

I&L 2722: Practicum in Foreign Language Teaching Fall 2020

Course information

Meeting time: Thursday 11:00-1:40

Meeting place: Synchronous class on ZOOM (We will also use CANVAS for materials and announcements. Your canvas course is I&L 2722)

Open Office Hour: Wednesday 2:00-3:30. I will be available on ZOOM for meetings. Information on how these office hours will take place will be given as we move through the semester. Appointments may be possible if time does not match your schedule.

Instructor information

Instructor: Professor Richard Donato

Email: donato@pitt.edu

What is this course about?

Think of this class as a LABORATORY where you will learn about and try out two important language teaching practices that every teacher needs to know. In this laboratory, you will work in teams (like laboratory partners) in planning lessons, rehearsing them, and presenting them to the class.

In this laboratory we will work as a COMMUNITY, helping and supporting each other's learning, showing kindness to each other when giving feedback, reactions, and advice, and being responsible and helpful to your group.

The PRACTICE that will learn in our classroom community involves two important teaching practices that we will work on for the entire semester. These two practices are COMPLEX and LEARNABLE and essential for accomplished teaching of *all* languages at *all* levels of instruction.

We meet, therefore, as a *community of practice*. "A COMMUNITY OF PRACTICE is a group of individuals who share a concern and a passion for something they do. Together the group learns how to *improve* performance as they support and interact with each other regularly" (based on Wenger, 2010).

Communities of practice APPLY teaching knowledge to teaching ACTIONS. Communities of practice are about DOING and IMPROVING what they do, not just memorizing and displaying knowledge of facts. Communities of practice are action-oriented.

What are the learning outcomes of this course? What are the objectives?

The purpose of this course is to *learn about, practice, and develop* **TWO high-leverage teaching practices** (HLTP) that are essential for effective foreign language teachers.

What are high-leverage teaching practices?

High-leverage teaching practices are the *instructional actions/moves* that are essential for skillful teaching and that all world language teachers need to understand and carry out in their classrooms.

High-leverage teaching practices apply to *all* languages and can be adapted to *all* levels of instruction.

High-leverage teaching practices are based on current *theory* of how languages are learned and *research* findings on the learning of *additional languages* (sometimes referred to as foreign languages, world languages, second languages, community languages, or L2).

Do we need a book? YES, this book is required. You may order this book on-line on the ACTFL website (www.actfl.org).

Glisan, E.W., & Donato, R. (2016). *Enacting the work of language instruction: High-leverage teaching practices*. Alexandria, VA: ACTFL.

Are there any class policies I need to know? YES, not many but important.

- **Attendance:** You are expected to attend all classes, which will be held synchronously on zoom. This means being on time, staying until the class ends, and, with your permission, allowing us to see you during class by turning on your camera. You are allowed ONE unexcused absence. For every additional unexcused absence, you will be *deducted 10 points* from your total score. If you need to miss a class beyond one unexcused absence, you must contact your instructor **BEFORE** the class (preferably 2-3 days before the class) and receive permission to be absent by the instructor. Chronic lateness will be considered an absence to be decided by the instructor.
- **Assignments:** All assignments need to be completed by the due date. Details of each assignment will be posted on CANVAS. Please set your CANVAS *notifications to 'immediately'* so you know when I post assignment information or materials you need for class.

- **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 and academic advising. I would be **HAPPY** to discuss these other issues during office hours, Wednesday 2:00-3:30 or by appointment if necessary.

How will I earn a final grade for the course?

Participation	H/S/U (20 points)
Observe and Analyze I-TLC video	H/S/U (20 points)
Observe and Analyze Discourse Community video	H/S/U (20 points)
I-TLC micro-lesson and analysis	H/S/U (15 + 30 points)
Discourse Community micro- lesson and analysis	H/S/U (15 + 30 points)

150 points

H = 135 – 150 points (90% and above)

S = 120 - 134 points (80% and above)

U = 119 and below (below 80% does not meet the criteria for passing the course)

How will our class be organized?

Our class will follow a *cycle of work* for learning two high-leverage practices that involves

- 1) **Theory and Research** about the Practice.
- 2) **Deconstructing of the Practice** into its component parts to make the complexity of the practice visible and learnable.
- 3) **Observing and Analyzing the Practice** through instructor demonstration and video analysis.
- 4) **Planning a micro-lesson** demonstrating your skill with the practice. Planning will be done in teams with your partners. Each team will be composed of approximately 3 students. All students will plan a lesson. The goal of your work together is to provide support and suggestions.
- 6) **Rehearsing and Coaching the Practice** in your teams and in large group once the micro-lessons have been developed. There will be *two opportunities for rehearsal*, 1) in your **teams** and 2) with the entire **class**. **Coaching** will be provided during rehearsals to improve the practice and final grade on the analysis of your micro-lesson project. After your micro-lesson you will provide a written self-analysis following guidelines for the analysis
- 7) **Enacting the Practice** will take place in class. No ‘real’ classes available.

Weekly Schedule

(Any changes to the schedule will be announced)

Text: Glisan, E.W., & Donato, R. (2016). *Enacting the work of language instruction: High-leverage teaching practices*. Alexandria, VA: ACTFL.

Date	Topic	Readings	Assignment DUE
Week 1 Aug 20	Who are we? Why are we here? What do we want to learn? What are high leverage practices?	No reading due today	No assignment due today
Week 2 Aug 27 Theory and Research Deconstructing The Practice	Why is using the target language comprehensibly and student-teacher interaction important? Learning <i>about</i> the language vs. learning <i>through</i> the language. Interaction and target language comprehensibility checklist and rubric (I-TLC)	Glisan and Donato (2016) <i>Preliminary Chapter</i> and Chapter 1 <i>Facilitating Target Language Comprehensibility</i>	Based on the reading, bring to class ONE <i>surprising new idea</i> that you read about in Chapter 1. Indicate the part of the chapter where you found this surprising new idea about language teaching and why your found it surprising. (toward participation points)
Week 3 9/3 Observing and Analyzing the Practice	Analyzing comprehensible teacher language and classroom interaction Discuss video observations using the checklist Guidelines for micro-lesson.		I-TLC Observe and Analyze Task : Video Analysis (20 points)

<p>Week 4 9/10</p> <p>Planning the Practice</p>	<p>Share story boards in class followed by planning your micro-lesson in teams.</p>	<p>Read pp38-39 (Rubric)</p>	<p>Bring story and story board to class for micro-lesson (see directions for I-TLC micro-lesson)</p> <p>Discuss with your group your I-TLC micro-lesson and help each other.</p>
<p>Week 5 9/17</p> <p>Rehearsing and Coaching</p>	<p>Try out the I-TLC micro-lesson with coaching (5 students).</p> <p>Coaching - a process to improve performance and focuses on the 'here and now' not the distant past or future. Coaching unlocks a person's potential. Coaching helps you learn rather than be taught.</p>	<p>Keeping it in the Target Language, DeFrancesco, <i>The Language Educator</i></p>	<p>5 students prepared to present I-TLC micro-lesson to the class for observation and <i>coaching</i>. (15 points)</p>
<p>Week 6 9/24</p> <p>Rehearsing and Coaching</p>	<p>Try out the I-TLC micro-lesson with coaching (6 students).</p> <p>Coaching - a process to improve performance and focuses on the 'here and now' not the distant past or future. Coaching unlocks a person's potential. Coaching helps you learn rather than be taught.</p>		<p>6 students prepared to present I-TLC micro-lesson to the class for observation and <i>coaching</i>. (15 points)</p> <p>Self-analysis essay of 5 students from last week due. (30 points)</p>
<p>Week 7 10/1</p> <p>De-briefing of lessons</p>	<p>We will use this class to review I-TLC, your micro-lessons, and summarize what we have learned and set goals for what we need to work on in the future.</p>		<p>Self-analysis essay of 6 students from last week due. (30 points)</p>

<p>Week 8 10/8</p> <p>Theory and Research</p> <p>Deconstructing the Practice</p>	<p>Creating Classroom Discourse Communities</p> <p><u>Major Concepts:</u> IRE vs. IRF Interaction Space Extended Discourse Managing Conversations Discourse Features</p>	<p>Glisan and Donato (2016) Chapter 2 <i>Building a Classroom Discourse Community</i> Pages 41-51 (only Part 1)</p>	<p>Bring to class one interesting and/or surprising idea from this chapter and one term that you learned in the chapter. (Toward participation points)</p>
<p>Week 9 10/15</p> <p>Observing and Analyzing the Practice</p>	<p>Discuss video observations using the guidelines</p> <p>Information-gap tasks Using the planning template for information-gap tasks</p>	<p>Video analysis</p>	<p>Observe and analyze video of classroom discourse community for features of a discourse community</p> <p>Written analysis of video based on guidelines (20 points)</p>
<p>Week 10 10/22</p> <p>Planning the Practice</p>	<p>Review of features of classroom discourse community</p> <p>Planning for 10 minute topical discussion</p>	<p>Appendix B page 61</p>	<p>Bring to class a topic for a 10 minute topical discussion with the class in English.</p> <p>Bring ideas for how you will conduct your discussion and create interactional space for student utterances. Refer to <i>features of a classroom discourse community</i>.</p>
<p>Week 11 10/29</p> <p>Rehearsing and Coaching</p>	<p>6 students will conduct a topical discussion with the class – Quotation Café</p> <p>Coaching - a process to improve performance and focuses on the 'here and now' not the distant past or future. Coaching unlocks a person's potential. Coaching helps you learn rather than be taught.</p>	<p>Article to be announced</p>	<p>6 students prepared lead class in a topical discussion (15 points)</p>

<p>Week 12 11/5</p> <p>Rehearsing and Coaching</p>	<p>5 students will conduct a topical discussion with the class – Quotation Café</p> <p>Coaching - a process to improve performance and focuses on the 'here and now' not the distant past or future. Coaching unlocks a person's potential. Coaching helps you learn rather than be taught.</p>		<p>5 students will conduct a topical discussion with the class for observation and <i>coaching</i>. (15 points)</p>
<p>Week 13 11/12</p> <p>No office hours</p>	<p>Feedback to student oral language.</p>	<p>Read chapter on feedback to oral communication.</p>	<p>Work on self-analysis essay</p> <p>Sign-up for a conference: I will send <i>sign-up sheet</i> on Monday November 9.</p>
<p>Week 14 11/11 – 11/17</p> <p>Individual Conferences</p> <p>No office hours</p>	<p>Nov 10 to Nov 17</p>	<p>20-30 minute conference to be arranged.</p>	<p>Self-analysis of topical discussion from <i>all</i> students due THURSDAY, NOVEMBER 19 (30 points) Send to e-mail donato@pitt.edu</p>

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 should not record classroom lectures, discussion and/or activities without the written permission of the instructor. Any recording properly approved in advance can only be used for the student's own private use and may not be distributed to anyone or posted on social media. In cases where I must record a class for a student not being able to be in class for a legitimate and excused reason, I will make sure you know that the class is being recorded and why.
