

German 502: Teaching Apprenticeship  
Spring 2010  
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01:470:502:01, Index # 63202  
German House, 2<sup>nd</sup> fl. Library  
Thu 3.15-5.15pm 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 21<sup>st</sup> 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/](http://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/](http://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](http://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](http://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. 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.
- 2. 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.
- 3. 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 21<sup>st</sup> 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.
- 4. 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.

**5. 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 (March 4), the second one in our last meeting (April 29). 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 3:15 and 5:15 p.m. In the 2010 spring semester, we will meet on the following eight days: ***January 21, February 4, February 18, March 4, March 11, April 8, April 15 and April 29.***

***Final exam:*** there is no final exam in this class; however, students are

***Class meetings and assignments for the semester:***

<b>Datum und Inhalt:</b>	<b>Vorbereitung/Hausaufgabe (an diesem Datum fällig)</b>
<b>1. Klasse: 21. Januar 2010</b> Lernziele zu den Themen in German 102 und 122; Festlegung der Termine der mündlichen Prüfungen im Labor; administrative Fragen	<b>Journalbeitrag 1 auf Sakai (fällig vor der ersten Klasse am 20. Januar)</b>
<b>2. Klasse: 4. Februar 2010</b> Bearbeitung der ersten mündlichen und schriftlichen Prüfungen in 102 und 122; erweiterter Fokus: Entwicklung der "written proficiency"	<b>Journalbeitrag 2 auf Sakai, fällig am 3. Februar</b> Bring drei repräsentative Beispiele von schriftlichen „samples“ (Aufsätze) deiner Studenten aus diesem Semester mit (alle Niveaus). Besprechung und Analyse der ersten schriftlichen und mündlichen Prüfung für German 102 und German 122; Vergleich mit ACTFL guidelines zu „written proficiency“ für „Novice“ und „Intermediate level“
<b>3. Klasse: 18. Februar 2010</b> Thema: Gruppenarbeit, „peer teaching“ und „peer evaluation“; Besprechung von verschiedenen methodischen Ansätzen zu Gruppenarbeit	<b>Journalfragen auf Sakaiwebseite, fällig am 17. Februar</b> Bring ein Beispiel von einer in deinem Unterricht eingesetzten Aufgaben zur Gruppenarbeit mit und berichte über Ziel, Durchführung, Länge, Effizienz und Resultate der Aufgabe.
<b>4. Klasse: 4. März 2010</b> Diskussion zu Howard Gardners Theorie der „Multiple Intelligences“	Erster Bericht zur <i>peer observation</i> fällig <b>Journalfragen auf Sakaiwebseite, fällig am 3. März</b> Informiere dich in der Bibliothek oder im Internet zu Howard

	Gardner's Theorie der "Multiple Intelligences". Bereite dich auf eine Diskussion darüber vor, wie diese Ideen erfolgreich in deinen Unterricht eingebaut werden können.
<b>5. Klasse: 11. März 2010</b> <b>Bearbeitung der zweiten mündlichen und schriftlichen Prüfungen;</b> <b>Thema: Rolle der Grammatik im Unterricht</b>	<b>Journalfragen auf Sakaiwebseite, fällig am 10. März</b> Wähle ein grammatisches Thema, das du in diesem Semester neu einführen wirst. Überlege Ideen dazu, welche eigenen Materialien (ohne Textbuch) du dazu einsetzen kannst (Aufgaben, Texte, Videos). Bringe Kopien für alle Teilnehmer mit. Bereite Ideen für die zweite mündliche Prüfung vor (Bilder, Format, Anleitungen)
<b>6. Klasse: 8. April 2010</b> Besprechung/ feedback zur zweiten mündlichen und schriftlichen Prüfung; Diskussion: wie wird Kultur unterrichtet?  Erstes Referat mit Diskussion	<b>Journalfragen auf Sakaiwebseite, fällig am 7. April</b> Referat 1: 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.  Beantworte die Frage: wie sollte „Kultur“ in den verschiedenen Sprachstufen unterrichtet werden? Wie repräsentativ, „typisch“ oder stereotypisch ist das, was wir Studenten vermitteln? Welche Rolle nehmen die fünf Cs und die drei Ps ( <i>perspectives, products, practices</i> ) in deinem Unterricht ein? Was ist authentische Landeskunde und was nicht? Gibt es ein kulturelles „Basiswissen“, und wenn ja, was ist es? Welche Rolle spielen Wahrnehmung, Vergleich und auch Bewertung von kulturellen Unterschieden im Unterricht?
<b>7. Klasse: 15. April 2010</b> Vorbereitung der letzten mündlichen und schriftlichen Prüfungen (finals); Zweites Referat mit Diskussion	<b>Journalfragen auf Sakaiwebseite, fällig am 14. April</b> Referat 1: 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.  Bereite Ideen für die zweite mündliche Prüfung vor (Bilder, Format, Anleitungen)
<b>8. Klasse: 29. April 2010</b> Thema: Rückblick	Bitte einreichen: den <b>zweiten Bericht</b> zur "peer evaluation" <b>Abschließende Journalfragen auf Sakaiwebseite, fällig am 28. April</b>