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# Teaching Apprenticeship in German

Unterrichtspraxis: Konzepte, Prinzipien und deren Anwendung

Teaching Practice: Concepts, Principles and their Application

**Course Number:** 01:470:502:01

**Semester:** Spring 2015

**Course Index:** 02524

**Credits:** 1.5

**Meeting Times:** Thursdays 2:50–4:10 (Period 5)

**Meeting Place:** Murray Hall, Room 212

**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.

**Instructor:** Alexander E. Pichugin

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**Office Hours:** Mondays, 2:30 p.m. – 4:00 p.m. • Graduate School of Education, Ground Floor Lounge  
Thursdays, 1:00 p.m. – 2:30 p.m. • Graduate School of Education, Ground Floor Lounge  
& 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 relevant concepts and principles 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 the 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 21<sup>st</sup> 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.

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## Course Structure

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

- **Eight Plenary Meetings:** 01/22, 01/29, 02/12, 02/26, 03/12, 04/02, 04/16, 04/30  
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 Small-Group Meetings:** 02/05, 02/19, 03/05, 03/26, 04/09, 04/23  
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 officially 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](mailto: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.

### 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, \*.doc, \*.rtf, or \*.pdf format in an e-mail to [pichugin@rutgers.edu](mailto: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. Please refer to the Observation Schedule on p. 5–10.

### 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 (January 29) 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 8 (March 12), the second by the last class session, Session 14 (April 30). The Peer Observation Reports have to be submitted as an electronic attachment in \*.docx, \*.doc, \*.rtf, or \*.pdf format in an e-mail to [pichugin@rutgers.edu](mailto:pichugin@rutgers.edu) with the subject line **502 – Unterrichtsanalyse # – First\_Name**, e.g., **502 – Unterrichtsanalyse 1 – Michael**.

### Teaching Experience

The participants who are not yet assigned teaching will have an opportunity to teach one class session, as part of this course. To maximize learning benefits of this activity, the preparation to teaching will include preparing and submitting a pre-teaching outline with a lesson plan, a self-assessment report, and a post-observation discussion. The teaching Activity will be scheduled individually.

## 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. 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](#).

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## Semesterplan

 = Diskussion  = Lesestoff  = Unterrichtsbeobachtung  = Schriftliche Aufgabe

Nr.	Datum	Hausaufgaben	Klassenarbeit
1	22.01		 Einführung, Semesterplan, Erwartungen
2	29.01	 01 • Hindernisse für den perfekten Unterricht  Erlaubnisse zu Unterrichtsbeobachtungen erhalten und Termine festlegen	 Spracherwerb-Hypothesen von Krashen
3	05.02	 Grammatik-Übersetzungsmethode (GÜM)  02 • Grammatik-Übersetzungsmethode: Zusammenfassung und Einschätzung	 Besprechung der Hospitation
4	12.02	 Direkte Methode  03 • Direkte Methode: Zusammenfassung und Einschätzung	 Grammatik-Übersetzungsmethode  Direkte Methode
5	19.02	 Audiolinguale und audiovisuelle Methode  04 • Audiolinguale und audiovisuelle Methode: Zusammenfassung und Einschätzung	 Besprechung der Hospitation
6	26.02	 Vermittelnde Methode  05 • Vermittelnde Methode: Zusammenfassung und Einschätzung	 Audiolinguale und audiovisuelle Methode  Vermittelnde Methode
7	05.03	 Kognitive Methode  06 • Kognitive Methode: Zusammenfassung und Einschätzung	 Besprechung der Hospitation
8	12.03	 Kommunikativer Ansatz  07 • Kommunikativer Ansatz: Zusammenfassung und Einschätzung  Unterrichtsanalyse 1	 Kognitive Methode  Kommunikativer Ansatz
9	26.03	 Interkultureller Ansatz  08 • Interkultureller Ansatz: Zusammenfassung und Einschätzung	 Besprechung der Hospitation
10	02.04	 Innovativ-alternative Methoden  09 • Innovativ-alternative Methoden: Zusammenfassung und Einschätzung	 Interkultureller Ansatz  Innovativ-alternativen Methoden
11	09.04	 Hörverstehen: Methoden und Techniken  10 • Hörverstehen: Zusammenfassung	 Besprechung der Hospitation
12	16.04	 Sprechen: Methoden und Techniken  11 • Sprechen: Zusammenfassung	 Hörverstehen: Methoden und Techniken  Sprechen: Methoden und Techniken
13	23.04	 Leseverstehen: Methoden und Techniken  12 • Leseverstehen: Zusammenfassung	 Besprechung der Hospitation
14	30.04	 Schreiben: Methoden und Techniken  13 • Schreiben: Zusammenfassung  Unterrichtsanalyse 2	 Leseverstehen: Methoden und Techniken  Schreiben: Methoden und Techniken Zusammenfassung