

**INTD 302: METHODS AND MATERIALS
FOREIGN LANGUAGES
SPRING 2013**

Mr. Willard Heller
Home: (585) 786-2349
heller@geneseo.edu

SUNY Geneseo
Welles 209 A
Office Hours: Tues/Thurs 12:00 – 1:00

Course Outcomes:

Students will be able to:

1. Identify, examine, explain, analyze and apply the theories underlying current pedagogical approaches to foreign language instruction and current issues and polemics.
2. Collect, create and adapt instructional materials appropriate to junior high and senior high school foreign language courses.
3. Prepare and implement individual lesson plans, a unit plan, authentic and traditional assessments, text book evaluation, technology integration and classroom management.
4. Prepare for a successful student teaching experience.

Course Requirements:

Attendance and active participation at every class meeting are *essential*.

Students will subscribe to FLTEACH Listserv throughout the semester. A three-page summary of a recent thread will be submitted in writing by **Tuesday, March 5**.

Students will investigate topics about which they, as classroom teachers, will need to make decisions informed by research and guided by common sense. Students will complete one guided study. This study guide will be due on **Tuesday, January 29**.

Students will select, summarize and critique an article from a reputable professional journal. This three-page summary will be due **Tuesday, February 5**.

Students will write learning objectives and develop four lesson plans and assessments due **February 28, March 12, March 28 and April 4**. Each student will develop a long-range unit plan, which will incorporate these lesson plans previously described. **Due: Tuesday, May 7**.

Students will develop a performance assessment task including scaffolding activities and evaluation rubrics. **Due: Thursday, April 11**

Students will develop a student-centered technology integration project. **Due: Thursday, April 23**.

Students will attend a professional foreign language meeting or conference and will submit a 3 page written report. Due **Tuesday, April 2**. Students are required to join NYSAFLT as a student member.

There will be on quiz given on assigned reading material and class lectures on **Tuesday, February 12**. The midterm examination will be administered on **Thursday, March 14**. The final exam will be given on **Monday, May 14, 8:00 – 11:00 AM**.

Required Reading:

NY State Education Department. 1986. *Modern Languages for Communication: New York State Syllabus*.

NY State Education Department. 1996. *Learning Standards for Languages Other Than English (LOTE)*.

Students in Block III need to have a subscription to *TaskStream*.

EXPECTATIONS:

This course is an important part of your professional formation. The highest level of personal responsibility, integrity and commitment will be expected regarding all aspects of this course. Therefore, based upon this high standard of professionalism, the following policies are stated:

Punctuality. The class will begin promptly. Count on the entire class period being utilized.

Responsibility. Late assignments will result in a 20% penalty if turned in at the next class meeting. Assignments not turned in at the following class will not be accepted.

Scholarship. All assignments, with the exception of the mid-term and final examinations, should be typed and printed. It is expected that all documents that are handed in will have been carefully proofread for typographic, orthographic and grammatical errors. In addition, all works, including activities used in activity plans that are copied from textbooks, must be properly cited. Plagiarism must be avoided in accordance with SUNY College at Geneseo policy.

Courtesy. Please leave all cell phones turned **off** during the entire class period. If you bring coffee or soda to class, please clean up your own mess. Please do not constantly check text messages or surf the Internet on a laptop during class. Please do not close notebooks or pack belongings until the professor has ended the class.

Attendance. Attendance is expected at every class meeting as outlined in the course syllabus. Copying class notes is insufficient to make up for having missed an entire class. In addition to having missed the class, the class will have lost out on your contribution to the development of the topic. Students are responsible for any announcements or assignments given during a missed class and arrangements must be made to hand in any assignments, which are due *before* the end of that class that day. If quizzes are missed, the professor reserves the right to make up an alternative assessment of the material. Make-up quizzes must be taken during office hours or after class.

Preparation. Please bring necessary materials to class as listed in the weekly course syllabus. Students are expected to be able to participate based upon having completed assigned readings prior to the class meeting.

Students with Disabilities:

SUNY Geneseo will make reasonable accommodations for persons with documented physical, emotional or cognitive disabilities. Students with disabilities who require special learning or testing accommodations must present a letter to the instructor from the Office of Disability Services which outlines the necessary accommodations. Students should contact the Director in the Office of Disability Services, Tabitha Buggie-Hunt, 106A Erwin.

Examination Make-up Policy

The Department of Languages and Literatures authorizes make-up examinations ONLY for documented reasons involving personal medical or family emergencies or due to participation in College team sports or legitimate academic events (e.g., Model United Nations, scholarly conferences). If such documentation is provided, it is up to the instructor's discretion to grant a make-up exam or to excuse the student from taking the exam without penalty. If a make-up exam is approved by the instructor, its content may significantly differ in format from the scheduled exam. If the student's performance in the course up to the date of the missed exam makes it impossible to pass the course, even if taking a make-up and scoring 100%, no make-up or special arrangements will be offered. The Department considers make-up exams a **privilege**, not a right.

Evaluation:

Assignments, Study Guide, Lesson Plans, Tech. Lesson	50%
Showcase Unit	15%
Quiz	10%
Midterm Exam	10%
Final Exam	15%

Grading:

95- 100	A	90 - 94	A -
87 - 89	B +	84 - 86	B
80 - 83	B -	77 - 79	C +
74 - 76	C	70 - 73	C -
60 - 69	D	0 - 59	E

CLASS ASSIGNMENTS

1. Join FLTEACH. Follow one strand. Report of Findings. **Due: Tuesday, March 5**
2. Study Guide. **Due: Tuesday, January 29**
3. Journal Article Review. **Due: Tuesday, February 5**
4. Summary of NYSAFLT Buffalo Regional or Rochester Regional **Due: Tuesday, April 2**
5. Preliminary Unit Outline **Due: Thursday, February 21**
6. Advocacy Scenario Report **Due:**
7. Assessment Activity **Due: Thursday, April 11**
8. Technology Project **Due: Thursday, April 23**

LESSON PLANS

Students will develop learning activities, lesson plans and a unit plan. Four lesson or activity plans will be appropriate for each of the Checkpoints B of the New York State Syllabus.

1. Vocabulary Lesson Plan **Thursday, February 28**
2. Reading Activity Plan **Tuesday, March 12**
3. Grammar Lesson Plan **Thursday, March 28**
4. Culture Lesson Plan **Thursday, April 4**

SHOWCASE UNIT PLAN

Each student will develop a long-range Checkpoint B unit plan that may incorporate the lesson plans previously described. **Due: Tuesday, May 7** *In addition, the Unit Plan, supporting instructional materials and assessment (except audio and video) must be uploaded to Taskstream and submitted for evaluation by Tuesday, May 7.*

TASKSTREAM

This course requires two major SOE assessment tasks be posted to Taskstream.

1. Professionalism: The four professionalism tasks (FLTEACH Summary, Journal article critique, Professional Conference Reflections and Advocacy project) will be evaluated by the rubric in this syllabus.
2. Complete Unit Plan will be evaluated by the rubric in this syllabus.

USEFUL BOOKMARKS

ACTFL <http://www.actfl.org>

NYS AFLT <http://www.nysafl.org/home1.shtml>

FLTEACH: <http://web.cortland.edu/flteach/index.html>

Eva Easton's Site <http://eleaston.com/languages.html>

Foreign Language Teachers' Guide to Learning Disabilities <http://www.fln.vcu.edu/ld/ld.html>

DOWNLOAD LIST

I have placed these files in a folder called "Library" in MyCourses. **Note:** Most of the downloads listed here are in .pdf file format. That means you need Adobe Acrobat Reader on the machine you use to open and print the files. Adobe Acrobat Reader is available as a free download for Macs or PCs at many websites that have .pdf files.

Required Downloads

Standards for Foreign Language Learning: Executive Summary. 1996. *ACTFL Executive Summary*. <http://www.actfl.org/i4a/pages/index.cfm?pageid=3324> (Download execsumm.pdf)

<http://www.emsc.nysed.gov/ciai/pub/publote.html>

Download Modern Languages for Communication (1987) Parts 1 & 2

Download Learning Standards for Languages other than English, Part 1 (Standards)

Helpful Downloads

<http://www.emsc.nysed.gov/ciai/pub/publote.html>

New York State Proficiency and Regents Examinations: Instructor's Manuals.

(Download SLP Exam Changes & Sampler Sections 1 & 2 and Comprehensive Regents Examination - Overview and New Speaking Samples)

Download Languages other than English Checkpoint A Resource Guide (2001) Parts 1 & 2

Download Languages other than English Checkpoint C Resource Guide (2003) Parts 1, 2 & 3

NYS LOTE Assessments: <http://www.emsc.nysed.gov/osa/fl/home.html>

Regents Exams in LOTE: <http://www.nysedregents.org/>

Second Language Proficiency Exams: <http://www.nysedregents.org/lotesp/home.html>

INT 302 Professional Journal Article Recommendations

- Altstaedter, L. L., & Jones, B. (2009). Motivating Students' Foreign Language and Culture Acquisition Through Web-Based Inquiry. *Foreign Language Annals*, 42, 640-657.
- Armstrong, K.M. (2010). Fluency, Accuracy, and Complexity in Graded and Ungraded Writing. *Foreign Language Annals*, 43, 690-702.
- Bärenfänger, O., & Tschirner, E. (2008). Language Educational Policy and Language Learning Quality Management; The Common European Framework of Reference. *Foreign Language Annals*, 41, 81-97.
- Barnes-Karol, G., & Broner, M.A. (2010). Using Images as Springboards to Teach Cultural Perspectives in Light of the Ideals of the MLA Report. *Foreign Language Annals*, 43, 422-445.
- Bateman, B.E. (2008). Student Teachers' Attitudes and Beliefs About Using the Target Language in the Classroom. *Foreign Language Annals*, 41, 11-28.
- Burd, D., Cummings Hlas, A., Watzke, J., & Montes Valencia, M. F. (2011). An Examination of Culture Knowledge: A Study of L2 Teachers' and Teacher Educators' Beliefs and Practices. *Foreign Language Annals*, 44, 4-39.
- Byram, K. (2011). Using the Concept of Perspective to Integrate Cultural, Communicative, and Form Focused Language Instruction. *Foreign Language Annals*, 44, 525-543.
- Cochran, J. L., McCallum, R.S., & Mee Bell, S. (2010). Three A's: How Do Attributions, Attitudes and Aptitude Contribute to Foreign Language Learning? *Foreign Language Annals*, 43, 566-582.
- Cooper, T.C., Yanosky, D.J. & Wisenbacker, J.M. et. al. (2008). Foreign Language Learning and SAT Verbal Scores Revisited. *Foreign Language Annals*, 41, 200-217.
- Davin, K., Troyan, F., Donato, R., & Hellman, A. (2011). Research on the Integrated Performance Assessment in an Early Foreign Language Learning Program. *Foreign Language Annals*, 44, 605-625.
- de la Campa, J. C., & Nassaji, H. (2009). The Amount, Purpose, and Reasons for Using L1 in L2 Classrooms. *Foreign Language Annals*, 42, 742-759.
- Gladwin, R.F., & Stepp-Greany, J. (2008). An Interactive, Instructor-Supported Reading Approach vs. Traditional Reading Instruction in Spanish. *Foreign Language Annals*, 41, 687-701.
- Grim, F. (2008). Integrating Focus on Form in L2 Content-Enriched Instruction Lessons. *Foreign Language Annals*, 41, 321-346.
- Jean, G., & Simard, D. (2011). Grammar Teaching and Learning in L2: Necessary, but Boring? *Foreign Language Annals*, 44, 467-494.

- Kissau, S., Quach Kolano, L., & Wang, C. (2010). Perceptions of Gender Differences in High School Students' Motivation to Learn Spanish. *Foreign Language Annals*, 43, 703-721.
- Leons, E., Herbert, C., & Gobbo, K. (2009). Students With Learning Disabilities and AD/HD in the Foreign Language Classroom: Supporting Students and Instructors. *Foreign Language Annals*, 42, 42-54
- Miao, P., & Heining-Boynton, A. L. (2011). Initiation/Response/Follow-Up, and Response to Intervention: Combining Two Models to Improve Teacher and Student Performance. *Foreign Language Annals*, 44, 65-79.
- Pufahl, I., & Rhodes, N. (2011). Foreign Language Instruction in U.S. Schools: Results of a National Survey of Elementary and Secondary Schools. *Foreign Language Annals*, 44, 258-288.
- Weber-Fève, S. (2009). Integrating Language and Literature: Teaching Textual Analysis with Input and Output Activities and an Input-to-Output Approach. *Foreign Language Annals*, 42, 453-467.

INTD 302 • Professionalism Rubric (NCATE Standard 6)

Task 1. Students will select a recent article from an approved professional journal related to second language instruction. The article should be published within the past 2 years and should treat a topic that has relevance to secondary LOTE instruction. A three-page summary and reflection on the findings of the article will be submitted.

Task 2. Students will subscribe to FLTEACH Listserv throughout the semester. A two-page summary and reflection upon a recent robust thread will be submitted.

Task 3. Students will attend a professional foreign language meeting or conference and will submit a two-page written summary and reflection of the experience.

Task 4. Students will select from a list of advocacy scenarios and develop a three-page advocacy action plan to address the problem presented in the selected scenario.

Dimensions	4 - (Exceeds Standard)	3 - (Meets Standard)	2 - (Developing)	1 - (Deficient)
Task Completion	The assignment conforms to <i>all requirements</i> , instructions and deadlines. Topic selected (article, thread, workshops) shows <i>careful selection</i> and consideration based on <i>timeliness, relevance and interest</i> .	The assignment conforms to <i>all requirements</i> , instructions and deadlines. Topic selected satisfies the parameters of the assignment.	The assignment does not address all required elements OR is longer than the page limit	The paper is too brief to sufficiently address the task. OR Topic poorly selected or does not satisfy the parameters of the assignment.
Professional Communication	Paper shows <i>skillful composition</i> , organization, editing and incorporates accurate use of professional vocabulary including a concise introduction and conclusion. Writing contains no errors of grammar, spelling or usage.	Paper conforms to the conventions of acceptable academic writing including paragraphing, proofreading, organization. Writing contains no errors of grammar, spelling or usage.	Paper attempts basic organization but may lack an effective introduction or conclusion. Minor errors or grammar, spelling and usage suggest a need for additional proofreading and editing.	Paper contains errors that reflect a lack of proofreading, effort or understanding of the conventions of academic writing. Errors impede effective professional communication.
Scholarship	Paper contains <i>accurate</i> and appropriate citation and documentation. Examples and sources cited clearly and directly support a controlling idea.	Paper contains <i>accurate</i> and appropriate citation and documentation. Support for controlling idea is implied through citation and examples.	Evidence and examples cited may only tangentially relate to conclusions reached OR illustrative examples and citation may be lacking.	Paper contains significant inaccuracies or misinterpretations of available data.. Professional terminology is used incorrectly.
Reflection	Reflection shows <i>insight and depth</i> and <i>follows logically</i> from evidence presented. Paper clearly articulates the value of professional development experiences to improve efficacy as a teacher and/or as an advocate for language	Reflection cites evidence and examples to support observations. Paper suggests an understanding of the value of professional development experiences to improve efficacy as a teacher and/or as an advocate for language programs.	Reflection is attempted, but lacks sufficient depth. Reflection lacks evidence or examples to support perceptions. No connection is made to the value of the type of activity with improving professional practices.	The reflection consists of a simple summary of experience, observations or content with little or no interpretation or reflection. Commentary may suggest resistance to professional growth.

Scoring

Rubric Score	% Score
16	100
15	95
14	90
13	85
12	80
11	75
10	70
9	65
8	60
7	55
6	50
5	45
4	40
3	30
2	20
1	10
0	0

Exceeds Standard: Rubric Score
 ≥ 14

Meets Standard:
Rubric Score
 ≥ 11

Developing:
Rubric Score
 ≥ 8

Deficient
Rubric Score < 8

Lesson Plan Rubric • INT 302

Dimensions	4	3	2	1
Task Completion	You have followed all directions for completing the task. The lesson plan includes all student and teacher materials, which are attractive error free.	You have followed all directions for completing the task. The lesson plan includes all student and teacher materials, which are free from errors.	You have followed all directions for completing the task. The lesson plan lacks some student and teacher materials OR materials contain errors.	You have not followed all directions for completing the task OR the lesson plan is incomplete OR the lesson plan contains many errors.
Standards/ Objective(s)	The objective is clearly and succinctly stated in terms of measurable student behavior. NYS standards and performance indicators are clearly identified.	The objective is stated in terms of measurable student behavior. NYS standards and performance indicators are clearly identified.	The objective is stated vaguely so attainment of the objective would be unclear. Links between NYS Standards and lesson activities are unclear.	The objective is not in terms of measurable student behavior OR NYS Standards and performance indicators are missing or unrelated to lesson content.
Lesson Plan	The lesson can be easily visualized by reading the lesson plan. Directions are clear. Transitions are skillful and clearly stated. Sources for all activities and resources are cited.	The lesson can be easily visualized by the reading the lesson plan. Directions are clearly stated. Transitions are implied. Sources for all resources are cited.	Steps of the lesson plan are complete, but connections between steps are unclear or absent. Directions to students are suggested but not included. Some sources are cited.	The lesson plan is incomplete OR includes resources or activities which are not cited.
Alignment	You have clearly aligned the stated objective with instruction and an individual student assessment strategy.	You have aligned the stated objective with instructional activities and identify a general lesson assessment strategy.	You have aligned the stated objective with instructional activities, but do not include an appropriate assessment strategy.	There is little alignment between the stated objective and instructional activities. No assessment strategy is included.
Student Engagement	All selected activities involve, motivate and actively engage students throughout the lesson.	Most selected activities involve and actively engage students during the lesson.	Activities provide for some student response and offer limited opportunities for active engagement.	Instruction is largely teacher-centered and students' participation is mostly passive.
Target Language	Error free target language is used throughout the lesson. The choice to use English is identified and explained.	Minor errors in target language do not relate to the lesson objective. It is clear when English is used instead of TL.	Many minor errors suggest a need to proofread work. It is unclear which parts of the lesson are in TL and which are in English.	Many errors suggest a lack of competency using Spanish OR lesson relies on English when target language should be used.
Culture/Context	The lesson identifies a clear communicative purpose linked to a cultural product or practice.	A communicative purpose is identified. Relevant cultural products or practices are included.	The communicative purpose is only implied. An attempt is made to include cultural references.	There is no clear communicative purpose OR no attempt is made to include a cultural context.
Reflection	Reflection anticipates effective accommodations for individual student needs and demonstrates decision-making based on best	Reflection identifies possible accommodations for individual student needs and shows understanding of best practices.	Reflection lacks specific suggestions for accommodation of individual student needs, but attempts to explain	Reflection is general and lacks depth of thinking OR betrays a lack of understanding of best practices.

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Grading Scale	
Rubric Score	% Score
32	100
31	97
30	95
29	92
28	90
27	87
26	85
25	82
24	80
23	77
22	75
21	72
20	70
19	67
18	65
17	62
16	60
15	57
14	55
13	52
12	50
11	47
10	45
9	42
8	40
7	35
6	30
5	25
4	20
3	15
2	10
1	5
0	0

Exceeds Standards:
Rubric Score > 28

Meets Standards:
Rubric Score > 24

Developing:
Rubric Score > 19

Deficient
Rubric Score < 20

INT 302 Showcase Unit Plan Rubric

Dimensions	4 - Exceeds Standard	3 - Meets Standard	2 - Developing	1 - Deficient
<i>Professional Presentation</i>	The lesson plans include all student and teacher materials, which are attractive and error free.	The lesson plans include all student and teacher materials , which are free from errors .	The lesson plans lack some student and teacher materials OR materials contain errors .	The lesson plans are incomplete OR the lesson plans contain many errors.
<i>Standards Objective(s)/ I Can... Statements</i>	The objectives are clearly and succinctly stated in student friendly language in terms of measurable student behavior and are clearly aligned with state and national standards .	The objectives are stated in terms of measurable student behavior and are aligned with state and national standards .	The objectives are stated vaguely so attainment of the objective would be unclear. Alignment with state and national standards may be unclear.	The objective is not in terms of measurable student behavior OR objectives do not align with local and national standards.
<i>Content</i>	Unit theme is richly developed using well-selected authentic texts and media, and linking to several other disciplines.	Unit theme is developed using authentic texts and links to at least two other disciplines.	Unit theme is inconsistently developed using few authentic texts. At least one interdisciplinary connection has been attempted.	Unit theme is not developed. No authentic texts are used and little attempt has been made to link content to other disciplines.
<i>Lesson Plans</i>	The lessons are ready to go. Directions are clear. Transitions are skillful and clearly stated . Sources for all activities and resources are cited.	The lessons can be easily visualized. Directions are clear. Transitions are implied. Sources for all resources are cited.	Steps of the lesson plans are complete, but connections between steps are unclear or absent. Directions to students are not included. Some sources are cited.	The lesson plans are incomplete OR include resources or activities that are not cited.
<i>Assessments</i>	You have clearly aligned the stated objective with instructional strategies and a variety of formative and summative assessments of all three modes of communication.	You have aligned the stated objective with instructional activities and identify individual summative assessment strategies for all three modes of communication.	You have aligned the stated objective with instructional activities, but do not include individual assessment strategies for all three modes of communication.	There is little alignment between the stated objectives, instructional activities and assessments.
<i>Student Engagement</i>	All selected activities are developmentally appropriate and show clear understanding of the language acquisition process . Activities involve, motivate and actively engage students the entire period. Sponge activities are included.	Most selected activities are developmentally appropriate and reflect an understanding of the language acquisition process . Activities actively engage students for the entire period.	Activities provide for some student response and active engagement. Several activities may not be age appropriate or may not conform to best practices for second language acquisition. Activities don't use class time well.	Instruction is largely teacher-centered and students' participation is mostly passive OR many activities are not age appropriate or impede the language acquisition process.

Grading Scale

<i>Use of Target Language</i>	Target language directions and questions in the lesson plan and on student materials reflect a high level of target language proficiency and a clear understanding of the linguistic elements of the target language system.	Minor errors in target language in the lesson plan are unrelated to lesson objectives; student materials are error free. Lessons reflect a correct understanding of the linguistic elements of the target language system.	Many minor errors in lesson plans and student materials suggest a need to proofread work OR a reflect gaps in understanding the linguistic elements for the target language system.	Many errors suggest a lack of competency using target language OR lesson relies on English when target language should be used.
<i>Best practices to promote second language acquisition</i>	Instructional strategies, activities and assessments conform to research-informed best practices to facilitate ongoing language acquisition. References to research behind selected methodology are included in lesson plans.	Instructional strategies, activities and assessments conform to research-informed best practices to facilitate ongoing language acquisition.	Most instructional strategies and activities conform to research-informed best practices to facilitate ongoing language acquisition. Several activities are included that have questionable value in developing language acquisition.	Instruction, activities and assessments are based on outdated traditional paradigms of language instruction not supported by current research.
<i>Culture/Context</i>	Each lesson identifies a clear communicative purpose and cultural perspective clearly linked to a cultural product or practice.	Each lesson identifies a clear communicative purpose . Relevant cultural products or practices are included. Cultural perspectives are suggested.	Communicative contexts are only implied. An attempt is made to include cultural references.	Lessons lack a clear communicative purpose OR little attempt is made to include cultural context.
<i>Reflection</i>	Reflection anticipates effective accommodations for individual student needs and demonstrates decision-making based on best practices from this course.	Reflection identifies possible accommodations for individual student needs and shows understanding of best practices from this course.	Reflection lacks specific suggestions for accommodation of individual student needs, but attempts to explain instructional choices.	Reflection is general and lacks depth of thinking OR betrays a lack of understanding of best practices.

Rubric Score	% Score
40	100
39	98
38	96
37	94
36	92
35	90
34	88
33	86
32	84
31	82
30	80
29	78
28	76
27	74
26	72
25	70
24	68
23	66
22	64
21	62
20	60
19	58
18	56
17	54
16	52
15	50
14	48
13	46
12	44
11	42
10	40
9	36
8	32
7	28
6	24
5	20
4	16
3	12
2	8
1	4
0	0

Exceeds Standard: ≥ 33
 Proficient: ≥ 25
 Developing: ≥ 20
 Deficient < 20

Date:	Topic:	Preparation for Class:	Class Activities:	Assignments:
TU 01/22	The Profession of Language Teaching		1. Intro to Syllabus and texts 2. The Profession of Language Teaching 3. Hand out Study Guide #1 4. FLTEACH	1. Subscribe to FLTEACH 2. Join NYSAFLT online. 3. Study Guide # 1 (Due: Tuesday, 1/29)
TH 01/24	Language Acquisition	1. Questions on FLTEACH	1. Language Acquisition Theories (PowerPoint 1);	1. Study Guide # 1 (Due: Tuesday, 01/29)
TU 1/29	Proficiency	1. Hand in Study Guide # 1	1. A Brief History of Teaching Modern Languages (Richards and Rogers); 2. Proficiency scales 3. Journal Article Review Assignment.	1. Journal Article Review (Due: Tuesday, 02/05)
TH 01/31	National and State Standards: The Big Picture		1. National and State Standards Compared; Standards based curriculum compared to traditional curriculum models. 2. LOTE and the Common Core Curriculum.	1. Journal Article Review (Due: Tuesday, 02/05)
TU 02/05	The NYS Syllabus - The Content of Instruction	1. Hand in Journal Article Review 2. Review: <i>Modern Language for Communication</i> .	1. Alphabet Soup Activity 2.. The NYS Syllabus; Checkpoints, Skills and Culture; Topics and Functions; Grammar in the Communicative Syllabus; Resources and the Internet. 3. Outline for Quiz # 1	1. Study for Quiz # 1 (Due: Tuesday 02/12) 2. Select Showcase Unit topic.
TH 02/07	Unit Planning: Understanding by Design		1. Understanding by Design (Wiggins) 2. KUDos 3. Introduce Preliminary Unit Outline	1. Study for Quiz # 1 (Due: Tuesday 02/12)
TU 02/12	Unit Planning: Critical Lenses	1. Prepare for Quiz	1. Quiz # 1. 2. Lenses: Multiple Intelligences, Differentiation, Cooperative Learning, Brain Research, Constructivism, etc. etc. etc.. 3. "Fun and Games"	1. Preliminary Unit Outline (Due: Thursday, 02/21) 2. FLTEACH Summary (Due: Tuesday, 03/05)
TH 02/14	Writing Objectives		1. Reviewing Blooms Taxonomy 2. Writing clear objectives 3. Writing "I can..." statements.	1. Preliminary Unit Outline (Due: Thursday, 02/21) 2. FLTEACH Summary (Due: Tuesday, 03/05)

TU 02/19	Lesson Planning:	CLASS ON CAMPUS	1. Objectives and Lesson Plan Format 2. Lesson Plan Rubric	1. Preliminary Unit Outline (Due: Thursday, 02/21) 2. FLTEACH Summary (Due: Tuesday, 03/05)
TH 02/21	Vocabulary and the Natural Method	1. Hand in Unit Topic, Standards, Performance Indicators and KUDos.	1. Natural Methods: Terrell and Krashen. Process of introducing vocabulary in context; Using picture file; Using games; 2. Using TPR (video segment) 3. Assign: Vocabulary Lesson Plan # 1	1. Vocabulary Lesson Plan #1. (Due: Thursday 02/28) 2. FLTEACH Summary (Due: Tuesday, 03/05)
TU 02/26	Activities to Promote Listening Comprehension	1. Questions on Vocabulary Lesson Plan #1	1. The aural/oral skills; 2. Comprehensible Input; A-LM Techniques; 3. Using overhead transparencies, tapes, songs and videos.	1. Vocabulary Lesson Plan #1. (Due: Thursday 02/28) 2. FLTEACH Summary (Due: Tuesday, 03/05)
TH 02/28	Speaking	1. Hand in Vocabulary Lesson Plan #1	1. Pre-speaking activities; Information gap activities; 2. Managing pair work and evaluating speaking. 3. Developing speaking prompts. 4. Error Correction	2. FLTEACH Summary (Due: Tuesday, 03/05)
SAT 03/02	WNYFLEC/ NYSFLT Regional Conference	8:00 AM - 1:15 PM Breakfast Included	West Seneca West Middle School 395 Center Road, West Seneca NY 14224	
TU 03/05	Reading Strategies	1. Hand in FLTEACH Summary	1. Finding and Using Authentic Documents; 2. "Teaching" reading: Techniques for developing L2 literacy. 3. The Issue of Translation 4. Common Core Literacy Techniques 5. Assign: Reading Lesson Plan # 2	1. Reading Lesson Plan # 2 (Due: Tuesday, 03/12) 2. Study for Mid-Term
TH 03/07	The Writing Process	1. Questions about Reading Lesson Plan #2	1. The Writing Process; Communicative Writing Tasks and Prompts; 2. The Issue of Error Correction; 3. Online translators and the use of dictionaries; 4. Outline for Mid-term	1. Reading Lesson Plan # 2 (Due: Tuesday 03/12)

SAT 03/09	NYS AFLT Rochester Regional	8:00 AM - 2:00 PM Breakfast and Lunch included	Nazareth College 4245 East Ave. Rochester, NY 14618	1. Conference Report (Due Tuesday, 04/02) 2. Grammar Lesson Plan # 3 (Due Thursday, 03/28)
TU 03/12	Teaching Grammar Communicatively	1. Hand in Reading Lesson Plan #2	1. Lecture notes and demonstration based on Lee and Van Patten. 2. Textbook analysis of grammar activities. 3. Assign: Grammar Lesson Plan # 3	1. Study for Midterm Exam 2. Conference Report (Due Tuesday, 04/02) 3. Obtain blue book for exam.
TH 03/14	Mid Term Assessment	1. Bring one large blue book and a pen.	1. Mid-term Examination	1. Conference Report (Due Tuesday, 04/02) 2. Grammar Lesson Plan # 3 (Due Thursday, 03/28)
TU 03/19	No Class	Spring Break		1. Conference Report (Due Tuesday, 04/02) 2. Grammar Lesson Plan # 3 (Due Thursday, 03/28)
TH 03/21	No Class	Spring Break		1. Conference Report (Due Tuesday, 04/02) 2. Grammar Lesson Plan # 3 (Due Thursday, 03/28)
TU 03/26	Culture - Theory and Practice	1. Questions about Grammar Lesson Plan # 3	1. Approaches to teaching culture; 2. Products, Practices and Perspectives. 3. Assign: Culture Activity	1. Conference Report (Due Tuesday, 04/02) 2. Grammar Lesson Plan # 3 (Due Thursday, 03/28)
TH 03/28	Culture: Techniques and Assessment	CLASS ON CAMPUS 1. Hand in Grammar Lesson Plan # 3	1. Finding and using realia and authentic source material. 2. Activities for analyzing cultural products and practices to uncover cultural perspectives.	1. Conference Report (Due Tuesday, 04/02) 2. Culture Activity (Due Thursday, 04/04)
TU 04/02	Assessment vs. Evaluation;	CLASS ON CAMPUS 1. Hand in Conference Report	1. Testing, Assessment and Evaluation. 2. Formative and Summative Assessment 3. Proficiency Testing 4. Assign Assessment Activity	1. Assessment Activity (Due: Thursday, 04/11)
TH 04/04	Performance Assessments and Rubrics	CLASS ON CAMPUS 1. Hand in Culture Activity	1. Designing Performance Assessments 2. Integrated Performance Assessments (IPA) 3 Rubrics for all occasions	1. Assessment Activity (Due: Thursday, 04/11)

TU 04/09	Assessment: The Proficiency and Regents Exams		1. Examine NYS Proficiency and Regents Examinations. 2. View video of Speaking Tasks	1. Assessment Activity (Due: Thursday, 04/11)
TH 04/11	Technology #1	1. Hand in Assessment Activity	1. Using Applications to Prepare Instructional Resources 2. Assign: Technology Project	1. Technology Project (Due: Thursday, 04/23)
TU 04/16	G.R.E.A.T. Day	NO CLASS		
TH 04/18	Technology #2		1. Web 2.0 based lessons, Using productivity tools.	1. Technology Project (Due: Thursday, 04/23)
TU 04/23	Record Keeping and Grading	Present Technology Project	1. Technology Project Sharing 2. Issues in Grading; 3. Standards-based grading	1. Showcase Unit Plan (Due: Tuesday, 05/07)
TH 04/15	Techniques for Classroom Management		1. The Six "P's": General Principles for maintaining a learning environment.	1. Showcase Unit Plan (Due: Tuesday, 05/07)
TU 04/30	Problem Solving for Classroom Management		1. Classroom Rules and Syllabus 2. Scenarios for Classroom Management.	1. Showcase Unit Plan (Due: Tuesday, 05/07)
TH 05/02	Teacher Evaluation: Becoming a Reflective Practitioner		1. Being A Reflective Practitioner; Data Evaluation 2. Dimensions of Teaching: Charlotte Danielson 3. Outline for Final Examination	1. Showcase Unit Plan (Due: Tuesday, 05/07) 2. Upload Unit Plan to TaskStream.
TU 05/07	The Next Step...	1. Hand in Showcase Unit Plan with Rubric and Self-assessment completed. 2. Upload Unit Plan to TaskStream.	1. Student Teaching Dos and Don'ts; 2. Job Interview Questions 3. Planning for Ongoing Professional Development; National Board Certification	1. Obtain blue book for final.
TH 05/14	Final Examination	Bring one large size blue book for Exam.	Final Examination 8:00 - 11:00	