

SYLLABUS
Methods 399
World Language

Lisa (Troy) Davis
391-9607 (home)
964-4588 (cell)
jemeryfvs@aol.com

Mission of the Education Department

The Education Department complements Colorado College's expressed mission in that its goal is to provide the finest educational studies possible within the liberal arts tradition. We challenge students to "develop those habits of intellect and imagination that will prepare them for learning and leadership throughout their lives."

Education Department Core Values

As members of the Colorado College community and Education Department, we are committed to:

- 1) Honor the life of the mind as central focus of our common endeavor; specifically, we hope to contribute to the development of individuals who are able to engage in critical thinking about the issues and complexities of educational subjects.
- 2) Value all persons and seek to learn from them their diverse experiences and perspectives; specifically, we expect to promote an environment in which students engage in inquiry, are open to diverse perspectives, consider evidence as the bases of determining individual outlooks, and appreciate that alternative approaches to solving problems may offer value.
- 3) Practice intellectual honesty and live with integrity; specifically, we expect students to pursue their studies with scholarly, conscientious, and ethical effort.
- 4) Encourage engagement and social responsibility; specifically, we hope that our students will contribute to the educational "life" of whatever community in which they live.

Honor Code

“On my honor, I have neither given nor accepted unauthorized aid on this examination (paper, report, etc.)”.

The above statement must be written on each assignment and signed by you.

TEXTS

1. Blair, Robert W. *Innovative Approaches to Language Learning*. Heinle and Heinle Publishers, Boston, MA. 1982 (excerpts).
2. Curtain, Helena and Carol Ann Dahlberg. *Languages and Children, Making the Match* (3rd Edition). Pearson A&B, New York, 2004.
3. Lee, James F. and Bill Van Patten. *Making Communicative Language Teaching Happen*, 2nd Edition. McGraw Hill, New York, 2003.
4. Oller, John. *Methods that Work*. Newbury House Publishers, Rowley, MA., 1983. (excerpts).

TIMELINE:

Week 1

- Monday
Date:
1. Curtain, (a) Introduction, pp. xii-xiii.
(b) Key Concepts, pp. xiv-xv.
(c) Chapter 1, pp. 1-15 (note standards pg. xvi).
 2. Blair, “Theory vs. Practice in Language Training,”
Stephen Krashen, pp. 15-29.

- Tuesday
Date:
1. Blair, "The Total Physical Response Approach," pp. 54-66.
 2. Oller, "The Natural Approach to Language Teaching: An Update," Tracy Terrell, pp. 267-283.
 3. Curtain, Chapter 2, pp. 24-38.

- Wednesday
Date:
1. Curtain, Chapter 3, "Person to Person Communication," pp. 39-60.
 2. Curtain, Chapter 4, "One-Way Communication," pp. 61-83.

- Thursday
Date:
1. Oller, "A Manic Professor Tries to Close the Language Gap," Robert Wolkomir, pp. 89-99.
 2. Oller, "New Dimensions In Language Training: the Dartmouth Experiment," John Rassias, Introduction, p. 363, Peace Corps, pp. 366-370.
 3. Curtain, Chapter 5, "Literacy in the Early Language Classroom," pp. 85-97.
 4. Prepare micro-teaching #1.

- Friday
Date:
1. Oller, "The Lozanov Method and Its American Adaptations," W. Jane Bancroft, pp. 101-112.
 2. Oller, "Interpreting and Adapting Lozanov's Philosophy," pp. 115-128.
 3. Curtain, Chapter 6, "Interpretational Communication," pp. 98-129.

Week 2

Monday
Date: 1. Curtain, Chapter 7, “Integrated Thematic Planning for Curriculum, Unit, and Lesson Design,” pp. 131-158 (Rd. #2 “For Study and Discussion,” p. 159 – due Friday).

2. Curtain, Chapter 9, “Managing the Successful Language Classroom,” pp. 205-218.

Tuesday
Date: 1. Curtain, Chapter 8, “Using Assessment to Help Students and Programs Grow,” pp. 160-203.

Wednesday
Date: 1. Curtain, Chapter 10, “Language, Culture, and Curriculum Interact,” pp. 225-246.

2. Curtain, Chapter 12, “What We Can Learn from Immersion,” pp. 275-299.

- Note: Though we will not read or discuss Chapters 13 And 14 (“Stocking theLanguage Classroom with Materials and Resources, “Bringing Language to Life,”) these are two very helpful chapters to read before you start teaching.

Thursday
Date: 1. Curtain, Chapter 17, “Learning from the Past to Enhance the Present and Future,” pp. 406-418.

2. Lee/Van Patten, “Prologue,” pp. 1-5.

3. Prepare #2, p. 159 (For Study and Discussion).

4. Prepare micro-teaching #2.

- Friday
Date:
1. Lee/Van Patten, Chapter 1, “From Atlas...Audiolingualism ...Acquisition,” pp. 6-23.
 2. Lee/Van Patten, Chapter 2, “Working with Input,” pp. 26-46.

Week 3

- Monday
Date:
1. Lee/Van Patten, Chapter 3, “Communicating in the Classroom,” pp. 49-72.
 2. Lee/Van Patten, Chapter 4, “Building Toward a Proficiency Goal,” pp. 74-95.

- Tuesday
Date:
1. Lee/Van Patten, Chapter 5, “Suggestions for Oral Testing,” pp. 98-104, skim the rest.
 2. Lee/Van Patten, Chapter 6, “Issues...Grammar,” pp. 116-134, bring high school text to class.

- Wednesday
Date:
1. Lee/Van Patten, Chapter 7, “Processing Instruction and Structured Input,” pp. 154-165.
 2. Lee/Van Patten, Chapter 8, “Structured Output,” pp. 168-181.
 3. You may bring Thursday’s reading or work on micro-teaching.

- Thursday
Date:
1. Lee/Van Patten, Chapter 9, “Suggestions for Testing Grammar,” pp. 183-193.
 2. Lee/Van Patten, Chapter 10, “Listening ...,” pp. 202-205.

3. Lee/Van Patten, Chapter 11, "Comprehending Written Language," pp. 228-242.
4. Be prepared to discuss and evaluate your micro-teaching, planned for next Monday and Tuesday.

- Friday
Date:
1. Lee/Van Patten, Chapter 12, "Writing and Composing in a Second Language," pp. 244-254.
 2. Lee/Van Patten, Chapter 13, "Issues in Testing Comprehension and...Writing," pp. 256-273.

Visitations: Michael Moore, CMJH, TPRS (German), Pate Kule, FVS, Spanish (Dates to be announced)

Week 4

Monday Micro-teaching
Date:

Tuesday Micro-teaching
Date:

Wednesday End of Block 8
Date: All work due by 3:00 pm/Mierow House

EXPECTATIONS AND COURSE REQUIREMENTS: Education 399 World Languages
Lisa Davis

Welcome to Methods 399! I am looking forward to sharing language theories, techniques, instructional strategies and methods with you. Please read the following information carefully so that our experience together will be rich, reciprocal and relevant.

Attendance: Daily attendance is expected. We will meet every day except for Seminar Days. Times will vary day to day so carefully pay attention to the calendar which you will receive the first day of the block. Absence due to illness? Please call me at 391-9607 (evenings) or 964-4588 (cell) to let me know. Please do the same for your morning placement teacher(s).

Participation: Each of you brings your own expertise to our class. I will expect you to speak in class about your teaching experiences and observations of the morning placement with particular emphasis on the assigned readings from the night before. Discussion is essential to the development of your teaching values and style.

Readings: All your reading assignments are listed in the other section of your syllabus. Read daily and keep up with the information. It is expected that you will complete all the selections even if we do not discuss all of them in class. Read Journal Writing below.

Journal Writing: This is a daily activity which supports your reading assignments. Please have a notebook designated for your journal writing. As you read,

* Note and write down significant information that you find noteworthy to discuss in class and to which you want to refer to in the future.

* Reflect, react, question what you are reading and connect it to your observations when you can.

* Include spontaneous reaction writing of our visits to several master teachers (see below).

* Write neatly so that I can follow your journal easily, but remember this journal must be a working tool for you.

Friday Teachings: Be prepared to teach a short lesson each Friday. This teaching must reflect a theory or strategy or technique taken from the week's readings or observations of master teachers. It must, however, be your very own creation. Remember to justify why you are teaching this lesson by connecting it to the World Language Standards, the 5 C's and/or the objective(s) you are trying to accomplish. What is it you want your students to learn here? How? Why?

Gouin Series: You will read about this one of many instructional activities in the Helena Curtain text. Write your own Gouin Series, type a copy for the class and perform/model it for us. Time TBA.

Visits to Master Language Teachers: Each week we have the privilege of visiting a Master Teacher. This is considered part of your class time with me in 399 so attendance is required. Sometimes we will drive together and other times you are expected to get to the visitation on your own. Be sure of directions and be on time. We will write thank you notes to these teachers who will be generously sharing their expertise and time with us.

Informal reaction paragraphs to visits of Master Teachers: See Journal above. Each time you observe our Master Teachers, almost immediately after the experience, write a reaction in your journal. You do not need to write formally here, but comment on what you just experienced (i.e., classroom setting, management, effectiveness of teaching, types of assessment, student energy and participation, time use etc.) What skills did the teacher emphasize? (listening, speaking, reading, writing?) What will you take away from this teacher, what would you do differently? Why? Be prepared to share your reactions in class.

“I am the Master Teacher” final paper: This is due on the final day of the block. This paper must reflect the methods and strategies you’ve read about, related to, discussed and observed during the first three weeks of this course. BUT.... This paper is about how YOU want to teach a world language class and manage it in order to create fun and meaningful instruction. This is not a lesson or unit plan (we will use class time to learn planning) but rather your very own “ methodology”, at least as you have developed it thus far. By now, you should have some strong beliefs about what you think good teaching is. Make this personal but prove to me you now have the knowledge/content/substance/and understanding behind the why and what of your teaching.

Micro-Teaching at the end of the Block: To be discussed at the beginning of the block. 10-20 minute lesson taught by you to us and maybe other colleagues from another content area. You will create and teach a lesson that comes from one of the major methods (TPR, Superlearning, Natural Approach, the Rassias Method, the Communciative Approach,etc.). You must explain your objectives, give us background about the Method so that what you are doing has some context and make handouts for your audience. Then you will teach.

Grades: Grades are based on all of your work during the block: your participation, engagement, journal, Gouin Series, reaction papers, “I am a Master Teacher” paper, Friday teachings and Micro-teaching.

ALL WORK MUST BE ON TIME AND PROFESSIONALLY PRESENTED (unless otherwise indicated). THANK YOU FOR YOUR HARD WORK AND PARTICIPATION.