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?)
The title of the course and the course content are being changed.

What is the rationale for the proposed change(s)?
The course content is being updated to reflect current methodologies, practices, and instructional approaches related to world language teaching and learning.
The name change reflects an inclusive perspective on language teaching "world" as opposed to "foreign."

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)?
None.

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: 5613
Course Title: Core Practices in World Language Education
Previous Value: Teaching of Modern Foreign Language II
Transcript Abbreviation: Core Pr World Lang
Previous Value: Tch Mod For Lang 2
Course Description: This course will present theory and practice of teaching world language in beginning classes, based on current research on a practice-based approach to learning to teach focused on core practices. Teacher candidates will apply the practices studied in their field-based experience in the P-12 classroom, as preparation for the student teaching experience.
Previous Value: Study of the use of new instructional materials for intermediate and advanced foreign language classes; teaching of reading, writing, literature, and culture; evaluation.
Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week, 12 Week
Previous Value: 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
Repeatable: No
Course Components
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Prereq: Enrollment in World Language B.S. Ed. or Master of Education.

Exclusions
Not open to students with credit for 616.

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

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

Course Details

Course goals or learning objectives/outcomes
• Demonstrate ability to plan and execute lessons for foreign language classes
• Demonstrate awareness of appropriate assessment procedures

Previous Value
• Demonstrate ability to plan and execute lessons for advanced foreign language classes
• Demonstrate awareness of appropriate assessment procedures
• Plan, design, and execute assessments for all levels

Content Topic List
• Assessment in the language classroom
• Lesson planning for advanced classes
• Methods of teaching reading/writing
• Methods of teaching listening/speaking

Attachments
• EDUTL 5613 Core Practices in WL Ed AU2015.pdf: Syllabus
  (Syllabus. Owner: Troyan, Francis J)

Comments
## Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Salamone, Lauren Marie</td>
<td>02/25/2016 03:20 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Salamone, Lauren Marie</td>
<td>03/11/2016 10:40 AM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Odum, Sarah A. Zircher, Andrew Paul Warnick, Bryan R. Achterberg, Cheryl L</td>
<td>03/11/2016 10:40 AM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
Location: Wednesday 4:10-6:50, Arps 243
Instructor: Francis Troyan, 217 Arps, troyan.14@osu.edu
Office Hours

Description: This course will present theory and practice of teaching world language in beginning classes, based on current research on a practice-based approach to learning to teach focused on core practices. “The practice-based approach is founded on the assumption that teaching is not based solely on improvisation and intuition; it is complex work that can be explained, made visible, implemented, and refined” (e.g., Lampert & Graziani, 2009) and developed over time.

Prerequisites: Enrollment in the World Language B.S.Ed. or M.Ed. program and permission from instructor.

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 …

<table>
<thead>
<tr>
<th>Objective</th>
<th>Program Goal or Standard</th>
<th>Course Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop core practices (CPs) that are essential for effective world language teaching.</td>
<td>ACTFL/CAEP Standards 3a and 4a</td>
<td>Core Practice Lesson Design; Core Practice Video &amp; Analysis; Core Practice Rehearsal &amp; Reflection</td>
</tr>
<tr>
<td>Learn how to work in a community of practice</td>
<td>ACTFL/CAEP Standard 6c</td>
<td>Core Practice Lesson Design</td>
</tr>
<tr>
<td>Engage in collective learning and design of teaching related to each core practice</td>
<td>ACTFL/CAEP Standards 6c</td>
<td>Core Practice Rehearsal &amp; Reflection</td>
</tr>
<tr>
<td>Deconstruct core practices in class, demonstrate the core practice through videotaped exemplars, and implement a core practice in a field placement.</td>
<td>ACTFL/CAEP Standards 3a, 4a, and 6c</td>
<td>Core Practice Video &amp; Analysis</td>
</tr>
</tbody>
</table>

The objective of this course is to foster the development of three core practices (CPs) that are essential for effective novice world language teachers. To accomplish this objective, you will work in a group of three or four throughout the semester. You and your group members will function together as a community of practice, engaged in collective learning and the design of teaching related to each CP. Each CP will be deconstructed in class, demonstrated through videotaped exemplars, and implemented by you in your fieldsite. The 5-week schedule depicted below will be followed for each CP.

Instructional procedures in the practice-based course

<table>
<thead>
<tr>
<th>Week</th>
<th>Phase</th>
<th>EDUTL 5613 course activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Deconstruction</td>
<td>Introduction to the CP</td>
</tr>
</tbody>
</table>
Deconstruction Discussion of structured observations in the field site

Demonstration Analysis of videos featuring the CP

Rehearsal and coaching In-class rehearsal and coaching

Implementation/feedback In-class presentation of videotaped implementation

Required Text(s) and Course Materials:

Grading Plan/Grading Rubric: Rubrics for each assignment can be found on Carmen.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Practice 1 Lesson</td>
<td>50 points</td>
</tr>
<tr>
<td>Core Practice 1 Rehearsal &amp; Reflection</td>
<td>50 points</td>
</tr>
<tr>
<td>Core Practice 1 Video &amp; Analysis</td>
<td>50 points</td>
</tr>
<tr>
<td>Core Practice 2 Lesson</td>
<td>50 points</td>
</tr>
<tr>
<td>Core Practice 2 Rehearsal &amp; Reflection</td>
<td>50 points</td>
</tr>
<tr>
<td>Core Practice 2 Video &amp; Analysis</td>
<td>50 points</td>
</tr>
<tr>
<td>Core Practice 3 Analysis</td>
<td>50 points</td>
</tr>
<tr>
<td>Written Analysis of Development of Practice</td>
<td>100 points</td>
</tr>
<tr>
<td>Total:</td>
<td>450 points</td>
</tr>
</tbody>
</table>

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  D+  59% or less
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Due for class</th>
</tr>
</thead>
</table>
| 1    | Introduction to Course  
What are core practices (CPs)?  
What are Communities of Practice?  
*Comprehensible Input (CI); analyze passage* | Read Lee and VanPatten (2003) |
| 2    | CI  
Analysis of comprehensible Input; analyze video  
Understanding Rehearsal | Observe CI in your placement (complete observation form)  
Read Lampert et al. (2013) Rehearsal Article |
| 3    | Demonstrations of CI | Draft Lesson |
| 4    | CI Rehearsal  
*Complete rehearsal reflection.* | Scripted lesson. |
| 5    | CI  
Presentation of video from class | Complete rehearsal reflection.  
Implement lesson in fieldsite, videotape it, and prepare analysis. |
| 6    | Scaffolding Writing Instruction  
*Identifying Genre* | Bring in model authentic texts (at least 2).  
Read Martin and Rose (2008) Chapter 1--*Getting Going with Genre* |
| 7    | Scaffolding Writing Instruction  
*Unpacking functional language* | Guest Presentation  
Read Derewianka & Jones (2012) |
| 8    | Scaffolding Writing Instruction  
*The teaching-learning cycle*  
Pre | Troyan (2014) |
| 9    | Scaffolding Writing Instruction  
Rehearsal  
*Complete rehearsal reflection.* | Scripted lesson. |
| 10   | Scaffolding Writing Instruction  
*Presentation of video from class* | Complete rehearsal reflection.  
Implement lesson in fieldsite, videotape it, and prepare analysis. |
| 11   | Offering Feedback to Students  
Corrective Feedback and Classroom Discourse | Read Thoms (2012) [Carmen] |
| 12   | Offering Feedback to Students  
Corrective Feedback and Classroom Discourse | Read Todhunter (2007) [Carmen] |
| 13   | Offering Feedback to Students  
Feedback on Performance | Read Adair-Hauck and Troyan (2013) [Carmen]  
Read Implementing Integrated Performance |
Assignment Details:

Attendance and Engagement:
- In order to fully grasp the concepts that are presented in class, you need to ACTIVELY participate. Throughout each class, students will be given points for participating. Simply being physically present for the class is not enough for earning ‘engagement’ points. If you are physically present in class at the start of class and remain until the end of class, you will automatically receive 1 point. If you have an unexcused absence for a particular class or an unexcused reason for leaving early or coming late, you will be unable to earn engagement points for class.
- To earn 2 points (full credit), you must actively engage in class. Engagement is defined as actively participating in the course by posing relevant questions to the instructor or classmates, constructively taking part in class-wide discussions, and/or constructively taking part in group assignments. Engaging in activities that are not related to the class (e.g., texting, surfing the internet, working on another class’s assignment) is an automatic way to lose ‘engagement points’ for a particular class.
- In order to be prepared for discussions and to earn engagement points, students must complete the assigned readings before class.
- These engagement points should be ‘easy’ points for students to earn.
- Students are expected to attend all classes. If you have an emergency please inform the instructor. For every missed class it is your responsibility to get the notes from another student and make up any incomplete work promptly: Three or more absences may constitute a C or below grade.

Lesson Rehearsal:

Before the implementation of the CP lesson in the P-12 classroom, each candidate will rehearsal the lesson in the university classroom in front of her peers. The protocol for rehearsal is depicted below. Rehearsal must be completed in order advance to lesson implementation. Each rehearsing candidate will have 25 minutes. The 25 minutes should be divided as follows:

- Contextualize your lesson and focus our attention for feedback (2 minutes)
- Present the lesson (up to 13 minutes)
- Response from Dr. Troyan, your supervisor, and your colleagues (7 minutes)
- Response from the Teacher Candidate (3 minutes)

Upon completion of the rehearsal, please complete a one-page reflection responding to the following prompt:

What learning will you take away from lesson rehearsal and integrate into your lesson implementation in the P-12 classroom?

Post-Lesson Analysis
Following the implementation of the CP lesson in the P-12 classroom, each candidate will complete a reflective analysis of the lesson to address the following overarching question: Have I addressed the features of the CP as depicted in the analytical tool?

**STEP 1**

Once you have completed the Post-Lesson Analysis Framework, use the framework sheet to complete the CI rubric. This step is a SELF-ASSESSMENT of your performance. This step will allow you to answer the questions:

Where am I now?

What steps do I need to take to meet this CP in another lesson in the future?

**STEP 2**

After you complete the Post-Lesson Analysis Framework and the CI Rubric, you will write a reflection regarding your progress toward meeting the CI according to the specifications on the rubric.

Once everything is complete, schedule a meeting with your university supervisor to review:

1) The video of your performance
2) Your Post-Lesson Analysis Framework
3) Your Lesson Reflection

**Core Practices Growth Analysis**

Through this assignment, you will respond to the following question:

*How has my practice evolved over the autumn semester in terms of my classroom discourse?*

To document your development of core practices during this semester, you will write a reflection in which you describe the growth in your use of the core practices in terms of your classroom discourse. In this analysis of your development, you might reflection on the ways in which you promote Initiation-Response-Feedback patterns of discourse in teaching. You might also focus on how your use of comprehensible input has evolved during the semester by providing explicit evidence from your classroom discourse. Your reflection should be organized as follows:

Where Have I Been Over the Past semester (in terms of your practice)?

Where Am I Now (in terms of your practice)?

Where Am I Going (in terms of your practice)? (i.e., What needs to be your focus next semester?)

**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>Points Deduction</th>
</tr>
</thead>
<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>
Formatting and Citation Specifications

1) Use 1” margins, Times New Roman Font, size 12.

2) Save document as a .doc, .docx, or .rtf, never PDF.

3) There is no need for a title line. Start your analysis/reflection on the first line of the document under the header.

4) Include the following information in the header of the first page in the top right:
   
   Brutus Buckeye
   July 8, 2013
   Reflection Two

5) On following pages, put your last name and page number in the top right-hand corner.

6) When citing, use APA format. Follow the formatting instructions for in-text citations & references found here: http://owl.english.purdue.edu/owl/resource/560/01/

7) When submitting an electronic document to Carmen, name your document as indicated in the syllabus below. Failure to name your document appropriately will result in a .25 point loss. Troyan_Lesson_Analysis_CP_1

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.

U/G Courses: Not applicable

Off-Campus Field Experiences: You must enroll in EDUTL 5189. You are responsible for scheduling visits with your supervisor this semester. M.Ed. students should be observed by their supervisors at least four times in the fall. Two of the visits required for the fall semester must focus on each CP respectively. Remaining observations can focus on the content of your choosing. Therefore, your supervisor should observe you teach one lesson in which you demonstrate increasing interaction and target language
comprehensibility (CI) and one lesson in which you demonstrate your use of questioning for building and assessing student understanding.

**Scheduling** these lessons will require careful planning as your lesson must fit into the curriculum of your mentor teacher. Please communicate with your mentor in advance to coordinate the content of these lessons.

**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.