AUBURN UNIVERSITY

Department of Curriculum and Teaching

Professor: Dr. Sara Ahnell

Office: Haley Center 5052

**Course:** CTSE 7530/36 Org. of Prog: Foreign Languages

Special emphasis: Teaching Reading (3 hours)

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

**Semester:** Spring 2025

**Required Texts:**

Blaz, D. (2023). *Differentiated instruction: A guide for world language teachers*

(3rd ed.). Routledge.

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.

**Course Description*:***, This course continues to address research, theory, and the World-Readiness Standards for Learning Languages *in the 21st 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 mode, as well as interpersonal and presentational modes.

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 decide on a topic, select authentic texts, and create instruction for an *Interdisciplinary Thematic Unit* for a specific 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 themselves write their Professional Work Samples (PWS).

**Course Objectives**

**Students will:**

a) Define communicative Language Ability (CLA) and proficiency, apply these constructs to second language literacy instruction, and explain how literacy activities relate to National Standards.

b) Write a rationale for thematic units to include the importance of literacy activities in the second language acquisition process.

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

d) Explain current models of text comprehension and discuss their influence on second language reading and writing instruction.

e) 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.

f) 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. **These will be the Professional Work Samples for Alternative and Traditional M.Ed. students as well as Ed.S. students. They are due as indicated in this syllabus.**

**COURSE CONTENT (subject to change, please see Canvas modules for exact content and dates)**

all times listed below are Central Standard Time

**Seminar** Introduction to Thematic Units

**Presenter:** Melyn Roberson – Campbell HS & Fulbright Scholar

**Friday night “Education in U.S. and Peru” (2001), “Amor”(2006),”Naturaleza”**

**6:00–9:00 pm (2016),” Global Citizen (2018) Reading Assignments.**

**Saturday Morning 8:00 am – 9:00 am Breakfast in LRC**

**Orientation** Introduction to LRC Materials: **Ms. Jessica Garret**

Create accounts, review and checkout materials

**Saturday Morning Session 9:00-12:00**

IntroduceSyllabus & Projects **Dr. Ahnell** Distribute Thematic Units

Introduction Reading Theory & Guidelines: Reading Instruction

**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

**1:00-4:00**

**Presentation:** (1) Folktales (Dr. Ahnell and Caroline Curenton)

**Week 1** Thematic Unit Framework and Examples

**No Class – Martin Luther King Day**

**Week 2** Developing and Using Thematic Units

Multiple Intelligence Survey on website

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

**Week 3** Lecture/Discussion: Folklore

**Reading Assignment Due:** Spanish or French Folktale on Canvas

**Week 4** Lecture/Discussion: Creating Literacy Instruction Activities and Strategies for Success

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

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

**Week 5 Lecture :** Poetry

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:** Canvas - McLaughlin – Chap V – Vogt (pp. 73-90)

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

**Poetry Packet** – Canvas

**Week 6 Lecture**/Discussion: Using music in thematic units

#### **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*.

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

**French Music Lesson:** *Les Marseillaise*

**Friday Evening** Spanish and French materials on **Canvas 6:00-9:00 pm**

**Saturday Morning**

Demonstration: - *Un Stradivarius* Presenter: Dr. Sue Barry

Short Story and Discussion Groups (French and Spanish)

**Materials**: *Un Stradivarius* and activities – **Canvas**

**Demonstration**: Instructional Activities – Storytelling

**Presenter: Caroline Curenton** – *Juaninco Pececito – grammar*

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

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

**Week 7** Lecture: Developing a dictionary/Using a dictionary.

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

**Reading Assignment Due: Bulletin** or **Noticiario Additional Materials: Canvas**

**Spring Break**

#### **Due: Rationale for thematic and web, March 9**

#### **Due: Draft of Thematic Unit Lesson #1 with all instructional material, March 15**

**Thematic Unit Lesson #1 Video due 3/15 (No exceptions)**

**Week 8 Lecture/Discussion:Using Story-Based Approach to Teach Grammar**

**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: Dr. Ahnell** - *Le Petit Chaperon Rouge & Les Trois Boucs Bourrus*

#### **Week 9 Lecture/Discussion –** Authentic Assessment & IPA

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

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#### **Week 10 Professional Work Samples – See Canvas** for explanation.

Distance students’ vidos critiqued by peers and professor.

#### **Student Materials and videos:** Canvas

**Homework:** Written evaluations posted on Canvas

**Due: Second reading selection with instructional materials, April 1**

**Week 11-15:** **PWS Critiques, Workshops, Thematic Unit Presentations, Review**

**Due: Final Thematic Unit, April 20, PWS uploaded to TK 20 on or before April 30**

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**TBA Final Exam**

**Course Requirements:**

**I.** **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.**

**II.** **A video of you teaching one lesson from your thematic unit along with lesson plan and activities due Monday, March 15 (no exceptions). We will critique videos** using the rubric found on the Canvas. Specific instructions for critiques and guidelines for writing your PWS are on the same page.

**III.** Professional Work Samples for all students: See explanation and rubric on Canvas. TBA when they announce it is due on TK20

**SPECIAL PROJECTS**

**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 is available on the website. (Use Meinbach, National Standards, & Goodman) **Due: March 9**

**2.** Create a thematic unit: Description and rubric available on website under Special Assignments. **Due: April 20**

**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: March 9**

2) Thematic Unit Lesson #1 with all instructional activities

#### **Due Date: March 9**

3) Thematic Unit Lesson #1 video due with lesson plans posted (No exceptions)

**Due Date: March 15**

4) Thematic Unit Lesson #2 with all instructional activities

#### **Due Date: April 1**

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

**Class Policy Statements**

Attendance and Participation

All students are required to attend all assigned classes and actively participate in demo lessons, class discussions, etc. If a student is ill or out of town, the student is required to watch the class live or if that is impossible, the student must watch the video recording of class (found on the Panopto Video tab in Canvas) and email me a thorough summary of the missed class before the next class meeting.

Distance students are required to participate synchronously in Zoom with live streaming video and their camera on for whole class activities, and they may also be asked to participate in small group discussions with on-campus students using Zoom or FaceTime on their telephones. When students must be absent or when there are technical problems with live streaming video, all students are required to view the archived video clips in Canvas under Panopto Video, and email the instructor a summary with notes, comments, and/ or questions related to the course meeting content (e.g., lecture, discussion, demos, etc.) before the next live class period.

Excused Absences

Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student’s immediate family, death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required.

Grading and Absences

Daily attendance is imperative. However, if you have a valid reason for missing class, I will expect an email in advance or a note in my mailbox to explain your absence. Your grade will be lowered a grade for any unexcused absences. All excused absences will be made up by viewing the video of the class archived on campus. All objectives must be fulfilled with a C or better in order to qualify for clinical residency.

92 -100 = A

82 - 91 = B

72 - 81 = C

Unannounced quizzes: There will be no unannounced quizzes in this course.

Make-Up Policy and Late Work

As previously stated above, when students must be absent or when there are technical problems with live streaming video for those attending via Zoom, all students are required to view the archived video recording of the class session in Canvas under Panopto Video, and email the instructor a summary with notes, comments, and questions related to the course meeting content (e.g., lecture, discussion, demos, etc.) before the next live class session.

Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam or make-up assignments/projects will be due/take place within two weeks from the time the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins. Assignments that are turned in past the due date unrelated to an excused absence will be lowered one letter grade each day late.

Canvas and Email Correspondence

Students are responsible for checking Auburn email and Canvas messages daily. If the correspondence requests a response or information, students are expected to respond as soon as they are able, within 48 hours.

Course Withdrawal

Students may withdraw without grade penalty until the 15th class day, and until mid-semester (although a W will appear on the student’s transcript if the student withdraws between the 16th and 36th class day). Students who withdraw from the course between the 6th class day and the 15th class day will pay a course drop fee of $100.

Special Accommodations for Students with Disabilities

Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow-up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility, but need accommodations, should contact the Office of Accessibility at: ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228.

Academic Honesty

All portions of the Auburn University Student Academic Honesty code (Title XII) found in the [Student Policy eHandbook](https://auburnpub.cfmnetwork.com/B.aspx?BookId=12839) will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

AI Policy: Permitted when Assigned in this Course with Attribution

In this course, students are permitted to use Generative AI Tools such as ChatGPT or Copilot for specific assignments, as designated by the instructor. To maintain academic integrity, students must disclose any use of AI-generated material. As always, students must properly use attributions, including in-text citations, quotations, and references. Students should exercise caution and avoid sharing any sensitive or private information when using these tools. Examples of such information include personally identifiable information (PII), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected.

A student should include the following statement in assignments to indicate use of a Generative AI Tool: “The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment].”

Classroom Behavior

The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the [Student Policy eHandbook](https://auburnpub.cfmnetwork.com/B.aspx?BookId=12839) for details of this policy.

Professional Expectations

As faculty, staff, students interact in professional settings, including K-12 schools, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below but not limited to:

• Engaging in responsible and ethical professional practices

• Contributing to collaborative learning communities

• Modeling and nurturing 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.

All 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.

Technology and Recording Lessons

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 access to a digital video camera to record their demonstration lessons with clear audio recording capability; however, the digital camera must create a recording that can be shared with the instructor or GTA for grading purposes. Students are responsible for knowing the operation of these 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 can usually be arranged, but, in case of a terminal computer breakdown, the students must find another computer source for accessing class material and communicating via the Internet.

Email and Office Hours

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 email and Canvas and will be available through Zoom as well as telephone. Students may request additional virtual or in-person office appointments.

Emergency/Contingency Statement

If normal class and/or lab activities are disrupted due to illness, emergency, weather event, or crisis situation, 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.

### Mental Health

If you or someone you know needs support, you are encouraged to contact Auburn Cares at 334-844-1305 or [auburn.edu/auburncares](http://auburn.edu/auburncares). Auburn Cares will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

Student Counseling & Psychological Services provides confidential, no-cost mental health counseling and psychiatric services to Auburn Students. You can speak with a counselor 24/7/365 by calling 334-844-5123. Learn more about mental health information on campus at auburn.edu/scps.

### Basic Needs

Any student experiencing food insecurity or an unexpected financial crisis is encouraged to contact Auburn Cares at 334-844-1305 or [auburn.edu/auburncares](http://auburn.edu/auburncares) for resources and support.

### Sexual Misconduct Resources Statement

Auburn University faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the Title IX Office, who can assist you with filing a formal complaint, No-Contact Directives, and obtaining supportive measures. Find more information at auburn.edu/titleix.

If you would like to speak with someone confidentially, Safe Harbor (334-844-7233) and Student Counseling & Psychological Services (334-844-5123) are both confidential resources. Safe Harbor provides support to students who have experienced sexual or relationship violence by connecting them with academic, medical, mental health, and safety resources. For additional information, visit [auburn.edu/safeharbor](http://auburn.edu/safeharbor).

Justification for Graduate Credit

This is a graduate course, and as such, it is more advanced in academic content than undergraduate program courses as outlined in the course description above and fosters independent learning, according to SACS guidelines.