

Syllabus-Methods: K-12 Modern Language – EDU 497C 001
Fall 2013

4:00-6:00

LA 712

Linda Jones, Instructor

Office Hours: 2:00 PM -3:50 PM Tuesday, or by appointment

Office: LA 706 Phone: 657-2963

linda.jones7@msubillings.edu or horados@yahoo.com

Prerequisite: Admission to Teacher Education program and junior standing in major/minor

Corequisite: EDU 354 Seminar and Secondary Junior Field

Examines the unique set of concerns and challenges facing the K-12 teachers of foreign languages. Instruction is offered in: language acquisition practice, classroom teaching techniques, testing and evaluation, media-based instruction and technology, instructional materials development, and classroom behavioral management

In addition to assignments listed below, students will also each read and share with the class one chapter from Languages and Children: Making the Match by Helena Curtain and Carol Ann Dahlberg and/or other books to be listed later.

1. **September 10** Kathy Holt discuss placements. Sign up for CASLS; Discuss TPR
Assignment for next class: Read Chapter 1 of Lee and VanPatten; Read Chapters 1 & 2 of Jones; Bring ideas from CASLS and printout of cover page; Bring reaction paper on Lee, Chapter 1; Teach short lesson using TPR; Quiz over readings
2. **September 17** Discuss Lee and VanPatten Chapter 1; Discuss Jones Chapters 1 & 2; Teach TPR lesson; Sign up for FLTEACH; Discuss CASLS and FLTEACH ideas; Turn in reaction papers; Quiz
Assignment for next class: Read Chapter 2 of Lee and VanPatten; Read Chapters 3 & 4 of Jones; Teach short lesson; Bring ideas from FLTEACH and CASLS and dated printout from FLTEACH; Reaction paper on Lee, Chapter 2;
3. **September 24** Discuss Lee and VanPatten Chapter 2; Discuss Jones Chapter 3 & 4; Share FLTEACH and CASLS ideas; Teach short lesson; Discuss "circling a structure"; Turn in reaction paper; Quiz
Assignment for next class: Read Chapter 3 of Lee and VanPatten; Read Chapters 5 & 6 of Jones; Teach short lesson; Practice circling; Bring ideas from FLTEACH and CASLS; Reaction paper
4. **October 1** Discuss Lee and VanPatten Chapter 3; Discuss Jones Chapters 5 & 6; Teach short lesson; Share ideas from FLTEACH and CASLS; Discuss TPRS; Turn in reaction paper; Quiz
Assignment for next class: Read Chapter 4 of Lee and VanPatten; Read Chapters 7 & 8 of Jones; Prepare short lesson; Search FLTEACH archives; Reaction paper
5. **October 8** Discuss Lee and VanPatten Chapter 4; Discuss Jones Chapters 7 & 8; Teach short lesson; Share ideas from FLTEACH archives; Turn in reaction paper; Sign up for TPRS; Watch vimeo of Terry Waltz; Quiz
Assignment for next class: Read Chapter 5 of Lee and VanPatten; Read Chapters 9 & 10 of Jones; Prepare short lesson; Bring ideas from TPRS; Reaction paper
6. **October 15** Discuss Lee and VanPatten Chapter 5; Discuss Jones Chapters 9 & 10; Teach short lesson; Share ideas from TPRS; Watch vimeo of Terry Waltz; Turn in reaction paper; Quiz
Assignment for next class: Read Chapter 6 of Lee and VanPatten; Read Chapters 11 & 12 of Jones; Prepare short lesson; Bring ideas from TPRS; Reaction paper

7. **October 22** Discuss Lee and VanPatten Chapter 6; Discuss Jones Chapter 11 & 12; Teach short lesson; Share ideas from TPRS; Watch DVD of Krashen; Turn in reaction paper; Quiz
Assignment for next class: Read Chapter 7 of Lee and Van Patten; Read Chapters 13 & 14 of Jones; Search TPRS archives; Prepare short lesson **BASED ON CHAPTER 7 READING**; No reaction paper
8. **October 29** Discuss Lee and VanPatten Chapter 7; Discuss Jones Chapters 13 & 14; Share and evaluate short lesson; Watch DVD of Li; Quiz
Assignment for next class: Read Chapter 8 of Lee and VanPatten; Read Chapters 15 & 16 of Jones; Prepare short lesson; Reaction paper on Chapter 7 of Lee
9. **November 5** Discuss Lee and VanPatten Chapter 8; Discuss Jones Chapters 15 & 16; Teach short lesson; Watch DVD of Li; Turn in reaction paper; Quiz
Assignment for next class: Read Chapter 9 of Lee and VanPatten; Read Chapters 17 & 18 of Jones; Prepare short lesson; Reaction paper
10. **November 12** Discuss Lee and VanPatten Chapter 9; Discuss Jones Chapter 17 & 18; Teach short lesson; Watch DVD of Li; Turn in reaction paper; Quiz
Assignment for next class: Read Chapter 10 of Lee and VanPatten; Read Chapters 19 & 20 of Jones; Prepare short lesson; Reaction paper
11. **November 19** Discuss Lee and VanPatten Chapter 10; Discuss Jones Chapters 19 & 20; Teach short lesson; Watch DVD of Li; Turn in reaction paper; Leslie Whalen/Jenny Polkowske-guest speakers; Quiz
Assignment for next class: Read Chapter 11 of Lee and VanPatten; Read Chapters 20 & 21 of Jones; Prepare short lesson; Research “Whole Brain Teaching”; Reaction paper on “Whole Brain Teaching”
12. **November 26** Discuss Lee and VanPatten Chapter 11; Discuss Jones Chapters 20 & 21; Teach lesson using “Whole Brain Teaching”; Reaction paper; Meet in computer lab-education building; Alice Nation-guest speaker
Assignment for next class: Read Chapter 12 of Lee and VanPatten; Read Chapters 22 & 23 of Jones; Write reaction paper; Prepare to teach short lesson;
13. **December 3** Discuss Lee and VanPatten Chapter 12; Discuss Jones Chapters 22 & 23; teach short lesson; turn in reaction papers; Quiz
Assignment for next class: Read Chapter 13 of Lee and VanPatten; Read Chapters 24 & 25 of Jones; Write semester reaction paper
14. **December 10** Discuss Lee and VanPatten Chapter 13; Discuss Jones Chapters 24 & 25; Turn in final reaction paper; wrap up semester

Grading: I use a 90/80/70/60 scale for grading. Your final grade is determined as follows:

70% Reaction Papers

30% Discussion, Mini-Teaching and quizzes

Attendance is required. If you must miss a class, please see the instructor about a make-up. There will be a short quiz over readings and these cannot be made up. Late papers will receive a lower grade.

Expected outcomes and objectives: By the end of the course, students will have developed skills in classroom management, will have practiced specific teaching techniques and will have used various teacher resources available to them.

Students with disabilities, whether physical, learning or psychological, who believe that they may need accommodations in this class are encouraged to contact Disability Support Services (DSS) as soon as possible to ensure that such accommodations are implemented in a timely fashion. Please meet with DSS staff to verify your eligibility for any classroom accommodations and for academic assistance related to your disability. DSS is located in the Academic Support Center and may be reached at 657-2283.