

FREN/GERM/JAPN/SPAN 4150.001 (Combined)

Foreign Language Instruction and Assessment

Students from four different programs are enrolled in this combined course, which is taught in English.

You will be asked to include words/phrases/examples in French/German/Japanese/Spanish in certain projects.

Translations must be provided whenever you use words/phrases/examples in a language other than English.

FREN/GERM/JAPN/SPAN 4150.001 meets on Monday evenings from 5:00 p.m. until 7:50 p.m in LANG 304.

We will not meet every Monday in the classroom. See the schedule below.

Instructor Information

Name: Lawrence Williams

Office: LANG 405F

Office telephone: (not available)

E-mail address: lawrence.williams@unt.edu

Office hours: Monday and Wednesday 4 p.m. – 5 p.m. and by appointment

Course Description, Structure, and Objectives

Study of foreign language curriculum, instruction and assessment for future and current teachers of French, German, Japanese, or Spanish.

Prerequisite(s): 6 hours of advanced French/German/Japanese/Spanish or consent of department.

Designed for students in a teacher preparation program. May not be counted toward a minor in French, German, or Japanese.

Learning Objectives

The main learning objectives in this course have been formulated as 3 overarching questions:

- 1) What can/should be included in the foreign language curriculum?
- 2) What types of abilities can/should a teacher of a foreign language help students to develop?
- 3) How can/should a teacher of a foreign language develop lesson plans?

As you read and reflect on these questions, you will realize that students in this course will learn how to design and evaluate a foreign language curriculum. Moreover, students in this course will learn the specific types of abilities (as part of communicative competence and symbolic competence) that learners should be helped to develop. Finally, students in this course will learn how to design lesson plans and create assessment tools for a foreign language program.

Federal regulations state that students may apply only 3 fully-online semester credit hours (SCH) to the hours required for full-time status for [F-1 Visa \(PDF\)](#) holders. Full-time status for F-1 Visa students is 12 hours for undergraduates and 9 hours for graduate students.

How to Succeed in this Course

- You are required to attend every classroom meeting. See the schedule for dates.
- Attendance is defined (for the purpose of this course) as attending the entire classroom meeting. If you are a few minutes late here or there, that will most likely not be a problem, but **if you arrive noticeably late and/or leave noticeably early, the instructor has the right to decide that your attendance does not count.** In other words, please be on time, and please do not leave early.
- If you want to request an excused absence, you must contact me by e-mail before the class meeting that you will miss. In your message, do not provide any specific legal/medical details. Just explain the general reason for your anticipated absence.
- If you do not contact me by e-mail before the class meeting that you will miss, your request for an excused absence will be not be accepted, except in the case of unanticipated hospitalization.
- Students with more than 2 unexcused absences are not eligible for a grade of A in this course.

If you request an excused absence **after** the class that you missed and/or if you request an excused absence in some way **other than** e-mail, I will refer you to the syllabus as a reminder why your request has been rejected. As a reminder, e-mail is e-mail. E-mail is **not** the message system in Canvas.

Accommodation for Students with Disabilities

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 Access (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, refer to the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) website (<https://studentaffairs.unt.edu/office-disability-access>). You may also contact ODA by phone at (940) 565-4323.

Supporting Your Success and Creating an Inclusive Learning Environment

I am committed to your success and to creating an inclusive learning environment. I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and belonging.

Required/Recommended Materials

There is no required textbook for this course. The required and recommended materials are available for free online, in Canvas, or at Willis Library.

REQUIRED READINGS

Note: Links will be provided in Canvas.

- 1) American Council on the Teaching of Foreign Languages. (2015). World-Readiness Standards for Learning Languages – Executive Summary.
- 2) American Council on the Teaching of Foreign Languages. (2011). A decade of foreign language standards: Impact, influence, and future directions.
- 3) American Council on the Teaching of Foreign Languages. (2012). ACTFL performance descriptors for language learners.
- 4) American Council on the Teaching of Foreign Languages. (2012). ACTFL proficiency guidelines.
- 5) American Council on the Teaching of Foreign Languages. (2018). Guiding principles for language learning.
- 6) National Council of State Supervisors for Languages / American Council on the Teaching of Foreign Languages. (2017). NCSSFL-ACTFL Can-Do Statements.
- 7) Celce-Murcia, M. (2007). Rethinking the role of communicative competence in language teaching. In E. A. Soler & M. P. S. Jordà (Eds.), *Intercultural language use and language learning* (pp. 41-57). Springer.
- 8) New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*, 66, 60-92.
- 9) Poehner, M. E. (2018). *A casebook of Dynamic Assessment in foreign language education*. Center for Advanced Language Proficiency Education and Research. The Pennsylvania State University.

RECOMMENDED READINGS

- Hall, J. K. (2012). *Teaching and researching language and culture*. 2nd ed. Routledge.
- Kramsch, C. (2009). *The multilingual subject*. Oxford University Press.
- American Council on the Teaching of Foreign Languages. *Resources that Address Issues of Race, Diversity, and Social Justice (for Language Learning & Teaching)*.

This course has digital components. To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System, speakers, and a microphone. Information on how to be successful in a digital learning environment can be found at Learn Anywhere (<https://online.unt.edu/learn>).

Course Requirements & Schedule

Schedule [Note: Requirements are highlighted in green below.]

Week 1 – Monday, January 15, 2024
No class. This is a holiday.

Week 2 – Monday, January 22, 2024

Format: Independent work. No classroom meeting.

Assignment due in Canvas: Professional Development Project 1

Week 3 – Monday, January 29, 2024

Format: Traditional Classroom Meeting

Topic 1: Proficiency Guidelines and Learning Outcomes

Topic 2: Reading, Interpreting, and Summarizing a Research Article

Week 4 – Monday, February 5, 2024

Format: Traditional Classroom Meeting

Topic(s): Topic(s): Communicative Competence & Symbolic Competence

Content: Articles written by Marianne Celce-Murcia & Claire Kramsch (details provided in Canvas)

Assignment due in Canvas: Article Summary and Critique 1

Week 5 – Monday, February 12, 2024

Format: Traditional Classroom Meeting

Topic(s): Pedagogical framework of the New London Group (1996)

Content: Article published in *Harvard Educational Review* (available through UNT Libraries)

Week 6 – Monday, February 19, 2024

Format: Independent work. No classroom meeting.

Topic(s): Review of previous topics

Assignment due in Canvas: Article Summary and Critique 2

Week 7 – Monday, February 26, 2024

Format: Traditional Classroom Meeting

Topic(s): Review for the mid-term exam

Week 8 – Monday, March 4, 2024

Format: Exam in Canvas

Mid-Term Exam

[Monday, March 11, 2024 – Spring Break]

Week 9 – Monday, March 18, 2024

Format: Independent work. No classroom meeting.

Topic: Teaching with Technology

Assignment: Discussion Board 1 in Canvas

Week 10 – Monday, March 25, 2024

Format: Traditional Classroom Meeting

Topic: Teaching with Technology

Week 11 – Monday, April 1, 2024

Format: Traditional Classroom Meeting

Topic: Foreign Language Assessment

Week 12 – Monday, April 8, 2024

Format: Independent work. No classroom meeting.

Topic: Foreign Language Assessment

Assignment: Discussion Board 2 in Canvas

Week 13 – Monday, April 15, 2024

Format: Designing Course Content Workshop

Content: We will focus on using written, audio, and visual design elements to create course content for learners of different proficiency levels. Be prepared to work in your language groups, and try to imagine one or more exercises in a textbook that you would like to re-design.

Week 14 – Monday, April 22, 2024

Format: Independent work. No classroom meeting.

Content: Images (your own or others that you find on line)

Theme(s)/Topic(s): To Be Determined (in consultation with individuals and groups)

A micro-lesson project will be due 48 hours after the end of the class meeting. You may work individually or in groups of 2. **Submit Micro-Lesson Project 1 in Canvas.** Be sure to read the details on the Assignment page in Canvas, and pay special attention to the evaluation rubric that is provided in Canvas.

Week 15 – Monday, April 29, 2024

Format: Independent work. No classroom meeting.

Content: Images (your own or others that you find on line)

Theme(s)/Topic(s): To Be Determined (in consultation with individuals and groups)

A micro-lesson project will be due 48 hours after the end of the class meeting. You may work individually or in groups of 2. **Submit Micro-Lesson Project 2 in Canvas.** Be sure to read the details on the Assignment page in Canvas, and pay special attention to the evaluation rubric that is provided in Canvas.

Note: **Professional Development Project 2 is due in Canvas on Monday, May 6, 2024.** This is the final due date. There is no final exam for this course since Professional Development Project 2 replaces the final exam.

Students will be notified by Eagle Alert if there is a campus closing that will impact a class. The calendar is subject to change. Additional details can be found in the [Emergency Notifications and Procedures Policy \(https://policy.unt.edu/policy/06-049\)](https://policy.unt.edu/policy/06-049).

Evaluating Your Work

Please consult the [Academic Integrity Policy \(PDF\) \(https://policy.unt.edu/policy/06-049\)](https://policy.unt.edu/policy/06-049).

- No late work will be accepted.
- All assignments must be submitted in Canvas by the **DUE** date.
- There is an extension of 48 hours for all assignments (in Canvas → **AVAILABLE UNTIL** date).
- It is your responsibility to attempt to submit each assignment by the due date.
- If there is a problem with Canvas, a problem with your computer, or any other kind of problem, you have 48 hours to resolve the issue(s) and submit the assignment.
- Since you have an extension of 48 hours for each assignment, there are no valid excuses—from my perspective—for not submitting the assignment on time (except, for example, unanticipated hospitalization).

Canvas Support

Support & Resources: techsupport.unt.edu

Student Helpdesk: (940) 565-2324

General Tech Support

Email: helpdesk@unt.edu

Walk-in: Sage Hall, Room 330

Frequently Asked Questions: aits.unt.edu/support/faq

GRADES

Assignment	Maximum Points	Percentage
Professional Development Project (2)	50 each	20% (10% each)
Article Summary/Critique (2)	50 each	20% (10% each)
Discussion Board (2)	50 each	20% (10% each)
Micro-Lesson (2)	50 each	20% (10% each)
Mid-Term Exam	100	20%

Each Professional Development Project will give you an opportunity to explore resources that will be helpful for pre-service and in-service teachers (with a specific focus on resources related to foreign language education).

Each Article Summary and Critique Project will give you an opportunity to read an article that has appeared in a recent issue of a journal that publishes peer-reviewed research directly related to foreign language education. In order to identify some of the articles for this series of assignments, you will have an opportunity to learn how to use the online database Linguistics and Language Behavior Abstracts (LLBA). Each of these projects will include two parts of equal length: a summary of the article and a critical analysis of the research study conducted by the author(s). Additional details are provided in Canvas.

Each Discussion Board in Canvas will allow students to summarize and critique a research article that has been assigned to the entire class.

Each Micro-Lesson Project will give you an opportunity to design lessons that could be used during a single class period that might last 60-90 minutes. These will be lessons that allow your students to go “beyond the textbook” as a chapter add-on or a stand-alone project. Additional details are provided in Canvas.

The mid-term exam will allow students to demonstrate what they have learned during the first half of the semester (the more theoretical half of the semester).

Your course grade will be determined according to the following scale:

A = 451-500

B = 401-450

C = 351-400

D = 301-350

F = 0-300

Attendance and Participation

Reminders

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