

Eastern Kentucky University
Department of Curriculum and Instruction
EME 442, Teaching Foreign Language in Grades P-8
3 credit hours

Professor

Professor's office#

Professor's contact information

1. Course Description: Prerequisites: Admission to Teacher Education, major in foreign language. Developmentally appropriate curriculum, materials, and methods for the P-8 foreign language program. Minimum of 20 field/clinical hours.

2. Texts: Curtain, Helena & Dahlberg, Carol Ann, (2010). Languages and Children ~ Making the Match: New Languages for Young Learners, Graders K-8, 4th edition, Pearson: Boston, MA

3. Course Objectives:
Students will be able to:
 1. Design instruction to help their students achieve Kentucky's academic expectations.
 2. Design instruction which will be appropriate for a variety of student abilities, interests, and differences.
 3. Plan and organize different types of foreign language programs.
 4. Demonstrate a working knowledge of ACTFL national standards for foreign language learning.
 5. Exhibit ability to use current methodology, materials and technology in P-8 foreign language teaching.
 6. Demonstrate the ability to bring a global perspective to the classroom by possessing the knowledge of and ability to teach the cultures of the countries where the language is spoken.
 7. Exhibit the ability to provide ongoing authentic assessment of student progress.
 8. Demonstrate knowledge of classroom management techniques.
 9. Include provisions for collaboration with colleagues in their teaching units and plans. Students will make provisions for working with parents and other members of the community
 10. Reflect upon, analyze, and make plans for improving their teaching tasks.
 11. Formulate a plan for professional development.

4. Evaluation Methods:

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| Lesson Planning | 150 points |
| 3 sequenced lessons (mini-unit) that address a chosen theme and grade level KTIP format | |
| Classroom Participation / Evidence of Reading | 100 points |
| World Language Learning Centers | 100 points |
| Design and implement 3 developmentally appropriate learning centers that enhance learning in classroom | |
| Written Evaluation of Resources and Materials | 50 points |
| Critique 5 different resources (websites, teacher trade books, literature, etc.) | |

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| Field and Clinical Experience | | |
| Model School Teaching / based on professor/teacher observations | | 200 points |
| Reflective Teacher Notes 8 entries | | 100 points |
| Journal-like entries, submitted to Blackboard for discussion | | |
| Dispositions Assessment by Cooperating Teacher / professor | | 50 points |
| Mid-term | | 100 points |
| Develop a cultural unit on a chosen country, 4 lessons | | |
| Classroom Management in the World Language Classroom | | 50 points |
| List and explain 5-10 techniques for behavior and classroom management for elementary/middle grades | | |
| Final | | <u>100 points</u> |
| Unit overview that incorporates five instructional materials that enrich a chosen theme and incorporate various learning styles | | |
| | | Total 1000 points |

Grading Scale:

92 - 100% = A

83 - 91% = B

74 - 84% = C

65 - 73% = D

Below 64 = F

5. Student Progress:

Students will receive written grades and feedback on lesson plans, reflections, and class participation prior to midterm.

6. Attendance Policy:

Attendance is an important part of the course experience. Many topics and issues will be covered in class that are not included in the text or other readings. Likewise, evidence of the completion of required reading will be noted in class via student participation. Absences equating 20% of class meetings will result in automatic failure. Class sessions missed as a result of late entry will be counted as absences. The student is responsible for providing adequate reasons for absences to the instructor in writing in order to be given the opportunity to make up missed work. Adequate reasons include personal illness, death or serious illness in the immediate family, or participation in an approved University activity.

7. Last day to drop a course or to withdraw from the University is included in the class schedule / course plan

8. **Disability Statement:** If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office on the third floor of the Student Services Building, by email at disserv@eku.edu or by telephone at (859)622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

9. **Academic Integrity Statement:** Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at

www.academicintegrity.eku.edu. Questions regarding the policy may be directed to the Office of Academic Integrity.

Official E-mail: An official ECU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this ECU e-mail address.

10. Course Requirements:

1. Prepare a mini-unit of instruction (unit overview with 3 sequenced lessons in KTIP format) for a particular group of students.
2. Reflect on teaching experiences and other topics using Blackboard / EME Discussion Board. Students are required to submit reflections eight times during the semester, the majority of which will be based on current classroom experiences. Inclusion of thoughts on what went well and what did not go well is expected as well as questions and concerns. Students are required to respond to at least one other student's reflection per entry.
3. Prepare and teach lessons in local P-8 classes for a total of at least 20 hours. (Field experience)
4. Develop a professional file of materials including multimedia resources appropriate for use in grades P-8.
5. Prepare a professional portfolio.
6. Develop a grade-appropriate learning center that enhances instruction.
7. Develop a mini cultural unit (4 lessons) that addresses broad themes of a particular culture.
8. Evaluate 5 different resources such as websites, teacher trade books, online lesson plan banks, etc.
9. Create a unit overview that incorporates at least five elements that address diverse learning styles.
10. Develop a classroom management "toolbox" with 5-10 techniques that have proven effective for you.
11. Read and analyze required readings to be discussed in class.

11. Course Outline:

1. Characteristics of young learners and creating an environment for learning
2. Learning Styles / Curriculum development
3. Focusing on interpersonal communication and integrating children's literature in the world language classroom
4. Designing instruction and lesson plans / learning sequence
5. Assessment: formative and summative / Critiquing materials
6. Classroom management
7. Experiencing culture in the world language classroom
8. Immersion programs
9. Connecting content with language and culture
10. Early language classroom materials / Multisensory approach
11. Bringing language to life with games and activities
12. Bringing language to life with technology
13. Making the case for early language programs