
Teaching Apprenticeship in German

Unterrichtsmethoden und Förderung von Basiskompetenzen Teaching Methods and Development of Basic Competencies

Course Number: 01:470:502:01

Semester: Spring 2018

Course Index: 02241

Credits: 1.5

Meeting Times: Thursdays 1:10 – 2:30 (Period 4)

Meeting Place: SC-219 (Scott Hall, Room 219)

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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Office Hours: Mondays, 01:00 – 02:00 & 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 introduce them to the most important methods of foreign language teaching in the United States and in Europe, 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 various learning activities, tests, and teaching units to include in the teaching portfolio, as well as preparing for teaching-related aspects of the job application and for teaching-related questions in the job interview. 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. 5):

- **Seven Plenary Meetings:** 01/18, 02/01, 02/15, 03/01, 03/22, 04/05, 04/19
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.
- **Seven Small-Group Meetings:** 01/25, 02/08, 02/22, 03/07, 03/29, 04/12
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

Book

Hans-Jürgen Hantschel, Michaela Brinitzer, Sandra Kroemer, M. Möller-Frorath, Lourdes Ros. *DaF unterrichten. Basiswissen Didaktik Deutsch als Fremd- und Zweitsprache*. Klett, 2015. ISBN: 9783126753098

Website

Sakai (<http://sakai.rutgers.edu>) is the main website for this course. It contains additional 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.



Course Requirements and Assignments

Class Discussions • 20%

Class discussions of the plenary sessions are based on the reading materials and the assignments for the week. Discussions of the small group sessions are based on the current teaching assignments of the participants.

Blog • 25%

All course participants will keep a blog throughout the semester. Blog entries consist of summary of the reading material of the week as well reflection upon the readings in the context of their professional experiences as an aspiring or novice instructor. The instructors currently teaching will also include in the blog the description of and reflection on the events in the classes they teach. Blog entries are due by 8:00 a.m. on Wednesday before the class meeting. 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](#).

Assignments in Lesson and Activity Planning • 35%




The assignments in lesson and activity planning are based on the material of the reading and serve as preparation for in-class discussion. By 8:00 a.m. of the date indicated, the assignments have to be submitted as an electronic attachment in PDF format in an e-mail to pichugin@rutgers.edu with the subject line [502 – Aufgabe ## – FirstName LastName](#), e.g., [502 – Aufgabe 02 – Michael Smith](#). Three hard copies have to be brought to the class session.

Peer Observations • 20%

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 3 (February 02) 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 (March 03), the second by the last class session, Session 14 (April 24). 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*.

Assessment

Grade Composition

Aspect	Percentage
 Class discussion participation	20%
 Blog	25%
 Lesson and Activity Planning	35%
<input checked="" type="checkbox"/> Peer Observations	20%

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..

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.

Semesterplan

 = Diskussion
  = Lesestoff
  = Kursbuchseitenangabe
  = Blog-Eintrag
  = Unterrichtsbeobachtung
  = Aufgabe

LV	Datum	Hausaufgaben	Arbeit in der Klasse
1	18.01.		 Einführung, Semesterplan, Erwartungen
2	25.01.	 Basiskompetenzen: Wortschatz  60–71  01 • Basiskompetenz: Wortschatz • Zusammenfassung  01 • Entwicklung einer Aktivität zur Wortschatzarbeit  Erlaubnisse zu Unterrichtsbeobachtungen erhalten und Termine festlegen	 Lehrtechnologie-Workshop
3	01.02.	 Basiskompetenzen: Grammatik  72–81  02 • Basiskompetenz: Grammatik • Zusammenfassung  02 • Entwicklung einer Aktivität zur Förderung der Grammatik	 Basiskompetenzen: Wortschatz  Basiskompetenzen: Grammatik
4	08.02.	 Basiskompetenzen: Phonetik  82–94  03 • Basiskompetenz: Phonetik • Zusammenfassung  03 • Entwicklung einer Aktivität zur Förderung der Aussprache	 Besprechung der Hospitation und Kleingruppenarbeit
5	15.02.	 Landeskunde und interkulturelles Lernen  95–106  04 • Landeskunde und interkulturelles Lernen • Zusammenfassung  04 • Entwicklung einer Aktivität zur Förderung der Landeskunde	 Basiskompetenz: Phonetik  Landeskunde und Interkulturelles Lernen
6	22.02.	 Interaktion im Unterricht: Sozialformen, Übungen und Aufgaben  107–117  05 • Interaktion im Unterricht • Zusammenfassung  05 • Entwicklung einer Aktivität für die Gruppenarbeit	 Besprechung der Hospitation und Kleingruppenarbeit
7	01.03.	 Heterogene Lerngruppen und Binnendifferenzierung  118–130  06 • Heterogene Lerngruppen und Binnendifferenzierung • Zusammenfassung  06 • Entwicklung einer Aktivität für heterogene Lerngruppen  Unterrichtsanalyse 1	 Interaktion im Unterricht  Heterogene Lerngruppen und Binnendifferenzierung
8	07.03.	 Strategien und Lernerautonomie  131–140  07 • Strategien und Lernerautonomie • Zusammenfassung  07 • Entwicklung einer Aktivität zum selbständigen Lernen	 Besprechung der Hospitation und Kleingruppenarbeit
9	22.03.	 Medien- und Aktivitätenrepertoire  141–153  08 • Medien und Aktivitätenrepertoire • Zusammenfassung  08 • Entwicklung einer Aktivität mit Einsatz von Medien	 Lernerautonomie  Medieneinsatz im DaF-Unterricht
10	29.03.	 Unterrichtsplanung  154–163  09 • Unterrichtsplanung • Zusammenfassung	 Besprechung der Hospitation und Kleingruppenarbeit
11	05.04.	 09 • Entwicklung einer Unterrichtseinheit	 Unterrichtsplanung
12	12.04.	 Tests und Prüfungen  164–174  10 • Tests und Prüfungen • Zusammenfassung	 Besprechung der Hospitation und Kleingruppenarbeit
13	19.04.	 10 • Entwicklung einer Prüfung	 Bewertung und Prüfungen  Kurszusammenfassung
14	26.04.	 Unterrichtsanalyse 2	 Besprechung der Hospitation und Kleingruppenarbeit

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

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