

**FREN 450(02)/GERM 450 (02)/SPAN 450 (03):
Theory and Practice of Foreign Language Teaching**

Office: Capers 221-C
Email: mhelling@citadel.edu
Office Hours: Monday, Wednesday, Friday: 11:00am-12pm;
 Monday: 1:00pm-2:00pm; or by appointment
Class meets from 10:00 am to 10:50 am in Capers 401 M-W-F

- Required Material:**
- Shrum, Judith & Eileen Glisan. *Teacher’s Handbook: Contextualized Language Instruction*. 5th Edition (2016).
 - You will need access to an elementary textbook in your major language.
 - You will need access to Citlearn

COURSE DESCRIPTION:

In this course students will read, discuss, and implement foreign language teaching strategies and methodologies.

- Objectives:**
- Familiarity with 20th-century foreign language teaching methodology.
 - An appreciation of how lessons are planned and carried out.
 - An understanding of how different methodologies can be combined effectively.
 - Familiarity with different teaching personalities and styles.
 - A practical experience in the classroom

GRADE SCALE:

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

COURSE COMPONENTS AND DISTRIBUTION:

10%	Participation/Preparation
15%	3 Observation Reports (Each report is 5%)
15%	2 Complete Lesson plans (Each plan is 7.5%)
30%	2 Exams (Each exam is 15%)
10%	Chapter Questions
5%	Textbook review
15%	Teaching Demonstration (5% + 5% +5%)

1. Participation/Preparation (10%)

For the class to be successful for both the individual and for the group each person must be **fully prepared** for each class session and willing to **participate in each day's activities**. This is essential in order to meet the course objectives. The student is expected to read carefully the material and complete all activities assigned by the professor. S/he is responsible for preparing all readings, writing assignments, exercises, etc. *before* coming to class on the designated day (with the exception of the first day of class). **The textbook and assigned material (handouts) must be brought to class everyday.**

2. Class observation Reports (15%)

The student will have to complete **3 class observations** by spring break. Each observation report counts a 5% of the overall grade. Please visit three different professors. Check the schedule posted outside of the Modern Languages office. Find a German, French, Spanish, or Chinese class (101-201) that you can attend. Contact the professor at least three days in advance to find out when would be a good time (you don't want to observe on test day). This is also a common courtesy, and I will be checking to make sure you do this. Anyone who just appears in someone's class with little (less than three days) or no notice will be graded way down and runs a risk of a zero on that observation. Take notes while observing the class as you will have to write a complete observation report following a standardized format for each class observed. The student will have to schedule a short "post-observation" meeting with the professor. This last part is mandatory as it is part of your grade.

The observation report should be: 3 full pages from top to bottom. typed, Times New Roman, 12 point font size, 1 inch margins on all sides, justify, double spaced, hard copy (no electronic copy accepted). The student's last name on the top left (first line). The title 'Class Observation Report # 1/2/3' should be on the first line (centered), and the actual report should start on the second line.

3. Complete Lesson plans (15%)

You will design two complete lesson plans with its corresponding teaching activities and assessment components. Each complete lesson plan is 7.5%. This will be an excellent opportunity to put in practice all the theoretical aspects learned in the course, and reflect on your teaching and assessment practices.

4. Exams (15%)

You will do two exams. Each exam is 7.5%. The goal of these exams is to evaluate your knowledge on the content learned.

5. Chapter Questions (10%) Students will be asked to prepare in writing a set of questions based on the reading assigned. **The student (assigned to send the chapter questions) will email the questions to the professor the previous class by 5:00 pm (not the previous day)**. The rest of the group will bring their answers to those questions to class. If you have to present your questions on a Monday (you should send your questions to the professor on Friday before 5:00pm). Students that do not send the questions on time will be penalized.

6. Textbook review (5%)

You will select a beginning or intermediate level textbook in your language of interest, and you will analyze the goals, components, structure, tasks, accompanying interactive material of that textbook among others. You will write a review of the textbook explaining its weaknesses and strengths, and also if you would (or not) recommend its adoption.

7. Teaching Demonstration (15%)

5% (lesson plan and corresponding activities)

5% (observation report about your performance)

5% (4-5 pages reflection paper)

In April, after you have completed the 3 observations and the 2 lesson plans, you will have a chance to teach the group. You will submit to me a **lesson plan** with the corresponding **activities** (different from the 2 previous ones) well in advance (**5%**). We will discuss your lesson plan and modify it if necessary. After you teach the group, I will complete **class observation report** based on your performance (**5%**). Your grade will reflect the level of your preparation and the extent to which your lesson incorporates good teaching practices. In addition, you will write a **5 page “reflection” paper** about the experience (**5%**). Your reflection paper should be typed, Times New Roman, 12 point font size, 1 inch margins on all sides, justify, double spaced, hard copy (no electronic copy accepted). The student’s name on the top left (first line). The title ‘Reflection paper’ should be on the second line, and the actual paper should start on the third line. The six pages should be complete from top to bottom. Essays that do not follow these instructions will be penalized. The reflection paper is due on **April 27 by 2:00pm** and will serve as your “final.”

COURSE POLICIES:

- **The textbook ‘Teacher’s Handbook’ is required in class every day.** Bringing the textbook to class is part of your preparation/participation grade. The student that does not bring the textbook will be asked to leave the class.
- **Attendance is required** in this course. **A total of 6 (excused and unexcused) absences will result in a 10% penalty of the overall course final grade.** Every absence (excused and unexcused) after the first five ones will result in a 2% penalty of the overall course final grade.
- **Punctuality: Punctuality is required** in the class. Tardiness will not be accepted and it will be penalized as part of your overall course final grade.
- **Class interruptions: It is prohibited to exit the class while in session** (except for a dire emergency). Rest room visits are not to take place during class time, restroom visits should be done before or after the class.
- **Missed and Late Assignments:** Work is due on specified dates at the time of class. **Missed and late assignments will not be accepted**
- **Assignment Format:** All assignments should be handed following this format: typed, double-spaced, Times New Roman, 12 point font, 1 inch margins on all sides. Name (top left) and title

of assignment (centered) on first line. Start writing your assignment on the second line.
Assignments that do not follow these instructions will be strongly penalized.

- **Cell Phone Policy:** If the professor catches you using your cell phone during class, it will be confiscated and delivered to the Department Chair's office (CA 232-A). The student in question will receive a zero for participation that day and a white slip will be sent to the Commandant's Office. In other words, **NO cell phones are permitted to be used in class.** The professor therefore reserves the right to dismiss any student who violates this rule.
- **Extra help:** If a student has conscientiously followed the study guidelines as presented by the professor, and s/he is dissatisfied with his/her performance, s/he is responsible for addressing possible solutions directly with Prof. Hellin. Absolutely no extra-credit is admissible. If the student is investing the necessary time for the course, he/she should not have time to realize extra-curricular, course-related projects!
- **Food, Tobacco, Gum, Candy:** Under no circumstances may a student use any tobacco products, chew gum, snack on hard candy or any foreign matter during the class period. Although this is already a college-wide policy at The Citadel, it is necessary for the unhampered production of the spoken, target language. The professor therefore reserves the right to dismiss any student who violates this rule.
- **Posture, Consciousness, General Behavior and Seating:** Because of the rigors of The Citadel experience and the subsequent mental and physical fatigue that are ever present, it is critical that a student assist his/her focus during the class period by sitting upright with both feet firmly planted on the floor and hands off his/her face and head. All students must sit behind a desk that is occupied. Sleeping is prohibited. Students who repeatedly ignore these rules will be dismissed from class by the professor.
- The professor reserves the right to alter this syllabus at any time in order to accommodate better the learning needs of the students. **During any class period, the professor also reserves the right to dismiss any student whose behavior negatively affects the learning environment of the classroom.** The professor will record cases of dismissal as an absence "A" for the student. By remaining enrolled in this class, the student agrees to read carefully and subsequently accepts the professor's policies as outlined in this document.
- **Plagiarism:** Related to the cautions stated above in the paragraph "Use of Tutors" is the topic of plagiarism. In addition to the topics covered elsewhere, using on-line and other computer-mediated translators might be considered a variety of plagiarism.

CALENDAR

Day	CONTENT	Chapter questions prepared by:
13 January	-Introduction to the course	
15 January	Becoming familiar with the profession and expectations for language teachers Observation report	
18 January	No class (MLK)	
20 January	CHAPTER 1: Understanding Language Learning Through SLA Theory and Research (p. 11-24)	
22 January	CHAPTER 1: Understanding Language Learning Through SLA Theory and Research (pp. 24-37)	Walton
25 January	CHAPTER 2: Contextualizing Language Instruction to Address Goals of the Standards for Learning Languages (pp. 43-52)	Cabanilla
27 January	CHAPTER 2: Contextualizing Language Instruction to Address Goals of the Standards for Learning Languages (pp. 52-63)	Williams
29 January	CHAPTER 2: Discuss and reflect -Textbook choice and evaluation (Bring a foreign language textbook to evaluate) -Report on your textbook review	General discussion
1 February	CHAPTER 3: Planning Standards-Based Instruction Using Backward Design (pp. 70-84) Textbook review due	Mock
3 February	CHAPTER 3: Planning Standards-Based Instruction Using Backward Design (pp. 84-99)	Linberg
5 February	CHAPTER 3: Discuss and reflect -Syllabus design and evaluation -Unit/lesson planning	General discussion
8 February	CHAPTER 4: Connecting Language Learning to the Elementary School Curriculum (pp.104-119)	Sweat
10 February	CHAPTER 4: Connecting Language Learning to the Elementary School Curriculum (pp.119-136)	Velasquez
12 February	CHAPTER 5: Integrating Cultures and Comparisons in Middle Level Education and Beyond (pp. 140-153) Class observation report #1 due	Tippins

15 February	CHAPTER 5: Integrating Cultures and Comparisons in Middle Level Education and Beyond (pp. 153-166)	McKenna
17 February	CHAPTER 6: Using an Interactive Approach to Develop Interpretive Communication (pp. 172-186)	Walton
19 February	CHAPTER 6: Using an Interactive Approach to Develop Interpretive Communication (pp. 186-200) Lesson plan #1 due	Cabanilla
22 February	CHAPTER 7: PACE : A Story-Based Approach for Dialogic Inquiry about Form and Meaning (pp. 206-216)	Williams
24 February	CHAPTER 7: PACE : A Story-Based Approach for Dialogic Inquiry about Form and Meaning (pp. 216-227)	Mock
26 February	CHAPTER 8: Developing Oral and Written Interpersonal Communication (p. 231-242) Exam #1	Linberg
29 February	CHAPTER 8: Developing Oral and Written Interpersonal Communication (p. 242-261)	Sweat
2 March	CHAPTER 8: Developing Oral and Written Interpersonal Communication (pp. 261-272)	Velasquez
4 March	CHAPTER 9: Developing Oral and Written Presentational Communication (pp. 277-288) Class observation report #2 due	Tippins
7 March	CHAPTER 9: Developing Oral and Written Presentational Communication (pp.288-303)	McKenna
9 March	CHAPTER 9: Developing Oral and Written Presentational Communication (pp. 303-318)	Walton
11 March	CHAPTER 10: Addressing Needs of Diverse Learners in the Language Classroom (pp. 322-333) Lesson plan #2 due	Cabanilla
14 March	CHAPTER 10: Addressing Needs of Diverse Learners in the Language Classroom (pp. 333-346)	Williams
16 March	CHAPTER 10: Addressing Needs of Diverse Learners in the Language Classroom (pp. 346-353)	Mock
18 March	CHAPTER 11: Assessing Standards-Based Language Performance in Context (pp. 358-368) Exam #2	Linberg
21 March	CHAPTER 11: Assessing Standards-Based Language Performance in Context (pp.4368-387)	Sweat

23 March	CHAPTER 11: Assessing Standards-Based Language Performance in Context (pp.387-403) Class observation report #3 due	Velasquez
25 March	CHAPTER 12: Technology and the 21st Century Language Classroom (pp.409-419)	Tippins
28 March → 1 April	SPRING BREAK	
4 April	CHAPTER 12: Technology and the 21st Century Language Classroom (pp.420-431) Lesson plan for your teaching demonstration due	Mckenna
6 April	-Teaching observation reports -Discussion on lesson plans Teaching demonstrations	
8 April	Teaching demonstrations	
11 April	Teaching demonstrations	
13 April	Teaching demonstrations	
15 April	Teaching demonstrations	
18 April	Teaching demonstrations	
20 April	Teaching demonstrations	
22 April	Teaching demonstrations	
25 April	Teaching demonstrations	

Important Due Dates (all by 2:00 pm)	
-1 February	Textbook review
-12 February	Class observation report #1
-19 February	Lesson plan #1 due
-26 February	Exam #1
-4 March	Class observation report #2
-11 March	Lesson plan #2
-18 March	Exam #2
-23 March	Class observation report #3
-4 April	Lesson plan and activities (for <u>your teaching demonstration</u>)
-27 April	Reflection Paper (from your teaching demonstration)