EDCI 613: Practice and Theory in Teaching Second Language Learners
University of Maryland, Spring 2014
Mondays, 5:00-7:45 p.m., Laurel College Center Room 305

Course Instructor: Dr. Megan Madigan Peercy
Email: mpeercy@umd.edu ➔ Best way to contact me
Office: 2231 Benjamin Building
Office hours: By appointment

Course TAs: Megan DeStefano (TESOL): mdestef@umd.edu
Kayra Merrills (WL): kaykay@umd.edu

Course description
This course accompanies student teaching, for students completing M.Ed. with K-12 certification in TESOL, and for World Languages MCERT students. As such, this course focuses on issues that arise in classrooms with language learners, with a particular emphasis on:

- Encouraging teachers to develop a reflective and inquiry-oriented approach to their teaching,
- Addressing questions that novice teachers frequently have, and
- Presenting teachers with opportunities to further develop their theory and practice for working in classrooms.

The course also makes a special effort to help teacher candidates develop parts of the teaching portfolio that is required for graduation. **While I will provide feedback and a grade for your work in the course, please remember to consult with your advisor regularly regarding his/her approval of the contents of your portfolio, because your advisor determines whether your portfolio sufficiently meets program requirements for graduation.**

Required texts


Additional readings, available on Canvas (listed below). Please bring a copy of the readings assigned for that day to class with you. It will enable you to participate more effectively.

- Book club book. You may choose your own book that at least one other classmate would like to read with you (with Dr. Peercy’s approval of title), or you and at least one other classmate may choose a book from among the following options:
  - Daring greatly (2012, Brené Brown)
  - Drive: The surprising truth about what motivates us (2011, Daniel Pink)
  - I don’t know: In praise of admitting ignorance (2013, Leah Hager Cohen)
Other Text requirements

Other requirements

LiveText FEM version
LiveText is an electronic portfolio and Accreditation Management System that is required for all students enrolled in the teacher preparation programs in the College of Education. LiveText accounts can be purchased at the University Book Center or directly from the LiveText website (www.livetext.com). An active subscription to LiveText is a requirement for this class and for other courses that comprise your professional education program. If you are not already registered, you must register on LiveText right away. To register, please go to: http://education.umd.edu/assessmentOffice/LiveText/index.html

The CITI Human Subjects Training is mandatory for all teacher education candidates who will be participating in an internship or a field experience where they will be photographing or videotaping students, or submitting samples of student work as evidence of their teaching. There is no charge to take the CITI Training course. It is imperative that you print a copy of your CITI Training certification for your files. You will be required to scan a copy of the CITI Training verification and upload it into your LiveText account.

Learning Objectives
At the conclusion of the course, the students will have:

• Deepened their understanding and use of methods for reflection on their teaching experiences as language teachers,
• Explored and understood the experiences of language learners through examination of case studies,
• Become more familiar with and used best practices for teaching language learners,
• Formed a network of colleagues, and
• Collected and analyzed artifacts for their teaching portfolios.

Assignments and evaluation

1) Class participation (15%): 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. Indicators of strong participation include engaging actively in each class discussion, posting required discussion board responses, asking questions, sharing ideas and examples, completing readings, working actively in small groups, attending class regularly, and arriving and leaving at appropriate times. Your final grade will be affected if you are absent more than once, and by late arrivals/early departures.

2) Philosophy of language teaching and learning (10%): It is important to reflect on our own practice in order to grow as teachers. Writing a statement of teaching philosophy is one way to examine what is important to us. Craft a well-developed, thoughtful statement about your philosophy of teaching and learning. Your philosophy statement should be approximately 3-4 pages long. It needs to include a minimum of 3 references to support statements about your philosophy of teaching and a minimum of 3 references to support your philosophy of language learning. Using APA format, incorporate the references in the body of the paper as well as in a references list at the end. This assignment needs to demonstrate knowledge gained from your program, not just your personal philosophy. You will find many websites about writing such statements on the web, here are a few that may help you:
Guidelines:  
http://www.celt.iastate.edu/teaching/philosophy.html  
http://www1.umn.edu/ohr/teachlearn/tutorials/philosophy/index.html

Examples:  
http://www1.umn.edu/ohr/teachlearn/tutorials/philosophy/samples/  
http://www.fctl.ucf.edu/facultysuccess/professionalportfolios/philosophies.php  
http://oregonstate.edu/instruct/ed416/sample.html

DUE FEBRUARY 3, 2014 by midnight on Canvas

3) Lesson cycle: Using technology resources to teach vocabulary and/or grammar (lesson plan, rehearsal, feedback, reflection, implementation, and reflection (30%, breakdown for each item below)

a) Lesson plan (5%) (MTTS Standard V possible): Prepare a LP that you will teach to your target learners in which you use technology as a tool to engage them in learning and applying new vocabulary or grammar knowledge.

DUE FEBRUARY 10, 2014 by 5 PM on Canvas. Bring 5 hard copies to class.

b) Rehearsal (2%): You will be videotaped teaching 10 minutes of your lesson to our class, after which you will receive feedback from peers and instructors. Take notes on the feedback you receive.

GROUP A (½ the class) REHEARSAL ON FEBRUARY 10, 2014 DURING CLASS.  
GROUP B (½ the class) REHEARSAL ON FEBRUARY 17, 2014 DURING CLASS.

c) Reflection on rehearsal (3%): Write a brief (one page or less) reflection on the feedback you received. This should include a summary of the feedback, comments about whether any of the feedback encouraged you to think about your lesson differently or make changes to your lesson, and a description of changes (if any) you plan make in your lesson implementation based on feedback (or an explanation of why no changes). This reflection should be posted on the Discussion Board by the following day so that your recall of the experience is still fresh.

GROUP A REHEARSAL REFLECTION DUE FEBRUARY 11, 2014 by midnight on Canvas.  
GROUP B REHEARSAL REFLECTION DUE FEBRUARY 18, 2014 by midnight on Canvas.

d) Lesson implementation and reflection (MTTS VII possible):  
i) Video clip (5%): Videotape yourself teaching the rehearsed lesson to the target language learners. Select 2 minutes from the full lesson recording to upload as a clip to share on Canvas. The clip should demonstrate part of the lesson in which technology is used to teach vocabulary or grammar to the learners. If you like, the clip can include evidence of a change you made to the lesson based upon the feedback you received. Make sure to save the full-length lesson video file all semester. Do not delete it after you have completed this assignment.

(1) To record and excerpt your lesson video: Record yourself using a videocamera, phone (remember, you may need a tripod or a friend!), or webcam on a computer (if your movements are limited enough to fit in the scope of your computer’s camera). You should only include those learners in the video picture if they have parent permission to be videotaped. If using a videocamera or phone, PC users can utilize Movie Maker and Mac users can utilize iMovie to excerpt 2 minutes of video (there are multiple tutorial videos on YouTube which how to use these software tools, if you have difficulty, contact Bedrettin Yazan, technical support for this course, at byazan@umd.edu for assistance). When your excerpt is ready to submit, you can
upload it to Canvas. If you are using a computer webcam to record yourself, you can record your video using the Media tab in the assignment on Canvas, and then save and upload the assignment.

ii) **Analysis paper** (15%): Watch the video of your lesson with the target learners. Write a 3-5 page analysis paper in which you discuss how the lesson went with the target learners. What do you notice about how the use of technology impacts student engagement, motivation, learning, other? Make sure to also discuss outcomes of any changes you made to the lesson after rehearsal (e.g., did any changes based on feedback improve the lesson?, is there anything else you would change next time?).

**VIDEO CLIP AND ANALYSIS PAPER DUE MARCH 3, 2014 by midnight on Canvas.**

4) **School—family collaboration** (5%): Connecting with students’ families is important for student success in school (e.g., Colombo, 2006; Gonzalez et al., 1995). Create (or better yet, use something you have created and used in your internship) an artifact that demonstrates your ability to form partnerships with students and families, and demonstrates favorable personal interactions with them. The artifact should be accompanied by a cover page that describes the standard you are meeting (e.g., TESOL/NCATE Standard 5b, WL Content Knowledge-Diversity) explains what the artifact is, how you used (or will use) it, and how the artifact demonstrates your ability to meet the standard.

**DUE MARCH 10, 2014, by midnight on Canvas.**

5) **Classroom management assignment: Managing and assessing students’ productive language use** (30%, breakdown for each item below): It is important to think about how your expectations of students and classroom organization align with your instructional goals and students’ opportunities for learning. As a teacher of language learners, one of your central goals is to support learners’ opportunities and growth in producing meaningful output in the target language. This is often an area of growth for new teachers, because it can be challenging to encourage the kind of plentiful engagement between students that is needed for maximizing productive language use, while also maintaining control of the classroom. This assignment has several steps:

a) **Lesson plan** (5%) Consider how to design your classroom routines, expectations, and activities in ways that require and support meaningful production of language from students. Carefully plan a lesson in which students meet lesson objectives by engaging in a high degree of productive language, supported by structures you put in place to keep students on task and maximize meaningful engagement. Make sure this lesson includes assessment that you can use to analyze how successful students were in meeting lesson objectives through their productive language use.

**LESSON PLAN DUE MARCH 31, 2014 by 5 pm on Canvas. Bring 5 hard copies to class.**

b) **Video clip** (5%) Videotape yourself teaching the lesson. **Save the full-length lesson video file all semester.** View your videotape and select 2 minutes from the full lesson to upload to Canvas (the 2 minutes could include your instruction as well as student interactions).

c) **Photos and description of assessment artifacts** (5%): Include assessment in this lesson that will enable you to determine what students learned from their productive language opportunities. This can be informal or formal assessment. Collect and take pictures of assessment artifacts for 2 focal students, and write a brief description of the assessment, the objectives students are demonstrating that they are meeting through the assessment, and students’ performance on the assessment. If the assessment is in a WL, please include a translation of the assessment directions, content, and student responses.
d) **Analysis paper (15%)**: Write a 3-5 page reflection and analysis paper in which you discuss how the lesson went. What management strategies did you use? How did your management of the lesson impact learning? What evidence of student learning do the assessment artifacts show? What are areas for further student learning? What do you need to do to support that additional learning?

**VIDEO CLIP OF LESSON, PHOTOS AND DESCRIPTION OF ASSESSMENT ARTIFACTS FOR FOCAL STUDENTS, AND ANALYSIS PAPER DUE APRIL 28 BY 5 PM ON CANVAS.**

6) **End of semester final reflection paper (10%)**: Write a 3-5 page paper in which you discuss what you have learned about yourself as a teacher this semester. How has collaboration with colleagues (through rehearsals, video analysis, book club, work with others at your school, other) affected your learning? How did watching video of your teaching impact your knowledge about yourself as a teacher? How did rehearsals impact your implementation of lessons?

**DUE MAY 12, 2014 by midnight on Canvas.**

**TURN IN YOUR WORK ON TIME.** 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, **talk to me PRIOR TO THE DUE DATE to make other arrangements.** When confronted with an emergency, please talk to me as soon as possible about turning in your work.

Evaluation in the course is according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.99</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.99</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.99</td>
</tr>
<tr>
<td>F</td>
<td>0-59.99</td>
</tr>
<tr>
<td>A</td>
<td>93-96.99</td>
</tr>
<tr>
<td>B</td>
<td>83-86.99</td>
</tr>
<tr>
<td>C</td>
<td>73-76.99</td>
</tr>
<tr>
<td>D</td>
<td>63-66.99</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.99</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.99</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.99</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.99</td>
</tr>
</tbody>
</table>

**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). Please write the following statement on all written work (not necessary with Discussion Board posts) you turn in, and sign your name underneath: "I have not received any unauthorized aid on this assignment."

**Course Evaluations:** Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for spring semester at [www.courseevalum.umd.edu](http://www.courseevalum.umd.edu). By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo.

**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: If the university is closed due to inclement weather on a day this course is scheduled, I will contact you directly via email with this information. You can also 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. If Laurel College Center (LCC) closes, we will not hold class. To sign up for notification of closings, follow these instructions:

- Go to: [www.pgcc.edu](http://www.pgcc.edu)
- Click on the link SERVICES & SUPPORT link that is located in the left hand frame/pane. This will take you to the Services and Support page.
- Click on the “Be informed” icon that is located in the middle-right frame/pane. This action will take you straight to the sign-up form.
- Follow the instructions on the form.
- Remember to check the option box next to LCC Campus Alerts. You can check as many boxes as needed. Do not forget to check the option box that relates to Terms of Service, as that is the only required field.

PLEASE NOTE THAT I RESERVE THE RIGHT TO ALTER THE COURSE SCHEDULE BELOW AS NECESSARY.

Schedule of readings and assignments

Key:

- 📘 = Readings
- 🎯 = In-class activities
- 🔷 = Homework Assignments due

Week 1, January 27: Introduction to the course. Technology and language learning

- 📘 Read “Words of wisdom” Powerpoint. [Canvas](http://www.pgcc.edu).
- 📘 Read Maryland Teacher Technology Standards (MTTS) and Indicators at [http://www.mttsonline.org/standards/](http://www.mttsonline.org/standards/)


DISCUSS INTERNSHIPS (WL)

WIDA workshop? (TESOL)

DISCUSSION BOARD POSTING DUE BY 5 PM (MTTS I possible): Explore the websites of at least two technology-based tools that could be used to teach language learners (if you generate a research question you could use this as an artifact for MTTS 1, if you like. Your discussion board post would need to include the research question and findings.). Make a post to discussion board, describing what each tool is/does, and share an idea for a specific teaching/learning activity you could use each tool for, in terms of its specific benefits to language learners. Come to class prepared to discuss what you found and your ideas for activities. You may look at the following sites, and/or also find some of your own:

- Voki.com
- Glogster.com
- Voicethread.com
- Miscositas.com
- Diigo.com
- Word-raider.com
- Simple.wiktionary.org
- Mamalisa.com
- http://www.bbc.co.uk/worldservice/learningenglish/

LANGUAGE TEACHING AND LEARNING PHILOSOPHY DUE BY MIDNIGHT

Week 3, February 10: Classroom management


GROUP A REHEARSALS (½ the class)

LESSON PLAN 1 (use of technology to learn vocabulary or grammar) DUE TODAY at 5pm on Canvas. Bring 5 hard copies to class with you.

GROUP A REHEARSAL REFLECTION DUE 2/11/14 BY MIDNIGHT.

Week 4, February 17: Classroom management.


Kohn, A. (1996). Beyond Discipline: From Compliance to Community. Alexandria, Virginia: ASCD. Introduction (pp. xi-xvi) and Chapter 8, Solving problems together (pp. 120-137).

GROUP B REHEARSALS (½ the class)

GROUP B REHEARSAL REFLECTION DUE 2/18/14 BY MIDNIGHT.
Week 5, February 24: Designing effective learning opportunities. Connecting with families.


- MINI-WORKSHOPS: CLASSROOM MANAGEMENT TECHNIQUES TO SUPPORT PRODUCTIVE LANGUAGE USE IN THE TARGET LANGUAGE

---

Week 6, March 3: Connecting with families. Teacher growth.


- DISCUSS INTERNSHIPS (WL AND TESOL)

  - LESSON PLAN 1 IMPLEMENTATION VIDEO CLIP AND ANALYSIS PAPER DUE BY MIDNIGHT.

---

Week 7, March 10: Challenges and opportunities for language learners and their teachers


- CLASS MEETS ON UMD CAMPUS TONIGHT: 5 PM LIVETEXT ASSISTANCE/WORKSHOP IN COMPUTER LAB (BENJAMIN BUILDING, BASEMENT # 0230).

- CONNECTING WITH FAMILIES ASSIGNMENT DUE BY MIDNIGHT.

---

Week 8, March 17:
SPRING BREAK

Week 9, March 24:

Challenges and opportunities for language learners and their teachers


**WL students:** Webb, John B., & Barbara L. Miller, eds. (2000). *Teaching Heritage Language Learners: Voices from the Classroom.* Yonkers, New York: ACTFL Foreign Language Education Series. Part Two: Voices From the Classroom, Chapters 4 and 5 through p. 158.

Week 10, March 31: Challenges and opportunities for language learners and their teachers


**LESSON PLAN 2 (classroom management to support productive language use) DUE TODAY BY 5 PM ON CANVAS (Bring 5 hard copies to class).**

Week 11, April 7: Best practices for teaching language learners


**DISCUSS INTERNSHIPS (WL).**

**TESOL & WL LIVETEXT (INCLUDING ALL MTTS STANDARDS) PORTFOLIOS DUE BY MIDNIGHT WEDNESDAY, APRIL 9, 2014.**

Week 12, April 14: Best practices for teaching language learners

Week 13, April 21: Best practices for teaching language learners


-Colloquium MEET

-WL MCERT and M.Ed. EDTPA PORTOLIO DUE

-BOOK CLUB POSTING BY 5 PM TODAY ON DISCUSSION BOARD.

Week 14, April 28: Best practices for teaching language learners


-Colloquium MEET

-BOOK CLUB POSTING BY 5 PM TODAY ON DISCUSSION BOARD.

-LESSON PLAN 2 IMPLEMENTATION VIDEO CLIP, PHOTOS AND DESCRIPTION OF ASSESSMENT ARTIFACTS, AND ANALYSIS PAPER DUE BY 5 PM TODAY ON CANVAS.

Week 15, May 5: Best practices for teaching language learners


-Colloquium MEET

-BOOK CLUB POSTING BY 5 PM TODAY ON DISCUSSION BOARD.

Week 16, May 12: Collaborating with colleagues. Reflecting and debriefing.


-Colloquium MEET

-SHARE “WORDS OF WISDOM”
“WORDS OF WISDOM” POSTING DUE BY 5 PM TODAY ON DISCUSSION BOARD.

FINAL REFLECTION PAPER DUE ON CANVAS BY MIDNIGHT.

***********************************************************************

THANK YOU FOR A GREAT SEMESTER TOGETHER!