

German 502: Teaching Apprenticeship
Fall 2012
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01:470:502:01, Index # 02612
German House, GH- 102

Thu 4:30-6:30 eight meetings
(see below for dates)

Course description: The purpose of the teaching apprenticeship is to prepare you for a successful teaching and learning experience in the foreign language classroom. Two major issues will be addressed: practical advice for your own classes, and an introduction to the most current methodologies of foreign language teaching in the United States. Both issues will help to prepare you for your future as a foreign language educator.

The practical aspects of this class will include the writing of lesson plans for a learner-centered classroom, stating objectives based on standards of foreign language learning and nationally accepted proficiency guidelines, finding authentic and meaningful materials, creating and reviewing graded assignments, comparing different assessment tools, observing and reflecting upon yourself and other teachers, as well as discussing your personal experiences and challenges in the classroom. You will also discuss methodologies and standards of foreign language teaching and learning in secondary and postsecondary education in the US, e.g. the ACTFL proficiency guidelines, the New Jersey World Language Curriculum Framework and Core Curriculum Content Standards, and the Standards of Foreign Language Learning in the 21st Century.

This course will also introduce you to the professional expectations you will encounter as you start looking for a job in the foreign language teaching profession. It is therefore important that you look at the teaching apprenticeship and the teaching of your classes not just as a job to be done while finishing your own studies, but as an opportunity to experiment and reflect upon different approaches to teaching and learning that will be useful for your teaching career. Most of the reading and reflection of your practices will take place outside of our classroom meetings, as the classroom will serve as a place to exchange ideas, give advice, and critique in a constructive way.

Taught in German.

Prerequisites: All teaching assistants assigned to teach a course must be enrolled in this class during their first two years of teaching. The Teaching Apprenticeship is also open to graduate students who are preparing to teach a class in the future.

Final Grade: There are no final grades given in this class. A passing grade (PA) will be given for participation in and completion of **all** class activities and assignments by the time they are due. Activities assigned for homework, i.e. the writing of exam sections and journal entries, will be discussed in subsequent classes. Handing in homework assignments after the due date will jeopardize a passing grade in this course.

Required texts: We will use a variety of sources, available in print and online, for this class. Knowledge of the content of the readings will be the basis for discussions and assignments. Specific details and worksheets are listed on the course Sakai site under "Resources". Please read the explanations and instructions given in the different sources before completing your assignments, as they will provide you with necessary details about format and content. It is your responsibility to acquire the following texts (additional texts will be supplied to you in class) and to have read the first assignments prior to our first class meeting:

- *New Jersey World Languages Curriculum Framework*, published by the New Jersey Department of Education. (You can purchase the complete text at the Rutgers Bookstore for \$ 18.75, or download it and print out from the following website: www.state.nj.us/education/frameworks/worldlanguages/)
- *The Essentials of Language Teaching*. Developed by the National Capital Language Resource Center (NCLRC), Georgetown University, CAL, and George Washington University. Available online at: www.nclrc.org/essentials/

I highly recommend that you register with NCLRC to receive their monthly newsletter.

- ACTFL Proficiency Guidelines, available at www.actfl.org (American Council on the Teaching of Foreign Languages). Also see: http://www.actfl.org/files/public/StandardsforFLLexecsumm_rev.pdf

I encourage you to become a member of AATG (American Association of Teachers of German; student membership is \$ 18 per year). Take a look at their website www.aatg.org and their additional services, such as a teacher listserv, a job listserv, and a materials center.

Attendance

All students must attend regularly and arrive prepared; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. In addition, an email about your absence should be sent to me for my records. Attendance at all eight class meetings is necessary for a successful experience. Note: It is the responsibility of students who have been absent (for any reason) to find out what they have missed and obtain materials that may have been handed out.

Photocopies

Department photocopying fees add up quickly and impressively; we will therefore need to collect from each student 5 cents per page toward the cost of handouts other than the syllabus, quizzes and tests.

Disability Support Services

Students who may be requesting accommodations due to disabilities are encouraged to familiarize themselves with procedures and policies regarding disability support services at the following website: <http://disabilityservices.rutgers.edu/>. It is recommended that students seeking accommodations begin filing paperwork as soon as possible as the documentation review process may take up to 30 business days. Students are encouraged to speak with teachers about these issues at the beginning of the term. All such conversations will be kept strictly confidential.

Academic Integrity

Violations of academic integrity are an extremely serious matter, and can lead to a student's failing the course and being referred to the University's Office of Student Conduct for disciplinary action. When referring to ideas other than your own, always acknowledge your sources clearly and completely, whether you are quoting or paraphrasing. Note also that use of

online translation services is not permitted as a tool for generating work that you submit for course credit. Please see the University's policies on academic integrity at <http://academicintegrity.rutgers.edu/>, and discuss with your instructor any questions you may have about this and related issues.

Online course materials

Please note that our course will have its own website on <https://sakai.rutgers.edu/portal>. You can log on using your Net ID and password. If the course does not appear as one of your tabs, please search and add it or contact me and I will grant you access. Some of the readings will be available via Sakai and you are required to print and bring those readings to class on the scheduled days as part of our class participation grade. Please check Sakai frequently for updates, announcements, and resources.

Cell phones

Cell phones and all other technological devices (beepers, iPods, MP3 players...) must be turned off during class out of respect for the instructor and fellow students. Please schedule all important phone communications outside of class time.

Requirements and assignments:

- 1. Journal:** All students registered in this class are asked to keep a journal throughout the semester. The journal will guide you through your experiences as a novice teacher, as you reflect upon discussions in our class meetings and readings on current research, and upon what happened in your classes. In order to focus your attention on typical challenges of teaching and learning, I will post a number of question prompts on our Sakai Course Website, and your answers to these questions should be posted on your personal folder on Sakai as well. Please check the site weekly for updated journal entry questions. Entries are due two days before our class meetings (Tuesday evenings at 10 p.m.), later completions will not be accepted since your entries and questions will be included in our class discussions.
- 2. Readings and presentations (Referate):** The texts and websites listed above as well as the copies given to you at the beginning of the semester serve as the basis of class discussions and different assignments. If you are not yet familiar with these texts (the *Standards*, examples of task-based activities, and websites), please read them carefully before applying the information in your specific assignments. If you have any questions about the content, contact me on Sakai or by email. Texts listed in the syllabus must be read before coming to class as they will present the basis for class discussion and follow-up assignments. Copies of readings will either be distributed in class or can be downloaded from the links listed under "resources". In addition, all participants will prepare one 15-20 minute oral presentation ("Kurzreferat") on articles about specific topics, accompanied by written handouts for all participants (see the format under "resources" on Sakai). The topics for these presentations will be distributed in our first class meeting.
- 3. Lesson and activity planning:** Throughout the semester you will be asked to hand in samples of your lesson plans and non-textbook based activities that you created yourself, as well as ideas for oral and written assessments. These activities should be based on the information given in the *ACTFL Standards for Foreign Language Teaching in the 21st Century* and the *New Jersey Core Curriculum Standards*. Please see the specific requirements for different class meetings listed in the syllabus and on our Sakai website.
- 4. Observations:** All TAs teaching a class will be observed once or twice during the semester, as part of this course. The observation will include a pre-observation outline, an observation report

and a post-observation discussion. Please check your email regularly regarding scheduled visits and to supply me with all necessary materials for this observation.

5. Peer observations: You are asked to observe two classes taught by your colleagues and to write an honest observation report about these classes (based on criteria provided to you). The first observation report is due mid-semester (October 2012), the second at our last meeting (December 2012). Please schedule your classroom visits early in the semester and ask two different instructors in the department in advance whether you can visit them and when. The purpose of these observations is for you to be exposed to and become aware of different teaching styles and ideas, and to identify instructional strategies that work well or could be improved. It is your task to observe different teaching styles and approaches, materials, teacher-student interaction, and, if necessary, give constructive criticism in your observation report. If you see a good activity, approach, or technique in another classroom, decide if you can use it in your own teaching, but take into consideration the special dynamics of your students.

6. Teaching of classes: This course has been opened to graduate students who are not teaching yet but who will be assigned courses in the future. These participants are asked to teach at least one class per semester in a 100-level German class. Arrangements will be made with the instructor of these classes so that enough time will be given to plan a lesson that fits into the curriculum, including materials for interpretive, interpersonal and presentational activities. At the end of the semester, these participants are asked to hand in a written report about their teaching experience.

Class meetings:

Class meetings will take place eight times during the semester on Thursdays afternoons between 4:30 and 6:30 at the German House. The meetings in the 2012 fall semester will take place on the following eight days:

Fall 2012: September 6, September 13 (one week later), September 27, October 11, October 18 (one week later), November 1, November 29, December 6 (Please be aware that some meetings will take place in consecutive weeks and some meetings will be scheduled more than two weeks apart due to events at the German Department).

Final exam: There is no final exam in this class. Receiving a passing grade will be based on the completion of all required assignments on the due dates, including homework; teaching philosophy; lesson plans; journal entries; peer observation reports; presentations with accompanying notes; submission of exam sections; and any worksheets distributed in class.

Syllabus Fall 201 (Instructor reserves the right to make changes to the syllabus)

Datum und Inhalt:	Vorbereitung/Hausaufgabe (an diesem Datum fällig)
<p>1. Klasse: 6. September Besprechung des Workshops im WLI zu den „three modes of communication“ und den „FLL Standards“</p> <p>Einführung in <i>Kontakte</i> 7th edition mit online Materialien</p> <p>Referatvergabe; Lehrplanmodelle; Lehrphilosophie</p> <p>(später: Wiggins/ Mc Tighe: „Understanding by Design“;)</p>	<p>Journalfrage 1 auf Sakai, fällig am 4. September 2012 Bitte mitbringen: Materialien aus dem World Language Institut Workshop Bitte lesen: www.nclrc.org/essentials/ www.nclrc.org/essentials/whatteach/models.htm www.nclrc.org/essentials/whatteach/reflect.htm www.nclrc.org/essentials/whatteach/survival.htm www.nclrc.org/essentials/whatteach/portfolio.htm www.nclrc.org/essentials/goalsmethods/method.htm www.nclrc.org/essentials/goalsmethods/goal.htm www.nclrc.org/essentials/goalsmethods/guidelines.htm www.nclrc.org/essentials/goalsmethods/learncentpop.html zu verschiedenen Modellen von Lehrplänen: www.nclrc.org/essentials/planning/lessongoals.htm www.nclrc.org/essentials/planning/structure.htm www.nclrc.org/essentials/planning/materials.htm</p> <p><i>Schreibe eine persönliche Lehrphilosophie (maximal eine Seite) und schicke sie mir (siehe dazu Links auf Sakai).</i></p> <p>ACTFL proficiency guidelines: www.actfl.org http://www.actfl.org/files/public/StandardsforFLExecsumm_rev.pdf Bitte lesen: Grant Wiggins/Jay McTighe: Understanding by Design („backward-design“) http://digitalliteracy.mwg.org/curriculum/process.html http://www.grantwiggins.org/ubd/ubd.lasso http://www.grantwiggins.org/documents/UbDQuikvue1005.pdf</p>
<p>2. Klasse: 13. September 2012 Standard „communication“ und Grammatik im Unterricht</p> <p>Wie man Prüfungen schreibt: Bearbeitung der ersten mündlichen und schriftlichen Prüfung</p>	<p>Journalfrage 2 auf Sakai, fällig am 11. September Bring deine Lehrpläne aus den ersten zwei Semesterwochen mit (inkl. Kommentaren zu Zeitnutzung; Anwendbarkeit/ Effektivität; Arbeitsblättern und anderen verwendeten Materialien) und stelle <u>dein</u> lesson plan-Modell vor</p> <p>Hausaufgabe: Lektüre von zwei Artikeln zur Vorbereitung auf die Diskussion (siehe Artikel auf Sakai). Zum Thema “assessment”: www.nclrc.org/essentials/assessing/traditional.htm, www.nclrc.org/essentials/assessing/peereval.htm www.nclrc.org/essentials/assessing/alternative.htm, Rethinking Assessment, in: <i>New Jersey World Languages Curriculum Framework</i>, pp. 53-57 with appendix B: Assessments, pp. 233-260.</p>

<p>3.Klasse: 27. September 2012 Thema: „Grammatik“</p>	<p>Journalfrage 3 auf Sakai, fällig am 25. September 2012, bitte Notizen zu Ideen mitbringen (mit Kopien für alle Teilnehmer)</p> <p>Referat #1 und Referat #2 (siehe Quellenmaterial) Bereite ein 15-minütiges Referat zu deinem Artikel vor und stelle den Artikel dann in der heutigen Klasse vor, zusammen mit dem begleitenden Arbeitsblatt (siehe „Resources“ auf Sakai)</p>
<p>4. Klasse: 11. Oktober 2012 Thema: Standard „culture“</p>	<p>Journalfrage 4 auf Sakaiwebseite, fällig am 9. Oktober Hausaufgabe: erster Bericht zur <i>peer observation</i> fällig (Arbeitsblatt mit „checklist“ dazu in „Resources“ auf Sakai).</p>
<p>5. Klasse: 18. Oktober 2011 Vorbereitung der zweiten mündlichen und schriftlichen Prüfung</p>	<p>Journalfrage 5 auf Sakaiwebseite, fällig am 16. Oktober Referat #3 Hausaufgabe: Lektüre zur Vorbereitung auf Kursdiskussion (Artikel auf Sakai); Fülle das Arbeitsblatt aus: “ Instructor Self-Evaluation worksheet: Overall Language Teaching Approach“ (Quelle: NCLRC)</p>
<p>6. Klasse: 1. November 2011 Cultural competency</p>	<p>Journalfrage 6 auf Sakaiwebseite, fällig am 30. Oktober Referat #4 Hausaufgabe: Schreibe eine Aufgabe zu „interpersonal writing“ für die Studenten in deinem Kurs und stelle sie vor.</p>
<p>7. Klasse: 29.November 2012 Vorbereitung der letzten mündlichen und schriftlichen Prüfung und Portfolios</p>	<p>Journalfrage 7 auf Sakaiwebseite, fällig am 27. November Referat #5 Hausaufgabe: Entwickle zwei neue Aufgaben für die schriftliche und mündliche Abschlussprüfung in deinem Kurs.</p>
<p>8. Klasse: 6. Dezember 2012 Überarbeitung der Abschlussprüfungen; Rückblick</p>	<p>Letzte Journalfrage: self –assessment, fällig am 4. Dezember Hausaufgabe: Bitte einreichen: den zweiten Bericht zur “peer evaluation“</p>