

Syllabus for
LANG 470—Teaching Language
3 Credit hours
Fall 2017

I. COURSE DESCRIPTION

A course designed to provide foreign language majors with concepts needed for language learning and instruction. Includes the historical background of teaching modern languages as well as the uses of modern technology in the classroom. Discusses Foreign Language in the Elementary School (FLES), immersion programs, and issues concerning high school programs. Includes writing lesson plans and completing a 10-hour practicum.

Prerequisites: Junior or senior standing.

II. COURSE GOALS

- A. The purpose of this course is to prepare students to teach French or Spanish at the middle and high school levels. To this end, students prepare lesson plans, study effective teaching methods, research appropriate educational theory, collect useful teaching materials, and discuss practical aspects of student teaching and job searches.
- B. The course provides instruction in testing and evaluation of competencies in reading and writing.
- C. An integral part of the course is practice teaching sessions in which members of the class serve as secondary students to simulate a classroom situation. This makes it possible for students to actively use the techniques discussed during the course before meeting actual students during a practicing period.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

- A. Terminal Objectives
As the result of successfully completing this course, through lectures and subsequent discussions, assigned films, assigned readings, and class participation in class activities, the student will be able to do the following:
 - 1. Discuss the historical background of the teaching of modern foreign language.
 - 2. Discuss ways to improve deficiencies in basic language skills through understanding of the use of provided materials.
 - 3. Demonstrate technological equipment utilized in the modern public school language classroom, through use in teaching.
 - 4. Demonstrate a mastery of methods and techniques in the presentation of material in the language classroom through practice teaching periods.
 - 5. Individualize programs to meet the needs of students, including adjustment of reading materials, the exceptional student, and the culturally different student.
 - 6. Identify by name publishing companies and available foreign language programs.
 - 7. Demonstrate his/her ability to plan lessons and evaluate classroom experience through the preparation of a lesson plan for a two-week period and appropriate test.
 - 8. Prepare and organize notes on all reading, observations, and films.

B. Course Objectives for Students in Teacher Preparation Programs
The Course Objectives for the Teacher Preparation Program meet the “competency-based” requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following Institutional Standards:

- IS 2: The candidate is a reflective, transformed educator who actively seeks out opportunities to grow professionally and understands the evaluation process of relative constituencies.
- IS 3: The candidate makes educational decisions based on a Christian philosophy of education and promotes Godly principles among students, colleagues, parents, and agencies in the larger community.
- IS 5: The candidate draws upon knowledge of content areas, cross-disciplinary skills, technological resources, learners, the community, multiple and varied clinical experiences and knowledge of subject matter, Core Curriculum, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.
- IS 6: The candidate understands the central concepts, tool of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of the discipline(s) accessible and meaningful for learners.
- IS 7: The candidate demonstrates an understanding of effective verbal, nonverbal, and technological skills through a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections to authentic local and global issues.
- IS 9: The candidate understands how students learn and designs and implements developmentally appropriate and challenging learning experiences that are supportive of personal and career development.
- IS 12: The candidate understands how students learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, spiritual, and physical areas.
- IS 13: The candidate understands how to connect concepts and uses differing perspectives to engage learners in critical/creative thinking, collaborative problem solving, and applying performance skills to authentic and global issues.
- IS 14: The candidate demonstrates an understanding of assessment systems that aggregate and disaggregate data collected from multiple formal and informal assessment instruments, and supported by various technological resources.
- IS 15: The candidate understands how to use assessment data to engage learners in their own growth, document learner progress, inform ongoing planning, instruction, and program improvement.

At the completion of this course, the student should be able to do the following:

1. Be aware of the historical background of the teaching of modern foreign languages (IS 5,6)
2. Improve competency in basic skills if deficient. (IS 5,6)
3. Become familiar with the technological equipment used in public school language classrooms. (IS 15)
4. Be able to plan lessons and evaluate classroom experiences. (IS 14, 13, 9)
5. Recognize and emphasize problem areas for native speakers of English in the student’s specific target language.
6. Join professional organizations and subscribe to professional journals.
7. Individualize instruction to meet student needs. (IS 12)

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Textbook:

Shrum, Judith L., and Eileen W. Glisan. *Teacher's Handbook: Contextualized Language Instruction*. 5th ed. Cengage Learning, 2015. Print. World Languages. ISBN-13: 978-1305109704

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

1. **Class Assignments**

- a. Students need to come to class with the appropriate textbooks, course materials, and other supplies as designated by the professor.
 - b. Professors may refuse to accept an assignment if it has inappropriate content, does not meet the assignment's criteria (e.g., not typed, incorrectly documented), is incomplete, is suspected of plagiarism, or is turned in too late.
2. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.
3. **Late Work**
- a. The student is responsible for obtaining class assignments and material covered during an absence, and all work is expected to be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. These responsibilities assist the student in professional development.
 - b. Any test taken late (except if the absence is administratively excused) incurs the ORU late exam fee (\$15), which must be paid before the late test can be taken.
 - c. Assignments missed because of administratively excused absences are accepted with no penalty. Generally, assignments missed from an excused absence, such as sickness or family crises, can be made up and the instructor should be notified as soon as possible to reach an agreement on due dates and possible penalties. Each instructor has his or her own late-work policy that is given to students at the beginning of a course, so a teacher may decide that work missed because of an unexcused absence cannot be made up. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence.
4. **Attendance**
- a. **Excused and Unexcused Absences**—As stated in the university policy section of this syllabus, class attendance is mandatory, but because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is intended for illness, personal business, and emergency. Work missed because of an excused absence (e.g., illness, family emergency) can be made up; however, it is up to the teacher's discretion whether or not to accept work missed due to an unexcused absence (e.g., oversleeping, skipping class). If a student exceeds this number of absences, the student may lose points due to late work or for excessive

absences, which may affect the semester grade. Extended illnesses are handled on an individual basis and require verification from a doctor.

- b. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:
 - (1) Inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.
 - (2) Present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors' or nurses' notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
 - (3) Obtain information covered during an absence. All work must be completed as scheduled.
 - (4) Not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
5. **Plagiarism**—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments.
 - a. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which results in an F for the paper. Flagrant cheating results in an F for the course.
 - b. Students may be asked to submit their assignments to Turnitin.com (an online anti-plagiarism program) or have their work submitted to D2L, which also submits work to Turnitin.com.
6. **Incompletes**—As stated in the University catalog, incompletes are granted only for “good cause,” such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the English and Modern Languages Department. Very few incompletes are granted.
7. **Whole Person Assessment**—If this course requires an ePortfolio assignment, it is listed in the next section (“Course Policies and Procedures”) and explained in the WPA Handbook at <http://eportfolio.oru.edu>. Students need to comply as indicated in this syllabus, by the instructor, and in the WPA Handbooks.

C. Course Policies and Procedures

1. **Evaluation Procedures**

It is recommended that a minimum grade of “C” be achieved in this course before the next level is taken.
2. **Grades are determined as follows:**
 - a. Class participation and active contribution to discussions based on assignments: 25%
 - b. Submission of written unit assignments and micro-teaching performance: 25%
 - c. Performance during extended demonstration teaching: 25%

- d. Performance on final examination: 25%
- 3. **Extra Credit**
 - a. Students should not expect extra credit to help raise a grade.
 - b. It may not apply to raise a grade from a "D" to a "C" if the cumulative score is lower than a 68% before extra credit points are added.
- 4. **Whole Person Assessment Requirements**
There are no Whole Person Assessment requirements for this course.

VI. COURSE CALENDAR

- Week 1: Introduction to course. Textbook, Preliminary Chapter.
- Week 2: *Teacher's Handbook*, Chapter 1; COERLL Module: The Language Teacher
- Week 3: *Teacher's Handbook*: Chapter 2; COERLL Module: The Language Learner; Textbook Review
- Week 4: *Teacher's Handbook*: Chapter 3; COERLL Module: Speaking and Communicative Tasks
- Week 5: *Teacher's Handbook*: Chapter 5; COERLL Module: Pragmatics
- Week 6: *Teacher's Handbook*: Chapter 6; COERLL Module: in the Foreign Language Classroom.
- Week 7: *Teacher's Handbook*: Chapter 7; COERLL Module: Reading in the Foreign Language Classroom.
- Week 8: *Teacher's Handbook*: Chapter 8; COERLL Module: Speaking in the Foreign Language Classroom.
- Week 9: Lesson Plan Assignment.
- Week 10: *Teacher's Handbook*: Chapter 9. COERLL Module: Writing in the Foreign Language Classroom
- Week 11: *Teacher's Handbook*: Chapter 10; COERLL Module: Culture in the Foreign Language Classroom.
- Week 12: *Teacher's Handbook*. Chapter 11; COERLL Module: Assessment in the Foreign Language Classroom.
- Week 13: *Teacher's Handbook*. Chapter 12; COERLL Module: Technology in the Foreign Language Classroom; Cooperation Teacher Evaluation
- Week 14: Review.
- Week 15: FINAL EXAMINATION.

Course Inventory for ORU's Student Learning Outcomes

LANG 470—Teaching Language Fall 2017

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines the outcomes & proficiencies/capacities.

	OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive				
	<i>Proficiencies/Capacities</i>				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit				X
1C	Evangelistic capability			X	
1D	Ethical behavior			X	

2	Outcome #2 – Intellectually Alert				
	<i>Proficiencies/Capacities</i>				
2A	Critical thinking	X			
2B	Information literacy		X		
2C	Global & historical perspectives			X	
2D	Aesthetic appreciation			X	
2E	Intellectual creativity		X		

3	Outcome #3 – Physically Disciplined				
	<i>Proficiencies/Capacities</i>				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X

4	Outcome #4 – Socially Adept				
	<i>Proficiencies/Capacities</i>				
4A	Communication skills	X			
4B	Interpersonal skills		X		
4C	Appreciation of cultural & linguistic differences			X	
4D	Responsible citizenship				X
4E	Leadership capacity			X	

(Revised 10/14/16)