

Teaching Practices and Curriculum in Foreign Languages

CUI 552-01 CRN: 82490

M 5:00 pm – 7:50 pm 331 Curry Bldg

Fall, 2006

Department of Curriculum and Instruction

Fall 2006

Tel (336) 334-3457

Instructor: Dr. Janis L. Antonek e-mail: jlantone@uncg.edu

Office Hours: M: 12 noon-2pm, or by appointment (Curry 335)

Academic Calendar

For the academic calendar, deadlines for graduation, etc., please refer to the following website.

http://www.uncg.edu/reg/Calendar/acaCal/Acad_Cal_0607.pdf

Required Texts for All

Shrum, J.L., & Glisan, E. W. (2005) *Teacher's Handbook: Contextualized Language Instruction* (3rd ed.). Boston, MA: Heinle and Heinle.

<http://www.wadsworth.com/> (search by ISBN: 1413004628)

North Carolina Second Language Standard Course of Study. (2001). North Carolina Department of Public Instruction. (Available on website)

Computer/Technology Skills: Standard Course of Study and Grade Level Competencies K-12 (2001). North Carolina Department of Public Instruction. (Available on website)

You will also be required to purchase a 1-Year Subscription to Task Stream.

Other Text we will use

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

Required Texts for Graduate Students

Wallinger, L. M., & Reutershan, D. H. (2002) *Teaching in Changing Times: The Courage To Lead*. Northeast Conference Reports. Boston: McGraw Hill.

Suggested Readings

Birckbichler, Diane W., ed. (1990) *New Perspectives and New Directions in Foreign Language Education*. Lincolnwood, IL: National Textbook Co..

Darcey, John M., ed. (1987) *The Language Teacher: Commitment and Collaboration*. Northeast Conference on the Teaching of Foreign Languages. Middlebury, VT: Northeast Conference.

Johnson, K. E. (1995). *Understanding Communication in Second Language Classrooms*.

Padilla, Amado M., Halford H. Fairchild, & Concepcion M. Valadez, eds. (1990) Foreign Language Education, Issues and Strategies. Newbury Park, CA: Sage.

Lightbown, P. M. and Spada, N. (1993). *How Languages are Learned*.

Rosenthal, J. W., Editor. (2000). *Handbook of Undergraduate Second Language Education*.

Course Purpose/Catalog Description

CUI 552 is designed to prepare second-language teachers to use modern methods and techniques of instruction in secondary schools. Emphasis on proficiency in listening, speaking, reading and writing and on teaching materials. The purpose of CUI 552 is to prepare teachers (both pre- and in-service) to become competent teachers of a world language other than English. CUI 552 provides pre-service teachers with a mixture of theory, observation, and application related to teaching WLOE in the secondary context. This course contributes to the development of the WLOE teacher as a "reflective practitioner" who is able to plan for standards' based instruction and meet the needs of the high school learner. Emphasis is on teaching aligned with National and State standards. Additionally, assessment techniques, classroom management, technology, learner differences, the learning context, curriculum, and developing materials to use in the classroom will be presented. In this course, you will present lessons and actively contribute to in-class discussions. In conjunction with this course you will be expected to observe and assist in secondary classrooms starting after September 8, 2003. **This course requires frequent use of e-mail and the Internet and Blackboard.** You need to have the ability to submit assignments electronically.

Academic Integrity and Code of Conduct

Please read <http://studentconduct.uncg.edu/policy/academicintegrity>

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 a 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 Objectives

- Gain an understanding of second language acquisition;
- Integrate personal perspectives of teaching and language with knowledge gained via the course;
- Demonstrate competency in planning lessons;
- Demonstrate competency in using technology as a tool for instruction;
- Develop and demonstrate activities appropriate for the high school learner at various proficiency levels;

- Develop a vocabulary for discussing issues related to second language learning;
- Develop a personal philosophy of teaching;
- Develop a classroom management philosophy;
- Become a reflective practitioner;
- Discuss issues relevant to evaluation of second language programs, students, and teachers in a secondary context;
- Practice creating opportunities for communication and interaction in the classroom;
- Compile a pre-service teaching and technology portfolio aligned with state teaching standards;
- Intern in a foreign language class at the secondary level for a minimum of 50 hours in one semester.

Method of Evaluation

1. Chapter assignments/homework	(20%)
2. Field experience/write ups/	(10%)
3. Lesson planning/	(25%)
4. Assessment Project	(10%)
5. Attendance/participation	(15%)
6. Mid-term exam	(10%)
7. Final reflective writing project	(10%)

Grading Scale

99-100 = A+	87-89=B+	77-79=C+	<69=F
93-99= A	83-86=B	73-76=C	
90-92=A-	80-82=B-	70-72=C-	

Internship

Linked to this language methodology course is a site-based internship. If you are currently teaching in a classroom, your internship will be linked to your own classroom/school. If you are not teaching, you will be assigned an internship site. You are able to begin your internship after September 8th and will be required to work weekly for the duration of the semester. The times and day(s) of your internship can be negotiated with your on-site teacher educator (OSTE) but must equal a minimum of 50 hours. We want you to have the best, most productive, and actively involved experience possible. Ideally, the internship will lead directly into student teaching and will be a yearlong experience at one teaching site. Please refer to the teacher education handbook to understand the internship/student teaching process more fully. The handbook is available as a .PDF file at the following link

http://www.uncg.edu/soe/affiliates/teachers_academy/documents/ted_handbook.pdf

Chapter Assignments/Homework

You will be assigned homework weekly. Usually, the homework is linked to the case studies at the end of the Shrum and Glisan text. For ten weeks, you will have homework above and beyond projects. These homework assignments will each count for 10% (2/20) of your grade.

Field Experience

You will link theory to practice by participating in and reflecting critically on your field experiences. You will intern for at least 50 hours in foreign language classrooms. You will prepare a 2-page written reflections throughout the semester related to your experience. Additionally, you will discuss your field experiences with your classmates on

blackboard. Before your first field visit, you will be given an internship packet, which, in most cases, can be completed while you are on-site. If you are currently teaching, your field experience will be linked to your own teaching context. You will be expected to participate in our class discussions on the public school teaching context.

M.Ed.-- If you are an M.Ed. student, you will develop an action research project as part of your field experience. If you have developed an action research plan in another course, you will conduct the research in this course.

Lesson Planning

You will write and share with the class three formal lesson plans that link theory with practice. The plans will draw heavily on concepts presented in Shrum and Glisan, from your internship. All lesson plans will have an assessment and reflective writing component.

Final Exam

The final exam will cover textbook readings and class discussions. The final will consist of multiple choice, short answers and essay questions.

Portfolio

The Teaching/Technology Portfolio: The portfolio that you develop are an outgrowth of the assignments (described above) for this class and are not evaluated separately but in conjunction with your assignments. The portfolio will be aligned with The NC Standards for Second Language Teachers and the ISTE/NETS Standards http://cnets.iste.org/teachers/t_stands.html As feasible, portfolio entries will be posted on task stream.

M.Ed.: If you are a M.Ed. student, we will have a session in which you will learn how you can align your language-teaching portfolio with the Advanced Competencies of a Master Teacher. Most information about M. Ed. work in CUI, including the Advanced Competencies Portfolio, can be found on the following website: <http://www.uncg.edu/cui/handbooks.html> If you are an initially licensed M.Ed. student, your teaching portfolio must also address the ISTE/NETS Standards. http://cnets.iste.org/teachers/t_stands.html

As part of your class participation grade, you will share your portfolios with the class. Occasionally, pre- and inservice teachers express an interest in attending these sessions.

Participation and Attendance

Attendance is expected at every scheduled class and for all internship hours. In your internship, neither tardiness nor leaving early is acceptable. Absences are excused for family emergencies or extreme illness only and must be documented in writing. You are expected to make appropriate arrangements with your teaching site. Handouts will be available from the professor and as feasible through Blackboard. Please notify your professor beforehand if you will miss a seminar or site visit (by e-mail).

In addition to attending class, active participation is expected and includes 1) making significant comments and questions in class; 2) cooperating when working in pairs or groups; and 3) coming to class with all work completed. For site visits, participation will vary according to site. However, you are expected to complete the site visit sheet

provided and participate as actively as feasible. Late work is subject to a 2 pt. penalty for each day that the assignment is late. See UNCG website regarding inclement weather.

M.Ed.—If you are an M. Ed. student, select one of the topics throughout the semester and co-facilitate the class with the instructor.

Late homework accepted in the event of emergencies only.

WEEKLY TOPICS

- * All readings and assignments must be finished before coming to class.
- * SG= Shrum and Glisan, 3rd edition
- * WR= Wallinger and Reutershan
- * LE = Differentiated for Lateral Entry
- * MEd = Differentiated for M.Ed

Date	Topic	Readings	Assignments Due
Week 1 Aug. 14	K-12 Language Teaching in NC Lang. Terms	NA	
Week 2 Aug. 21	<ul style="list-style-type: none"> • National Organizations, Standards Based Teaching • Input, Output, Interaction • SLA 	Chapter 0	Personal Statement—online Vocab. online SG p. 9
Week 3 Aug. 28	<ul style="list-style-type: none"> • Input, Output, Interaction • Modes of Communication • Writing a lesson plan 	Chapter 1	
Week 4 Sept. 11	<ul style="list-style-type: none"> • Contextualizing Language Instruction • Historical Overview of Teaching Methodology • Historical overview of learners , including heritage language learners 	Chapter 2	Start internships
Week 5 Sept. 18	<ul style="list-style-type: none"> • Organizing and Planning 	Chapter 3	
Week 6 Sept. 25	<ul style="list-style-type: none"> • Interpretive Communication 	Chapter 6	Lesson Plan 1
Week 7 October 2	<ul style="list-style-type: none"> • Articulation and Advocacy 		
Week 8 Oct. 9	<ul style="list-style-type: none"> • No class: Fall Break 		
Week 9 Oct 16	<ul style="list-style-type: none"> • Narrative Structure, Writing Across the Curriculum • Teaching Grammar 	Chapter 7	
Week 10 Oct. 23	<ul style="list-style-type: none"> • Oral and Written Interpersonal Communication • Assessing Communication 	Chapter 8	Lesson Plan 2
Week 11 Oct. 30	<ul style="list-style-type: none"> • Presentational Communication 	Chapter 9	
Week 12 November 6	<ul style="list-style-type: none"> • Learner Diversity 	Chapter 10	Lesson Plan 3
Week 13 Nov. 13	<ul style="list-style-type: none"> • Technology in the Class • Assessment 	Chapter 12 Chapter 11	
Week 14 Nov. 20	<ul style="list-style-type: none"> • SLA • The K-8 Context and how it relates to 9-12 • Teacher Talk 	Chapter 4 & 5	Assessment Project

Week 15

Nov. 27

Week 16

Dec 4

Mid-term

In Class Presentations
of final projects (M.Ed.),
reflections on internship
experiences
(Undergrad)

** I reserve the right to alter the week-by-week schedule if necessary.

** I reserve the right to offer web-based weeks

** If you need differentiation due to a disability, please contact immediately.