**I&L 2252: Teaching and Learning 1**

**Fall 2021**

**Course information**

**Meeting time:** Tuesdays5:00-7:30

**Meeting place:** 5401 Posvar

**Instructor information**

**Instructor:** Heather Hendry

**Email:** heh15@pitt.edu

**Required Texts (purchased at www.actfl.org at a discount when you become a member):**

* Glisan, E.W., & Donato, R. (2016). *Enacting the work of language instruction: High-leverage teaching practices, Volume 1.* Alexandria, VA: ACTFL.
* Glisan, E.W., & Donato, R. (2020). *Enacting the work of language instruction: High-leverage teaching practices, Volume 2.* Alexandria, VA: ACTFL.

*“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)*

**What is this course about?**

You can think of this course as a *Laboratory* where you are able to learn about and try two important teaching practices that every teacher needs to know. These two practices are: a) Interaction and Target Language Comprehensibility (ITLC) and eliciting Interpersonal Communication (IC) by facilitating a Discourse Community. These practices are complex, learnable, and essential for accomplished teaching of *all* languages of *all* levels of instruction. In this laboratory, you will work in teams, like laboratory partners, co-planning lessons, rehearsing them, and presenting them to the class.

We will also 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. We will also learn to grow individually from the positive and critical feedback that we receive from each other.

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 pacts. Communities of practice are action-oriented.

A second goal of the course is to elicit discussions about school contexts. These discussions will help us determine how to adapt HLTPs to be effective in different teaching contexts (e.g. urban, suburban, rural, public, private, grades K-5, 6-8, 9-12 etc.) with different district, school and student profiles. Specific aspects of school contexts such as classroom management, district demographics and resources, student profiles, and classroom rules and routines will be addressed.

**What are High-leverage teaching practices (HLTPs)?**

High-leverage teaching practices (HLTPs) are the instructional actions/moves that are essential for skillful teaching and that all world language teachers need to understand and implement in their classrooms. HLTPs apply to ALL languages and can be adapted to ALL levels of instruction.

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

**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.

**TLL 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 TLL 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 TLL (currently Dr. Cassie Quigley).
4. If needed, the student should next talk to the SOE Associate Dean of Students
5. If the matter still remains unresolved, the student should file a written statement of charges with the Dean’s designated Academic Integrity Administrative Officer

**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 program attendance policy).
* **Assignments**: All assignments are due on the date listed on the syllabus and should be uploaded to Canvas by midnight.
* **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. I would be **HAPPY** to discuss these other issues during my office hours.

**Evaluation:**

**HLTP 1:**

ITLC story-telling lesson planning template and script 30 points

ITLC story-telling lesson self-analysis 30 points

ITLC lesson video checklist 50 points

**HLTP 2:**

Building a Discourse Community quotation cafe template and script 30 points

Building a Discourse Community quotation cafe lesson self-analysis 30 points

Building a Discourse Community quotation cafe video checklist 50 points

Homework assignments 80 points

Participation 75 points

Total 375 points

**Assignments (all will be uploaded to Canvas):**

**HLTP lesson planning templates and videos:** For each HLTP, your group will co-plan and rehearse mini lessons. One or two members of your group will teach these lessons in their field site and videotape it. ONE of your lessons (either ITLC OR IC) will be videotaped, watched, and discussed during class across the semester, and classmates will constructively critique the lesson. This lesson will not be the unique property of the individual, but the property of the group. ALL students will complete BOTH lessons, but only ONE of each will be shown in class.

While only one or two members of your group will present a lesson to the class for each HLTP, each of you WILL teach a lesson utilizing that HLTP in your field site. For your video that is shown in class, your supervisor will attend our Pitt class (this will count as one of their site observations), view the video, and participate in our discussion. If your video is NOT shown in class, your supervisor will observe the lesson at the site using the appropriate HLP checklist and you will submit the checklist to Canvas. ALL students will submit both a lesson planning template and a checklist for each HLP.

**Self-analysis:** For each HLTP (ITLC and IC), you will turn in a 2-page written analysis addressing the feedback you receive on your lesson from the class discussion and the completed checklist. There will be a template for this assignment.

**Homework:** Throughout the semester you will be assigned homework. The purpose of the homework assignments are to get you acquainted with your intern/student teaching site and to assist with your understanding of your school context. It is imperative that you complete these assignments in order to participate during class. Homework completion will total 80 points.

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

IIA: Performances: Management of the instructional environment

IIB: Performances: Planned Instruction

IIC: Performances: Implementation of Instruction

IID: Performances: Evaluation of Instruction

IIIE: Professionalism: Recognizing the importance of life-long professional development

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

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| **Date** | **Topic** | **Readings** | **Assignments** |
| Week 1  Tues., Aug. 31 | **Introduction to Course**  **Who are we? Why are we here? What is your Image of an effective foreign language teacher?**  **What are communities of practice? What are high leverage practices?**  **What are you noticing and wondering at your internship sites?** | Glisan & Donato (2016) Preliminary Chapter  **PDE 430 quick review** | Noticing and Wondering:  Upload an Image of effective language teacher  *Due Monday night on discussion board* |
| Week 2  Tues., Sept. 7 | **How do I describe my internship school, district, and community? What are the features of my school, district, and community? What are the challenges? Are there structures in place that could prohibit or enhance student success?**  **What is ITLC? What strategies are associated with ITLC?**  **Review checklist/rubric** | Glisan & Donato (2016) Preliminary Chapter | Noticing and Wondering: *Due Monday night on discussion board*  **Homework 1 due: Getting to know my district, school, community context assignment** |
| Week 3  Tues., Sept. 14 | **Who are my students? What are their interests and strengths? What are their challenges? Are there structures in place that could prohibit or enhance the students’ success?**  **What is ITLC? What strategies are associated with ITLC?** | Glisan and Donato (2016) Chapter 1 “Facilitating Target Language Comprehensibility” | Noticing and Wondering  *Due Monday night on discussion board*  **Homework 2 Due: Getting to know my students** |
| Week 4  Tues., Sept. 21 | **How is my classroom set up? What are the routines? How does the set up of my classroom relate to the classroom routines? What are some classroom management strategies that I can incorporate?**  **What does ITLC look like in a classroom?**  **Discuss classroom observations using the checklist** |  | **Emma video analysis assignment**  **Homework 3 Due: Getting to know my classroom assignment move this up a week next year**  Noticing and Wondering: Observe ITLC in your mentor’s classroom using the checklist  *Due Monday night on discussion board*  Start thinking about your ITLC lesson and talk to your mentor about scheduling this lesson  **Bring *an* image for 5 related vocabulary words (not electronic images) that you would like to teach between October 6 and October 18** |
| Week 5  Tues., Sept. 28 | **How do I co-plan a lesson that incorporates ITLC?** |  | Noticing and Wondering: comprehension checking  *Due Monday night on discussion board*  **Video release forms due** |
| Week 6  Tues., Oct. 5 | **How do I implement a lesson that incorporates ITLC?**  **“Dress rehearsals”** |  | Noticing and Wondering  *Due Monday night on discussion board*  **ITLC story-telling lesson planning template and script due**  Prepare to dress rehearse |
| Week 7  Tues., Oct. 12 | **How do I implement a lesson that incorporates ITLC?**  **“Dress rehearsals”** |  | **Homework 4 Due: First few days of teaching reflection and analysis move up a week next year**  Noticing and Wondering  *Due Monday night on discussion board*  **Video lessons at sites** |
| Week 8  Tues., Oct. 19 | **How do I implement a lesson that incorporates ITLC?**  **Video critiques** |  | Noticing and Wondering  *Due Monday night on discussion board* |
| Week 9  Tues., Oct. 26 | **How do I implement a lesson that incorporates ITLC?**  **Video critiques**  **What are strategies that help develop a discourse community?**  **Review checklist/rubric** | Glisan and Donato (2016) Chapter 2 “Building a Classroom Discourse Community” | Noticing and Wondering: interpersonal communication  *Due Monday night on discussion board* |
| Week 10  Tues., Nov. 2 | **What are strategies that help develop a discourse community?**  **What does interpersonal communication look like in a classroom? How do I co-plan a lesson that incorporates interpersonal communication?**  **Discuss video observations using the checklist**  **Co-planning** | Crouse “Going for 90% Plus: How to Stay in the Target Language” | Noticing and Wondering: Observe mentors classroom for Interpersonal Communication  *Due Monday night on discussion board*  Preliminary plans for lessons, prepare to co-plan together  **ITLC story-telling lesson self-analysis Due**  **ITLC lesson video checklist uploaded** |
| Week 11  Tues., Nov. 9 | **How do I implement a lesson that incorporates IC?**  **“Dress rehearsals”** | Callier “Simulated Immersion Environment Engages Students in Language Use” | Noticing and Wondering: interpersonal communication Teacher-Student  *Due Monday night on discussion board*  Prepare to practice interpersonal communication lesson together  DC video analysis task  **Building a Discourse Community through quotation cafe planning template and script Due**  **Prepare to dress rehearse and teach between November 10-November 29** |
| Week 12  Tues., Nov 16 | **How do I foster interpersonal communication in my classroom?**  **“Dress rehearsals”** |  | Noticing and Wondering: interpersonal communication student-student  *Due Monday night on discussion board* |
| Week 13  Tues., Nov. 23 | **THANKSGIVING BREAK** | NO CLASS |  |
| Week 14  Tues., Nov. 30 | **How do I foster interpersonal communication in my classroom?**  **Video critiques** |  | Noticing and Wondering: interpersonal communication accountability  *Due Monday night on discussion board*  Video lessons |
| Week 15  Tues., Dec. 7 | **How do I foster interpersonal communication in my classroom?**  **Video critiques**  **Wrap up** |  | **Building a Discourse Community through quotation cafe lesson self-analysis Due**  **Building a Discourse Community through quotation cafe lesson video checklist A and B uploaded** |

\*\*Schedule is subject to change at any time.

**Class Attendance Policy for Students in World and Heritage Language Education (WHLE)**

## Class attendance is mandatory in *WHLE* programs, and it is expected that you arrive on time when class begins. Given the short amount of time for courses and the nature of classroom instruction in a professional program, missing one 2 ½ -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.

For the above reasons, the following attendance policy has been established:

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 #2).

2) **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.

3) **During the course of the semester, it is also possible that absence from class is required beyond the reasonable one absence policy (e.g. due to illness or a family emergency).** In these cases, the absence 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, quarantine, and/or hospitalization. Excused absences will not be given for cars breaking down, traffic congestion, family obligations, hair 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. An excused absence beyond the first will not result in a lower grade if all work due or assigned for the class is completed.

4) **Two days of lateness or early exit exceeding by 30 minutes also count as one absence.** In other words, if you are late or leave early twice, it will count as an unexcused absence unless you have received verbal permission from the instructor to come late or leave early due to extenuating circumstances (see above). While it is understood that the parking situation is difficult at Pitt, please keep in mind that there is a limited amount of time for each class and class will start each day promptly at 5:-0 PM. Chronic lateness of less than thirty minutes (i.e., being late on a regular basis) may also constitute an absence.