

CURRICULUM AND INSTRUCTION IN FOREIGN (WORLD) LANGUAGES
SYLLABUS - ED 361 Z (FALL, 2006)
INSTRUCTOR - DIANNE MISSMER

8/30 Course overview. Explanation of assignments and course evaluation. Getting acquainted.

Discussion topics: What are the characteristics of a good teacher? What issues, not including subject matter, does a teacher need to deal with in the classroom? What should a foreign language teacher be teaching in the classroom? How should a foreign language teacher be teaching in the classroom?

What is teaching for proficiency? What are the ACTFL proficiency guidelines? What are the state and national standards? What are the ACTFL performance guidelines for K-12 learners? What do you know about No Child Left Behind and PSSA testing?

Language learning profile.

Presentation: The 5 Cs: The Standards for Foreign Language Learning

Assignment (due 9/6):

-- Read and be prepared to discuss Chapter 1 in text. Pay particular attention to the National Standards for Foreign Language Learning and the definition of communicative competence and proficiency.

-- Using the information in the text and Appendix A (p.469) write out the answers to question #4, pg. 42-3 in text.

--Using the on-line source: The Essentials of Language Teaching read and be prepared to discuss: What Language Teaching Is; Models of Language Teaching and Learning; Reflective Teaching Practice; Teaching Goals and Methods:

Goal: Communicative competence.

9/6 **Chapter 1 - On Knowing a Language: Communicative Competence, Proficiency, and the Standards for Foreign Language Learning**

Class activity: Discussion of Chapter 1, The Essentials of Language Teaching and sharing of assignment responses.

Presentation: The 5 Cs: The Standards for Foreign Language Learning

Assignment (due 9/14):

- read and be prepared to discuss Chapter 2 in text.
- Compare and contrast responses to questionnaire on pg. 53.
- Be prepared to discuss questions #3,4,5 on pg. 81 in text.

9/13 **Chapter 2 - On Learning a Language: Some Theoretical Perspectives**

Class activity: Discussion of Chapter 2 and sharing of assignment responses.

Presentation by instructor: Theory of foreign language learning

Assignment (due 9/20):

- read and be prepared to discuss Chapter 3 in text.
- write the answers to questions #1,2,3 on pg. 130 of text.
- read and be prepared to discuss: The Essentials of Language Teaching; Teaching Goals and Methods: Guidelines for Communicative, Learner-centered Instruction

9/20 **Chapter 3 - On Teaching a Language: Principles and Priorities in Methodology**

Class activity: Discussion of Chapter 3 and sharing of assignment responses. Discussion of Teaching Goals and Methods. Students will apply theories to the teaching of a grammatical concept in a classroom situation.

Assignment (due 9/27):

- read Chapter 4 in text.
- write the answer to question #1 on pg. 169 in text.
- read the list of practical questions on pgs. 149-50 in text. Respond to those questions prior to reading the review of studies in the chapter. After reading the studies compare and amend your responses.
- write the answer to question #3 on pg. 170 in text using the textbook that is used in your fieldwork experience and include this response in your fieldwork journal.

9/27 **Chapter 4 - The Role of Context in Comprehension and Learning**

Class activity: Discussion of Chapter 4 and sharing of assignment responses.

Presentation by instructor: The 5 C's and format of the mid-term exam.

Assignment (due 10/4): Mid-term exam

10/4 Class activity: Mid-term exam

Assignment (due 10/11):

- foreign language journal report due with summary to be shared with the class.
- read and be prepared to discuss Chapter 5 in text.
- write the answers to questions #1,6,7 on pgs.225-6 in text.
- complete questions #3,5 as they relate to your fieldwork experience and be prepared to present #3 to the class and include your response to #5 in your fieldwork journal.
- using the on-line source: The Essentials of Language Teaching read and be prepared to discuss the entire sections entitled Teaching Reading and Teaching Listening.

10/11 **Chapter 5 - A Proficiency-Oriented Approach to Listening and Reading**

Class activity: Return mid-term exam.
Discussion of Chapter 5 and all assignments due on this date.

Presentation by instructor: Classroom management and positive communication with parents and The 5 Cs
Explanation of internet report and project

Assignment (due 10/18):

- internet report due with summary to be shared with the class.
- internet project
- read and be prepared to discuss Chapter 6 in text.
- write the answers to #1,4 on pgs. 272-73 in text.
- respond to #5,6 on pg.273 of text by relating your answers to your fieldwork experience.
- Be prepared to discuss error correction in class.
- Using the on-line source: The Essentials of Language Teaching read and be prepared to discuss the entire section: Teaching Speaking

10/18 **Chapter 6 - Developing Oral Proficiency**

Class activity: Discussion of Chapter 6 and sharing of assignment responses.
Completion of any activities from previous assignments.

Presentation by instructor: Unit topic and rationale

Assignment (due 10/25):

--Collection of fieldwork journal for an intermediary evaluation; entries should be up to date and journal should include additional assignments made to date.
--Unit topic and rationale.

10/25 Class activity: Review of fieldwork journal and unit topic and rationale.

Continued development of unit: Goals and objectives to be written in class

Presentation: Planning a lesson and the 5 Cs

Assignment (due 11/01):

--read and be prepared to discuss Chapter 7 in text.
--write the answers to questions #2,3 on pg. 338 in text.
--respond to question #3 on pg. 338 in text; this activity may be used in the instructional unit.
--using the on-line source: The Essentials of Language Teaching read and be prepared to discuss the entire section: Teaching Writing
--be prepared to hand in Lesson 1 of instructional unit

11/01 **Chapter 7 - Becoming Proficient in Writing**

Class activity: Discussion of Chapter 7 and all assignment responses.

Presentation by instructor: The 5 Cs and Foreign Language Software Review

Assignment (due 11/08):

--be prepared to hand in Lesson 2 of instructional unit.
--read Chapter 8 in text.
--write the answers to questions #2,3,4 on pgs.384-5 in text.
--using the on-line source: The Essentials of Language Teaching read and be prepared to discuss the entire section: Teaching Culture.
--Foreign Language Software Review

11/08 **Chapter 8 - Teaching for Cultural Understanding**

Class activity: Discussion of Chapter 8 and sharing of assignment responses.

Develop a cultural checklist and examine and critique text used in the fieldwork experience.

Presentation by instructor: Portfolio entries

Assignment (due 11/29):

- read Chapter 9 in text.
- design activities using the instructions in questions #3,4 on pg. 451 of text. These activities may be used as part of your unit.
- Bring a copy of a quiz and a test from your fieldwork experience to the next class.
- using the on-line source: The Essentials of Language Teaching read and be prepared to discuss the entire section: Assessing Learning.
- Portfolio entries

***11/15 and 11/22 - no class due to professional activities assignment and Thanksgiving recess

Parent Night or other professional development activity as approved by instructor.

Write a 2 page reflection of the activity. Two pages is the acceptable minimum for this assignment. It is due the class period following the activity.

11/29 **Chapter 9 - Classroom Testing**

Class activity: Discussion of Chapter 9 and sharing of assignment responses.
Examination and evaluation of classroom quizzes and tests.

Presentation by instructor: The 5 Cs

Assignment (due 12/06):

- Micro-teaching
- Completed Instructional Unit and Fieldwork Journal

12/06 Class activity: Micro-teaching
Collect Instructional Unit and Fieldwork Journal.

Note: 1) This syllabus is subject to change.

2) Students can expect to work 6-8 hours per week outside of class preparing for this course. These hours do not include preparation for fieldwork.

3) Students with disabilities who believe that they may need accommodations in this class are encouraged to discuss their concerns with me for a possible referral as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion.