
Term Information

Effective Term Spring 2019

General Information

Course Bulletin Listing/Subject Area Center for Lang, Lit & Culture
Fiscal Unit/Academic Org Foreign Language Center - D0543
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2301.02S
Course Title Global Citizen Summer Camp
Transcript Abbreviation Glob Cit Camp
Course Description Students will participate as assistants and instructors in a one-week summer camp for middle school children. Students will assist with the running of the camp, teach a two-hour full immersion language lesson in a world language (other than English), teach a one-hour culture lesson in English, and organize and teach an international game.
Semester Credit Hours/Units Fixed: 1

Offering Information

Length Of Course 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Field Experience
Grade Roster Component Field Experience
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites 2301.01S
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.9999
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
Service-Learning (new)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Same as those for 2301.01

Content Topic List

- Same as those for 2301.01

Sought Concurrence

Yes

Attachments

- Summer Camp Approval - Renga.docx: Course approval - Director
(Other Supporting Documentation. Owner: Jones, Tia M)
- Global Citizens 2 credit course syllabus updated and submitted--bvJA1.docx: Course Syllabus
(Syllabus. Owner: Jones, Tia M)
- Summer Camp Course Approval CLLC.docx: Course support & approval - CLLC
(Other Supporting Documentation. Owner: Jones, Tia M)
- Global Citizen - Concurrence on the summer camp course.pdf: EHE concurrence email
(Concurrence. Owner: Jones, Tia M)

Comments

- The syllabus contains materials needed for the 2 iterations of the course as well as the preparation of the course that is the total vision of the Global Citizen camp program. There are 3 connected new course submissions: Global Citizen Summer Camp Preparation, Global Citizen Summer Camp, & Global Citizen After School Program. While we understand this is atypical, everyone involved is aware and on board. *(by Jones, Tia M on 08/02/2018 05:06 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Jones, Tia M	08/02/2018 05:06 PM	Submitted for Approval
Approved	Jones, Tia M	08/02/2018 05:08 PM	Unit Approval
Approved	HeyseI, Garrett Robert	08/02/2018 07:30 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	08/02/2018 07:30 PM	ASCCAO Approval

Global Citizens Summer Camp
Global Citizens After School Program

There are two iterations/realizations of the same course. The first, the syllabus for which is below, is a three credit service learning experience in which undergraduate students take two semester credits in Spring Semester and then teach and help run the one-week Global Citizen summer camp for middle school students in early summer. In the Spring course students learn about teaching and create the materials that they will use in the summer camp. There will be a graduate student assisting in the Spring course, teaching the afternoon sessions of the camp, and assisting with coordination of the camp.

The second iteration of this course, also worth 3 credits, is taught in one semester and meets twice/week. The content will be the same, but instead of teaching the same language and culture material each of four days in one summer camp week and helping run the camp, students will teach middle-school kids at Indianola Alternative K-8 school on Weber Road. The content taught by the professor (the same material in the 2-credit summer camp course) will be taught over the first five weeks of the semester. The latter six weeks of the semester, students will teach at Indianola one day and work on lesson plans for future classes the second day. The professor will be with the UG students at Indianola. Since the content is the same, I have been given permission from Dr. Ahlqvist to simply submit a weekly outline/schedule of the second offering so it is more clear what it looks like in terms of activities and assignments for students. This appears after the summer camp syllabus. The idea is to offer these two iterations of the same course in alternate years. However, if both should become popular, it will be possible to offer the after school course in Fall and the summer camp in Spring/Summer.

Course numbers:

Global citizen summer camp: CLLC 2301.01S (2 credits and a 'progress' designation)

CLLC 2301.02 (1 credit graded)

Global citizen after school program: CLLC 2301.03

Prerequisites: completion of one 2000-level course or the equivalent in a world language (the first offering of this course will include students from Italian, French, German and Portuguese).

Global Citizens Summer Camp

Professor: Janice M. Aski
Hagerty Hall 214
Telephone: 292-8837 (messages: 292-4938)
E-mail: janiceaski@yahoo.com or aski.1@osu.edu

Office hours:

Course description

In 2014, four members of the United States Senate and four member of the United States House of Representatives requested that the American Academy of Arts and Sciences examine the role of language learning in the economy and the fulfilment of all Americans, and that they propose actions to ensure excellence in all languages as well as international education and research. Two key findings of the study (*America's languages: Investing in language education for the 21st century*, viii: 2017) are that the ability to understand, speak, read, and write in world languages, in addition to English, is critical to success in business, research, and international relations in the twenty-first century, and that the United States lags behind most nations of the world, including European nations and China, in the percentage of its citizens who have some knowledge of a second language. Despite this, research has shown that there is significant resistance to studying foreign languages in the United States. This course is a step toward remedying this situation because you will contribute to the elimination of resistance to the study of world languages and spark curiosity in middle school children about cultures, languages, diversity, and identity.

The two-credit spring semester course is preparation for the one-credit, one-week summer camp that will take place **June 3-7, 2019**. In Spring, OSU students will learn the theories, skills and techniques involved in teaching foreign languages and cultures to middle school children. We will work together to create lesson plans for one two-hour full-immersion language class and one one-hour interactive culture presentation. In addition, each student will prepare the materials and instructions for an outdoor game (and an indoor game in the event of rain) from his/her target culture to play with the children.

Goals of this course and the summer camp

Students will develop an awareness of the world language acquisition/learning process, which will inform their own acquisition/learning process. In order to teach effectively in the summer camp, students will learn the full immersion approach to FL teaching and effective pedagogical techniques associated with it. They will also learn about middle-school children's feelings, interests, limitations, needs and priorities and appropriate techniques for effective interaction and communication with them. As a result of teaching in the target language, students' confidence and fluidity in speaking their world language are bound to improve. Students will explore the concept of culture, appreciate cultural diversity, and develop a more profound understanding of their target culture, the target cultures of their classmates and their own. Students will understand and appreciate the concept of intercultural competence and how FL learning is essential for achieving it.

Grading:

Homework:	30%
Participation:	10%
Lesson plans:	40%
Exam; Culture and intercultural competence essay:	20%

Grading Scale

A 93-100	B+ 88-89	B- 80-82	C 73-77	D+ 68-69	E 64-0
A- 90-92	B 83-87	C+ 78-79	C- 70-72	D 65-67	

Attendance: This course meets once/week for two hours, so missing one class has a serious impact on your success in the course and preparation for the summer camp. However, illness and unexpected emergencies arise. You will be allowed 1 grace day (which you are not expected to take unless you absolutely have to). At the second absence, the following policy is in place:

Days missed (unexcused:) 2—final grade lowered one whole grade (A becomes B)

Days missed (unexcused:) 3—final grade lowered two whole grades (B becomes D)

Excessive Absences: Students with 4 or more total absences will not receive a passing grade regardless of the reasons for the absences (grace days, excused, unexcused) and will not be permitted to teach in the summer camp. If a student has 4 or more absences and can provide valid documentation for those absences, we will support the student's petition to withdraw from the course late or to do a retroactive withdrawal. Students who find themselves in this situation should notify their academic counselor as soon as possible to explore options.

Homework: Students are expected to do all the readings and assignments and to come to class prepared for discussion. In classes that meet once/week, some students complete their readings and assignments well before the next class period. This avoidance of procrastination is to be commended. However, if you complete your work well in advance, you are likely to forget the material and not be able to participate in class discussion. Therefore, be sure to review your work before coming to class (see the category: Participation below).

This course is based on collaboration. Note that in some cases, the assignments that you write in preparation for class may be shared with the class for discussion. All materials shared in this way will be anonymous – all features identifying the author will be removed.

Late homework will not be accepted since all work is in preparation for class activities and discussion. Homework assignments will be posted on Canvas and are indicated on the syllabus by the label: ASSIGNMENTS. ***Follow the directions for each assignment. If you do not, you will lose points or may receive a zero.***

Participation: Prepare carefully for class and be ready to participate by completing all assignments in advance. Your participation grade is not about showing up – it is about your level of preparation and your interactions with the instructor and your classmates in class. Participating in discussion does not mean talking a lot or showing everyone else that you know

or have studied a lot. Good discussion participation involves people trying to build on, and synthesize, comments from others, and on showing appreciation for others' contributions. It also involves inviting others to say more about what they are thinking. There are multiple ways quieter learners can participate. Below are some specific behavioral examples of good participation in discussion:

- Ask a question or make a comment that shows you are interested in what another person says.
- Ask a question or make a comment that encourages another person to elaborate on something they have already said.
- Bring in a resource (a reading, web link, video) not covered in the syllabus but that adds new information/perspectives to our learning.
- Make a comment that underscores the link between two people's contributions & make this link explicit in your comment.
- Use body language to show interest in what different speakers are saying.
- Make a comment indicating that you found another person's ideas interesting or useful. Be specific as to why this was the case.
- Contribute something that builds on, or springs from, what someone else has said. Be explicit about the way you are building on the other person's thoughts.
- When you think it's appropriate, ask the group for a moment's silence to slow the pace of conversation to give you, and others, time to think.
- Make a comment that at least partly paraphrases a point someone has already made.
- Make a summary observation that takes into account several people's contributions & that touches on a recurring theme in the discussion.
- Find a way to express appreciation for the enlightenment you have gained from the discussion. Try to be specific about what it was that helped you understand something better.

NOTE: Cell phones are not allowed on desks or in sight during class. Please turn off cell phones and I-pods. No unauthorized use of screens/media allowed during class.

Lesson plans: In this course, you will be creating the lesson plans for the modules that you will teach to middle school children during the summer camp.

Full-immersion language lesson plan ELOs: A1, A2 D1

You can expect to:

- have 3-6 students in your class;
- teach for two hours with one 15-minute break;
- use little to no English (according to the full-immersion model of teaching discussed in class).

Your goals are:

1. incorporate strategies that help students feel comfortable speaking in the foreign language (e.g. begin by providing a few common expressions that they can use in class, such as 'I don't understand', 'please repeat', etc.; take time to teach students what 'listen' and 'repeat after me' are in the target language)
2. begin with introductions using fixed phrases (what is your name, where are you from) and have students introduce themselves to you and their classmates (this will take approximately 10 minutes);
3. teach the vocabulary that will be necessary for your lesson (apply the methodology discussed in class)
4. incorporate input and interactive output activities that follow the criteria discussed in class;
5. change activities/approach every 6-8 minutes. Some exceptions may apply, such as coloring, cutting and pasting, etc. (pay attention to timing – teachers often miscalculate the amount of time a task/activity takes – remember that you have to model the activity and have closure to the activity);
6. model activities, do not explain them in the target language;
7. attempt to make smooth transitions between every activity/approach;
8. make your lesson plan as detailed as possible. Write everything that you expect to say in the foreign language and what you expect the students to say in response. Think ahead and try to foresee issues and problems that may arise.

As you create your lesson, refer to the grading rubric on Carmen.

Culture lesson ELOs: D1, F1, G2

You can expect to:

- have 3-6 students in your class;
- teach for one hour (a break is not needed, since you are expected to include one or more interactive activities that will get them up and moving around – see below);
- teach in English.

Your goals are:

- 1) discuss the notion of culture and how all cultures share similarities but there are also differences – think about what all humans have in common, teach using non-judgmental language, avoid insinuating cultural stereotypes or cultural superiority/inferiority
- 2) teach the geography of your language, i.e., where is it spoken in the world;
- 3) present at least three iconic monuments and locations in the countries where your language is spoken;
- 4) teach at least two issues that are below the surface of the ‘culture iceberg’ discussed in class;
- 5) include one or more interactive activities that get students up and moving around;
- 6) assess students’ comprehension at the end of the presentation. This is not necessarily a test; it can be an activity or discussion that directs students to articulate what they have learned.

As you create your lesson, refer to the grading rubric on Carmen.

If you have any questions while creating your lesson plans (e.g. you are unsure how long it would take to present vocabulary, you are not sure that an interactive activity is effective, etc.) feel free to contact me or the graduate assistant from your language.

Exam: ELOs: C2, C3

Your exam will be taken at the TESTING CENTER between 2/5 8:00 am and 2/7 5:00 pm. and is password protected. To make an appointment to schedule your exam, Visit <http://testing.osu.edu/> within the 3-day testing window. Click on ONLINE REGISTRATION. Then scroll down to ONLINE COURSE EXAMS, click on CLLC. Only schedule your exam during the three-day window specified on the daily syllabus, otherwise the quiz will be locked. When scheduling an appointment, make sure your name appears exactly as it does on your BuckID. If it does not, you will not be allowed to take your exam. The Center does not schedule appointments over the phone or in person. You can take the exam half an hour before or after your scheduled time. If you are scheduled at 9, you can take it between 8:30 and 9:30, but not later, or you will not be permitted entry.

Testing Center Hours: M-F 8 am - 5 pm.

585 Student Academic Services Building, 281 West Lane Avenue. Email: esue-testing@osu.edu

TESTING CENTER REGULATIONS

- The Testing Center has the following policies regarding cellular phones: Cellular phones are strictly prohibited inside of the testing rooms. Lockers are provided to store all personal belongings, including cellular phones. Cellular phones may not be accessed during exam periods, including breaks. Any examinee found using a cellular phone, including the phone ringing or vibrating, will be dismissed and this will be reported to the course instructor or the Committee on Academic Misconduct.
- Possession of any other electronic or recording device is also prohibited, including any photographic, recording, or communication devices.
- Any aids not strictly authorized by the instructor or section teaching assistant will be prohibited inside of the testing rooms.
- Students must adhere to all policies set forth by the Code of Student Conduct, available online at http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf. Violations of the Code of Student Conduct or any Testing Center policy will be reported to the course instructor.
- Students with disabilities must register and work through the Office of Disability Services. Visit <http://slds.osu.edu> for more information.
- General questions should be directed to: esue-testing@osu.edu or (614) 242-2241.

Culture and intercultural competence paper: ELOs: E1, E2, F2, G1

Rewrite the working definition of 'culture' that you wrote for a preceding class period based on your subsequent readings and the discussion in class. Compare the similarities and/or differences of three cultural features from below the surface of 'the culture iceberg' in your native culture and the culture of the language that you teach. (3 pages) In addition write a definition of 'intercultural competence' based on your readings and class discussion. Give two examples of experiences that you have had that demonstrate your intercultural competence. (2 pages) Throughout these essays, pay attention to avoiding stereotyping, Othering, and judgmental tones. Total: 5 pages, double spaced, 1 inch margins, font 12 Times New Roman. Begin the paper on the first line with your name and start the paper on the second line. Due week 14.

Important information regarding your experience at OSU:

<p>Academic misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.</p>
<p>Counseling Services: If you feel a need to see a counselor/therapist, there is a broad range of confidential mental health services available on campus through the Office of Student Life’s Counseling and Consultation Service (CCS). You can visit their website (ccs.osu.edu) or call 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.</p>
<p>Disability services: Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.</p>
<p>Sexual misconduct/relationship violence: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.</p>
<p>Diversity: The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual</p>

respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

*Relevant websites are referred to alphabetically and the links are listed below the daily syllabus.

	Topics covered in class	Homework/preparation for next class
1 1/7	Introduction to the course and the summer camp; How to obtain a background check	Assignment: Enroll in the online course: Purposeful, interactive foreign language teaching (it's free): (A) Complete the module: Fundamentals of SLA (Follow the instructions. Send your responses to me via email at this address: janiceaski@gmailcom) Assignment: Get your background check
2 1/14	Second language acquisition and learning: Fundamental concepts	Read: TBA Assignment: Comprehension test on the readings on Carmen
3 1/21	No class	
4 1/28	Teaching middle school age children (guest speaker)	Read: (B) Read: (C) Read: (D p. 24-29, 37-39) Assignment: Comprehension test on the readings on Carmen
5 2/4	Full immersion language instruction; Moving from input to output	Exam 1: to be completed at the testing center by 2/7 at 5:00 pm. See syllabus above for details. Assignment: Purposeful, interactive foreign language teaching online course: A purposeful, interactive foreign language teaching methodology course. Module: <i>Teaching vocabulary</i> . (Follow the instructions. Send your responses to me via email at this address: janiceaski@gmailcom)
6	Teaching vocabulary	Assignment: Create a sample vocabulary presentation in English: You will be assigned six

2/11		<p>vocabulary words (in English) for which you will create a classroom presentation for foreign middle school students learning English. Use the techniques discussed in class and aim for a presentation that would last approximately 10 minutes. A number of vocabulary presentations will be selected and presented anonymously for discussion in class.</p> <p>Assignments: Foreign language games. Go through these sites and any others (I googled foreign language games for beginners) and find 10 games that you think are adaptable to your language in this summer camp language class. Post on Carmen discussion the games, a brief description of each, the link, and an explanation of how you think you can use it. (E) (F) (G)</p>
7 2/18	<p>Discuss vocab presentations</p> <p>Age-appropriate communicative and interactive activities (from input to output)</p>	<p>Assignment: Revise your practice vocabulary presentation based on the comments in class and add one input activity and two output activities. Think about the transitions between the activities. A number of vocabulary presentations will be selected and presented anonymously for discussion in class.</p> <p>Assignment: Watch these videos in this order and answer the questions for each posted on Carmen: (H,I,J,K) (ELOs: A2)</p>
8 2/25	<p>Lesson critique</p> <p>Discuss practice lesson plans</p> <p>Language teaching lesson planning</p>	<p>Assignment: Lesson critique: Following the model of the lesson critique in class, critique the lesson posted on Carmen. ELOs: A2</p> <p>Assignment: Create the lesson plan for your two-hour full-immersion Language session with your students. Meet with the GTA in your language to correct your language usage. Due Friday at 5 pm on Carmen. (I will print out (anonymous) excerpts of several lessons for discussion in class.)</p>

9 3/4	Discussion of video critique Discussion of lesson plans	Assignment: Revise your lesson plan and post to Carmen by Wednesday. I will add additional comments by Friday. Be prepared to present 15 minutes of your lesson during the next class period.
10 3/11	Spring break	
11 3/18	Language teaching practicum	<p><u>Language lesson plan:</u> Submit your final lesson plan for the language lesson. In addition, answer the following questions: Describe how your lesson plan changed after you received comments from your classmates and from the instructor. How did these changes make your lesson plan stronger? After teaching a segment of your lesson, did you change any features of your lesson? If so, what did you change and why? (due week 13)</p> <p>Assignment: Define “culture”. Do not use any outside resources. Use your own ideas and words.</p>
12 3/25	Language teaching practicum	<p>Read: (L)</p> <p>Read: Chapter 3 “Defining Culture” pp.23-33 in Moran, Patrick R. 2001. Teaching culture: Perspectives in practice. Boston: Heinle Cengage.</p> <p>Read: What is intercultural competence? Sabine McKinnon</p> <p>Read: What is an interculturally competent person like? https://moniviestin.jyu.fi/ohjelmat/hum/viesti/en/ics/54</p> <p>Assignment: Comprehension test on the readings on Carmen</p>
13 4/1	Culture and intercultural competence	<p><u>Culture and Intercultural Competence essay:</u> Rewrite your working definition of 'culture' based on your readings and the discussion in class. Compare the similarities and/or differences of three cultural features from</p>

		<p>below the surface of ‘the culture iceberg’ in your native culture and the culture of the language that you teach. (3 pages) In addition write a definition of 'intercultural competence' based on your readings and class discussion. Give two examples of experiences that you have had that demonstrates your intercultural competence. (2 pages) Throughout these essays, pay attention to avoid stereotyping, Othering, and judgmental tones. Total: 5 pages, double spaced, 1 inch margins, font 12 Times New Roman. Begin the paper on the first line with your name and start the paper on the second line. Due week 14.</p> <p>Assignment: Teaching culture: (M) (do all of lesson 1) Read: Tips for teaching culture: (N) Read: Chapter 12 pp. 136-156 “Teaching Culture” pp.23-33 in Moran, Patrick R. 2001. Teaching culture: Perspectives in practice. Boston: Heinle Cengage.</p> <p>Assignment: Comprehension test on readings on Carmen</p>
14 4/8	Culture teaching lesson plan	<p>Assignment: Write a lesson plan for your one-hour culture lesson. Include an explanation of two international games that you intend to play with the children on game day. One game should be appropriate for playing outside, the other could be played inside if it rains. Meet with the GTA in your language to discuss the accuracy of your representation of the culture. (I will print out (anonymous) excerpts of everyone’s lessons for discussion in class.) Due Friday at 5pm.</p>
15 4/15	Culture lesson plan critiques	<p>Modify your lesson plan based on the feedback that you received in class. Be prepared to teach 10 mins of your lesson to your classmates in the next lesson.</p>
16 4/22	Teaching culture practicum Preparation for summer camp	<p><u>Culture lesson plan:</u> Submit your final lesson plan for the culture lesson and the international game. In addition, answer the</p>

		<p>following questions: Describe how your lesson plan changed after you received comments from your classmates and from the instructor. How did these changes make your lesson plan stronger? After teaching a segment of your lesson, did you change any features of your lesson? If so, what did you change and why? (due 4/25 5:00 pm)</p>
--	--	--

Global Citizens Summer Camp (1 credit)

Program of activities

1 week (5 instructional days): June 3-June 7, 2019

The camp will be a one week, non-residential camp running from 9-5. Early drop off (8 AM) and late pick up (6 PM) will be available for a fee.

Components of the camp: language/culture specific lessons (UG-led), cultural studies/global citizenship lectures and activities (G-led), international games, camp-final reflection activity and discussion.

Monday	Tuesday	Wednesday	Thursday	Friday
9-11 introduction to the camp and instructors; Language assignments (GS/UG)	9-11 language A instruction (UG)	9-11 language B instruction (UG)	9-11 language C instruction (UG)	9-11 language D instruction (UG)
11-12 brief language instruction in all participating languages (greetings, etc.)	11-12 language specific culture presentation (UG)	11-12 language specific culture presentation (UG)	11-12 language specific culture presentation (UG)	11-12 language specific culture presentation (UG)
12-1 lunch	12-1 lunch	12-1 lunch	12-1 lunch	12-1 lunch
1-3 culture/global citizen class	1-3 culture/global citizen class	1-2:30 Introduction to topic of film	1-3 lecture on games/sports around the world	1-3 reflection activity
3-3:30 snack	3-3:30 snack	2:30-3:00 snack	3-3:30 snack	3-3:30 snack
3:30-5 culture/global citizen activity	3:30-5 culture/global citizen activity	3:00-5 Film followed by discussion	3:30-5 international game (UG)	3:30-4:45 open forum and distribution of global citizen certificates 4:45-5:00 evaluations

Grading one-credit summer camp

Journal	35%
Reflection paper	35%
Assessment of teaching	20%
Program support	10%

Journals: After each day of teaching write a 600-word journal reflection in WORD and upload it to Carmen. Feel free to write beyond the limit and add additional information that will contribute to your final reflection paper. All journal entries are due by 8:00 AM the next day. Journals will be graded for 1) meeting the word count, 2) responding to all aspects of the prompt and 2) providing concrete examples of the ideas, problems, thoughts expressed wherever possible. (ELOs: A3, B2, C1, D2, D3, D4, F3)

(Monday) Day 1 Define full-immersion teaching and compare it to your own language learning experience. Did you have a full-immersion experience? If so, was the approach similar or different to the methods you used in class? How? If you did not have a full-immersion learning experience, which teaching approach do you think is more effective and why?

(Tuesday) Day 2 What are the challenges of teaching a foreign language in the target language to middle school students? Are there behavior issues? Can you keep students focused and on track? What are some strategies that you have used or plan on using the rest of the week to make the class run more smoothly? What are the satisfactions of teaching this age group?

(Wednesday) Day 3 Assess the difficulties that your students have learning the language and explain how they relate to your own experience learning a foreign language. What changes have you made in your teaching each day to help avoid these problems with the next group of students? What will you do in the upcoming days?

(Thursday) Day 4 Think about your experience teaching the culture lesson and the international game to your students. How do you think this cultural experience affects their understanding of the world and their relation to it? How has your exposure to the four target culture lessons and your experience teaching culture affected your understanding of the world and your relation to it?

(Friday) Day 5 Refer to the language assessment that you completed on the first day of class. Do you think you are more confident using your foreign language? Would you consider your use to be more fluid and spontaneous after this teaching experience? If so, how? If not, why? Assess your linguistic strengths and weaknesses and develop a plan for continued improvement in your upcoming courses or language experiences. After having taught in a full-immersion environment, what do you think will help improve your skills?

Final reflection paper: Students will meet with the instructors on the Monday after the camp to discuss ideas for the final reflection paper.

Topic: Write an essay in which you respond to the following prompts:

- Describe the impacts that your language teaching had on the students and how this experience impacted you. Discuss in particular how the immersion approach to language teaching that you learned in this course and used in your teaching affected you and the success of the middle-school aged students whom you taught. Is this approach particularly useful when dealing with this age group? Why?

- Describe the impacts that your culture lesson had on the students and how teaching culture and learning about your classmates' target cultures impacted you. Explain how the language and culture modules that you taught developed intercultural competence in you and your students. Do you believe that a degree of foreign language proficiency is essential for attaining intercultural competence? If no, why? If so, how do language skills set one apart from those who have not immersed themselves linguistically in a foreign language?

5-6 pages, double spaced, 1 inch margins, font 12 Times New Roman. Begin the paper on the first line with your name and start the paper on the second line. Due Friday by 5:00 PM on Carmen. The essay will be graded using the rubric on Carmen. (ELOs: G3)

Teaching: On the last two mornings of FL instruction, you will be observed teaching your language lesson and your culture lesson. You will be graded based on the rubric found in Carmen. (ELOs: A4, F1)

Program Support: Students are expected to show up on time with a cooperative and supportive attitude. You must come prepared to teach and assist the professor and graduate student in all activities.

Weekly Schedule of the second version of the course: Indianola Alternative K-8 after school program

Information about all readings and assignments can be found in the syllabus for the Global citizen summer camp.

Based on the academic calendar for Fall 2019

Grading:

Homework:	15%
Participation:	10%
Lesson plans:	20%
Exam; Culture and intercultural competence essay:	20%
Journals	10%
Reflection paper	15%
Assessment of teaching	10%

	Topics covered in class	Homework/preparation for next class
wk1		
T 8/20	Introduction to the course and the summer camp; How to obtain a background check	Assignment: Enroll in the online course: Purposeful, interactive foreign language teaching (it's free): (A) Complete the module: Fundamentals of SLA (Follow the instructions. Send your responses to me via email at this address: janiceaski@gmailcom) Assignment: Get your background check
R 8/22	Second language acquisition and learning: Fundamental concepts	Read: TBA Assignment: Comprehension test on the readings on Carmen
Wk2		
T 8/27	Teaching middle school age children (guest speaker)	Read: (B) Read: (C) Read: (D p. 24-29, 37-39) Assignment: Comprehension test on the readings on Carmen
R 8/29	Full immersion language instruction; Moving from input to output	Assignment: Comprehension test on the lecture on Carmen

Wk3		
T 9/3	Full immersion language instruction; Moving from input to output	<p>Exam 1: to be completed at the testing center by X. See syllabus above for details.</p> <p>Assignment: Purposeful, interactive foreign language teaching online course: A purposeful, interactive foreign language teaching methodology course. Module: <i>Teaching vocabulary</i>. (Follow the instructions. Send your responses to me via email at this address: janiceaski@gmailcom)</p>
R 9/5	Teaching vocabulary	<p>Assignment: Create a sample vocabulary presentation in English: You will be assigned six vocabulary words (in English) for which you will create a classroom presentation for foreign middle school students learning English. Use the techniques discussed in class and aim for a presentation that would last approximately 10 minutes. A number of vocabulary presentations will be selected and presented anonymously for discussion in class.</p>
Wk4		
T 9/10	Discuss vocab presentations	<p>Assignment: Revise your practice vocabulary presentation based on the comments in class and add one input activity and two output activities. Think about the transitions between the activities. A number of vocabulary presentations will be selected and presented anonymously for discussion in class.</p> <p>Assignments: Foreign language games. Go through these sites and any others (I googled foreign language games for beginners) and find 10 games that you think are adaptable to your language in this summer camp language class. Post on Carmen discussion the games, a brief description of each, the link, and an explanation of how you think you can use it. (E) (F) (G)</p>

R 9/12	Discuss revised vocab lessons Age-appropriate communicative and interactive activities (from input to output)	Assignment: Watch these videos in this order and answer the questions for each posted on Carmen: (H,I,J,K) (ELOs: A2)
Wk5		
T 9/17	Lesson critique Discussion of video critique	Assignment: Lesson critique: Following the model of the lesson critique in class, critique the lesson posted on Carmen. ELOs: A2
R 9/19	Language teaching lesson planning	Assignment: Create the lesson plan for your first full-immersion Language session with your students. Meet with the GTA in your language to correct your language usage. Due X. (I will print out (anonymous) excerpts of several lessons for discussion in class.)
Wk6		
T 9/24	Discussion of lesson plans	Assignment: Revise your lesson plan and post to Carmen by X. I will add additional comments by X. Be prepared to present 15 minutes of your lesson during the next class period.
R 9/26	Language teaching practicum	<u>Language lesson plan: Submit your final lesson plan for the language lesson. In addition, answer the following questions: Describe how your lesson plan changed after you received comments from your classmates and from the instructor. How did these changes make your lesson plan stronger? After teaching a segment of your lesson, did you change any features of your lesson? If so, what did you change and why? (due week 13)</u> Assignment: Define “culture”. Do not use any outside resources. Use your own ideas and words.
Wk7		
T 10/1	Language teaching practicum	Read: (L)

		<p>Read: Chapter 3 “Defining Culture” pp.23-33 in Moran, Patrick R. 2001. Teaching culture: Perspectives in practice. Boston: Heinle Cengage.</p> <p>Read: What is intercultural competence? Sabine McKinnon</p> <p>Read: What is an interculturally competent person like? https://moniviestin.jyu.fi/ohjelmat/hum/viesti/en/ics/54</p> <p>Assignment: Comprehension test on the readings on Carmen</p>
R 10/3	Culture and intercultural competence	<p><u>Culture and Intercultural Competence essay:</u> Rewrite your working definition of 'culture' based on your readings and the discussion in class. Compare the similarities and/or differences of three cultural features from below the surface of 'the culture iceberg' in your native culture and the culture of the language that you teach. (3 pages) In addition write a definition of 'intercultural competence' based on your readings and class discussion. Give two examples of experiences that you have had that demonstrates your intercultural competence. (2 pages) Throughout these essays, pay attention to avoid stereotyping, Othering, and judgmental tones. Total: 5 pages, double spaced, 1 inch margins, font 12 Times New Roman. Begin the paper on the first line with your name and start the paper on the second line. Due X</p> <p>Assignment: Teaching culture: (M) (do all of lesson 1) Read: Tips for teaching culture: (N) Read: Chapter 12 pp. 136-156 “Teaching Culture” pp.23-33 in Moran, Patrick R. 2001. Teaching culture: Perspectives in practice. Boston: Heinle Cengage.</p> <p>Assignment: Comprehension test on readings on Carmen</p>
Wk8		

T 10/8	Culture teaching lesson plan	Assignment: Write a lesson plan for your one-hour culture lesson. Meet with the GTA in your language to discuss the accuracy of your representation of the culture. (I will print out (anonymous) excerpts of everyone's lessons for discussion in class.)
R 10/10	NO CLASS	
Wk9		
T 10/15	Culture lesson plan critiques	<u>Culture lesson plan:</u> Submit your final lesson plan for the culture lesson. In addition, answer the following questions: Describe how your lesson plan changed after you received comments from your classmates and from the instructor. How did these changes make your lesson plan stronger? After teaching a segment of your lesson, did you change any features of your lesson? If so, what did you change and why?
R 10/17	Preparation for language class 2	Finish lesson plan for language class (2)
Wk10		
T 10/22	Teaching at Indianola (1)	Journal 1
R 10/24	Preparation for language class 3	Finish lesson plan for lesson (3)
Wk11		
T 10/29	Teaching at Indianola (2)	Journal 2
R 10/31	Preparation for language class 4	Finish lesson plan for lesson (4)
Wk12		
T 11/5	Teaching at Indianola (3)	Journal 3
R 11/7	Preparation for language class 5	Finish lesson plan for lesson (5)
Wk13		
T 11/12	Teaching at Indianola (4)	
R 11/14	Preparation for language class 6	Finish lesson plan for lesson (6)
Wk14		
T 11/19	Teaching at Indianola (5)	Journal 5

R 11/21	Teaching culture practicum	
Wk15		
T 11/26	Teaching at Indianola (6) – cultural lesson	Journal 4
R 11/28	NO CLASS	
Wk16		
T 12/3	Final reflection paper - discussion	Paper due on the day of the final

Material that will appear on Carmen

Course goals	Learning outcomes
<p>Goal A Students will understand the full immersion approach to FL teaching and will learn the effective pedagogical techniques associated with it.</p>	<p>Learning Outcome A1 By the end of the course, students will know how to design pedagogically effective immersion language lesson plans.</p> <p>Learning outcome A2 By the end of the course, students will be able to critique the creativity and effectiveness of pedagogical techniques</p> <p>Learning outcome A3 By the end of the course, students will be able to define full-immersion teaching and compare it to their own language learning experience</p> <p>Learning outcome A4 By the end of the course, students will be able to teach an organized, introductory language lesson to middle school students using the full-immersion approach.</p>
<p>Goal B Students' language skills will improve through teaching without using their native language</p>	<p>Learning Outcome B1 At the end of the course, students will be more confident using the foreign language, and their use of the FL will be more fluid and spontaneous.</p> <p>Learning outcome B2 By the end of the course, students will be able to assess their linguistic strengths and weaknesses and, based on their experience, develop a plan for continued improvement.</p>
<p>Goal C Students will develop an awareness of the FL acquisition/learning process, which will inform their own acquisition/learning process.</p>	<p>Learning Outcome C1 At the end of the course, students will be able to assess and explain the learning difficulties that their students had and how this relates to their own experience learning a foreign language.</p> <p>Learning Outcome C2 At the end of the course, students will be able to explain the difference between learning and acquisition.</p> <p>Learning outcome C3</p>

	At the end of this course, students will be able to identify and explain the fundamental theories and concepts of second language acquisition.
<p>Goal D Students will learn about middle-school children's feelings, interests, limitations, needs and priorities and appropriate techniques for effective interaction and communication with them.</p>	<p>Learning outcome D1 By the end of the course, students will be able to identify and explain the use of effective techniques for communicating with and managing this age group.</p> <p>Learning outcome D2 They will evaluate and critique the didactic choices that they made while teaching and interacting with their students.</p> <p>Learning outcome D3 By the end of the course, students will be able to identify the satisfactions and challenges of immersion instruction with middle school children.</p> <p>Learning outcome D4 By the end of the course, students will be able to express the impact that their teaching has had on their students.</p>
<p>Goal E Student will explore the concept of culture, appreciate cultural diversity, and develop a more profound understanding of their own.</p>	<p>Learning outcome E1 At the end of the course, students will be able to explain in a clear and coherent manner their working definition of culture.</p> <p>Learning outcome E2 At the end of the course, students will be able to critically examine perspectives and practices of their own culture in comparison/contrast with those of the culture that they are studying.</p>
<p>Goal F As they develop a greater appreciation of the language and culture that they teach, students will learn about the languages and cultures that their classmates teach.</p>	<p>Learning outcome F1 By the end of this course, students will be able to give a presentation in which they talk knowledgeably, clearly and enthusiastically about the language and culture in which they specialize.</p> <p>Learning outcome F2 At the end of the course, students will appraise the effects of and importance of learning about multiple cultures and languages.</p> <p>Learning outcome F3 At the end of this course, students will be able to explain how this cultural experience affects</p>

	their understanding of the world and their relation to it.
<p>Goal G Students will understand and appreciate the concept of intercultural competence and how FL learning is essential for achieving it.</p>	<p>Learning Outcome G1 By the end of the course students will be able to explain the concept of intercultural competence and its importance for interacting effectively in the world.</p> <p>Learning Outcome G2 At the end of the course, students will be able to create lessons that effectively incorporate some of the skills, understandings, and knowledge associated with intercultural competence.</p> <p>Learning outcome G3 By the end of the course, students will be able to explain how a degree of foreign language proficiency is essential for attaining intercultural competence and how their skills set them apart from those who have not immersed themselves linguistically in a foreign language.</p>

List of links for assignments:

- (A) <https://cllc.osu.edu/purposeful-interactive-foreign-language-teaching>
- (B) http://carla.umn.edu/immersion/documents/ImmersionResearch_TaraFortune.html
- (C) https://www.actfl.org/sites/default/files/pdfs/TLE_pdf/TLE_Oct12_Article.pdf
- (D) https://www.actfl.org/sites/default/files/publications/TLE_OctNov14.pdf
- (E) <https://www.fluentu.com/blog/educator/foreign-language-vocabulary-games/>
- (F) <https://www.makeuseof.com/tag/7-great-online-games-learn-spanish-french-languages/>
- (G) <https://www.pinterest.com/wlclassroom/foreign-language-activities/>
- (H) https://www.youtube.com/watch?v=G7wt_h_6Wrk
- (I) <https://www.youtube.com/watch?v=kM5bWpNTC90>
- (J) <https://www.youtube.com/watch?v=NTc05lu1EHo>
- (K) <https://www.youtube.com/watch?v=UtKr5TrHTZE>

(L) <http://faculty.georgetown.edu/irvinem/theory/Williams-Keywords-Culture.html>

(M) <https://coerll.utexas.edu/methods/modules/culture/01/>

(N) <https://www.fluentu.com/blog/educator/teaching-culture-in-the-foreign-language-classroom/>

Grading rubric for full-immersion language lesson plan: ELOs: A1, A2 D1

	What would an excellent example look like?	What would an acceptable example look like?	What would an unacceptable example look like?
<p>Begin with introductions using fixed phrases</p> <p>Strategies are incorporated that support communication in the target language</p>	<p>The model presented in class for introductions and incorporation of fixed phrases that support immersion is followed.</p>	<p>The model presented in class is followed, but it is not applied smoothly. The presentation is halting and transitions are not smooth.</p>	<p>Introductions are done in English and supportive phrases are not taught and therefore are used in English.</p>
<p>Vocabulary is taught using full-immersion methodology</p>	<p>Use physical items that students can touch; Appropriate use of PPT (no English, careful use of the written word); Total physical response</p>	<p>The vocabulary is taught in the target language, but it involves a lot of teacher talk (explanation). Students eventually get there, but there is an inefficient use of time.</p>	<p>A list of words with the English translation next to it.</p>
<p>The lesson includes a variety of input and interactive output activities using the methodology discussed in class. The activities are modelled, not explained. Activities/approaches change approximately every 6-8 minutes (some exceptions may apply, e.g.</p>	<p>A variety of activity types are used, they are long enough for students to engage and achieve a goal but not too long to devolve into chatter (in English). The instructor models the activities, even several times if necessary.</p>	<p>A variety of activities are used, but they last too long (which results in students getting off track). The activities are modeled, but not well enough that students can understand the</p>	<p>Only one or two activity types are used. The instructor explains the instructions in the target language and students are lost. Activities are poorly timed and students get off track.</p>

coloring, cutting and pasting, etc.)		procedures and goals of the activity.	
Transitions between activities/approaches are smooth	The information gathered/materials created in an activity are used in the next activity.	An activity ends with the word 'x' and the next activity uses that word.	There is an abrupt shift from one activity to the next; they are completely different.
The lesson plan is very detailed so that you can head off potential problems and misunderstandings			Bullet point notes; no proposed student responses; no description of the context, assignment or approach; summary in English of what you plan on saying

Grading rubric for Culture lesson plan ELOs: D1, F1, G2

	What would an excellent example look like?	What would an acceptable example look like?	What would an unacceptable example look like?
discuss the notion of culture and how all cultures share similarities but there are also differences	There is a balanced discussion/presentation of cultural similarities and differences; it is clear that the instructor respects the target culture and avoids stereotyping; the instructor displays cultural humility	Instructor focuses on similarities or differences; the instructor displays cultural superiority but avoids, for the most part, stereotyping	Similarities are not presented, stereotypes of culture are reinforced, the instructor uses judgmental tones or words.
Teach the geography of the country/ies where your language is spoken and at least three iconic monuments	Geography is taught in the larger context of surrounding countries; monuments/iconic locations are presented with interesting background information.	Geography is taught without discussion location in a larger geographic context; monuments/iconic locations are presented with some background information, but it is	Geography and monuments are presented on a PPT with little to no explanation or background information

		not very interesting to the students	
Teach at least two cultural concepts below the surface of the culture iceberg.	There is a balanced discussion/presentation of cultural similarities and differences; it is clear that the instructor respects the target culture and avoids stereotyping; the instructor displays cultural humility	Instructor focuses on similarities or differences; the instructor displays cultural superiority but avoids, for the most part, stereotyping	Similarities are not presented, stereotypes of culture are reinforced, the instructor uses judgmental tones or words.
Include at least two intercultural activities	The activities require students to interact with each other and possibly the instructor in order to find information/opinions. Follow-up discussion guides students to draw conclusions.	Students exchange information/opinions but do not arrive at consensus or understanding of cultural issues. Or, there is lively discussion but no interaction among the students.	Students never interact with each other; they remain seated (and may get uncomfortable and disruptive)
Students articulate what they have learned at the end of the lesson	Students are encouraged to summarize the information that they have learned. The instructor puts the information they provide on the board so that all can see the summary.	Students summarize some of the information, but the instructor ends up giving some of the information.	No comprehension check; instructor summarizes the lesson

Grading rubric for language teaching during the summer camp

	What would an excellent example look like?	What would an acceptable example look like?	What would an unacceptable example look like?
Instructor demonstrates patience and responds appropriately to behavior issues	Instructor has a variety of techniques that s/he uses to keep students' attention should they drift.	Instructor displays some frustration but is able to keep it under control and improve the situation	Instructor gets frustrated, can't control the students, uses no techniques for keeping students' attention, shouts at students.

Instructor uses the target language at least 90% of the time.	Instructor rarely if ever uses English	Instructor speaks English 75-90% of the time	Instructor speaks English 75% or less of the time
Instructor is able to communicate with the students so that they understand and follow the lesson in the target language	Instructor uses a variety of techniques for making her/himself understood, such as gestures, using cognates, drawing images on the board, etc.	Instructor uses some techniques but lacks creativity in making him/herself understood.	When students don't understand, the instructor gives up and uses English.
Instructor is organized and methodical	The lesson is well-paced and all materials are organized and ready to be used.	Instructor checks the lesson plan now and then, but this causes no disruption in the pacing of the lesson.	Instructor constantly stops to check the lesson plan; Instructor gets confused and teaches material out of the order on the lesson plan; instructor misplaces props

Grading rubric for teaching culture during the summer camp (ELOs: A4, F1)

	What would an excellent example look like?	What would an acceptable example look like?	What would an unacceptable example look like?
Instructor demonstrates patience and responds appropriately to behavior issues	Instructor has a variety of techniques that s/he uses to keep students' attention should they drift.	Instructor displays some frustration but is able to keep it under control and improve the situation	Instructor gets frustrated, can't control the students, uses no techniques for keeping students' attention, shouts at students.
Instructor is organized and methodical	The lesson is well-paced and all materials are organized and ready to be used.	Instructor checks the lesson plan now and then, but this causes no disruption in the pacing of the lesson.	Instructor constantly stops to check the lesson plan; Instructor gets confused and teaches material out of the order on the lesson plan; instructor misplaces props
The class is properly paced so that students	The lesson is paced so that students are	Some parts of the lesson move too	Instructor runs through the material

have time to interact and absorb the material	relaxed and have time to process the information and ask questions	quickly (so students get lost) and other parts too slowly (so students get bored).	too quickly and students don't have time to ask questions
The lesson is interactive and engaging	Students are actively engaging in all aspects of the lesson	The instructor makes attempts at interaction with and among the students, but some are unsuccessful.	Students tune out and don't or can't participate. The instructor lectures to the students.

Grading rubric for the final reflective essay

See pg. 83 of the ASC manual

Additional Information

Summer camp and after-school program:

1. Fingerprinting and background check: <https://hr.osu.edu/wp-content/uploads/policy150-background-check-resource-guide.pdf>

Use OHR step-by-step and the OHR email to the students. The email has to be sent over break and results take 6-8 weeks.

Summer camp:

1. Document that must be signed by all instructors and people working with the kids: <https://hr.osu.edu/wp-content/uploads/policy150-standards-employees-volunteers.pdf>

2. Register the program at least 60 days in advance: <https://apps.hr.osu.edu/minors/>

3. Everyone needs to do a training:

Training modules: <https://hr.osu.edu/wp-content/uploads/policy150-buckeyelearn-access.pdf>

Go to <https://buckeyelearn.osu.edu> and log on using your **name.#** credentials. Type **Minor Participants** in the global search box near the top right of BuckeyeLearn. When search results begin to appear, press **Enter** on the keyboard. Locate the appropriate year and click on the **course title**. Click **Request** and once on your active transcript, click **Launch**.

Application for S-designation

1. Has this class previously received an S-Designation? No
2. Is this class always taught with a service-learning component? Yes

An effective service-learning course should include the following core premises:

- Connection to academic learning
- Analysis of connection between academic content and service
- Mutual benefit for all involved
- Student preparation and support
- Plan for evaluation
- Plan for sustainability

Course Content/Planning:

3. Please describe the planned service activities to be performed by students in this course.

In the summer camp, UGs will teach a full-immersion language lesson and a culture lesson in English each day to a different group of students. The camp will take place on the OSU campus, preferably in classrooms in Hagerty Hall. Students will have prepared and practiced their lessons in advance and will be observed sporadically during the first three teaching days by the GTA or the Professor and will be given feedback. During the last two teaching days there will be a formal observation by the GTA or the professor which will be graded. Ideally we would run the camp with a minimum of 12 students. However, we wish to keep the first iteration of the program small so that we can familiarize ourselves with procedures and the students we will be working with. Keeping that in mind, we will first offer participation to 2 UGs from each of the following languages: Italian, German, French, Portuguese. If at least two students from these languages do not enroll, we will open enrollment up to students of other languages. Each UG student will teach 3-6 students depending on enrollments, so with two sections of each language, we would have a minimum of 24 participants and a maximum of 48.

Students will teach one international game to the children. They will prepare an indoor and an outdoor game so as to be ready for any type of weather (the desire is for an outdoor game.) When not teaching, UG students will assist the GTA with the organization of the camp and other duties, such as monitoring lunch, breaks, and early drop off/late pick up of the children.

In the version of the course taught at Indianola Alternative K-8, UG students will teach at Indianola for 60 minutes once/week for approximately 10 weeks, which means that they will be preparing more language lessons in this version than in the camp version. They will provide their own transportation. As in the camp, each student will teach 3-6 students, and the first iteration will have 8 instructors.

4. Please describe how the planned service activities reflect priorities and stated goals/needs of the community partner(s).

In 2014, four members of the United States Senate and four member of the United States House of Representatives requested that the American Academy of Arts and Sciences examine the role of language learning in the economy and the fulfilment of all Americans, and that they propose actions to ensure excellence in all languages as well as international education and research. Two key findings of the study (*America's languages: Investing in language education for the 21st century*, viii: 2017) are that the ability to understand, speak, read, and write in world languages, in addition to English, is critical to success in business, research, and international relations in the twenty-first century and that the United States lags behind most nations of the world, including European nations and China, in the percentage of its citizens who have some knowledge of a second language. Research has also revealed that despite these needs, there is significant resistance among students and parents to the study of world languages. Moreover, most public middle schools in Ohio do not offer foreign language or, if they do, the number of languages offered is limited (and this limitation continues in high school). The goal of the camp and Indianola version of the program is to expose middle school students to a variety of languages and cultural study in order to 1) generate enthusiasm for world language study, which will begin in high school for many students; 2) begin the process of creating responsible, aware, global citizens that may or may not continue in high school (and university); 3) prepare students for language study at the university level by exposing them to a variety of languages that, in some cases, are not frequently taught in high school but are, in many cases, offered at the university level. This program is designed for middle school students who have had little or no exposure to foreign languages. However, we welcome students with any background in foreign languages and cultures who would like to continue the development of their understanding of the peoples and cultures of the world.

In the Indianola Alternative K-8 version of this course, where I piloted a similar program from 2007-2015, OSU students will teach fifth grade students. This school was chosen because I have taught FLs with OSU UG students there before, it is among the many middle schools that do not offer foreign languages, and it is near OSU. We chose fifth grade because the age group is easier for inexperienced instructors to teach than early elementary children, and fifth grade is the last year that after school sports are not offered and therefore will not conflict with the course. The vice principal, Mr. Toure, explains the need for this program at Indianola in the following way (email communication):

“Indianola students do not receive the opportunity to study foreign languages due to our K-8 configuration – which limits the allocation of teachers we are given by the district. We emphasize the Arts at Indianola, providing our Elementary and Middle School students the opportunity to leave here with HS credits in Art/Music/P.E. Indianola wants the Global Citizens program here in order to help us produce aware and empathetic Global Citizens, which is part of our – and the district’s mission – ‘to produce global citizens prepared for leadership and service’. I have had many informal conversations with parents which have included regrets that foreign languages are not offered to our students, especially starting young when the brain is most ready to learn multiple languages. The cultural component that comes with learning language is also something that will benefit our students and broaden their understanding of our increasingly diverse/global community.”

The teaching approach at Indianola lends itself to curricular innovation and integration. Below is a brief description of their teaching approach:

“Ours is an informal program. Teachers plan integrated units using Columbus City Schools’ curriculum and children’s interests to build authentic learning experiences. Together with students, they often plan “webs” that focus on a theme or central question to guide their learning. Visual arts, music and dance play a central role in our curriculum. Teachers work closely with the arts team to create and plan for thematic units, including sharing student work and performances.”
<http://indianolakids.org/about-our-school/>

5. Service-learning activities are all based on an agreement between three parties, each of whom has specific goals/expectations/responsibilities that are necessary to make it an effective service-learning experience. Please describe goals/expectations/responsibilities for: a) Faculty b) Students c) The community partner(s)

In the camp version of the course, the faculty member will teach the Spring 2-credit course along with a graduate student in training who will be signed up for teaching apprenticeship credits. The faculty member will be responsible for the syllabus, assigned readings, etc. The faculty member will also find the space on campus for the camp classes, will organize all information and requirements for hosting minors on campus, will be in charge of advertising the course among OSU undergraduates, and will work with the Department of Education to advertise the course among the middle schools in the metropolitan Columbus area. (I have already spoken with the DOE about this and they have agreed to help.) The graduate student will assist in assessing students’ work in collaboration with the professor.

During the camp, the graduate student will teach the afternoon sessions on global citizenship. The GS will be selected through an application process. GSs interested in teaching this course submit a proposal, which would essentially be a syllabus for the material they would like to teach in the afternoon sessions. One graduate student will be selected based on the merits of the course s/he designs. In addition, the GS will assist with the organization of the camp and other duties, such as monitoring lunch, breaks, guiding the final reflection, and observing UG teaching.

The undergraduate students will plan lessons and prepare an international game. The goals of the courses for the students are clearly stated in the goals and expected learning outcomes portion of the proposal.

In the case of the summer camp, there is not just one community partner; students will come from middle schools in the Columbus area. Indianola Alternative K-8 has expressed their enthusiasm for this after-school program as a great addition to the opportunities that they can offer their students. Indianola will advertise the course, organize enrollment and provide classroom space. At each offering, the professor teaching the Global Citizens program will work with the school to identify ways in which the content of the program can be integrated into the students’ class work. Mr. Toure explains how this collaboration will take place (email communication):

“Our staff is collaborative in nature, as the regular classroom teachers and the Arts teachers meet frequently to share themes and topics that can be integrated across content/curriculum – an important component of our ‘Informal’ pedagogical philosophy. The 5th grade teachers, with my support, will be willing and excited to communicate the culture modules that would be most beneficial to their students, and will

likely make that connection with topics being covered in their day-to-day learning. We can arrange in-person meetings, phone conferences and/or emails in order to communicate these topics and plans with each other.

6. Please describe your plans for sustainability and departmental support for offering this service-learning course on a continuing basis.

I expect to offer one or both of these courses every year for at least the next five years in order to establish the organization of the program and proof of concept. Since we have hired semi-permanent instructors for the Italian program, I have more flexibility in the courses that I teach. After this point, I believe another faculty member could lead this program with little difficulty and I expect participating languages to do so in a rotating schedule. This course will count for the French major/minor and the Italian major/minor and I am waiting for a response from the undergraduate committees for the German major/minor and the Portuguese major/minor. Any other language that participates in the future will be asked to consider the same.

Regarding the summer camp, I continue to track down funding and grants in order to grow this program. My goal is that it eventually become a one or two-week residential program.

Course Goals:

7. How does the service activity connect with the academic content of the course and how is this content in turn enhanced by the service component of the course?

There is a direct relation between teaching students how to teach FLs and having them teach in the community.

II. Service-Learning GE-Specific Questions

Goals:

Students gain and apply academic knowledge through civic engagement with communities.

Expected Learning Outcomes:

1. Students make connections between concepts and skills learned in an academic setting and community-based work.
2. Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
3. Students evaluate the impacts of the service-learning activity.

Courses proposed for the Service-Learning component of the General Education (GE) should be designed with these goals and expected learning outcomes (ELOs) in mind and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the Arts and Sciences Curriculum Committee (ASCC) in light of these goals and expected learning outcomes. All GE courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

GE rationale that specifically answers the following questions:

- a) What processes are in place to allow students to reflect on and make connections between concepts and skills learned in an academic setting and community-based work?

Students will write a 600-word journal entry at the end of each teaching day. Each day has a different topic that motivates reflection on the connections between their class work and their experience teaching the children.

- b) What aspects of the course insure that the students learn about the issues, resources, assets, and cultures of the community in which they are working?

I have organized a guest lecturer from the program in Foreign Language Education to come and speak to the students about teaching foreign languages to middle school aged children. The instructor will discuss the needs and behaviors of this age group and best practices for teaching them and responding to behavior issues.

- c) How does the course promote reflection on and evaluation of the impacts of the service learning activity?

Students write a 5-6 page final reflective essay that addresses each of the ELOs for service learning.

GE assessment plan

In your proposal, please explain the end-of-course assignment for your course.

Final reflection paper: Write an essay in which you respond to the following prompts:

- Describe the impacts that your language teaching had on the students and how this experience impacted you. Discuss in particular how the immersion approach to language teaching that you learned in this course and used in your teaching affected you and the success of the middle-school aged students whom you taught. Is this approach particularly useful when dealing with this age group? Why or why not?
- Describe the impacts that your culture lesson had on the students and how teaching culture and learning about your classmates' target cultures impacted you. Explain how the language and culture modules that you taught developed intercultural competence in you and your students. Do you believe that a degree of foreign language proficiency is essential for attaining intercultural competence? If no, why? If so, how do language skills set one apart from those who have not immersed themselves linguistically in a foreign language?

5-6 pages, double spaced, 1 inch margins, font 12 Times New Roman. Begin the paper on the first line with your name and start the paper on the second line. Due Friday by 5:00 PM on Carmen.

The essay will be graded using the rubric provided in the ASC manual pg. 83.

Briefly answer the following questions:

Once you collect the data on student achievement, how will you use it to make course improvements?

Course adjustments will be made based on student responses.

How will the information be archived and made available to future instructors?

The essays and data will be kept on file in 200 Hagerty Hall.

The screenshot shows a web browser window displaying the Yahoo! Mail interface. The address bar shows the URL <https://mail.yahoo.com/d/folders/1/messages/49399>. The page header features the Yahoo! Mail logo, a search bar with the text "Find messages, documents, photos or people", and the user's name "Janice".

The main content area displays an email with the following details:

- Subject:** Support for Global Citizens Summer Course
- From:** Renga, Dana <renga.1@osu.edu>
- To:** Janice Aski
- Date:** Jul 24 at 2:28 PM

The email body contains the following text:

Dear Janice,

I write to let you know that you have my complete support for the course related to the Global Citizens Summer Camp. You can teach this course for the next five years in order to establish the content and achieve proof of concept.

Best, Dana

--

Dana Renga

Associate Professor and Chair

The interface also includes a sidebar on the left with folders such as "Inbox", "Unread", "Starred", "Drafts" (with a count of 43), "Sent", "Archive", "Spam", "Trash", "Less", "Views", "Photos", and "Documents". A top navigation bar contains buttons for "Compose", "Back", "Archive", "Move", "Delete", "Spam", and "Settings". A large image of a city skyline at night with lightning is visible on the right side of the email content area.

janiceaski@yahoo.com - x
Secure | https://mail.yahoo.com/d/folders/1/messages/49399

YAHOO! MAIL
Find messages, documents, photos or people

Janice

Compose

Inbox
Unread
Starred
Drafts (43)
Sent
Archive
Spam
Trash
Less
Views Hide
Photos
Documents

Back
Archive
Move
Delete
Spam


Support for Global Citizens Summer Course
Yahoo/Inbox

Renga, Dana <renga.1@osu.edu>
To: Janice Aski
Jul 24 at 2:28 PM

Dear Janice,

I write to let you know that you have my complete support for the course related to the Global Citizens Summer Camp. You can teach this course for the next five years in order to establish the content and achieve proof of concept.

Best, Dana
--
Dana Renga
Associate Professor and Chair



9:29 PM
7/24/2018



THE OHIO STATE UNIVERSITY

CENTER FOR LANGUAGES,
LITERATURES AND CULTURES

Center For Languages, Literatures And Cultures

100 Hagerty Hall
1775 College Road
Columbus OH 43210-1340
(614) 292-4361
cllc@osu.edu
CLLC.OSU.EDU

TO: Janice Aski, Professor and Director of the Italian Language Program

FROM: Glenn A. Martinez, CLLC Director

DATE: July 30, 2018

You have the full support of the Center for Languages, Literatures and Cultures for your proposed summer camp. The courses include 2100 for the three credit after-school program, 2200.01 for the two credit spring course to prepare for the summer camp, and 2200.02 for the one credit summer camp. These courses will have the CLLC course designation.

We appreciate all the work you put into this proposal.

From: Janice Aski
To: [Jones, Tia](#)
Subject: Fw: Concurrence on the summer camp course
Date: Thursday, August 2, 2018 2:19:04 PM

[Sent from Yahoo Mail on Android](#)

----- Forwarded Message -----

From: "Troyan, Francis J." <troyan.14@osu.edu>
To: "Janice Aski" <janiceaski@yahoo.com>
Sent: Thu, Aug 2, 2018 at 9:54 AM
Subject: Re: Concurrence on the summer camp course

Hi Janice,

I apologize for the delay in responding. This looks like a great course!

Francis



Francis John Troyan, PhD

Assistant Professor of World Language Education
College of Education and Human Ecology
Department of Teaching and Learning
Arps Hall, 1945 N. High Street, Columbus, OH 43210
troyan.14@osu.edu
[Visit My Page](#)

From: Janice Aski <janiceaski@yahoo.com>
Sent: Sunday, July 22, 2018 9:48:19 PM
To: Troyan, Francis J.; Janice Aski
Subject: Concurrence on the summer camp course

Dear Frances, I have finished the syllabi for the summer camp and after school programs that you have I have discussed in the past (and thank you for sending me your graduate student! He will be teaching for me).

In order to go through the curriculum committee I need to have concurrence from your program. I am attaching the syllabus here. Pls know that students from your program are welcome to participate, but I understand that it cannot count toward their degree.

The rule in the curriculum committee is that two weeks are given for a response and if no response is received concurrence is assumed. I realize that it is summer, but this proposal needs to get to Bernadette by the first day of classes. The Monday before classes start would be the longest that I can wait.

Many thanks in advance, Janice

Janice M. Aski
Professor and Director of the Italian Language Program
The Ohio State University
Department of French and Italian
200 Hagerty Hall
1775 College Road
Columbus, Ohio 43210