

## CURRICULUM AND INSTRUCTION IN FOREIGN (WORLD) LANGUAGES

ED 361 Z

MORAVIAN COLLEGE, FALL, 2007

Instructor: Dianne Missmer  
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Office hours: by appointment only  
Class hours: Wednesdays, 7:00-10:00  
Required text: O'Maggio, Alice C. Hadley., Teaching Language in Context. 3rd ed. 2001.  
NCLRC, The Essentials of Language Teaching; online source: <http://www.nclrc.org/essentials/index.htm>

COURSE OBJECTIVES: Students will:

- recognize the National Standards, the ACTFL Proficiency Guidelines and the ACTFL Performance Guidelines for K-12 Learners and their application to the curriculum.
- recognize and discuss the significance and impact of the No Child Left Behind Act and PSSA testing on state and national education.
- review the history of foreign language methodology.
- investigate and apply foreign language methodologies as they relate to teaching for the development of oral proficiency.
- investigate and apply foreign language methodologies as they relate to the skills of listening, reading and writing.
- develop strategies for teaching culture.
- prepare materials for the foreign language classroom.
- apply technology to the foreign language classroom.
- apply techniques of classroom management.
- develop assessments.
- develop portions of a portfolio.
- create a reflective journal of their fieldwork experience.

COURSE REQUIREMENTS:

- completion of all textbook and instructor assignments
- class participation and responsibility for all material presented in class
- completion of field work experience to include: required observation and classroom hours, field experience journal, written lesson plans and classroom application, attend a Parent Night or participate in a professional development activity
- development of portions of a portfolio
- development of a unit to include all communicative modes
- review and report on an article from a current foreign language

journal

- perusal and evaluation of foreign language software
- development a lesson using technology
- compile a list of foreign language web sites and develop a classroom project using the Internet
- micro-teaching

#### **EVALUATION**

- 20% completion of all textbook and instructor assignments and class participation
- 15% mid-term examination
- 5% observations during fieldwork experience to include lesson plans
- 5% professional journal report
- 5% internet site report and internet project
- 5% foreign language software review or technology project
- 20% field work experience to include fieldwork journal
- 20% written unit
- 5% micro-teaching

NOTE: All course requirements must be completed to receive credit for the course. Unexcused late course work will lose 10% of its value for each weekday that it is late. Arrangements for "excused lateness" must be made in advance and approved by the instructor.

Violation of the scholastic integrity policy of Moravian College will result in a grade of zero.

#### **ATTENDANCE**

- You are expected to attend class regularly. If it is necessary for you to miss class for a valid reason please contact me at home(prior to 2:00 PM). You will be responsible for any material you have missed and all class announcements.

#### **PARTICIPATION**

- You are expected to actively participate in class discussion and activities. Class attendance and class participation do not have the same definition.

#### **PORTFOLIO ENTRIES**

---You will begin to collect materials that can be used in the portfolio that is developed during student teaching.

#### **FIELDWORK JOURNAL**

---A fieldwork journal is to be kept of all fieldwork experiences.

There should be an entry made after each visit. Please provide an introductory paragraph or two describing the classroom, the students, the level of instruction, the text and other supplementary materials that are used. If during your visits a test or quiz is given, describe the kind of assessment given and for what skill area it is intended. Additionally, there should be comments made as part of your entries that also describe questioning strategies used, teaching methods, discipline, use of group work, the use of the target language, and the general atmosphere of the classroom. You should participate in the classroom instruction (group work, mini-lesson, etc.) as prescribed in the guidelines established by Moravian College. In addition to the overview of the fieldwork journal as described you will receive a list of specific topics that are to be included in your entries.

#### **JOURNAL ARTICLE REVIEW**

—Synopses of one article. It can deal with any aspect of the course. The summary is to be a one to two page, wordprocessed paper. A personal reaction to the article should be included. The title, author and periodic credit are to be written at the top of the first page.

#### **FOREIGN LANGUAGE SOFTWARE / THE INTERNET**

—Preview at least one FL software program. (It should be a program with which you are not familiar.) Write a two page summary of program to include identity, objective, features, and use in the curriculum. Include your personal observations.

—Browse the web to discover sites that would be helpful to the foreign language teacher and the development of foreign language curriculum. Create a list of websites and develop a classroom project using the Internet. Guidelines for the project will be provided.

#### **WRITTEN FOREIGN LANGUAGE UNIT**

—This unit will be thematic using language in context and will include the four skills of language learning: listening, speaking, reading and writing. These skills may also be referred to as the interpersonal, interpretive and presentational communicative modes. Cultural concepts should be included. Guidelines for the unit will be provided and it will consist of five to ten lesson plans.

#### **MICRO TEACHING**

—A lesson of your choosing will be presented to the class to be accompanied by a lesson plan and any materials needed by the students.

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SYLLABUS ED 361 Z (FALL, 2007)  
INSTRUCTOR DIANNE MISSMER

8/29 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 9/5)

- 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.

9/5 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 9/12):

--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.

**9/12 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 9/19)

--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

**9/19 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.

Presentation by instructor:    the lesson plan

Assignment (due 9/26)

--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.

**9/26 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 midterm exam.

Assignment (due 10/3):    Mid-term exam

**10/3** Class activity: Mid-term exam

Instructor presentation: format of the foreign language journal report

Assignment (due 10/10)

- 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.

**10/10 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 10/17)

- internet report due with summary to be shared with the class.
- 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

**10/17 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 10/24)

- 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.

--Internet project

**10/24** Class activity: Review of fieldwork journal and unit topic and rationale.  
Continued development of unit: Goals and objectives to be written in class

Presentation by instructor: Planning a lesson and the 5 Cs

Assignment (due 10/31):

- 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

### **10/31 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 11/07)

- 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 or Technology Lesson

### **11/07 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 11/14)

- 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

**11/14 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 11/28)

—Micro-teaching

--Completed Instructional Unit and Fieldwork Journal

**11/28 Class activity: Micro-teaching**

Assignment (due 12/05)

--Completed Instructional Unit and Fieldwork Journal

**12/05 Class activity: Collection of Instructional Unit and Fieldwork  
Journal and completion of any class content or assignments.**

- 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.