



Faculty Information

Instructor: Dr. Susan Shelmerdine

E-mail: shelmerd@uncg.edu

Work phone: 336-334-5719

Office Location: 233B McIver Building

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 individuals 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 Description

This course is intended for in-service and pre-service teachers of Latin at the secondary level and provides an opportunity to examine current trends and issues in teaching Latin at the secondary level. We will cover topics such as state and national standards for Latin, review of textbooks, use of technology, research on second language acquisition, reaching diverse learners, as well as basic issues of classroom management, handling split classes, block scheduling, and the like.

The course is being offered in an almost totally online format, so most of your work will be done in a virtual environment. This will include required discussion board postings, journal entries and other online work both with the whole class and in subgroups. In addition, each of you will have a

master teacher from outside North Carolina who will serve as your "virtual mentor" and with whom you should email during the course of the semester. All students in the class will meet together at UNCG for one orientation session at the beginning of the semester and two Saturday sessions during the term. We will set these dates at the beginning of the course.

Student Learning Goals

By the end of the course, students should be able to

- 1 evaluate current textbooks and technological resources available for teaching Latin
- 2 explain different methods and formats for teaching Latin to diverse learners
- 3 demonstrate a variety of instructional methods and materials for teaching Latin
- 4 demonstrate ways of integrating instruction in reading and writing into the Latin classroom
- 5 articulate a philosophy of classroom management
- 6 demonstrate how to plan lessons and activities effectively for the teaching of Latin
- 7 understand different assessment and evaluation strategies
- 8 discuss issues and trends relevant to the teaching of Latin at the elementary, middle, and high school levels
- 9 develop a habit of self-evaluation and improvement to sustain you over your years of teaching

Required Texts

1. LaFleur, Richard A. Latin for the 21st Century: From Concept to Classroom. Prentice-Hall. (1998)

-ISBN 0673576086; \$28.97

-(http://www.phschool.com/catalog/cat_3.cfm?prog_id=2973_id=5)

**If you have trouble with that, call 1-800-848-9500 and order it that way. I pressed #2 for middle & high school textbooks, then followed the prompts and punched in the ISBN number.

2. Wong, Harry K. & Rosemary T. The First Days of School: How To Be An Effective Teacher. Harry K. Wong Publications, Inc. - 17th printing (2001)

-ISBN: 0962936022; \$24.95 (or less; plus s&h)

-Available online through Amazon, Barnes & Noble or from the publisher at (<http://www.harrywong.com/>)

Course Requirements:

The work for this course will involve the following:

- **Reading Assignments** - these will include assignments in both the two required texts and online and e-reserve materials.
- **Mentors** - each of you will be assigned to a master teacher from outside North Carolina. You should contact your mentor via email and use her as an informal resource for the course. I will ask you to report on your interactions with your mentor in your journal.
- **PowerPoint Presentation** - each of you will produce a powerpoint presentation on a topic you have cleared with me in advance. PowerPoint presentations will be posted for the whole class to review and you will each be required to assess 2 presentations.
- **Group Work** - the class will be split into three subgroups, based on your teaching experience and registration status (graduate vs undergraduate). You will have some assignments to do in these small groups and, periodically, I will ask each small group to report back on the regular Discussion Board.
- **Discussion Board** - since the course is being taught in an asynchronous format, our communication will largely be done via the discussion board assignments. I am looking for the quality of your original posts as well as the level of interaction you have with others in discussing those posts. Your posts for each week's topic should be made by noon each Saturday. Posts made after that time will not receive credit.
- **Journal** - you will each be required to post material to an online journal accessible only to you and me. I will offer comments on your posts and the journal will form a part of your final grade. Some journal entries will be differentiated for *in-service* and *pre-service teachers*. You should submit your journal entries on Blackboard in the following fashion: 1) login; 2) click on the ¿groups¿ button in the navigation column on the left; 3) click on your name; 4) click on ¿group discussion board¿; 5) click on Journal; 6) click on ¿add new thread.¿
- **Final Portfolio** - each student will complete a final portfolio with required elements. This portfolio will form part of your final grade.

Differentiated Requirements:

Graduate students will be required to complete an action research project which we will discuss using your subgroup discussion forum. Your group is called "Vergil."

Pre-Service Teachers will be required to observe classes at different schools during the term. We will discuss the process for this using your subgroup discussion forum. Your group is called "Caesar."

In-Service and **Pre-Service Teachers** will complete some different reading and journal assignments.

All work done for this class is subject to the Academic Honor Policy. If you are not familiar with the policy, please review it at the beginning of the term.

Grading/Evaluation

Final Grades will be determined roughly as follows:

- 10% - Group Work
- 10% - PowerPoint Presentation and Evaluation
- 20% - Discussion Board
- 30% - Journal
- 30% - Final Portfolio