**Teaching and Learning in K-12 Foreign Language Classroom Part 2:**

**Fall 2018**

**Course information**

**Meeting times:** 1:00-4:10

**Meeting place:** WWPH 5511

**Instructor information**

**Instructor:** Heather Hendry

**Email**: heh15@pitt.edu

**Office hours:** WWPH 5326by appointment only

**Required texts:**

Shrum, Judith & Eileen Glisan (2015). *Teachers’ Handbook: Contextualized Language Instruction (5th Edition).* Cengage Learning.

Curtain, Helena & Carol Ann Dahlberg (2015). *Language and Learners: Making the Match: World Language Instruction in K-8 Classrooms and Beyond (5th Edition)*. Pearson.

**The following essential questions will be addressed:**

* What are the most prominent theories of second language acquisition?
* What are teaching practices that are supported by second language acquisition theories?
* How do I write a lesson plan?
* How do I write lesson objectives that support the World Readiness Standards for Foreign Language Learning? How do I revise a textbook activity to meet the standards more effectively?
* What are the World Readiness Standards for Foreign Language Learning? How do they relate to the Common Core State Standards?
* What is Content-Based Instruction (CBI)? How do I design lessons and curricula that are content-based?
* What are teaching practices that integrate the three communicative modes (interpretive, interpersonal and presentational)?
* How do I design a dialogic grammar lesson using the PACE model?
* How do I select an authentic text to use in a standards-based lesson?
* How do I design a lesson using an authentic text?
* What are some technological tools that enhance student proficiency in the three communicative modes?
* How can lessons be adapted for students of various ages, abilities, and learning styles?
* What materials (e.g. visuals, props, realia, and authentic texts) can I design to support K-12 foreign language instruction?

**Disabilities:**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 216 William Pitt Union, (412) 648-7890 or (412) 383-7355 (TTY), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

**Academic Integrity:** Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

**Statement on Classroom Recording:** To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student’s own private use.

**DIL Departmental Grievance Procedures:** The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in DIL believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow this procedure:

1. The student should talk directly to the faculty member to attempt to resolve the matter.
2. If the matter cannot be resolved at that level, the student should talk to the relevant program coordinator.
3. If the matter remains unresolved, the student should talk to the associate chair of DIL (currently Dr. Patricia Crawford).
4. If needed, the student should next talk to the SOE associate dean of students (currently Dr. Michael Gunzenhauser).

If the matter still remains unresolved, the student should file a written statement of charges with the dean’s designated Academic Integrity Administrative Officer (currently Dr. Michael Gunzenhauser).

**Class Policies:**

* **Attendance**: You are asked to come to class on time, attend all classes, and to be actively involved in class discussions and all other activities (See attached departmental attendance policy).
* **Participation:** If you attend all classes on time, and participate **actively** in class discussions, you will receive all 70 class participation points (5 points per class). “*Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly” (Wenger, 2010)*
* **Assignments**: Please submit assignments via courseweb. Assignments are due **NO LATER** than the date indicated on the syllabus. **5 points will be deducted per day for late assignments**.
* **Class time:** The time before, after, and during this class is dedicated to content relating to **THIS** course. Please do not use the time before, after, and during class to ask questions regarding other issues such as student teaching, assignments, and academic advising. would be **HAPPY** to discuss these other issues during my office hours.

**Course Requirements/Evaluation:**

Project 1: Language Acquisition Project 50 points

Project 2: Content-based thematic unit plan 30 points

Project 3: TPR/Info-Gap CBI Project 50 points

Project 4: Interactive Reading Model 50 points

Project 5: PACE lesson 50 points

Quizzes 20 points

Participation and Discussion Board 70 points

Swapshop idea 10 points

Technology homework 10 points

Total 340 points

***By the end of the course, students should demonstrate the following competencies:***

**IA: Development, Cognition, and Learning: Child Development Theory**

**IB: Development, Cognition, and Learning: Early Childhood Theory**

**IC: Development, Cognition, and Learning: Adolescent development**

**ID: Development, Cognition, and Learning: Organizational structure of Schools**

**IIB: Performances: Planned instruction**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topics** | **Readings/Viewings** | **Assignments** |
| Week 1Wed, Aug. 29 | **What are the prominent second language acquisition theories? How do these theories support I-TLC? What are the World Language Readiness Standards?** | S&G Chapter 1 | 1 Discussion board post by midnight Monday night |
| Week 2Wed, Sept. 5 | **What are the prominent second language acquisition theories? What are their implications for teaching? How do I design a lesson plan that supports second language acquisition theories?** | S&G Chapter 1&2C&D Chapter 3 | 1 Discussion board post by midnight Monday nightBring your textbook from your site that you use to teach your students |
| Week 3Wed, Sept. 12 | **How do I contextualize language instruction? What is CBI? How do I use CBI as a context for language learning?** | S&G Chapter 3C&D Chapters 8 | 1 Discussion board post by midnight Monday night**Quiz 1: SLA Theory**Adaptation of a textbook activity lesson plan due |
| Week 4Wed, Sept. 19 | **How do I design a content-based thematic unit using Curtain and Dahlberg’s framework?** | C&D: Chapter 2&3 | 1 Discussion board post by midnight Monday night**Project 1: Language Acquisition Project (push up next year)** |
| Week 5Wed, Sept. 26 | **What professionally endorsed teaching practices support *interpersonal* communication (e.g. IGA, jigsaw, etc)?** | S&G: Chapter 8ACTFL proficiency guidelines for speaking | 1 Discussion board post by midnight Monday night**Project 2: Content-based thematic unit (web and UPI)****(push up next year)** |
| Week 6Wed, Oct. 3 | **What professionally endorsed teaching support *interpersonal* communication (e.g. IGA, jigsaw, etc)? What technology tools can I use to enhance interpersonal communication?** | C&D: Chapters 4&5ACTFL proficiency guidelines for speaking**Guest Speaker:** Fiona Seels for part of the class | 1 Discussion board post by midnight Monday night**Quiz 2: ACTFL proficiency guidelines** |
| Week 7Wed., Oct. 10 | **What professionally endorsed teaching practices support *interpretive* communication?****What is the interactive reading model (IRM)?**  | S&G: Chapter 6ACTFL proficiency guidelines for listening and reading | 1 Discussion board post by midnight Monday night |
| Week 8Wed., Oct. 17 | **What professionally endorsed teaching practices support *interpretive* communication?****What is the interactive reading model?**  | C&D: Chapter 5ACTFL proficiency guidelines for listening and reading | 1 Discussion board post by midnight Monday night**Project 3: CBI/Info-Gap Project** |
| Week 9Wed., Oct. 24 | **What is implicit, explicit, and dialogic grammar instruction? What is the PACE model? How do I use PACE to teach grammar?** | S&G: Chapter 7 | 1 Discussion board post by midnight Monday night |
| Week 10Wed., Oct. 31 | **How do I use PACE: to teach grammar? How can I plan for co-construction?** | S&G: Chapter 7 | 1 Discussion board post by midnight Monday night |
| Week 11Wed, Nov. 7 | **How do I use PACE: to teach grammar? How can I plan for co-construction?****What technology tools enhance storytelling lessons?** | S&G: Chapter 7&12**Guest Speaker:** Fiona Seels | 1 Discussion board post by midnight Monday night |
| Week 12Wed, Nov. 14 | **What professionally endorsed teaching practices support *presentational* communication in my classroom? How do graphic organizers enhance proficiency in presentational mode?** | S&G Chapter 9C&D Chapter 6Graphic organizer article (courseweb) | 1 Discussion board post by midnight Monday night**Project 4: Interactive Reading Model (IRM)** |
| Week 13Wed., Nov. 21 | **Thanksgiving break** |  |  |
| Week 14Wed., Nov. 28 | **How do I facilitate discussions and classroom discourse that foster Advanced level proficiency?** | Donato and Brooks:Literary Discussions and Advanced Speaking Functions: Researching the (Dis)connection | 1 Discussion board post by midnight Monday night**Project 5: PACE lesson due** |
| Week 15Wed., Dec. 5 | **Swapshop** |  | Post a swapshop activity on Discussion board |

**Class Attendance Policy for MAT and MED students**

**In Foreign Language (FL) Education**

## Class attendance is mandatory in both MAT and MED programs. Given the short amount of time for courses and the nature of classroom instruction in a professional program, missing one 3-hour class can result in serious deficits to your knowledge and can have effects on your understanding of future classes. In undergraduate general education courses, the emphasis is often on note taking, memorization, and multiple choice mid-term and final examinations.

## Unlike undergraduate classes, ‘making up’ what you missed is not possible in a graduate course. Graduate courses require your active participation in class activities and discussion, your responsibility to a group for completion of projects, and your contribution to the class in terms of presentations and demonstration lessons. There is NO WAY to make up work missed in a graduate class. Please do not ask how to make up work if you have missed a class. There is no extra credit, no additional assignments, and no appointments with instructors for tutoring on what you missed. Your instructors are not your private tutors.

For the above reasons, the following attendance policy has been established for the MAT and MED program.

1. **You are permitted ONE EXCUSED ABSENCE per course per term.**  An excused absence means that you have communicated with your instructor that you will miss or have missed a class and have the necessary documentation to allow your instructor to make a decision on whether the absence is excused or unexcused. It is NOT up to you to decide whether your absence is excused and simply telling the instructor that you will miss a class does not excuse you from the class. You must receive verbal or written confirmation from the instructor that your absence has been excused. The one excused absence will not have an effect of your final course grade. You are, however, responsible for finding out what you missed from other students in the class and lack of knowledge about course content because of an absence is not excusable or reasonable for a graduate student. If you do not receive confirmation from the instructor that your absence is excused, you may assume that your absence is unexcused and will have an impact on your course grade (see #3).
2. **Two days of lateness or early exit exceeding 30 minutes also count as one absence.** In other words, if you are late or leave early twice without being excused by your instructor, an unexcused absence will be recorded, resulting in a lowering of your final course grade. While I understand that the parking situation is difficult at Pitt, please keep in mind that we have a limited amount of time for each class and will start each day promptly at 4:30 PM. Chronic lateness of less than thirty minutes (i.e., being late on a regular basis) may also constitute an absence.
3. **Beyond the one excused absence, additional absences will result in the lowering of your final course grade by one letter grade for every unexcused absence.** Keep in mind that in graduate school you may be required to re-take a course for which you have received a C. A grade of C is not an acceptable grade for a graduate student. The expectation is that you will do exemplary work in all your courses. A QPA of 4.00 should not be an unreasonable expectation for you. In the future, you will be seeking strong letters of recommendation for positions and mediocre work in courses does not permit an instructor to recommend you highly with no reservation.
4. **During the course of the semester, it is also possible that absence from and tardiness to class is necessary beyond the reasonable one absence policy.** In these cases, the absence or tardiness must be excused by the instructor, must be documented, and will be given for only extenuating circumstances such as death in the family or serious illness that requires medication and/or hospitalization (headaches, a slight cold, or fatigue do not count as serious illnesses). Excused absences and tardiness will not be given for cars breaking down, traffic congestion, family obligations, routine doctor or dentist appointments, a planned family vacation, or delays at your school site. We all teach classes, work in schools, have family responsibilities, and deal with transportation issues. These matters must be planned for in advance so they do not interfere with your responsibilities as an intern and a graduate student – BE PROACTIVE, NOT REACTIVE. If absence or tardiness beyond the reasonable one absence policy is necessary and approved by the instructor, a work plan must be discussed and agreed upon to make up missed class time. An excused absence or tardy beyond the first will not result in a lower grade if all work due or assigned for the class and work plan is completed.