
Teaching Apprenticeship in German

Deutschunterricht bewusst: Methoden, Ansätze, Strategien

Course Number: 01:470:502:01

Course Index: 02036

Credits: 1.5

Meeting Times: Mondays 1:10 p.m. – 2:30 p.m. (Period 4)

Meeting Place: AB-4050 (Academic Building, Room 4050)

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 Cultural Studies and the Graduate Director.

Instructor: Alexander E. Pichugin

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Office Hours: Wednesdays, 06:00 p.m. – 07:00 p.m. & by appointment.
Scheduled meetings are given priority over walk-ins.



Course Description

The purpose of this course is to prepare graduate students for a successful teaching and learning experience in the foreign language classroom. The course addresses two major goals: introduce aspiring and beginning instructors to the most current methodologies of foreign language teaching and provide them with guidance and practical advice in the classes they are teaching. Completing both goals will help prepare the students for their future as a German language educator.

The practical aspects of this class will include 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 by others, as well as discussing personal experiences and challenges in the language classroom. Course participants 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 aspiring and beginning instructors to the professional expectations they will encounter as they look for a job in the German language teaching profession. Thus, both the Teaching Apprenticeship course and the teaching of undergraduate courses at Rutgers should be regarded as an opportunity to experiment with and reflect upon different approaches to teaching that might be useful for a career in teaching.

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

Course Structure

There are two types of class meetings:

- **Ten Plenary Meetings:** 09/10, 09/24, 10/08, 10/22, 11/05, 11/19, 12/03, 11/12, 11/26, 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. All presentations are given at these meetings.
- **Four Small-Group Meetings:** 09/17, 10/01, 10/15, 10/29
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 giving advice. Only participants whose work is scheduled for discussion are required to attend, although all other participants are also welcome.

Course Materials

Sakai (<http://sakai.rutgers.edu>) is the main website for our course. It contains the homework assignments and individual blogs. All students officially enrolled in this course already have access to it. Students who do not have access need to contact the instructor. Course participants are expected to check the website frequently for the most recent announcements and assignments.

The course uses a variety of sources available in print and online. All assigned readings will be placed in the “Resources” Section on the Sakai course site. Active work with the readings and assignments at home will be the basis for discussions and assignments.

Course Requirements and Assignments

Blog • 50%

All course participants will keep a blog throughout the semester to reflect upon their professional experiences as an aspiring or novice instructor. The course participants will write their thoughts on the assigned readings, other profession-related readings, class discussions, and presentations, as well as answer questions posted by the instructor on Sakai. The instructors currently teaching will also include in the blog the description of and reflection on the events in the classes they teach. In order to focus attention on typical challenges of teaching, question prompts will be posted on the Sakai Course Website to be addressed in the current blog entry. Blog entries are due two days before the class meeting, i.e. by Tuesday at 9 p.m. Later completions cannot be accepted, since the entries will be included in class discussions. The blog entries are visible to the blogger and the instructor only.

To create a blog entry:

1. Open the Sakai Course Website.
2. In the left pane, click [Blogs](#).
3. Click [My Blog](#).
4. Click [Add blog entry](#).
5. In the Title area, write the title of your blog entry starting with the appropriate number indicated in the Syllabus, e.g. [05](#).
6. Write the text of your blog entry into the main text area.
7. Below the text area, choose [Only site administrators and I can see this entry](#).
8. Click [Publish Entry](#) (or [Save Draft](#) or [Cancel](#)).

If you have not chosen the viewing permissions correctly and/or if you want to change your entry, click [Edit Entry](#).

Presentations • 25%

Each course participant will prepare one 15–20 minute presentation on a specific teaching method and its applicability, accompanied by handouts for all course participants. The instructor will supply basic materials on the topic, but the presenters are expected to supplement them with materials of their choice. The topics for the presentations will be assigned in the first session.

Lesson and Activity Planning • 15%

Throughout the semester teaching assistants will hand in samples of their lesson plans and non-textbook-based activities of their own creation, as well as ideas for oral and written assessments.

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 02 (September 17) 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 07 (October 22), the second by the last class session, Session 14 (December 10). The Peer Observation Reports have to be submitted as an electronic attachment in PDF format with the file name *502 – Unterrichtsanalyse # – FirstName LastName.pdf*, e.g., *502 – Unterrichtsanalyse 2 – Michael Smith.pdf* to the e-mail to pichugin@rutgers.edu with the subject line *502 – Unterrichtsanalyse # – FirstName LastName*, e.g., *502 – Unterrichtsanalyse 2 – Michael Smith*.

Pre-Observation and Post-Observation Activities • 10%

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.

Assessment

Grade Composition

Aspect	Percentage
 Blog	15%
 Presentations	15%
<input checked="" type="checkbox"/> Lesson and Activity Planning	10%
 Pre-Observation and Post-Observation Activities	25%

Grade Distribution

Grade	Points (%)
A	91–100
B+	85–89
B	80–84
C+	75–79
C	65–74
F	Below 65

Communication with the Instructor

The best way to contact the instructor outside the classroom is to e-mail pichugin@rutgers.edu. Generally, the e-mails are answered within two business days. The e-mail subject line should start with *502 – FirstName LastName*, e.g. *502 – Michael Smith – Question re....* This will help direct the message to the correct folder for quick processing. If the subject line is formatted differently, the message may be read with delay.

Department and School 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. 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 their instructor's office hours with any questions and problems pertaining to class. Any student who needs additional help should contact the Learning Resource Center or the Department's tutors as soon as possible. Additional practice is available at the conversation tables offered each semester at the Language Institute. Informal conversation sessions are also held weekly in the Rutgers Student Center. Check the Department website for further details: www.german.rutgers.edu.

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

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

Semesterplan

 = Diskussion  = Lektüre  = Unterrichtsbeobachtung  = Referat  = Blog-Eintrag

LV	Datum	Hausaufgaben	Arbeit in der Klasse
1	Mo. 10.09.		 Einführung, Semesterplan, Erwartungen
2	17.09.	 01 <i>Meine Lehrphilosophie</i>  02 <i>Wie habe ich die Fremdsprache(n) gelernt?</i>  Erlaubnisse zu Unterrichtsbeobachtungen erhalten und Termine festlegen	 Besprechung der Hospitation und Kleingruppenarbeit
3	24.09.	 <i>On Knowing a Language: Communicative Competence, Proficiency, and the Standards for Foreign Language Learning</i>  03	 Sprachkompetenz, Fertigkeiten und die US-Standards  1 • Die Grammatik-Übersetzungsmethode (GÜM)
4	01.10.	 04	 Besprechung der Hospitation und Kleingruppenarbeit
5	08.10.	 <i>On Learning a Language: Some Theoretical Perspectives</i>  05	 Spracherwerb  2 • Die direkte Methode (DM)
6	15.10.	 06	 Besprechung der Hospitation und Kleingruppenarbeit
7	22.10.	 <i>On Teaching a Language: Principles and Priorities in Methodology</i>  07  Unterrichtsanalyse 1	 Methoden des Sprachunterrichts  3 • Die audiolinguale (ALM) und audiovisuelle Methode (AVM)
8	29.10.	 08	 Besprechung der Hospitation und Kleingruppenarbeit
9	05.11.	 <i>The Role of Context in Comprehension and Learning</i>  09	 Kontext im Sprachunterricht  4 • Die vermittelnde Methode (VM)
10	12.11.	 <i>A Proficiency-Oriented Approach to Listening and Reading</i>  10	 Entwicklung von Hör- und Lesefertigkeiten  5 • Die kognitive Methode (KM)
11	19.11.	 <i>Developing Oral Proficiency</i>  11	 Entwicklung von Sprechfertigkeiten  6 • Die kommunikative Methode (KM)
12	26.11.	 <i>Becoming Proficient in Writing</i>  12	 Entwicklung von Schreibfertigkeiten  7 • Innovativ-alternative Methoden (iaM)
13	Di 03.12.	 <i>Teaching for Cultural Understanding</i>  13	 Kulturelle Aspekte im Deutschunterricht  8 • Die interkulturelle Methode (IM)
14	Do 10.12.	 14  Unterrichtsanalyse 2	 Zusammenfassung