Foreign Languages Online Methods Course Syllabus

Course Syllabus (N.B. This is provided as a sample from a Fall semester. Requirements, grading policy, etc. are the same but the dates would be changed to align with a specific term).

Course Description:

This course is designed to address the needs and concerns of students preparing to teach foreign languages in the K-12 schools and Inservice teachers who need a methods course for endorsement or licensure. It will also serve Inservice teachers who are seeking to update their knowledge of second-language acquisition and instruction for personal growth or for academic credit toward state re-licensing or for national board certification.

This methods course is organized around the Standards for Foreign Language Learning, commonly referred to as the Five Cs: Communication, Cultures, Connections, Comparisons, and Communities. Students will learn about current theoretical bases for second-language acquisition and how theory informs classroom practice. The course does not promote a particular methodology but rather presents principles of learning from which teachers can draw as they make decisions about instruction. In today's classrooms with diverse learners and curricular options, teachers must possess a repertoire of teaching practices based on an evolving research and knowledge base.

Prerequisites:

The FL 6500 course is intended for graduate students who have advanced level language proficiency and are pursuing masters work or will do so in the near future and wish to transfer graduate credit.

Students are encouraged to have taken an Oral Proficiency Interview prior to the course; if that has not been done, students should consider being interviewed to assess their proficiency level as soon as possible. (Information on the OPI can be obtained on the ACTFL website https://www.actfl.org/.) Students planning to student teach should ideally take this course prior to that experience. Many states today require an OPI as part of the preparation or hiring process.

Course Objectives:

1. Demonstrate an understanding of current theories of second-language acquisition research.
2. Design unit and daily lesson plans in alignment with the standards for language learning.
3. Create lesson segments that reflect theory and practice.
4. Design performance-based assessments.
5. Use technology as a tool for professional development and to promote student learning.
6. Develop the ability to reflect on one's teaching, student learning and to make changes as warranted.

Provide evidence of ability to conduct research through a paper, a case study, or a Classroom Action Research project.

The intensive nature of the course requires that you adhere strictly to start/end dates. Most modules are one-week; exceptions noted with *. The assignment will remain open for one week after the end date, but subsequently, it closes, and you will not be able to submit assignments. It is easy to fall behind if you are not disciplined. Always begin the reading and assignments for each module toward the beginning of the week. Most modules end with a larger project or paper, so you want to leave time to build up for that. CANVAS Tutorials as needed (Jan. 12 - 17)

Module 1: Reflection and Goal Setting (Jan. 12 - 17)

Module 2: Our Evolving Profession (Jan. 18 - 24)

Module 3: Standards for Foreign Language Learning (Jan. 25 - 31)

*Module 4: The Foreign Language Learner & the Acquisition Process (Feb. 1 -14)

Module 5: Designing Curricula and Planning Lessons (Feb. 15 - 21)

Module 6: Meeting the Needs of the Learner (Feb. 22 – 28)

*Module 7: Teaching for Interpretive Communication (Mar. 1 - 14)

Module 8: Teaching for Interpersonal Communication (Mar. 15 - 21)

Module 9: Teaching for Presentational Communication (Mar. 22 - 28)

*Module 10: Assessing Performance in Language Classrooms (Mar. 29 – Apr. 11)

[WORK ON YOUR FINAL PROJECT AS YOU DO THESE LAST MODULES. They have fewer assignments to allow time.]

**Module 11: Understanding Cultural Perspectives (Apr. 12 - 18)

**Module 12: Comparisons and Connecting with Other Disciplines and the Target Language Community (Apr. 19 - 25). N.B. This is an absolute deadline, no extension.

Assemble and turn in your Culminating Final project DUE on or before APRIL 30. This is an absolute deadline.

* 2-week modules
** Modules with no extension

For a summary of the readings and assignments for each module, go to the Reading List on the home page.

Student/Student Interaction:

In a "live course", you would be interacting with other students in your class. Maintaining a degree of interaction is important to the learning process. In this online course, you are encouraged to take advantage of opportunities designed to promote interactive communication in cyberspace. Your classmates may be in sites distant from your location; they may have very different backgrounds and experiences with language learners. Get to know them, seek to work with them. You will do this through:

1) Discussion Groups where you and your classmates post messages and react to one another. This activity promotes interaction among students similar to what is experienced in a classroom. Discussions will be "pinned" during the period of the unit and for an additional week. After that you can always read comments, but they will be closed for new postings and credit.

2) Chats where you and a partner, assigned by your instructor, will communicate with one another to share ideas as you work on lesson projects. Collaborating and bouncing ideas off a partner will help solidify your ideas.
   For participation credit, chats and discussions should be completed by the week after the due dates for the module. Points for Participation will be entered by the instructor into the Grade Book at the end of the course.

Faculty/Student Interaction:
One of the major ways you will share your progress with your instructor is through assignments. There are three kinds of assignments you will submit to your electronic portfolio:

- Check-ins: These questions follow readings in the text or module content. In a live classroom, professors often ask questions based upon reading assignments or discussion. Students respond to these spontaneously to show their understanding. The check-ins replicate this in your web course. You should respond to these questions thoughtfully based upon your understanding of the material. Spend a limited amount of time with these 2-point activities.
- Reflect/Respond: These assignments ask you to reflect, to think about the topic a bit, to come up with a response, to create an example, to discuss an instructional decision you might make. Worth 8 points, these responses may require your exiting the program to find a reference or supporting material.
- Project: During the course, generally at the end of a module, you will create a project that demonstrates your ability to formulate a lesson unit involving the topic you have studied in that module. Projects, worth 50 points, require planning, organization, and instructional decision-making.

Required Text

1. Shrum, Judith L. & Glisan, Eileen W. *Teacher's Handbook*. 4th Edition. (2010) Boston: Heinle & Heinle. (*ISBN-10: 1-4130-3321-0 (ISBN-13: 978-1-4130-3321-2)*.

Course Requirements:

There are 12 modules that students will need to complete. Within each module are reading assignments, portfolio submissions, and online interactions with other students.
Two modules contain examinations and the others have culminating projects.
At the end of the course, students will submit a Final Culminating Project as noted above. For FL 6500, this will consist of a 1) a unit plan with 2) formal assessment and 3) research project. Details are in the final module.

Assignments: 60%	Exams: 5%	Participation: 5%	Final Project: 30%
Check-Ins: 15%	Module 2 Exam: 2.5%	Discussions and Chats	Final Project: 30%
Reflect/Respond: 25%	Module 4 Exam: 2.5%		
Projects: 20%			

Grading Policy Breakout:

Culminating Course Project: 200 points (30%). For the graduate course, this consists of a Unit Plan / Lesson plans (100 points), a Formal Assessment (50 points), and evidence of your ability to use research (50 points). Details for how to assemble this plan and the research project with the scoring rubrics are located in the Learning Modules file. You will submit the plan through the assignment link in the module.
Final percentages will be converted to grades as follows: 93 - 100% = A; 84 - 92 % = B; 75 - 83% = C; 74 - 65% = D; below 64% = E.

Discipline Bibliography:

REFERENCES: Each module in this online course has its own list of references so that you can consult additional resources for your research, assignments, and personal professional growth. Please take advantage of these references because they represent the most current research in the field. *Teacher's Handbook* contains a good set of references after each chapter.