Methods Courses
Fall 2013

Courses: SED371/381 Teaching French/Spanish in the Secondary School/SED547 FL/Sec. School

Time and Location: M: 8:00-10:40, OMB 235

Textbooks

Course Description, Goals, and Objectives
This course offers an analysis of objectives, procedures, and materials for the teaching of foreign languages in the secondary school. It emphasizes both theoretical and practical aspects of teaching, thus reflecting our School of Education’s mission of preparing “reflective and critical educators who are well prepared, academically strong, pedagogically skilled and responsive to the needs of a diverse society” ([http://www.newpaltz.edu/schoolofed/mission.html](http://www.newpaltz.edu/schoolofed/mission.html)).

The course has been designed to enable you to:

- broaden your understanding of the main past and current theoretical views of language acquisition and of the process of foreign language teaching/learning as we currently understand it
- debate pedagogical issues that have been shaping our field
- acquaint yourself with foreign language organizations and instructional resources available to foreign language educators
- develop skills and attitudes that will promote success and enjoyment of foreign language learning for all students
- experience, research, and develop instructional activities, strategies, materials, and elements of organization and management that address the needs of all students in secondary foreign language classrooms
- design instructional units, lessons, and materials and learn about, discuss, and practice using effective teaching techniques, and assessment instruments based upon national and New York State Foreign Language Standards, including Common Core Standards
- develop the ability to reflect critically on personal experiences as a language learner and goals as a future educator, actively confronting personal views and beliefs with those held by peers, educators, and professionals in the field
- develop the ability to reflect critically on personal teaching goals and effectiveness so as to begin discovering teaching strengths and implement plans of actions for continued improvement

Course Assignments / Requirements: Failure to complete any of the assignments / requirements listed below will result in failure for the course. A minimum grade of B in the course is necessary in order to Student Teach next semester.
**Attendance** (Professional skills and dispositions, Democratic citizenship)

Prompt and regular attendance at all sessions is expected by all at all times. Absences can be excused only because of illness or other serious and unavoidable reasons and must be backed up by official documentation such as a doctor’s note or jury-duty written documentation. Each unexcused absence will result in 5 points off your final grade for the semester. Missing more than three sessions, even if your absences are “excused” because of medical or emergency reasons, may result in a failing grade for the course. Repeated lateness to class or early departure will also adversely affect your grade (three times late to or leaving early from class = 1 absence). Cell phones and electronic devices must be turned off completely during class time and exams. Please be advised that using a cell phone during exams (text-messaging included) will be considered a form of cheating.

Depending on the number of students, it might be necessary to schedule a few additional sessions so that everyone will have the opportunity to practice in front of a group. Thus, it is possible that, on occasion and upon prior agreement, I may ask for small groups of students to volunteer to meet for a class/part of a class on a different day instead of a regular Monday. Specific details will be given in class.

**Participation and preparation for class** (Critical inquiry and Intellectual development, Professional skills and dispositions, and Democratic citizenship)

Your active and thoughtful participation is key to all aspects of this class including pair- and group-work activities. Respect for others’ views, efforts, and opinions is expected by all at all times, and you must be ready to work with everyone in our class. You are expected to come to class prepared, having read the assigned chapter(s), completed all assigned “Activities for Review and Discussion” in your textbook, and ready to present on assigned chapter components (as determined in class), so as not to waste other people’s time and hinder others’ learning. Your preparation for class will be evident through the quality and amount of your participation, your ability to answer in-class oral and written questions based on the chapter, and written homework assignments. There may also be occasional pop-quizzes on chapter readings. (Forms of assessment: rubrics/checklists. **20% of final grade** of which **10%** written homework and chapter presentations, **10% in-class** oral and written assessment, including Audience Response System formats).

**Timeliness of submission of assignments** (Professional skills and dispositions)

You must come to class prepared and submit all work on time. Late work will result in a lower grade on the assignment (5 points will be detracted per day) unless justified by a doctor’s note or by prior arrangement with me.

**Electronic mail account and web-related activities** (Professional skills and dispositions)

Please check our Blackboard site as well as your newpaltz.edu email account on a regular basis for information and updates about the course/program, and make sure that you are able to access homework assignments electronically during as well as out of class.

You will find more information about e-mail accounts at [http://acs.newpaltz.edu/](http://acs.newpaltz.edu/). Academic Computing will be able to assist you if you have any technological questions and / or experience technological difficulties. Since we may or may not have access to a SmartBoard in our classroom, please do let me know if you need additional practice with this tool and we can arrange for you to have access to one at another time during the week. It is assumed that you have taken / are currently enrolled in a Technology class. Please do let me know ASAP if this is not the case. It is also essential that you consult the School of Education’s certification website for upcoming changes to New York State certification. It’s a candidate’s responsibility to complete all requirements for certification, but help is available from our Certification Assistance website, which
has detailed guidelines, timelines, and answers to questions: www.newpalz.edu/schoolofed/certification.html.

**Professional journal readings and PowerPoint presentations** (Critical inquiry and Intellectual development, Cultural responsive practice and Social justice education, Democratic citizenship and Student advocacy, and Professional skills and Dispositions)
This assignment involves your selecting, summarizing (2-page summary), critiquing, and presenting in class in a narrated PowerPoint presentation one (two for graduate students) current journal article (i.e., published within the last five years) on the topic of Language Acquisition Theory (SLA), Instructional Techniques, Cultural responsive practice and social justice education, or Technology in the FL classroom. Your presentation should be targeted for 8 minutes and cannot exceed 10. Your PowerPoint and summary will be posted on Blackboard. I suggest that you select your article from one of the following journals: *Foreign Language Annals, Hispania, The French Review, ADFL Bulletin, Modern Language Journal, The TESOL Journal, The CALICO Journal, The IALLT Journal, or Language Learning and Technology*, but you may select it from other journals as long as you check with me before proceeding with this assignment. Your written critique of the article must include bibliographical information and a summary. (Form of assessment: rubrics/ checklists – 10% of final grade)

**Lesson planning and peer teaching** (Critical inquiry and Intellectual development, Cultural responsive practice, Student advocacy, and Professional skills and dispositions)
You will prepare lesson plans (including instructional materials and assessment instruments) and teach segments to your peers in class. Further details will be given in class. Peer-teaching will be videotaped. (Form of assessment: rubrics. 25% of final grade, of which 5% peer teaching)

**Unit planning** (Critical inquiry and Intellectual development, Cultural responsive practice and Social justice education, Student democratic citizenship and Student advocacy, and Professional skills and dispositions)
You will develop a Unit lesson plan for an instructional topic of the *New York State Syllabus*. Along with your overall Unit lesson plan, you will be asked to submit: daily lesson plans, instructional and assessment materials, and a brief introduction (1-2 pages), highlighting how this Unit addresses New York State and National, Common Core, and National Standards for Foreign Language Teaching and represents your teaching philosophy. A general outline of your Unit is due on 11/11. You are strongly encouraged to make an appointment and consult with me on your Unit during the semester. However, the last consultation day for this assignment is 11/25 (in-class individual consultation sessions), a week before its due date. (Form of assessment: rubric. 25% of final grade, of which 5% quality of instructional materials)

**Final exam** (Critical inquiry and Intellectual development, Cultural responsive practice and Social justice education, Student democratic citizenship and Student advocacy, and Professional skills and dispositions)
The final exam is a comprehensive exam, designed to cover your understanding of all components of the course. (Form of assessment: rubric. 20% of final grade)

**Student Disability Services**
Students with documented physical, learning, psychological and other disabilities are entitled to receive reasonable accommodations. If you need classroom or testing accommodations, please contact the Disability Resource Center, Student Union Building, Room 210, 257-3020. The DRC will provide forms verifying the need for accommodation. As soon as I receive the form, you will be provided with the appropriate accommodations. Students are encouraged to request accommodations as close to the beginning of the semester as possible.
**Academic Integrity**
Cheating during quizzes, tests, and exams will result in prompt academic disciplinary action. All work must represent your effort as an individual, unless specified in class for group work projects. Plagiarism will not be tolerated. Work that contains plagiarism will automatically fail and the incident will be reported to the Department Chair, Academic Dean, and Associate Dean for Student Affairs. The complete academic integrity policy statement is available at: [http://www.newpaltz.edu/advising/policies_integrity.cfm](http://www.newpaltz.edu/advising/policies_integrity.cfm).

**Academic Calendar**
The last day for course withdrawal is 11/1. Please consult the Academic Calendar ([http://www.newpaltz.edu/_events/academic.html](http://www.newpaltz.edu/_events/academic.html)) for partial-refund and other key deadlines. Student Evaluations of Instruction (SEIs) will be available on line from December 2-10.

**Course Topics and Weekly Assignments** (Preliminary)

**Session 1**
*8/26*
**Topics:**
1. Introduction to course
2. Becoming a teacher, personal goals, School of Education’s mission
3. FL organizations, journals, websites, conferences, Blackboard
4. Knowing a language: Communicative Competence, Proficiency, Foreign Language Learning Standards (Common Core, NYS, ACTFL)

**Monday 8/2:** Labor Day, No classes

**Session 2**
*9/9*
**Topics:**
1. Knowing a language / language standards (continued)
2. Theoretical perspectives on language learning and acquisition
3. Lesson planning

**Due today:**
1. Read Omaggio p. 1-42
2. Be ready to answer questions 1, 2, 3 and 4 p. 42-43.

**Session 3**
*9/16*
**Topics:**
1. Theoretical perspectives (continued)
2. Methodological approaches

**Due today:**
1. Read Omaggio p. 51-80
2. Be ready to answer questions 3, 4, 5 p. 80-81

**Session 4**
*9/23*
**Topics:**
1. Methodological approaches (continued) / Student Presentations
2. The role of context in comprehension

**Due today:**
1. Read Omaggio p. 86-129
2. Prepare 5 minute presentation, sample instructional material, and one-page summary for your "Assigned method(s)." Additional information will be given in class

**Session 5**
*9/30*
**Topics:**
1. The role of context in comprehension (continued)
2. Presentations methodological approaches (continued)
3. Lesson Planning (continued)
Due today: 1. Omaggio, ch. 4 p. 139-169  
2. Presentations methodological approaches (continued)  
3. **Professional Journal Article Summaries**

**Session 6**  
**10/7**  
Topics: 1. Lesson Plan #1 and peer-teaching demonstrations  
2. Listening and reading  
Due today: 1. **Lesson plan #1**  
2. Peer-teaching demonstrations

**(10/11: Mid-Point of Fall 2013 semester)**

**Monday 10/14: Columbus Day, No classes**

**Session 7**  
**10/21**  
Topics: 1. Oral proficiency  
2. Cultural responsive practice and social justice education in the classroom/Academic learning/Multiple intelligences  
3. Lesson planning activities (adopting/adapting/creating materials- textbook assignments chapters 6-9)  
Due today: 1. Read Omaggio p. 176-225  
2. Answer question #6 p. 226 (in writing)  
3. Review handouts on Cultural responsive practice and social justice education/Academic learning/MI  
4. Peer-teaching demonstrations (continued)

**Session 8**  
**10/28**  
Topics: 1. Oral proficiency (continued)  
2. Writing proficiency  
3. Peer-teaching demonstrations and lesson-planning activities  
4. Professional journal article presentations (PowerPoint).  
Due today: 1. Read Omaggio p. 230-272  
2. Be ready to answer questions 1, 2, 3 p. 272-273  
3. Peer-teaching demonstrations (chapter 6, materials development)  
4. **Prof. journal article presentations (PowerPoint). 8-10 min. max.**

**Session 9**  
**11/4**  
Topics: 1. Writing proficiency (continued)  
2. Culture  
3. Unit planning  
4. Lesson planning activities  
5. Peer-teaching demonstrations (continued)  
Due today: 1. Read Omaggio p. 280-338 and present assigned sections to class  
2. **Lesson plan #2**  
3. Written exercise based on question 3 p. 338 (see handout)
4. Peer-teaching demonstrations (based on #3 above)

**Session 10**

11/11  
Topics:  
1. Culture (continued)  
2. Unit plans: submit a Unit topic and an outline of your proposed unit  
3. Sign up for individual consultation times on 11/22  
4. Lesson-planning activities: specific assignments will be given in class  
5. Peer-teaching demonstrations (continued; based on #3 p.338)

Due today:  
1. **Unit plans: submit a Unit topic and an outline of your proposed unit**  
2. Read Omaggio p. 345-384  
3. Be ready to answer questions 3 and 4 p. 384-385  
4. Peer-teaching demonstrations (lesson plans and adaptations of instructional materials in our textbook as assigned in previous lessons) continued

**Session 11**

11/18  
Topic: Testing  
Due today:  
1. Read Omaggio p. 390-450  
2. Answer either question #3 or #4 p. 451 in writing  
3. Bring files of supplementary instructional materials with written explanations

**Session 12**

11/25  
Topic: **Unit plan draft individual consultations (see sign-up sheet)**  
Due today:  
1. Bring draft of your Unit Plan; be ready to describe it and answer questions  
2. Read Omaggio p. 456-466: Epilogue

**Session 13**

12/2  
Topics:  
1. Peer-teaching  
2. Classroom management and student discipline prevention techniques  
Due Today: 1. **Final Unit plans with instructional and assessment materials**

**Session 14**

12/9  
Topic:  
1. Course wrap-up  
Due Today: 1. Prepare for Peer-teaching

(December 10, 11: Study and Make-up Days)

**FINAL EXAM:** Monday, December 16, 8:00-10:00 am in our classroom