



RHODE ISLAND COLLEGE

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

[SED 411/412: CONTENT AND PEDAGOGY IN SECONDARY EDUCATION-MODERN LANGUAGES (6), FALL 2010]

Instructors: J. Andrés Ramírez

Department: [Educational Studies]

1. DESCRIPTION

Students examine principles, methods, content and curriculum in teaching modern languages, and prepare lessons and units that incorporate needs of diverse learners and effective assessment strategies.

2. OUTCOMES

<i>Course outcomes</i>	<i>Key assessments</i>	<i>ACTFL Standards</i>
1. Understand and reflect upon the intersections of teacher identities, student identities, school and classroom cultures in order to cultivate communication, culture, connections, comparisons and community. (Knowledge, Diversity, Professionalism; RIPTS #2, 3, 6).	Face-to-Face Course participation, preparation & activities; including individual and group projects. ONLINE Course participation, preparation & activities; including individual and group projects.	Standard 1: Language, Linguistics, Comparisons Standard 2: Cultures, Literatures, Cross-Disciplinary Concepts
2. Examine and apply theoretically sound models and strategies for the teaching of Foreign Languages to diverse student populations with the sociocultural premises that language-learning processes are as social as they are cognitive and that context and meaning are in the forefront of language teaching. (Knowledge, Diversity, Pedagogy, Professionalism; RIPTS #1, 2).	Unit and lesson plan Design Face-to-Face Course participation, preparation & activities; including individual and group projects. ONLINE Course participation, preparation & activities; including individual and group projects.	Standard 2: Cultures, Literatures, Cross-Disciplinary Concepts Standard 4: Integration of Standards into Curriculum and Instruction
3. Design and implement multiple forms of assessment that address students' diverse learning styles and language proficiency. (Knowledge, Diversity, Pedagogy; RIPTS 1,2,5,8,9)	Unit and lesson plan Design	Standard 5: Assessment of Languages and Cultures
4. Develop the appropriate skills for planning, implementing and assessing units and lessons that create rich opportunities for students to practice the target language while engaging in contextualized, motivating content (Knowledge, Diversity, Pedagogy, Professionalism; RIPTS #1, 4, 5, 6)	Unit and lesson plan Design	Standard 3: Language Acquisition Theories and Instructional Practices Standard 4: Integration of Standards into Curriculum and Instruction

		Standard 6: Professionalism
5. Use technology to facilitate the teaching of Foreign Languages and the connection with other content areas. (Knowledge, Pedagogy; RIPTS #2, 4)	ONLINE Course participation, preparation & activities; including individual and group projects.	Standard 6: Professionalism

3. TEXTS AND MATERIALS

Required

*Shrum, J.L. & E.W. Glisan (2005). *Teacher's handbook*. 3rd ed. Heinle & Heinle (copy in library reserves).

Recommended

Wiggins and Mctighe. *Understanding by Design*, second edition expanded.

National Standards in Foreign Language Education Project. *Standards for Foreign Language Learning in the 21st Century*. Lawrence, KS: Allen Press.

Blaz, D (2002). *Bringing the Standards for Foreign Language Learning to Life*. New York: Eye on Education.

4. SCHEDULE, TOPICS, AND ASSIGNMENTS

<i>Week</i>	<i>Class topic</i>	<i>Assignments and readings</i>
Week 1	Architecture of the Profession	Teachers' Handbook (1)
Week 2	Standards: The Five C's	Foreign Language Teaching Standards (Selected)
Week 3	Promoting the big C: Communication	Foreign Language Teaching Standards (Selected)
Week 4	Cultures, Connections, Comparisons and Communities	Foreign Language Teaching Standards (Selected)
Week 3	Content Based Instruction	Teachers' Handbook (4, 7)
Week 4	Backwards Curriculum Design	Backwards Design Handouts
Week 5	Enduring Understandings, Assessments, and Activities	Backwards Design Handouts
Week 6	Curriculum Alignment and Design	Teacher Candidate Work Sample; Teachers' Handbook (selected)
Week 7	Visualization and Language Teaching	Different Articles (see electronic library reserves).
Week 8	Scaffolding and Language Teaching	Teachers' Handbok (5)
Week 9	Interactional Patterns: IRE vs. ICs	Different Articles (see electronic library reserves).
Week 10	Technology and Foreign Language Teaching	Different Articles (see electronic library reserves).
Week 11	Contextual Factors Affecting Teaching and Learning	Teacher Candidate Work Sample
Week 12	Classroom Management and Handling Student Diversity in the Classroom	Different Articles (see electronic library reserves).
Week 13	Discussion and Reflection of School Experiences	

5. REQUIREMENTS

A WORD ABOUT COURSE REQUIREMENTS

Standards for teachers are increasingly performance-based; thus the grading criteria for this course are related to hands-on individual and collaborative activities face to face and online through blackboard. Several performance-based assessments that you complete in this course will also go into your TCMWS, which you must complete before going on to student teach.

We will spend this semester in SED 411 discussing, planning, reflecting, and designing instruction and assessments.

Requirements for student teaching

In order to student teach in spring 2011, you must meet the following criteria:

- Earn a B- or better in this course
- Maintain a 3.0 or above GPA in your Modern Language Courses.
- Successfully complete the Teacher Candidate Mini Work Sample (TCMWS).

EXPECTATIONS FOR YOUR WORK

All work to be hand in and not in blackboard must be typed in standard format: 12 point font and double-spaced with one-inch margins. In this class, you may be using and adapting materials from many different sources, so it is crucial that you acknowledge the author's work in APA format.

Your written work should be typed, revised, edited, and turned in at the time it is due. Some assignments will be due in class and others will be due via email attachment. Use the e-mail tool in Blackboard, not my personal e-mail when handing in written work. **Your grade will be lowered if you do not turn in major assignments on time or if you do not fully participate in the collaborative activities.** If you have extenuating circumstances that are keeping you from doing your best work, talk to me about the situation ASAP.

All assignments relate to the following set of standards

I. *Program Standards for the Preparation of Foreign Language Teachers* (ACTFL/NCATE)
(www.actfl.org/i4a/pages/index.cfm?pageid=3384)

These are the standards that are used in evaluating RIC's foreign language teacher preparation program. They are referenced in our textbook: *The Teacher's Handbook*

Standard 1: Language, Linguistics, Comparisons

- 1.a. Demonstrating Language Proficiency
- 1.b. Understanding Linguistics
- 1.c. Identifying Language Comparisons

Standard 2: Cultures, Literatures, Cross-Disciplinary Concepts

- 2.a. Demonstrating Cultural Understandings
- 2.b. Demonstrating Understanding of Literary and Cultural Texts and Traditions
- 2.c. Integrating Other Disciplines in Instruction

Standard 3: Language Acquisition Theories and Instructional Practices

- 3.a. Understanding Language Acquisition and Creating a Supportive Classroom
- 3.b. Developing Instructional Practices That Reflect Language Outcomes and Learner Diversity

Standard 4: Integration of Standards into Curriculum and Instruction

4.a. Understanding and Integrating Standards in Planning

4.b. Integrating Standards in Instruction

4.c. Selecting and Designing Instructional Materials

Standard 5: Assessment of Languages and Cultures

5.a. Knowing assessment models and using them appropriately

5.b. Reflecting on assessment Candidates reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction

5.c. Reporting assessment results

Standard 6: Professionalism

6.a. Engaging in Professional Development

6.b. Knowing the Value of Foreign Language Learning

II. Rhode Island Professional Teacher Standards

You and your cooperating teacher and university supervisor will refer regularly to these standards.

III. ACTFL Standards for Foreign Language Learning

We will refer regularly to the 5C's when describing what your students can and will be able to do with the target language and culture as well as in your own Content Folio.

(www.actfl.org) AND (National Standards in Foreign Language Education Project. *Standards for Foreign Language Learning in the 21st Century*. Lawrence, KS: Allen Press.

Course Requirements (Performance Assessments)

Handouts with specific expectations and scoring criteria will be provided.

A. Planning

- You will create a two-week content-based unit plan following the Understanding by Design curricular guidelines, the Standards for Foreign Language Learning, and the ACTFL Proficiency Guidelines.
- You will also have an opportunity to work on individual and collaborative planning outside the context of your unit plan throughout the course.

B. Teacher Candidate Mini Work Sample (TCMWS)*

- The TCMWS includes planning of the unit above, but it also includes other important contextual factors.

***You will not be allowed to student teach if you do not turn in a satisfactory Mini Work Sample.**

C. Professionalism

- While you are on campus, you are expected to present and carry yourself as a professional. In our class on campus, your professionalism will be reflected in the way you accept constructive criticism from your teacher and peers, the thoughtfulness with which you treat your teacher and peers, and the high regard you give to your own voice and the voices of others in class.
- **Conferences:** You are required to attend at least one conference that is relevant to the work we are pursuing in class and report back to us about 1-2 key issues that you found helpful. I encourage you to make copies of relevant handouts for the class. Possible conferences include:

- The Promising Practices Conference takes place on the RIC campus on Saturday, Nov. 6. Dennis Shirley, author of *THE MINDFUL TEACHER* and co-author of *THE FOURTH WAY*, is the keynote speaker. There will also be many conference sessions conducted by teachers and professors on topics of interest.
- As stated before, ACTFL is in Boston this year, an unparalleled opportunity to attend this conference.

D. Participation & Attendance

- Each of us is an integral part of this course. As such, each of us is responsible for completing the readings and other required assignments, contributing through discussion, sharing, in-class and through blackboard, planning and writing, and working collaboratively. I am requiring you to post responses to assignments on blogs before our class discussion to enhance focus, quality, and efficient use of class time. At times, we may not have face-to-face class, but participation in our on-line discussion/blogging and the like is required.
- Because this class is essential to your entry into the professional world of teaching, I want you to consider this course as you would a job. Therefore, **no absences are acceptable unless an emergency arises**. Should such a situation occur, contact me either by phone or e-mail as soon as possible, preferably before class. Texting me to my cell phone is acceptable and I encourage it (5366244). Please use this phone professionally and keep it private. Any unexcused absences will negatively affect your grade for this course, while three non-excused absences, will be grounds for automatic failure. Makeup work will be allowed only in the case of excused absences. **No Incompletes will be given.**

E. Outside of Class Requirements

- **Advising Appointment:** You **MUST** make appointments with your Spanish advisor and your Education advisor (me) to ensure that you have the correct number of credits, taken all of your core courses, and that you have completed all requirements of the program. After your appointments, send me an email and let me know what you still need to complete.
- **Health Seminars:** You are also required to attend two Health Seminars before going on to student teaching. We will discuss what you learn in these seminars in light of what you are seeing in your field experiences. I will provide you with the information about dates and times when it becomes available.

6. EVALUATION

PERFORMANCE	COURSE GRADE
UNIT PLAN	Percentage 25%
FACE-TO-FACE COURSE PARTICIPATION, PREPARATION & ACTIVITIES; INCLUDING INDIVIDUAL AND GROUP PROJECTS	30%
ONLINE COURSE PARTICIPATION, PREPARATION & ACTIVITIES; INCLUDING INDIVIDUAL AND GROUP PROJECTS.	30%

7. RIC POLICIES

- Academic Dishonesty Policy (*Rhode Island College Handbook of Policies, Practices, and Regulations* (Spring 2010), Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.): http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28
- Request for Reasonable Accommodations for Students with Disabilities: <http://www.ric.edu/disabilityservices/faq.php>
- The instructor reserves the right to change the syllabus at any point in the semester to accommodate learners' needs and pace of progress. Students will be notified in class of any changes.
- Students' assignments may be duplicated and utilized anonymously for the Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used.