### **Auburn University Department of Curriculum and Teaching**

**Instructor:** Dr. Sara Ahnell  
**Office:** 5052 Haley Center  
**Phone:** 844-6876  
**E-mail:** saw0011@auburn.edu

**Fall Semester Office Hours:** By appointment  
**Fall Zoom Office Hours:** Sundays, 5:00 - 9:00 PM CST and by appointment

**Course:** CTSE 7910: Practicum

**Prerequisite:** Permission of the Program Coordinator  
**Date:** Fall 2024  
**Class Time:** Wednesdays, 4:10 PM - 6:00 PM Central Time  
**Location:** 1414 and on Zoom

### **Course Description**

In this course, we focus on developing effective foreign language teaching practices through the creation and filming of lessons using the Comprehensible Input Meaning-based Output (CIMO) framework as part of the Integrated Communicative Approach (Ahnell, 2023). Students will engage in creating standards and proficiency-based instruction for the development of communicative competence and proficiency across interpersonal, interpretive, and presentational modes. High-Leverage Teaching Practices (HLTPs) will be integrated into both instructional design and assessment. The course includes readings on communicative language teaching, assessment methods, and practical applications of the Integrated Communicative Approach (ICA). Students will prepare and film three demo lessons: a Comprehensible Input Presentation (CIP) using the Comprehensive Input Questioning Technique and two full CIMO lessons using GoReact. This course specifically addresses the unique needs of Novice learners in curricular and instructional design and delivery.

### **Course Objectives**

Students will be able to:

1. Demonstrate an understanding of the principles of communicative language teaching.
2. Design and implement effective Comprehensible Input Presentations (CIP) using CIQT.
3. Create and film CIMO lessons that integrate High-Leverage Teaching Practices (HLTPs).
4. Develop lesson formative and summative assessments that evaluate communicative competence in interpersonal, interpretive, and presentational modes.
5. Evaluate and reflect on their teaching practices and those of their classmates using GoReact feedback.
6. Integrate ACTFL World-Readiness Standards for Foreign Language Learning and Alabama Standards into lesson planning and assessments.

Students will attend CTSE 4070/73 as regular students in that class. (See syllabus for CTSE 4070/73).

### **Texts and Readings**

* The National Standards Collaborative Board. (2015). World-Readiness Standards for Learning Languages. 4th ed. Alexandria, VA: Author.
* Alabama State Department of Education. (2017). Alabama State Course of Study: World Languages.
* Ahnell, S. (2024). Manuscript: Blueprints for Teaching Beginners: Building Transformative Novice Language Learner Experiences with the Integrated Communicative Approach (ICA). Chapters: Preface, 1 - "Introduction to the Integrated Communicative Approach," 2 - "The House Metaphor for Curricular Design," 3 - "Backward Design and Standards," 4 - "Comprehensible Input Presentations," 5 - "Comprehensible Input Questioning Techniques."
* Glisan, E., & Donato, R. (2017). Enacting the Work of Language Instruction: High-Leverage Teaching Practices. United States: ACTFL.
* ACTFL. (2011). 21st Century Skills Map.
* ACTFL. (2015). World-Readiness Standards for Learning Languages.

### Shrum, J. L., & Glisan, E. W. (2015). Teacher's Handbook, Contextualized Language Instruction. United States: Cengage Learning. Chapters: 1 - "Understanding Language Learning Through Second Language Acquisition Theory and Research" (p. 11-42), 2 - "Contextualizing Language Instruction to Address Goals of the Standards for Learning Languages" (p. 43-70), 3 - "Planning Standards-Based Instruction Using Backward Design" (p. 70-103), 11 - "Assessing Standards-Based Language Performance in Context" (p. 358-408).

### **Week 1: 8/21 - Session 1**

**Topic**: Course Introduction; Preface and Introduction to Building the Instructional House  
**Content**:

* **Preface**: Introduction to the course and the overall concept of designing and building an instructional house using the Integrated Communicative Approach (ICA).
* **Chapter 1: Introduction to Building The Instructional House**
  + House-Building Metaphor and a Review of Glisan and Donato’s HLTPs (2017, 2021) and ACTFL’s Core Principles: Familiarize students with the foundational principles of effective language instruction design and teaching.
* **Chapter 2: Stages of Planning, Designing, and Building the Instructional House**
  + Laying The Foundation: SLA Theory and High-Leverage Teaching Practices (HLTPs)
  + Backward Design: Starting with the End in Mind
  + The Floor Plan: Planning a Unit and Lesson Goals Using Backward Design and Scaffolding and Sequencing Lessons
  + Planning and Building the Rooms of the Instructional House: Designing Individual Lessons
  + Interior Design and Furnishings and Finishes: Being Creative and Adding Your Personal Touch to Activities
  + Hosting: Creating a Welcoming Environment for Student Experiences in the Language
* **Reading Assignment**:
  + **Lee & VanPatten Chapter 1**: 14 pages
  + **ACTFL 21st Century Skills Map and Standards**: 15 pages
  + **Total**: 29 pages

### **Week 2: 8/28 - Session 2**

**Topic**: Overview of Unit and Lesson Planning  
**Content**:

* **Chapter 3: Creating Unit Goals and Performance Assessments with ICA**
  + Creating Unit Goals: Define clear and achievable goals.
  + Creating Lesson Goals: Break down unit goals into manageable lesson objectives.
  + Creating the Floor Plan: Determine the number and types of lessons and how to scaffold and sequence them.
* **Chapter 4: Overview of ICA’s 4 Lesson Model Blueprints**
  + Introduction to the four key ICA lesson models:
    1. CIMO (Comprehensible Input Meaning-based Output for Vocabulary-Focused Instruction)
    2. CIMO-G (Comprehensible Input Meaning-based Output for Structured Grammar-Focused Instruction)
    3. PGAP (Literacy-Focused Instruction Using Authentic Texts)
    4. ABCC (Artifact-Based Culture Capsule)
* **Reading Assignment**:
  + **Lee & VanPatten Chapter 4 ONLY pages 74-85:** 11 pages
  + **Glisan & Donato HLTPs Volume II (2021) - HLTP #8:** 28 pages
  + Also have on hand the ACTFL documents from last week, AP/IB Themes Slide
  + **Total**: 39 pages

### **Week 3: 9/4 - Session 3**

**Topic**: CIMO Lesson Model and Creating Comprehensible Input Presentations (CIP)  
**Content**:

* **Chapter 5: CIMO Model Part 1 - Creating a Comprehensible Input Presentation (CIP)**
  + Creating a real-world context with culturally authentic resources.
  + Selecting relevant, high-frequency vocabulary.
  + Designing and presenting the CIP.
  + Formative assessment techniques.
* **Reading Assignment**:
  + **Lee & VanPatten Chapter 2**: 20 pages
  + **Glisan & Donato (2017) - HLTP #1**: 10 pages
  + **Total**: 30 pages
* **Demo**: Mandatos by Cayla Baker (Spanish Lesson)
* **Assignment Due**: Reflection on ICA presentations

### **Week 4: 9/11 - Session 4**

**Topic**: Creating Input Activities  
**Content**:

* **Chapter 6: CIMO Model Part 2 - Creating Input Activities**
  + Designing interpretive listening and reading activities.
* **Reading Assignment**:
  + **Omaggio Hadley Chapter 5**: 22 pages
  + **Total**: 22 pages
* **Demo**: Interpretive Listening Activity Demo by Dr. Barry

### **Week 5: 9/18 - Session 5**

**Topic**: Continued Focus on Input Activities  
**Content**:

* **Deep Dive into Chapter 6**:
  + Further development and refinement of input activities.
  + Practical applications and examples of interpretive listening and reading activities.
* **Reading Assignment**: Additional relevant readings or examples (as needed)
* **Demo**: Reading Activity Demo by Dr. Barry
* **Assignment Due**: Draft of CIP Lesson Plan

### **Week 6: 9/25 - Session 6**

**Topic**: Creating Meaning-Based Output Activities  
**Content**:

* **Chapter 7: CIMO Model Part 3 - Creating Meaning-Based Output Activities**
  + Designing presentational and interpersonal writing and speaking activities.
  + Summative assessment tasks.
* **Reading Assignment**:
  + **Lee & VanPatten Chapter 5**: 24 pages
  + **Total**: 24 pages
* **Demo**: Output Activity Demo (e.g., Presentational Speaking)
* **Assignment Due**: Finalized CIP Lesson Plan

### **Week 7: 10/2 - Session 7**

**Topic**: Feedback and Reflection on CIP Lessons; Introduction to Proficiency and Communicative Language Ability  
**Content**:

* **Workbook Sections: Walkthrough Using a Lesson for Novice Learners**
  + See the templates in action with a real lesson example.
  + **Templates**: Use the templates to create your own CIMO lessons with guided prompts.
* **Demo**: Alphabet Lesson by Sara Ahnell
* **Assignment Due**: CIP Lesson Video

### **Week 8: 10/9 - Session 8**

**Topic**: Designing Input Activities (Listening and Reading) and Methods for CI  
**Content**:

* **Room Blueprint #1 - Creating a Vocabulary-Focused Lesson Using CIMO (Comprehensible Input Meaning-based Output)**
  + **Lesson Blueprint #1: CIMO for Vocabulary-Focused Instruction with HLTPs #1, #2, #9, #6**
    - Step-by-step guide to creating effective vocabulary lessons using the CIMO model.
* **Demo**: Vocabulary-Focused Lesson Demo by Dr. Barry (Spanish/French)
* **Assignment Due**: Peer Review of CIP Lesson

### **Week 9: 10/16 - Session 9**

**Topic**: Feedback and Reflection on Input Activities; Teaching the Presentational Mode  
**Content**:

* **Advanced CIP and CIMO Techniques**
  + Explore advanced techniques for CIP and CIMO lessons.
* **Demo**: Teaching the Presentational Mode (e.g., Presentational Writing)
* **Assignment Due**: Draft of CIMO Lesson Plan I

### **Week 10: 10/23 - Session 10**

**Topic**: Designing Output Activities (Speaking and Writing); Assessing Communicative Competence  
**Content**:

* **Reflections and Adjustments for Future Practice**
  + Reflect on output activities and prepare for final lesson presentations.
* **Reading Assignment**:
  + **Glisan & Donato (2017) - HLTP #9 and #10**: 20 pages
  + **Total**: 20 pages
* **Demo**: Vocabulary Demo (Sydney - Spanish, Isai - Spanish, Suheily - Spanish)
* **Optional/Supplemental Reading**: Shrum & Glisan Chapter 11
* Finalized Draft of CIP and Input Activities for CIMO Lesson Plan I

### **Week 11: 10/30 - Session 11**

**Topic**: Presenting and Evaluating CIMO Lesson I; Proficiency and Assessment  
**Content**:

* **Final Review and Application of ICA Concepts**
  + Application and synthesis of all concepts covered in the course, focused on preparing for CIMO Lesson I presentations.
* **Reading Assignment**:
  + **Glisan & Donato (2017) - HLTP #6**: 15 pages
  + **Total**: 15 pages
* **Demo**: Summative Assessment Activity Demo (e.g., Interpersonal Speaking)
* **Assignment Due**: CIMO Lesson I Video

### **Week 12: 11/6 - Session 12**

**Topic**: Reflecting on CIMO Lesson I and Preparing for CIMO Lesson II  
**Content**:

* **Reflections on CIMO Lessons and Adjusting for Future Practice**
  + Reflect on the first CIMO lesson presentations and plan the second CIMO lesson based on feedback.
* **Demo**: Grammar-Focused Lesson Demo
* **Assignment Due**: Peer Review of CIMO Lesson I, Draft of CIMO Lesson Plan II

### **Week 13: 11/13 - Session 13**

**Topic**: Advanced CIP and CIMO Techniques; Integration of Standards  
**Content**:

* **Advanced Applications of ICA and Integration with Standards**
  + Focus on the integration of ACTFL World-Readiness Standards and Alabama Standards.
* **Reading Assignment**:
  + **ACTFL 21st Century Skills Map**: 15 pages
  + **Alabama State Course of Study: World Languages (2017)**: 15 pages
  + **Total**: 30 pages
* **Demo**: Standards Integration Demo
* **Assignment Due**: Final Draft of CIMO Lesson Plan II

### **Week 14: 11/20 - Session 14**

**Topic**: Final Presentations and Reflections on CIMO Lessons  
**Content**:

* **Final Presentations of CIMO Lesson II**
  + Students will present their final CIMO lesson and reflect on their teaching practices throughout the course.
* **Assignment Due**: CIMO Lesson Video II

### **Week 15: 12/4**

**Details**:

* Presentation and review of final CIMO Lesson II

### **Assignments and Evaluation**

**Class Participation:** Active participation in discussions and activities. (20%)  
**CIP Demo Lesson:** Design and film a Comprehensible Input Presentation with CIQT. (10%)  
**CIMO Lesson Plan I:** Design a full CIMO lesson. (15%)  
**CIMO Demo Lesson Video I:** Present and review the CIMO lesson. (10%)  
**CIMO Lesson Plan II:** Design a second full CIMO lesson. (15%)  
**CIMO Demo Lesson Video II:** Present and review the second CIMO lesson (10%)

**Final Exam** (20%)

**Absence Policy:** We will adhere to the attendance rules stated in the Student Handbook. If you must be absent for any of the stated reasons, you are required to advise me in advance of such absences. Students who make special accommodations should make an appointment to discuss the Accommodations Memo during my office hours as soon as possible. If scheduled office hours conflict with classes, please arrange an alternative 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.

**Class Absence Make-Up Policy:** All absences must be made up. After you inform me of your absence, please watch the recorded video of the class that you missed. Write a detailed summary and send it to me for evaluation. When I receive this, I will change your absence to an excused absence.

**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 Student eHandbook Policies pertaining to cheating will apply to this class.

**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

**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.

Digital audio recordings 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 (preferably a cable modem or DSL), a current Web browser program, and appropriate digital devices. Students must also have high-quality digital audio capabilities in order to record their oral assessments. Access to a scanner or fax machine for exam proctor documentation is necessary as well. Students are responsible for knowing the operation of these aforementioned 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 may be worked out, but, in case of a terminal computer breakdown, the students must find another computer source for accessing class material and communicating via 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 Canvas and will be available through Zoom or phone. Students may request additional office appointments.

**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 face to face 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.

**Contingency Plan:** If normal class and/or lab activities are disrupted due to illness, emergency, or severe weather, 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.