

Term Information

Effective Term Autumn 2020
Previous Value Spring 2019

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Course number

Title

Course offering formats

What is the rationale for the proposed change(s)?

Same as the course request changes for 3301.01s.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

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 3302S
Previous Value 2302S
Course Title Intercultural Competence for Global Citizenship After School Program
Previous Value Global Citizen After School Program
Transcript Abbreviation Glob Cit Aft Sch
Course Description Students will learn theories, skills and techniques involved in teaching their area of expertise as it relates to intercultural competence and will prepare the teaching materials that they will use at a local elementary and/or middle school.
Previous Value Students will learn theories, skills and techniques involved in teaching world languages and cultures and will prepare the teaching materials that they will use to teach a world language at a local elementary and/or middle school.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week
Previous Value 14 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, Lecture

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	Prereq: If teaching a world language a letter grade of B or above in a 2000-level world language course.
Previous Value	Prereq: A grade of B or above in a 2000-level world language course.
Exclusions	Not open to students with credit for 2301.02S or 3301.02S.
Previous Value	Not open to students with credit for 2301.02S.
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	<ul style="list-style-type: none">• Same as for 3301.01S and 3301.02S
Previous Value	<ul style="list-style-type: none">• Same as for 2301.01S and 2301.02S
Content Topic List	<ul style="list-style-type: none">• Same as for 3301.01S and 3301.02S
Previous Value	<ul style="list-style-type: none">• Same as for 2301.01S and 2301.02S
Sought Concurrence	Yes

Attachments

- instructor syllabus.docx: Syllabus
(Syllabus. Owner: Jones, Tia M)
- Global Citizen - Concurrence on the summer camp course.pdf: Concurrence
(Concurrence. Owner: Jones, Tia M)

Comments

- The computer requires a concurrence form, so the original was submitted. *(by Jones, Tia M on 01/09/2020 10:14 AM)*

COURSE CHANGE REQUEST
3302S - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
01/21/2020

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Jones, Tia M	01/09/2020 10:14 AM	Submitted for Approval
Approved	Jones, Tia M	01/09/2020 10:22 AM	Unit Approval
Approved	Heysel, Garrett Robert	01/14/2020 04:20 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	01/14/2020 04:20 PM	ASCCAO Approval

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

CLLC 2302: Global Citizenship After School Program
TR 3:55-5:15 HH 046

Janice M. Aski
214 HH
Office Hours T/R 2:00-3:30 or by appt.
614-292-4983
Aski.1@osu.edu

Course description

In 2014, four members of the United States Senate and four members 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 fulfillment 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.

In this course OSU students will learn the theories, skills and techniques involved in teaching world languages and cultures to middle school children. We will work together to create lesson plans for six one-hour full-immersion language class and one one-hour interactive culture presentation.

This course satisfies the GE for Service Learning

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.

Goals of this course and the after-school teaching

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, students will learn the full immersion approach to FL teaching and effective pedagogical techniques associated with it. 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. See Appendix A for a detailed explanation of the goals and outcomes of this course.

Grading:

Homework; Culture and intercultural competence essay:	20%
Participation	10%
Lesson plans	30%
Exam; Journals; Text analysis: The Ugly American, Final essay:	30%
Delivery of lesson plans (teaching)	10%

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: Missing one class has a serious impact on your success in the course and preparation for teaching. However, illness and unexpected emergencies arise. You will be allowed 2 grace days (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:) 3—final grade lowered one whole grade (A becomes B)

Days missed (unexcused:) 4—final grade lowered two whole grades (B becomes D)

Excessive Absences: Students with 5 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 5 or more absences and can provide valid documentation for those absences, I 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. Some students complete their readings and assignments well before the next class period, and this avoidance of procrastination is to be commended. However, if you complete your work well too far 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 in that 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 Carmen and are indicated on the syllabus by the label: Carmen. ***Follow the directions for each assignment. If you do not, you will lose points or may receive a zero.***

Culture and Intercultural Competence essay: 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 10/1.

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 what you know or that you have studied a lot. Good discussion participation involves people trying to build on, and/or synthesize, comments from others, and on showing appreciation for others' contributions. It also involves inviting others to say more about what they are thinking. 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.
- 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 at Indianola Informal K-8.

Full-immersion language lesson plan

You can expect to:

- have 2-3 students in your group;
- teach for 55 minutes at each meeting;
- 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;
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 target language and what you expect the students to say in response. Think ahead and try to foresee issues and problems that may arise.

Your work will be graded using the following rubric:

Grading rubric for full-immersion language lesson plan:

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

problems and misunderstandings			description of the context, assignment or approach; summary in English of what you plan on saying
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Culture lesson

You can expect to:

- have 2-3 students in your group;
- teach for 55 minutes;
- 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. (It could even be a Kahoot game.)

Your work will be graded using the following rubric:

Grading rubric for Culture lesson plan

	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 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.

	instructor displays cultural humility		
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 not very interesting to the students	Geography and monuments are presented on a PPT with little to no explanation or background information
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

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.

Exam: Your exam will be a take-home that covers all readings, work and discussions prior to the exam.

Text Analysis: The Ugly American ELOs G1, G3

Students will read the novel, **The Ugly American** by Eugene Burdick and William J. Lederer, by 3/26 and will post on the discussion board their interpretation of how this text can be understood as a failure to achieve intercultural competence. Students will read all posts and identify the common themes. They will then read the essay: “Still ‘Ugly’ after all these years” <https://www.nytimes.com/2009/07/12/books/review/Meyer-t.html> and post another analysis on the discussion board of why training in intercultural competence is essential for functioning in our increasingly interconnected world. Again, students read all posts and come to class having identified common themes.

Final essay: 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 world language proficiency is essential for attaining intercultural competence? If not, why? If so, how do language skills set one apart from those who have not immersed themselves linguistically in a world 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. The essay will be graded using the rubric on your syllabus. Due 12.8.

Essays are graded using this rubric:

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
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<p>(ELO1) Students make connections between concepts and skills learned in an academic setting and community-based work</p>	<p>Connects, analyzes, and extends knowledge (facts, theories, etc.) from course content to service-learning activity.</p>	<p>Connects and analyzes knowledge (facts, theories, etc.) from course content to service-learning activity.</p>	<p>Begins to connect knowledge (facts, theories, etc.) from course content to service-learning activity.</p>	<p>Expresses a limited, unclear connection of course content to service-learning activity.</p>
<p>(ELO2) Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.</p>	<p>Articulates a thorough and complex understanding of the issues, resources, assets, and cultures of the community in which he/she is working.</p>	<p>Identifies and clearly understands the issues, resources, assets, and cultures of the community in which he/she is working.</p>	<p>Identifies the issues, resources, assets, and cultures of the community in which he/she is working.</p>	<p>Shows minimal awareness of the issues, resources and culture of the community in which he/she is working.</p>
<p>(ELO3) Students evaluate the impacts of the service-learning activity.</p>	<p>Thoroughly evaluates the impacts of the service-learning experience on himself/herself, the organization, and also considers the long term impact of the work on the community.</p>	<p>Evaluates the impacts of the service-learning experience on himself/herself and the contributions that he/she made to the goals and aims of the organization.</p>	<p>Evaluates the impacts of the service-learning experience on himself/herself.</p>	<p>Minimally evaluates the impacts of the service-learning experience.</p>

Journals: After each day of teaching (starting on the second teaching day) 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.

Teaching Day 1 There is no journal after this class. During this class you will work with your language mates to teach students the equivalents of: Hello, My name is, What is your name?/And you?, How are you? Fine/okay/not-so-good.

Teaching Day 2 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?

Teaching Day 3 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?

Teaching Day 4 Assess the difficulties that your students have learning the language and explain how they relate to your own experience learning a world 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?

Teaching Day 5 Assess your teaching. How are you doing? What do you think you are doing well? What do you think you could do better? What steps might you take to improve?

Teaching Day 6 Do you think you are more confident using your world 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?

Teaching (delivery of your lesson plans): Your lesson plans will be graded based on the following rubrics:

Grading rubric for full-immersion language teaching

	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

	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 have time to interact and absorb the material	The lesson is paced so that students are relaxed and have time to process the information and ask questions	Some parts of the lesson move too quickly (so students get lost) and other parts too slowly (so students get bored).	Instructor runs through the material 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.

Daily syllabus (subject to change)

	Topics covered in class	Homework/preparation for next class
wk1		
T 8/20	<p>Introduction to the course; How to obtain a background check and complete all trainings</p> <p>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</p>	<p>-Carmen: Online course A. Enroll in the online course: Purposeful, interactive foreign language teaching (it's free): https://cllc.osu.edu/purposeful-interactive-foreign-language-teaching (Links to an external site.)</p> <p>Complete the module: Fundamentals of SLA (Instead of sending your responses to me via email, create a word document by copying and pasting each question and writing your answers, then upload your word document to Carmen)</p> <p>-Complete the Training modules: https://hr.osu.edu/wp-content/uploads/policy150-buckeyelearn-access.pdf</p> <p>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.</p>

		<p>Click Request and once on your active transcript, click Launch.</p> <p>-Get your Fingerprinting and background check: https://hr.osu.edu/wp-content/uploads/policy150-background-check-resource-guide.pdf</p> <p>Location: Ohio State Office of Human Resources (OHR), 1590 N. High Street, Suite 300, Columbus, Ohio 43201</p> <p>Results take 6-8 weeks so do this ASAP!</p>
R 8/22	Second language acquisition and learning: Fundamental concepts	<p>-Carmen: reading: Full-immersion teaching</p> <p>a. Read: https://www.actfl.org/sites/default/files/pdfs/TLE_pdf/TLE_Oct12_Article.pdf</p> <p>b. Read: (p. 24-29, 37-39) https://www.actfl.org/sites/default/files/publications/TLE_OctNov14.pdf</p> <p>-Carmen: Reading Quiz 1: Comprehension quiz on the readings (take this quiz after completing the readings)</p>
Wk2		
T 8/27	Full immersion language instruction; Moving from input to output	<p>-Carmen Online course B: go to A purposeful, interactive foreign language teaching methodology course. Module: <i>Teaching vocabulary</i>. (Instead of sending your responses to me via email, create a word document by copying and pasting each question and writing your answers, then upload your word document to Carmen)</p> <p>-Carmen Reading: Vocabulary Chapter 4. Read carefully as the next assignment is a quiz on the reading: Cameron, Lynne. 2001. Teaching languages to young learners. Cambridge: CUP: Aski - Ch. 4 (Teaching Languages to Young Learners) Learning words.pdf </p> <p>-Carmen Reading quiz 2</p>
R 8/29	Teaching vocabulary	<p>-Carmen Assignment Vocabulary presentation in English: Create a sample vocabulary presentation</p>

		<p>in English: Choose 7-8 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. Upload to Carmen (lesson plan and supporting materials) and bring to class.</p> <p>-Carmen Discussion WL games: World language games assignment. Go through the following sites and any others (I googled foreign language games for beginners) and find 5 games that you think are adaptable to your language when teaching at Indianola. Post on Carmen discussion the games, a brief description of each, the link, and an explanation of how you think you can use it.</p> <p>https://www.fluentu.com/blog/educator/foreign-language-vocabulary-games/</p> <p>https://www.makeuseof.com/tag/7-great-online-games-learn-spanish-french-languages/</p> <p>https://www.pinterest.com/wlclassroom/foreign-language-activities/</p>
Wk3		
T 9/3	<p>Discuss vocab presentations</p> <p>Age-appropriate communicative and interactive activities (from input to output)</p>	<p>-Carmen Assignment Revise English vocab lesson: Revise your practice English vocabulary presentation based on the comments in class and add at least one input activity and at least two output activities. Think about the transitions between the activities. You must be ready to present your work in class, i.e. walk us through your lesson plan explaining how you will set up and carry out the activities. Be prepared to explain your choices of presentation style and activities. Make sure that you upload your images and the detailed description of your lesson to Carmen AND bring to class.</p> <p>-Carmen reading: teaching languages to young learners Read chapters 1 and 2. Read carefully as your next assignment is a quiz on the reading.</p>

		<p>Cameron, Lynne. 2001. Teaching languages to young learners. Cambridge: CUP.</p> <p>Aski - Ch. 1 (Teaching Languages to Young Learners) Children learning a foreign language.pdf</p> <p>Aski - Ch. 2 (Teaching Languages to Young Learners) Learning language through tasks and activities.pdf</p> <p>-Carmen reading quiz 3</p>
R 9/5	<p>Discuss vocab presentations</p> <p>Teaching children</p> <p>Tasks and activities</p> <p>Exam 1 Take home</p>	<p>-Carmen readings: Effective teachers</p> <p>Read:</p> <p>Creating a safe and supportive learning environment.pdf</p> <p>Providing meaningful learning experiences.pdf</p> <p>Observation Checklist for World Language Teaching.pdf</p> <p>-Carmen Videos: Effective language use</p> <p>Watch these videos in this order:</p> <p>https://www.youtube.com/watch?v=G7wt_h_6Wrk</p> <p>https://www.youtube.com/watch?v=kM5bWpNTC90</p> <p>https://www.youtube.com/watch?v=NTc05lu1EHo</p> <p>https://www.youtube.com/watch?v=UtKr5TrHTZE</p>
Wk4		
T 9/10	Exam 1 Take home due	

	<p>Lesson critique</p> <p>https://www.youtube.com/watch?v=V2LVvmJ3rYU</p> <p>https://www.youtube.com/watch?v=HQ39KTMVIPA</p> <p>Language teaching lesson planning (Questions to consider as you plan your lesson)</p>	<p>-Carmen Lesson critique: Following the model of the lesson critique in class, critique this lesson: https://www.youtube.com/watch?v=itL_PkHbE4U. Min. 350 words. Upload your critique and bring to class.</p> <p>-Carmen Full-immersion lesson plan (first version): Create the lesson plan for a one-hour full-immersion Language session with your students. Meet with the GTA in your language to correct your language usage. Upload on Carmen and bring to class</p>
R 9/12	<p>Discussion of video critique Discussion of lesson plans</p>	<p>-Carmen Full-immersion lesson plan (second version) Revise your lesson plan and post to Carmen by Sunday at midnight. I will add additional comments on Monday. Be prepared to present 15 minutes of your lesson during the next class period. Meet with the GTA in your language to correct your language usage. (I may print out [anonymous] excerpts of several lessons for discussion in class.)</p>
Wk5	<p>Janice responds to lesson plans on Monday 9/16</p>	
T 9/17	<p>Language teaching practicum</p>	<p>-Carmen Full-immersion lesson plan (final) For those who presented today, 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 9/24)</p> <p>Carmen assignment: Define “culture”. Do not use any outside resources. Use your own ideas and words. Write from your own experience. Minimum 250 words.</p>
R	<p>Language teaching practicum</p>	<p>-Carmen Full-immersion lesson plan (final)</p>

9/19	<p>Prepare for teaching day 1: Hello! My name is... And you? Nice to meet you!</p>	<ul style="list-style-type: none"> • Read: Kramersch 2012: Teaching culture and intercultural competence https://onlinelibrary.wiley.com/doi/10.1002/9781405198431.wbeal1153 <p>-Carmen Reading: Culture and Intercultural competence: http://faculty.georgetown.edu/irvinem/theory/Williams-Keywords-Culture.html</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 and watch the video: https://arts.monash.edu/monash-intercultural-lab/what-is-intercultural-competence/</p> <p>Read: What is an interculturally competent person like? https://moniviestin.jyu.fi/ohjelmat/hum/viesti/en/ics/54</p> <p>-Carmen: reading quiz 4</p>
Wk6		
T 9/24	<p>Culture and intercultural competence (the culture iceberg)</p>	<p>-Carmen: Culture and Intercultural Competence essay. Due 10/1</p> <p>-Carmen: Teaching culture (do all of lesson 1) and submit on Carmen: https://coerll.utexas.edu/methods/modules/culture/01/</p> <p>Read: Tips for teaching culture: https://www.fluentu.com/blog/educator/teaching-culture-in-the-foreign-language-classroom/</p> <p>Read: Chapter 12 pp. 136-156 “Teaching Culture” in Moran, Patrick R. 2001. Teaching culture: Perspectives in practice. Boston: Heinle Cengage.</p>

		-Carmen: Reading quiz 5
R 9/26	Culture teaching lesson plan	-Carmen Culture lesson plan (first version): 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. Be prepared to present your lesson plan to your classmates. Upload to Carmen and bring copies of your lesson plan for everyone in class. You may also project the lesson plan on the screen if you don't want to print. Due 9/29 at 10PM
Wk7		
T 10/1	Culture lesson plan critiques	-Carmen Culture lesson plan (second version) Modify your lesson plan based on the feedback that you received in class. Be prepared to teach 10-15 mins of your lesson to your classmates during one of the next two lessons. Upload to Carmen and bring to class.
R 10/3	Culture teaching practicum	-Carmen lesson plan (final version): If you presented today, modify your lesson plan based on the feedback that you received in class. Upload to Carmen. Due 10/15
Wk8		
T 10/8	Culture teaching practicum	-Carmen lesson plan final version: If you presented today, modify your lesson plan based on the feedback that you received in class. Upload to Carmen due 10/15
R 10/10	NO CLASS FALL BREAK	
Wk9		
T 10/15	Teaching at Indianola (1) Meet at the lobby of 251 E Weber Rd, Columbus, OH 43202 at 3:45.	
R 10/17	Start lesson plan for language class 3 (you have already finished your first full-immersion language lesson (2))	-Carmen Full-immersion lesson plan 3 (first version): Upload your first-attempt lesson for language class 3 (Due 10/22)
Wk10		
T 10/22	Teaching at Indianola (2)	-Carmen Journal A: 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? Due 10/24
R 10/24	Discussion of lesson plan for language class 3 Language class practicum for lesson (3)	-Carmen Full-Immersion lesson plan 3 (final version): Upload your final lesson plan for language class 3 due 10/27 3:00 PM -Carmen Full-immersion lesson plan 4 (first version): Upload your first-attempt lesson for language class 4 due 10/29
Wk11		
T 10/29	Teaching at Indianola (3)	-Carmen Journal B: 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? Due 10/31
R 10/31	Discussion of lesson plan for language class 4	
Wk12		
T 11/5	No class at Indianola. Language class practicum for lesson (4)	-Carmen Full-immersion lesson plan 4 (final) Upload your final lesson plan for language class 4 due 11/7 -Carmen Full-immersion lesson plan 5 (first version): Upload your first-attempt lesson for language class 5 due 11/12
R 11/7	Discussion of lesson plan for language class (5)	
Wk13		
T 11/12	Teaching at Indianola (4)	-Carmen Journal C: Assess the difficulties that your students have learning the language and explain how they relate to your own experience learning a world language. What changes have you made in your teaching each day to help avoid these problems in the future? What will you do in the upcoming days? Due 11/14
R 11/14	Language class practicum for lesson (5) Discussion of lesson plan for language class 6	-Carmen Full-immersion lesson plan 5 (final): Upload your final lesson plan for language class 5 due 11/17

		-Carmen Full-immersion lesson plan 6 (first version): Upload your first-attempt lesson for language class 6 due 11/19
Wk14		
T 11/19	Teaching at Indianola (5)	-Carmen Journal D: Assess your teaching. How are you doing? What do you think you are doing well? What do you think you could do better? What steps might you take to improve?
R 11/21	Language teaching practicum for lesson (6) Discussion of The Ugly American	-Carmen Full immersion lesson plan 6 (final): Upload your final lesson plan for language class 6 due 11/24 3:00 PM
Wk15		
T 11/26	Teaching at Indianola (6)	-Carmen Journal E: Do you think you are more confident using your world 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? Prepare to deliver your culture lesson.
R 11/28	NO CLASS THANKSGIVING	
Wk16		
T 12/3	Teaching at Indianola (7) – cultural lesson	-Carmen Final essay due on 12/8

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</p>

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.

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.

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.

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 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.

Appendix A

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 At the end of this course, students will be able to identify and explain the fundamental theories and concepts of second language acquisition.</p>
<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</p>	<p>Learning outcome E1</p>

<p>Student will explore the concept of culture, appreciate cultural diversity, and develop a more profound understanding of their own.</p>	<p>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 their understanding of the world and their relation to it.</p>
<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>