
Teaching Apprenticeship in German

Deutschlehrerberuf: Erwartungen, Herausforderungen und Vorbereitung German Teacher as a Profession: Expectations, Challenges, and Preparation

Course Number: 01:470:502:01

Semester: Fall 2015

Course Index: 02335

Credits: 1.5

Meeting Times: Thursdays 4:30–5:50 (Period 6)

Meeting Place: Scott Hall, Room 121

Prerequisites: All Ph.D. students must take a minimum of three semesters of Teaching Apprenticeship: one semester before they start to teach, and two semesters during the first year of teaching. Students may be required to complete additional semesters of the Teaching Apprenticeship course at the discretion of the Undergraduate Director and in consultation with the Director of Language and Culture Studies and the Graduate Director.

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Wednesdays, 8:00 a.m. – 1:00 p.m. • Scarlet Latte Café on the lower level of Alexander Library
& by appointment
Scheduled meetings are given priority over walk-ins.



Course Description

This course prepares graduate students for a successful teaching experience in the foreign language classroom. This semester, the course will concentrate on the development of aspiring and beginning instructors as teaching professionals and continue to introduce them to the most current methodologies of foreign language teaching in the United States, as well as provide them with guidance and practical advice. Completing these goals will help the course participants find their own voice as teaching professionals and thus strengthen their position in the competitive job market.

The practical aspects of the course include developing and writing one's own teaching philosophy, compiling a teaching portfolio, designing course syllabi and preparing for teaching-related aspects of the job application and for teaching-related questions in the job interview. It also includes designing lesson plans for a learner-centered classroom, stating objectives based on standards of foreign language learning and nationally accepted proficiency guidelines, finding authentic materials for teaching and creating one's own, developing and reviewing graded assignments, analyzing and comparing different assessment tools, observing and reflecting upon one's own teaching and the teaching of others, as well as discussing personal experiences and challenges in the language classroom. The course participants will also continue to 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.

The course is taught in German with some assignments and readings in English.

Course Structure

There are two types of class meetings (See p. 4):

- **Eight Plenary Meetings:** 09/03, 09/17, 10/01, 10/15, 10/29, 11/12, 12/03, 12/10
All course participants are required to attend these meetings. The plenary meetings focus on general course topics, discussions of readings and assignments, exchange of ideas, as well as issues of general concern.
- **Six Individual Meetings:** 09/10, 09/24, 10/08, 10/22, 11/05, 11/19
The purpose of these meetings is to address specific issues and concerns in connection with teaching courses at hand, discuss teaching performance and peer observation results in groups and individually, and give advice. Only participants whose work is scheduled for discussion are required to attend.

Course Materials

Sakai (<http://sakai.rutgers.edu>) is the main website for this course. It contains all readings, assignments, and forms. All students enrolled in this course already have access to it. Students who do not have access need to contact the instructor.

Assessment

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**.

Communication with the Instructor

The best way to contact the instructor outside the classroom is to email pichugin@rutgers.edu with the subject line **502 – [First_Name]** in the Subject Line, e.g. **502 – Michael – Question re....** This will help direct the message to the correct folder for quick processing. If this is not included, the message may be read with delay.

Course Requirements and Assignments

Class Discussions

Class discussions of the plenary sessions are based on the assignments. Discussions of the small group sessions are based on the current teaching assignments of the participants.

Guided Discussions

Guided discussions are based on the assigned readings. Each seminar participant will prepare discussion questions and serve as a moderator of one class discussion. While the topic of each discussion is determined by the current reading, the focus of the discussion and particular questions are up to the discussion moderator. The sign-up list with discussions and dates will be circulated in class.

Written Assignments

Written assignments are based on the material of the reading and serve as preparation for in-class discussion. Some of the completed assignments will be shared with all course participants for discussion. Written assignments are due by noon of the date indicated. The assignments have to be submitted as an electronic attachment in *.docx, or *.pdf format in an e-mail to pichugin@rutgers.edu with the subject line **502 – Aufgabe ## – First_Name**, e.g., **502 – Aufgabe 02 – Michael**.

Pre-Observation and Post-Observation Activities

All instructors teaching classes will be observed at least twice during the semester, as part of this course. To maximize learning benefits of this activity, the observation process will include submitting a pre-observation outline with a lesson plan, an observation report from the instructor of 502 and a post-observation discussion.

Peer Observations

As part of the course, all participants will observe two classes taught by their peers and write an observation report using the *Peer Observation Guidelines* provided. The purpose of the peer observation is to provide the course participants with exposure to different teaching styles and ideas in order to help them identify instructional strategies that work well or could be improved. By Session 2 (September 10) all course participants should have obtained the permission from two teaching peers and reserve the dates for class visits. Course participants will observe different teaching styles and approaches, use of teaching materials, teacher-student interaction, and give constructive criticism in their observation reports. The first observation report (*Unterrichtsanalyse*) is due by Session 7 (October 15), the second by the last class session, Session 14 (December 10). The Peer Observation Reports have to be submitted as an electronic attachment in *.docx or *.pdf format in an e-mail to pichugin@rutgers.edu with the subject line **502 – Unterrichtsanalyse # – First_Name**, e.g., **502 – Unterrichtsanalyse 1 – Michael**.

Policies

Academic Integrity

Violation of academic integrity is an extremely serious matter; it 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 their own, students should always acknowledge their sources clearly and completely, whether they are quoting or paraphrasing. Note also that use of online translation services is not permitted as a tool for generating work submitted for course credit. Please see the University's policies on academic integrity at <http://academicintegrity.rutgers.edu> and discuss with the instructor any questions about this and related issues.

Attendance

All students must attend regularly and arrive prepared; if they expect to miss one or two classes, they should use the University Self-Reporting Absence website (<https://sims.rutgers.edu/ssra>) to indicate the date and the reason for their absence. An e-mail is automatically sent to the instructor. Those who miss more than two class sessions without a compelling excuse should expect a one-step reduction in the course grade (i.e. an A becomes a B+, a B+ becomes a B). Every additional three absences may entail a further one-step grade-reduction. Three late arrivals count as one absence. **Note:** It is the responsibility of the student who has been absent (for any reason) to find out what he/she has missed and obtain materials that may have been handed out.

Cell Phones

Cell phones and all other technological devices (iPods, audio players, tablets, etc.) must be turned off during class out of respect for fellow students and the instructor.

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 the instructor about these issues at the beginning of the term. All such conversations will be kept strictly confidential.

Additional Assistance

Students are encouraged to come to the instructor's office hours with any questions and problems pertaining to class.

The instructor reserves the right to make changes to the Syllabus.

The latest version of this Syllabus is available on [Sakai](#) → [Syllabus](#).

Semesterplan

 = Diskussion
  = Geleitete Diskussion
  = Lesestoff
  = Unterrichtsbeobachtung
  = Schriftliche Aufgabe

Nr.	Datum	Hausaufgaben	Klassenarbeit
1	03.09		 Einführung, Semesterplan, Erwartungen
2	10.09	 <i>Becoming Familiar with the Profession and Expectations for Language Teachers</i>  01 • S. 7: Task One, Task Two  Unterrichtsbeobachtungen: Termine festlegen und Erlaubnisse erhalten	 Individuelle Arbeit
3	17.09	 <i>Understanding the Role of Contextualized Input, Output, and Interaction in Language Learning</i>  02 • S. 39: Fragen 1–5	 Laufende Bewertung und Feedback: Sakai und Gradebook Bitte Laptops mitbringen  1 • Kontextualisierter Input und Output
4	24.09	 <i>How to Write a Statement of Teaching Philosophy</i>  <i>Guidance on Writing a Philosophy of Teaching Statement</i>  03 • Entwurf einer Lehrphilosophie	 Besprechung der Hospitation: 101:01
5	01.10	 <i>Contextualizing Language Instruction to Address Goals of the Standards for Foreign Language Learning</i>  04 • S. 69: Fragen 1–4	 Lehrphilosophie-Entwürfe  2 • Ziele und Standards im Sprachunterricht
6	08.10	 <i>Fremdsprachen Lernen – aber aus welchem Lehrwerk?</i>  05 • Analyse und Bewertung eines DaF-Lehrwerkes	 Besprechung der Hospitation: 101:03
7	15.10	 <i>Organizing Content and Planning for Integrated Language Instruction</i>  06 • S. 103: Fragen 1–4  Unterrichtsanalyse 1	 Lehrwerkbewertungen  3 • Inhalt und Planung im Sprachunterricht
8	22.10	 Syllabi auf der Website des German Department  07 • Entwurf eines Sprachkurses (Syllabus)	 Besprechung der Hospitation: 299
9	29.10	 <i>Using an Interactive Approach to Develop Interpretive Communication</i>  08 • S. 209: Fragen 1–4	 Syllabus-Entwürfe  4 • Interpretative Kommunikation
10	05.11	 <i>How can we vary the activities we do?</i>  09 • Entwurf einer Unterrichtseinheit	 Besprechung der Hospitation: 101:01
11	12.11	 <i>Developing Oral and Written Interpersonal Communication</i>  10 • S. 292: Fragen 1–5	 Entwickelte Unterrichtseinheiten  5 • Interpersonale Kommunikation
12	19.11	 <i>Interviewing at a Teaching-Focused University</i>  <i>Lehrportfolio</i>  11 • Entwurf des Lehrportfolios	 Besprechung der Hospitation: 101:03
13	03.12	 <i>Developing Oral and Written Presentational Communication</i>  12 • S. 341: Fragen 1–4	 Lehrportfolios  Unterrichtsbezogene Fragen im Vorstellungsgespräch  6 • Präsentationskommunikation
14	10.12	 Unterrichtsanalyse 2	 Rückblick und Auswertung