

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:** Admission into the Teacher Education Program  
and pending Internship

**Date:** Spring 2011

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

Terrell & al. (2004). Kontakte: A communicative  
approach. New York: McGraw Hill. (5th ed.)

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**Course Description:**

This course presents teaching strategies based on language acquisition theory that are appropriate for teaching in a beginning or intermediate foreign language curriculum. Students will apply these teaching strategies to the instructional materials they prepare and demonstrate during class time. These in-class activities will prepare them to plan, deliver, and evaluate instruction during the field experience required for this course. Students will also apply learning acquisition theory to evaluate state-approved textbooks which in turn will familiarize them with available materials in the field.

**Course Objectives:** Upon completion of this course, students will be able to:

- a) prepare and deliver instruction appropriate for building vocabulary and accuracy (input/output instruction) in a beginning or intermediate L2 curriculum,
- b) prepare and deliver instruction appropriate for building reading and writing skills in a beginning or intermediate L2 curriculum,
- c) evaluate two basal texts for Spanish, French or German using specific criteria based on the theories studied in CTSE4070 and CTSE4080.

DAILY SYLLABUS:

- Session 1 Introduction: Explain webpage and Lab Project: Part I  
1/11 Explain demos and quiz grades. Explain textbook evaluations and assign groups  
Preparation Demo Info Exchange: Sedentary & Active - Dr. B.
- Session 2 Lecture/Discussion - Information Exchange Tasks  
1/13 Demo Information Exchange Task: career & gender - Dr. B.  
**Reading Assignment:** Lee & VanPatten - Chapter 3 - Communicating in the Classroom (pp 60-72)
- Session 3 Finish discussion information exchange tasks  
1/18 Demo: Paired Search - Shopkeepers & Clients  
Discussion of Error Correction
- Session 4 Discussion: Teaching inflectional morphology  
1/20 **Demo:** Present tense 3<sup>rd</sup> person singular - Kelly  
**Reading Assignment:** Lee & VanPatten - Chapter 7 - Grammar Instruction as Structured Input (pp. 146 - 154)
- Session 5 Lecture/Discussion: Teaching Grammar  
1/25 **Reading Assignment Review:** Lee & VanPatten Chap 7 *Structured Input* (pp. 137 - 145 & 154-159); Chapter 8 *Structured Output* (pp 173) Discuss present tense Spanish (Text Page)  
**Quiz Grade 1 Due: Information Exchange Tasks**
- Session 6 Demo 1: Michael - 3<sup>rd</sup> person singular past (Sp)  
1/27 **Homework Spotlight Demo:- Kelly Alums - Caperucita Roja or Petit Chaperon Rouge - Ruth Ann Graham**  
**Discuss Scaffolding and sequencing focused grammar**
- Session 7 Relate theory to practice: Discuss and evaluate  
2/1 Demo 2: Juliet - Introduce 1<sup>st</sup> person sing. & reenter 3<sup>rd</sup> person singular past (Sp)  
**Demo 3: Sara Hull - Introduce 2<sup>nd</sup> person (tu) & reenter 1<sup>st</sup> & 3<sup>rd</sup> person singular past (Sp)**  
**Special Assignment I - Revision of Unit Plans**
- Session 8 Relate theory to practice: Discuss and evaluate  
2/3 **Live Demo: Los Tres Cabritillos Kelly Alums**  
Demo 4: Introduce 3<sup>rd</sup> person plural & reenter 3<sup>rd</sup> singular Haley (Sp)
- Session 9 Relate theory to practice: Discuss and evaluate  
2/8 Demo 5: Introduce 3<sup>rd</sup> person singular present - Caitlin (Fr)  
Demo 6: Introduce 1<sup>st</sup> person & reenter 3<sup>rd</sup> person singular - Sara Walker (Fr)
- Session 10 Relate theory to practice: Discuss and evaluate  
2/10 **Live Demo: Les Trois Boucs Bourrus**  
**Live Demo: Juaninco Pececito**
- Session 11 Day of Evaluation and discussion

- 2/15      **Group time for planning textbook evaluations (LRC textbooks)**  
 Evaluation Packet - Special Assignment Page.  
**Quiz Grade 2 Due: Structured Grammar Input/Output Lesson**
- Session 12 Lecture/Discussion Teaching and Evaluating Writing  
 2/17      Demo: Interview cards (Dr. Barry)  
**Reading Assignment:** Omaggio Hadley - Chapter 7 -Becoming Proficient in Writing (pp. 280 - 305 and pp. 317-23)
- Session 13 Small groups with handouts for writing activities & rubrics  
 2/22      **Reading Assignments: All below are on the Text Page**  
 Barry - Student Created Writing Activities with Analytical Rubrics  
 Barry - Creative Writing - Poetry
- Session 14 Discussion: Writing tasks with a rubric  
 2/24      **Reading Assignment:** Terry (1989) Teaching and evaluating writing as a communicative skill. *Foreign Language Annals*, 25, pp. 1-18 (Available on Assignment Page)  
 Dr. Barry Demo: Reading Tasks (Sample formats Text Page)
- Session 15 **Demo 7:** Creative Writing - Caitlan (Fr)  
 3/1      Dr. Barry demo: Pumpkin Tasks (Text Page)  
**Quiz Grade 3 Due: Creative Writing with grading rubric**  
**Special Assignment III Due: Lab Project: Part I**
- Session 16 Lecture/Discussion: *Proficiency-Oriented Approach to Reading*  
 3/3      **Reading Assignment:** Omaggio Hadley - Chapter 5 - *Proficiency-Oriented Approach to Reading* (pp. 203-25)
- Session 17 Discussion: Phillips Framework and Sample Formats  
 3/8      Dr. Barry demo: Soriana Advertisement
- Session 18 Lecture/Discussion: A Framework for Reading  
 3/10      **Reading Assignment:** Lee & VanPatten - Chapter 11 - A Framework for Assisting L2 Learners to Read & Comprehend Written Language (pp. 228-241)
- 3/14-3/20      Spring Break
- Session 19 Lecture/Discussion: Reading Theory and Reader's Contribution  
 3/22      Compare: Omaggio's formats and Lee & VanPatten's Framework  
**Reading Assignment:** Lee & VanPatten - Chapter 11 - How Readers Contribute to Comprehension (pp. 218-25)
- Session 20 Discussion: Connections and Cultures - *National Standards*  
 3/24      Demo: Understanding Other Cultures - Military Time-**Katherine Materials on Spotlight Demos for Spanish:** Lesson Plan and activities
- Session 21 Presentations: Reading/Writing Lessons: Connections  
 3/29      **Demo 8:** Michael (Sp) Connections  
**Demo 9:** Juliet (Sp) Connections

- Session 22 Lecture/Discussion: Reading for Cultural Understanding  
3/31 **Reading Assignment:** Omaggio - Chapter 8 - Using Readings and Realia for Cross-Cultural Understanding (pp. 364-73)  
**Quiz Grade 4 Due: Reading/Writing Lesson (Connections)**
- Session 23 Discussion: Teaching Culture with authentic texts  
4/5 Dr. Barry Demo: *Los Novios Lesson Plan and Activities*
- Session 24 Demo 10: Sara Walker (Fr) Reading/Culture  
4/7 Demo 11: Haley Moore (Sp) Reading/Culture
- Session 25 Demo 12: - Sarah Hull (Sp) Reading/Culture  
4/12 **Quiz Grade 5 Due: Reading/Writing Lessons (Culture)**
- Session 26 Formal Presentation: Textbook Evaluation  
4/14 Group 1: Sara Walker & Caitlan (Fr)  
State Course of Study
- Session 27 Formal Presentation: Textbook Evaluation  
4/19 (Group 2: TBA  
State Course of Study
- Session 28 Formal Presentation: Textbook Evaluation  
4/21 Group 3: (TBA - Spanish)  
State Course of Study  
**Special Assignment II Due: Written Evaluations of Textbooks**
- Session 29 **Discussion: Lab Project**  
4/26 Review: Theoretical Issues for Final Exam  
**Special Assignment III Due: Lab Project Part II**
- 5/6 **Final - On-campus students (7:00 p.m. - 9:30 p.m.)**
- 5/4-5/6 **Final - Distance students (with proctor)**

#### **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 be expected to post your reflections concerning these assignments as well as to answer any assigned questions. Your remarks will receive points that will count toward your participation grade. In this way, you should be well prepared for classroom discussions and presentations.

**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 is due on the date listed below and will count as a quiz grade.

1) Information Exchange Tasks

Due date: January 25

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|---|-----------------------|
| 2) Structured Grammar Input/Output Lesson | Due date: February 15 |
| 3) Creative Writing                       | Due date: March 1     |
| 4) Reading/Writing Lesson (Connections)   | Due date: March 31    |
| 5) Reading/Writing Lesson (Culture)       | Due date: April 12    |

**On-campus students** will also teach 2 in-class demonstrations. All lessons will be for a grade.

**Special accommodations new distance students: In lieu of demos in class you** will videotape yourselves teaching a full reading/writing lesson to your own class.

### III. Special Assignments:

1. General Revision of Unit Plans: For more information see webpage. Revise and finalize your unit plan for one of the following: a) Paso B - Dos Mundos, b) Deuxième Étape - Deux Mondes, or c) Einführung B - Kontakte Due: February 1

2. Textbook Evaluations: For specific details see webpage.  
 a) committee reports to class Due: See assignments  
 b) written committee reports Due: April 21

3. Lab experience: (at least 15 hours)

Part One: Prepare, present, and evaluate two different 1 ½ hour block 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 Packet on webpage.

Due Date: **on or before March 1**  
 (Minimum of 7 1/2 hours)

Part Two: Prepare, present, and evaluate one reading and writing lesson that is appropriate for beginning/intermediate students. These lessons should last a full 1 ½ hour block. Prior to teaching each lesson you must observe a full lesson and have a conference with your teacher. For specific details, see Lab Packet on webpage.

Due Date: **on or before April 26**  
 (Minimum of 7 1/2 hours)

**Special accommodations for new distance students: See GTA Meaghan for help with your labs. She will also help with questions.**

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

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|-------------------------------------|----------------------|
| <b>On-campus</b>                    | May 6                |
| <b>Distance students By proctor</b> | <b>May 4 - May 6</b> |

### V. Evaluation Weights:

|  |     |
|--|-----|
| Homework, Presentations, Quiz Grades     | 35% |
| Revised Unit Plans, Textbook Evaluations | 25% |
| 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 ½ a grade for unexcused absences. 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 THE LRC

The following books have many short authentic texts for advanced-beginners and intermediate students.

Symons, R. & al. (1991). *Direct from France*. Lincolnwood, IL: National Textbook Co.

Lupson, P. (1992). *Direct from Germany*. Lincolnwood, IL: National Textbook Co.

Rouve, S. (1992)). *Direct from Spain*. Lincolnwood, IL: National Textbook Co.

The kits for the textbook evaluation project will be available in the LRC for regular checkout. We will go as a group to check these out.

#### CLASS POLICY Statements:

Attendance and Participation: All students are required to attend two weekend seminars to be held on campus: one at the beginning of the semester and another shortly after mid-semester.

Students observe class lectures via live streaming video and join the live discussions through electronic chat and Wimba direct voice. Students participate in small group discussions with on-campus students using the wireless laptop system available in 1414 Haley Center. When students must be absent or when there are technical problems with live streaming video, distance learners view the archived video clips and post a summary with comments or questions related to the lecture/discussions 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.

Videotaped 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-in. Students must also have access to a VHS video camera or a digital video camera to tape their demonstration lessons; however, the digital video camera must create a tape that can be played on any standard player using an adaptor. A 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 Blackboard and will be available through one of the chat rooms as well as telephone. Students may request

additional office appointments.