

University of Wisconsin-Stevens Point

Department of World Languages and Literatures

Foreign Language Education 333: Teaching Second Languages Fall 2017

- Instructor: Dr. Michael K. Olsen
- E-mail: molsen@uwsp.edu
- Office Hours: T R, 2:00-3:00 and by appointment, CCC 411
- Class Schedule: T R, 12:30-1:45, CCC 305

Required text

Shrum, J. L., and Glisan, E. W. (2016). *Teacher's Handbook: Contextualized Language Instruction*. 5th ed. Boston: Heinle. Free access to the website for the book is available on D2L.

Prerequisites: Junior status; admission to Professional Education Program

Course description

This course provides an analysis of foreign language acquisition and foreign language teaching theories. Students will critically evaluate these theories as well as foreign language teaching methods through observation, reflection, and application. Foreign language course design and lesson design will also be covered. Students will have the opportunity to apply lesson design through implementation and presentation of lesson plans. Issues in foreign language classroom interaction will also be covered.

Learning Outcomes

By the end of this course, students will...

- gain a basic understanding of current issues in Second Language Acquisition
- demonstrate an understanding of important contemporary topics in second language education and how these topics impact classroom planning and teaching
- develop a specialized vocabulary to aid in professional discussions
- form their own, well-reasoned opinions based on readings, observational experiences, and discussion with colleagues
- engage in reflective learning and practice
- gain a greater appreciation for techniques of teaching second languages to aid them in their future classrooms
- use assessment strategies to evaluate information in an informed manner for which they will hold their future students accountable
- use technology in a way that enhances other teaching strategies in the second language classroom
- formulate a well-articulated classroom management plan
- demonstrate professional work habits as a teacher

Field Experience

As part of this course, students will be required to participate in 30-60 hours of pre-teaching field experience (Levels II & III). Each student will be placed with a foreign language teacher in their respective language. The purpose of this practicum is to expose students to classroom interaction in preparation for their student teaching assignments.

Evaluation

Participation/Attendance/Readings	10%
Collection of Activities	20%
Lesson Plans	20%
Lesson Presentations	
1 st presentation	5%
Final presentation	15%
Assessments	10%
Practicum Reflections	5%
Teaching Analysis	5%
Exam	10%

Participation/Attendance/Readings 10%

1. Students will be graded based on their active participation in class activities (whole class, group work, pair work). We are here to learn, so contribute with your thoughts and concerns! Respectful behavior is expected (no use of cell phones in the class).
2. Attendance is obligatory and contributes to the grade earned for the course. When absent, participation is not possible and therefore results in a loss of participation points. Absences that are justified by a doctor's note are excused. In case of an emergency (i.e., due to grave illness, hospitalization, funeral of a family member, etc.), you must let me know as soon as possible. Send me an email, or leave me a note in my mailbox. Written documentation/evidence of extenuating circumstances must be given to me within one week of the absence.
3. Arrive on time. When students arrive late, they disrupt the class and may miss important announcements.
4. Students are expected to come to class prepared by having read the assigned reading for that day. Although we will not be focusing on everything from the readings in class, students are still expected to understand the information found in the readings. Some days there will also be a video viewing assigned. The Classroom Practices videos can be found at: <https://www.learner.org/resources/series185.html>. Discussion Questions and other assignments are designed to help students *identify*, *analyze*, and *practice* the concepts covered in this course.

Discussion Questions are postings on a forum on D2L that are tied with the reading for each class period. Students will 1) share something they thought was interesting and 2)

pose a question (either for clarification or further inquiry) relating to the reading. **These postings will be due at 9:00 am the day they are written on the course calendar.**

Collection of Activities 20%

Students will create a collection of activities based on the 5 Cs developed by the American Council for Teachers of Foreign Languages. Each activity will be based on materials developed and collected throughout the semester. Students will include 2 activities for each of the Communication and Cultures standards (= 10), 1 activity for each of the remaining standards (= 6), and 4 activities on other topics that may include (but are not limited to) grammatical topics, culture units, classroom management, or songs. Additionally, each activity must meet at least one of the following Wisconsin Standards for Teacher Candidates: technology, diversity, management, instruction, communication, and assessment. A total of **20 activities** will be submitted. Finally, a table of contents that outlines what categories each activity meets will be submitted.

Your activities will be evaluated using the following rubric. I will also use Rubric 3 from the edTPA handbook to inform my evaluation of this project.

7 points	8 points	9 points	10 points
The entries are neat and word-processed. They show a superficial understanding of the standards being studied and do not exhibit creativity. It was handed in late.	The entries are neat and word-processed. They show a basic understanding of the standards being studied without much creativity. It was handed in late.	The entries are neat, word-processed, and on time. They show a sound understanding of the standards being studied and do exhibit some creativity.	The entries are neat, word-processed, and on time. They show a deep understanding of the standard being studied and a lot of creativity.

Lesson Plans 20%

Each student will be working with a textbook throughout this semester. Using the materials gathered for the activities and the textbook, each student will create 5 lesson plans using the SOE template. With each lesson plan, students must demonstrate how to utilize a textbook effectively while teaching in the target language. These lesson plans should also constitute a sequence (i.e., a unit) and incorporate accommodations you would make for students with IEPs/504 plans.

I will use Rubrics 1-3 from edTPA to evaluate your lesson plans. A-level work has to be scored at a 4 for all three rubrics. B-level work has to be scored at a 4 in 1 out of 3 rubrics and may not be lower than a level 3. C-level work has to be at least a level 3 in all three rubrics.

Lesson Presentations 20%

Students will teach two lessons in class. Students must arrange to have both lessons videotaped by another student in the class. The first lesson should be approximately 15 minutes. After the first lesson, the class will have a discussion on what went well and what can be improved. During the last week of class, students will present their final lesson. The final lesson should be approximately 25 minutes and should take into considerations feedback and reflections from the first lesson presentation. The final lesson must incorporate technology (it is preferable to incorporate technology for both lessons).

Assessments 10%

Each lesson plan will include a section on how the future teacher plans to assess their students as part of the lesson. Formative and summative assessment will be addressed in each lesson plan. Assessments will be integrated into each lesson plan; however they will be graded separately. Also, as part of this assignment, you should coordinate with your cooperating teacher to give an assessment and to give student feedback. You will hand in this assessment and the feedback that you give to the students. This assignment will help you get used to what you will be expected to do for the edTPA.

I will use Rubrics 4 and 11-13 from edTPA. A-level work has to be scored at a 4 for all 4 rubrics. B-level work has to be scored at a 4 in 2 out of 4 rubrics and may not be lower than a level 3. C-level work has to be at least a level 3 in all four rubrics.

Practicum Reflections 5%

As part of this class, students will need to complete at least 30-60 hours of pre-practice teaching field experience in school settings. Observing other teachers and reflecting on one's own approach to teaching serves as a major component for training to enter the teaching profession. During the practicum, students are expected to write extensive journal notes. Based on those notes, students will write 5 reflections. Reflections have to discuss the following topics:

1. a thorough description of the language of one student
2. the role of assessment
3. classroom management
4. Topic of your choosing
5. Topic of your choosing

In the last 2 reflections, you may choose from potential topics such as error correction, teacher feedback, activity formats, the use of the students' L1, etc. Make sure to discuss prior academic knowledge of the students, special needs students, etc. **Specifically, students should discuss how instruction supports the development of communicative proficiency in the target language in meaningful cultural context(s) for language learners. Students should also comment on how teaching practice should be evaluated and changed in order to meet language learners' varied learning needs.** Each reflection should not be more than 3 pages double-spaced. Further details and instructions are available on D2L.

I will use edTPA rubrics 9 and 10 to evaluate this assignment. A-level work has to be scored at a 4 for both rubrics. B-level work has to be scored at a 4 in 1 out of 2 rubrics and may not be lower than a level 3. C-level work has to be at least a level 3 in both rubrics.

Teaching Analysis 5%

The edTPA stipulates that you are able to analyze effective teaching. You will pick 1 teaching segment from the video clips we will be watching throughout the semester, and a section of one of your lesson presentations (maximum combined length = 15 minutes). You will have to analyze these video clips as outlined by edTPA (Task 2). You will use

edTPA rubrics 5-8 to analyze your teaching and give yourself a score on each of the rubrics.

I will use rubrics 9 and 10 to evaluate your analysis. A-level work has to be scored at a 4 for both rubrics. B-level work has to be scored at a 4 in 1 out of the rubrics and may not be lower than a level 3. C-level work has to be at least a level 3 in both rubrics.

Late assignments will receive a 10% reduction each day they are late. All assignments will be turned in via OneDrive unless otherwise stated.

Exam 10%

The Mid-term exam will be a comprehensive exam of concepts and terms covered during the first part of the course. The exam will require students to be familiar with all the important terms we covered in class and in the readings. Both discussion questions and in-class discussions should prepare students well for this exam, so preparation for class and the work we do in class should be taken very seriously. If you have read the whole syllabus, please email me a picture of Animal the Muppet. No joke.

Disability Services: UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC can be reached at 715-346-3365 or DATC@uwsp.edu.

Academic Misconduct: This course is part of the UW-Stevens Point academic community, an academic community that is bound together by the traditions and practice of scholarship. Honest intellectual work – on examinations and on written assignments is essential to the success of this community of scholars. Using classmates' responses to answer exam questions or disguising words written by others as your own undermines the trust and respect on which our course depends. The work in this course is challenging and will demand a good deal of each of you. I have every confidence that each of you can succeed. Doing your own work will enhance your sense of accomplishment when the semester comes to a close.

Additionally, the classroom environment is a unique opportunity for students to share ideas, opinions, discuss classroom and course content. As each student is entitled to contribute in class, specific expectations are necessary to ensure a thriving classroom environment. Expectations include: arriving to class on time, being prepared for class, no electronic devices, unless authorized to do so, any loud shouting, excessive side conversations, arriving to class under the influence of any alcohol or drugs, profane language, and verbal or physical threats, intimidation of any kind, or any other behavior that may be disruptive to the professor or other students. If any of this behavior is exhibited, you may be asked to leave the class for the day. Any continued disruptive behavior may result in a referral to the Dean of Students Office.

Grading Scale:

A : 93-100	B- : 80-82	D+ : 67-69
A- : 90-92	C+ : 77-79	D : 63-66
B+ : 87-89	C : 73-76	D- : 60-62
B : 83-86	C- : 70-72	F : 0-59

IMPORTANT: This syllabus is accurate and complete to the best of my knowledge. However, I reserve the right to make midcourse changes to the readings, assignments, or exam dates as needed.

CALENDAR

This calendar is tentative. Students are responsible for checking D2L and their university e-mail accounts. Assignments, guidelines, and other deadlines will be posted and sent there.

S&G: Shrum & Glisan; **CP:** Classroom Practices; **DQ:** Discussion Questions

Week	Date	Topic	Readings	Assignments
1	Sep. 5	Introduction to course		
	Sep. 7	Becoming Familiar with the Profession and Expectations for Language Teachers	Syllabus S&G: Prelim. Chapter	DQ
2	Sep. 12	SLA Theories	S&G: Chapter 1, pp. 11-32	DQ
	Sep. 14	Motivation and Form-Focused Instruction	S&G: Chapter 1, pp. 32-37 Ellis (2001), pp. 12-26 (D2L)	DQ
3	Sep. 19	Contextualizing Language Instruction and Standards for Foreign Language Instruction	S&G: Chapter 2, pp. 43-54 Wisconsin Standards (D2L)	DQ
	Sep. 21	Using Proficiency Standards to Contextualize the Curriculum	S&G: Chapter 2, pp. 55-63 CP: Standards and the 5 Cs	Choose Chapter(s) from your textbook for your Lesson Plans DQ
4	Sep. 26	Instructional planning	S&G: Chapter 3, pp. 70-90 CP: U.S. and Italian Homes	Lesson Plans: What is the content of each lesson? DQ
	Sep. 28	Instructional planning (cont.)	S&G: Chapter 3, pp. 90-99 CP: Routes to Culture	Lesson Plan Considerations: How will students learn in a meaningful context? How will you promote the use of the target language? DQ

5	Oct. 3	Foreign Languages in Elementary Schools: Programs	S&G: Chapter 4, pp. 104-121 CP: Chicken Pox	DQ
	Oct. 5	Foreign Languages in Elementary Schools: Strategies	S&G: Chapter 4, pp. 121-136 CP: Mapping Planet Earth	Draft of Lesson Plans 1&2 DQ
6	Oct. 10	Foreign Languages in Middle Schools	S&G: Chapter 5, pp. 140-153 CP: Fruit of the Americas	Activities 1-5 DQ
	Oct. 12	Foreign Languages in Middle Schools	S&G: Chapter 5, pp. 153-166 CP: Communicating about Sports	Draft of Lesson Plans 3&4 DQ
7	Oct. 17	PACE: "Grammar Instruction"	S&G: Chapter 7, pp. 206-216 CP: Food Facts and Stories	DQ
	Oct. 19	PACE: "Grammar Instruction" (cont.)	S&G: Chapter 7, pp. 216-227 CP: Sports in Action	Draft of Lesson Plan 5 DQ
8	Oct. 24	EXAM		
	Oct. 26	Developing Interpretive Communication	S&G: Chapter 6, pp. 172-188	Activities 6-10 DQ
9	Oct. 31	Integration of Authentic texts and modes of communication	S&G: Chapter 6, pp. 188-200 CP: Interpreting Literature	Choose video segment for Teaching Analysis: make notes about how you plan to address this video segment DQ
	Nov. 2	Developing Interpersonal Communication	S&G: Chapter 8, pp. 231-252 CP: Music and Manuscripts	DQ
10	Nov. 7	Developing Interpersonal Communication (cont.)	S&G: Chapter 8, pp. 252-272	Lesson plan presentation DQ
	Nov. 9	Developing Presentational Communication	S&G: Chapter 9, pp. 277-296	Lesson plan presentation DQ

11	Nov. 14	Developing Presentational Communication (cont.)	S&G: Chapter 9, pp. 296-318 Workshop 8: Engaging with communities	Lesson plan presentation DQ
	Nov. 16	Language Learner Diversity	S&G: Chapter 10, pp. 322-337 Workshop 6: Valuing Diversity in Learners	Lesson plan presentation Activities 11-15 DQ
12	Nov. 21	Language Learner Diversity (cont.)	S&G: Chapter 10, pp. 337-353 CP: Exploring New Directions	Diverse Learners: Describe 3 special needs students (e.g., ESL, student with writing problems, etc.) and how you will accommodate these students DQ
	Nov. 23	NO CLASS	THANKSGIVING	
13	Nov. 28	Contextualized Assessment	S&G: Chapter 11, pp. 358-378 Workshop 7: Planning for Assessment	Teaching Analysis: discuss aspects of SLA for your video segments DQ
	Nov. 30	Contextualized Assessment (cont.)	S&G: Chapter 11, pp. 378-403	Activities 16-20 DQ
14	Dec. 5	Technology in Language Instruction	S&G: Chapter 12, pp. 409-420	Assessment and feedback given to students DQ
	Dec. 7	Technology in Language Instruction (cont.)	S&G: Chapter 12, pp. 420-430	DQ
15	Dec. 12	Final Lesson presentations		Lesson Plans: Write Assessment Section
	Dec. 14	Final Lesson presentations		Collection of Activities Practicum reflections
Finals	Dec. 19 (Tues.)	Promoting Foreign Languages	School District Debate (8:00am-10:00am)	Lesson Plans Teaching Analysis Notes for the debate