

AUBURN UNIVERSITY
Department of Curriculum and Teaching
Sue Barry, Instructor
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Course: CTSE 4080/83

Course Title: Curriculum and Teaching (4 hours)

Prerequisite: CTSE 4070/73 and pending Internship

Date: Spring 2023

Text: Lee, J.F. & VanPatten, B. (2003) Making communicative language teaching happen. New York: McGraw-Hill Inc. (2nd ed.)
Omaggio Hadley, A. (2001) *Teaching language in context* (3rd ed.) Boston: Heinle & Heinle.

Instructor's edition, workbook, and tapes for one of the following series:

Terrell & al. (2010). Dos mundos A communicative approach. New York: McGraw Hill. (7th ed.)

Terrell & al. (2009). Deux mondes: A communicative approach. New York: McGraw Hill. (6th ed.)

Tschirner & al. (2009). Kontakte: A communicative approach. New York: McGraw Hill. (6th ed.)

Course Description: The focus of this second course in our two-part sequence is twofold. 1) Students focus on the instruction to improve grammatical and textual competence and minimal pragmatic competence (Bachman, 1990) to facilitate the learners' ability to create accurate messages at the novice and intermediate levels of proficiency (ACTFL, 2012). 2) Students use authentic texts (those written by native speakers for native speakers) to create a linguistically and culturally rich environment. In this environment, pre-service teachers extend their knowledge of strategies to develop Organizational Competence (Bachman, 1990) with strategies for creating literacy skills for novice and intermediate (L2) learners. In-class demonstration lessons will prepare our pre-service teachers to plan, deliver, and evaluate instruction during their field experiences required for this course and during their internship.

In Field Experience I students teach and video two lessons each with embedded formative connections. Lesson One is a vocabulary lesson that includes Comprehensible Input, with embedded formative assessment tasks, and Output to include

embedded formative Interpersonal, and presentational modes. Lesson Two must have a structured grammatical focus where students induce a new pattern, and the lesson must include Comprehensible Input, formative and summative assessment tasks, all three modes and a comparison to their own language and culture.

In Field Experience II students teach two reading/writing lessons (literacy development). Each lesson will include an authentic text and must follow the Lee and VanPatten Framework - Preparation, Guided Interaction as formative assessment Assimilation as summative assessment, and Personalization (an authentic assessment) serving as the summative assessment- to aid L2 reading comprehension (Lee & VanPatten, 2003). Each lesson must include two **(WRSLL)** goal areas - Cultures, Connections and Comparisons. In this second Field Experience students are being introduced to Integrated Performance Assessments (IPAs) encouraged by **(ACTFL)** American Counsel on the Teaching of Foreign Languages.

Course Objectives: Upon completion of this course, students will:

- a) Prepare and deliver instruction appropriate for building vocabulary and grammatical accuracy (input/output instruction) in a beginning or intermediate L2 curriculum with an emphasis on authentic assessments mentioned above
- b) Prepare and deliver instruction appropriate for building literacy activities for a beginning or intermediate L2 curriculum with an emphasis on Integrated Performance Assessments,
- c) Revise Unit Plans created for CTSE4070 to include literacy instruction using authentic texts to include cultural perspectives

DAILY SYLLABUS:

Session 1 Go over syllabus, quizzes, field experiences
1/12 Make sure all distance students have Present Tense Packets.
 Samples of information exchange on Text Page.

Session 2 **Demo: Info Exchange: Dr. Barry - Careers & Gender**
1/17 Rubric for info exchange on website
 Reading Assignment: Lee & VanPatten Pages 60-67

Session 3 Discussion: Review input/output hypothesis: focus on
1/19 morphology: **Reading Assignment Review:** (Lee & VanPatten -
 Chapter 7&8) Structured Input and output (pp. 146 - 151 &
 pp. 154-158). Bring Sample Present Tense Packet to class
 Bring rubric for grammar lessons to discuss

Session 4 **Demo 1 Infinitive Lesson** (Cayla) - Introduction demo that
1/24 precedes 3rd person singular demo for present tense (SP)

Discussion: How does this fit into beginning inflectional morphology.

Session 5 **Practice Demo; Zia Introduction to German infinitives**
1/26 **Listening/Reading Assignment: French Infinitives**
Discussion: What comes next?
Quiz Grade 1 Due: Information Exchange Task (everyone)

Session 6 **Demo 2 Dr. Ahnell - 3rd person singular present tense**
1/31 **Juxtapose 3rd person singular present and infinitive to**
 induce the pattern.
 Spotlight Demos:
 Spotlight Demo: Kelly Alums - Caperucita Roja
 Spotlight Demo: Sara Ahnell - *Le Petite Chaperone Rouge*
 Homework on Canvas for stories

Session 7 **Demo Dr. Ahnell: - 2nd person sing. Present tense**
2/2 Discuss and evaluate - "Processing Instruction"
 Spotlight Demos: *Los tres cabritillos (SP)* and
 Les Trois Bourrus (FR) - Homework questions on Canvas
 Bring rubric for grammar lesson to class on 2/7

Session 8 **Practice Demo Zia: Juxtapose 3rd person singular**
2/7 **and infinitive. (German)**
Discussion: Critique stories for singular forms

Session 9 **Practice Demo Hannah: Juxtapose 3rd person singular with**
2/9 **infinitive. Bring Present Tense packet**
 Evaluation and discussion

Session 10 **Practice Demo Caroline: Juxtapose 3rd person plural with**
2/14 **3rd person singular.**
 Relate theory to practice: Discuss and Evaluate.
 Quiz Grade 2 Drafts of lessons for weekend Chris, Joanna
 Abby and Betzabel

2/16 **No Class**

Session 11 **Demo 1: Chris - 1st person singular with 3rd person (present)**
2/17 **Singular (French) Include cultural input with grammar form**

Session 12 **Demo 2: Joanna - 3rd person plural & 3rd person singular)**
2/18 **Include cultural input with the grammatical form (French)**
Fri-Sat

Demo 3: Abby - 3rd person plural Juxtaposed with 3rd person
 Singular (Spanish)

Demo 4: Betzabel - TBA

Quiz Grade 2 All Grammar Lessons turned in

Session 13
2/21

TBA

Session 14 Lecture/Discussion Teaching and Evaluating Writing
2/23 **Demo: Dr. B.** - Interviews with profile cards.
Reading Assignment: Becoming Proficient in Writing
Omaggio - Chapter 7 (pp 283 - 300)

Session 15 Discussion: Writing tasks with a rubric
2/28 **Reading Assignment:** Terry (1989) Teaching and evaluating
writing as a communicative skill. *Foreign Language Annals*,
25, pp. 1-18 (Available on Text Page)
Special Assignment III Due: Field Experience: Part I

Session 16 Small groups with handouts for writing activities & rubrics
3/2 **Print for class: Find Barry Packets below on the Text Page**
Barry - Student Created Writing Activities with Analytical
Rubrics
Barry - Creative Writing (Poetry)
Demo: Poetry- Dr. Barru (Holistic rubrics)
Reading Assignment: Omaggio - Chapter 7 - Becoming
Proficient in writing (pp. 317-323)

3/6 - 3/10

SPRING BREAK

Session 17 **Demo:** Sample Reading Formats found on the **Text Page** Please
3/14 Please print and bring to class.
Reading Assignment: Omaggio Hadley - Chapter 5 -
Proficiency-Oriented Approach to Reading (pp. 203 - 225)

Session 18 Lecture/Discussion: *A Framework for Reading Instruction*
3/16 **Reading Assignment:** Lee & VanPatten - Chapter 11 - *A
Framework for Assisting L2 Learners to Comprehend Written
Language* (pp. 228-241)

Session 19 Demonstration Lessons for Reading/Writing Lessons
3/21 **Demo:** *Los Desaparecidos* - Dr. Barry
Demo: *Soriana Advertisement* - Dr. Barry
**Quiz Grade 3 Due: Poetry - Creative Writing with grading
rubric (all)**

Session 20 Lecture/Discussion: Reading Theory, Readers Contribution
3/23 TO Comprehension, and Comparing Cultures
Reading Assignment: Lee & VanPatten - Chapter 11
How Readers Contribute to Comprehension (pp. 218-25)

Session 21 Lecture/Discussion: Connecting to Other Cultures & 3/2
3/28 Connection: **Reading Assignment:** Omaggio - Chapter 8 - Using
Readings and Realia for Cross-Cultural Understanding (pp,
364-373)

Session 22 **Culture Demo**
3/30

Session 23 **Demo 7: Betzabel - Connections Drivers' Weather (Metric)**
4/2 **Demo 8: Chris - Culture (your choice)**
Conversions - Celsius-Fahrenheit (Approximations)

4/4 **No Class**
Due: Special Assignment I - Revision of Unit Plan

Session 23 **Demo: Dr. Barry - Los Novios - Folklore (fiction)**
4/6 **Relate theory to practice: Discuss and evaluate**

Session 24 **Practice Demo: Caroline (Culture)**
4/11 **Reading Assignment: *Seal of Biliteracy* Source: ACTFL**
website Homework on Canvas for Seal of Biliteracy

Session 25 **Practice Demo: Zia (Culture)**
4/13 **Homework Assignment Interviews Assignment: *Seal of***
***Biliteracy* Sources: Interview two teachers in schools**
offering *Seal* (Abby Davis and Laura Buder).

Session 26 **Practice Demo Hannah (Connections)**
4/18 **Quiz Grade 4 Due: Reading/Writing Lesson Culture for all**
those who did not do a demo for Culture

Quiz Grade 5 Due: Reading/Writing Lessons for all those who
did not do a demo for Connections

Abby and Joanna can choose which one they would like to do.

Session 27 **Discuss results of research on *Seal of Biliteracy*.**
4/20 **Outline two-page essay.**
Due: Special Assignment III: Field Experience Project II

Session 28 **Demo TBA: Story-telling *La Tortilla de Papas***
4/25 **Explain, discuss and evaluate differences between Story-**
Listening and Story-Telling.

Session 29 **Discussion Field Experience: Part II**
4/27 **Review Theoretical Issues for Final Exam**

5/2 Final - On-campus students (4:00 p.m. - 6:00 p.m.)
4/27 - 5/1 Final with proctors

STUDENT REQUIREMENTS/EVALUATIONS:

I. Class participation:

Reading selections will require a good deal of thought because they are the basis for your presentations. For this reason, you will post your reflections concerning these assignments as well answer any assigned questions. Your remarks will receive points that will count toward your participation grade. In this way, you classroom

discussions and presentations are productive.

Special accommodations new distance students: Meaghan will help you with your labs. In lieu of demos in class you will videotape yourself teaching a full reading/writing lesson to your own class.

II. Lessons plans:

Each of the following lesson plans or activity plan (Information Exchange) is due on the date listed below and will count as a quiz grade.

- | | |
|---|----------------------|
| 1) Information Exchange Tasks | Due date: January 26 |
| 2) Structured Grammar Lesson | Due date: Feb. 17-18 |
| 3) Creative Writing with rubric | Due date: March 21 |
| 4) Reading/Writing Lesson (Culture) | Due date: April 18 |
| 5) Reading/Writing Lesson (Connections) | Due date: April 18 |

Each on-campus students has been assigned 2 in-class demonstrations-one grammar lesson and one reading/writing lesson. All students will turn in all assigned lessons for a grade whether they demonstrate the lesson or not.

Distance students (not teaching in their own classroom) will follow the same procedure as on-campus students with their cooperating teacher. These will be for a grade.

III. Special Assignments:

1. **General Revision of Unit Plans:** For more information see website. Revise and finalize your unit plan for **Family or School**.

On or before **Due: April 4**

2. Digital Resource Portfolio - Texts

This portfolio will be a digital collection of texts that can be used when designing reading lessons. Follow all guidelines as specified and be sure to consider your audience, the goal of your lesson and the level for which each text would be appropriate. For complete details see the website.

Due: N/A

3. **Field experience: Part I**

Part One: Prepare, present, and evaluate two different lessons. One lesson will focus on the teaching of new vocabulary and the other on the teaching of new grammar elements. Prior to teaching each lesson you must observe at least one full lesson and have a conference with your teacher. For specific details see Lab Packets One on the website. There are separate packets for distance students: 1) teaching in their own classrooms and 2) teaching with a cooperating teacher.

Due: **on or before February 8**

(Minimum of 7 1/2 hours)

4. **Field experience Part II.** Prepare, present, and evaluate two reading and writing lessons that are appropriate for beginning or intermediate students. Each lesson should last a full 1½ hour block or two 50-minute periods. Prior to teaching each lesson you must observe

a full lesson and have a conference with your teacher. For specific details, see Lab Packets Two on the website. As above there are separate packets for distance students as stated above.

Due Date: on or before April 20 (Minimum of 7 1/2 hours)

IV. Revised Unit Plan with Assessment Due Date: on or before March 4

IV. Final Exam: The final exam will have several application questions as well as one or more essay questions related to the theory and research we will cover.

On-campus Tuesday May 2

Distance students - by proctor Thursday, Friday, Monday April 27-30

V. Evaluation Weights:

| | |
|---------------------------------------|-----|
| Homework, Presentations, Quiz Grades | 40% |
| Revised Unit Plans, Digital Portfolio | 20% |
| Final, Lab Part I, and Lab Part II | 40% |

VI. Absence policy:

Daily attendance is imperative. However, if you have a valid reason for missing class, I will expect a call in advance or a note in my mailbox to explain your absence. Reasons for excused absences are spelled out in the Tiger Cub. Your grade will be lowered a grade for any unexcused absences. All excused absences will be made up by viewing the video of the class archived on campus. All objectives must be fulfilled with a C or better in order to qualify for internship.

92 -100 = A

82 - 91 = B

72 - 81 = C

RESOURCES IN WEBSITE

The following handouts are available on the Text Page of my website in PDF format. All other handouts are available on the Assignment Page of my website.

Terry, R.M. (1989). Teaching and evaluating writing as a communicative skill. *Foreign Language Annals*, 22, 43-54

Barry (1994). Sample Formats for Reading Activities

Barry (1996). Student Created Writing Activities with Analytical Rubrics

Barry (2004) Creative Writing Poetry, 4th Edition.

World-Readiness Standard for Language Learning

Information Exchange Activities **Spanish:** Food and Chores **French:** Food and Auction
English: Chores and Auction There are more on request

CLASS POLICY Statements:

Attendance and Participation: All students are required to attend all assigned classes. If a student is ill or out of town, the student is required to watch the class live or if that is impossible, the student must watch the video and submit a thorough summary of the missed class.

Distance students participate synchronously in Zoom and live streaming video for whole class activities, and they participate in small group discussions with on-campus students using Face Time on their telephones. When students must be absent or when there are technical problems with live streaming video, all learners view the archived video clips and post a summary with comments or questions related to the lecture/discussions/demos before the next live class period.

Unannounced quizzes: There will be no unannounced quizzes.

Special Accommodations for Students with Disabilities: Anyone requiring special accommodations should make an appointment to discuss the Accommodation Memo with the instructor as soon as possible. Students with disabilities may also contact the Program for Students with Disabilities in 1244 Haley Center (844-2096 V/TTY).

Academic Honesty: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

Professional: As faculty, staff, students interact in professional settings they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

Other: An advanced level of proficiency in Spanish or French is desirable to successfully meet the objectives required to pass this course.

Distance Learning Students: Students choosing to take tests with proctors shall do so under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal of a high school, or a dean or department head of a college. Proctors shall be verified, and exams shall be sent directly to the proctor who will manage the examination in a secure manner, requiring students to present a picture ID.

All demonstration lessons and related materials must be submitted by

the due dates indicated unless there are extenuating circumstances that the student has discussed previously with the instructor. Otherwise, grades for late assignments will be lowered by one letter grade.

Students must have access to a computer system with broadband Internet access (cable modem or DSL suggested), a current Web browser program, and appropriate video players/plugin-ins. Students must also have access to a digital video camera to record their demonstration lessons; however, the digital camera must create a recording that can be shared with the instructor or GTA for grading purposes. A FAX machine for exam proctor documentation is necessary as well. Students are responsible for knowing the operation of these technologies. The instructor can give suggestions but cannot be relied upon to talk through problems that should be handled in detail by software/hardware experts.

It is the responsibility of the student to communicate as soon as possible with the instructor about any problems in technology as this is the main delivery system for the course. Temporary solutions can usually be arranged, but, in case of a terminal computer breakdown, the students must find another computer source for accessing class material and communicating via the Internet.

The instructor cannot be available 24 hours per day but will keep weekly electronic office hours as indicated at the first course meeting. During these periods, the instructor will check e-mail and discussion postings through Blackboard and will be available through one of the chat rooms as well as telephone. Students may request additional office appointments.