EDCI 433/688 A: Advanced K-12 Foreign Language Methods and Technology

Fall 2011 Mondays 5:00 – 7:45 pm

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Course Description
EDCI 433/ EDCI 688 A (Methods II) is the second of two sequential courses required for achieving competence in teaching a foreign language. This course is concurrent with the teaching internship (EDCI 689) for MasterCert students and with EDCI 438 (1 credit), classroom observations for students in the Secondary education program. This course is designed to help prepare knowledgeable, skillful and reflective foreign language teachers for classrooms of diverse learners through courses and field experiences that emphasize research-based principles and practices. Prospective teachers will acquire techniques for reflecting on practice using professional standards for curricula, teaching, and assessment in foreign language education. They will develop skill in assessing various teaching strategies and in adjusting their approach based upon careful reflection and assessment

The 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

Students will acquire:

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, ECS; , ACTFL 4, MTTS****)
- Understanding classroom management strategies (CF-Pedagogy, ACTFL 3)
- Collecting artifacts for the professional portfolio and upload on live text (CF-Technology, 
  CF-Pedagogy, ACTFL 1, 2, 3, 4, 5, 6)

* 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 
****Maryland Teacher Technology Standards: http://www.mttsonline.org/standards

IMPORTANT NOTE:
The following two requirements for teaching internship have to be met in order to successfully 
complete the teaching internship (EDCI 689).
1. All students must take the World Languages Pedagogy test (PRAXIS II # 0841) in the Fall 
   semester. Make appointments through ETS.
2. Interns need to take the ACTFL OPI (Oral Proficiency Interview) this semester at the earliest 
   convenience and **qualify at the Advance Low Level Check before the end of the fall semester.**

NO GRADE FOR THE TEACHING INTERNSHIP (EDCI 689) WILL BE ISSUED UNTIL THE TWO ABOVE 
REQUIREMENTS ARE MET.
Assignments and evaluation:

**Class participation and Preparation (15%)**: You must come to class having read the material. Class meetings will rely heavily upon discussion of the assigned readings. 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**. This includes actively engaging the class with interesting questions and ideas. You are responsible to bring a few discussion questions/thoughts related to our topic for the week (from readings and your classroom experiences) to each class meeting. 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.**

All assignments should be submitted in hard copy, then uploaded to live text “manager file: and then to the corresponding section in the portfolio.

**Reflection papers (20 %)**
1. Your journey to becoming a professional teacher – Write a paper in which you reflect upon what has led you to be interested in teaching second language learners. Include in your paper your experiences and/or knowledge to date working with diverse populations- (InTASC standards 9, 10, ACTFL 6) **Due September 26 (Portfolio section VII)**
2. Importance of Planning – Record a daily reflection after teaching each lesson of a three lesson segment, by responding to the following prompts: a. What is working? What is not? For whom? Why? (consider teaching and student acquisition of communicative proficiency in target language as well as familiarity with cultures that use the target language); b. How does this reflection inform what you plan to do in the next lesson? C. Write a 3 page single-spaced planning commentary (planning commentary guidelines will be provided) (InTASC standards 9, 10; CF-Subject Matter, Pedagogy, Learners, Curriculum, EC- 4, Reflection; ACTFL 6) - For Secondary Interns: Reflections after observing three lessons. **Due November 7 (FL Portfolio section I)**

**Assessing Student Learning- Case Study (10%)**
The task asks you to assess student communicative proficiency in the target language, diagnose student language strengths and needs, and use the analysis to inform instruction. Select 1 student as focus student whose language acquisition you will discuss in more length. Document feedback you provided to the focus student- 3-4 pages (InTASC standards # 6, 7, 8; CF Pedagogy, Learners, Educational Goals and Assessment; EC 4; ACTFL 3, 4, 5) **Due Nov. 21 (Portfolio section III).**

**Research Paper (10 %) - Linguistic Paper**
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 and interviewing a native speaker. (InTASC standards 4, 5; CF – Subject Matter, Pedagogy, Curriculum, EC7; ACTFL 1, 2) **Due October 31 (Portfolio section V)**
Planning and Instruction (50 %)

Daily Lesson Plan (10 %) that incorporates grammar Due October 24 (FL Portfolio section I)

Teaching Tips- (10 %) You and a partner will present a 10-minute teaching tip on a specific theme or skill during one class. You will also hand in the lesson plan of the Teaching tip following a template- Due October 24 (Portfolio, Section II)

Design a thematic unit and Reflection–30%-. This unit will include 5 lessons. It should incorporate all aspects including content standards, objectives (performance), content, activities, assessment, integration of technology, and differentiated instruction. Present thematic unit to the class, teaching a mini lesson from the unit. Give copies of entire unit to all members of the class, as well as the instructors. This unit is your Final Exam (InTASC 2, 4, 7, 8; CF- Subject Matter, Curriculum, Pedagogy, Social & Cultural Contexts, Technology; CF1,2, 3, 4, 5); Portfolio Section I & section VIII) Unit Plan due November 28. Class presentation will be on November 28, December 5th and 12th

Class assignments for group discussion and presentation to class:
Classroom expectations-(InTASC 3; CF Learners, Pedagogy; EC 1; ACTFL 3)

Due September 19 (Portfolio Section IV)
Letter to parents introducing yourself- Due September 19 (Portfolio, section VI)
List of best practices to use in your classroom and strategies to address diverse students (InTASC 1,2; 9,10; CF Learners, Social and Cultural Contexts; EC 2; ACTFL 3, 6)

Due October 3rd (Portfolio section IV)
Questions to ask a principal, school counselor, teacher union representative (October 8)
Create and present interactive bulletin board (InTASC 5, 8; CF Subject Matter, Curriculum, Technology) Due November 14 (Portfolio Section VI)
MSA/HSA artifact (Common Core, Academic Language) (InTASC 4, 5, 7, 8, 10; CF Subject Matter, Curriculum, Pedagogy, Educational Goals and Assessment; CF 1, 7) Due Nov. 14

LATE WORK POLICY: Assignments may be turned in up to 3 days late, with a 5% deduction per day. Because assignments work together to build the portfolio and demonstrate your professional growth, it is important to turn them in on time so they can be returned without delay. If you know in advance that you will not be able to turn something in on the due date due to religious observance or participation in university activities at the request of university authorities, you must make arrangements with us to turn in the work PRIOR TO the due date.

Evaluation is according to the following scale:

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<td>83-86.99</td>
<td>C</td>
<td>73-76.99</td>
<td>D</td>
<td>63-66.99</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.

**Honor Code:** Students are required to comply with the University’s Honor Code, which prohibits cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. Allegations of academic dishonesty should be reported directly to the Honor Council (314-8450) by any member of the campus community. For a copy of the full text of the Code, please go to [www.jpo.umd.edu](http://www.jpo.umd.edu).

**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 through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. The link: [www.courseevalum.umd.edu](http://www.courseevalum.umd.edu).

**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](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](http://www.umd.edu), 301-405-SNOW, and local radio and TV stations. Since the class is held at MLK MS, if PGCPS is closed due to inclement weather on a day this course is scheduled, the class will not be held at MLK.

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

**REQUIRED TEXT:**

Additional readings in Blackboard (BB) as assigned ([www.elms.umd.edu](http://www.elms.umd.edu)).

**SUGGESTED READING:**
# Agenda of Class Topics

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

<table>
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<tr>
<th>Date</th>
<th>Topics for today’s class</th>
<th>For next class</th>
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| September 12| **Introduction**  
• Introduction to class, syllabi  
• Class business  
**Professionalism** (Brown, Chapter 25)  
• Teacher as a reflective practitioner  
• Life-long learning  
• Collaboration  
**Methodology**  
• Where we come from: Historical Overview of Theories and Methods  
• Where are we now: Competence, Proficiency and Standards (Brown, chapters 1,2)  
•                                                                                                                                            | **Readings:**  
Brown, Chapters 3 & 15 (Getting Started and Classroom Management)  
**Assignments:**  
• List your class rules and write a page long paper describing your class expectations.  
• Write letter to parents introducing yourself |
| September 19| **Classroom management**  
• Classroom expectations Due  
• Classroom expectations discussion  
• Procedures and routines (papers, seating charts, Bathroom)  
• Positive and negative Consequences  
• Classroom transitions  
• Approaches to discipline  
•                                                                                                                                            | **Readings:**  
Brown, Chapters 5, 6 & 16  
**Assignments:**  
• Paper: “My journey in becoming a professional language (2-3 pages and references). |
| September 26| **Individual Differences**  
• Motivation  
• Teaching across age-levels  
• Styles and strategies  
• Multiple intelligences  
• Differentiated Instruction  
Guest Speaker: Dr. Roberta Lavine  
Director of Undergraduate Studies, Dept. of Spanish Portuguese, School of Lang. Literatures, and Cultures  
•                                                                                                                                            | **Readings:**  
Brown, chapters 9 (Curriculum), 10 (Lesson planning), 11 (Techniques)  
**Assignments:**  
• List of strategies to address diverse learners |
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
<th>Resources</th>
<th>Assignments</th>
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<tr>
<td>October 3</td>
<td>Planning</td>
<td>Curriculum design, Planning your lessons/unit plan, Daily lesson and Long range lesson planning, Techniques and materials, Collaborative Planning Guest Speaker- Leslie Grahn Resource Teacher HCPS, MFLA President</td>
<td>Brown, Chapters 13, 14 (Interaction in the classroom)</td>
<td>Questions to ask a principal, counselor, unit representative</td>
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<td>October 3</td>
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<td>Live TEXT Training Session Creating an interacting Classroom/ Group Work, Collaborative Planning, Strategies and techniques for group work, Cooperative Learning</td>
<td>Brown, Chapters 22 (Form-Focused Instruction, grammar teaching) 18 (Listening) and 19 (Reading)</td>
<td>Example of a lesson plan that includes the teaching of grammar</td>
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<td>October 10</td>
<td>Infusing Grammar in the Lessons</td>
<td>Techniques for teaching both, vocabulary and grammar, Language Skills, Listening and Reading Gallery Tour: Creating an inviting classroom, classroom expectations posted in rooms, interactive bulletin board</td>
<td>Brown, Chapters 7 (Teaching across proficiency levels), 17 (Integrating the four language skills).</td>
<td>Reflection on Lesson with Grammar, Feedback to students, Teaching Tip</td>
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<td>October 17</td>
<td>Competence and Proficiency</td>
<td>Teaching Across Proficiency Levels, Language skills: speaking, Oral communication and assessment, Oral Proficiency Interview (OPI), Implications of Proficiency for Instruction</td>
<td>Brown, chapters 23 (Assessment) &amp; 24 (Classroom-based assessment)</td>
<td>Linguistic Paper</td>
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<td>October 24</td>
<td>Language Skills Assessment</td>
<td>Assessment Formats/Grading, Authentic Assessment and Scoring Rubrics, Standard-Based Integrated Performance Assessment, Portfolio and Self-Assessment</td>
<td>Brown, Chapters 19 (Speaking ), 20 (Listening and Reading) and 21 (Writing)</td>
<td>The importance of Planning artifact</td>
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<td>November 7</td>
<td><strong>Lesson Planning, Integrating Language Skills, principles and assessment</strong>&lt;br&gt;  - Oral communication&lt;br&gt;  - Listening and Reading; classroom performances&lt;br&gt;  - Responding to writing&lt;br&gt;  - MSA/HSA/Common Core&lt;br&gt; Guest Speaker – Gladys Whitehead&lt;br&gt; Director of Curriculum and Instruction, PGCPS</td>
<td><strong>Readings:</strong> Posted on BB Assignments&lt;br&gt;  - Hard copy and electronic version of interactive bulletin board to share and present.&lt;br&gt;  - MSA/HSA artifact&lt;br&gt;  - MTTS Standards</td>
<td><strong>Assignments</strong>&lt;br&gt;  - Hard copy and electronic version of interactive bulletin board to share and present.</td>
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<td>November 14</td>
<td><strong>Use of Technology in the Classroom</strong>&lt;br&gt;  - Integrating technology in the lesson planning&lt;br&gt;  - Maryland Teacher Technology Standards&lt;br&gt;  - Multimedia centers/Computer labs/Mobile lab&lt;br&gt;  - Photo Story technique</td>
<td><strong>Reading</strong>&lt;br&gt;  - Brown, Chapter 8 (Sociocultural, Political, and Institutional Contexts)&lt;br&gt; <strong>Assignments</strong>&lt;br&gt;  - Case Study&lt;br&gt;  - Continue Working on Unit Plan</td>
<td><strong>Assignments</strong>&lt;br&gt;  - Case Study&lt;br&gt;  - Continue Working on Unit Plan</td>
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<td>November 21</td>
<td><strong>The Role of Culture in foreign language instruction</strong>&lt;br&gt;  - The Role of Culture in Language Instruction&lt;br&gt;  - Using games, cultural songs, authentic materials&lt;br&gt; <strong>Diverse Learners, Differentiating Instruction and Modification</strong>&lt;br&gt;  - Differentiated Instruction/Inclusion&lt;br&gt;  - IEPs&lt;br&gt;  - Special education/ESOL/ Heritage Learners&lt;br&gt;  - Funds of Knowledge</td>
<td><strong>Readings:</strong>&lt;br&gt;  - Brown, Chapter 12</td>
<td><strong>Assignments:</strong>&lt;br&gt;  - Five Lesson Teaching Unit Hard Copy&lt;br&gt;  - Be ready to present your lessons next week: bring on flash drive and a handout of unit for every member of class</td>
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<td>November 28</td>
<td><strong>Unit Lesson Plan Presentations Final</strong></td>
<td><strong>Assignments:</strong>&lt;br&gt;  - Present Unit Plan</td>
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<td>December 5</td>
<td><strong>Unit Lesson Plan Presentation Final</strong>&lt;br&gt;  - Student Course Evaluations&lt;br&gt;  - First Year Teacher</td>
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<td><strong>Assignments:</strong>&lt;br&gt;  - Upload all artifacts for portfolio into life text.&lt;br&gt;  - Be ready to share your portfolio with the class</td>
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<td>December 12</td>
<td><strong>Unit Lesson Plan Presentation Final</strong>&lt;br&gt;  - Portfolio exhibition</td>
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<td><strong>Assignments:</strong>&lt;br&gt;  - Portfolio exhibition</td>
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