

## I&L 2722: Practicum in Foreign Language Teaching Fall 2021

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### Course information

**Meeting time:** Tuesday 10:00AM – 12:30PM

**Meeting place:** 5005 Posvar Hall

**Office Hour:** Wednesday 2:00-3:30 on zoom

**Instructor:** Professor Richard Donato

**Email:** donato@pitt.edu

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### *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.

In our classroom community, we will learn **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**.

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### *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.

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***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).

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***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.

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

- **Attendance:** You are expected to attend all classes. This means being on time, staying until the class ends, and, giving the class your attention. 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 me in writing (e-mail) BEFORE the class (preferably 2-3 days before the class) and receive my permission to be absent from the class. 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. You will also receive announcements in a PITT e-mail message.
  - **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 on *zoom* or by appointment if necessary.
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***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)
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	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)

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***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 with your classmates
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## 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.

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignment DUE</b>
Week 1 Aug 31	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 Sept 7  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 you found it surprising. (toward participation points)
Week 3 Sept 14  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 Sept 21</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><b>Bring story and story board to class for micro-lesson</b> (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 Sept 28</p> <p>Rehearsing and Coaching</p>	<p>Try out the I-TLC micro-lesson with coaching (4 students).</p> <p><b>Coaching</b> - 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>4 students prepared to present I-TLC micro-lesson to the class for observation and <i>coaching</i>. (15 points)</p>
<p>Week 6 Oct 5</p> <p>Rehearsing and Coaching</p>	<p>Try out the I-TLC micro-lesson with coaching (4 students).</p> <p><b>Coaching</b> - 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>4 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 4 students from last week due. (30 points)</p>
<p>Week 7 Oct 12</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 4 students from last week due. (30 points)</p>

<p>Week 8 Oct 19</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 Oct 26</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 Nov 2</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 (<b>famous, inspiring, interesting</b>) <b>quotation</b> 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 Nov 9</p> <p>Rehearsing and Coaching</p>	<p>4 students will conduct a topical discussion with the class – <b>Quotation Café</b></p> <p><b>Coaching</b> - 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>4 students prepared lead class in a topical discussion (15 points)</p>

Week 12 Nov 16  Rehearsing and Coaching	4 students will conduct a topical discussion with the class – <b>Quotation Café</b>  <b>Coaching</b> - 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.		4 students will conduct a topical discussion with the class for observation and <i>coaching</i> . (15 points)
Week 13 Nov 30	Feedback to student oral language.	Read chapter on feedback to oral communication.	Work on <b>self-analysis essay</b>  <b>Sign-up for a conference:</b> I will send <i>sign-up sheet</i> on Monday November 9.
Week 14 Dec 7– Dec 14  Individual Conferences  <b>No office hours</b>	Dec 7 – Dec 14	20-30 minute conference to be arranged.	Self-analysis of topical discussion from <b>all</b> students due TUESDAY DEC 7 (30 points) Send to e-mail <b>donato@pitt.edu</b>

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**Please note:**

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), 140 William Pitt Union (412) 648-7890, [drsrecep@pitt.edu](mailto:drsrecep@pitt.edu), (412) 228-5347 for P3 ALS users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

If you are **having problems** with anxiety, depression, stress, trauma, or other mental wellness issues, you can visit or call the [University Counseling Center](#) for a free and confidential appointment. They also offer group therapy and support groups for students dealing with grief, social anxiety, trauma, and a variety of other issues. Call them at 412-648-7930 for an appointment or stop by their office in Nordenberg Hall. Other ways to deal with stress and anxiety on campus include the [Stress Free Zone](#), located on the 3<sup>rd</sup> floor of the William Pitt Union. They offer a variety of classes, one-on-one appointments, and space where you can meditate, practice yoga, etc. They, too, can provide you with strategies to better cope with the stresses of college life.

*I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a **respectful, welcoming and inclusive environment** for every other member of the class.*

*All students are expected to adhere to the standards of **academic honesty**. Any student engaged in cheating, plagiarism, or other acts of academic dishonesty would be subject to disciplinary action. 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 the University Policy.*

***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.*

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