

UNIVERSITY OF MISSOURI—SAINT LOUIS
DEPARTMENT OF EDUCATOR PREPARATION, INNOVATION & RESEARCH
Fall 2015

Course Number & Title: FGN LANG/SEC ED 4589, Curriculum and Methods of Teaching Foreign Languages

Required Texts: Provided via PDF by Instructor, Purchasing of 1-year license to TeachingChannel.org

Instructor: Ralph A. Córdova, Ph.D.

Phone: 314-516-5799
3-5pm

Office/Office Hours: Wednesdays

Meeting Dates: Tuesday* 4:45 – 7:25 PM, Honors College 0C307 (* See Assignment Overview for physical/virtual meetings)1

Course Information

Prerequisites: TCH ED 3310 or 5310 and passing the departmental language skill test. A study of the scope and sequence of the foreign language courses in the school curriculum with emphasis on the selection and organization of materials and methods of instruction and evaluation. Attention is also directed toward learning the techniques and research tools of the scholar in the field of foreign language. To be taken prior to student teaching. This course must be completed in residence. Not available for graduate credit. (Taken from UMSL on-line Bulletin). This methods course also coincides with candidates working in their Studio Schools during Practicum 1. This course will involve physical meetings, and, online virtual meetings using Google Hangout for face2face work, and, www.ourCoLab.ning.com to complete class assignments.

*(Near) Completion of Level I and II

* Admission into Teacher Education Program

* 24 hours of eligible target language credit toward state minimum of 30

Course Goals/Objectives:

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

1. Analyze your own language learning experiences in light of the history of language learning in the U.S. and the teacher and student standards, and begin a plan for continuous professional development.
2. Name and describe the levels of language proficiency and select realistic levels as goals for your students. (ACTFL K-12 Performance Guidelines)

3. Name the foreign language goal area and content standards as delineated in the state and national documents and prepare a learning scenario for your language, incorporating the foreign language standards. (*Standards for Foreign Language Learning in the 21st Century* and *Missouri Show-Me Standards for Foreign Language*)
4. Explain the learning theories that serve as a basis for teaching foreign languages and discuss the implications for teaching.
5. Explain language learning for learners of varied ages (elementary, middle, high school) and implications for teaching.
6. Discuss the varied learning styles and strategies and design activities to reach as many different learning styles as possible.
7. Discuss general principles of curriculum planning in foreign languages according to the *Standards*. 1
8. Design effective plans for guiding students to comprehend and interpret authentic oral and written texts (listening and reading skills) and discuss and/or apply their content.
9. Discuss, plan and execute presentations of new material (vocabulary, pronunciation, culture) and present a grammar point to students according to guidelines based on knowledge of best practice in the field.
10. Analyze a school foreign language textbook for its treatment of grammar and make recommendations for its adaptation.
11. Devise oral exercises and activities to lead students to use the language communicatively.
12. Devise written exercises and activities to develop students' abilities to express themselves in writing for daily-life purposes and academic purposes.
13. Prepare test items and integrated performance assessments for evaluating students' abilities to communicate in the foreign language.
14. Integrate the use of technology to "deliver," facilitate, or enhance language instruction.
15. Promote and defend the study of foreign languages in the schools. Prepare a speech, article, or brochure on the value of language study for American students.
16. Write lesson plans.

Requirements, Projects, Assessments and Grades

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. **(5 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. (3 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 OurCoLab.ning.com . 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 OurCoLab.ning.com . (15 points)**

Cooperating Teacher Interview on Foreign Language Instruction: You will prepare an interview protocol to help you learn more about your CT's perspectives on foreign language and literacies learning. We will develop the scope of the interview in class. This informed base, driven by data, will also support the Inquiry Into My Practice that you will explore, envision and enact. **(5 points).**

2 observations, Classroom Map, reflections and analyses: 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. **(15 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. **(20 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 SECED/ FGNSLANG 4589 class. Doing the EOD will enable the participants to practice a hallmark of teacher-research: 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.