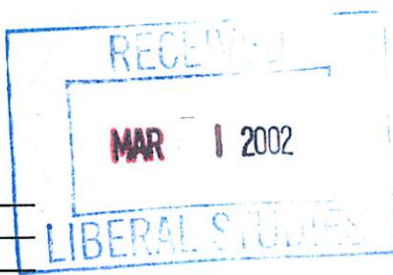


LSC Use Only
Number: _____
Submission Date: _____
Action-Date: _____



UWUCC USE Only
Number: 01-45a
Submission Date: _____
Action-Date: UWUCC App 4/23/02
Senate App 5/7/02

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Dr. Eileen W. Glisan Phone 357-6452/2325
Department Spanish & Classical Languages

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE _____
Suggested 20 character title

New Course* _____
Course Number and Full Title

Course Revision EDUC453 Teaching of Foreign Languages in the
Course Number and Full Title Secondary School

Liberal Studies Approval+ _____
for new or existing course Course Number and Full Title

Course Deletion _____
Course Number and Full Title

Number and/or Title Change EDUC453 Teaching of Foreign Languages
Old Number and/or Full Old Title in the Elementary/
Secondary Schools
EDUC453 Teaching of Foreign Languages in the
New Number and/or Full New Title Secondary School

Course or Catalog Description Change EDUC453 Teaching of Foreign Languages
Course Number and Full Title in the Secondary School

PROGRAM: _____ Major _____ Minor _____ Track

New Program* _____
Program Name

Program Revision* _____
Program Name

Program Deletion* _____
Program Name

Title Change _____
Old Program Name
New Program Name



III. Approvals (signatures and date)

Carroll D. Loh Department Curriculum Committee
Robert E. Sanford 1/23/02 College Curriculum Committee
R. Roger Smith 12-5-01 Department Chair
[Signature] 1/25/2002 College Dean

+ Director of Liberal Studies (where applicable)

*Provost (where applicable)

Joseph Domaracki
FECC Curriculum Committee

Part II. Description of the Curriculum Change

1. New Syllabus of Record

I. Catalog Description

EDUC 453 Teaching of Foreign Languages in the Secondary School

3 class hours
0 lab hours
3 semester hours
(3c-01-3sh)

Prerequisites: Grade of C or better in SPAN 390 or FRNC/GRMN 390; permission of instructor.

This course is designed to help students develop an understanding of current theories of foreign language learning through exploration of relevant research. Students will read about and discuss the implications of key research for teaching in secondary school classrooms. Opportunities are provided for students to use the theoretical base to design and present classroom lessons and to reflect on the effectiveness of their teaching. Special attention is given to designing performance-based language assessments and to adapting instruction to address the special needs of learners. (Course taught fall semester only)

II. Course Objectives

The students will:

- A. demonstrate an understanding of the foreign language profession's expectations for teachers (NCATE-approved standards developed by the American Council on the Teaching of Foreign Languages, the profession's learned society; Foreign Language Program Standards approved by the Pennsylvania Department of Education (PDE))
- B. demonstrate an understanding of current theories of second language acquisition and implications for language instruction in secondary school classrooms.
- C. demonstrate an understanding of how language proficiency can be developed and assessed in the secondary school classroom.
- D. demonstrate an understanding of current national and state standards for foreign language learning accepted by the language profession and how to address them in planning, teaching, and assessment.
- E. design an appropriate unit and daily lesson plan objectives.
- F. plan and deliver effective classroom lessons that are contextualized, address the standards for foreign language learning, and integrate technology.

- G. adapt lessons for diverse secondary school learners.
- H. demonstrate an understanding of how to conduct formative and summative language assessment.
- I. reflect on their own growth in teaching.

III. Course Outline

- A. Understanding the Role of Input, Output, and Interaction in Language Learning (4 classes)
 - Observation of child interacting in his/her native language
 - Case study exploration
- B. Contextualizing Language Instruction to Address Goals of the Standards for Foreign Language Learning (4 classes)
 - Examination of textbook exercises for degree of contextualization
- C. Organizing Content and Planning for Integrated Language Instruction (2 classes)
 - Small-group design of objectives
 - Case study exploration
- D. Using an Interactive Approach to Develop Interpretive Skills (3 classes)
 - Examination of authentic materials
 - Small-group discussion of interactive model
 - First Case Study Report due
- E. Using a Story-Based Approach to Teach Grammar (4 classes)
 - Viewing and discussion of video taped whole language lesson
 - Examination of grammar treatment in textbooks
- F. Peer Teaching #1: Listening Lesson (3 classes)
- G. Midterm Exam; Peer Teaching #2: Whole Language Grammar (4 classes)
- H. Developing Oral Interpersonal and Presentational Communication (4 classes)
 - Participation in demonstration of methods
 - Cooperative learning
 - Case study exploration
- I. Developing Written Communication Skills Through Integration of the Three Modes (3 classes)
 - Small-group design of process-oriented writing activity
 - Peer Teaching #2: Reading Lesson (to hand in)

- J. Assessing Language Performance (3 classes)
 - Viewing and discussion of video tape of Oral Proficiency Interview
 - Analysis of sample assessment instruments (formative & summative)
 - Second Case Study Report due

- K. Addressing Student Diversity in the Language Classroom (2 classes)
 - Multiple intelligences, learning styles, learning strategies
 - Learners with special needs
 - Heritage language learners

- L. Using Technology to Contextualize and Integrate Language Instruction (3 classes)
 - video and audio
 - e-mail, chatrooms, listservs
 - the Internet
 - computer-assisted instruction

- M. Peer Teaching #4: 2nd Whole Language Lesson (2 classes)

- N. Wrap-Up & Review (2 classes)

- O. Final Exam (2 classes)

IV. Evaluation Methods

The final grade for the course will be determined as follows:

- 30% Midterm & final exams (consisting of matching, short answer, essay).
- 40% 4 Peer Teaching Lessons (with lesson plans). Students will design lessons and will teach them to their class of peers. Afterwards, they will submit to the professor by e-mail self-evaluations for each lesson.
- 15% 2 Case Study Reports. Students will read two case studies and will submit a report for each in which they respond to questions and complete short instructional tasks related to the theme of the case studies.
- 15% Other Homework Assignments. Students will complete the following short assignments:
 - Writing Lesson Objectives
 - Creating an Information-Gap Activity
 - Designing a Writing Activity
 - Creating Assessment Items

Note: Students will also be adding items to their electronic portfolio, which all education majors must assemble as part of the 3-Step Process for Teacher Certification.

Grading Scale:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

59 or below = F

V. Required Textbooks, Supplemental Books and Readings

Required: Shrum, J. L. & Glisan, E. W. (2000). *Teacher's handbook: Contextualized language instruction (2nd. ed.)*. Boston, Heinle & Heinle.

Supplemental: National Standards in Foreign Language Learning Project. (1996). *Standards for foreign language learning*. Yonkers, NY.

VI. Special Resource Requirements

Each student will be expected to provide supplies needed for designing lessons (such as art paper, poster board, realia, objects).

VII. Bibliography

ACTFL performance guidelines for K-12 learners. (1999). Yonkers, NY: The American Council on the Teaching of Foreign Languages.

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- Lafayette, R. C. (1993). Subject-matter content: What every foreign language teacher needs to know. In G. Guntermann (Ed.), *Developing language teachers for a changing world* (pp. 124-158). Lincolnwood, IL: National Textbook Company.
- McGinnis, Scott. (2001). Refreshing the mainstream: Heritage language education in the United States. In R. Z. Lavine & R. T. Terry (Eds.), *Beyond the boundairies: Changing contexts in language learnng* (pp. 45-59). Northeast Conference Reports. Boston: Mc-Graw Hill.
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- Nunan, D. (1990). Action research in the language classroom. In J. C. Richards, & D. Nunan (Eds.). *Second language teacher education* (pp. 62-81). Cambridge: Cambridge University Press.

Phillips, J. K. , & R. M Terry (Eds.). (1999). *Foreign language standards: Linking research, theories, and practices*. The ACTFL Foreign Language Education Series. Lincolnwood, IL: National Textbook Co.

Schrier, L. (1993). Prospects for the professionalization of foreign language teaching. In G.

Guntermann (Ed.). *Developing language teachers for a changing world* (pp. 105-123). Lincolnwood, IL: National Textbook Company.

Tharp, R.G., & R. Gallimore. (1988). *Rousing minds to life: Teaching, learning, and schooling in social context*. Cambridge: Cambridge University Press.

Yu, C. (2000). Technology and language learning: Contexts, issues, and promises. In R. M. Terry (Ed.), *Agents of Change in a Changing Age* (pp. 141-168). Northeast Conference Reports. Lincolnwood, IL: National Textbook Co.

2. Summary of proposed revisions: The content of this course will deal with research and teaching at the secondary school levels (middle/jr. high and high school levels). The content that was previously in the course that dealt with elementary school language instruction is being taught in the sophomore-level methods courses, SPAN 390 (Teaching Elementary Content Through Spanish), which our Secondary Education/Spanish majors take, and FRNC 390 / GRMN 390 (Teaching Elementary Content Through French & German), which the Secondary Education/French & German majors take. The prerequisites for this course will be the completion of SPAN 390 / FRNC 390 / GRMN 390 with a minimum grade of C and permission of the instructor. The old syllabus of record included as a prerequisite the completion of advanced-level language courses and passing of a language proficiency examination. We will no longer specify the completion of advanced-level language courses because students may be completing them while taking this course. We will no longer require the proficiency examination since this is a prerequisite for student teaching.

3. Justification/rationale for the revision. EDUC 453 has historically been a course taught to all foreign language education majors (French, German, and Spanish) by a faculty member from the Department of Spanish and Classical Languages. In 1992, in order to comply with state requirements that our language education majors must have preparation and teaching experiences at both the elementary and secondary levels of instruction (since their certification is K-12), the Department of Spanish and Classical Languages obtained approval to offer SPAN 390, Teaching Elementary Content Through Spanish, and made it a requirement for our Secondary Education/Spanish majors. We continued to teach EDUC 453 to include both elementary and secondary teaching because the French and German majors did not have an elementary methods class to take. In May 2000, the Department of French and German obtained approval to offer FRNC 390 / GRMN 390, Teaching Elementary Content Through French and German. Therefore,

since all language majors now have an elementary methods course to take, the EDUC 453 is being revised to address only secondary school instruction.

4. The Old Syllabus of Record

I. Catalog Description

ED 453 Teaching of Foreign Languages in the Elementary/Secondary Schools

3 lecture hours
0 lab hours
3 semester hours
(3c-0l-3sh)

Prerequisites: Successful completion of 321-322 and 351-352 in the student's major language; passage of a language proficiency examination or permission of the instructor; and admission to Student Teaching.

The student will study current theories of language acquisition and methods of language teaching for the elementary and secondary school. Through hands-on practice and peer teaching demonstrations, the student will develop techniques for teaching functional language, planning lessons, setting curricular objectives, testing language skills, and selecting/adapting materials for both elementary and secondary school classrooms. Taught Fall semester only.

II. Course Objectives

1. The student will demonstrate an understanding of current theories of foreign language learning and acquisition through review of current research.
2. The student will demonstrate an understanding of previous and current teaching methodologies and relate acquisition theory to classroom methods.
3. The student will be able to plan and deliver effective classroom lessons for teaching all four skills, use appropriate error correction strategies, and incorporate culture, as demonstrated in peer teaching experiences.
4. The student will be able to test language skills and grade student performance.
5. The student will be able to develop and conduct effective interdisciplinary lessons which combine foreign language/culture and elementary content (math, science, geography, health, etc.), as demonstrated by peer teaching practice.
6. The student will be able to select and design materials (to include visuals, props, realia) for both the elementary and secondary school classrooms.
7. The student will be able to write objectives for the secondary school foreign language

curriculum as well as for the elementary school program in which language skills and content area are combined.

8. The student will demonstrate an understanding of the expectations for the student teaching experience: the student teacher's role, responsibilities and expected skill development.

III. Course Outline

- A. Language Proficiency: Acquisition and Learning (3 classes)
 - 1. Defining language proficiency
 - 2. How do adults and children become proficient in a second language?
- B. Teaching Approach, Methods, Techniques (3 classes)
 - 1. Methodology and proficiency
 - 2. The proficiency orientation of existing methodologies
- C. Role of Context in Learning (2 classes)
- D. Developing the Lesson Plan (2 classes)
- E. Proficiency-Oriented Approach: Teaching Listening Comprehension (5 classes)
 - Peer Teaching #1
 - 1. A rationale for teaching the receptive skills
 - 2. Similarities and differences in listening and reading
 - 3. Planning instruction and developing techniques for teaching the receptive skills
- F. Teaching Reading Comprehension (5 classes)
 - Peer Teaching #2
- G. Teaching a Grammar Point: Developing Oral Proficiency (2 classes)
 - Peer Teaching #3
 - 1. The communicative syllabus
 - 2. The inappropriateness of the grammar-based syllabus to elementary school foreign language programs
- H. Testing Oral Proficiency: Interviews (2 classes)
- I. Teaching Writing (2 classes)
 - Peer Teaching #4
 - 1. Writing in the elementary and secondary classrooms
 - 2. Writing at various levels of proficiency
 - 3. Techniques for incorporating writing in the elementary and secondary classrooms

- J. Error Correction (2 classes)
 - 1. Strategies for correcting errors
 - 2. The role of feedback

- K. Testing: Listening, Reading, Writing (2 classes)
 - 1. Formative vs. summative evaluation
 - 2. Relating assessment to objectives
 - 3. Testing the four skills: integrated tests or separate ones?
 - 4. Testing oral skills
 - 5. Assessing cultural learning

- L. Long- and Short-range Planning (2 classes)
Peer Teaching #5
 - 1. Setting goals for the proficiency-oriented program
 - 2. Designing the course syllabus

- M. Textbook Evaluation (2 classes)
 - 1. Textbook selection
 - 2. Textbook adaptation

- N. Computer-Assisted Language Instruction (2 classes)

- O. Elementary Foreign Language: Programs and Goals (5 classes)
The Concept of Webbing
Peer Teaching #6 (videotaped)
 - 1. Models of elementary school foreign language instruction
 - 2. Content in the elementary school foreign language program
 - 3. The interaction of language and content
 - a. the target culture and the social studies curriculum
 - b. the target language and the content areas (science, math, art, music, physical education, health and safety)

 - 4. Modifying language input in the elementary foreign language classroom

- P. Teaching for Cultural Understanding (2 classes)
 - 1. "The Land of the Monolingual"
 - 2. Strategies for teaching/incorporating culture

- Q. Introduction to Student Teaching (2 classes)
 - 1. Role and responsibilities of the student teacher
 - 2. Expected performance outcomes

IV. Evaluation Methods

The final grade for the course will be determined as follows:

- 30% Midterm and Final Exams: identification; short essay
- 35% Peer Teaching (with written lesson plans) 6 lessons
- 15% Five outside readings with critique of each*
- 10% Development of lesson plan
- 10% Development of chapter test

*1 reading must deal with computer-assisted language instruction.

V. Required Textbooks, Supplemental Books and Readings

Required: Omaggio, Alice C. Teaching Language In Context: Proficiency-Oriented Instruction. Boston: Heinle & Heinle Publishers, Inc., 1986.

Suggested: Higgs, Theodore V., ed. Teaching for Proficiency: The Organizing Principle. Lincolnwood, IL: National Textbook Co., 1984.

VI. There are no special resource requirements.

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Curtain, H.A. and C.A. Pesola. Languages and Children--Making the Match. Reading, MA: Addison-Wesley Publishing Co., 1988.

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Part III. Letters of Support: Letters of support from the Department of Spanish and Classical Languages and the Department of French and German.

Department of Spanish and Classical Languages
Indiana University of Pennsylvania
454 Sutton Hall
Indiana, Pennsylvania 15705-1074

(412) 357-2325

October 15, 2001



University Wide Curriculum Committee
Indiana University of Pennsylvania
Indiana, PA 15705

To Whom It May Concern,

This letter is to confirm that the Department of Spanish and Classical Languages
unanimously approved the course revision change for EDUC 453 at its meeting on
October 8, 2001.

Sincerely,

A handwritten signature in cursive script, appearing to read 'David A. Foltz'.

Dr. David A. Foltz, Chair
Departmental Curriculum Committee
Dept. of Spanish & Classical Languages

Indiana University of Pennsylvania

Department of French and German
Sutton Hall, Room 454
1011 South Drive
Indiana, Pennsylvania 15705-1087

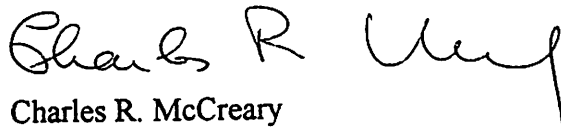
724-357-2325
Fax: 724-357-4039
Internet: <http://www.iup.edu>

December 5, 2001

To Whom It May Concern:

This letter is to certify that at the monthly meeting of the Department of French and German on Tuesday, Dec. 4, we approved the course revision for EDUC453, as submitted by Eileen Glisan. We endorse and encourage final approval of this proposal.

Sincerely,



Charles R. McCreary
Chair, Department of French and German

