Dewar College of Education and Human Services
Valdosta State University
Department of Modern and Classical Languages

FLED 7000 / FLED 4500
Curriculum and Instruction of World Languages & TESOL
2 SEMESTER HOURS

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

(*To be used for all teacher preparation program courses. Identify those that apply specifically to this course.*)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to

Positively Impacting Learning Through Evidence-Based Practices   1

encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

COURSE DESCRIPTION

Curriculum and Instruction of World Languages and TESOL (FLED 7000/FLED 4500) is a course designed specifically to prepare pre-service teachers for the secondary (middle and high school) word language or ESOL classroom. The course will focus on various second language teaching methods and approaches, their theoretical underpinnings, theories of second language acquisition, instructional strategies and materials, types of assessment, lesson planning, technology tools and resources, and professional development. The main objective of the course is to provide students with the knowledge, skills, dispositions, understandings and other attributes that are associated with accomplished teaching.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

An Introduction to Foreign Language Learning and Teaching (Second Edition) by Keith Johnson (2008). ISBN: 978-1-4058-3617-3

-Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching (Second Edition) by Elaine Kolker Horwitz (2013). ISBN: 978-0-13-248998-0

-*The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design* by Donna Clementi and Laura Terrill (2014). ISBN: 978-0-98-965322-0

-Students are **required** to access Blazeview: http://www.valdosta.edu/blazeview/
Weekly access is compulsory, as the site will be used as an interactive tool where instructions and announcements will be posted.

COURSE OBJECTIVES (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

1. To develop a personal teaching methodology for teaching a second language based on an understanding of historical and contemporary methods of teaching language and the knowledge of current trends in second language teaching using the American Council on the Teaching of Foreign Languages (ACTFL), the Teachers of English for Speakers of Other Languages (TESOL), the Interstate New Teacher Assessment and Support Consortium (InTASC), the Georgia Performance Standards (GPS), and the WIDA ELP standards for all students. (InTASC S1, S2, S4, S5, S8, CPL1.1)

2.   To design and utilize communicative/functional activities that promote performance skills in

second language (L2) listening, speaking, reading, and writing at all levels of language instruction, including adapting lesson plans for differentiated learners. (InTASC S1, S2, S3, S4, S5, S7, S8, DL2.2, CPL2.2)

3. To develop and utilize activities that promote an understanding of L2 culture(s) and to expect their students to demonstrate respect for the target culture(s), school culture, and all other cultures. (InTASC S1, S2, S3, S4, S5, S7, S8, DL2.1, DL2.2)

4. To evaluate and select classroom materials and resources. (InTASC S1, S2, S3, S4, S5, S7, TL2.1, TL2.2, FL2.1)

5. To recognize and employ effective strategies for classroom management and assessment. (InTASC S6, S8, AL2.1)

6. To identify and use effective means of evaluating student performance and knowledge (including communication skills in the L2, knowledge of L2 grammar, vocabulary, pronunciation, and general L2 competence). For ESOL teacher candidates, this includes knowledge of monitoring ELs based on ACCESS scores. (InTASC S6, AL2.1)

7. To become involved in appropriate professional organizations and to maintain knowledge of current developments in second language acquisition. (InTASC S9, S10, TL 1.3, EDL1.1, EDL2.1)

8. To demonstrate reflective practice, engaging in continuous self-evaluation, and to develop a personal teaching philosophy. (InTASC S1, S2, S4, S5, S8, S9, EDL2.2)

9. To evaluate and design lesson plans based upon current secondary school textbooks.(InTASC S1, S2, S3, S4, S5, S7, S8, FL2.1, FL2.2)

10. To demonstrate knowledge of a variety of approaches and techniques for teaching in the target language in order to create a non-threatening, interactive environment for learning. (InTASC S1, S2, S3, S4, S5, S7, S8, FL2.1, FL2.2)

11. To plan for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest and to apply interventions, modifications, and accommodations based on IEPs, IFSPs, 504s, ACCESS scores, and other legal requirements, seeking advice and support from specialized support staff. (InTASC S1, S2, S6, S9, S10, FL3.1, FL3.2)

12. To model and provide opportunities for learners to understand academic language and to use vocabulary to engage in and express content learning and to articulate explicit expectations for a safe, positive learning environment, including norms for behavior that include respect for others, as well as responsibility for preparation and completion of work, including purposeful routines that support these norms. (InTASC S3, S4, S5, FL 3.4, FL3.5)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS
GRADE COMPONENTS FLED 7000:

1. **___OPI (5%):** World Language students must take ACTFL's Oral Proficiency Interview (OPI). ESOL students, if not native speakers of English, must take the TOEFL exam. Scores will be

handed in and posted on LiveText. (CO 7)

2. ___**Discussion Board (10%):** This is an opportunity for students to explore their thoughts relevant to the issues and practices of second language teachers and learners. These critical reflections will guide personal and professional development throughout the semester. Each week, students will post their reflections on the written discussion board on BlazeView. The professor will post guiding questions that are based upon the weekly reading assignment. Students will post their reflections and respond to a peer prior to the next class meeting. Note: FLED 7000 students will be expected to answer the question prompts more extensively. Discussion board posts will not be accepted late. (CO 1, 7, 8)

3. ___**Personal Teaching Philosophy (5%):** Students will develop a personal teaching philosophy. Instructions for this assignment, resources, and the grading rubric are posted on BlazeVIEW. Students will upload their teaching philosophy statements to LiveText. (CO 1, 7, 8)

4. ___**Exams (30%):** There are two comprehensive exams that focus on the reading assignments and course content. The final exam is a final reflection where students must reflect on their beliefs about how languages are learned, how languages should be taught and assessed, and what role the teacher plays in the second language acquisition process. Candidates will need to support their assertions with evidence and examples from research and theory. The three exams will be equally weighted. Note: FLED 7000 students will be expected to answer the question prompts more extensively. Instructions regarding the required length of responses will be clearly listed on each exam. ***The final exam, CPL2a*, is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.*** The three exams will be equally weighted. (CO 1, 5, 6, 7, 8, 10)

5. ___**Model Teaching (10%):** Students will teach (individually) one to three activities from their learning segment via BB Collaborate. FLED 4500 students will be required to record 15 minutes and FLED 7000 students will be required to record 30 minutes. The presentation must include a brief formative assessment and adaptations for differentiated learners. Candidates must turn in a typed lesson plan, the formal assessment, and all instructional materials that were implemented during the model teaching presentation. The rubric for the Model Teaching assignment is posted on BlazeView. (CO 2, 3, 4, 5, 6, 9, 10)

6. ___**Unit Plan (30%):** Candidates will create a unit plan / learning segment that incorporates **three 90-minute** individual lesson plans that revolve around a single theme. Complete instructions for creating the unit plan / learning segment, sample unit plans, and the grading rubric for this assignment are posted on BlazeView. Note: The grading criteria are more stringent for FLED 7000 students. AL2a****This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.*** (CO 2, 3, 4, 5, 6, 9, 10)

COURSE EVALUATION

FLED 7000/4500 – 2 credits	
OPI	5%
Discussion Board	15%
Teaching Philosophy	5%
Exams	30%
Model Teaching	10%
Unit Plan	35%

FLED 7010/4510 – 1 credit	
Field Experience & CAPS evaluation	50%
Observation Reports	30%
Professional Membership	15%
LiveText	5%

GRADING SCALE:

90 – 100   A
80 – 89   B
70 – 70   C
60 – 69   D
59 or below   F

Please refer to *The Keys to Planning for Learning: Effective Curriculum, Unit, and Lesson Design* when creating lesson plans, instructional materials, and assessments. This text will be used as a reference tool throughout the course.

Failure to upload the unit plan to LiveText by the deadline will result in the deduction of 10 points from the student's unit plan grade for each day that it is late.

You will be observed in your field experience and you will be evaluated according to the CAPS rubric. Please use the CAPS lesson plan format during your field experience in this course. This CAPS lesson plan format and CAPS rubric are available on BlazeVIEW in the field experience module.

ATTENDANCE POLICY

Work (including exams) may only be made up under extraordinary circumstances that are documented (e.g., medical or family emergency). Make-ups must be done within one week of the absence (otherwise the student receives a zero). If a student misses more than 20% of the class, per Valdosta State University guidelines, he/she may fail the course. **Each unexcused absence from an online class meeting will result in the deduction of 5 points off the final course grade in FLED 7000.**

OTHER POLICIES:

The instructor reserves the right to deny entrance to any student arriving more than 15 minutes late or whom the instructor deems as disruptive. Keep all cell phones turned off during class. Students are expected to stay on task at all times and to actively participate during each class.

PROFESSIONALISM

Maintenance of an affirming and positive classroom environment is a top priority, as is individual participation in this environment. Teacher candidates are expected to: (a) arrive to class on time, (b) prepare for class by reading the assigned material, (c) participate in class discussions, (d) turn in work on time, (e) obtain notes and materials from their peers in the event of an absence, (f) take responsibility

for their own learning, and (g) seek assistance from the professor outside of class if needed.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

> Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).
The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (http://www.valdosta.edu/coe/studentsinfo.shtml).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."
   http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as

required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

ACCESS STATEMENT

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

This course is a prerequisite to the student-teaching experience (FLED 6790). Before released for student teaching, students must show strong evidence of:

➢ effective lesson planning, including implementation of assessment
➢ classroom management appropriate to grade level and school "culture"
➢ content knowledge
➢ proficiency in the target language for world language students
➢ proficiency in English
➢ use of methods and strategies appropriate to the grade level and school environment
➢ self-assessment of effectiveness
➢ use of appropriate technology and documentation that the student has incorporated technology into lesson planning at the secondary level
➢ professionalism in attendance, punctuality, appearance, and behavior
➢ receptiveness to feedback and suggestions for improvement