

**COURSE SYLLABUS:
CI 161
METHODS AND MATERIALS OF FOREIGN LANGUAGES
FALL SEMESTER 2010**

**OFFICE HOURS:
PHONE:
E-MAIL:**

CSUF CATALOG COURSE DESCRIPTION

Methods and Materials in Secondary Teaching (3): Prerequisites CI 152, CI 159 or concurrent enrollment; admission to credential program or teaching experience. This is a methods course in secondary school subjects. It includes instructional procedures, techniques and resources for teaching, appraisal of instructional innovations, classroom organization and management, measurement and evaluative techniques. (Formerly CTET 161)

MAJOR INSTRUCTIONAL GOAL

The candidates will be prepared to successfully conduct a foreign language class at the middle school and high school levels. The candidates will be knowledgeable of the current techniques in foreign language teaching, will show enthusiasm and confidence in the classroom and will be able to convey to their students an appreciation for the language and the culture in which the language is spoken.

MAJOR LEARNING OBJECTIVES

- A. Candidates successfully communicate in a language in which they are not previously fluent or literate.
 - 1) They spend 30-45 minutes at each meeting of the course in the role of students in a beginning class of German. In order for the candidates to experience what it is like to learn a language when taught for communication, the instructor uses only the target language and organizes instruction to illustrate lesson sequences comprised of comprehensible input, guided practice, and communication practice and assessment. (TPE 13)
 - 2) Candidates participate in an assessment of their communicative use of German. They write a brief report on their reactions to the target language learning experience. (TPE 3)
- B. Candidates plan and implement mini segments of instruction and assess the level of student-communicative performance as a result of this instruction.
 - 1) Candidates make 5 mini instructional presentations with class members serving as students, involving parts of a lesson sequence for one thematic unit of language, and parts of a lesson sequence for a second unit. (TPEs 1, 4, 5, 9, 10)
 - 2) Candidates prepare in writing a description of the teacher's actions and expected student behavior related to comprehensible input, guided practice, and

- communication practice and assessment in each of the two lesson sequences.
(TPEs 1, 2, 3, 4, 5, 9, 10, 11)
- 3) Candidates use only the target language as the medium of instruction in each of the mini presentations. (TPE 1)
 - 4) Candidates implement four steps in giving directions for each of the mini presentations:
 - a. give simple directions in the target language;
 - b. model the activity with teacher and one or more students;
 - c. have only students model the activity;
 - d. repeat the directions in the target language. (TPEs 4, 5, 6, 7)
- C. Candidates demonstrate that they can -
- 1) describe a variety of activities which may be used to accomplish comprehensible input, guided practice, and communication practice and assessment. (TPEs 3, 4, 5, 6, 7, 9, 10)
 - 2) name and describe the nature of major resources which may be used to support instruction in a FL classroom, such as the state framework and the national FL standards. (TPEs 1, 12, 13)
 - 3) describe a variety of strategies for effectively managing activities in the FL classroom. (TPEs 2, 4, 5, 6, 7, 8, 10, 11)
 - 4) name and briefly describe currently available text materials in the language they want to teach. (TPEs 1, 12, 13)
 - 5) describe how instructional strategies may be modified to teach the same thematic unit of language to students at various levels of language control, within a single class or for students at various levels of study (beginners, intermediate). (TPEs 2, 4, 6, 7, 8)
 - 6) help students to understand the structural regularities and irregularities in language which they already can use for communication. (TPEs 1, 4, 5)
 - 7) write an assignment, aligned to the national content standards, accompanied by an assignment-specific rubric. (TPEs 1, 3)
 - 8) describe the critical inquiry process. (TPEs 3, 12, 13)
 - 9) write a personal reflection of their own work. (TPEs 12, 13)
 - 10) recognize and utilize instructional media and technology. (TPEs 11, 12, 13)
 - 11) display enthusiasm for teaching and learning foreign languages. (TPEs 1, 8, 11,
 - 12) believe that every student can learn, when there is the proper support for them. (TPE 6, 7, 8)

REQUIRED TEXTS

The Freeman Manual, compiled by Dr. R. Freeman, 2000, Adapted by J. Cardella 2008
Teacher's Handbook, 3rd Edition Revised, Shrum and Glisan, Heinle and Heinle, 2005
Foreign Language Framework for California Public Schools, Calif. Dept. of Educ., 2003
Foreign Language Content Standards for California Public Schools K-12, 2008

RECOMMENDED TEXTS

Teaching Language in Context, 3rd Edition, Omaggio-Hadley, Heinle and Heinle, 2001
Developing Second Language Skills, Chastain, 1976

WEBSITES

Blackboard - <http://blackboard.csufresno.edu>
Heinle & Heinle - <http://www.heinle.com>
Framework - <http://www.cde.ca.gov/ci/fl/cf/index.asp>
FLTEACH – <http://www.cortland.edu/flteach/>
Teacher Web – <http://www.teacherweb.com>

PROFESSIONAL DEVELOPMENT

Central Valley Foreign Language Association (CVFLA) (October 18, 2008 Conference at FCC)

California Language Teachers Association (CLTA) www.clta.net, (February 26-March 1, 2009 Conference in Sacramento, CA)

California Foreign Language Projects CFLP (Summer Seminars in Santa Barbara)

JOURNALS (In Periodical Section – Current issue available. Past issues are ordered online.)

Foreign Language Annals (ACTFL) www.actfl.org, *French Review* (AATF) www.frenchteachers.org, *Hispania* (AATSP) www.aatsp.org, *German Quarterly* (AATG) www.aatg.org, *Modern Language Journal* (MLA) <http://www.mla.org>, *Studies in Second Language Acquisition*, *TESOL Quarterly*, *Language Learning*, www.tesol.org

CHANGES IN THE SYLLABUS

This syllabus is tentative. The students will be notified in advance of any changes.

STUDENTS WITH SPECIAL LEARNING NEEDS

Students with special needs should speak to the professor privately.

CHEATING/PLAGIARISM

Students are reminded that CSUF has a written policy on cheating and plagiarism. Please be aware that your work should be strictly your own: don't copy someone else's work whether it be from a colleague, from a published author, or from the Internet.

CLASSROOM EMERGENCY PREPAREDNESS

The person responsible for the Department of Foreign Languages & Literatures is **Laura Gribben**. Her office is in Engineering East 220. Her phone is 559-278-5249.

In the event of an emergency, you should proceed to the nearest exit in an orderly manner. Once outside the building, you may not reenter it until the building has been declared safe.

ASSESSMENT OF LEARNING OBJECTIVES

The student's final grade for this course will be based on the following:

1. Quizzes (15%)
The quizzes will be worth 25 points each. They will ask questions based on the previous week's discussions in addition to the assigned readings. They may be given anytime during the class session.
2. Written Homework (15%)
The homework will be worth 15 points each. It may include exercises from the book, lesson plans, portfolio artifacts, reflections on readings, creating rubrics, presentations, abstracts, etc. The homework is always due the week after it is assigned. Be sure to check your work for spelling and grammatical errors.
3. Class Participation (20%)
Class participation includes being in class on time, taking part in class discussions, and showing enthusiasm for the activities done in class. Each class is worth 15 points.
4. Presentations (35%)
You will be asked to give 4 mini-presentations. Each mini-presentation will be worth 50 points. Each of these presentations will represent some segment of the teaching sequence (input, practice, application).
In addition you will give one final presentation. It will be worth 150 points. This presentation will include a comprehensible input and a guided practice activity. The candidate will then explain the communicative activity that will follow these other activities.
5. Written Final (15%)
The written final is worth 150 points. It will include everything discussed throughout the semester. Check the list of possible questions in *The Freeman Manual*.

GRADE VALUES

GRADE	HW/CLASS P.	QUIZZES	MINI- PRESENT.	FINALS	TOTAL POINTS
A	14-15	23-25	45-50	135-150	900-1000
B	12-13	20-22	40-44	120-134	800-899
C	10-11	17-19	35-39	105-119	700-799
D	8-9	14-16	27-34	82-104	550-699

TENTATIVE COURSE OUTLINE

DATE	COURSE CONTENT	ASSIGNMENT
1 st class - Aug. 27	<p style="text-align: center;"><i>PRACTICE</i></p> <p>German class (music, introductions, greetings, Theme 1 input, numbers, lotto, four corners, song, Fra Martino) Overview of course</p> <p style="text-align: center;"><i>THEORY</i></p> <p>What is communication? Grammar translation vs. Communication First day procedures Typical foreign language class</p> <p style="text-align: center;"><i>DISCUSSION</i></p> <p>Ice breaker: Why study languages? Beginning: Organizing year. Organizing files.</p> <p>Websites: http://blackboard.csufresno.edu www.cla.net http://eleaston.com www.teacherweb.com</p>	<p>1) Read <i>Freeman Manual</i>, pp. 4-14 2) http://tlc.heinle.com Click on Online Workbook for Chapter 1. Complete 1.1 and e-mail to me at j.torrance@comcast.net 3) Go to http://eleaston.com Look under Language Classroom and then click on Teaching Methods. Read any article for discussion next time "What to do the 1st Day?"</p>
2 nd class Sept. 3	<p style="text-align: center;"><i>PRACTICE</i></p> <p>German (Theme 1, guided practice, 5-a-day, true/false, review, lotto, flyswatters, Theme 2, input, alphabet eye chart, colors, conversations, signatures, Theme 1, Application cards Go fish, song Santa Lucia)</p> <p style="text-align: center;"><i>THEORY</i></p> <p>Quiz History of teaching languages Jigsaw Standards (themes/functions) Grammar/translation vs. Communication</p> <p style="text-align: center;"><i>DISCUSSION</i></p> <p>Readings from websites Focus activities: Before the bell</p>	<p>1) Read <i>Freeman Manual</i>, pp. 15-20 2) Read <i>Teacher's Handbook</i>, Chaps. Preliminary, 1& 2 3) Prepare p. 32. Episode Two, #1-10 and p. 58 Episode Two, #1 & 2</p>
3 rd class Sept. 10	<p style="text-align: center;"><i>PRACTICE</i></p> <p>German (Theme 2, guided practice, 5 a day, write alphabet, numbers, colors, Theme 3, input, video of house)</p> <p style="text-align: center;"><i>THEORY</i></p> <p>Quiz Debrief comprehensible input (Intro) More examples: Manipulatives, transparencies Lesson sequence Recursive curriculum design</p> <p style="text-align: center;"><i>DISCUSSION</i></p> <p>Integration of instruction Readings. Episode Two Review of History of FL Teaching Songs Selecting and evaluating a textbook <i>Freeman Manual</i>, Ideas Section, pp. 126-140</p>	<p>1) Read <i>Freeman Manual</i>, pp. 21-38 2) Read <i>Teacher's Handbook</i>, Chapter 3 3) Prepare p. 87, Task A 4) Recommended reading on Electronic Reserve: Password: forlang <i>Teaching Language in Context</i>, pp. 105-129 5) Recommended reading on Electronic Reserve: Password: forlang Chastain, <i>Developing Second Language Skills</i>, Chap. 2</p>

<p>4th class – Sept. 17</p>	<p style="text-align: center;"><i>PRACTICE</i></p> <p>German (Theme 3, guided practice, 5 a day, What is in room?, recognition activities flyswatters with vocabulary, cut vocab., bingo, word association, put furniture in room, concentration)</p> <p style="text-align: center;">THEORY</p> <p>Quiz Debrief Guided practice (Through) Modeling</p> <p style="text-align: center;"><i>DISCUSSION</i></p> <p>Recognition to Recall/ Mechanical to Meaningful Meaningful/ Communicative Review: History of FL Teaching Lesson Planning <i>Freeman Manual, Ideas Section, pp. 141-157</i></p>	<p>1) Read <i>Freeman Manual</i>, pp. 33-52, pp. 76-77, pp. 84-88 2) Review <i>Teacher's Handbook</i>, pp. 86-87 3) Prepare a 5 min input for presentation - with cognates, gestures, visuals, and comprehension checks, i.e. yes/no questions, either/or questions, point to. . .</p>
<p>5th class – Sept. 24</p>	<p style="text-align: center;"><i>PRACTICE</i></p> <p>Presentations (Inputs) (5 minutes) German (Cohort 3, guided practice, 5 a day, recall activities, In what room?, dice, A/B pictures, paired pictures, categories,, cloze exercise)</p> <p style="text-align: center;">THEORY</p> <p>Recall and production-type activities</p> <p style="text-align: center;"><i>DISCUSSION</i></p> <p>Oral proficiency</p>	<p>1) Read <i>Freeman Manual</i>, pp. 53-69 2) Read <i>Teacher's Handbook</i>, Chaps. 4 & 5 3) Recommended reading: <i>Teaching Language in Context</i>, Chap 6</p>
<p>6th class – Oct. 1</p>	<p style="text-align: center;"><i>PRACTICE</i></p> <p>German (Themes 2 & 3, Application, conversation carousel, student does TPR with partner to put furniture in room, draw house, label, share with partner, song Volare)</p> <p style="text-align: center;"><i>THEORY</i></p> <p>Quiz Debrief: Application (Beyond) Interpretive, Interpersonal, Presentational Skills Readings, stories, myths, fables Cooperative learning, Graphic organizers</p> <p style="text-align: center;"><i>DISCUSSION</i></p> <p>Into, Through, Beyond w/ Three Little Pigs Graphic organizers, Found Poems Review modeling <i>Freeman Manual, Ideas Section, pp. 158-246</i></p>	<p>1) <i>Freeman Manual</i>, pp. 36-38, pp. 70-75 2) Read <i>Teacher's Handbook</i>, Chap. 6. 3) Recommended reading, <i>Teaching Language in Context</i>, Chap 5 4) Prepare a guided practice: Explain, model, model with students, have two students do it, explain again.</p>
<p>7th class – Oct. 8</p>	<p style="text-align: center;"><i>PRACTICE</i></p> <p>Presentation (Follow Presentation Model for Guided Practice) (5 min) German (Theme 4, Application, student narration of video, Theme 5, Into, adjectives)</p> <p style="text-align: center;">THEORY</p> <p>Teaching structure through stories or themes</p>	<p>1) Read <i>Freeman Manual</i>, pp. 78-83, pp. 93-97 2) Read, <i>Teacher's Handbook</i>, Chap. 7 3) Write out pp. 206-207, Episode 2, #6. Be prepared to present pp. 206-207, Episode 2, #3 & #6</p>

	<p>Games to teach grammar</p> <p style="text-align: center;"><i>DISCUSSION</i></p> <p>Is it Into, Through, or Beyond? (<i>Freeman</i>, p. 72)</p> <p>Developing presentational skills</p>	
8 th class – Oct. 15	<p style="text-align: center;"><i>PRACTICE</i></p> <p>Presentations by class members (5 minutes each)</p> <p>German (Theme 5, Input - name, age, characteristics, likes, dislikes, Theme 4, practice, review all songs, race)</p> <p style="text-align: center;"><i>THEORY</i></p> <p>Culture (music, songs, art, civilization, history, literature, foods, holidays)</p> <p style="text-align: center;"><i>DISCUSSION</i></p> <p>Heritage Speakers, Diversity, Learning styles, Intelligences</p>	<p>1) Read <i>Freeman Manual</i>, pp. 98-102</p> <p>2) Read <i>Teacher's Handbook</i>, Chaps. 8 & 10</p> <p>3) Go to http://www.heinle.com Read Appendix 7: You should be able to download PDF files with no password. If not, try the following: (Username: worldsite Password: scott). In one of the lessons, find an interesting Application activity.</p> <p>3) Jigsaw <i>F.L. Framework for Calif. Public Schools</i>, which is available in Reserve Book room in library or at www.cde.ca.gov/ci/fl/cf/index.asp</p> <p>4) Recommended reading on Electronic Reserve: Password: forlang, <i>Teaching Language in Context</i>, Chap. 8, pp. 345-385</p>
9 th class - Oct. 22	<p style="text-align: center;"><i>PRACTICE</i></p> <p>German (Guided Practice – name, age, characteristics, likes, dislikes, two sides, ESP, video, letter, writing activities, listing, writing questions, competition)</p> <p style="text-align: center;"><i>THEORY</i></p> <p>Writing Strategies (listing, quick-writes, write-a-rounds, Novice level, Intermediate level)</p> <p style="text-align: center;"><i>DISCUSSION</i></p> <p>Homework, designing assignments Jigsaw <i>Framework</i> (quiz) <i>Freeman Manual</i>, Ideas Section, pp. 247-286</p>	<p>1) Read <i>Freeman Manual</i>, pp. 247-286</p> <p>2) Read <i>Teacher's Handbook</i>, Chap. 9</p> <p>3) Write out p. 304, Episode 1</p> <p>4) Prepare for quiz</p> <p>5) Recommended reading <i>Teaching Language in Context</i>, Chap. 7</p>
10 th class Oct. 29	<p style="text-align: center;"><i>PRACTICE</i></p> <p>German (5 a day, completion, Application, money memories, draw and tell, conversation cards, skit, project)</p> <p style="text-align: center;"><i>THEORY</i></p> <p>Quiz</p> <p>Writing Process (brainstorming, planning, organizing, words that jump out, show not tell, peer editing, revising, publishing)</p> <p style="text-align: center;"><i>DISCUSSION</i></p> <p>Portfolios Adapting activities in textbooks How to teach a chapter (theme, functions, structures) <i>Freeman Manual</i>, Ideas Section, pp. 287-299</p>	<p>1) Prepare: Portfolio artifact for presentation in German Feel free to email me a rough draft for correction.</p> <p>2) Read <i>Freeman Manual</i>, pp. 89-92 and pp. 287-299</p>
11 th class	<i>GUEST LECTURER: C. PADILLA</i>	1) Read <i>Freeman Manual</i> , pp 103-111

Nov. 5	<p>Management/ Assessment/ Discipline Timers, bells & whistles</p> <p style="text-align: center;"><i>PRACTICE</i></p> <p>Presentation of German Portfolios</p> <p style="text-align: center;"><i>THEORY</i></p> <p>Performance-based assessment, Tests, grading, correction, evaluation Rubrics and critical inquiry</p> <p style="text-align: center;"><i>DISCUSSION</i></p> <p><i>Freeman Manual, Ideas Section, pp. 300-396</i></p>	<p>2) Read <i>Teacher's Handbook</i>, Chap. 11 3) Recommended reading, <i>Teaching Language in Context</i>, Chap. 9</p>
12 th class Nov. 12	<p style="text-align: center;"><i>PRACTICE</i></p> <p>Presentations (12-15 min. each) (5 presentations) Discussion of Management</p> <p style="text-align: center;">THEORY</p> <p>Assessment</p> <p style="text-align: center;">DISCUSSION</p> <p>AP classes/ multilevel classes/ plays Evaluations</p>	<p>1) Prepare 15 minute presentation (11/17 & 12/1) 2) Read <i>Freeman Manual</i>, pp. 113-119 3) Read <i>Teacher's Handbook</i>, Chap. 12 4) Prepare pp. 399-401 (312-314) Case Study I (for 11/30 & 12/7)</p>
13 th class Nov. 19	<p style="text-align: center;"><i>PRACTICE</i></p> <p>Presentations (12-15 min. each) (5 presentations)</p> <p style="text-align: center;"><i>THEORY</i></p> <p>Other conversation ideas Be Aware!!!</p> <p style="text-align: center;"><i>DISCUSSION</i></p> <p>Extracurricular activities (clubs, trips, fairs, camps) <i>Freeman Manual, Ideas Section, pp. 397-430</i></p>	<p>1) Prepare 15 minute presentation (11/30 & 12/7) 2) Read <i>Freeman Manual</i>, pp. 113-119 3) Read <i>Teacher's Handbook</i>, Chap. 12 4) Prepare pp. 399-401 Case Study I (for 11/30 & 12/7)</p>
14 th class Dec. 3	<p style="text-align: center;"><i>PRACTICE</i></p> <p>Presentations (12-15 min. each) (5 presentations)</p> <p style="text-align: center;"><i>THEORY</i></p> <p>Standards revisited Technology: The Internet & Web-based lessons, Producing visuals</p> <p style="text-align: center;"><i>DISCUSSION</i></p> <p>Classroom Control: What do I do if . . . ? Getting a Job Organizations, conferences Reflection Review for final</p>	<p>1) Read <i>Freeman Manual</i>, pp. 120-124 2) Prepare a reflection piece. 3) Study for final.</p>
15 th class Dec. 18 8:00-10:00P	Written Final	