Term Information

Effective Term: Autumn 2016
Previous Value: Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
A change in the name to reflect current program requirements and the sequencing of coursework. One notable example of this, beyond the integration of the ACTFL/CAEP assessments, is the use of "world" language as opposed to "foreign." This shift reflects the current trends in the field for a more inclusive and additive approach to language learning.

This particular revision is one step in several cycles of revision of this coursework. The overall intention of this revision is to rename the course and update the content. In the summer of 2016, revisions will be made the CAEP assessments in this course, which will require a subsequent revision.

What is the rationale for the proposed change(s)?
A change in the name to reflect current program requirements and the sequencing of coursework. See also the above section.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Education: Teaching & Learning
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
College/Academic Group: Education & Human Ecology
Level/Career: Graduate, Undergraduate
Course Number/Catalog: 5612
Course Title: Secondary Methods in World Language Education
Previous Value: Teaching of Modern Foreign Languages I
Transcript Abbreviation: Sec Mth WL Educ
Previous Value: Tch Mod For Lang 1
Course Description: Theory and practice of teaching world language in secondary (middle and high school) classrooms; use and preparation of instructional materials current theory and practice in world language teaching, learning, and assessment. Meets concurrently with 5613.
Previous Value: Theory and practice of teaching foreign language in beginning classes; use and preparation of instructional materials based on research studies. Meets concurrently with XXXX (currently 616).

Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component? No
Grading Basis: Letter Grade
Prerequisites and Exclusions

Prerequisites/Corequisites
Prereq: Enrollment in Foreign Language B.S. Ed. or Master in Education program.

Exclusions
Previous Value
Not open to students with credit for 615.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 13.1306
Subsidy Level Doctoral Course
Intended Rank Senior, Masters, Doctoral
Previous Value Senior, Masters

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details
Course goals or learning objectives/outcomes

• Students will be able to demonstrate an understanding of current theories of world language acquisition.
• Students will be able to integrate the nationally recognized World-Readiness Standards for Language Learning into daily lesson plans for K-12 language learners.
• Students will be able to integrate the three communicative modes (interpretive, interpersonal and presentational) into instruction and assessment in the K-12 world language classroom.
• Students will be able to describe and apply the ACTFL proficiency guidelines for oral language production.
• Students will be able to apply current methodology to create and adapt lessons for students of various ages, abilities, and learning styles.
• Students will be able to select and design materials (including visuals, props, realia, and media) for the K-12 foreign language classroom setting.
• Students will be able to demonstrate an understanding of the expectations for the student teaching experience: the student teacher’s role, responsibilities, and expected skill development.
• Students will be able to write standards-based objectives for the K-12 world language curriculum.
• Students will be able to apply technological tools such as wikis and podcasts to enhance interpersonal communication.
• Students will be able to demonstrate an understanding of previous and current teaching techniques and relate these techniques to acquisition theory.

Previous Value

• Understand the connections among the perspectives of a culture and its practices and products
• Demonstrate an understanding of the language acquisition process, both first and additional languages

Content Topic List

• Contextualizing Language Instruction and Assessment
• Top Down/Bottom Up Lesson Design
• Backward Design
• Content-Based Instruction
• Universal Design of Learning
• Information-gap Activities
• Integrated Performance Assessment

Previous Value

• Overview of first language acquisition
• Survey of second language acquisition theory
• Teaching foreign language in the context of the classroom
• Culture and the foreign language class

Attachments

• EDUTL 5612 syllabus.pdf: syllabus
  (Syllabus. Owner: Odum,Sarah A.)

Comments

• uploaded syllabus per F. Troyan (by Odum,Sarah A. on 03/11/2016 08:54 AM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
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<th>Step</th>
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<tr>
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<td>Troyan,Francis J</td>
<td>03/11/2016 09:32 AM</td>
<td>Submitted for Approval</td>
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<tr>
<td>Approved</td>
<td>Salamone,Lauren Marie</td>
<td>03/11/2016 10:11 AM</td>
<td>Unit Approval</td>
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<tr>
<td>Pending Approval</td>
<td>Odum,Sarah A. Zircher,Andrew Paul Warnick,Bryan R. Achterberg,Cheryl L</td>
<td>03/11/2016 10:11 AM</td>
<td>College Approval</td>
</tr>
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</table>
Description: This course develops in the teacher candidate a range practical skills for middle and high school world language teaching that build upon the theoretical foundations of bilingual and second language development. In addition to developing the ability to enact theory in practice, the knowledge, skills, and dispositions developed in the course are intended to prepare the candidate for the successful completion of key programmatic and state licensure assessments.

Prerequisites: Acceptance to the program.

Guiding Principles:
1. The diversity within the populations of students who are emergent bilinguals and who have exceptionalities reflects rich and varied cultural and linguistic resources that are important tools for learning.
2. Each student is unique and deserves a responsive approach to education to meet his or her intellectual, linguistic, physical, social, and emotional strengths and career development goals.
3. Inclusive education widens access to education and promotes full participation and opportunities for all learners vulnerable to exclusion to realize their potential.
4. Building relationships with families requires cultural and personal sensitivity, reciprocal communication, flexibility, and commitment.
5. Responsive teachers are aware of personal biases and assumptions and use students’ cultural knowledge, prior experiences, communication styles, and strengths to design and implement effective instruction.

Course Objectives/Learning Outcomes – The following objectives will be covered in this course. The objectives align with the indicated program goals and are assessed in the following ways. Following successful completion of this course, the student will be able to….

<table>
<thead>
<tr>
<th>Objective</th>
<th>Program Goal or Standard</th>
<th>Course Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWBAT demonstrate an understanding of previous and current teaching techniques and relate these techniques to second language acquisition and bilingual development theories.</td>
<td>ACTFL/CAEP Standard 2</td>
<td>Language Teaching Unit</td>
</tr>
<tr>
<td>SWBAT integrate the nationally recognized Standards for Foreign Language Learning into daily lesson plans for language learners.</td>
<td>ACTFL/CAEP Standard 4</td>
<td>Language Teaching Unit</td>
</tr>
<tr>
<td>SWBAT frame instructional and assessment goals according to Universal Design of Learning (UDL) Principles to create and adapt lessons for students of various ages, abilities, and learning styles.</td>
<td>ACTFL/CAEP Standards 3, 4, and 5</td>
<td>Language Teaching Unit</td>
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<tr>
<td>SWBAT write standards-based objectives for the world language curriculum.</td>
<td>ACTFL/CAEP Standard 4</td>
<td>Language Teaching Unit</td>
</tr>
<tr>
<td>SWBAT contextualize instruction given the <em>funds of knowledge</em> of the students in their classroom.</td>
<td>ACTFL/CAEP Standards 3 and 4</td>
<td>Funds of Knowledge Assignment</td>
</tr>
<tr>
<td>SWBAT contextualize instruction given the <em>funds of knowledge</em> of the students in their classroom.</td>
<td>ACTFL/CAEP Standards 1, 4, and 5</td>
<td>Language Teaching Unit</td>
</tr>
<tr>
<td>SWBAT apply technological tools such as wikis and podcasts to enhance interpersonal communication</td>
<td>ACTFL/CAEP Standard 4</td>
<td>Language Teaching Unit</td>
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<tr>
<td>SWBAT describe and apply the ACTFL proficiency guidelines for oral language production.</td>
<td>ACTFL/CAEP Standards 1, 3 and 4</td>
<td>Language Teaching Unit</td>
</tr>
<tr>
<td>SWBAT apply appropriate assessment strategies to develop students’ language competence, interpret the results of those assessments, and communicate the results to appropriate stakeholders.</td>
<td>ACTFL/CAEP Standards 1, 3, 4, and 5</td>
<td>Language Teaching Unit</td>
</tr>
<tr>
<td>SWBAT select and design materials (including visuals, props, realia, and media) for the world language classroom setting.</td>
<td>ACTFL/CAEP Standard 4</td>
<td>Language Teaching Unit</td>
</tr>
<tr>
<td>SWBAT demonstrate an understanding of the expectations for the student teaching experience: the student teacher’s role, responsibilities, and expected skill development.</td>
<td>ACTFL/CAEP Standards 4 and 6</td>
<td>Language Teaching Unit</td>
</tr>
</tbody>
</table>

**Required Text(s) and Course Materials:**


**Additional References:**


**Grading Plan/Grading Rubric:** The point structure for assignments, attendance and engagement, and the final project are included below. Rubrics for each assignment can be found on Carmen.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Funds of Knowledge Assignment</td>
<td>30 points</td>
</tr>
<tr>
<td>PACE Lesson Plan</td>
<td>50 points</td>
</tr>
<tr>
<td>Information-Gap Activity</td>
<td>50 points</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>15 points</td>
</tr>
<tr>
<td>Unit Plan</td>
<td>100 points</td>
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<tr>
<td><strong>Total:</strong></td>
<td>245 points</td>
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**Grading Scale:**

- A 93-100%
- B+ 87-89
- C+ 77-79
- D+ 67-69
- A- 90-92
- B 83-86
- C 73-76
- D 60-66
- B- 80-82
- C- 70-72
- E 59% or less

**Topical Outline**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Due for class</th>
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</thead>
<tbody>
<tr>
<td>Session 1</td>
<td><em>Introduction to course</em></td>
<td>S&amp;G: Chapter 1</td>
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<tr>
<td></td>
<td><em>Review of SLA Theories</em></td>
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<tr>
<td></td>
<td><em>Languaging &amp; Education</em></td>
<td>Garcia, Chapters 2 &amp; 3</td>
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5/20/2015
<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Assignments</th>
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<tr>
<td>2</td>
<td>Bilingualism &amp; Education</td>
<td>Review of Theories of Bilingual Development</td>
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<td></td>
<td>Session 2</td>
<td>Knowing Students and Making Learning Relevant</td>
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<tr>
<td></td>
<td></td>
<td>Attending to Bilingual Development in terms of:</td>
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<tr>
<td></td>
<td></td>
<td>- Age</td>
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<td></td>
<td></td>
<td>- Stage in Language Development</td>
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<td></td>
<td></td>
<td>(Native bilinguals, sequential bilinguals, heritage learners, multilingual learners)</td>
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<tr>
<td></td>
<td></td>
<td>Funds of Knowledge Assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gonzalez, Moll, &amp; et al., 2005</td>
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<tr>
<td></td>
<td></td>
<td><strong>Jigsaw in class:</strong></td>
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<td></td>
<td></td>
<td>TWI Toolkit (Language), Question # 2</td>
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<td>TWI Toolkit (Language), Question # 10</td>
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<td>TWI Toolkit (Literacy), Questions # 8 and 9</td>
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<td>Kim Potowski TED Talk?</td>
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<td></td>
<td></td>
<td>Beauprie, Ducar, &amp; Potowski, Chapter 3: Who are Heritage Language Learners?</td>
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<td>3</td>
<td>National Standards</td>
<td>Beyond Target Language Instruction</td>
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<td></td>
<td></td>
<td>Implications Translanguaging: Using languages strategically in the World Language Classroom</td>
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<td>National Standards Summary</td>
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<td>ACTFL Target Language Statement</td>
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<td></td>
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<td>García (2009) Chapters 12 and 13</td>
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<td></td>
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<td><strong>Project #1: Funds of Knowledge Project</strong></td>
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<td>4</td>
<td>Content-based instruction</td>
<td>Content and Language Objectives</td>
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<td></td>
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<td>CARLA Readings and Materials</td>
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| Session 5 | Assessing Language & Content | Tedick & Cammarata (XXXX)  
Kennedy Powerpoint Two-Way Immersion PPT  
S&G: Chapter 4, pp. 123-144  
TWI Toolkit (Assessment) Questions # 1, 2, 3  
Troyan (201X)  
**DUE: Content-based instruction lesson**  
*Submit sketch for unit implementation (describe overall content, objectives, and dates of implementation).* |
|---|---|---|
| Session 6 | Linking Instruction and Assessment  
Universal Design of Learning (UDL) | S&G: Chapter 11  
UDL Handout |
| Session 7 | Understanding by Design  
Assessing Content and Language | IPA Manual |
| Session 8 | Differentiating for Students for Diversity  
Language Experiences | TWI Toolkit (Support Special Student Populations) Questions # 2, 3, & 4 |
| Session 9 | **Language Proficiency**  
Learning Disabilities  
Grouping Strategies |  
|---|---|
| Session 10 | **Dynamic Assessment**  
**Translanguaging in Assessment**  
Incorporating the 3 modes of communication: A Focus on developing Interpersonal communication  
Wikis, podcasts, etc.  
Review S&G: Chapter 11  
DA Reading |  
| Session 11 | Incorporating the 3 modes: A Focus on Developing Interpretive Communication  
Interactive Reading Model  
Biliteracy Practices and Pedagogy | S&G Chapter 8  
Proficiency  
Oral language  
Rough Draft of Unit Plan DUE |  
| Session 12 | Incorporating the 3 modes: A Focus on Developing Presentational Communication  
Using technology to create graphic organizers | S&G: Chapter 9 |  
| Session 13 | Integrating Genre and Functional Linguistics in Language Teaching | Reading on Genre-Based Approach to Writing |  
| Session 14 | **The Culture and Communities Standards**  
Supporting the Development of Cross-Cultural Competence | National Standards  
TWI Toolkit (Cross-Cultural Competence)  
Questions # 1, 2, & 3 |
Assignment Details:

**Project # 1: Funds of Knowledge**

Families and communities develop in many ways according to the different social, political, and cultural contexts in which they are located. They embody diverse values, behaviors, and talents; face different possibilities and challenges; and view the role of schools, teachers and themselves within the process of education from diverse perspectives. Given this, working effectively with families and communities means stepping away from any “one” way of expecting a family to interact with the school, or a “best” way of supporting children, and taking an active “caring” stance in discovering and tapping into the funds of knowledge located within every family. Identifying these funds of knowledge makes it possible for teachers to develop productive relationships, construct appropriate communicative patterns, and work with the family toward the best interests of their children.

In this assignment, you will be asked to develop a plan to explore the funds of knowledge of the families with which you work and the community in which they live and work. In your paper:

1. Describe the composition of school/class—SES, culture, linguistic diversity (primary languages)
2. Create a plan for how you will learn about your families and their communities
   - What will you do?
   - What kinds of general strategies might be used? (e.g., surveying the family, phone calls, home visits, event(s) at the school that might provide you with an opportunity to connect further with families)?
   - What kinds of specific activities might you plan? (e.g., attending church service in the community, going to your students’ sports activities, after-school activities, picnics in the park, visiting a community center, visiting a synagogue, mosque, etc.)
3. Be sure to include in your plan:
   - In-school contexts
   - Out-of-school contexts (at least 4)
   - Ongoing communication efforts
4. Implement one of the strategies in your plan and briefly report on it.

*See the exemplars (Student A and Student B) to guide you in writing your report.*

**Project # 2: A Content-Based Lesson that includes an Information-Gap Activity**

Using the lesson plan format provided in class, design a standards-based lesson which includes an Information-Gap activity (see pp. 269-275 for sample information-gap activities.) The lesson should be designed for a 40-minute class period. Make sure to note the level of the language learners. Remember that the lesson should be function-driven, not grammar-driven. After you have decided on the language function, design lesson activities (introduction, guided participation, etc.) that lead to an information-gap
activity that is tied to the overall communicative context involved in the lesson. Provide the approximate amount of time to be spent on each activity. Include all props, visuals, realia needed for the lesson activities. Finally, state how your lesson is integrating the goals for standards-based language learning. (Note: You may work on this project with a colleague who teaches the same target language.)

**Foreign Language Teaching Unit (FLTU)**

**Section I – Knowing Your Students and School Contextual Factors**

**Assignment**
Discuss how the community, district, school, classroom factors, and student characteristics affect the teaching-learning process. Include additional information about the supports and challenges that affect instruction and student learning. Include specific instructional implications for at least two characteristics and any other factors that will influence how you plan and implement your unit. This will be a narrative of two to three pages.

**School Context**
Provide a detailed description of the school, the community the district and school factors. Determine the size, ethnic, racial, and socio-economic make-up of the school and the community. In addition determine any relevant organizational structures such as school reform, curricular change, alert status and connections to other district initiatives.

**Classroom Context**
Provide a detailed description of the community of learners you have selected for your focus. Include the number of students, gender, socioeconomic status (SES), free and reduced lunch (if applicable), ethnic, adoptive/foster, numbers of students using IPS, and relevant special needs categories including gifted, at grade level, and below. Furthermore, address physical features of the classroom (including availability of technology equipment and resources), and the extent of parental involvement. Also include relevant social problems or outcomes related to the function of the community of learners.

**Curricular Context**
Provide a detailed description of the national, state, and local content standards as well as any curricular expectations for students after they leave your classroom.

**Social and Political Context**
Provide a detailed description of the academic performance initiatives and school- wide or community- wide outcomes, tensions and problems that affect student learning.

**Families and Community Context**
Provide a detailed description of the language and cultural practices in families and the community. Provide the demographics of the community as well as any changes that may be occurring.

**Policies for Missed Assignments**: All assignments are due on the date listed on the syllabus below unless you have made prior arrangements with the instructor. Late assignments will be subject to lost points as describe below:

<table>
<thead>
<tr>
<th>Time After Due</th>
<th>Deduction</th>
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<tbody>
<tr>
<td>5 minutes to 4 hours</td>
<td>Deduction of 1 point</td>
</tr>
<tr>
<td>4 to 8 hours</td>
<td>Deduction of 2 points</td>
</tr>
<tr>
<td>Over 8 hours</td>
<td>Deduction of 3 points</td>
</tr>
</tbody>
</table>

5/20/2015
Policies for Student Conduct and Participation:

Attendance and participation are essential to building your knowledge base and skill sets as a foreign language teacher and will be recorded for each class meeting. Punctuality is expected, and you are expected to attend each class for the full session unless you have been excused in advance or in case of emergency.

It is expected that all students will have read the course materials by the class meeting for which they are assigned.

The presence of laptop computers in class is restricted to academic use directly related to our class activities and discussions. Cell phones are always to be turned off/on silent mode during class, no exceptions. Students who persist in using computers or phones inappropriately during class, or whose phones ring, may be asked to leave the classroom and will have points reduced for class attendance.

You are welcome to use your cell phone, check email, surf the Web during class break time.

Academic Integrity (Academic Misconduct): Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s Code of Student Conduct and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (COAM Home)
- Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)
- Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.html)

Office of Disability Services Statement: Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the
Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

**Grievances and Solving Problems:** According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department. “

**Statement on Diversity:** The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The College of Education and Human Ecology prohibits discrimination against any member of the University’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

**Off-Campus Field Experiences:** There is an off-campus field experience that is directly linked to this course where specified course assignment will be completed.

**Technology:** Technology will be integrated in the course in a variety of ways. All lectures will use PowerPoint and multimedia presentations. Candidates will be required to access a web-based course management system (i.e., Carmen) to download course materials and submit assignments. In addition, candidates will learn about web-based resources and assistive/ universal technology to enhance instruction.