



SYLLABUS
CIED 5243: Special Methods I
Summer 2013 PEAH 318

University of Arkansas College of Education and Health Professions
 Department of Curriculum and Instruction

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I. Program Affiliation: Curriculum and Instruction—M.A.T.

Course Number and Title: CIED 5243: Special Methods I

Catalogue Description:

CIED5243 Special Methods of Instruction I (Su) Study of the methods and materials in the special content areas. Includes philosophical, cognitive, and psychological dimensions of teaching the content area. The planning of instruction, microteaching, and the development of instructional materials are included.

Prerequisites: Admission to the M.A.T. program

Required Texts:

Blaz, D. (2006). *Differentiated instruction: A guide for foreign language teachers*.

Larchmont, NY: Eye on Education.

Blaz, D. (2001). *A collection of performance tasks and rubrics: Foreign languages*. Larchmont, NY: Eye on Education.

Shrum, J. L., & Glisan, E. W. (2010). *Teacher's handbook: Contextualized language instruction, 4th ed.* Boston, MA: Thomson/Heinle.

II. Relationship to Knowledge Base and Program Tenets: This course is a pedagogical studies course based on the theoretical and practical aspects of methods, techniques, and materials for effective teaching of second languages in secondary schools.

1) Scholar Practitioners are Knowledgeable and demonstrate this through

Scholar-Practitioner Tenet One: One who accesses, uses, and/or generates knowledge

Students will use their textbook, professional journals, and related websites to develop an understanding of the history of foreign language instruction, how languages are acquired, and how contemporary language instruction is standards-based.

2) Scholar Practitioners are skillful and demonstrate this through

*Scholar-Practitioner Tenet Two: One who plans, implements, and models best practices--*Students will show their understanding of lesson design by creating and presenting mini-lessons based on national and state frameworks.

3) Scholar Practitioners are caring and demonstrate this through

Scholar-Practitioner Tenet Seven: One who is knowledgeable about teachers and teaching, learners and learning, schools and schooling

Students will demonstrate their understanding of Tenet Seven by composing a letter to the principle advocating for program maintenance

4) Scholar Practitioners are inquiring and demonstrate this through

Scholar-Practitioner Tenet Four: One who is a developing professional and a lifelong learner

Students will read a series of professional articles to enhance their content and pedagogical knowledge and synthesize this information in a summary format.

III. Goal: The purpose of this course is to introduce students to the theoretical and practical aspects of teaching foreign languages at the middle and secondary levels of schooling using the framework of national and state standards. Students will also be introduced to the professional organizations that support the standards and development of pre-service and in-service teachers.

IV. Competencies: Upon completion of the sequence of CIED 5243, students will

- A. become familiar with the profession and expectations for language teachers;
- B. understand the role of contextualized input, output, and interaction in language learning;
- C. contextualize language instruction to address goals of the standards for foreign language learning;
- D. organize content and plan for integrated language instruction;
- E. connect language learning to the elementary school curriculum;
- E. become familiar with integrating language study in the middle school curriculum;
- F. reflect upon their growth as emerging professionals;
- G. become familiar with current research in the profession.

V. Content:

Shrum and Glisan, *Teacher's Handbook* Preliminary Chapter and Chapters 1-6

VI. Assignments: Attendance—You Must Be Present To Win

- Letter to Principal: Justification for a Foreign Language Program
- Bio Poem in Target Language
- Two Professional Article Evaluations (EDOKs)
- Mini-Teaching Demonstrations
- Two Graded Homework Assignments: p.100, Task A & B; p. 139
- Mid-Term Exam and Final Exam

VII. Evaluation: The grade for each student is based upon the following items:

- | | | |
|----|----------|---|
| A. | 25 pts. | Bio Poem--due 7-11 |
| C. | 25 pts. | Letter to principal--due 7-29 on Chalk & Wire |
| D. | 50 pts. | EDOK Article Review Evaluations (2 (@ 25) due 7-12 / 7-26 |
| E. | 100 pts. | Mini-Teaching Activities (2 @ 50) 7-18 7-19 & 7-23 / 7-24 |
| G. | 50 pts. | Homework (2 @ 25), due 7-15, 7-22 |
| H. | 50 pts. | Mid-Term Test, 7-16 |
| J. | 50 pts. | Final Exam, 7-31 |

Total: 350 pts.

VIII. Course Requirements:**Class participation based on readings and other assignments:**

Assigned readings from these books should be read prior to the class session in which they will be discussed. Students are expected to participate in class discussions. Contributions may also include outside readings and/or personal experience.

IX. Grading Scale:

A = 100-90
 B = 89-80
 C = 79-70
 D = 69-60
 F = below 60

X. Academic Honesty:

“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”

“Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at <http://provost.uark.edu/> . Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

XI. Inclement Weather Procedure:

Classes will be cancelled if the University closes. For detailed information, go to <http://provost.uark.edu/185810.pdf>

XII. Attendance Policy and Late Work Policy:

Attendance—you have to be present to win! Attendance is mandatory.

All assignments are due in class on the due date unless otherwise required. Failure to meet this requirement results in a zero for that assignment unless previous arrangements have been made with me. No late work is accepted (you can arrange to turn assignments in early).

*** Incompletes will not be given this semester due to departmental recommendations.

XIII. Accommodations:

The department of Student Support Services is designed to provide a powerful combination of programs and services to students who are first generation, and/or modest-income, and/or individuals with disabilities. The services provided by Student Support Services place an emphasis on individual assessment, counseling, advising, and skill building. Some of these services include: academic financial / personal counseling, financial scholarships, social etiquette instruction, career and graduate school preparation, academic/cultural enrichment, assistance with tutoring, and mentorship. The overarching goal of the University of Arkansas Student Support Services program is to empower students, assist them in achieving academic excellence, and seeing them through to graduation. Student Support Services is a department in the Office of Diversity. The office is located on the Garden Level of Gregson Hall. For more details, call Student Support Services at 479-575-3546 or visit the Web site at <http://www.uark.edu/ss/>. (2012-2013, Graduate Catalogue, p. 200). Please let me know if you need any accommodations.

XIV. Syllabus Changes: The instructor reserves the right to make changes as necessary to the syllabus. If changes are necessary during the term of this course, the instructor will post both notification and nature of the change(s) on the course bulletin board.

XV. Course Resources:

- A. Mullins Library
- B. Internet
- C. Professor's Library

XVI. Research Base:

Texts:

- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). White Plains, NY: Pearson.
- Brown, J. D., & Rodgers, T. S. (2002). *Doing second language research*. Oxford: Oxford University Press
- Celce-Murcia, M. (2001). *Teaching English as a second or foreign language* (3rd ed.). Boston: Heinle & Heinle.
- Hadley, A. O. (2001). *Teaching language in context*, Third Edition .Boston: Heinle & Heinle Publishers.
- Lewis, M. (1993). *The lexical approach: The state of ELT and a way forward*. Hove, UK: Language Teaching Publications.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Nattinger, J., & DeCarrico, J. (1992). *Lexical phrases and language teaching*. Oxford: Oxford University Press.
- Nunan, D. (1989). *Understanding language classrooms*. London: Prentice Hall.
- O'Grady, W. (2005). *How children learn language*. Cambridge: Cambridge University Press.

Journals:

Selected articles may be assigned from the following professional journals:

- Foreign Language Annals
- The Modern Language Journal
- Hispania
- The French Review
- Canadian Modern Language Review
- Le francais dans le monde
- The German Quarterly
- Unterrichtspraxis
- English Language Teaching
- The TESOL Quarterly

Learning a language is a life-long adventure!

Nicht für die Schule, sondern für das Leben lernen wir.
nach Seneca