

FREN/GERM/JAPN/SPAN 4150 Foreign Language Instruction and Assessment

Instructor Information

Lawrence Williams

Office: LANG 405F

Contact address: Canvas Inbox

Please note that my e-mail address is lawrence.williams@unt.edu, but I prefer to use the Canvas Inbox for messages directly related to the courses that I teach.

Office hours:

- Monday, 4:00 p.m. – 5:00 p.m.
- Tuesday, 4:00 p.m. – 5:00 p.m. (4:30 p.m. – 5:00 p.m. first Tuesday of the month)
- I can meet at other times throughout the week; please contact me in advance for availability.

Course Description and Structure

- Study of foreign language curriculum, instruction and assessment for future and current teachers of French/German/Japanese/Spanish. (University of North Texas Undergraduate Catalog)
- This class meets in LANG 113 (Tuesday, 5:00 pm – 7:50 pm).
- This is a combined class: FREN/GERM/JAPN/SPAN 4150. This cross-listed course is taught in English. Assignments must be submitted in English (or translations must be provided of non-English words).

Course Objectives—Foreign Language Education

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 teachers can help learners to develop. Finally, students in this course will learn how to design lesson plans for a foreign language classroom.

Course Objectives—Communication & Digital Skills

- 1) Demonstrate the ability to develop content at an advanced level using a combination of effective supporting materials.
 - In order to work toward meeting this objective, you will have assignments that require you to identify, organize, and edit a group of images that serve as the central focus of a theme-based module typically found in a foreign language curriculum (e.g., family/friends, shopping, travel, transportation).
 - The images (i.e., photos as well as other types of visual support) will be used to develop micro-lessons in PowerPoint.

- 2) Demonstrate the ability to engage in verbal and nonverbal communication behaviors that are appropriate for the audience and adhere to the conventions of the medium selected (i.e., written, oral, visual).
 - You will have two types of assignments that will allow you to work toward meeting this objective: written summaries/critiques and micro-lessons for students.

Required and Recommended Materials

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

REQUIRED READINGS

- 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).

Supporting Your Success and Creating an Inclusive Learning Environment

Please consult the following [Diversity Statement \(PDF\)](#) that has been provided by the University of North Texas. (<https://studentaffairs.unt.edu/sites/default/files/counseling-and-testing-services/documents/diversity-statement.pdf>)

I value the many perspectives that students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and inclusion.

ADA Accommodation Statement

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](http://www.unt.edu/oda) website (<http://www.unt.edu/oda>). You may also contact ODA by phone at (940) 565-4323.

Evaluating Your Work

The following numeric grading scale is used for this course:

A = 450-500

B = 400-449

C = 350-399

D = 300-349

F = 0-299

Late work is worth 0 points. Since you will have an automatic extension of 48 hours for all assignments (except the Mid-Term Exam and the Sample Lesson Plan), only extenuating circumstances will be a valid reason for an additional extension. If you do not contact me before the due date, your request for an extension will not be accepted (except for hospitalization).

DUE DATES IN CANVAS

There will be 2 due dates in Canvas for each assignment that you submit in Canvas. The first due date will be DUE DATE. The second due date will be AVAILABLE UNTIL. Canvas will consider your assignment LATE if you do not submit it by DUE DATE. However, I will not deduct points for late work if you submit an assignment by AVAILABLE UNTIL. The due date AVAILABLE UNTIL will be set for 48 hours after DUE DATE in Canvas.

Course Requirements/Schedule

Assignment	Maximum Points	Percentage
Professional Development Project	50	10%
Article Summary/Critique (4)	50 each	10% each
Micro-Lesson Projects (2)	50 each	10% each
Mid-Term Exam	100	20%
Sample Lesson Plan	50	10%

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 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. Each of these projects will focus on taking one or more images that will form the basis for a lesson that allows your students to go “beyond the textbook” as a chapter add-on or a stand-alone project. Additional details are provided in Canvas.

WEEKLY SCHEDULE

Week 1 – Tuesday, January 17, 2023

Format: Independent work – no classroom meeting

Topic(s): Professional organizations; Other resources

Assignment due in Canvas: Professional Development Project

Week 2 – Tuesday, January 24, 2023

Format: Traditional Classroom Meeting

Topic(s): Overview of language learning/teaching; Proficiency guidelines and learning outcomes

Content: Documents available for free on the ACTFL website and the TEA website

Assignment due in Canvas: Article Summary and Critique 1

Week 3 – Tuesday, January 31, 2023

Format: Traditional Classroom Meeting

Topic(s): Communicative Competence

Content: Article written by Marianne Celce-Murcia

Assignment due in Canvas: Article Summary and Critique 2

ICE STORM

Week 4 – Tuesday, February 7, 2023

Format: Traditional Classroom Meeting

Topic(s): Symbolic Competence

Content: Articles written by Claire Kramsch (details provided in Canvas)

Assignment due in Canvas: Article Summary and Critique 3

Week 5 – Tuesday, February 14, 2023

Format: Independent work – no classroom meeting

Content: Prepare ASC 4; Review content from the first half of the semester

Assignment due in Canvas: Article Summary and Critique 4

Week 6 – Tuesday, February 21, 2023

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 7 – Tuesday, February 28, 2023

Format: Review of content from the first half of the semester

Week 8 – Tuesday, March 7, 2023

~~Mid-Term Exam~~

~~Note: Instructions for the Sample Lesson Plan will be posted in Canvas. Since you have two months to work on this project, no extensions will be given (except hospitalization). This is due on May 9, 2023.~~

[Tuesday, March 14, Spring Break]

Week 9 – Tuesday, March 21, 2023

~~Mid-Term Exam~~ (additional review from 5:00 p.m. until 5:30 p.m.)

~~Format: Traditional classroom meeting~~

~~Topic: Foreign Language Assessment~~

Note: Instructions for the Sample Lesson Plan will be posted in Canvas.

This is due on May 9, 2023. No automatic extension is given for this assignment.

Week 10 – Tuesday, March 28, 2023

Format: Traditional Classroom Meeting

Topic: Foreign Language Assessment

Week 11 – Tuesday, April 4, 2023

Format: Online meeting

Topic: Integrated Performance Assessment

This week is used as a simulated Integrated Performance Assessment. Since this course includes students in French, German, Japanese, and Spanish, we will have three tasks that allow you to use the interpersonal, interpretive, and presentational modes of communication **in English**. This is an opportunity for you to see—from the perspective of a student—how Integrated Performance Assessment can be used in a language program.

Week 12 – Tuesday, April 11, 2023

Format: Traditional Classroom Meeting

Topic: Lesson Planning

Week 13 – Tuesday, April 18, 2023

Format: Traditional classroom meeting

Topic: Designing course content

This classroom meeting will be used to familiarize you with the assignments that you will submit during Week 14 and Week 15.

Week 14 – Tuesday, April 25, 2023

Format: Independent work – no classroom meeting

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

Submit Micro-Lesson Project 1 in Canvas. Be sure to read the details on the Assignment page in Canvas.

Week 15 – Tuesday, May 2, 2023

Format: Independent work – no classroom meeting

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

Submit Micro-Lesson Project 2 in Canvas. Be sure to read the details on the Assignment page in Canvas.

Note: **The Sample Lesson Plan is due in Canvas on Tuesday, May 9, 2023.** There are no extensions for this assignment because you are given two months

Students will be notified by Eagle Alert if there is a campus closing that will impact a class. The calendar is subject to change, according to the [Emergency Notifications and Procedures Policy \(PDF\)](https://policy.unt.edu/sites/default/files/06.049_Standard%20Syllabus%20Policy%20Statements_supplement.pdf) (https://policy.unt.edu/sites/default/files/06.049_Standard%20Syllabus%20Policy%20Statements_supplement.pdf). Please read UNT's [Academic Integrity Policy \(PDF\)](https://policy.unt.edu/sites/default/files/06.049_Standard%20Syllabus%20Policy%20Statements_supplement.pdf) very carefully. (https://policy.unt.edu/sites/default/files/06.049_Standard%20Syllabus%20Policy%20Statements_supplement.pdf). Grades are based on mastery of the content. As a rule, I do not grade on a “curve” because that is a comparison of your outcomes to others. I do, however, encourage you to find opportunities to learn with and through others. Explore [Navigate’s Study Buddy](https://navigate.unt.edu) (<https://navigate.unt.edu>) tool to join study groups. Students who use other people’s work without citations will be violating UNT’s Academic Integrity Policy. Please read and follow this important set of [guidelines for your academic success](https://policy.unt.edu/policy/06-003) (<https://policy.unt.edu/policy/06-003>).

Attendance and Participation

You should attend every class unless you have a university excused absence such as active military service, a religious holy day, or an official university function as stated in the [Student Attendance and Authorized Absences Policy \(PDF\)](https://policy.unt.edu/sites/default/files/06.039_StudAttnandAuthAbsence.Pub2_.19.pdf) (https://policy.unt.edu/sites/default/files/06.039_StudAttnandAuthAbsence.Pub2_.19.pdf).

If you cannot attend a class due to an emergency, please let me know as soon as possible.