EDCI 410: Methods I: K-12 Foreign Language Methods and Technology
Monday and Wednesdays 3:00-4:15
Benjamin Building 2212

Instructor:
Dr. Perla Blejer
Phone: 301/405-7091
Email: pblejer@umd.edu
Office Hours: Wednesdays from 1:30-2:30 and by Appointment
Teaching Assistant (TA): Jenny Pei-Jie Chen
Email: jennyi1219@gmail.com

COURSE DESCRIPTION

EDCI 410 (Methods I) is the first of two sequential courses required for achieving competence in teaching a foreign language. The sequel to this course is EDCI 433 (Methods II) entitled: Advanced K-12 Foreign Language Methods and Technology.
EDCI 410 requires on-going examination of theories relevant to language acquisition. In addition, graduate students will be required to research these theories in-depth and to show specific relationships to classroom learning.

PURPOSE OF THE COURSE

This course is designed to provide teacher candidates of Foreign Language with background on language acquisition theory and best practice relevant to the teaching of foreign language to elementary and secondary school students. This course will include the following topics: national foreign language standards; the concept of language proficiency as related to student performance; lesson planning and delivery; classroom organization and management; the uses of technology to enhance instruction and learning; learning styles, learning disabilities, multiple intelligences and methods of assessment to evaluate learner progress. This course encourages candidates to serve as an advocate for their learners and the subject matter of foreign language teaching (EC2 Advocacy).
This course will also focus on key models in elementary school foreign language programs, i.e., content-based instruction and immersion and variations.
Required visitations to public middle or high schools with Foreign Language programs will be arranged.
The theoretical framework of this course is supported by the National Council for the Accreditation of Teacher Education (NCATE) principles of Research and Inquiry; Diversity and Inclusion; Collaboration; and Technology, InTASC Core Teaching Strategies, UM College of Education Conceptual Framework (CF), and American Council on the Teaching of Foreign language (ACTFL) standards for teacher preparation programs. This course focuses on issues that arise in classrooms with language learners, with a particular emphasis on

- Planning instruction and assessment
- Instructing and engaging students in learning
- Assessing student learning
- Final retrospective reflection and inquiry

**COURSE OBJECTIVES**

Foreign Language teacher candidates will acquire:

- Understanding learners’ development, learning differences and environments, Inclusion and Diversity in the classroom (InTASC* standards 1, 2 & 3; CF-Learners, Social & Cultural Contexts, EC1**; ACTFL***3)
- Content knowledge and application of Foreign Language Content. Acquire an understanding of language acquisition and language learning theories; knowledge of historical and current methodology of foreign language teaching with a K-12 perspective (InTASC standards 4, 5; CF – Subject Matter, Pedagogy, Curriculum, EC7; ACTFL 1, 2)
- Knowledge of Assessment in Foreign Languages and its classroom applications (InTASC standard 6; CF-Educational Goals and Assessment; ACTFL 5)
- Knowledge of the Planning for Instruction and understanding instructional strategies (InTASC standards 7, 8; CF-Pedagogy, Curriculum; ACTFL 3, 4)
- Professional Responsibility and develop leadership and engage in collaboration. Demonstrate understanding of professional behavior. Become familiar with issues and literature of the teaching profession, and with school/community interaction (InTASC standards 9, 10; CF-EC 2, 6, 7; ACTFL 6)
- Skills in order to integrate technology into their lessons. Demonstrate familiarity with the use of technology in second-language education, and meeting the Maryland Teacher Technology Standards (CF – Technology, EC5; , ACTFL 4, MTTS****)
- Understanding classroom management strategies (CF-Pedagogy, ACTFL 3)

* InTASC: The Interstate New Teacher Assessment & Support Consortium
** University of Maryland, College of Education Conceptual Framework
*** ACTFL: American Council on the Teaching of Foreign Language
**** You will find the ACTFL Standards for Teaching Preparation Programs at http://www.actfl.org/files/public/ACTFLNCATEStandardsRevised713.pdf
***** Maryland Teacher Technology Standards: http://www.mttsonline.org/standards
Classroom Assignments and Evaluation:

1. **Class Participation (10%)**. Class meetings will rely heavily upon discussion of the assigned readings. You must come to class having read the material. This class is not intended to be a lecture class, and student input and ideas are vital to our learning. Your participation grade will be based on your active contribution to each class discussion. Regular attendance is also very important in this course, and your final grade will be affected if you are absent more than once and by late arrivals/early departures.

2. **Two Reaction Papers (10%) - Due October 3 and November 7**
   a. **Elementary Foreign Language Programs** - Description of Elementary Programs, purpose and objectives.
   b. **Paper on Teaching with the Brain in Mind.**
      This paper (2-5 pages) will include synopsis of the brain in action. What happens in the brain, memory, when learning occurs or what needs to happen for learning to take place. Second part of the paper will address the implication for education, and specifically for foreign language teachers (InTASC* standards 1, 2 & 3; CF- Learners, Subject Matter, Social & Cultural, Contexts, ACTFL 3)

3. **Four Reflective Journals (15%) Due September 19, October 10, November 14, and December 5**
   Reflect on the concepts, topics, reading and themes that we have discussed in class. The reflective journals should provide insights and feedback to the videos, such as on classroom management and others from the Annenberg series. If you have a chance to observe a classroom and teaching language learners, discuss what you’ve observed. Each on of the four journals should be 3 pages long, one page per week. The reflective journals are due on Mondays (InTASC standards 9, 10; CF-Subject Matter, Pedagogy, Learners, Curriculum, EC- 4, Reflection; ACTFL 6)

4. **Linguistic Paper (10%) Due November 21**
   Write a paper that represents a linguistic analysis of features of the target language, compares the dialects among them and to the English language. A rubric will be distributed in class and posted on BB. In order to complete this assignment, students can choose between a journal entry or interviewing a native speaker. (InTASC standards 4, 5; CF – Subject Matter, Pedagogy, Curriculum, EC7; ACTFL 1, 2)

5. **Critique of one relevant current research Article (10%) - Due October 24**
   Read a research study of your choice from 2008 onward from a research journal on a topic of your choice. Write a summary of the main ideas, the purpose of the study, the results and what are the implications of this study for the classroom. Submit a written paper of 2-3 pages and attaché the article report and present the study results to the class (InTASC standards 9, 10; CF-Subject Matter, Educational Goals and Assessment, Social and Cultural Context, EC 2, 7; ACTFL 3)

6. **In-class MID-TERM (20%) - November 2**
   You will be expected to review Chapters 1-8 from Omaggio, as well as the unit on
Elementary Education. The exam will include opened questions, scenarios and concepts to define.

7. **Unit Lesson Plan (25 %) - One Complete Lesson Plan** with all the components of a lesson and teaching the lesson to the class. The lesson will be part of a cultural thematic Unit, that will include all the components of a lesson and the goals and culminating activity for the entire unit. Teaching the lesson to the class (distribute handout to the class). **Lesson Plan Unit Due November 28. Lesson Presentations on November 28, November 30, December 5 & 7. This is your final exam. (InTASC 2, 4, 7, 8; CF- Subject Matter, Curriculum, Pedagogy, Social & Cultural Contexts, EC1; ACTFL 2, 3, 4, 5)**

**REQUIRED TEXTS:**

**REFERENCE MATERIALS**

**REQUIRED READING:**

2. One of the following two books:
3. One of the following:

**Evaluation:** Your final grade will be based on your success in achieving the goals and meeting the objectives of this course as demonstrated throughout the semester and in the course assignments.
- Participation – Assignments – Activities 10%
- Reflective Journals –15 %
- Reaction Papers – 10%
- Linguistic Paper - 10 %
- Research Article-Critique -10%
Mid-term – 20%
Final Exam: Lesson Plan – 25%

Grading Scale:

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<th>Grade</th>
<th>Minimum</th>
<th>Mid-term</th>
<th>Maximum</th>
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<td>A+</td>
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UNIVERSITY OF MARYLAND HONOR PLEDGE
All students are required to comply with the to the University of Maryland’s Code of Academic Integrity, which can be accessed at http://www.testudo.umd.edu/soc/dishonesty.html. Failure to adhere to the code may result in the grade of XF – failure due to academic dishonesty. The University of Maryland Honor Pledge proposed by the Student Honor Council and approved by the University Senate, reads: “I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.” Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor.

Course Evaluations: As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term though CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. Please make a note now of the dates for *Spring 2009 (Tuesday, April 28 through Wednesday, May 13)* and the link at which you can access the submission system (www.courseevalum.umd.edu). If you submitted all of your evaluations in the fall or are a new student, you can also access all posted results from Fall 2007 forward via Testudo under CourseEvalUM Reporting. To retain this access, you must submit all of your evaluations each semester. If you do not have access right now, you can gain it by submitting all of your Spring 2009 evaluations. More information is at:

Disability Support Services: Any student with a documented disability needing academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain confidential. To coordinate accommodations, students must contact Disability Support Services and submit an accommodations request each semester. Information is available on the web at http://www.counseling.umd.edu/DSS/receiving_serv.html.

Inclement Weather: You should check the status of university closure or delays at www.umd.edu, 301-405-SNOW, and local radio and TV stations. If the university is closed due to inclement weather on a day this course is scheduled, the class will be cancelled.

NOTES ON COURSE POLICY AND PROCEDURES:
If you have a documented disability and wish to discuss academic accommodations, please contact the instructor.
**EDCI 410**

PLEASE NOTE THAT THE INSTRUCTOR RESERVES THE RIGHT TO ALTER THE COURSE SCHEDULE BELOW AS NECESSARY.

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<tr>
<th>Date</th>
<th>Topics of Today’s class</th>
<th>Assignments</th>
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| August 31     | Content Knowledge/Advocacy                                   | 1. Read and prepare Omaggio, Chapter 2  
| September 7   | - Course overview (overall and student syllabus)             | 2. Answer guidelines questions  
|               | - Advocacy-Why Teach/ Learn FL                               | 3. Begin working on the reflective journals and papers                                                                                   |
| September 7   | **Content Knowledge/Language Learning Theories**             |                                                                                                                                              |
| 12-14         | - Omaggio, Chapter 2 Theory of Language Learning             | 1. Read and prepare Omaggio, Chapter 3  
|               | - Context/ Proficiency                                       | 2. Answer Study Guidelines questions  
|               | - Annenberg video – On the Foreign Language Standards        | 3. Reflective Journal                                                                                                                     |
| September 19  | **Content Knowledge Application/ Methodology**               | 1. Read /prepare Omaggio, Chapter 4                                                                                                        |
| 21           | - Reflective Journal Due                                     |                                                                                                                                              |
|               | - Omaggio, Chapter 3, Methodology                           |                                                                                                                                              |
|               | - Orienting instruction towards proficiency                  |                                                                                                                                              |
|               | - ACTFL-Proficiency Guidelines                               |                                                                                                                                              |
| September 26  | **Understanding learners’ development**                      | 1. Reaction Paper on elementary education  
| & 28          | - Omaggio, Chapter 4: Learning in Context                    | 2. Read Omaggio, Chapter 5 Listening and Reading                                                                                           |
|               | - Role of context in comprehension                           |                                                                                                                                              |
|               | - **Introduction to** Elementary Program                     |                                                                                                                                              |
| October 3 &   | **Learner and Learning/ Planning for Instruction**           | 1. Read/ prepare Omaggio, Chapter 6, Oral Skills  
| 5            | - Reaction Paper Due on Elementary education                 | 2. Reflective Journal                                                                                                                     |
|               | - Elementary Lesson Planning                                  |                                                                                                                                              |
|               | - Middle level programs: sequential                          |                                                                                                                                              |
|               | - Immersion Programs                                         |                                                                                                                                              |
|               | - Omaggio, Chapter 5, Listening and Reading                  |                                                                                                                                              |
| October 10 &  | **Language Skills, Oral Proficiency, Chapter 6**            | 1. Read Omaggio, Chapter 7 Writing Proficiency                                                                                              |
| 12           | Reflective Journal due                                       |                                                                                                                                              |
|               | Annenberg Library: Virtual Classrooms/ Video                 |                                                                                                                                              |
| October 17 &  | **Planning/ developing Writing Skills**                     | - Research Article  
<p>| 19           | - Reaction Paper                                             | - Omaggio, Chapter 8: Culture                                                                                                              |
|               | - Written Interpersonal Communication                        |                                                                                                                                              |
|               | - Classroom Visitations                                       |                                                                                                                                              |</p>
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| October 24 & 26 | Planning/ Instructional Strategies for developing Writing Skills/ Diversity | - Research Article Due  
- Becoming Proficient in Writing  
- Omaggio, Chapter 8  
Teaching for Cultural Understanding |
| October 31 November 2 | **Mid-Term (In-class) on Nov. 2** | - Lesson Planning Lesson Planning: Warm Up;  
- Writing Objectives: Blooms Taxonomy |
| November 7 & 9 | Classroom Organization and Management | - Reaction Paper  
- Classroom Management  
- Classroom rules and expectations  
- The First Days of School/ Video, Dr. Wong |
| November 14 & 16 | Assessment and it’s applications | - Reflective Journal  
- Lesson Planning/Instructional Activities  
- Omaggio, Chapter 9: Classroom Testing  
- Assessment Formats  
- Authentic Assessment and Scoring Rubrics  
- Lesson Planning- Assessment |
| November 21-23 | Integrating Technology in the Curriculum | - Reflective Journal  
- Linguistic Paper  
- Maryland Teacher Technology Standards  
- Technology and Lesson Plan |
| November 28 & 30 | Lesson Plan Due  
**Unit Plan Presentation (Final exam)** | - Reflective Journal  
- Cooperative Learning  
- Textbook Evaluation |
| December 5 & 7 | Professional Responsibility/Collaboration | - Reflective Journal  
- Lesson Plan Presentations  
- Textbook Evaluation |