

AUBURN UNIVERSITY  
Department of Curriculum and Teaching  
*Sue Barry, Instructor*  
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Spring Semester Office Hours: Sundays 5:00 - 10:00 pm

**Course:** CTSE 7530/36 Org. of Prog: Foreign Languages  
Special emphasis: Teaching Reading  
(3 hours)

**Prerequisite:** CTSE 4070, CTSE 4080 or their equivalents

**Date:** Spring 2011

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

Meinbach, A.M., Rothlein, L. & Fredericks, A.D. (2000) *The complete guide to thematic units: Creating the integrated curriculum*. Norwood, MA: Christopher Gordon.

Omaggio Hadley, A. (2001). *Teaching language in context* (3<sup>rd</sup> ed.) Boston: Heinle & Heinle.

Thematic Units: Samples of student work - \$10.00 per required units

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**Course Description:**

This course provides an in-depth look at the theory and professed standards that the foreign language profession would like to see as the organizing principles for curriculum development with an emphasis on reading. We will show how to fit theory to practice.

**Course Objectives: Students will be able to:**

- a) define communicative competence and proficiency, apply these constructs to second language instructional practices, and explain how they relate to National Standards.
- b) discuss the concepts of *whole language* and *thematic units*.
- c) explain and demonstrate second language reading instruction for a variety of texts.

- d) explain current models of text comprehension and discuss their influence on second language reading instruction.
- e) develop activities for listening, speaking, reading and/or writing using culturally authentic materials in a *whole language/thematic unit* for any level of French or Spanish.
- f) videotape a reading/writing lesson from your thematic unit in your own classroom (**Professional Work Sample for M.Ed. & Ed.S. students**) (**Professional Work Samples for Alternative M.Ed. students - Internship requirement.**)

#### DATES FOR DAILY ASSIGNMENTS

##### Session I:

- 1/7 Introduction - Reading Theory & Guidelines for Reading Instruction
- Evening** **Reading Assignments:** Lee & Van Patten - Chapter XI (pp. 217-243)  
Barry - *Reading Instruction: Pre- to Post-Reading Activities*  
Takahashi & Barry - *The Giving Tree* with Reader's Guide  
Barry and Takahashi & Barry are found on the Assignment Page  
**Homework:** To be posted on Blackboard Discussion Page

##### Orientation:

- 1-8 Introduction - Syllabus and special projects (Sue Barry)
- Morning** Introduction - LRC resources (Harriette Huggins)  
Time allotted to review/check-out materials in LRC.

##### Session II:

- 1/8 Background - Thematic Units & Reading Instruction - Sue Barry
- Afternoon** **Presenter: Rebecca Brooking "Ghost Stories"**  
**Presenter: Melyn Roberson - Campbell HS & Fulbright Scholar**  
**"Education in U.S. and Peru" & "Amor"**
- 1/10 **No class**
- 1/17 **Martin Luther King Day - No class**

##### Session III:

- 1/24 Lecture/Discussion: Developing and Using Thematic Units  
**Multiple Intelligence Survey**  
**Reading Assignment Due: Textbook**  
Meinbach & al. - Chapter I (pp. 3-33)

##### Session IV:

- 1/31 Lecture/Discussion - Strategies for Success  
Presentation: (1) Folktales. (Kelly Alum, GTA)  
**Materials:** Assignment Page  
**Reading Assignment Due: Textbook**  
Meinbach & al. - Chapter II (pp. 35-64)

**Session V:**

**2/7**

Lecture/Discussion - Active Learning: Dramatic Play in Content Areas

**Reenter:** Folklore

Spotlight Videos: available on Blackboard

Spanish - Melyn Roberson - Campbell High School, Cobb County, GA,  
Fulbright Scholar - Lima, Peru - 2001)

French - Jennifer Bruni - Decatur High School

**Materials for above lessons:** See Assignment Page

**Materials: Creative Writing Poetry Packet** - Text Page

**Reading Assignment Due:** Text Page

McLaughlin - Chapter V - Vogt (pp. 73-90)

**Session VI:**

**2/14 Reenter:** Poetry

**Lecture/Discussion:** Word Recognition and Vocabulary Building

**Reading Assignment Due:** Bulletin or Noticiario Available on Text Page

**Session VII:**

**2/21 Lecture/Discussion:** Using music in thematic units

**Reading Assignments Due:** Text Page

(1) Barry & Pellisier (1995) *Popular Music in a Whole Language Approach to Foreign Language Teaching* (pp. 13-26) in DIMENSION 95: *The Future is Now*

(2): Heusinkveld (2001) *Understanding hispanic culture through music: The theme of nostalgia* in Dimension 2001: *The odyssey continues.*

**Due: Rationale for thematic unit**

**Session VIII:**

**2/28 Lecture/Discussion:** Using a Story-Based Approach to Teach Grammar

**Presentation:** Storytelling with focus on grammar (Katherine Taylor)

**Spotlight Videos:** Storytelling - *La Caperucita Roja* (Kelly Alums)  
Storytelling - Billy Goats Gruff (Kelly Alums)

**Materials:** Assignment Page - Video - Blackboard

**Reading Assignment:** TBA

**Session IX**

**3/4**

Discussion: Music and instructional practices

**Evening**

Demonstrations: *El Abuelo* and *La otra España*

**Madeleine**

**Presenter :** Dr. Sue Barry

**Materials: French** - Le Bohec-Webster (2000), *Madeleine et Brel en classe de français* **Text Page**

**Materials :** Barry (1995), *El abuelo* and *La otra España* and instructional activities **Text Page**

**Session X:**

**3/5**

Demonstration: - *Un Stradivarius*

**Morning**

Short Story and Literary Circles

Presenter: Dr. Barry

**Materials:** *Un Stradivarius* and activities - **Text Page**

**Session XI:**

3/5 Lecture/Discussion: Instructional Activities  
**Afternoon Presenter:** Kelly Alums - Juaninco Pececito - Storytelling/Grammar  
**Presenter:** Sara Holder - Poetry - Skill Building  
**Materials:** Juaninco Pececito - Text Page  
Poetry - TBA

3/7 No class

3/14 - 3/20 Spring Break

**Session XII:**

3/21 Lecture/Discussion - Theory and Research: The Role of Context  
**Reading Assignment Due: Textbook**  
Omaggio Hadley - Chapter 4 (pp 139-169)  
**Additional materials:** Assignment Page  
**Due: Summary of thematic unit with thematic web**

**Session XIII:**

3/28 Lecture/Discussion - Authentic Assessment & Integrated Performance  
Assessment  
**Reading Assignment Due: Text** - Meinbach & al (Chapter III pp. 65-84)  
**Due: First reading selection with instructional materials**

4/4 No class

**Session XIV: Professional Work Samples - See Text Page**

4/11 (6) Distance students' videotapes critiqued by peers and professor  
**Student Materials and videos:** Blackboard  
**Homework:** Written evaluations to be posted on Blackboard  
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**Presentation:** Katherine Taylor - Creating a Webquest  
**Example:** A Webquest activity by Rebecca Brooking  
**Materials:** Webquest in Spanish at [www.auburn.edu/~barryms](http://www.auburn.edu/~barryms) and Webquest  
in English available on the Assignment Page for Session XIV.  
**Due: Second reading selection with instructional activities**

**Session XV: Professional Work Samples - See Text Page**

4/18 (6) Distance students' videotapes critiqued by peers and professor  
**Student Materials and videos:** Blackboard  
**Homework:** Written evaluations posted on Blackboard  
**Review for Exam: Dr. Barry**

4/30 Final (on-campus) 10:00 - 12:30 (No time limit)

5/2 **Due: Thematic Units**

5/5-5/7 Final (distance with proctor)

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**Course Requirements:**

- I. **Homework:** All discussions will be based on readings for which students will have a written assignment to be turned in on the Sunday evening prior to their Monday night class. These assignments

should be posted by 8:00 p.m. Students will receive a grade on all homework assignments.

- II. **Special presentations:** These presentations will be assigned by the professor and evaluated according to the rubric found on the Course Requirement page at [www.auburn.edu/~barryms](http://www.auburn.edu/~barryms). On this same page you will find the specific directions for these presentations.
- III. **Professional Work Samples for M.Ed. and Ed.S students:** See explanation and rubric on Course Requirement Page

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#### **SPECIAL PROJECT**

1. Write and defend a rationale for *Thematic Units as an Approach to Foreign Language Teaching*. Be sure to explain the correspondence between thematic units, and the National Standards. Within your rationale be sure to include some examples of the kinds of activities that might be appropriate for thematic units (Use Meinbach, National Standards, & Goodman) **Due: February 21**
2. Create a thematic unit: Description and rubric available on website under Special Assignments. **Due: May 2**

#### **Feedback for thematic units:**

I will read the following pieces of your unit for feedback only.

- 1) a brief summary of your theme along with a tentative thematic web **Suggested Date: March 21**
- 2) one reading selection with instructional activities **Suggested Date: March 28**
- 3) a second reading selection with instructional activities **Suggested Date: April 11**

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#### **Evaluation:**

Course Requirements I - II	35%
Special projects I - II	45%
Final examination	20%

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#### **REFERENCES and ADDITIONAL MATERIALS**

Available on Text Page on the web page for CTSE 7530

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#### **CLASS POLICY Statements:**

Attendance and Participation: Students are expected to attend all scheduled class meetings, to arrive on time, and not to leave early.

When absences are unavoidable, students are responsible for turning in any work that is due and for finding out about material and assignments made. As a professional courtesy, students should notify the instructor about an absence ahead of time. Grades on late assignments will be lowered one letter grade. Final grades will be lowered one letter grade if a student accumulates two unexcused absences.

Students observe class lectures via live streaming video and join the live discussions through electronic chat and Wimba direct voice or Live Classroom as designated by the GTA. 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.

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

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

Videotaped oral presentations 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.

Unannounced quizzes: There will be no unannounced quizzes.

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

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.

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 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.