AUBURN UNIVERSITY

Department of Curriculum and Teaching

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Office: Haley Center 5082

### 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 2022

**Texts:** Lee, J. F. & VanPatten, B. (2003) *Making communicative language teaching happen* (2nd 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*

### (3rd ed.) Boston: Heinle & Heinle.

Thematic Units: Samples of student work - $20.00 per set

Present Tense Packet - Free

**Course Description:** This course continues to address research, theory, and standards advocated by the *Standards for Foreign Language Learning in the 21stst Century* and Alabama Standards as organizing principles for curriculum development. The focus of this course is developing literacy across the Foreign Language Curriculum. Students define communicative competence and proficiency, apply these constructs to second language literacy instruction, and explain how current models of text comprehension embedded in thematic units develop interpretive communication, as well as interpersonal and presentational communication skills.

Students write a rationale to defend and explain why the creation and implementation of thematic units are important in foreign language classrooms. Their defense is based on the National Standards and Alabama Standards with examples from their units.

Students select authentic texts and create instruction for an *Interdisciplinary Thematic Unit* for a self-selected level of French or Spanish. Technology provides students with the possibility to search for and find authentic texts from the entire French- or Spanish—speaking worlds. These authentic texts furnish students materials to adapt and create instruction to connect to other disciplines and compare their own culture (C1) to the many cultures that exist in their target languages (C2).

Distance-students video themselves teaching a lesson from their thematic units in their own classrooms, and on-campus students teach one of their lessons and video the lesson in a field experience with a cooperating teacher. Students post their videos on the Discussion page in Canvas. The class is divided into small groups, and they watch a video of someone not in their group and write a critique based on specific questions. Each student receives a group critique which they use to help them write their Professional Work Samples (PWS).

**Course Objectives: Students will:**

1. Define communicative Language Ability (CLA) and proficiency, apply these constructs to second language literacy instruction, and explain how literacy activities relate to National Standards.
2. Write a rationale for thematic units to include the importance of literacy activities in the second language acquisition process.

### Create second language literacy instruction across the curriculum for a variety of authentic texts.

1. Explain current models of text comprehension and discuss their influence on second language reading and writing instruction.
2. Create a thematic unit to include literacy instruction using culturally authentic materials in an *interdisciplinary thematic unit* for a self-selected level of French or Spanish.
3. Video a reading/writing lesson from your thematic unit in your field experience classroom **(on-campus students)** or videotape yourself teaching a lesson from your thematic unit in your own classroom (**distance teachers).** Post videos according to GTA instructions for me to disperse to peer groups to critique them. **This will be the Professional Work Samples for Alternative and Traditional M.Ed. students as well as Ed.S. students due as indicated in this syllabus.**

**DATES FOR DAILY ASSIGNMENTS**

**Session I** Introduction Reading Theory & Guidelines: Reading Instruction

**1/7 Reading Assignments**: Lee & Van Patten-Chapter XI (pp. 217- 243) **Barry** - *Reading Instruction: Pre- to Post-Reading Activities* **Barry and Takahashi** – *The Giving Tree* with Reader’s Guide

Both packets of materials posted on Assignment Page of my website

**Orientation Introduction to LRC Materials**: create accounts **Jessica Garrett**

**1/8 Break – 15 min. review & checkout materials Jessica Garrett**

**Breakfast Introduce** Syllabus & Projects **Dr. Sue Barry**

**8:00-9:15** Distribute Thematic Units **Barrett Harris**

#### Session II Background – Thematic Units & Reading Instruction

**1/8 Presenter: Melyn Roberson – Campbell HS & Fulbright Scholar**

**9:15-12:15 “Education in U.S. and Peru” and “Amor” (Sample Thematic Units)**

**Session III Discussion:** Making connections between theory and practice

**1/8** Critique thematic units in your booklet.

**1:15 -4:00**

#### 1/10 No Class

**1/17 No Class – Martin Luther King Day**

**Session IV Lecture**/Discussion: Developing and Using Thematic Units

**1/24** Multiple Intelligence Survey on website

**Reading Assignment:** Meinbach & al (Chapter 1 pp. 3-33)

**Presentation:** (1) Folktales (Barrett Harris – GTA)

**Session V Lecture**: Folklore

**1/31** **Reading Assignment:** *El cóndor y las estrellas* Spanish and *Roule*

*Galette* (French)

**Session VI** Lecture/Discussion: Strategies for Success

**2/7 Reading Assignment Due:** Meinback & al (Chapter 2 pp. 35-64)

**All Materials on Website –** Pumpkin Text with activities

**Session VII Lecture:** Poetry

**2/14**  Spotlight Videos: *Casita de caña* and Le dejeuner du matín

**Spanish:** **Melyn Roberson** – Campbell High School Cobb Co.

**Fulbright Scholar –** Lima Peru 2001 & Uruguay 2014

**French: Jennifer Bruni** – Decatur High School

**Teacher of the Year** AWLA 2018

**Reading Due:** Text Page - McLaughlin – Chap V – Vogt (pp. 73-90

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

**Poetry Packet** – Text Page

**Session VIII Lecture**/Discussion: Using music in thematic units Dr. Sue Barry

#### 2/21 Reading Assignments Due: Text Page

#### Barry: (1995) Popular Music in a Whole Language Approach to Foreign Language Teaching(pp. 13-26)

#### *Dimensions: The Future is Now*

**Heusinkveld** (2001) Understanding Hispanic Culture (pp. 65-78) in *Dimension 2001: The Odyssey Continues*.

#### Session IX Spanish Music Lessons: *El Abuelo* and *La Otra España*

**2/25 French Music Lesson:** *Les Marseillaise*

**Evening** Spanish and French materials on **Text Page**

**6:00-9:00 pm**

**Session X** Demonstration: - *Un Stradivarius* Presenter: Dr. Sue

**2/26** Short Story and Discussion Groups (French and Spanish)

**Morning Materials**: *Un Stradivarius* and activities – **Text Page**

**Session XI Demonstration**: Instructional Activities – Storytelling

**2/26 Presenter: Barrett Harris** – *Juaninco Pececito – grammar*

**Afternoon Presenter: Sara Holder** – *El Carrito de Monchito* - símiles

**Materials:** Juaninco Pececito and Monchito Poetry – Text Page

**2/28 No Class**

**3/7-3/11** **Spring Break**

#### Due: Rationale for thematic unit 3/7

**Brief summary of thematic unit/thematic web.**

#### Draft of first reading selection with instructional material

**Session XII** Lecture: Developing a dictionary/Using a dictionary

**3/14 Lecture/Discussion**: Word Recognition and Vocabulary Building **Reading Assignment Due: Bulletin** or **Noticiario** on **Text Page Additional Materials:** Assignment Page

**Video due to my office and lessons posted 3/14 (No exceptions)**

**Session XIII Lecture/Discussion:Using Story-Based Approach to Teach Grammar**

**3/21 Homework Assignment:** See Canvas for homework on stories

**Spotlight Demos: Spanish Storytelling videos on Canvas Storyteller: Kelly Alums** - *La Caperucita Roja* **Storyteller: Sarah Hulls** - *Los Tres Cabritillos* **Spotlight Demos – French Storytelling videos on Canvas**

**Storyteller: Sara Ahnell** - *Le Petit Chaperon Rouge & Les Trois Boucs Bourrus*

#### Session XIV Lecture/Discussion – Authentic Assessment & IPA

**3/28**  **Reading Assignment** Meinbach & Al – Chapter III (pp. 65-84)

#### Session XV Professional Work Samples – See Text Page for explanation

**4/4** Distance students’ videotapes critiqued by peers and professor

#### Student Materials and videos: Canvas & Google

**Homework:** Written evaluations posted on Canvas

**Due: Second reading selection with instructional materials (optional)**

**Session XVI**: **Review Day and PWS Critiques**

**4/11**

**4/18 Due: Thematic Unit**

**4/25-4/23 Final (distance with proctor 2½ hours)**

**4/30 Final (on-campus) 10:00 –? (No time limit)**

**5/2 PWS: upload to TK20.**

**Send me your PWS as an attachment to an email**

**Course Requirements:**

* + 1. **Homework:** Written assignments based on the readings are the topics for discussions. All homework assignments are due on Sunday evening prior to every Monday night class. These assignments should be posted by 10:00 p.m. Students will receive a grade on all homework assignments. **Note: Homework that is more than two weeks late receives a zero**
    2. **A video of you teaching one lesson from your thematic unit along with lesson plan and activities due Monday, March 14 (no exceptions). We will critique videos** using the rubric found on the Course Requirement page of the website. Specific instructions for critiques and guidelines for writing your PWS are on the same page.
    3. Professional Work Samples for all students: See explanation and rubric on Course Requirement Page. Due on May 2nd or when they announce it is due on TK20

**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, National Standards, Whole Language, and Multiple Intelligences. Your rationale must include some examples of the kinds of activities that might be appropriate for thematic units. Additional information available on website. (Use Meinbach, National Standards, & Goodman) **Due: March 7**
2. Create a thematic unit: Description and rubric available on website under Special Assignments. **Due: April 18**

**Feedback for thematic units:** I will read the following pieces of your unit for feedback only.

1. a brief summary of your thematic unit along with a tentative thematic web

#### Due Date: week of March 7

1. one reading selection with instructional activities DRAFT

#### Due Date: week of March 7

1. **Video due to my office with lesson plans posted (No exceptions)**

**Due Date: March 14**

1. a second reading selection with instructional activities (Optional)

#### Suggested Date: April 4

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| **Evaluation:** |  |
| Course Requirements I - II | 35% |
| Special projects I - II | 45% |
| Final examination | 20% |

**Class Policy:** Unexcused absences will result in a lower grade, and three unexcused late arrivals will constitute an unexcused absence. All students must watch the classes that they miss, and they will write a summary of the class and submit it to the GTA to receive attendance credit. 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).

#### REFERENCES and ADDITIONAL MATERIAL

**Available on Text Page of website for CTSE 7530**

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 professor about an absence ahead of time. Final grades will be lowered one letter grade if a student accumulates two unexcused absences.

Distance students observe demonstrations and participate in discussion through Zoom. Students participate in small group discussions with on-campus students in Zoom chatrooms or by telephones as directed by the professor. 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 comprehensive summary with comments or questions related to the lecture/discussions before the next live class period. **Note: Do not try to view classes through your wireless system.** Classes last for three hours, and therefore, you must be hardwired to have a successful connection for three hours.

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

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 meet the required objectives successfully and to pass this course.

Summaries of missed class meeting and related materials must be submitted no later than the one week after the class meeting occurred with no exceptions. Rare exceptions are made for extreme extenuating circumstances that the student has discussed previously with the instructor.

Unannounced quizzes: There are no unannounced quizzes.

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. The professor will verify the proctor 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/plug-ins. Students must also have a video and audio access to for all class meetings. A FAX machine for exam proctor documentation is necessary as well. Students are responsible for knowing the operation of these aforementioned technologies. The instructor or GTA 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 or GTA 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. The GTA will advise all students the horas when he/she is available to answer email or text messages. During these periods, the GTA will check e-mail and assignment postings through Canvas and will be available by telephone. Students may request additional appointments if necessary.