

Term Information

Effective Term Summer 2020
Previous Value Spring 2019

Course Change Information

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

We are asking for the course number of CLLC 2301.01s to be changed to CLLC 3301.01s.

We asking for a title change.

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

Most language programs do not allow 2000-level courses to count for their major and we would like the departments to permit this course to count toward majors. Moreover, the amount of work this course requires is truly of the 3000-level.

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?)

The only implication is that language programs will now be able to use this course as an additional offering to the students who are language majors.

Is approval of the request contingent upon the approval of other course or curricular program request? Yes

Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)

In this course students teach in the summer camp. There is an accompanying course, (now) CLLC 3301.01s, which is the Intercultural Competence for Global Citizenship Summer Camp (preparation) course. That course prepares the students and teaches them the theory they turn into practice with this course.

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	3301.02S
<i>Previous Value</i>	<i>2301.02S</i>
Course Title	Intercultural Competence for Global Citizenship Summer Camp
<i>Previous Value</i>	<i>Global Citizen Summer Camp</i>
Transcript Abbreviation	Glob Cit Camp
Course Description	Students will participate as assistants and instructors in a one-week summer camp for middle school students. Students will assist with the running of the camp, teach their area of expertise as it relates to intercultural competence and organize and teach an international game.
<i>Previous Value</i>	<i>Students will participate as assistants and instructors in a one-week summer camp for elementary and/or 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.</i>
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	Prereq: 3301.01S.
Previous Value	Prereq: 2301.01S.
Exclusions	Not open to students who have taken 2302S or 3302S.
Previous Value	
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 those for 3301.01S
Previous Value	<ul style="list-style-type: none">• Same as those for 2301.01S
Content Topic List	<ul style="list-style-type: none">• Same as those for 3301.01s
Previous Value	<ul style="list-style-type: none">• Same as those for 2301.01
Sought Concurrence	Yes

Attachments

- Global Citizen - Concurrence on the summer camp course.pdf: Concurrence
(Concurrence. Owner: Jones, Tia M)
- Syllabus Camp 2019_Instructor version revised for 3000-level.docx: Syllabus
(Syllabus. Owner: Jones, Tia M)
- Comments to accompany the revision of the course.docx: Responses to Garrett's comments
(Other Supporting Documentation. Owner: Jones, Tia M)

Comments

- The syllabus provided contains both courses. The specifics for the camp begin on page 18). Our responses to Garrett's questions have been uploaded in a separate document. *(by Jones, Tia M on 01/09/2020 10:06 AM)*
- See email conversation. Please revise *(by Heysel, Garrett Robert on 01/08/2020 10:05 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Jones, Tia M	12/13/2019 10:57 AM	Submitted for Approval
Approved	Jones, Tia M	01/06/2020 03:29 PM	Unit Approval
Revision Requested	Heysel, Garrett Robert	01/08/2020 10:05 AM	College Approval
Submitted	Jones, Tia M	01/09/2020 10:06 AM	Submitted for Approval
Approved	Jones, Tia M	01/09/2020 10:23 AM	Unit Approval
Approved	Heysel, Garrett Robert	01/14/2020 04:21 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	01/14/2020 04:21 PM	ASCCAO Approval

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

Location: Ohio State Office of Human Resources (OHR), 1590 N. High Street, Suite 300, Columbus, Ohio 43201

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.

Additional tasks for 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-buckyelearn-access.pdf>

Go to <https://buckyelearn.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**.

Global citizen summer camp: CLLC 2301.01S (2 credits and a ‘progress’ designation)
CLLC 2301.02 (1 credit graded)
9:00-10:50 HH 206

Professor: Janice M. Aski

Office hours:

Hagerty Hall 214

Telephone: 292-8837 (messages: 292-4938)

E-mail: janiceaski@yahoo.com or aski.1@osu.edu

Graduate Assistant: Kendra Dickinson

Office: Hagerty Hall 276

Office hours: Th 2:15-3:15PM, or by appointment

E-mail: dickinson.130@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 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.

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 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. 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.

Course goals	Learning outcomes
Goal A Students will understand the full immersion approach to FL teaching and will learn the	Learning Outcome A1

<p>effective pedagogical techniques associated with it.</p>	<p>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</p>	<p>Learning outcome D1 By the end of the course, students will be able to identify and explain the use of effective</p>

<p>techniques for effective interaction and communication with them.</p>	<p>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 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>
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Required text: Lederer, William J. and Eugene Burdick. 1958. *The Ugly American*. New York: Norton. (found on Amazon and through the library)

Grading:

Homework:	20%
Participation:	10%
Lesson plans:	35%
Text analysis: <i>The Ugly American</i>	10%
Exam; Culture and intercultural competence essay:	25%

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 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.***

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.

Your work will be graded using the following rubric:

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?
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<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 problems and misunderstandings</p>			<p>Bullet point notes; no proposed student responses; no description of the context, assignment or approach; summary in English</p>

			of what you plan on saying
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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.

Your work will be graded using the following rubric:

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	Geography is taught in the larger context of surrounding countries;	Geography is taught without discussion location in a larger	Geography and monuments are presented on a PPT

your language is spoken and at least three iconic monuments	monuments/iconic locations are presented with interesting background information.	geographic context; monuments/iconic locations are presented with some background information, but it is not very interesting to the students	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 or the graduate assistant from your language.

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.

Exam: ELOs: C2, C3 Your exam will take approximately one half of a class period and cover all readings, work and discussions prior to the exam.

Culture and intercultural competence paper: ELOs: E1, E2, F2, G1 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. See Carmen for details.

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</p>

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.

Tentative daily syllabus (subject to change, so check the syllabus frequently)

	Topics covered in class	Homework/preparation for next class
1/8	Introduction to the course and the summer camp; How to obtain a background check; Standards of Behavior for Employees and Volunteers Working in Activities and Programs with Minor Participants	<ul style="list-style-type: none"> • Enroll in the online course: Purposeful, interactive foreign language teaching (it's free): https://cllc.osu.edu/purposeful-interactive-foreign-language-teaching • Complete the module: Fundamentals of SLA (Follow the instructions. Send your responses to me via email at this address: janiceaski@gmailcom) • Photograph and biography for website (bio: approx. 150 words) • Get your background check • Everyone needs to do a training: https://hr.osu.edu/wp-content/uploads/policy150-buckeyelearn-access.pdf <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. Click Request and once on your active transcript, click Launch.</p>
1/15	Second language acquisition and learning: Fundamental concepts	<ul style="list-style-type: none"> • Read: http://carla.umn.edu/immersion/documents/ImmersionResearch_TaraFortune.html • Read: https://www.actfl.org/sites/default/files/pdfs/TLE_pdf/TLE_Oct12_Article.pdf • Read: (p. 24-29, 37-39)

		<p>https://www.actfl.org/sites/default/files/publications/TLE_OctNov14.pdf</p> <ul style="list-style-type: none"> • Carmen: Comprehension quiz on the readings (take this quiz after completing the readings)
1/22	Full immersion language instruction; Moving from input to output	<ul style="list-style-type: none"> • 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)
1/29	Teaching vocabulary	<ul style="list-style-type: none"> • Carmen: Create a sample vocabulary presentation in English: Choose 10 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. You must be ready to present your work. Upload to Carmen and bring to class. • Carmen discussion: Foreign language games assignment. Go through the following 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. <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>
2/5	Discuss vocab presentations	Carmen: Revise your practice English vocabulary presentation based on the comments in class and add one input activity and two output activities.

	Age-appropriate communicative and interactive activities (from input to output)	<p>Think about the transitions between the activities. A number of vocabulary presentations will be selected and presented anonymously for discussion in class. You must be ready to present your work in class. Upload to Carmen and bring to class.</p> <p>Carmen: see carmen for assignment</p> <p>Carmen quiz</p>
2/12	<p>Discuss vocab presentations</p> <p>Exam 1 Take home</p>	<p>Carmen: see carmen for assignment</p> <p>Carmen quiz</p>
2/19	<p>Exam 1 due</p> <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>	<ul style="list-style-type: none"> • 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. ELOs: A2 • Carmen: 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. <ul style="list-style-type: none"> ○ For Portuguese: The Teaching and Learning Center (TLC) is a free tutoring service offered to all students of Spanish and Portuguese. In the TLC, which is staffed by Graduate Teaching Associates and Lecturers in Spanish, you can get help with grammar, ask questions, practice speaking, discuss your ideas for papers, etc. No appointment is necessary, but check the schedule here: https://sppo.osu.edu/undergraduate/tlc <p>Due Friday at 5 pm on Carmen. (I will print out (anonymous) excerpts of several lessons for discussion in class.)</p>

2/26	Discussion of video critique Discussion of lesson plans	Carmen: 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.
3/5	Language teaching practicum	<ul style="list-style-type: none"> • Carmen: <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 3/22) • Carmen: Define “culture”. Do not use any outside resources. Use your own ideas and words. Minimum 250 words.
	Spring break	
3/19	Language teaching practicum	<ul style="list-style-type: none"> • Read: http://faculty.georgetown.edu/irvinem/theory/Williams-Keywords-Culture.html • Read: Chapter 3 “Defining Culture” pp.23-33 in Moran, Patrick R. 2001. Teaching culture: Perspectives in practice. Boston: Heinle Cengage. (Posted on Carmen) • Read: Kramsch 2012: Teaching culture and intercultural competence https://onlinelibrary.wiley.com/doi/10.1002/9781405198431.wbeal1153 • Read: What is intercultural competence? Sabine McKinnon (posted on Carmen) <ul style="list-style-type: none"> • Read and watch the video: https://arts.monash.edu/monash-intercultural-lab/what-is-intercultural-competence/ • Read: What is an interculturally competent person like?

		<p>https://moniviestin.jyu.fi/ohjelmat/hum/viesti/en/ics/54</p> <ul style="list-style-type: none"> • Carmen: Comprehension test on the readings
3/26	Culture and intercultural competence (the culture iceberg)	<ul style="list-style-type: none"> • Carmen: <u>Culture and Intercultural Competence</u> 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 4/9. • Carmen: Teaching culture (do all of lesson 1) and submit on Carmen: https://coerll.utexas.edu/methods/modules/culture/01/ • Read: Tips for teaching culture: https://www.fluentu.com/blog/educator/teaching-culture-in-the-foreign-language-classroom/ • Read: Chapter 12 pp. 136-156 "Teaching Culture" in Moran, Patrick R. 2001. Teaching culture: Perspectives in practice. Boston: Heinle Cengage. (on Carmen) • Carmen: Comprehension test on readings
4/2	Culture teaching lesson plan Discussion of The Ugly American	<ul style="list-style-type: none"> • Carmen: 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

		<p>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 on Carmen.</p>
4/9	<p>Culture lesson plan critiques Discussion of The Ugly American</p>	<p>Carmen: 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. Upload to Carmen.</p>
4/16	<p>Teaching culture practicum Preparation for summer camp</p>	<p>Carmen: <u>Culture lesson plan</u>: Submit your final lesson plan for the culture lesson and the international game. 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 4/22 5:00 pm)</p>

Tentative program of activities and syllabus

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 following rubric. (ELOs: G3)

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

Teaching: On the last three days of the camp, you will be observed teaching your language lesson and your culture lesson. You will be graded based on the following rubrics. (ELOs: A4, F1)

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	Instructor has a variety of techniques that s/he uses to keep	Instructor displays some frustration but is able to keep it	Instructor gets frustrated, can't control the students,

appropriately to behavior issues	students' attention should they drift.	under control and improve the situation	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.

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.

Janice Aski

Comments from Garrett and my answers

1) The syllabus attached still has the course (2 credit hr.) as a 2000 level course meeting 1X a week for 1h50 minutes (not 2 as stated in the course change)

We submitted the original syllabus to the course. I do not want the number of meetings specified in the course change, as that can always change depending on the number of weeks offered. I don't have access to the course change submission. I will follow up on this because this does not need to be specified.

2) The attached concurrence isn't relevant to the change in level and it just shows that when it was first approved EHE signed off

Sorry, I must have attached it. I can ask Tia to remove that.

3) You mention the rationale that other language depts won't let it count for the major at the 2000 level. That sounds good for your course but might another dept. say, wait a minute, this course shouldn't be taken over these 3000-level courses in the major (since it is taught in English, even if the camp is in the target language? In our tight competition for students in the 3000 level courses, I can imagine objections and blow back so it might be good to demonstrate that language departments support your level-change. I say that because you raise it as a reason to make it a 3000-course.

SPPO and IS both said that they can't count the course because it is a 2000-level course. I am raising the level so that they will consider counting it as an elective in their majors/minors. They have both demonstrated interest in doing so.

4) You mention that it is a 3000-level course because of the increased amount of work. The level of a course is not a gauge of how much work is required (solely). Even so, you only have one syllabus uploaded so the panel won't be able to see the qualitative or quantitative difference (although the attached syllabus has a lot of highlighting on it and that may be the point).

Indeed, you are correct. However, I believed that an additional task would support the Intercultural Competency aspect of the course. I highlighted in yellow the additions to the course and failed to make that clear. Sorry about that.

5) You mention the option of a 4 week delivery. 4 weeks @ 1h50 minutes for 2 credits? Is that realistic?

If the course is four weeks, then the number of contact hours will change accordingly for that amount of time. I believe that is the assumption when people select multiple time distributions for their courses. This year we are offering the 2-credit course MWF 10:20-12:25 May 4-June 5 and the one-week, one-credit camp from 8-5 M-F June 8-12.

