CALIFORNIA STATE UNIVERSITY, LOS ANGELES
Charter College of Education
Division of Curriculum and Instruction
Fall Quarter, 2014

EDSE 421L: Special Instructional Methods in Secondary School World Languages

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Catalog Description:

Prerequisites: EDCI 300, EDSE 401, or EDSE 401S, admission to teaching credential program and as specified for foreign languages (six upper division units in the language). Instructional strategies and curricular themes in foreign languages, taught in secondary schools.

Required Text:

- **World Language Content Standards** for California Public Schools at *www.clta.net/standards/standards.pdf*

Recommended Text:

- Hadley, Alice Omaggio, **Teaching Language in Context,** 3rd Ed. (Paperback)

Professional Statements
Student Conduct

The faculty members of the Charter College of Education view student conduct as a serious matter. The Charter College faculty members assume that all students will conduct themselves as mature citizens of the campus community and will conduct themselves in a manner congruent with university policies and regulations. Inappropriate conduct is subject to discipline as provided for in Title 5, California Code of Regulations (see student conduct: rights and responsibilities, and student discipline, CSLA General Catalog).

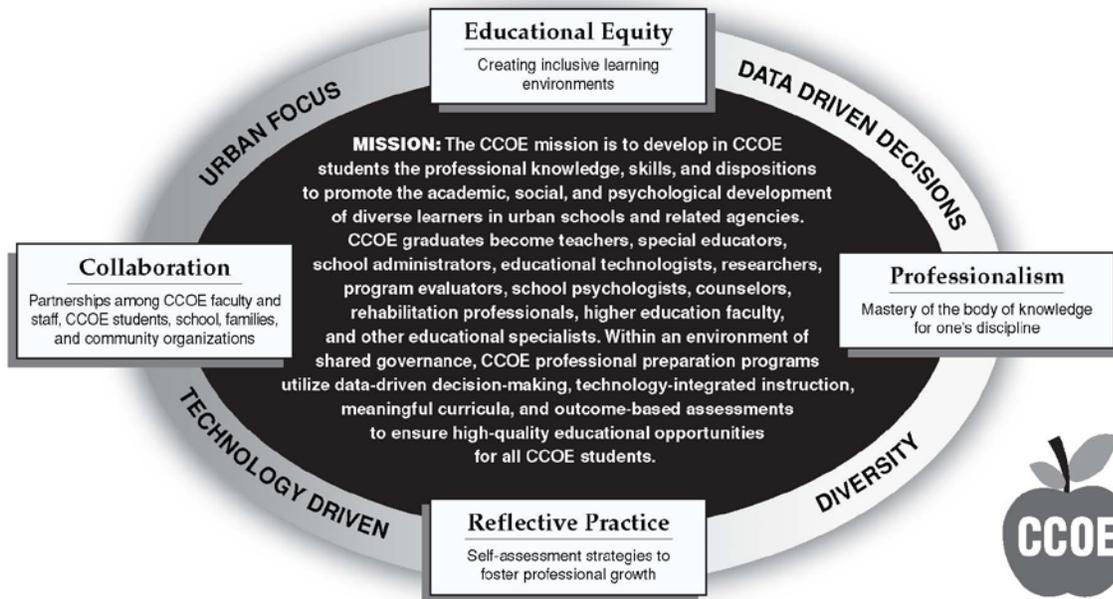### Theme and Conceptual Framework for Professional Preparation

The faculty members of the Charter College of Education have adopted the organizing theme of "Preparing Educators to Serve the Culturally and Linguistically Diverse Population of Urban Schools and Related Institutions of the 21st Century" for the programs for professional educators at California State University, Los Angeles. This theme is reflected in this course by the course content, performance standards, lecture topics, the textbook chapters, suggested readings, and assignments. The diagram presented on the next page provides the conceptual framework for the theme and supports the preparation of professional educators by the members of the CSULA Charter School of Education faculty.

Charter College of Education
Conceptual Framework

VISION: The Charter College of Education (CCOE) is a learning community of faculty, administrators, staff, CCOE students, and community members that work collaboratively to ensure that all CCOE students receive a high-quality education, honor the diversity of all learners, advocate for educational and community reforms, develop reflective practices that promote equity, and facilitate the maximum learning and achievement potential of all children and adults.

Educational Equity
Creating inclusive learning environments

Collaboration
Partnerships among CCOE faculty and staff, CCOE students, school, families, and community organizations

Professionalism
Mastery of the body of knowledge for one's discipline

Reflective Practice
Self-assessment strategies to foster professional growth

URBAN FOCUS · DATA DRIVEN DECISIONS · TECHNOLOGY DRIVEN · DIVERSITY

MISSION: The CCOE mission is to develop in CCOE students the professional knowledge, skills, and dispositions to promote the academic, social, and psychological development of diverse learners in urban schools and related agencies. CCOE graduates become teachers, special educators, school administrators, educational technologists, researchers, program evaluators, school psychologists, counselors, rehabilitation professionals, higher education faculty, and other educational specialists. Within an environment of shared governance, CCOE professional preparation programs utilize data-driven decision-making, technology-integrated instruction, meaningful curricula, and outcome-based assessments to ensure high-quality educational opportunities for all CCOE students.

CCOE

CORE VALUES: The Charter College of Education prepares outstanding and caring educators, counselors, and leaders to work with diverse learners in urban schools and related agencies guided by the following core values.

EDUCATIONAL EQUITY: We believe in creating inclusive learning environments with equitable educational opportunities for all learners, including those with disabilities and those from diverse cultural, linguistic, and socio-economic backgrounds. We believe everyone can learn if given the opportunity and support. We honor the dignity of every individual and hold high academic expectations for all learners. We value diversity because it enriches the quality of everyone's learning.

REFLECTIVE PRACTICE: We believe all CCOE students should develop reflective practices, including self-assessment strategies to foster professional growth. We promote the deliberate application of knowledge to practice and the constant reflective analysis of one's practice in relation to school and/or community needs.

PROFESSIONALISM: We believe professionalism is mastery of the body of knowledge for one's discipline and the demonstration of cultural, technological, ethical, and professional competencies. CCOE courses and professional preparation programs are designed to teach professional dispositions, skills, and/or knowledge.

COLLABORATION: We believe that collaborations and partnerships among CCOE faculty and staff, CCOE students, schools, families, and community organizations enhance educational excellence, urban school and related agency transformations, and educational access and equity for all learners. Meaningful and lasting educational collaborations and partnerships are grounded in understanding the complexity of all stakeholders' needs and their interdependence, and we advocate that all CCOE professional preparation programs build collaborations and partnerships.

Statement of Reasonable Accommodation

The Charter College of Education faculty members fully support the Americans with Disabilities Act (ADA). The members of the faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Students with Disabilities (OSD) who needs and requests accommodation. The faculty member may wish to contact the OSD to verity the presence of a disability and confirm that accommodation is necessary. The OSD will arrange and provide for the accommodation.

Reasonable accommodation may involve allowing a student to use an interpreter, note taker, or reader; accommodation may be needed during class sessions and for administration of examinations.

The intent of the ADA in requiring consideration of reasonable accommodation is not to give a particular student unfair advantage over other students, but simply to allow a student with a disability to have an equal opportunity to be successful.

Technology

For formal admission to credential, certificate or Master Degree programs in the Charter College of Education, each student must:

1. Own or have ample access to a computer (e.g., in CSULA computer labs, or at home or work);
2. Have general knowledge of operation and care of a computer, computer hardware/software, and be able to implement some basic troubleshooting techniques (e.g., check connections, restart the computer, etc.);
3. Have an email account (available free of charge to all CSULA students); and
4. Have a basic understanding of how to use the Internet.

Students should anticipate that their use of these skills will be integrated with courses in their programs. Students who fail to meet any of the above expectations are strongly advised to take an introductory course before they are formally admitted to the Charter College of Education.

Course Requirements

1. **Attendance.** (20 Points) Students are expected to arrive on time and attend all class sessions. Due to the interactive nature of this course, any student who misses more than one class session will be unable to receive an A for this course. Any student who misses more than two class sessions will be unable to receive either an A or a B for this course, and any student who misses more than three class sessions will be unable to receive a passing grade for this course. Tardy arrivals will be compiled into missed class sessions.

2. **Participation.** (20 Points) You are expected to read the assigned readings prior to each class and to actively participate on a weekly basis. There are two parts to the participation in this course. First, you will be asked to participate in a variety of group activities, all of which will have direct applicability to your teaching in the classroom. Please plan on being an active group participant. Active participation means that you have read the weekly assigned readings and have written some notes on the readings, including critical questions to share and discuss in class. Your participation will be evaluated on participation according to the rubric at the end of this section.

   Weekly class assignments will vary and may include the following: Responses/reactions to class discussions/lectures/activities; Responses to specific questions; PowerPoint presentations, online assignments (including web searches, exploration of specific websites, videos or reading assignments) etc.

SCORING RUBRIC FOR ATTENDANCE/PARTICIPATION

Score	Characteristics
35	Attends class sessions and makes critical and reflective connections in all of the following areas: o Reflects on the readings during small group and whole class discussions, either using quotes or paraphrases with citations from texts; o Builds on background knowledge, tying readings into prior knowledge, experiences; o Engages in the research process through discussions of the readings and inquiries into her/his own practice; and o Describes pedagogical implications by making connections between research, theory, and instructional practices are considered.
30	Attends class and makes critical and reflective connections among two to three of the above four areas, one of them from the text.
20	Attends class and makes critical and reflective connections to the readings, either in writing or orally.
5	Attends class sessions, listens and participates in activities but does not make individual contribution of ideas and/or questions from the readings to discussions.

3. **Completion of Course Assignments** (160 points–see detailed explanations below).

All assignments are due on the date specified on the syllabus. No late assignments will be accepted without prior approval of the instructor. All assignments must be typed (**12 point font)** and double-spaced (with the exception of student samples and audio-visual presentations).

Course Requirements and Grading Procedures								
Scoring		Grading Scale						
Assignments	Points							
Thematic Unit (Group Project)	90	181-200	=	A		121-130	=	C+
Presentation of Unit (Group project)	20	161-180	=	A-		111-120	=	C
Picture File	15	151-160	=	B+		101-110	=	C-
Field Trip and Reflections	15	141-150	=	B		Below 101	=	Fail
World Language Bag/Presentation	15	131-140	=	B-				
Attendance/Participation	30							
Linked Learning	15							

Total Points: 200

Assignments

Assignment #1
World Language Bag (15 points)

Students will prepare and present a World Language Culture Bag to the class.

- Your World Culture Bag must contain:

    1. An item that represents your view of the importance of learning a world language.
    2. An item that represents your personal philosophy about teaching a world language.
    3. An item that shows why you have chosen to teach a world language.
    4. An item that represents what you have to offer us (and your present/future students).
    5. An item that represents what you will need from us (and your present/future students).
    6. An item that represents your own personal culture.
    7. Another item that represents your own personal culture.
    8. An item that represents a message you would give your students at the end of one school year (about what they have accomplished).

- Present your World Culture Bag to the class (take the items out of the bag, and present them one by one).

Assignment #2
Cultural Field Trip and Lesson Plan (15 points)

Go visit a museum or cultural center in the community of your target language. Look at both the traditional history and cultural of that country AND the American experiences of that targeted population. Afterwards, pretend that you will actually be taking your students on a fieldtrip to visit that site. Write a one-page reflection on what you will be pointing out to your students in order for them to know more about the culture and history of the language that they are learning.

Assignment #3*
Picture File or Digital Picture File (15 Points)

Put together a picture file that you can use for beginning language instruction (Stage 1). The pictures should be useful in teaching a particular topic area. You will be using the picture file in your actual classroom for instruction and may incorporate the file into your Thematic Group project. Include a cover page on top of your picture file with: Name, target language, and a brief paragraph explaining why you chose this collection of pictures and what was your organizing thoughts. Keep in mind:
- The pictures should be colorful and interesting
- They should be large enough for use in either whole class or small group instruction
- They should be mobile, be sort-able, and handled by students
- They should be themed in an obvious way: Colors, shapes, pictures, animals, etc.
- They must be appropriate for **beginning learners**; ie. You might include pictures of dogs, cats, horses, etc in an animal themed file but probably not anteaters, rhinos, or other more exotic animals for beginners.

➢ Do not label the pictures because you might use them for different lessons.

*Option to Replace Assignment #3
Risk Taking Assignment

Acquiring and becoming literate in a foreign language involves risk taking. To make you more aware of the risks your students will need to take while acquiring a foreign language, you will teach yourself how to do something completely new, something that you have always feared learning/doing; this risk must be a language or cultural risk (learning a new language, speaking in a new language, singing in public in your second language, playing an instrument, eating a new type of food, etc.). Near the end of the quarter, you will present to the class a summary of the process and final product (act out your risk). You will relate your process/product to what you have learned about language acquisition, and then apply it to your present/future teaching practice.

Assignment #4.
Thematic Unit for Language Instruction (90 points)

Group Term Project

The Group Term Project is a **thematic unit** that integrates language arts (speaking, listening, reading, writing) with other major areas of the curriculum (math, science, social science, art, music, performing arts., etc.) It will be a product that highlights your team's ability to apply the philosophies, methods, and activities of this course to the designing of instruction for the World Language classroom.

You should first start out by selecting a **"theme"** that is of interest to your group. (There is nothing more boring than working on an assignment that is of little interest to you.) Try to select a theme that is broad enough to include a variety of instructional lessons and activities, but not so broad that you would not be able to clearly focus on the lessons.

Some of the more interesting thematic units that I have seen included:

Stories/Myths	The Movies	Families	Animals and Pets
Ecology	Our Environment	Sports	Games
Food	Patterns of Change	Friendship	Holidays/Celebrations

Next, refer to the **_California Content Standards for World Languages_** and find the topics and stages that you would want to address in your Unit.

Once you have determined the topic and stages, look at what content areas you wish to design your lesson plans, ie: science, history, geography, art, music, math, PE, etc.

As a group, design a total of **10 lesson plans** for your thematic unit.
   The unit should have the following parts:
   A. Design a creative cover
   B. Do a cover page that includes the theme and the team member's names
   C. Write an <u>Introduction</u> where you will **define your student population**:
       age, grade, social economic status, availability of resources etc., **<u>and</u>** an explanation of how the unit is organized around the theme. Also define the students' target language ability (stages)
   D. The 10 lesson plans may build upon previous lessons over time.

E. Attach samples and copies of all resource materials used in the lessons, i.e. patterns, songs, poems, worksheets, chart grids, etc.
F. At least one lesson plan must be based on a young people/children's literature: either narrative or expository.
G. Remember, you want to design student-centered, active learning activities into your lessons. We don't want to see work sheets and fill in the blanks, and rows and rows of conjugation of verbs all day long.
I. Turn in 2 copies, one of which can be a photocopied version. I will return the original.

   Prepare an oral presentation for the class, maximum 30 minutes.

Grading: The group project and the presentation is worth over half of your overall course grade (**100 points + 20**). I may also ask each group member to give me a participation grade for all the other members of your group. The group member's individual grade will be confidential but will be taken under account for your final grade for the course.

Assignment #5
Unit Presentation (20 points)

Your group will briefly (10 minutes maximum) present your thematic unit, talking about who the unit is designed for, what are stages of acquisition, and note some highlights of the unit. Then, have one member of your group give a demonstration lesson with the other group members pretending to be students. The demonstration lesson should be no more than 20 minutes. The total group presentation with lesson demonstration will be 30 minutes maximum.

Assignment #6
Linked Learning (15 points)

- Attend Linked Learning Presentation: KHB 2019, November 10th or 13th, 4:20 pm – 6:00 pm and/or view online, http://www.connectedcalifornia.org/linkedlearning.

- Participate in an in-class debriefing activity, "Join the Discussion."
  - Two students will start the discussion (center of room).
  - One-by-one, the rest of the class will join the discussion.

- Write a reflection reacting to the presentation on Linked Learning (Sam Dovlatian AP, Hollywood High School). Integrate specific information about Linked Learning as part of your written reflection.

Schedule of Class Meetings, Readings, and Assignments

WEEK	DATE	CLASS TOPIC	READINGS FOR THIS WEEK
1	9/25	Introductions Syllabus/Syllabus Game Line-Up Huddle Begin House In-Class Project Assignment: World Culture Bag World Language Bag Demonstration	Download **World Language Content Standards** for California Public Schools at *www.clta.net/standards/standards.pdf*
2	10/2	Local, State, and National Perspectives on World Language Learning and Teaching Presentation/Group Activity-Professor Jose Perez **Choose Thematic Unit Topic and group partners**	**World Language Content Standards** for California Public Schools at *www.clta.net/standards/standards.pdf* **Print out and bring your copy to each class meeting.**
3	10/9	Knowing a Language Acquiring/Learning a Language Factors Affecting Language Acquisition Teaching a Language **World Language Culture Bag Presentations**	**Professor will provide reading materials.**
4	10/16	Stages of Language Development: The connection between first and second language development **Field Trip Reflections Due**	**Professor will provide reading materials.**
5	10/23	Using Technology in the World Language classroom	**Technology Instruction Handouts/Assignments**
6	10/30	The Importance of Background Knowledge and Context (Apple/Nandu/Chair Experiments) The Connection between Language and Culture **Picture Files Due**	**Professor will provide reading materials.**
7	11/6	The Connection between Background Knowledge,	**Professor will provide reading materials.**

		Comprehension and Reading	
8	11/13	Linked Learning Presentation, KHB 2019, 4:20 pm to 6:00 pm; follow-up classroom activity and written reflection paper. The Connection between Background Knowledge, Comprehension, and Writing	**Professor will provide reading materials.**
9	11/20	Bridging the Gap between Listening/Speaking and Reading/Writing Language Assessment	**Professor will provide reading materials.**
	11/27	**NO CLASS - Thanksgiving**	**Thanksgiving**
10	12/4	**Group Presentations of Thematic Units** **Thematic Units and Presentations Due**	
11	12/11	**Group Presentations of Thematic Units**	