar 8	TBD • ***IMP Window Period Open	Daily Formative Self Assessment in 24 Enact IMP
ONL mar 15	• <i>Independent Passion Project</i>	ONL mar 15
PHY mar 22	<ul style="list-style-type: none"> • CCSS & NGSS • Assessment • Squiggly Lines & Portfolios • Analyzing the IMP • Book Club • Going on a Walk About to Prepare a Shared IMP 	Daily Formative Self Assessment in 24 Readings TBD Sustained Classroom Observation
mar 26 - apr 3	Spring Break!	chill out!
PHY apr 5	• Walk About to Develop Shared IMP	Daily Formative Self Assessment in 24 IMP Analysis DUE
PHY apr 12	<ul style="list-style-type: none"> • Enacting Collaborative IMPs • More on Assessment 	Daily Formative Self Assessment in 24 Freeman & Freeman Readings TBD
ONL apr 19	TBD	Daily Formative Self Assessment in 24
PHY apr 26	<ul style="list-style-type: none"> • Taking Stock of our Learning • Domain Analysis of our Learning • Assessing Our Learning 	Daily Formative Self Assessment in 24 Freeman & Freeman Readings TBD
ONL may 4	Organizing Final Project	Daily Formative Self Assessment in 24
PHY may 10	• Sharing Insights about Self as Learner	Daily Formative Self Assessment in 24

I. Attendance and Class Participation (20%):

Prompt attendance at all class sessions is expected as well as active participation in all discussions and activities. Please keep me informed of any absences you anticipate or if you are experiencing difficulty in meeting deadlines. Additionally, if you are in need of special accommodations, please see me at the beginning of the semester. More than 1 absence will impact the final grade in the course. Students are allowed a total of four hours of absence without grade penalty. After four hours of absence, the participation grade for the course will be lowered by 5 points for each subsequent absence.

II: Major Practices and Assignments (65%):

Thought You Should Know letter: Each participant must write and submit a letter in correspondence to the instructor's letter. It should introduce the participant, explain a little about her/his interests specifically in the area of foreign language, questions and wondering about language learning and more generally in the area of family/hobby/social interests. This letter acts as an initial communication between the instructor and participants. Using the 'thought you should know' copy-change style is suggested. **(2 points).**

Artifact Box & Cultural Archaeological Dig: It becomes important for each participant to see himself as a member of the learning community we will co-construct together. While we will be developing shared knowledge, each participant is an individual who brings her/his knowledge and experiences (i.e., their identity, cultural histories & knowledges) to the classroom. To begin surfacing this, each person will assemble an Artifact Box, that we'll explore, wonder about and respond to. **(3 points).**

The Writer's Notebook: Each member will keep a Writer's Notebook used as place to explore, envision and enact. **Ongoing use of WN will occur. (5 points).**

Daily Formative Self-Assessment: At the end of each class session, each participant must complete and submit the sheet, responding to the three prompts: *What we explored was; Something I envision using or doing is; When I enact it, what I hope will happen is...* You will begin a quick response at the end of class and post a reflection on My Gateway . You are to reply to at least 2 classmates' reflections. Instructor will draw on responses to prepare for subsequent class sessions. **Due at the end of each class session within 24 hours on MyGateway. (10 points)**

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Immigrant/Newcomer Interview: You will prepare an interview protocol to help you learn more about the perspectives of an immigrant to the US. **(5 points).**

Sustained Observation: Observing, reflecting, analyzing and acting upon patterns are essential practices of an *inquiring stance* for the *teacher as inquirer*. To support the ongoing development of this professional stance, each participant must, two times, observe, reflect upon, analyze then act on patterns of foreign language instruction and learning within her classroom placement setting. This informed base, driven by data, will also support the Inquiry Into My Practice that you will explore, envision and enact. **(10 points).**

Inquiry into My Practice (IMP): Each participant will develop a prototype lesson plan/s that will be tested within the teaching placement. It will be planned, in part, during in class, video-recorded for use in a collaborative reflection with colleagues. **(30 points).**

III. Course Learning Log (in 3-ring binder format) (15%):

Each participant must keep a three-hole punch 3” binder with **two** sections. This ongoing collection will document the participants’ growing and systematic understanding of teaching foreign language over the course of the class. Sections include: **(Total 15 points).**

- a. **Content & Strategies, theory into practice reflections/Daily Writing (1st Section):** The instructor will begin some class sessions with content area instruction and strategies to support the ongoing development of students as language learners, readers and writers. Each participant will respond to the instruction opportunities by articulating their potential use in their respective classroom placements. These story and strategy experiences will serve as a resource base for the participant. **(5 points).**
- b. **Book Clubs (2nd Section):** Each participant will engage in a whole-group and small group ‘book club’ discussion of the assigned readings. Weekly Book Club activities will be completed based on the readings from course texts, articles and a shared self-selected book. Each participant will prepare for the weekly Book Club meetings, to be held in class and on MyGateway, by preparing a book club letter summarizing key points in the chapters read. The foci of the responses will be announced each week in class. Letters assigned Daily **(5 points).**
- c. **Ethnographer of the Day:** Each member will have an opportunity to serve as *participant- Ethnographer of the Day (EOD)* on one day during our 15 weeks of class. This will be done in pairs carefully observing the goings-on in our QTEL Spring Semester. Doing the EOD will enable the participants to practice a hallmark of teacher-research:

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participating in classroom life while documenting it, chronicling it, reflecting upon it and sharing it back with the group focusing on observations and insights. (5 points).

Grading Scale:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = less than 60%

Special Needs

Please notify your instructor and the appropriate campus resources if you have a disability that would negatively impact your academic performance.

Guidelines for Academic Honesty

Academic dishonesty, such as cheating and plagiarism, is defined in the Student Code of Conduct (see Bulletin and UM-St. Louis Student Handbook): *“The term plagiarism includes, but is not limited to: (i) use by paraphrase or direct quotation of the published or unpublished work of another person without fully or properly crediting the author with footnotes, citations or bibliographical reference; (ii) unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material; or (iii) unacknowledged use of work/materials that has been produced through collaboration with others without releasing in writing from collaborators.”* Therefore in consideration of the above: (a): No cheating or plagiarism will be tolerated. (b): The student will receive the grade of 0 on the assignment (quiz, exam, homework, composition, final exam) for cheating and plagiarism. (c): All dishonesty will be reported to the proper university authority.

Planning Ahead

This is the final course prior to student teaching. I highly recommend that during this academic year you make certain that you have completed ALL necessary paperwork for graduation and certification. To this end, please double-check your program of study, transcript, and employer requirements. Portfolios are required for certification. Continue, if not begin, collecting appropriate artifacts for inclusion. Attend at least one portfolio information session sponsored by the College of Education.