AUBURN UNIVERSITY

Department of Curriculum and Teaching *Sue Barry, Associate Professor Office: Haley Center 5012*

*phone: 844-6876*

Fall Semester Office Hours: By appointment or

Sundays: 6:00 – 10:00 pm

**Course:** CTSE 4070/73 Foreign Language Programs

Secondary School (4 hours)

**Prerequisite:** Admission into the Teacher Education Program or with special permission

**Date:** Fall 2021

**Texts:** The National Standards Collaborative Board. (2015). *World- Readiness Standards for Learning Languages.* 4th ed.

Alexandria, VA: Author.

Alabama State Department of Education. *Alabama state course of study: World Languages. (2017)*

Lee, J. F. & VanPatten, B. (2003) *Making communicative language teaching happen*. (2nd ed) New York: McGraw-Hill.

Omaggio Hadley, A. (2001). *Teaching language in context.* (3rd ed.) Boston: Heinle and Heinle.

One of the following basal texts for Spanish, French, or German:

Terrell & al. (2010). *Dos Mundos: A communicative approach.* (7th ed.) New York: McGraw-Hill. (Spanish majors)

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

Tischirmer & al. (2009). *Kontakte: A communicative approach.* (6th ed.) New York: McGraw-Hill. (German majors)

**Course Description:** This first course in our two-course series for pre-service teachers focuses on second language acquisition theory (SLA) as it relates to creating linguistically and culturally rich learning environments that address the needs of the diversity of a given student population**.** To create linguistically rich environments, students use the target language 90% of the time during required in-class demonstration lessons. These demonstration lessons integrate geography and some cultural products. The organizing principles for this course use *The World-Readiness Standards for Learning Languages* **WRSLL (***2015*) and the *Alabama Course of Study World Languages* **(ASCS-WL) (**2017).

In Field Experience I students observe, describe, and reflect on instructional practices, classroom management, and discipline with guidelines provided by the instructor.

In Field Experience II students collaborate with the cooperating teacher to create and implement an input mini-lesson with comprehensible input (CI) that includes specific questioning techniques to address the needs of diverse learner. To follow (CI) students create and implement two formative assessment tasks.

While doing the practice demonstration lessons mentioned above, students scaffold and sequence a unit in which they describe themselves or someone else *(yo or [él/ella*). With this background knowledge the students create a Unit Plan for their final project that includes a summative assessment. The theme is either “Family” *(La Familia)* or “*School*” or (La Escuela)

**Note: All on-campus students or GTAs must wear masks during attendance in 1414 Haley Center. In addition, we will use an air filter to clean the air of bacteria and viruses between all classes meeting in 1414 Haley Center.**

**Note: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation (such as an H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, if this occurs, my replacement, Melyn Roberson, can teach this syllabus. If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation (such as an H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. Sara Ahnell can teach CTSE 4070 in my absence, and she is currently an adjunct.**

## Student Learning Outcomes:

Upon completion of this course, the students will be able to:

1. explain the *World-Readiness* *Standards for Foreign Language Learning* reflected in the *Alabama Course of Study* and relate them to the instructional activities which they will observe and create.
2. define communicative competence and proficiency and relate these constructs to the *World-Readiness Standards for Language Learning.*
3. describe each of the five proficiency levels for speaking as outlined in the ACTFL guidelines and explain how these are subsumed under the National Standards*.*
4. create, present, and evaluate demonstration lessons to demonstrate knowledge about comprehensible input (CI)and structured output to include all three communicative modes (interpretive, interpersonal and presentational).
5. create a unit plan for a first semester beginning level course in either French, German, or Spanish that contains the following:
	1. goals that summarize the learning outcomes in individual lesson plans;
	2. student learning outcomes for each lesson that are subcomponents of the “I Can” Statements.
	3. interpretive, interpersonal, and presentational activities that lead to the stated outcomes and that serve as formative assessments.
	4. authentic tasks that develop cultural knowledge and understanding using all three communicative modes.
	5. a summative assessment at the end of the unit to assess all three modes, interpersonal, interpretive, and presentational with real world tasks.

## DATES FOR DAILY ASSIGNMENTS

8/13 **Live:** Overview – Communicative Language Teaching: Dr.Barry

S1 Demonstration Lesson – Andrea Wilkerson -

Download Andrea’s lesson plan and handouts from the Assignment Page.

8/17 Orientation for streaming: Canvas site & telephone

S2 Introduction: syllabus; Website; Field Experience & Picture File

 Dr. Barry **Assignment:** Discuss Paso A, and how to sequence & scaffold

 Discuss preliminary unit for Spanish and French.

8/19 Brainstorm the description unit with the class for

S3 the entire Paso A and *Premiere Etape* and assign lessons to class.

 Discuss Lesson Planning Assessment Vocabulary and

 Template for Formative input and output activities.

 *World-Readiness Standards for Language Learning*

 Discuss: Objectives and “I can” statements.

8/24 Discussion: From Atlas and Audiolinguialism to Second Language Acquisition

S4 **Reading Assignment;** Lee & VanPatten Chapter One (pp. 6-22) and Omaggio

 Chapter 3 Excerpts: *Audiolingual Method* ***(ALM)*** (pp 110-113; *Total*

 *Physical Response* ***(TPR)*** (pp. 118-120); Cognitive Theory (69—70)

 **Print Field Experience I: Jill and Katherine only**

8/26 **Live: How and Where Do We Begin?**

S5 **Demo:** Commands in Spanish **–** Presenter: Barrett Harris – GTA

 **Materials:** on website for French – Spotlight Demos

 Explain introductory unit and content

8/31 Discussion: Comprehensible input

S6 **Reading Assignment:** Lee & Van Patten – Chapter 2. Comprehensible Input

 (pp. 26-46).

9/2 **Live: Simulated Field Experience 1:**  – Katherine Voorhess

S7 **Alphabet Lesson,**

9/7 Discussion: Methods:

**S8 Reading Assignments:** Omaggio Hadley Chapter 3 Excerpts: ***Direct Method***

(pp. 108-109); Natural Approach (pp.120-123); A Functional

 Approach:***Communicative Language Teaching Approach*****(CLT)** (pp. 116-118)

 **Additional Homework:** Watch Dr. Barry’s video on food preparation on Spotlight Demos- La Torta – Food Demo under informational texts.

 **Materials:** on the website. Discuss ideas/questions for interviews with teachers.

9/9 *Teaching Interpretive Mode (Input – listening/reading)*

S9 **Reading Assignment:** Omaggio Hadley – Chap. 5 – pp. 182-203

 **Sample input:** listening and reading as formative assessments**.**

9/14 **Live:** Demo: Professions Dr Barry

S10 All materials are on website

9/16 **Live:** *Teaching Presentational Mode* – (Output – writing/speaking)

*S*11 **Reading Assignment:** Lee & Van Patten (pp. 49-70) Omaggio Hadley (pp.

235-258) Information Gap Activities-Calendar, Living room

Creating communicative goals for “*I can* statements”?

9/21 **Live:**Demo: House Lesson: Dr. Barry - Review lesson planning

S12 input/output vocabulary. **Materials:** available on website

 **Special Assignment II Due - Part I Field Experience Journal**

 **(Jill and Katherine only)**

9/23 Discussion: Proficiency and Its Historical Background

S13 **Reading Assignmen**t: Omaggio Hadley – Chapter 1 Excerpt: The notion of proficiency, its assessment, and the historical background (pp. 1-34) Power Point: Proficiency, Assessment, Historical Background Worksheet: See Assignment Page

 **After class:** Print explanation Part II Field Experience Journal

 **Discussion: Katherine and Jill only**

9/28 Live: Demo: (Barrett – handout) This demo begins the unit we will

S14 put together to fulfill the “I can statements” “I can describe

 myself or someone else or to ask a question, “I can ask what

 someone looks like, such as una señora/señorita/niña/amiga.

 (Barrett will use female characters comparing and contrasting characters

from the Spanish-speaking world and from U.S.A.)

**Print: Field Experience II: Jill & Kathryn only – discuss after class**

9/30 **Live Grammar Demo**: **Sara Ahnell** Physical descriptions/gender

S15 French Materials posted on the website

10/5 Discussion: Grammar Instruction as Structured Input

S16 **Reading Assignment:** Lee & VanPatten – Chapter 7 Structured

 Grammar Instruction (pp. 137-165)

# 10/7 No Class - Fall Break

10/12 **(Simulated Field Experience 1)** Spanish – Katherine Vorhees – Clothing

S17 Using dolls **(Refer to handout)**

10/14 Re-enter Interpersonal mode. Use class time - create Information

S18 Gap and Information Exchange activities. Review criteria.

10/19 **Live-SFE:** (Kate Witten) – Clothing/color and gender – handout

S19 Discussdemo

#  10/21 - NO CLASS

10/23 **SF5: John – (French) Descriptions Males (Sports & Other celebrities)**

10 am John’s demo – John will arrive before 10:00 am to setup. (9:30)

Sat. Bag lunch (11:30)

**12 noon SFF – Collen (French)** Clothing only using dolls

1:30

S20 **Jill (French)** Clothing, color, gender

**Special Assignment III Due: Picture File**

10/26  **Live SPE – Patricia Rivera –** Caminito de la escuela by Cri Cri

S21 Talk about children’s music and advantage of authentic music

**See Spotlight Demo:** Matthew Hurst – *Una rata vieja*

Materials on Spotlight Page

**10/28 Print Unit Plan and bring to class for discussion.**

**S22** Discussion of goals lesson planning

 Choose “Familia” or “Escuela”.

 **Student’s prep time for Saturday class. Jill and Kathryn only.**

 **Mid-term Quiz**

11/2 **Live-SPE:** Katherine & Jill Music demos

S23

#  11/4 – NO CLASS

11/6 **SFE: Erika** (French) Review: Clothing & Shopping

## 10am Erika’s demo – Erika will arrive before 10:00 am to setup

## Sat. Bag lunch (11:30)

## 12noon SFE: Danae: (Spanish) Review: Clothing & Shopping

## 1:30 SFE: Sara: (TBA)

## S24 Special Assignment II – Field Experience Part 2: Jill & Katherine

## 11/9 Brainstorm “I can” Statements for Unit Assessments *Descriptions*

## S25 Demo: Dr. Barry *Description Unit* Oral Assessments and Paper/pencil

##  Assessments (Discuss Backward Build)

## 11/11 Practicum Students: Research authentic children’s music for a

## S26 demonstration children’s music with motions

11/16 Help Session for Unit Plan

S27 By appointment

11/18 **Special Assignment IV Due: Unit Plan**

S/28 **Review and help Session for final**

11/30

S29

12/4 **Final Exam on-campus**

**SPECIAL ASSIGNMENTS**

1. **Listening Activities: Complete all assigned listening activities and give the functions and responses for each listening activity.**
2. **Field experience: (See website for complete description and Field Experience Packets)**

Fifteen hours of observations and teaching in a foreign language classroom are required. Schools that are on block scheduling will necessitate **ten** different visits to last 1 1/2 hours each. This experience will be divided into two parts.

**Part I (8 hours)** will include the following: **(All students not currently teaching. See note below for distance students.)**

1. Five different observations of block classroom activities for at least two levels of the program. (Use the “Teacher Observation Guide” in your packet as an aid to thoughtful observation.) If teachers have 50 min. periods, you will need seven different observations.
2. You may help with pair activities as part of the observation experience.
3. One additional half-hour visit to interview your teacher concerning the foreign language program/curriculum of the department, how they accommodate individual learning styles, their methods for planning and instruction, and the techniques they use for classroom management and discipline.

**Note:** Students will need a notebook/laptop to take notes during class observations and to record notes from interviews. All notes should be dated. See the Lab Packet for detailed information.

## Note: Distance students can complete the assignment in one day either in their own school if other foreign language teachers are available or in a different school if there are no other foreign language teachers in school.

Part II: (**On-campus students**)**7 hours** will include the following:

* 1. Plan and execute two micro-lessons using comprehensible input and two informal formative assessments to last not less than 45 minutes and not more than 60 minutes. Then observe for remainder of class period.
	2. Arrange an observation of instruction prior to your micro-lesson and discuss your micro-lesson with the lab teacher.
	3. Make an appointment to discuss your teacher’s evaluation. Write up your lab experience following the directions on the website. You may either post your journal to Canvas or turn in a hard copy.

**Part II** (**Distance students) Field Experience**: 7 hours will include the following: **Not applicable this year.**

1. Create two mini-lesson plans for input vocabulary lessons to include two informal or formative assessments. Make a video of the input portion of the class, and continue with the output portion of the class, but do not video the output.
2. Upload your video to the Discussion Page on Canvas. Post your lesson plan and your journal with your reflections on the Assignment Page in the designated space on Canvas. (See due dates below)
3. Write up your lab experience following the directions on the website.

## Picture File: (See website for details)

**Large pictures for mounting on white board or walls:**

Prepare a picture file with hard copies posted on construction paper to include the following categories. See list of topics below for minimum number of pictures per topic. The categories must include the following:

* 1. Physical Descriptors (10)
	2. Famous People (10)
	3. Personality Descriptors (10)
	4. Clothing includes colors (10)
	5. Classrooms with objects (10)

This part of the picture file must be sent or delivered personally with the rubric for this part which is posted on the website.

## Digital picture file for activity sheets and testing. These should not duplicate the pictures in your hard copy file. You will find all the instructions for the digital picture file on the website.

1. **Unit Plan:**

All students will develop a unit plan for a family unit. (See handout for pages where you can find the appropriate vocabulary in *Dos Mundos, Deux Mondes, or Kontakte.*

1. Goals will reflect “I Can Statements”,
2. Daily lesson plans with student learning outcomes, materials, procedures, closure,
3. Instructional activities that include authentic real-world tasks for all three modes, and
4. Formative assessments for input and output.
5. Summative assessment for each lesson should relate to “I Can Statements”.

See Unit Plan Packet on the website for detailed instructions concerning this assignment.

## DUE DATES FOR SPECIAL ASSIGNMENTS

* 1. **Listening activities** with functions & behaviors **Due: Sept. 24**
	2. **Field Experience**: Part I (See Packet) **Due: Sept. 29**

**Field Experience**: Part II On-Campus **Due: Nov. 12**

**Distance-Field Experience**: Part II (See Packet**) Due: Nov. 12**

**2b) Distance –** Field Experience: Part II (See Packet) **Video Due Dates**

Part II: First video **Due: Oct. 22**

Part II: Second video **Due: Nov. 5**

Part II: Final write-up with reflections **Due: Nov. 12**

3. Picture File (See website for details) **Due: Oct. 27**

4) Unit Plan (See Unit Plan Packet for details) **Due: Nov. 24**

## STUDENT EVALUATION

**Class participation:**

Probing questions and thoughtful comments are necessary to a lively discussion. In order to get the most out of the reading assignments, you will need to give them a good deal of thought before you come to class. Therefore, all homework assignments must be posted by 10:30 the night before they are due. All late homework will be lowered one letter grade unless the student has had extenuating circumstances, and the professor has given permission for a late posting.

## Demonstration lessons (on-campus students)

Students will present several sample-lessons to exemplify comprehensible input and structured output with proficiency-oriented activities to include the three modes. These lessons will be developed from the materials in the Terrell texts listed above. Each lesson **must** include a complete lesson plan with objectives, materials, and procedures as outlined in the unit planning packet. These lessons will be assigned for the days designated for practical applications. On-campus and distance students will write evaluations of all demonstration lessons during the same class period and turn them in to the GTA before leaving.

## Demonstration lessons (distance students)

Distance students do not do demonstration lessons, but it will be assumed that they are practicing the required strategies in their own classrooms. However, they will write evaluations for all demonstration lessons for on- campus students to be turned in before signing off.

**Special Projects:** All special projects will be evaluated according to the rubrics included in the special assignment packets available on the website.

**Quizzes:** The mid-term quiz and final examination will test those objectives not specifically evaluated in a special assignment.

## Weights for evaluations:

Homework, Mini-lessons, and quiz 30%

Grades for 1) listening activities, 2) picture file, 3)lab journals 30% Final examination and unit plan 40%

## 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**

**CLASS POLICY**:

Since this course is tied to field experience in a local public school, professionalism dictates a strong commitment to being in class, both at Auburn University and at the assigned public school setting. You must notify both me and the laboratory teacher, when you will be absent prior to the beginning of class. More than three unexcused absences will result in a lower course grade. Three tardies, at either Auburn or the field placement site, constitute an unexcused absence. Successful completion of the laboratory component is essential for passing this course.

Professionalism: As faculty, staff, and 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

\*Students who need special accommodations should make an appointment to discuss the Accommodation Memo during my office hours as soon as possible.

If scheduled office hours conflict with classes, please arrange an alternate appointment time. If you do not have an Accommodation Memo, but need special accommodations, contact The Program for Students with disabilities in 1244 Haley Center (844-2096 V/TTY).

## Normal Contingency Statement:

If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation (such as a hurricane), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

**Contingency Plans for Covid19;**

**Assignments:**

The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

**Zoom policies:**

When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

**Attendance:**

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

## All content in this course supports the Conceptual Framework of the College of Education

**ADDITIONAL MATERIALS ON RESERVE IN THE LRC**

**Spanish Music**

Cri Cri *Las 100 clásicas de Cri Cri Vol. 1* CD no lyrics Cri Cri *Las 100 clásicas de Cri Cri Vol. 2* CD no lyrics

Orozco, J. L. *Letras, Números, y colores* CD and book with lyrics Orozco, J. L. *Diez Deditos* CD and book with lyrics

Orozco, J. L. *De Colores* CD and book with lyrics

Orozco, J. L. *Navidad y Pancho Claus* CD and book with lyrics

## French Music

 *Chante Avec Moi* European Language Institute Tape and lyrics Lozano, P. *French Grammar Swings* Dolo Publications CD and book with lyrics Prado L & Schneider, A. *Comptines à chanter* Milan Jeunesse CD & lyrics Putamayo *Cajun* World Music CD no lyrics

Putamayo *French Cafè* World Music CD no lyrics

## Supplementary materials available on the Text Page of the website