



UNIVERSITY OF MARYLAND COLLEGE PARK

COLLEGE OF EDUCATION

Curriculum & Instruction

SYLLABUS

EDCI 433: (Methods II): Advanced K-12 Foreign Language Methods and Technology.

EDCI 433 (Methods II) is the second of two sequential courses required for achieving competence in teaching a foreign language. It is offered during the fall semester prior to both student teaching, and the seminar course (430), given during the spring semester.

NOTE: A half-day placement per week in a middle and high school (sequentially) foreign language program for observation and participation (EDCI 438) is included.

The aim of the Methods courses is to help future teachers become reflective **practitioners**.

The conceptual framework of this course is supported by the NCATE principles of **Research and Inquiry**; **Diversity** (with unity); **Collaboration**; and **Technology**.

NOTE: The principle of **Inclusion** must also be an integral part of Instructional practice.

BASES OF KNOWLEDGE IN NCATE CONCEPTUAL FRAMEWORK

Knowledge of Curriculum; Subject Matter; Learners; Educational Goals and Assessment; Pedagogy; Social & Cultural Context

- NCATE: National Council for the Accreditation of Teacher Education
A SUMMARY

MAJOR TOPICS IN EDCI 433

I. Documents required

- Professional Portfolio (to be completed in 430)
- Take-Home Mid-term
- Reflective Journal (relate to school observations)
- Synopsis (one page) of F-L Research article
- 3 Reaction papers on the following required readings: Inclusion, Multicultural education, and Classroom Management
- Annotated bibliography of instructional resources such as websites and video segments. How can technology be used to integrate the standards into instruction.
- Special project related to EDCI 438 (Will receive separate grade)
- Design a week's teaching unit on a Cultural topic (for your later use) This unit will include 5 lessons. It should incorporate all aspects including goals, objectives (performance), content, activities assessment and technology. This unit is your **Final Exam**.
- Oral presentation of Unit to the class. One page summary to distribute to the class.

- II. Overview of Second Language Acquisition Research
- III. Overview of Standards for Foreign Language Learning
- IV. Integrating Language Study in the Middle School Curriculum
- V. Standards Goal Communication: Three Modes: Interpretive, Presentational, Interpretive
- VI. Addressing Student Diversity in the Language Classroom
- VII. Assessment
- VIII. Culture
- IX. Using Technology to Contextualize and Integrate Language
- X. Lesson Planning – Various levels
- XI. Teaching Advanced Levels
- XII. Classroom Management
- XIII. Multicultural Education
- XIV. Multiple Intelligences and Inclusion
- XV. Textbook Evaluation & Selection

UNIVERSITY OF MARYLAND COLLEGE PARK

COLLEGE OF EDUCATION

EDCI 433

Fall 2004, Mondays 4:15-7:00

Advanced K-12 Foreign Language Methods and Technology (Methods II)

Dr. Perla Blejer

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IMPORTANT NOTES ON COURSE POLICY AND PROCEDURES

- If you have a documented disability and wish to discuss academic accommodations please see instructor
- ALL assigned written work must be submitted in TYPED form and on time unless previous arrangement has been made with instructor. (includes reflective journal). Writing must be grammatically correct.
- You will not be considered absent for observance of religious holidays.
- Please notify instructor by phone in case of illness. ATTENDANCE will affect your grade.
- Please turn in your exam on time. If you are ill have someone turn in your exam; otherwise it will be considered late and it will affect your grade.
- Avoid scheduling personal appointments which conflict with class sessions, including the FINAL SESSION.
- All students are asked to complete a COURSE EVALUATION FORM on the last day of class. (All students are expected to be present except for illness or religious holiday.)
Please make every effort to avoid tardiness.

Honor code: I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination Please handwrite this pledge on front cover of projects/papers.

REQUIRED TEXTS:

1. Shrum, Judith & Glisan W. Eileen, 2000. Teacher's Handbook: Contextualized Language Instruction. Thomson Heinle. ISBN: 083841465-6
2. Hall, Joan Kelly, 2001. Methods for Teaching Foreign Languages: Prentice Hall: Upper Saddle River, N.J. ISBN: 0-13-087910-X
3. Constantino Pat & De Lorenzo Marie, 2001. Developing a professional teaching portfolio. Allyn & Bacon. ISBN:

ADDITIONAL REQUIRED READING

- *Teaching, Testing and Assessment. Northeast Conference Report, 1994 IN TOTO.
- American Council on Teaching Foreign Languages (ACTFL) (Self-selected chapters). Research in Language Learning.
- Charles, C. M., 2002. Building Classroom Discipline. Allyn & Bacon. (Selected Chapters) Also teacher's Manual (by Gail Senter). (Self-selected chapters).
- Watson George, 1998. Classroom Discipline: Problem Solver. Center for Applied Research in Education. West Nyack, N.Y.
- Reflecting on Proficiency from the Classroom Perspective. (for review purposes). Northeast Conference Report 1993.
- Salend, S.J., 2001. Creating Inclusive Classrooms: Effective and Reflective Practices. Prentice Hall. (Selected chapters).
- Gollnick Donna M., & Chinn Philip C., 2002. Multicultural Education in a Pluralistic Society. Merrill Prentice Hall.
- Wong Harry & Wong Rosemary, 1998., The First Days of School (reference reading)

RESOURCE PERIODICALS

- Foreign Language Annals
- Educational Leadership (ASCD) with Curric. Update
- Education Week
- Harvard Education Letter

SPECIAL NOTICE

Students who have not had EDCI 330 are required to study Chapter 1 through 7 in **Omaggio Hadley**; and the text Exploring Languages and Teacher's Manual. (The latter may be borrowed from instructor or other class members as appropriate).

This will enable new students to gain a background in: Language Acquisition; Teaching the Four skills; proficiency, **standards** for foreign language learning; and Exploratory Language Programs. Those interested in elementary school programs may peruse Practical Handbook for Elementary Foreign Language Programs by Gladys C. Lipton.

COURSE OBJECTIVES

Students will acquire:

- **Knowledge of Assessment** in foreign languages and its classroom applications
 - **Knowledge** of the teaching of **Culture**
 - Further **Understanding** of Foreign Language Standards and Student **Performance** Guidelines.
 - **Broader** understanding of foreign language School **Curricula**.
 - More in-depth understanding of **proficiency** and teaching the four skills
 - Appreciation of the principles of **Inclusion** and **Diversity** in the Classroom.
 - Knowledge of the role of technology in FL Education.
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Students will: (Performance)

- Begin assembling a professional portfolio to be completed in EDCI 430
- Complete a week's teaching unit on culture as the **Final Exam**.
- Create and present lesson plan models relating to **inclusion**, learning styles, multiple **intelligences**, beginning and **advanced** levels.
- **Infuse aspects of technology into lesson planning and classroom testing**.
- Create classroom test models to share with class.

ACTIVITIES RELATED TO OBJECTIVES

Students will assume responsibility for achieving the course objectives through the following:

- Reading the assigned texts and handouts
- Keeping a REFLECTIVE JOURNAL which must be handed in typed form every fourth week (Each Reflective Journal will have 4 entries)
- Observing and participating in foreign language classrooms.
- Participating in class discussions and activities, and completing assignments.
- Creating lesson plans to be used in class simulations or role plays.
- Becoming familiar with issues and literature of the teaching profession, and with school/community interaction.
- Demonstrating theoretical knowledge of FL methodology

**** Note: The test PRAXIS II is to be taken during the student teaching semester. (EDCI Policy) Those students teaching in the Spring will take the test in January.**

For up-to-date information see WEB site:

http://www.education.umd.edu/studentinfo/teacher_certification

Practice booklets available in Rm. 1204 Benjamin

FINAL GRADE VALUES

EDCI 433

- Participation/ Attendance_ Assignment_ Activities- 2/10
- 3 Reaction papers to: Inclusion, Classroom Management and Multicultural Ed- 3/10
- Mid-term*- 2/10
- Class paper- 3/10 (**Final**) Teaching unit

EDCI 438

- Reflective Journals (A total of 4 journals, with 4 entries each)- 8/10
- Field Assignment – 2/10

*The MID-TERM will be in the form of a “take-home” evaluation. Students will receive items several weeks prior to the due date, with pertinent instructions. The items will involve several challenging classroom instructional situations which the students are to analyze from both a theoretical and practical perspective with relevant references, suggesting possible course of action. It will include a list of assessment terms to be defined.

FINAL GRADE VALUES

Mid-term (2/10) & Final Exam (3/10) (Class paper)

100-95 = 4.0	83-80 = 2.7	69-67 = 1.3
94-90 = 3.7	79-77 = 2.3	66-64 = 1.0
89-87 = 3.3	76-74 = 2.0	63-60 = 0.7
86-84 = 3.0	73-70 = 1.7	59-00 = 0.3

Final Grade Scale

4.0 = A	2.0 = C
3.7 = A-	1.7 = C-
3.3 = B+	1.3 = D+
3.0 = B	1.0 = D
2.7 = B-	0.7 = D-
2.3 = C+	0.3 = F

EDCI 433, Fall 2004
COURSE TOPICS SCHEDULE

CLASS SESSION 1 (8/30/04)

- A. Class overview.**
Semester Plan.
- B. Portfolio Plan –See portfolio text contents**
- C. Chapters 1 & 2 – Review of Second Language Acquisition Theories and Standards**
Standards – communication –
Modes: Interpersonal – Interpretive – Presentational
Connections – Comparisons - Communities

Assignments:

- Prepare Philosophy of Education draft for portfolio- one page
- Review Chapters 1&2 in Teacher’s Manual; Prepare chapter 3

NO CLASS SEPTEMBER 6



CLASS SESSION 2 (9/13/04)

- A. Speaker – Barbara Evans**
- B. Philosophy of Education draft due**
- C. Teacher’s Manual: Chapter 3: Organizing Content/ Teaching Advanced Levels**

Assignments:

- Teacher’s Manual Chapter 5



CLASS SESSION 3 (9/20/04)

- A. Integrating Language Learning in the Middle School (Chapter 5)**
- B. Culture- Chapters 4 (p. 89-90); chapter 5 p. 104)**

Assignments:

- Teacher’s Manual Chapters 6 & 7
- Hall, Chapter 7
- Journals due (4 entries)

CLASS SESSION 4 (9/27/04)

- A. **Journals Due**
- B. Three Communicative Modes (Chapter 6)
- C. Interpretive mode for teaching listening, reading, viewing (Hall, chapter 7)
- D. Teaching Grammar (Chapter 7)

Assignments:

- Teacher’s Manual, Chapter 8
 - Hall, Chapters 6 & 8
 - Reaction Paper on Multicultural Education
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CLASS SESSION 5 (10/4/04)

- A. Developing Oral Interpersonal and Presentational mode of communication Chapter 8 (Hall chapters 6 & 8)
- B. Teaching for Cultural Understanding

Assignments:

- Research Paper Due
 - Teacher’s Manual Chapter 9
 - Hall, chapter 4
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CLASS SESSION 6 (10/11/04)

- A. Receive MID-TERM – due Nov. 7
- B. Research article due
- C. Developing Written Communication Skills (Chapter 9)
- D. Classroom Discourse (Hall, Chapter 4)

Assignments:

- Classroom Management Reaction Paper
 - Discipline Scenarios
-

CLASS SESSION 7 (10/18/04)

- A. Classroom Management
- B. Disciplines scenarios

Assignments:

Lesson Planning
Teacher' Manual Chapter 10
Diversity -Reaction Paper Due
Journals Due (4 entries)
Lesson Presentations

CLASS SESSION 8 (10/25/04)

- A. Journals Due**
- B. Portfolio check – contents
- C. Multicultural Ed. Reaction Paper due
- D. Lesson Planning
- E. Addressing Students Diversity (Chapter 10)-

Assignments:

Lesson Planning
Portfolio check
Diversity

CLASS SESSION 9 (11/1/04)

- A. Learning Styles Research- Guest Speaker-
 - B. Diversity
 - Lesson presentations – 2
 - Continue portfolio check
 - Discuss Final Project PAPER – due Dec. 5
-

CLASS SESSION 10 (11/8/02)

- A. MID-TERM due
- B. Assessment (Chapter 11) (Hall Chapter 5)
- C. Lesson presentations

Assingments:

Teachers' Manual, Chapter 12
Lessons

**CLASS SESSION 11 (11/15/02)
REVIEW"**

- A. Using Technology to Contextualize and Integrate Language Instruction
Chapter 12
- B. Lessons (2)



CLASS SESSION 12 (11/22/02)

- A. Final Class Project Paper Due 12/5
- B. Bring textbook from school (Evaluation) Omaggio pp.459-461
- C. Lesson presentations (3)



11/25/02 – Thanksgiving



CLASS SESSION 13 (11/29/04)

*** Evaluation Forms**

- A. Journals Due
- B. Final Project paper due
- C. **First-year teacher** – speaker and others

NOTE: Include handwritten honor pledge on paper



CLASS SESSION 14 (12/6/04)
“FINAL” SESSION

- A. Portfolio Display
- B. Discussion of Final Project
- C. Submit project for EDCI 438



UNIVERSITY OF MARYLAND

EDCI 438 THE FIELD EXPERIENCE

Dr. Blejer, Dr. Kennedy

SUGGESTED TOPICS FOR DISCUSSION WITH YOUR COOPERATING TEACHER

1. Background Information

What does your CT expect you to do during your 1/2 day internship?

- What is the Mission of your school?
- What is the demographic picture of the students at your school; i.e. what percentage of students is African-American, Asian-American, Hispanic, Native American, male/female, etc.?
- What is the demographic picture of the faculty and administration of your school?
- What is the student/teacher ratio of your school?
- How many students does your cooperating teacher (CT) have in each class?

2. What is the school's policy on:

Discipline?

Drugs?

Absences?

Tardiness?

3. Planning for Instruction

- How does your CT plan for instruction?
- What should a daily lesson plan look like?
- What should a weekly lesson plan look like?
- What should a "Unit Plan" look like?
- How does your CT plan for the individual needs of students?
- How does your CT assess the readiness of the students?

4. Assessment

- What informal, formal, traditional and non-traditional methods of assessment does your CT use?
- What instructional strategies does your CT use to actively engage your students?
- How does your CT engage your student sin higher levels of thinking?
- How does your CT use reflection time with students during instruction?
- What techniques does your CT use to motivate students?
- What strategies does your CT use to bring closure to the lesson?

5. Instruction/Individual Needs

- How does your CT use the IEO and the 504 Plan to help students?
- How does your CT establish and enforce classroom rules?
- How does your CT handle transitions from one learning activity to the next?
- What does your CT arrange the classroom, space and equipment in the manner chosen?
- How does your CT handle discipline problems with individual students, groups of students and an entire class?
- How does your CT create a positive learning environment?

6. Positive Learning Environment

- How does your CT create a positive learning environment?
- How does your CT use technology/computers in the classroom?
- What are the central concepts or learning outcomes that your CT wants to teach the students?