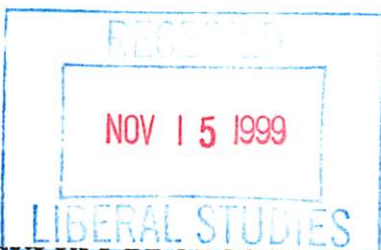


LSC Use Only
Number: _____
Submission Date: _____
Action-Date: _____



UWUCC USE Only
Number: 99-50
Submission Date: App 4/18/00
Action-Date: Senate App 5/2/00

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Dr. Laureen C. Hurt Phone 357-7631
Department Department of French and German

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE Tchg El Cont FR/GM
Suggested 20 character title

New Course* FR390/GM390 Teaching Elementary School Content in French and German
Course Number and Full Title

Course Revision _____
Course Number and Full Title

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 _____
Old Number and/or Full Old Title

New Number and/or Full New Title

Course or Catalog Description Change _____
Course Number and Full Title

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)

Charles D. [Signature]
Department Curriculum Committee

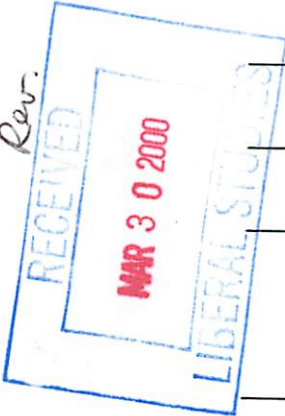
[Signature] 11/10/99
College Curriculum Committee

[Signature]
Department Chair

[Signature] 11/10/99
College Dean

+Director of Liberal Studies (where applicable)

*Provost (where applicable)



99-50

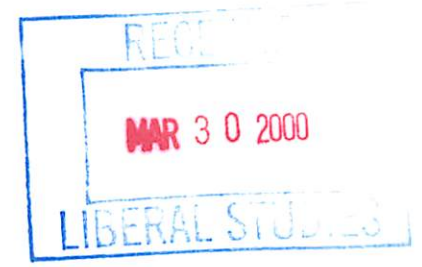
Re: FR390/GM390 Curriculum Proposal

Thu, Mar 30, 2000 10:05 AM

From: "Laureen Hurt" <lhurt@grove.iup.edu>
To: Gail Sechrist <gailsech@iup.edu>
Date: Thu, Mar 30, 2000, 10:03 AM
Subject: Re: FR390/GM390 Curriculum Proposal

I was delighted to receive this response from you back in February. The status of the UWUCC was so confusing then and I wondered when the proposal would be reviewed. I do apologize for the delay in my responding to your questions and revision requests. I could not respond at the moment that I first read it, and then got bogged down in other responsibilities. Please find below specific responses to your questions.

From: Gail Sechrist <gailsech@iup.edu>
To: "Laureen C. Hurt" <lhurt@grove.iup.edu>
Subject: FR390/GM390 Curriculum Proposal
Date: Wed, Feb 9, 2000, 11:33 AM



Dear Laureen,
The University Wide Undergraduate Curriculum Committee reviewed your proposal yesterday for FR390/GM390 Teaching Elementary School Content in French and German. The committee had the following questions/revisions:

- 1) Can you please add a grading scale to the syllabus?
Yes. I'll do that.
- 2) Is the final exam the culminating project?
Yes, it is.
- 3) Is there a more recent textbook than the 1994 book by Curtain and Pesola?
No, there is not. In fact, the book by Curtain and Pesola is the only appropriate textbook available for this course.
- 4) Are there any more recent books that could be added to the bibliography?
Yes, there are several. I'll add them.
- 5) Do you plan on giving the students a competency exam prior to entering the course? We note that in SP 390 they list a competency exam as well as instructor permission as a prerequisite.

I do not perceive this as a necessity. I have had students in this course (as a 481 offering) who are native speakers of French or German as well as those who have a rather limited background in the language. Some background in the language is necessary, but I don't think it useful to mandate a certain skill level.

If you can make these changes and then forward the revised copy to the Liberal Studies office

Re: FR390/GM390 Curriculum Proposal

Thu, Mar 30, 2000 10:05 AM

or to me, I can get the proposal back on the agenda for approval.

Gail S. Sechrist
Dept of Geography

P.S. I plan to forward the revised copy to the Liberal Studies office before noon today.

Part II. Description of Curricular Change

1. Syllabus of Record

I. Catalog Description

FR 390	Teaching Elementary School Content in French and German	3 credits
GM 390		3 lecture hours
		0 lab hours
		(3c-0l-3sh)

Prerequisites: Permission of the instructor

Students in this course will explore issues relevant to the teaching and learning of French and German in the elementary school (grades K-8). Current theories of child second language acquisition will be treated. These theoretical foundations will form the basis for the development of objectives and activities which integrate the teaching of foreign language and culture with elementary school subject content. Students will gain practical experience in planning and implementing lessons, assessing student learning, and selecting materials appropriate to the needs and interests of young learners.

II. Course Objectives

Students in this course will:

1. Demonstrate knowledge of theories of second language acquisition processes in children.
2. Demonstrate knowledge of the rationale, history, and purposes of foreign language instruction in the elementary school.
3. Demonstrate knowledge of program models of elementary school foreign language instruction and goals appropriate to each model.
4. Display the ability to develop instructional objectives and activities which integrate the learning of foreign language and culture with content areas in the elementary school curriculum.
5. Display the ability to plan and implement lessons which reflect current theory and research and are designed to develop children's skill in comprehending, speaking, reading, and writing a foreign language.
6. Display the ability to evaluate and select instructional materials appropriate to the skills, needs, and interests of elementary school foreign language learners.
7. Demonstrate knowledge of different means of assessing student performance and the ability to develop appropriate assessment procedures for elementary school foreign language learners.
8. Demonstrate knowledge of the instructional and affective needs of foreign language learners in the middle school.

III. Course Outline

- week 1: Introduction, Making the Case for Early Foreign Language Programs
- week 2: Child Second Language Acquisition: A Theoretical Overview
- week 3: Foreign Language Instruction in Grades K-8 in the U.S.: Historical Overview; National Standards for Foreign Language Learning

- week 4: Selecting and Developing a Program Model for K-8 Instruction
- week 5: Building Programs on a Solid Foundation: From Theory to Practice
- week 6: Learning from the Experiences of Immersion Programs
- week 7: Creating a Classroom Environment for Communication: Methods and Strategies
- week 8: Midterm Exam; Peer Teaching #1: Vocabulary Lesson
- week 9: Experiencing Culture in the Classroom
- week 10: Planning Curriculum; Peer Teaching #2: Storytelling Lesson
- week 11: Integrating Foreign Language Instruction with K-8 Content Areas
- week 12: Using Technology (Computer, Video, Internet) to Enhance Language Teaching and Learning; Peer Teaching #3: Content-based lesson
- week 13: Using Assessment to Help Students and Programs Grow
- week 14: Special Considerations for Foreign Languages at the Middle Level (grades 6-8)

IV. Evaluation Methods

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

- 30% Midterm and Final Exams. The midterm, consisting of short-answer identifications and essay questions, will assess students' knowledge of the theoretical content of the course. The final exam will focus on applying theory to the tasks of curriculum design, lesson planning, and assessment. The final exam will serve as the culminating project for the course.
- 30% Three Peer Teaching Lessons (with lesson plans and self-evaluations): Vocabulary Lesson, Storytelling Lesson, Content-based lesson
- 20% Two Outside Reading Reports, both assigned before midterm. Students will summarize and respond to two readings which they select themselves (journal articles or chapters from books related to course topics).
- 20% Class Participation / Short In-class Presentations. Since the class will be conducted in a lecture-discussion format (which emphasizes discussion rather than lecture), a rather considerable portion of the course grade will be allotted to the quality of participation in class discussions. Periodically throughout the course, students will be asked to present (or demonstrate, in some cases) to the class a few pages of assigned reading.

The grading scale to be used in determining final grades for the course:

91-100% = A	73-81% = C	below 64% = F
82-90% = B	64-72% = D	

V. Required textbooks, supplemental books and readings

Curtain, H. A., & Pesola, C. A. (1994). *Languages and children: Making the match* (2nd ed.). White Plains, NY: Longman.

VI. Special resource requirements

Students will be expected to create or provide their own visual aids and other instructional materials for peer teaching lessons.

VII. Bibliography

- Allen, V. G. (1989). The integrated curriculum: Rethinking elementary school foreign language programs for the '90s. In K. E. Müller (Ed.), *Languages in elementary schools* (pp. 14-26). New York: American Forum.
- Antonek, J. L., Tucker, G. R., & Donato, R. (1995). Interactive homework: Creating connections between home and school. *Mosaic*, 2 (3), 1-10.
- Asher, J. J. (2000). *Learning another language through actions: The complete teacher's guidebook* (6th ed.). Los Gatos, CA: Sky Oaks Productions.
- Curtain, H. A. (1991). Methods in elementary school foreign language teaching. *Foreign Language Annals*, 24, 323-329.
- Genesee, F. (1983). Bilingual education of majority-language children: The immersion experiments in review. *Applied Psycholinguistics*, 4, 1-46.
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- Krashen, S. D., Scarcella, R. C., & Long, M. H. (Eds.). (1982). *Child-adult differences in second language acquisition*. Rowley, MA: Newbury House.
- Lambert, W. E., & Tucker, G. R. (1972). *Bilingual education of children: The St. Lambert experiment*. Rowley, MA: Newbury House.
- Lightbown, P., & Spada, N. (1993). *How languages are learned*. Oxford: Oxford University Press.
- Lipton, G. C. (1998). *Practical handbook to elementary foreign language programs* (3rd ed.). Lincolnwood, IL: National Textbook Company.
- Met, M. (1989). Learning language through content: Learning content through language. In K. E. Müller (Ed.), *Languages in elementary schools* (pp. 43-64). New York: American Forum.
- Met, M. (Ed.). (1998). *Critical issues in early second language learning: Building for our children's future*. Glenview, IL: Scott Foresman-Addison Wesley.
- Nerenz, A. G. (1990). The exploratory years: Foreign languages in the middle-level curriculum. In S. S. Magnan (Ed.), *Shifting the instructional focus to the learner* (pp. 93-126). Middlebury, VT: Northeast Conference on the Teaching of Foreign Languages.
- Pesola, C. A., & Curtain, H. A. (1989). Elementary school foreign languages: Perspectives, practices and promises. In K. E. Müller (Ed.), *Languages in elementary schools* (pp. 1-13). New York: American Forum.
- Redmond, M. L., & Lorenz, E. (Eds.). (1999). *Teacher to teacher: Model lessons for K-8 foreign language*. Lincolnwood, IL: National Textbook Company.
- Rhodes, N., Curtain, H., & Haas, M. (1990). Child development and academic skills in the elementary school foreign language classroom. In S. S. Magnan (Ed.), *Shifting the instructional focus to the learner* (pp. 57-92). Middlebury, VT: Northeast Conference on the Teaching of Foreign Languages.
- Thompson, L. (1997). *K-8 Foreign language assessment: A bibliography*. Washington, DC: Center for Applied Linguistics.

Part II. Description of Curricular Change (continued)

2. Course Analysis Questionnaire

Section A: Details of the Course

- A1 This course is designed for students pursuing a Bachelor of Science in Education in either French or German. These degree programs lead to K-12 certification in Pennsylvania.
- A2 This course does not require changes in any other courses in the Department of French and German. As soon as the course itself receives approval, a program revision will be submitted for the B.S. in Education in French and in German in order to list this course as a major requirement.
- A3 This course has been offered as a Special Topic for the past three fall semesters, with 9-10 students enrolling each time. It has been successful by providing future teachers with preparation which is sought by a growing number of school districts in this state. Several recent graduates have been hired specifically because they had training in teaching French and German in the elementary grades.
- A4 This course is not intended to be dual level.
- A5 This course is not to be taken for variable credit.
- A6 A similar course is offered at the University of Pittsburgh. A catalog description is attached. (See I&L 2258, "Foreign Language in the Elementary School.")
- A7 The content and skills of this course are indeed required by the Pennsylvania Department of Education, given that teacher certification for German and French is for K-12, just as it is for art, music, and physical education.

Section B: Interdisciplinary Implications

- B1 This course will be taught by one faculty member.
- B2 The content of this course parallels that of a course offered by the Department of Spanish and Classical Languages, SP 390, "Teaching of Elementary Content Through the Spanish Language." This course is open to two groups of students: those majoring in Spanish Education and those Elementary Education majors enrolled in the FLISET (Foreign Languages and International Studies for Elementary Teaching) program. In addition, passage of a Spanish language proficiency examination is a prerequisite for SP 390. The proposed course, FR/GM 390, reflects my effort to afford opportunities in the French Education and German Education programs which have heretofore only been available to students of Spanish.
- B3 Seats in this course will be made available to students in the School of Continuing Education.

Section C: Implementation

- C1 No new faculty are needed to teach this course. One section (dual-listed as FR 390 and GM 390) will fit in Dr. Hurt's teaching schedule every fall.
- C2 Other Resources
- a. Current space allocations are adequate.
 - b, c. No special equipment or supplies will be required for this course.

d. Current library holdings include few children's books in French and German. However, for the past two years, a portion of the departmental library budget has been spent on the acquisition of such books. We now have a small selection (50-60 books) of children's literature as well as elementary school content books in French and German. We expect to add a few volumes to this collection each year.

e. No travel funds are necessary.

C3 No grant funds are associated with this course.

C4 This course will be offered once each year, in the Fall semester.

C5 One section (dual-listed as FR 390 and GM 390) of the course will be offered at a time.

C6 Enrollment will be limited to 25 students total. This is in keeping with the class maximum that is typical for all French and German courses.

C7 I am not aware of enrollment limits recommended by a professional society for this course.

Section D: Miscellaneous

No additional information is necessary.

Part III. Letters of Support

None provided. Overlap with existing courses is not perceived to be an issue.

<http://dil.sched.pitt.edu/courses/ForeignLanguage.html>

(cut and pasted from the website of the Department of Instruction and Learning, University of Pittsburgh)

Courses in Foreign Language Education

I&L 1252 INTRODUCTION TO FOREIGN LANGUAGE EDUCATION

A basic introductory course dealing with the most current issues in foreign language education in elementary, middle, and secondary schools.

I&L 1253 THEORETICAL APPROACH TO FOREIGN LANGUAGE

Presents a survey of the major 20th-century development in foreign language education.

I&L 2250 SPECIAL TOPICS - FOREIGN LANGUAGE

A flexible curriculum oriented to special research topics of interest to faculty or current issues of concern to educators. Focused on areas within programs.

I&L 2252 INTRODUCTION TO FOREIGN LANGUAGE EDUCATION

A basic introduction course dealing with the most current issues in foreign language education in elementary, middle, and secondary schools.

I&L 2253 THEORETICAL APPROACH TO FOREIGN LANGUAGE

Presents a survey of the major 20th-century developments in foreign language education with notations.

I&L 2255 TECHNIQUES/PROCEDURES FOREIGN LANGUAGE TEACHING

Presents strategies and techniques for teaching the four skills (listening, speaking, reading and writing), culture, and generic principles for effective proficiency-oriented instruction. The emphasis of this course is on practical applications.

I&L 2256 ISSUES IN TEACHING/LEARNING FOREIGN LANGUAGE (Cross-listed with FR2973)

Deals with current issues in foreign language teaching. Issues are determined by the current concerns and research in the field.

I&L 2257 FOREIGN LANGUAGE EDUCATION THEORY AND PRACTICE (Cross-listed with FR2972 and SP2316)

Presents a survey of basic concepts concerning language teaching, testing and assessment, and classroom-based inquiry. Some teaching experience suggested for students in this course.

I&L 2258 FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOL

Designed to introduce prospective teachers to foreign language in the elementary school and the issues of early language learning.