

German 502: Teaching Apprenticeship
Fall 2009
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01:470:502:01, Index # 23143
172 College Avenue, Room 203
Thu 4:30-6:30 every two weeks

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 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 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.

Final Grade: There are no final grades given in this class. Participation in and completion of all class activities and assignments will result in a grade of "P" (Pass) or "F" (Fail).

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. Please read the explanations and instructions given in the different sources before completing written assignments, as they will provide you with necessary details about format and content. It is your responsibility to acquire the following texts (other 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)

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: Attendance at all eight class meetings is necessary for a successful experience. Should you be unable to attend with a reasonable excuse, please inform me ahead of time, if possible, and make up all missed work to prepare for the next class meeting. Cell phones and computers must always be turned off during class.

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.

Expectations and assignments:

1. Teaching philosophy statement: Your first assignment is a statement (150-200 words) about your personal teaching philosophy, due September 3, 2009 (please send to me by email). In your statement, identify at least one specific area of teaching in which you want to develop as an educator this semester. If this is your second year of teaching, please revise your previously written statement based on your first-year experiences.

2. Journal: All teaching assistants 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 what went on 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 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 on the Sundays before our class meetings so that the contents can be included in our class discussions.

3. Readings: The texts and websites listed below serve as the basis of class discussions and the creation of classroom activities. If you are not yet familiar with these texts (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 ask in class during discussion time. 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.

4. Lesson and activity planning: You are asked to hand in samples of your lesson plans and of activities that you planned yourself (non-textbook-based), taking into account 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.

5. Observations: All TAs 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 to reply regarding scheduled visits and to supply me with all necessary materials for this observation.

6. Peer observations: You are asked to observe two classes taught by your peers, to write an honest observation report about these classes (based on criteria discussed in class), and to hand them in to me one week after your observation. The first observation report is due mid-semester (Oct. 15), the second one in our last meeting (December 10). Please do not wait to schedule peer visits too late and let your peers know in advance that you will visit them. The purpose of these observations is to be exposed to and become aware of different teaching styles and ideas, and to observe what went well and what could be improved in your peers' and your own classes. Look at different styles and approaches, materials, teacher-student interaction, and give constructive criticism where necessary. 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.

Class meetings:

Class meetings will take place on average every two weeks on Thursdays at the German House, between 4:30 and 6:30 p.m. with the exception of two days when we will meet earlier. In the fall semester 2009, we will meet on these eight days:

September 3, Sept. 10, Oct. 1, Oct. 15, Oct. 29, Nov. 12, Dec. 3, Dec. 10

On Oct. 15 and Nov. 12, we will meet between 2:45 and 4:15 instead of later.

Final exam: there is no final exam in this class; however, students are asked to hand in a hard copy of their complete journals on the last day of class.

Class meetings and assignments for the semester:

Datum und Inhalt:	Vorbereitung/Hausaufgabe (an diesem Datum fällig)
<p>1. Klasse: 3. September 2009 Einführung in Kurs und Rolle als TA; Besprechung des TA-workshop zu "3 modes of communication"; Erläuterung zu <i>ACTFL proficiency guidelines</i> und <i>NJ World Languages Curriculum Framework</i>; Diskussion: "What language teaching is"</p>	<p>Bitte lesen und entsprechende Fragen auf Sakai-Webseite beantworten: 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</p> <p>Bitte mir emailen: dein persönliches "Teaching Philosophy statement" und der erste Journaleintrag (beide fällig: am 6. September)</p> <p>Lies auch chapter 2: The essential components of an effective world language program, in: <i>New Jersey World Languages Curriculum Framework</i>, pp. 10-18</p>
<p>2. Klasse: 10. September 2009 Thema: "Lesson plan writing"; Vorstellen von euren Plänen der ersten drei Klassen; lesson planning by "backward design"; Bloom's taxonomy</p>	<p>Lies die Erklärungen zu "lesson plans" auf der NCLRC-Webseite und in den Kopien. Entscheide dich für eines der vorgegebenen Formate und schreibe dazu detaillierte Lehrpläne für deine Klassen vom 7.-11. September. Bringe alle Pläne mit in die Klasse, mit Kopien für die Kursteilnehmer. Bitte lesen: www.nclrc.org/essentials/planning/lessongoals.htm www.nclrc.org/essentials/planning/structure.htm www.nclrc.org/essentials/planning/materials.htm und: <i>Teaching Language in Context</i>, ed. by Alice Omaggio-Hadley (2nd ed.) 1993, 488-493; Journalfragen dazu auf Sakai-Webseite, fällig am 6. September</p>
<p>3. Klasse: 1. Oktober 2009 Thema: mündliche Kommunikation (I); Wer spricht was im Klassenzimmer? teacher talk versus student talk; Deutsch und Englisch als Unterrichtssprache; Entwicklung und Bewertung von Sprechfähigkeit; Diskussion von von TAs entwickelten mündlichen Aufgaben</p>	<p>Bitte lesen: Kopien von <i>ACTFL proficiency guidelines: Speaking</i>; Zum Thema "assessment": www.nclrc.org/essentials/assessing/traditional.htm, www.nclrc.org/essentials/assessing/peereval.htm www.nclrc.org/essentials/assessing/alternative.htm, (und zur Selbstbewertung deiner Studenten: http://www.nclrc.org/essentials/assessing/langusepop.htm) und: chapter 6: Rethinking Assessment, in: <i>New Jersey World Languages Curriculum Framework</i>, pp. 53-57 with appendix B: Assessments, pp. 233-260; zum Thema Sprechen: www.nclrc.org/essentials/speaking.spindex.htm www.nclrc.org/essentials/speaking/goalsspeak.htm www.nclrc.org/essentials/speaking/stratspeak.htm www.nclrc.org/essentials/speaking/developspeak.htm</p>

	<p>Schreibe eine motivierende, interessante und realistische Aufgabe für ein Thema aus diesem Semester auf, zu der deine Studenten interaktiv sprechen können (oral assessment). Überlege dir Ziele für diese Aufgabe und wie du die Resultate bewerten kannst (mit Ideen zu Rubrik). (Diese Aufgabe sollst du dann bis zur nächsten Klasse am 15. Oktober im Unterricht aktiv anwenden und aufnehmen).</p> <p>Journalfragen auf Sakaiwebseite, fällig am 27. September</p>
<p>4. Klasse: 15. Oktober 2009 (2:45-4:15) Thema: mündliche Kommunikation (II)</p> <p>Besprechung der Beispiele zu "interpersonal oral communication assessment" aus euren Klassen;</p> <p>Motivation und Frustration: Fehlerkorrektur/ Feedback: wann und wie? "proficiency" vs. "structural accuracy"; ACTFL-Pyramide und Rubriken</p>	<p>Führe in deiner Klasse ein "interpersonal oral assessment" durch und bringe Aufnahmen von Beispielen und deren Bewertungen mit in den Kurs.</p> <p>Bitte über Lernstrategien und Motivation lesen: www.nclrc.org/essentials/motivating/strategies.htm www.nclrc.org/essentials/motivating/acquisition.htm www.nclrc.org/essentials/motivating/engagement.htm und: Judith L. Shrum, Eileen W. Glisan: "Providing Feedback in Oral Interpersonal Context". In: <i>Teacher's Handbook. Contextualized Language Instruction</i>. Third Edition. 2005, pp. 252-256 (copy); Tammy S. Gregersen: "To Err Is Human: A Reminder to Teachers of Language-Anxious Students". In: <i>Foreign Language Annals</i>. Vol. 36, No. 1 (2003), pp. 25-32. (copy)</p> <p>Erster Bericht zur <i>peer observation</i> fällig Journalfragen auf Sakaiwebseite, fällig am 11. Oktober</p>
<p>5. Klasse: 29. Oktober 2009 Themen: Reflektion zur Halbzeit; Lese- und Hörverständnisse ("interpretive communication tasks"); effektive Einführung von neuem Vokabular</p>	<p>Bitte lesen zum Thema "Leseverständnis": www.nclrc.org/essentials/reading/goalsread.htm www.nclrc.org/essentials/reading/stratread.htm www.nclrc.org/essentials/reading/developread.htm www.nclrc.org/essentials/reading/textread.htm www.nclrc.org/essentials/reading/assessread.htm zu Hörverständnissen: www.nclrc.org/essentials/listening/liindex.htm www.nclrc.org/essentials/listening/goalslisten.htm www.nclrc.org/essentials/listening/stratlisten.htm www.nclrc.org/essentials/listening/developlisten.htm www.nclrc.org/essentials/listening/textlisten.htm zum Thema Kultur: www.nclrc.org/essentials/culture/cuindex.htm und: Adair-Hauck, Bonnie, Glisan, Eileen W. et al. (2006), "The Integrated Performance Assessment (IPA): Connecting Assessment to Instruction and Learning".in: <i>Foreign Language Annals</i> 39 (3), 359-382. Und: Bollag, Burton (2007), "Foreign-Language Departments Bring Everyday texts to Teaching". In: <i>Chronicle of Higher Education</i>, Nov. 7, 2007).</p> <p>Bringe einen passenden authentischen Text für deine</p>

	<p>Klasse mit und überlege dir Textverständnisaufgaben auf Basis der vorgestellten Modelle aus den oben aufgelisteten Texten.</p> <p>Journalfragen auf Sakaiwebseite, fällig am 25. Oktober</p>
<p>6. Klasse: 12. November 2009 (2:45-4:15) Thema: schriftliche Kommunikation (presentational communication); Besprechung des PDD zum Thema "Schreiben" Diskussion: realistische Erwartungen für deine Klasse; Rolle der Grammatik/ "proficiency" versus "structural accuracy"; feedback und Fehlerkorrektur</p>	<p>Bitte lesen: "<i>ACFTL Proficiency Guidelines: Writing</i>"</p> <p>Bitte lesen: Lies zum Thema "Grammatik": www.nclrc.org/essentials/grammar.grindex.htm www.nclrc.org/essentials/grammar/goalsgram.htm www.nclrc.org/essentials/grammar/stratgram.htm www.nclrc.org/essentials/grammar/developgram.htm www.nclrc.org/essentials/grammar/textgram.htm www.nclrc.org/essentials/grammar/assessgram.htm</p> <p>Journalfragen auf Sakaiwebseite, fällig am 8. November</p>
<p>7. Klasse: 3. Dezember 2009 Thema: Referate zu Artikeln</p>	<p>Bereite ein 15-20 minütiges Referat zu deinem Artikel vor und stelle den Artikel dann in der heutigen Klasse vor, zusammen mit dem begleitenden Arbeitsblatt.</p> <p>Journalfragen auf Sakaiwebseite, fällig am 29. November</p>
<p>8. Klasse: 10. Dez. 2009 Thema: Rückblick; deine Erfahrungen; das Beste und das Schlimmste</p>	<p>Bitte einreichen: den zweiten Bericht zur "peer evaluation" sowie Überarbeitung deiner "Teaching Philosophy" (2. Version)</p> <p>Abschließende Journalfragen auf Sakaiwebseite, fällig am 6. Dezember</p>