

**Syllabus for SED 4100 and SED 5110:  
Teaching Secondary Minor Methods: Foreign Language  
Oakland University**

**2018 Winter Semester: Monday 5:30pm – 8:50pm: 162 Pawley Hall**

**Instructor:**

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**Office Hours:**

By appointment

**Course Overview**

Learning to teach secondary students is a challenging and deeply rewarding endeavor. This class will start you on this adventure, but teaching is more of a journey than a destination. This course will help you learn some of the practical knowledge and skills you need in order to motivate your students and to teach for understanding. In addition, this course will help establish a knowledge base for future professional learning in the program. While you have already had experiences as students in high school and middle school classrooms, learning to **teach** asks you to *reframe* those experiences- to reconsider teaching and learning from “the other side of the desk.” Becoming a teacher of adolescents requires you to learn to think like a teacher, which involves thinking about *why* you are teaching, *whom* you are teaching, *what* you want your students to learn, and *how* you will teach them. Our work together in this course is structured to provide you with some tools to help you answer those questions and teach effectively for student understanding. While this class is built primarily around world languages, it also focuses on core general teaching skills applicable across multiple disciplines.

At the end of this semester, intern teachers should be able to:

- Teach with core content using "big ideas" and concepts. This includes:
  - Posing problems and questions about content
  - Building instruction and objectives around core content, big ideas, and intellectual problems
  - Having students use content in making arguments, narratives, explanations
  - Using the model Backward Design to plan lessons and units
- Design tasks/assessments for students. This includes:
  - Composing, selecting, adapting homework, quizzes, tests, and other methods of assessing student learning of a chunk of instruction
  - Selecting and using specific methods to assess students' learning on an ongoing basis within and between lessons
  - Use unit goals and objectives to design and check questions, tasks, essays, etc. on assessments
- Sequence instruction for coherence and building student performance. This includes:
  - Designing purposeful and meaningful lessons plans
  - Designing a sequence of lessons on a core topic
  - Designing instruction based on state, local, and national standards.
  - Utilizing formal and widely accepted lesson planning template
- Teach with and about texts. This includes:
  - Using classroom strategies for teaching with and about texts

- Elicit and interpret student thinking before, during and after instruction. This can include:
  - Using formative, summative, formal and informal assessment to probe/ surface student thinking
  - Recognizing and identifying common patterns of student thinking in a content domain
  - Identifying and implementing an instructional strategy or intervention in response to common patterns of student thinking
- Present content clearly using conceptual organization and tools (such as Powerpoint)
- Establish and maintain productive instructional routines. This includes:
  - Establishing norms and routines for classroom discourse and work that are central to the content
  - Employ effective “general” routines or lesson regimes
  - Employ effective routines or lesson regimes to meet specific instructional/ and learning goals (e.g. use concept, hook/ elicit conjectures, use evidence, link student conjectures to content (evidence), make arguments, take perspective, etc.

**The InTASC Standards associated with this course are:**

**Standard #3: Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard #4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Standard #7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**More specifically related to world languages**, intern teachers should be able to identify, understand and successfully implement High-Leverage Teaching Practices (HTLP's) as they relate to world language studies **across all levels**, thereby creating engaged, motivated and competent language learners. Breaking it down, intern teachers should be able to:

- Facilitate target language comprehensibility (making the target language understandable to your students, thereby increasing interest and confidence and decreasing frustration and discouragement).
- Build a classroom discourse community (providing opportunities for discussion through careful planning of lessons that contain meaningful and interesting topics)
- Guide learners to interpret and discuss authentic texts (print, audio, video) in the target language
- Focus on form in a dialogic context (rather than isolated grammar lessons) through PACE (Presentation, Attention, Co-construction, Extension)

### Course Assignments, Grading and Participation

Because this class is part of your professional preparation for teaching you are expected to meet a higher standard than is perhaps expected in other courses in the university. Specifically, you are expected to complete *all* assignments, to actively participate in *all* course discussions both during class sessions and in online formats, to challenge yourself to do your best and **ultimately be the type of learner you want your students to be. All interns must earn at least a 2.8 in all professional courses to continue in the MATSE or STEP programs.**

### Class Participation and Meaningful Preparation (20% of final grade):

You are expected to attend every class and come prepared to participate. While this aspect of responsibility is important for what it signals in terms of professionalism (see below), as students of education you are aware that participation and preparation have further, more important implications for a learner's development. Much of our learning will take place through interactions in class. By engaging with each other in discussions, explanations, critiques, and clarifications we contribute to our own and each other's understandings. The richness of this learning community is something to which we all have the responsibility to contribute; all of your interactions in class should be responsible, timely, thoughtful, and respectful. Participation is not limited to how often you talk or raise questions in class, it also reflects the thoughtfulness of your contributions, as well as being an *active listener* – tuned in and respectful of others' comments and questions. Meaningful class participation is an important aspect of your final grade. You may be asked to self-assess your participation during the semester. Teacher candidates must communicate with their instructor and their field placement mentor about any absences.

All absences count against your final grade (3 points for missing full session, 2 points missing ½ class, 1 point for tardy). Absences for which you have a valid excuse with documentation are when (1) you notify me in advance of class (by 4pm on the day of class so I can record the class for you); (2) you complete an outline from the recording of class; and (3) you complete all assignments from the class session. If you know you are going to miss a class, talk with me prior to that time so I can record the class session for you (of which you will submit a full outline of the course). Help me understand why the absence is necessary. Also, make a plan to get the information from that class. You alone are responsible for all content/assignments for the classes that you miss. If an emergency occurs, try to call

me at the phone number above and leave a voice mail message (no texting, please). In any event, communicate with me as soon as possible, so we can make arrangements.

Absences for which you have not pre-notified me or absences that are not considered valid become “unacceptable” absences. Unacceptable absences will have a stronger negative impact on your grade: two unacceptable absences can result in a 0.0 grade for the course. In addition, three absences (with valid excuses or not) from the class will significantly lower your grade and even cause you to have to retake the course. Finally, multiple instances of lateness to class can also significantly lower your grade.

Important - Use of cell phones, laptops, or any other electronic device during class for entertainment purposes can negatively affect your grade. Please be professional and respectful to your peers and instructors when using technology in class.

### **Academic Integrity**

I expect each of you to produce your own work that represents your own thinking. That does not mean that you cannot, or should not, speak to other people about assignments. You can and **should** discuss your work with others – your own thinking **improves** through interaction with others and their ideas. Also, there is much information available on the Internet that I expect you to make use of. This does mean, however, that you distinguish the ideas and words of others and your own. Use appropriate citation. Failure to uphold these standards may result in a 0.0 grade for the course. As stated in the Oakland academic code of conduct:

“All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one’s work honestly. Misrepresentation is cheating since it means the student is claiming credit for ideas or work not actually his or her own and is thereby seeking a grade that is not actually earned. All academic misconduct allegations are forwarded to the Dean of Students Office and adhere to the student judicial system.”

Oakland’s academic code of conduct is posted online: <http://www4.oakland.edu/?id=1610&sid=75>

### **Course Readings and Materials**

- **Texts and other requirements:** (Note (3) is recommended for MATSE students looking for certification in K-12 foreign language.)

(1) Wiggins, Grant, & McTighe, Jay (2005). Understanding by design, Expanded 2nd Edition. Alexandria, VA: Association for Supervision and Curriculum Development.

(2) Glisan, Eileen W. and Donado, Richard (2017) Enacting the Work of Language Instruction: High-Leverage Teaching Practices. American Council on the Teaching of Foreign Languages {ISBN: 978-1-942544-54-8}

(3) Curtain, Helena and Dahlberg, Carol Ann (2015) “Languages and Learners: Making the Match: World Language Instruction in K-8 Classrooms and Beyond (5th Edition)”

### Other Readings:

The InTASC Model Core Teaching Standards

Available to read online at [https://www.ccsso.org/sites/default/files/2017-12/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](https://www.ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

MDE (Michigan Department of Education) Michigan Curriculum Framework as it pertains to the teaching of world languages

[http://www.michigan.gov/documents/mde/World\\_Languages\\_Complete\\_3-26-07\\_193195\\_7.pdf](http://www.michigan.gov/documents/mde/World_Languages_Complete_3-26-07_193195_7.pdf)

ACTFL (American Council on Teachers of Foreign Languages) readiness standards

<https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf>

-You SHOULD subscribe as a (student) member to ACTFL or AATSP (The American Association of Teachers of Spanish and Portuguese). You can enroll online at <https://www.actfl.org/> or <http://www.aatsp.org/>. Reasons to join...

- Provides you access to subject-specific resources and the latest ideas about teaching and learning in your field of study.
- Gives you access to online versions of many professional resources.
- Membership in a professional organization tells prospective employers that you are already started as a professional science teacher.
- It's really fun to learn about teaching from others who are doing the same. Eventually, you might contribute your own ideas!

- **All other Texts available on Moodle / via handout / online**

### Assignments and Grades

Assignments with *approximate* values are listed below. Complete descriptions and specifications will be provided at least a week in advance and discussed as we move through the term.

The following components of the course total 100%:

- 20% General HLTPs
  - 5% HLTP 1 (Lesson Planning- 1<sup>st</sup> and 2<sup>nd</sup> part)
  - 5% HLTP 2 (Formative Assessment)
  - 5% HLTP 3 (Explaining and Modeling Content)
  - 5% HLTP 4 (Eliciting Individual Student Thinking)
- 20% World Language HLTPs
  - 5% HLTP 1 (Facilitating Target Language Comprehensibility)
  - 5% HLTP 2 (Building a Classroom Discourse Community)
  - 5% HLTP 3 (Guiding Learners to Discuss and Interpret Authentic Text)
  - 5% HLTP 4 (Focusing on Form in a Dialogic Context Through PACE)
- 20% Participation (contribution), Attendance, and Preparation
- 15% Micro-lessons and Presentations
- 25% Final Unit Plan
  - 5% Stage 1
  - 5% Stage 2
  - 15% Final Submission

The grading scale will be as follows:

A	96-100	4	C+	80 - 78	2.6 – 2.4
A	95	3.9	C	77	2.3
A	94	3.8	C	76	2.2
A-	91-93	3.7	C	74-75	2
B+	90	3.6	C-	73	1.9
B+	89	3.5	C-	72	1.8
B	88-86	3.4-3.2	D+	71 - 69	1.7 – 1.4
B	84-85	3	D	68	1.3
B-	83	2.9	D	67	1.2
B-	82	2.8	D	65-66	1
B-	81	2.7	E/F	64 - 0	0



