**German 502: Teaching Apprenticeship 01:470:502:01, Index # 42748**

**Spring 2012 German House Seminar Room**

**Dr. Silke Wehner Franco**

[**amsfranco@aol.com**](mailto:amsfranco@aol.com) **Thu 4:30-6:30 eight class meetings**

**(732) 549-6596 (see below for dates)**

**Office hours: by appointment before class**

***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 and reviewing 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 Core Curriculum Content Standards, 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. The Teaching Apprenticeship is also open to graduate students who are preparing to teach a class in the future.

***Final Grade:*** 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 (journal entries; *Referate,* class observation reports*,* homework assignments. Activities assigned for homework, i.e. the writing of exam sections and journal entries, will be discussed in subsequent classes. Handing in homework assignments after the due date will jeopardize a passing grade in this course.

***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. Articles, specific details, and worksheets are listed on the course Sakai site under “Resources”. Please read the explanations and instructions given in the different sources before completing your assignments, as they will provide you with necessary details about format and content. It is your responsibility to acquire the following texts (additional 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/)

It is recommended that new participants familiarize themselves with this website and its content in order to be informed about the terminology and the instructional ideas related to teaching in the US. TO connect with other world language educators, you should consider registering 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). Also see: [**http://www.actfl.org/files/public/StandardsforFLLexecsumm\_rev.pdf**](http://www.actfl.org/files/public/StandardsforFLLexecsumm_rev.pdf)

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.

***Cell phones***

Cell phones and all other technological devices (beepers, iPods, MP3 players…) must be turned off during class out of respect for the instructor and fellow students. Please schedule all important phone communications outside of class time.

***Departmental policies***

***Attendance***

All students must attend regularly and arrive prepared; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. In addition, an email about your absence should be sent to me for my records. Attendance at all eight class meetings is necessary for a successful completion of this course. Note: It is the responsibility of students who have been absent (for any reason) to find out what they have missed and obtain materials that may have been handed out.

## ***Photocopies***

Department photocopying fees add up quickly and impressively; we will therefore need to collect from each student 5 cents per page toward the cost of handouts other than quizzes and tests.

## ***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.

## ***Academic Integrity***

Violations of academic integrity are an extremely serious matter, and 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 your own, always acknowledge your sources clearly and completely, whether you are quoting or paraphrasing. Note also that use of online translation services is not permitted as a tool for generating work that you submit for course credit. Please see the University’s policies on academic integrity at <http://academicintegrity.rutgers.edu/>, and discuss with your instructor any questions you may have about this and related issues.

***Online course materials***

Please note that our course will have its own website on <https://sakai.rutgers.edu/portal>. You can log on using your Net ID and password. If the course does not appear as one of your tabs, please search and add it or contact me and I will grant you access. Some of the readings will be available via Sakai and you are required to print and bring those readings to class on the scheduled days as part of our class participation grade. Please check Sakai frequently for updates, announcements, and resources.

***Class meetings, assignments and requirements:***

Class meetings will take place eight times during the semester on Thursdays afternoons between 4:30 and 6:30 at the German House. The meetings in the 2013 spring semester will take place on the following eight days (please be aware that some meetings will take place in consecutive weeks and some meetings will be scheduled more than two weeks apart):

*Spring 2013: January 24, January 31, February 21, March 7, March 14, April 4, April 18, May 2.*

***Requirements and assignments:***

**1. Journal:** All students registered in this class are asked to keep a journal written **in German** throughout the semester. The journal will guide you through your experiences as a novice teacher, as you reflect upon discussions in our class meetings and readings on current research and upon what happened 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 Course Website, and your answers to these questions should be posted on your personal folder on Sakai. Please check the site weekly for updated journal entry questions. Entries are due two days before our class meetings (Tuesday evenings at 10 p.m.), later completions will not be accepted since your entries and questions will be included in our class discussions.

**2. Readings and presentations (*Referate*):** The texts and websites listed above as well as the copies given to you at the beginning of the semester serve as the basis of class discussions and different assignments. If you are not yet familiar with these texts (the *Standards,* examples of task-based activities, ACTFL proficiency guidelines and websites), please read them carefully before applying the information in your specific assignments. If you have any questions about the content, contact me by email. 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. Copies of readings will either be distributed in class or can be downloaded from the “resources” link. In addition, all participants will prepare one 15-20 minute oral presentation (“Kurzreferat”) on articles about specific topics, accompanied by written handouts for all participants (see the format under “resources” on Sakai). The topics for these presentations will be distributed in our first class meeting.

**3. Lesson and activity planning**: Throughout the semester you will be asked to hand in samples of your lesson plans and non-textbook based activities that you created yourself, as well as ideas for oral and written assessments such as oral and final exams. These activities should be based on the information given in 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.

**4. Observations**: All TAs teaching a class 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 regarding scheduled visits and send back to me all requested materials before my visit to in your classes.

**5. Peer observations**: You are asked to observe two classes taught by your colleagues in the department and to write an honest observation report about these classes (based on criteria provided to you). The first observation report is due mid-semester (around spring recess), the second at our last meeting in April. Please schedule your classroom visits early in the semester and arrange with two different instructors in the department ahead of your visits if you can visit and when. The purpose of these observations is for you to be exposed to and become aware of different teaching styles and ideas, and to identify instructional strategies that work well or could be improved. It is your task to observe different teaching styles and approaches, materials, teacher-student interaction, and, if necessary, give constructive criticism in your observation report. 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.

**6. Teaching of classes:** This course has been opened to graduate students who are not teaching yet but who will be assigned courses in the future. These participants are asked to teach at least one class per semester in a 100-level German class during the second half of the semester. Arrangements will be made with the instructor of these classes so that enough time will be given to plan a lesson that fits into the curriculum, including materials for interpretive, interpersonal and presentational activities. At the end of the semester, these participants are asked to hand in a written report about their teaching experience.

***Final exam***: There is no final exam in this class. Receiving a passing grade will be based on the completion of all required assignments on the due dates, including homework; teaching philosophy; lesson plans; journal entries; peer observation reports; presentations with accompanying notes; submission of exam sections; and any worksheets distributed in class.

***Syllabus Spring 2013 (the instructor reserves the right to make changes to the syllabus)***

|  |  |
| --- | --- |
| **Datum und Inhalt:** | **Vorbereitung/Hausaufgabe (an diesem Datum fällig)** |
| **1. Klasse: 24. Jan. 2013**  Besprechung der Klassen und Schwerpunke im Semester;  Referatvergabe;  Lehrplanmodelle; „backward-design“ ; Tipps für neue Teilnehmer | **Journalfrage 1 auf Sakai, fällig am 23. Januar 2013**  Lehrphilosophie/ Beschreibung der Erwartungen |
| **2. Klasse: 31. Januar 2013**  Standard „Connections“  Prüfungen schreiben/ Aufsätze; „Assessments“ und „smart assessments“;  Bearbeitung der ersten mündlichen und schriftlichen Prüfung. | **Journalfrage 2** **auf Sakai, fällig am 29. Januar 2013**  Vorstellen der persönlichen Lehrplanmodelle (inkl. Kommentaren zu „time management“, Anwendbarkeit/ Effektivität; Aktivitäten.  **Hausaufgabe:** Bring die erste mündliche und schriftiche Prüfung aus deinem Kurs mit und schreibe zusätzlich eine neue, fertige Aufgabe, die den Aufgaben aus deinem Unterricht entspricht.  **Lies zum Thema “assessment**”:  [www.nclrc.org/essentials/assessing/traditional.htm](http://www.nclrc.org/essentials/assessing/traditional.htm),  [www.nclrc.org/essentials/assessing/peereval.htm](http://www.nclrc.org/essentials/assessing/peereval.htm)  [www.nclrc.org/essentials/assessing/alternative.htm](http://www.nclrc.org/essentials/assessing/alternative.htm),  Rethinking Assessment, in: *New Jersey World Languages Curriculum Framework*, pp. 53-57 with appendix B: Assessments, pp. 233-260. |
| **3.Klasse: 21. Feb. 2013**  Standards „Communities“ and „Comparisons“ | **Journalfrage 3 auf Sakai, fällig am 19. Februar 2013**  **Referat 1 (siehe Quellenmaterial)**  Bereite ein 15-minütiges Referat zu deinem Artikel vor und stelle den Artikel dann in der heutigen Klasse vor, zusammen mit dem begleitenden Arbeitsblatt (siehe „Resources“ auf Sakai). |
| **4. Klasse: 7. März 2013**  Standard „Communities“ | **Journalfrage 4 auf Sakaiwebseite, fällig am 5. März 2013**  **Referat 2 (siehe Quellenmaterial)**  **Hausaufgabe**: erster Bericht zur *peer observation* fällig (Arbeitsblatt mit „checklist“ dazu in „Resources“ auf Sakai). |
| **5. Klasse: 14. März 2013**  Vorbereitung der zweiten mündlichen und schriftlichen Prüfung; Thema: Fehlerkorrektur | **Journalfrage 5 auf Sakaiwebseite, fällig am 12. März 2013**  **Referat 3 (siehe Quellenmaterial)**  **Hausaufgabe**: Lektüre zur Vorbereitung auf Kursdiskussion (Artikel auf Sakai); Fülle das Arbeitsblatt aus: „ Instructor Self-Evalution worksheet: Overall Language Teaching Approach“ (Quelle: NCLRC) |
| **6. Klasse: 4. April 2013**  L1 und L2 im Klassenzimmer; „bailing out“, „gambits“ | **Journalfrage 6 auf Sakaiwebseite, fällig am 2. April**  **Referat 4 (siehe Quellenmaterial)**  **Hausaufgabe**: Erstelle eine Liste der 15-20 wichtigsten Ausdrücke auf Deutsch, die deine Studenten/ Schüler zur Kommunikation im Unterricht benutzen sollen (mit Kopien für alle Teilnehmer).  Hausaufgabe; Artikel von Angelika Kraemer lesen |
| **7. Klasse: 18. April 2013**  L1 und L2; Vorbereitung der letzten mündlichen und schriftlichen Prüfung | **Journalfrage 7 auf Sakaiwebseite, fällig am 16. April**  **Referat 5 (siehe Quellenmaterial)**  **Hausaufgabe**: Entwickle zwei neue Aufgaben für die schriftliche und mündliche Abschlussprüfung in deinem Kurs. |
| **8. Klasse: 2. Mai 2013**  Abschlussprüfungen; Rückblick | **Letzte Journalfrage: self –assessment, fällig am 30. April**  Bitte einreichen: den **zweiten Bericht** zur “peer evaluation**”** |