

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
School of Education, Department of Curriculum and Instruction

COURSE SYLLABUS – Fall 2002

Course Prefix and Number: CUI 527 - Teaching Second Languages: Elementary/Middle Schools

Course Pre- Co-requisites: CUI 545 and admission to teacher education program or permission of instructor. To be taken concurrently with CUI 552.

For Whom Planned: This course is designed for students who are pursuing licensure in FL.

Instructor Information: **Janis L. Antonek**

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Meeting Time: Tuesday 4:00 - 6:50 p.m.

Meeting Location: 229 McIver Building

Course Purpose/Catalog Description: Study of second language teaching approaches applicable to the elementary/middle school pupil. Materials development and evaluation. Organizing effective second language programs in the elementary and middle schools.

Teachers Academy Conceptual Framework Mission Statement: The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals, and other school personnel.

Course Goals and/or Objectives/Student Learning Outcomes: This course is part of the North Carolina initial "A" (K-12) licensure program for students who want to be certified to teach a foreign language. This course provides an overview of foreign language instruction in the elementary/middle schools. A wide variety of topics are presented in this course in order to provide a solid foundation of pedagogy and issues related to early foreign language learning.

Topics include: historical overview of FLES, program models, the role of age in second language acquisition, theories of cognitive development, classroom management, planning for day to day instruction, content-based instruction, technology in the classroom, state and national foreign language standards, and evaluation. A mixture of theory and application contribute to the development of the future foreign language teacher as a “reflective practitioner” who is able to meet the needs of the young learner. Students who are not currently teaching FLES will be required to observe/assist in a pre-secondary context. You will be expected to use the Internet and e-mail in this course. Specific course objectives include:

- compare and contrast FL program models in the elementary setting
- integrate personal perspectives of teaching and language with knowledge gained via the course
- identify issues related to FLES
- develop and demonstrate lessons appropriate for the young language learner
- develop a vocabulary for discussing issues related to FLES
- know theories of cognitive development and relevance to FLES instruction
- develop a personal philosophy of classroom management
- discuss issues relevant to evaluation of FLES programs, students, and teachers
- practice creating opportunities for interaction in the FLES program
- identify similarities/differences of teaching in the elementary, middle, and high school setting
- demonstrate competency in planning a lesson using the Internet
- identify teaching preference (elementary, middle, high school)
- compile a preservice teaching portfolio

Clinical Experience:

You will be expected to observe in an elementary and middle school foreign language classroom this semester. You will observe in an elementary school for two hours a week for five weeks and in a middle school for two hours a week for five weeks. We will arrange the internships in class. Please contact the instructor if you would like to make independent arrangements for your observations.

Teaching Strategies: Teaching strategies include class and web-based discussion, group work, student presentations, and field-based assignments.

Evaluation Methods and Guidelines for Assignments: Your letter grade will be derived from the following projects and grading scale. All non-computer based assignments are to be typed with a cover page. See below.

Grading Scale

A	91-100%	C	71-78%
A-	90%	C-	70%
B+	89%	D+	69%
B	81-88%	D	60-68%
B-	80%	F	below 60
C+	79%		

Required Texts/Readings/References:

Curtain, H. A., & Pesola, C. A. (1994). Language and Children: Making the Match. (2nd ed.). Reading, MA: Addison Wesley.

Standards for Foreign Language Learning: Preparing for the 21st Century. (1996) Lawrence, KS: Allen Press.

Shrum, L. L., & Glisan, E. W. (1999). Teacher's Handbook: Contextualized Language Instruction. (2nd ed.). Boston, MA: Heinle & Heinle. Chapters 4 & 5.

Recommended Texts:

Cover to Cover: A Guide to Foreign Language Programs, Instruction, and Resources. North Carolina Department of Public Instruction. (1997) (available from DPI).

North Carolina Second Language Standard Course of Study. (2000). North Carolina Department of Public Instruction. (available on website).

Computer/Technology Skills: Standard Course of Study and Grade Level Competencies K-12 (2000). North Carolina Department of Public Instruction. (available on website).

Other Information:

Academic Honor Policy: Students are expected to follow the obligations of the academic integrity stated in the Academic Honor Policy, which is described in detail in the Policies for Students handbook. Students should make themselves familiar with this document and realize that they will be held accountable for understanding and following these guidelines for all activities and assignments.

Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations, please contact me within the first two weeks of the semester. I will be happy to discuss any concerns you may have about the coursework and your needs.

Attendance Policy and Late Work: This course provides valuable interactive experiences, so attendance and participation are extremely important. Students are expected to attend class and be on time. If you have special needs regarding absences, please see me individually after the first night of class. Late work will be accepted with a credit deduction—unless prior arrangement has been made with the instructor or a legitimate documented emergency arises. Two points will be deducted from the assignment grade for each day the assignment is late (e.g., 5 days late = 10 points). Work must be completed by a date to be determined by the instructor. If you are absent the day an assignment is due, please make arrangements to have someone bring it in for you or e-mail it to me as an attachment to avoid having to take late credit.

Style Manual and Manuscript Requirements: All written work (except in-class activities) should be typed and reviewed for quality of content and mechanical correctness. For written work requiring citations, students are expected to use the most current *APA Style Manual*.

Description of Assignments:

Assignment 1: Models and Language Acquisition Quiz

For this quiz, you will need to be able to describe the models of teaching foreign languages (K-8); describe the relationship between model and potential for language proficiency. You will be able to identify the ways in which children, and younger adolescents acquire a first and second language. You will need to be able to determine which methodologies are appropriate for learners at a given age level and why. You will need to be able to discuss current trends, history, and legislation in K-8 second language teaching in North Carolina and in the United States. (Foreign language teaching standards 8 9 13)

Assignment 2: Lesson Planning, Presentation, and Curriculum Development

Through this project, you will demonstrate your ability to plan and teach lessons that are cognitively and developmentally appropriate for K-8 foreign language learners. Additionally, you will participate in a curriculum development process, from national, to state, to district standards for the K-8 context. (FL teaching standards 10 12 14 15)

Assignment 3: Materials Development and Teaching Resources

Through this project, you will demonstrate that you are able to select, produce, and adapt teaching materials appropriate for the K-8 teaching context. Additionally, you will generate a list of foreign language teaching resources for the K-8 context. (Foreign language teaching standards 11 15 21).

Assignment 4: Technology Project: Using, Teaching, and Designing a Technology Environment

You will demonstrate your ability to use technology to plan and deliver lessons effectively. You will demonstrate your ability to plan lessons that incorporate technology use that is developmentally appropriate for the K-8 learner. Finally, you will design an engaging technology environment that enhances student learning. (Foreign language teaching standards 15)

Assignment 5: Observation/Reflection

You will summarize and reflect on the teaching that you observed throughout the semester. Next, you will self-assess your strengths, growth areas, and areas of needed improvement, vis-a-vis the 22 teacher competencies. You will demonstrate how you have met the competencies and/or develop a plan for meeting them during the student teaching experience. (Foreign language teaching standards 16 and varied)

Evaluation Scheme:

1. Models Quiz	10%
2. Lesson Presentations	30%
3. Materials Development	10%
4. Technology Project	20%
5. Attendance/Participation	10%
6. Observation/Reflection	20%

Syllabus Differentiation for Undergraduate and Graduate Students:

Graduate students are required to choose an additional five supplemental readings throughout the semester on the young language learner and report on their readings on on-line on blackboard

and during related class discussions. Graduate students are also required to present two additional lesson plans.

Alignment with State and National Standards:

	NC FL teaching Standards for Initial licensure	INTASC (undergrad.)	M.Ed. competencies (graduate)	ISTE-NETS (technology)
Models Quiz	8, 9, 13	1, 4	1, 3	-
Lesson Presentations	10, 12, 14, 15	1, 2, 3, 4, 7	1, 3, 4	2
Materials Development	11, 15, 21	1, 2	1, 2, 4	2
Technology Project	15	6	4	5
Observation/ Reflection	16 and varied	1, 9	3, 4, 5	-

For detailed descriptions of competencies, please refer to the following websites:

INTASC: <http://www.uncg.edu/~bblevin/BettysCohort/intasc.pdf>

M.Ed.: <http://www.uncg.edu/~bblevin/BettysCohort/medcompetencies.pdf>

ISTE-NETS: <http://www.uncg.edu/~bblevin/BettysCohort/istenetsteachers.pdf>

Week-by-Week for CUI 527 K-8 Foreign Language Methodology

August 29	Rationale, History, and Program Models K-8 Reading: Curtain and Pesola (CP), Chapters 1, 2, 3
September 5	How to Organize a Lesson Plan Models of K-8 FL Instruction Quiz Reading: Curtain and Pesola (CP), Chapters 4, 5, 6
September 12	How to Manage a Classroom with “Procedures” Harry Wong Video on Effective Procedures Demonstration Content-Based FLES Lesson #1 Directions (North, South, East, West) Outlining the Lesson Plan Reading: Curtain and Pesola (CP), Chapter 9
September 19	Web-Based Class Observations of Teaching and Written Reflections Graduate Students Provide Written Summary of Readings
September 26	Discussion on Student Observations Writing Lesson Plans That Build on Previous Plans Demonstration Content-Based FLES Lesson #2 Continents (Building on Directions) Harry Wong Video—Part II
October 3	The Importance of Materials in a Lesson Demonstration Content-Based Lesson #3 Oceans (Building on #1 and #2) Parts of a Lesson Plan Cooperative Learning—What is it and why Reading: Curtain and Pesola (CP), Chapter 13
October 10	Cooperative learning Structures and How they Fit into a Lesson Video of Actual FLES Lesson From Jones Elementary Analysis of Lesson Plan and Materials
October 17	Language Software Introduction, Practice, Critique Room 210 Lab
October 24	Observation and Reflections Due (n=3) Materials Development Students have access to Jones Laminator, Ellyson Machine And Copier and Make Materials for 3 of their Lessons Video #2 of Actual FLES Lesson from Jones Elementary

	Technology Project Due
October 31	Assessment Discipline Effective Parent Conference
November 7	Web Based Class Due—Two Practice Lessons and 2 Tapes Graduate Students Summarize Readings and Participate in On-Line Discussion
November 14	Cooperative Learning Structures Continued Critique of Demonstration Jones Lessons from this Class
November 21	North Carolina Accountability System and the FL Teacher Critique of Demonstration Jones Lessons from this Class
December 5	Interviews and Resumes for the FL Teacher Interview Vocabulary Practice Interview
December 12	Lesson Plans Due—10 Sequenced Lessons of a Unit At Least 2 Examples of Technology Use for These Plans Resume Due No Written Exam