

CIED 5062: Special Methods III Course Calendar

Dr. Freddie. Bowles, Instructor

Spring 2013

DATE	TOPIC	Key Questions for each week	Homework	Due Dates
<u>Week 1</u> 1-18	Syllabus, Semester Expectations, First week of rotations	<i>What comparisons can I make between the teaching methods of my first and second rotation mentors? Students? School context?</i>	Read Chapter 7 Shrum/Glisan	
<u>Week 2</u> 1-21 <u>MLKJ</u> <u>Holiday</u> 1-25	Teaching Grammar Using Stories	<i>What is the PACE model and how do I design a lesson based on this model?</i>		E-Flection 4
<u>Week 3</u> 2-1 2-2 Foreign Language Festival at Heritage		<i>How do I teaching grammar without boring the students? How can I engage them in using the structures in their communication?</i>	Read Chapter 8 Shrum/Glisan	E-Flection 5 <u>PACE pp. 238-239 due in class (Chapter 7)</u>
<u>Week 4</u> 2-8	Developing Oral and Written Interpersonal Communication	<i>How do I teach for interpersonal speaking? How can I get students to interact with each other?</i>		E-Flection 6
<u>Week 5</u> 2-15		<i>Why are students reluctant to speak? How can students use the TL when working in groups?</i>	Read Chapter 9 Shrum/Glisan	E-Flection 7 <u>Question 2, p. 289 due in class (Chapter 8)</u>
<u>Week 6</u> 2-22	Developing Oral and Written Presentational Communication	<i>How can I help students improve their writing in the TL?</i>		
<u>Week 7</u> 2-25		<i>What strategies can I use to improve their presentational skills</i>	Read Chapter 12 Shrum/Glisan	<u>Project Analysis, p. 340 due in class (Chapter 9)</u>
2-26	Using Technology to contextualize and Integrate Language Instruction	<i>How can I use technology to support the three modes of communication?</i>	Read Chapter 10 Shrum/Glisan	

3-1	Addressing Diverse Needs of Learners in the Language Classroom	<i>How do I determine the diverse needs of each of my students? What resources are available for my students who have special needs?</i>	Read Chapters 1 & 2 in Blaz	<u>Technology Lesson Due in Class (Chapter 12)</u>
<u>Week 8</u> 3-4	What is DI?	<i>How do I presently differentiate instruction? How can I improve?</i>	Read Chapters 3 & 4 in Blaz	
3-5	How can I teach using this method?	<i>What are some of the terms that I need to know?</i>		
3-8	Key Words and Concepts/ Planning a Unit	<i>What are the key concepts of DI? How can I plan for and implement elements of DI in my own classroom?</i>	Read Chapter 5 in Blaz	<u>Identifying DI in the Classroom, p. 387, Class Discussion question 2 Activity A due in class (Chapter 10)</u>
<u>Week 9</u> 3-11 1:00-3:00	Ideas and Activities of DI	<i>What kinds of instructional strategies are best used for a differentiated classroom in foreign language education?</i>	Read Chapters 6 & 7 in Blaz	
3-12 8:30-10:30	Differentiated Assessment	<i>How does assessment in DI differ from traditional assessment? How do I use it in a foreign language classroom?</i>		
3-15 10:30-1200			Textbook Evaluation Due on Chalk and Wire	<u>DI Reflection due in class</u>
<u>Week 10</u> 3/18-3/22	Spring Break			
<u>Week 11-16</u> March 25- May 3	April 25-26 AFLTA Hot Springs	<i>Action Research Meetings--TBA</i>		
<u>Week 16</u> May 3	Dead Day			
<u>May 6-10</u>	Action Research Defenses			
May 11	GRADUATION	CONGRATULATIONS		