

San José State University
College of Humanities and Arts/Department of World Languages and Literatures/
Course 43434, Methods of Foreign Language, FLED 380-01, Fall, 2018

Course and Contact Information

Instructor:	Anne Jensen
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Office Hours:	Tuesday, 1-4:30 p.m.
Class Days/Time:	Tuesday, 5:00-7:45 p.m.
Classroom:	Health Building, Room 405
Prerequisites:	Admission to the Single Subject Credential program and proven competence in one foreign language.

Course Format: Traditional

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System](#). You are responsible for regularly checking with the messaging system through [MySJSU](#).

Course Description:

Theory and practice of teaching foreign language to a culturally diverse student population. Strategies for planning and implementing curricula based on current standards, methodologies, and second language acquisition research. (Offered fall semester only.)

Course Learning Outcomes (CLO's) aligned with the California Teaching Performance Expectations (TPE's).

Upon successful completion of this course...

1. *Students will be able to understand first and second language acquisition theories and create a unit of study putting these theories into practice. (TPE 3)*

2. *Students will be able to articulate orally and in written form the method or approach they will use to teach foreign language based on an analysis of current methodologies. (TPE 3)*
3. *Students will be able to create unit plans and lesson plans that incorporate the World Readiness Standards, Common Core Anchor Standards, and California State Standards after a thorough analysis and discussion of their importance. (TPE 4)*
4. *Students will be able to develop teaching strategies that strengthen student proficiency in oral and written communication based on current second language acquisition theories. (TPE 4)*
5. *Students will be able to develop techniques to use only the target language in the classroom and to scaffold language activities to meet the needs of English language learners, heritage language learners and students with special needs. (TPE 1)*
6. *Students will understand diverse learners and design lesson plans that establish a learner-friendly environment promoting self-esteem and realization of potential. (TPE 1)*
7. *Students will develop curriculum that fosters appreciation for cultures in which the target language is spoken as well as an appreciation for the culturally diverse classroom of California. (TPE 2)*
8. *Students will develop assessments that measure student performance in the interpretive, interpersonal and presentational modes of communication using appropriate rubrics. (TPE 5)*
9. *Students will be able to analyze assessments and understand how to modify instruction based on those results. (TPE 5)*
10. *Students will be able to create lesson plans that use technology to enhance world language learning after analyzing the current technology resources available to teachers. (TPE 3)*
11. *Students will understand the value of professional development and professionalism in the foreign language and broader educational community and be able to articulate their importance in oral and written reflections and discussions. (TPE 6)*
12. *Students will understand and discuss their legal responsibilities for the education and safety of their students. (TPE 6)*
13. *Students will understand and prepare for the CalTPA World Languages Teaching Event. (all TPE's)*

Required Texts/Readings

Textbook:

The Keys to Planning for Learning, The American Council on the Teaching of Foreign Languages. Second Edition. ISBN: 978-1-942544-59-3.

Other Readings

- *World Language Readiness Standards*, The American Council on the Teaching of Foreign Languages, <http://www.act-fl.org>
- *World Language Content Standards*, California Department of Education, <http://www.celta.net/standards>
- *ACTFL Can Do Statements*, The American Council on the Teaching of Foreign Languages, https://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements_2015.pdf
- *California Teaching Performance Expectations (TPE's)*, California State Department of Education, <https://www.ctc.ca.gov/docs/default-source/educator-prep/tpa-files/tpes-full-version.pdf>
- Selected online articles provided by the instructor on Canvas Learning Management System.

Other technology requirements / equipment / material

Students will be required to create an online free account on the Lesson Plan Generator, a template for lesson planning in foreign language created by the Language Acquisition Research Center at San Diego State University. <https://lpg.sdsu.edu/>

Course Requirements and Assignments

Course requirements and assignments are specifically aligned with the thirteen student learning outcomes. Students are expected to do the following:

- Participate in all class discussions based on textbook readings and articles.
- Complete written assignments such as reflections, essays, and journal article summaries.
- Take quizzes based on class discussions and readings.
- Give presentations assigned by the instructor.
- Present lessons using the target language to their classmates.
- Create lesson plans, unit plans, and performance assessments.
- Share teaching strategies learned from research, observations, or personal experience.
- Accept feedback on lesson planning and teaching strategies provided by the instructor and classmates.

Students are expected to be aware of due dates, check Canvas announcements for possible changes in the syllabus, and contact the instructor regarding late assignments. Late assignments will only be accepted with prior permission from the instructor.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination or Evaluation

All students will teach a demonstration lesson in the target language of at least 20 minutes in length during the final exam period. They will also turn in a final unit plan.

Grading Information

Students are graded on their class participation and presentations, written assignments, unit plan, and demonstration lesson. Rubrics are provided on the Canvas Learning Management system for this course and provided to students after each assignment or presentation has been graded. Grades are posted on Canvas and will be updated every three weeks to insure that students know their status throughout the semester.

Determination of Grades

Letter grades: A through F

A = 94-100%, A- = 90-94%

B+ = 87-90%, B = 84-87%, B- = 80-84%

C+ = 77-80%, C = 74-77%, C- = 70-74%

D+ = 67-70%, D = 64-67%, D- = 61-64%

Below 61% F

Grade Weighting:

Class participation and presentations 30%

Written assignments 30%

Unit plan 20%

Demonstration lesson 20%

Classroom Protocol

Students are expected to attend all class sessions since this is a graduate seminar. This course only meets once per week and for this reason much content is compressed into 18 weeks of instruction. Students should arrive on time, ready to participate intelligently and have their homework completed. Cell phones are permitted only if used for accessing information related to the course. There will be times when laptops or iPads will be needed during class but students will know in advance when they are needed. Laptops may be used for note taking but not for other purposes.

University Policies (Required)

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>.

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Course Schedule

Schedule is subject to change with fair notice through Canvas Learning Management System and email.

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/21	Introduction to course, syllabus, and requirements. Creation of account on Lesson Plan Generator. <i>HW for 8/28:</i> <i>1. Read handouts on first and second language acquisition theories.</i> <i>2. Take on line multiple intelligences survey.</i>
2	8/28	1. Discussion of language learning theories: Behaviorist, Universal Grammar, Input, Cognitive, Connectionism, Conversation, Output, Acculturation, Sociocultural. 2. Discover application of multiple intelligences to classroom strategies <i>HW for 9/4: Prepare presentation on assigned method. Use Appendix C from textbook and handouts from Canvas.</i>
3	9/4	Student presentations on methods: Grammar translation, direct, audio-lingual, cognitive code, functional-notional, communicative, proficiency/competency, TPR, TPRS, task-based/project-based, content based, sociocultural, SIOP. <i>HW for 9/11: 1. Read chapter 1 from textbook.</i> <i>2. Teacher observation and reflection.</i>
4	9/11	<i>Teacher observation and reflection due</i> Discussion - Chapter 1: Curriculum for the 21st Century. Familiarization with standards, frameworks, ACTFL guidelines, 21st century skills, Bloom's taxonomy. <i>HW for 9/18:</i> <i>1. Reflective essay on research and methods</i> <i>2. Read chapter 2 from textbook</i>

5	9/18	<p>Reflective essay on methods due.</p> <p>Discussion of Chapter 2: Unit Design. How to use the principles of universal design theory and apply them to unit planning.</p> <p><i>HW for 9/25:</i></p> <ol style="list-style-type: none"> 1. Use Lesson Plan Generator to Design Unit Plan <u>outline</u>. 2. Read Chapter 3: Lesson Planning
6	9/25	<p>Unit plan outline due on Lesson Plan Generator.</p> <p>Discussion of Chapter 3: lesson planning using 5-steps. Demo lesson by instructor. Discussion of creating interconnected lessons based on 3 modes of communication.</p> <p><i>HW for 10/2:</i></p> <ol style="list-style-type: none"> 1. Read articles on Comprehensible input. (Available on Canvas) 2. Create Lesson Plan #1 on Lesson Plan Generator, part of Unit Plan.
7	10/2	<p>Lesson Plan #1 due on LPG within Unit Plan.</p> <p>Discussion of comprehensible input and interpretive mode based on articles.</p> <p><i>HW for 10/9:</i></p> <ol style="list-style-type: none"> 1. Lesson Plan #2 on LPG 2. Bring a game or interpersonal activity to share
8	10/9	<p>Lesson Plan #2 due within Unit Plan.</p> <p>Discussion and sharing of strategies for implementing interpersonal mode.</p> <p><i>HW for 10/16:</i></p> <ol style="list-style-type: none"> 1. Lesson Plan #3 on LPG 2. Read Chapter 4: Performance assessment
9	10/16	<p>Lesson Plan #3 due within Unit Plan.</p> <p>Discussion of chapter 4: Performance assessment and rubrics. How to create meaningful assessments that fairly assess student performance.</p> <p><i>HW for 10/23:</i></p> <ol style="list-style-type: none"> 1. Listen to OPI Interviews and complete rating scale based on proficiency guidelines. 2. Create a written performance assessment for Unit with rubric.

10	10/23	<p>Oral proficiency ratings due. Written Assessment due within Unit plan</p> <p>Discussion: Oral Proficiency assessment in class. How to assess growth in proficiency.</p> <p><i>HW for 10/30:</i></p> <ol style="list-style-type: none"> 1. Create an oral performance assessment for Unit with rubric. 2. Read article on technology.
11	10/30	<p>Oral performance assessment due within unit plan.</p> <p>Technology presentation at Gunn HS in Palo Alto. (guest speaker)</p> <p><i>HW for 11/6: Read article on cultural competence and Chapter 4 culture section. Presentation on cultural phenomenon.</i></p>
12	11/6	<p>Cultural presentation due.</p> <p>Discussion of interculturalilty from chapter 4, cultural and social competence.</p> <p>HW for 11/13: Read Chapter 5: Curriculum Design</p>
13	11/13	<p>Discussion of Chapter 5: Curriculum Design. Planning for a semester, grading, developing syllabus, etc.</p> <p><i>HW for 11/20:</i></p> <ol style="list-style-type: none"> 1. Read article on portfolio assessment and self assessment. 2. Watch Annenberg video per language and analyze.
14	11/20	<p>Video analysis due.</p> <p>Discussion on analyzing student work, self assessment, video analysis, and CalTPA Cycle 1</p> <p><i>HW: Read article of choice from Canvas and write reflective summary. Present findings to class</i></p>
15	11/27	<p>Article reflection due. Summary to class.</p> <p>Textbook selection process.</p> <p>Review for final project, demo lesson.</p> <p><i>HW: Demo lesson and unit plan.</i></p>
16	12/4	<p>Working session on demo lessons and unit plans.</p>
17	12/11	<p>Unit Plan due. Demo lesson presentations</p>

18	12/18	Unit plan due. Demo lesson presentations.
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