

Syllabus for FREN/GERM/SPAN 4150.001 Foreign Language Instruction & Assessment

Spring 2017

Meets in LANG 204, T 5:00 pm-7:50 pm

Lawrence Williams, Professor of French & Applied Linguistics

Office: LANG 405F

Phone: (940) 565-2404

E-mail: lawrence.williams@unt.edu

Office hours: T 4:00 pm-5:00 pm and by appointment

Course Description

This course is specifically designed for students in French, German, and Spanish who anticipate teaching in the future. Classroom meetings and Blackboard work will include reading assignments and practical tasks such as planning sample lessons and evaluating/preparing different types of assessment tools. Students will be introduced to professional journals and resources as well as professional organizations, many of which offer a range of opportunities for professional development.

Course Objectives

This course serves as an introduction to theoretical foundations of language learning and best practices for language teaching with a specific focus on the following dimensions of foreign language education: 1) curriculum/program design; 2) teaching/learning; and 3) assessment.

Absences

Students with more than 2 unexcused absences will not be eligible to receive an A in this course.

Course Grade

Number	Letter
90-100%	A
80-89.9%	B
70-79.9%	C
60-69.9%	D
0-59.9%	F

Grade Categories

Article Summary & Critique (2)	30% (6 X 5% each)
Exam 1 (week 6)	25%
Exam 2 (week 12)	25%
Leading Article Discussion	10%
Sample Lesson Plan (final project)	10%

Instructions for each Article Summary & Critique will be provided in Blackboard, including an evaluation rubric. On the due date for each ASC (see the weekly schedule below), the assignment must be submitted by 3:30 pm US Central Time.

Instructions for the Sample Lesson Plan will be provided in Blackboard, including an evaluation rubric.

Both exams will be based on assignments, required readings, and classroom discussions. Although a study guide will be provided, it will not necessarily give you a detailed list of every item that will be included on the exam.

A pair of students will be assigned to lead the discussion for 1 article. If we end up having an odd number of students in the course, one article discussion will be led by a group of 3 students. Instruction and an evaluation rubric will be provided in Blackboard.

Weekly Schedule

Week 1

January 17, 2017

Introduction to the course, explanation of Texas certification requirements, overview of major assignments, and introduction to professional organizations.

What should be included in the foreign language curriculum?

- The 4th edition of the *Standards* (2015). This guide for language educators is published by the American Council on the Teaching of Foreign Languages (Alexandria, VA). For the most recent edition of the *Standards*, the title has been changed from *Standards for Foreign Language Learning in the 21st Century* to *World-Readiness Standards for Learning Languages*. A summary of the *Standards* is available on line. A link to information about the full version will be provided in Blackboard.
<http://www.actfl.org/sites/default/files/pdfs/World-ReadinessStandardsforLearningLanguages.pdf>
- Phillips, J. K., & Abbott, M. (2011). *A Decade of Foreign Language Standards: Impact, Influence, and Future Directions*. Report of Grant Project # P017A080037, Title VII, International Research Studies, US Department of Education to the American Council on the Teaching of Foreign Languages.
This publication is available at no charge on the ACTFL website at the following URL:
<http://www.actfl.org/sites/default/files/pdfs/public/national-standards-2011.pdf>

Week 2

January 24, 2017

What types of abilities should students develop?

- Celce-Murcia, M. (2007). Rethinking the role of communicative competence in language teaching. In E. Alcón Soler & M. P. Safont Jordà (Eds.), *Intercultural language use and language learning* (pp. 41-57). Dordrecht, Netherlands: Springer.
This book chapter is available on line. The link will be provided in Blackboard.
- Kramsch, C. (2006). From communicative competence to symbolic competence. *Modern Language Journal*, 90, 249–252.

Week 3

January 31, 2017

How should lessons/modules/projects be organized?

- New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66, 60-92.

Week 4

February 7, 2017

No classroom meeting.

Internet work:

- Article Summary & Critique 1 due in Blackboard by 8 pm local time.
- Article Summary & Critique 2 due in Blackboard by 8 pm local time.

Week 5

February 14, 2017

- Review of the *Standards*
- Review of communicative competence (Celce-Murcia, 2007) and symbolic competence (Kramsch, 2006)
- Review of the pedagogical framework proposed by the New London Group (1996)

Week 6

February 21, 2017

- Exam 1

Week 7

February 28, 2017

- Exam 1 will be returned to students.
- Theories of language acquisition/development/learning.

Week 8

March 7, 2017

No classroom meeting.

Internet work:

- Article Summary & Critique 3 due in Blackboard by 8 pm local time.
- Article Summary & Critique 4 due in Blackboard by 8 pm local time.

Spring Break—No classes March 13-17, 2017

Week 9

March 21, 2017

- Theories of language acquisition/development/learning.
[3 articles will be selected for 3 groups of students to serve as discussion leaders.]

Week 10

March 28, 2017

- Theories of language acquisition/development/learning.
[2 articles will be selected for 2 groups of students to serve as discussion leaders.]

Week 11

April 4, 2017

- Theories of language acquisition/development/learning.
[2 articles will be selected for 2 groups of students to serve as discussion leaders.]

Week 12

April 11, 2017

- Exam 2

No classroom meeting. Take-home exam. Due by noon on April 17, 2017 in Blackboard.

Week 13

April 18, 2017

No classroom meeting.

Internet work:

- Article Summary & Critique 5 due in Blackboard by noon on April 24, 2017.
- Article Summary & Critique 6 due in Blackboard by noon on April 24, 2017.

Week 14

April 25, 2017

No classroom meeting.

Independent work on Sample Lesson Plan (final project) and individual consultations with the instructor, as needed.

Week 15

May 2, 2017

No classroom meeting.

Independent work on Sample Lesson Plan (final project) and individual consultations with the instructor, as needed.

Sample Lesson Plan (final project) must be submitted in Blackboard by **8:00 pm (local time) on Tuesday, May 9, 2017.**

Additional information

The University of North Texas, the College of Arts & Sciences, and/or the Department of World Languages, Literatures & Cultures has asked faculty to include the information below on every syllabus.

Disability Accommodation

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at [940.565.4323](tel:940.565.4323).

Acceptable Student Behavior:

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu

SEXUAL DISCRIMINATION, HARRASSMENT, & ASSAULT

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: <http://deanofstudents.unt.edu/resources> 0. Renee LeClaire McNamara is UNT's Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.