AUBURN UNIVERSITY

Department of Curriculum and Teaching

Professor: Dr. Sara Ahnell

Office: Haley Center 5052

Course Title: CTSE 4080 Curriculum and Teaching II (4 hours)

Prerequisite: CTSE 4070/73 and pending internship

Semester: Spring 2025

Required Texts (other course texts provided in Canvas modules):

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

New York: McGraw-Hill Inc. (2nd ed.)

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

Heinle.

Instructor's edition, workbook, and audio 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.)

Tschirner & al. (2009). *Kontakte: A communicative approach.* New York: McGraw Hill.

(6th ed.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Description: The focus of this second course in our two-part sequence includes two different types of lesson planning. The main focus is on instructional strategies that include a variety of embedded formative, summative and authentic assessments to aid the acquisition process for secondary students in World Language classes to create accurate messages as they move from novice to intermediate levels of proficiency (ACTFL, 2012). The sequence of activities in the lessons follows two general patterns.

1. Model 1: The lesson begins with Comprehensible Input (CI) in the form of scenarios or stories that require students to make form/meaning connections to the input. Teachers assess comprehension of the input using a differentiated questioning technique – yes/no, either/or, tag, and short answer questions - to assure that students are engaged and understanding the scenario. This informal embedded, formative assessment technique tells the teacher when to move on to listening and reading activities that progress from sentence to discourse level. These interpretive assessments are more informal and embedded in lessons to assure a deeper understanding of the aggregated pieces of the stories – vocabulary, inflections, syntax, and sound/symbol correspondence.

The lesson proceeds to communicative output with more formative embedded assessment activities that prepare students to produce oral and/or written sentences that move to discourse-level real-world tasks. These production activities include both interpersonal and presentational modes with appropriate teacher-created rubrics. An example of a summative assessment expressed as an “I can statement” might be “I can send a text message to my host family telling them what I look like and what I am wearing so they will recognize me at the airport.”

1. Model 2: The lesson begins with preparation for an authentic text – one written by a native speaker for native speakers - chosen by the pre-service teacher to improve literacy for novice and intermediate learners. With the readers’ schemata activated, the reading begins in manageable chunks with the teacher checking each chunk for comprehension (formative assessment) until readers understand the entire text. Using backward design, the personalization task - an authentic assessment – is already prepared. However, for students to be prepared for the personalization task, a recursive activity to find and assimilate the information needed to complete the authentic assessment is necessary. All assessments have appropriate teacher-created rubrics.

In Field Experience I pre-service teachers in the field and video themselves implementing two lessons with appropriate assessments for each lesson. Lesson One is a vocabulary lesson that includes Comprehensible Input, with embedded formative assessment primarily for the Interpretive mode, and Output that includes embedding formative Interpersonal, and presentational assessment tasks. Lesson Two must have a structured grammatical focus where pre-service teachers induce a new pattern, and the lesson must include Comprehensible Input, embedded informal assessments and a summative assessment (real-world) task. Therefore, they assess all three modes: interpretive, interpersonal, and presentational with appropriate self-created rubrics.

In Field Experience II students teach two reading/writing lessons (literacy development). Each lesson will include an authentic text and must follow the Lee and VanPatten Framework – Preparation, Guided Interaction as informal assessment, Assimilation as summative assessment, and Personalization task (an authentic assessment) serving as the summative assessment– to aid L2 reading comprehension (Lee & VanPatten, 2003). Each lesson must include two of the three goal areas - Culture, Connections, and Comparisons - from the (WRSLL – World-Readiness Standards for Learning Languages). In this second Field Experience students are introduced to Integrated Performance Assessments (IPAs)encouraged by (ACTFL) American Council on the Teaching of World Languages.

All instructional strategies and assessment tasks are supported in the Alabama State Course of Study. All assessments have appropriate student-rubrics.

Course Objectives: Upon completion of this course, students will:

* Prepare, deliver, and assess instruction appropriate for acquiring vocabulary and grammatical accuracy (input/output instruction) in a beginning or intermediate L2 curriculum with an emphasis on authentic assessments mentioned above.
* Prepare, deliver, and assess instruction appropriate for building literacy activities for a beginning or intermediate L2 curriculum with an emphasis on Integrated Performance Assessments,
* Revise Unit Plans created in CTSE4070 to include literacy instruction using authentic texts to address the products, practices, and perspectives of the target cultures and to include a summative oral assessment and a summative literacy assessment with appropriate rubrics.

**Course Meeting Schedule and Content (this schedule is subject to change)**

**Week 1:** Overview of Course and Review of CTSE 4070 Concepts

* Topics: Introduction to the course, syllabus review, and a recap of information exchange activities from CTSE 4070.
* Homework: Watch an instructional video on the Input/Output Hypothesis

Discussion: Review input/output hypothesis: focus on processing instruction and assessment. Rubric for vocabulary lessons and present tense units.

**Week 2:** Processing Instruction and Grammar (CIMO-G)

* Topics: Introduction to CIMO-G framework, review of processing instruction, and grammar fundamentals.
* Homework: Reading Assignment Review: (Lee & VanPatten – Chapter 7) Structured Input (pp. 146 – 148 & pp 154-165. Bring Sample Present Tense Packet to class. Review rubric for communicative grammar lesson with assessments. Session B Discuss Output Activities – Why Output?Reading Assignment: Lee and Van Patten – Chapter 8 (pp. 168-180)

**Week 3:** Infinitives with CIMO and Intro to 3rd Person Singular Present Tense

* In-Class: Dr. Ahnell's French demo on infinitives and CIMO. Introduction to CIMO-G’s 3rd person singular present tense. Review Rubric for Vocabulary Lessons. 3rd person singular present juxtaposed with the infinitive to induce the pattern. Teacher induces morphology for inflections in French.
* Homework: Watch an instructional video on Spanish infinitives with CIMO.

**Week 4:** 3rd Person Singular Verbs with CIMO-G (Spanish Demo)

* In-Class: Spanish demo on 3rd person singular verbs with CIMO-G. Discussion on its integration into beginner communicative grammar lessons and inducing the rule/pattern.
* Homework: Watch Storytelling lesson demo with reflection questions.

**Week 5:** Storytelling and 2nd Person Singular Lesson

* In-Class: Storytelling demo. Dr. Ahnell’s Choose-Your-Own-Adventure demo featuring 2nd person singular.
* Homework: Watch a supplemental video on storytelling as an instructional strategy. Prepare for demo lesson next week.

**Week 6:** 3rd Person Plural with CIMO-G (Student Demos)

* In-Class: Student demos by Isai and Libby focusing on 3rd person plural with CIMO-G. Peer feedback discussion.
* Homework: Prepare demo lessons.

**Week 7:** Student Demos on Infinitives and 1st Person Singular

* In-Class: Student demos by Meghan and Sarah on inflectional morphology and 1st person singular.
* Homework: Reading Assignment: Omaggio – Chapter 7 – Becoming Proficient in writing and assessments for writing (pp. 317-323)

**Week 8:** Creative Writing and Cultural Connections

* In-Class: Creative writing activities and integrating cultural elements into lessons. Discuss examples of cultural storytelling.
* Small groups with handouts for writing activities & rubrics
* Creative Writing (Poetry)
* Demo: Poetry- Dr. Barry (Holistic rubrics)

**Week 9:** Spring Break (No Class)

* Reading Assignments: Omaggio Hadley – Chapter 5 – Proficiency-Oriented Approach to Reading (p. 203 – 225), Lee & VanPatten – Chapter 11 – A Framework for Assisting L2 Learners to Comprehend Written Language (p. 228-241)

**Week 10:** Reading/Writing Lesson Framework

* In-Class: Overview of reading/writing frameworks. Discuss "Preparation, Guided Interaction, Assimilation, and Personalization" phases. Demo: Los Desaparecidos – Dr. Barry Demo: Soriana Advertisement – Dr. Barry
* Rubric: Informational Texts
* Homework: Watch video demos of reading lesson formats.

**Week 11:** Reading/Writing and Connections

* In-Class: Explore "Culture, Connections, and Comparisons" in the World-Readiness Standards. Discuss integrating these goals into lesson planning.
* Practice Demo Sydney (Weather) Connections to other disciplines with authentic texts. See formulas for approximations.
* Reading Assignment : World-Readiness Standards for Learning Languages (WRSLL)

**Week 12:** Reading/Writing and Culture

* Lecture/Discussion : Introduction to Culture Products, Practices, and Perspectives Reading Assignment : World-Readiness Standards for Learning Languages (WRSLL)
* Using authentic texts to connect to other cultures
* Demo: Novios – Folklore (fiction) Is there a difference between assessing Expository and narrative texts. Rubrics to assess both.
* Reading Assignment: Seal of Biliteracy – Source ACTFL & Lee and VanPatten Guidelines pp. 228-241. Plan demo lessons.

**Week 13:** Student Reading/Writing Lesson Demos

* In-Class: Practice demos for reading/writing lessons with peer and instructor feedback.
* Homework: Finalize revisions to your lesson plans.

**Week 14:** Student Reading/Writing Lesson Demos

* In-Class: Practice demos for reading/writing lessons with peer and instructor feedback.
* Homework: Finalize revisions to your lesson plans.

**Week 15:** Final Class: Review and Reflection

* In-Class: Recap of course content, discussion on key takeaways, and preparation for final project submission.
* Homework: Study for final exam.

STUDENT REQUIREMENTS/EVALUATION

I. Class Participation

Reading selections will require a good deal of thought because they are the basis for your lesson presentations. For this reason, you will post your reflections concerning reading assignments as well as answer any assigned questions. Your remarks will receive points that will count toward your participation grade. In this way, our classroom discussions will result in longer retention toward demo lesson quiz grades listed below.

II. Demo Lesson Quizzes

A) Grammar Lesson Due: on or before February 17

B) Creative Writing Lesson with rubric Due: on or before March 14

C) Reading/Writing Lesson (Culture) & Assess Due: on or before April 13

D) Reading/Writing Lesson (Connections) Due: on or before April 13

All students have been assigned 2 in-class demonstrations- one grammar lesson and one reading/writing lesson. All lessons students will turn in all assigned lessons for a grade whether they demonstrate the lesson or not. All lessons contain embedded and final assessments.

Distance students (not teaching in their own classroom) will follow the same procedure as on-campus students with their cooperating teacher. These will be for a grade.

III. Special Assignments

A. Field Experience: Lab Part I

Part One: Prepare, present, and evaluate two different 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 Packets One on the website.

There are separate packets for distance students: 1) teaching in their own classrooms and 2) teaching with a cooperating teacher.

Due: on or before February 28 (Minimum of 7 1/2 hours)

B. Digital Portfolio of Authentic Texts

This portfolio will be a digital collection of texts that can be used when designing reading and writing lessons. Follow all guidelines as specified in the Digital Portfolio - Texts files in Canvas.

Due: on or before March 19

C. Field Experience: Lab Part II

Part Two: Prepare, present, and evaluate two reading and writing lessons that are appropriate for beginning or intermediate students. Each lesson should last a full 1½ hour block or two 50-minute periods. Prior to teaching each lesson you must observe a full lesson and have a conference with your teacher. For specific details, see Lab Packets Two on the website. As above there are separate packets for distance students as stated above.

Due Date: on or before April 27 (Minimum of 7 1/2 hours)

D. Revised Unit Plan with Assessments Due Date: on or before April 23

E. Final Exam: The final exam will have several application questions as well as one or more essay questions related to the theory and research we will cover. May 7

Evaluation Weights

Homework, Presentations, Demo Lesson Quiz Grades 40%

Revised Unit Plans with Oral and Paper/pencil assessments 40%

Final, Lab Part I, and Lab Part II, Text Portfolio, Textbook Project 40%

**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).