



SYLLABUS

GERMAN 6600/FRIT 7301

Introduction to teaching and learning German at the college level
(4 CREDIT HOURS)

Autumn 2022

COURSE OVERVIEW

Professor Carmen Taleghani-Nikazm

Office: Hagerty 438

Email: taleghani-nikazm.1@osu.edu

Office Hours: Thursdays 10:00-12:00, and by appointment

Course meets Mondays 1:00-3:30 in Stillman 135

Course description

This course examines theory and research that underlie contemporary approaches to communicative language teaching and includes work with the development of materials and activities for the classroom. We will consider and discuss a range of aspects of second language acquisition (SLA) theory and research that have implications for the L2 classroom. The overall goal of the course is not to give you a “one-time teaching recipe” but rather to provide you with a theoretical and practical foundation that gets you started on your way to becoming a reflective practitioner.

The first part of the course is a workshop that precedes the start of Autumn semester. The second part is a seminar that meets once a week during the semester.

Course learning outcomes

In this course, you will...

1. acquire a working knowledge of theory and research that explains and supports how adults acquire a second language.
2. be able to critically evaluate existing teaching practices and materials based on that working knowledge of theory and research.
3. develop teaching materials and practices for the classroom that are informed by theory and research in second language acquisition.

4. develop a critical understanding of the attitudes, skills, knowledge, and behaviors associated with intercultural competence and have the ability to incorporate activities into your courses that develop IC in the students that you teach. educational technology systems and become proficient in integrating technology into instruction.
5. be able to critically reflect on your own teaching.

Assessment of Outcomes:

Outcome #1 will be assessed by the take-home exam. Outcome #2 will be assessed by the peer assessment project. Outcome #3 will be assessed by the activities and lesson presentations. Outcome #4 will be assessed by the IDI debriefing and the ICC activity presentation. Outcome #5 will be assessed by the self-assessment project.

COURSE MATERIALS AND TECHNOLOGIES

Required

Henshaw, F. G. & Hawkins, M.D. (2022). *Common Ground: Second Language Acquisition Theory Goes to the Classroom*. ISBN-13: 978-1647930066 ISBN-10: 1647930065. Also available on Amazon and at the [library](#).

Additional electronic texts/materials available at osu library or carmen

Purposeful, Interactive World Language Teaching:

- *Profiles of learners and instructors*
- *FL Teaching Methods*
- *Fundamentals of SLA*
- *Teaching grammar*
- *Intercultural competence*
- *Instructional guidelines*

The Routledge E-Modules on Contemporary Language Teaching, New York: Routledge.

Barcroft, J. (2016). Vocabulary in language teaching.

<http://library.ohio-state.edu/record=b7943081~S7>

Keating, G. (2016). Second language acquisition: The basics.

<http://library.ohio-state.edu/record=b7943076~S7>

Leeser, M. & White, M. (2016). Interactive tasks.

<http://library.ohio-state.edu/record=b7943078~S7>

Wong, W. & Simard, D. (2015). *Focusing on form in language instruction*.

<https://library-ohio-state-edu.proxy.lib.ohio-state.edu/record=b7943077~S7>

Dörnyei, Zoltán. 2009. Communicative language teaching in the 21st century: The 'principled

communicative approach'. *Perspectives* 36.2: 33-43. (Carmen)

Garrett-Rucks, Paula. 2016. *Intercultural competence in instructed language learning: Bridging theory and practice*. Charlotte, NC: Information Age Publishing. (Chapter 2: Defining culture and its role in foreign language learning, pp. 17-42). (Carmen)

Gass, S. M., & Mackey, A. (2015). Input, interaction, and output in second language acquisition. In B. VanPatten & J. Williams (Eds.), *Theories in second language acquisition*. 2nd ed. New York: Routledge, 108-206. (online through the library)

Kramsch, Claire. 2014. Teaching foreign languages in the era of globalization: Introduction. *Modern Language Journal* 98.1: 296-311. (Carmen)

Loewen, S. (2014). *Introduction to Instructed Second Language Acquisition*. New York: Routledge. (Chapter 8: The acquisition of pragmatics, pp. 128-142) (online through the library)

Piątkowska, Katarzyna. 2015. From cultural knowledge to intercultural communicative competence: Changing perspectives on the role of culture in foreign language teaching, *Intercultural Education*, 26:5, 397-408 (Carmen)

Wagner, Manuela, Fabiana Cardetti and Michael Byram. 2019. *Teaching intercultural citizenship across the curriculum: The role of language education*. (ACTFL) (Chapter 2: Making it possible: Models and theories, pp. 9-36). (Carmen)

Course Evaluation

ASSIGNMENT CATEGORY	WEIGHTING
Pre-Service GTA Workshop	20%
Teaching observations and reflections (2)	25%
Activity presentations	30%
Self-assessment project	25%

Grading scale

93–100: A	87–89.9: B+	80–82.9: B-	73–76.9: C	68–69.9: D+	Below 0-64.9: E
90–92.9: A-	83–86.9: B	77–79.9: C+	70–72.9: C-	65–67.9: D	

Descriptions of major course assignments

1) **Attendance:** Attendance is mandatory. If you have to miss the class due to illness or emergency situation, let me know via email.

2) **Successful Participation in GTA Training Workshop (FRIT 7301/German 6600) (20%):** Your participation in the workshop will be assessed globally.

3) **Preparation and Participation:** There is no formal class-participation grade component but regular attendance, participation in class, and preparation for class are expected of all graduate students. You are expected to come to class having read all assignments so that you are able to engage with the material in a thoughtful manner and contribute to class discussions. Students should expect to spend approximately two hours in preparation for each hour of seminar

4) **2 Teaching Observations & Reflections (25%):** You will observe two different language classes. They can be different levels and different languages, and ideally one would be online (you can ask to watch the recording) and one would be in person. I suggest that you visit the classes of instructors who have been teaching in your program for an extended period of time. When you approach the instructor whose class you would like to observe, offer to give them a copy of your observation. The questions listed below under *Self-Assessment project* under point 2 will guide your observations and note taking. At the end of each observation, you will write a **two-page reflection** on the teaching practices that you observed. Observation 1 is due **Friday of week 4** and observation 2 is due **Friday of week 9**. The point of doing these observations early in the course is to give you early exposure to seasoned instructors and to prepare for the more extensive critique of your own lesson. The first observation will be graded as completed (50)/not completed (0), but the second will be graded based on this rubric (keep this rubric in mind when you write your first observation as well).

Category	Possible points
Evidence of applying the concepts in this seminar.	20
Ability to critique critically and constructively, using the prompts provided.	20
Uses a professional tone	10
Total	50

5) **Recording/Self-Assessment Project (25%):** You will record and self-critique a full class that you are currently teaching. You should record your class in **week 13 or 14**. Your assessment project is due **December 2nd**. You are responsible for making arrangements to have an iPad and tripod reserved for the day that you want the taping to take place if you are teaching in the classroom. You

can reserve an iPad and tripod from the Arts and Humanities Digital Media Services Studio in 142 Hagerty Hall. You should be able to place the iPad in the back of the room to record the class, but if you need someone to tape, you are responsible for finding someone. **NOTE: Pick your date and reserve the camera/iPad now – they run out later in the semester.**

The required components for this project are:

(1) A detailed, typed lesson plan of the day's lesson. The lesson plan is to be written before your recording and not after. The plan should include your communicative objectives, times for each segment/activity, and page numbers for activities. Each item on the plan should be described in detail: who does what and how. If there are handouts, be sure to hand them in with the lesson plan.

(2) A written (3 pages double-spaced) critique of your recorded lesson addressing the following questions.

1. How does the class begin and end? Is there appropriate warm-up?
2. The role of the teacher and the students (would you describe this as a teacher-fronted or student-centered class? why?)
3. The preparation and modeling of activities. Were your instructions clear to learners? Did learners always have a clear idea of what was expected of them?
4. Did your learners have opportunities to receive lots of meaning-bearing input? How was input provided to the learners (e.g., giving directions in target language, telling learners a story, watching a video segment, etc.)? What techniques did you use to make input more comprehensible (e.g., context, visuals, paraphrasing, simplifying speech, etc)?
5. Was language practice meaningful and purposeful? In other words, were learners given a purpose for communication? Were they required to do something with the information they learned?
6. If grammar was presented, did you use an explicit/deductive approach? If yes, why did you choose to present grammar in this way and how much of class time was devoted to this? Can you think of ways where you could have avoided giving explicit grammar information?
7. Did you use English in this class? If yes, explain the context in which English was used. Do you think English could have been avoided?
8. Was culture incorporated into the lesson? If so, was it incorporated effectively?
9. Were there any aspects of the lesson that developed intercultural competence? If so, were they effective?
10. How was technology integrated? Was it pedagogically effective? Why?
11. Was PPT used appropriately? How?
12. What do you like about the lesson and what would you do differently?

(3) Meeting with me. You will schedule a meeting with me to discuss your recorded class and critique/feedback. Before our meeting you will upload your recording, lesson plan, and your

reflective critique to buckeye box.

Evaluation Rubric for Self-Assessment Project

Category	Possible points
Evidence of having mastered concepts in this seminar.	40
Ability to critique critically and constructively, identifying positive aspects of the class and those that could be improved.	40
Uses a professional tone	20
Total	100

4) Activity creation and presentation (30%): You will create and present a series of activities to practice the present perfect: two structured input, two output and one task-based activity. In addition, you will also create one Intercultural Competence activity. Your grade will be based on how the activities reflect the principles discussed in your readings and in class discussion. During your presentation in class, your classmates will critique your activities and give you feedback.

Evaluation Rubric for Activity Assignments

Category	Possible points
Evidence of having mastered the concepts in this seminar	40
Quality of the activity (creativity, pedagogical soundness, adherence to guidelines)	40
Quality of feedback to your classmates	20
Total	100

WEB SITE at <http://germanic.osu.edu>.

OTHER COURSE POLICIES

Health and safety requirements

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

Communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct* (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Note that it is considered plagiarism if you cut and paste a text from the internet into your course work. It is also plagiarism to have a native speaker or fluent speaker of German do any of your work for you. In this course, it is considered cheating to use any sort of internet translator (such as Google Translate) to complete your course work. Also, keep in mind that these online tools are not accurate.

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

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.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. 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 Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical

conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

The **third-party tools** we use in this course also offer support and answers to various questions users may have.

- [Blinklearning Support](#)
- [Blinklearning FAQs](#)
- [TalkAbroad Support](#)

WEEKLY SYLLABUS

Refer to the CarmenCanvas for weekly topic and assignment due dates.

	In class	Prepare for next meeting
Week 1 Aug 29	<ul style="list-style-type: none"> ○ Introduction to Course Goals ○ <i>Profiles of learners and instructors:</i> Who are your students? Who are you in the classroom? Who do you want to be in the classroom? 	
Week 2	Labor Day	<ul style="list-style-type: none"> ○ Henshaw & Hawkins (2022) Chapter 1(pp.3-25)

Sept 5	No class	<ul style="list-style-type: none"> ○ Purposeful, Interactive World Language Teaching: <i>Foreign language teaching methods</i> ○ Carmen Discussion Question and Reflection activity due Monday, September 12 at midnight
Week 3 Sept 12	<p>No Class</p> <p>I'm at a conference!</p> <p>Note there are discussion questions and reflection assignments - due on Sept. 12.</p>	<p>Readings for Sept 19th:</p> <ul style="list-style-type: none"> ○ Dörnyei 2009 ○ Kramsch 2014 ○ Purposeful, Interactive World Language Teaching: <i>Fundamentals of SLA</i>
Week 4 Sept 19	<ul style="list-style-type: none"> ○ A history of teaching methods: Where have we been? ○ Where is language teaching heading? <p>Class observation 1 due on Friday Sept 23. Submit to CarmenCanvas</p>	<p>Readings for Sept 26th:</p> <ul style="list-style-type: none"> ○ Henshaw & Hawkins (2022): Chapter 2: Goals and Assessment (pp. 29-60)
Week 5 Sept 26	Goals and Assessment	<p>Readings for Oct 3rd:</p> <ul style="list-style-type: none"> ○ Henshaw & Hawkins (2022): Chapter 3: Input (pp.67-99) ○ Barcroft, J. (2016). Vocabulary in language teaching
Week 6 Oct 3	<ul style="list-style-type: none"> ○ The role of input ○ Teaching vocabulary 	<ul style="list-style-type: none"> ○ Purposeful, Interactive World Language Teaching: <i>Teaching grammar</i> ○ Wong, W. & Simard, D. (2015).
Week 7 Oct 10	<ul style="list-style-type: none"> ○ Teaching grammar ○ Structured input ○ Focus on Form <p>Guest speaker: Prof. Wong</p>	<ul style="list-style-type: none"> ○ Gass and Mackey 2015 ○ Henshaw & Hawkins (2022) Chapter 5: Output (135-155)
Week 8 Oct 17	<ul style="list-style-type: none"> ○ Input, Interaction, and Output 	<ul style="list-style-type: none"> ○ Create two, original, sequenced structured input

		activities for practicing the present perfect to present in week 9 (Do NOT consult your textbook!)
Week 9 Oct 24	<ul style="list-style-type: none"> ○ Activity Presentation 	<ul style="list-style-type: none"> ○ Henshaw & Hawkins (2022) Chapter 6: Interaction (161-184) ○ Create two output activities that follow the input activities that you created to present in week 9.
Week 10 Oct 31	<ul style="list-style-type: none"> ○ Activity presentations ○ Grammar practice activities: Output ○ Error correction 	<ul style="list-style-type: none"> ○ Leeser, M. & White, M. (2016). Interactive tasks. <p>Create an interactive task for the third semester of your language course. Present in week 11.</p>
Week 11 Nov 7	<ul style="list-style-type: none"> ○ Activity presentations <p>Class observation 2 due on Friday November 6. Submit to CarmenCanvas</p>	<ul style="list-style-type: none"> ○ Henshaw & Hawkins (2022) Chapter 4: Reading, Listening, Viewing (103-126)
Week 12 Nov 14	<ul style="list-style-type: none"> ○ Reading, Listening, Viewing 	Garrett-Rucks 2016; Piątkowska 2015; Wagner, Fabiana Cardetti and Byram 2019; Purposeful, Interactive World Language Teaching: <i>Intercultural Competence</i> (watch the videos for the third section that you did not do for the workshop, but skip the quizzes/activities)
Week 13 Nov 21	<ul style="list-style-type: none"> ○ Culture and Intercultural competence 	Loewen 2014 Prepare ICC activity
Week 14 Nov 28	<ul style="list-style-type: none"> ○ Pragmatics ○ Present ICC activities 	Purposeful, Interactive World Language Teaching: <i>Instructional guidelines</i> (familiarize yourself with all four guidelines and be

		prepared to discuss, compare and contrast)
Week 15 Dec 5	Bringing it all together Self-assessment of teaching due Dec. 2nd. Submit to CarmenCanvas	Make an appt for a debrief this week.



SYLLABUS

FRENCH 7301

(DRAFT OF AUG 28, 2023)

Teaching French & Italian at the College Level
Autumn 2023 (full term)
3 credit hours

COURSE OVERVIEW

Instructor

Instructor: Professor Wynne Wong
Office: 238 Hagerty Hall
Email address: wong.240@osu.edu (preferred contact method)
Phone number: 614-292-4938
Office hours: TBA

COURSE DESCRIPTION

This course examines theory and research that underlie contemporary approaches to communicative language teaching and includes work with the development of materials and activities for the classroom. We will consider and discuss a range of aspects of second language acquisition (SLA) theory and research that have implications for the L2 classroom. The overall goal of the course is not to give you a “one-time teaching recipe” but rather to provide you with a theoretical and practical foundation that gets you started on your way to becoming a reflective practitioner.

The first part of the course is a workshop that precedes the start of Autumn semester. The second part is a seminar that meets once a week during the semester.

Course learning outcomes

In this course, you will...

1. acquire a working knowledge of theory and research that explains and supports how adults acquire a second language.
2. be able to critically evaluate existing teaching practices and materials based on that working knowledge of theory and research.
3. develop teaching materials and practices for the classroom that are informed by theory and research in second language acquisition.
4. develop a critical understanding of the attitudes, skills, knowledge, and behaviors associated with intercultural competence and have the ability to incorporate activities into your courses that develop IC in the students that you teach. educational technology systems and become proficient in integrating technology into instruction.
5. be able to critically reflect on your own teaching.

Assessment of Outcomes:

Outcome #1 will be assessed by the take-home reflection assignment. Outcome #2 will be assessed by the peer assessment project. Outcome #3 will be assessed by the activities and lesson presentations. Outcome #4 will be assessed by the ICC activity presentation. Outcome #5 will be assessed by the self-assessment project.

COURSE MATERIALS AND TECHNOLOGIES

Required

Henshaw, F. G. & Hawkins, M.D. (2022). *Common ground: Second language acquisition theory goes to the classroom*. Focus.

ISBN-10 : 1647930065 ISBN-13 : 978-1647930066

Available on Amazon

Additional Electronic Texts/Materials Available At OSU Library or Carmen

Purposeful, Interactive World Language Teaching:

<https://www.canvas.net/browse/osu/courses/foreign-language-teaching#:~:text=This%20course%20is%20an%20introduction,to%20occur%3B%20want%20their%20students>

- *Profiles of learners and instructors*
- *Listening and Reading*
- *Intercultural competence*
- *Instructional guidelines*

The Routledge E-Modules on Contemporary Language Teaching, New York: Routledge.

Leeser, M. & White, M. (2016). Interactive tasks.

<http://library.ohio-state.edu/record=b7943078~S7>

Wong, W. & Simard, D. (2015). *Focusing on form in language instruction*.

<https://library-ohio-state-edu.proxy.lib.ohio-state.edu/record=b7943077~S7>

Barcroft, J. (2018). The Input-Based Incremental Approach to Vocabulary in Meaning-Oriented Instruction for Language Program Directors and Teachers. In Ecke, P., & Rott, S. (Eds.), *Understanding Vocabulary Learning and Teaching: Implications for Language Program Development* (pp. 164-180). Boston: Cengage. (Carmen)

Cook, V. (1999). Going beyond the native speaker in language teaching. *TESOL Quarterly*, 33(2), 185-209. (Carmen)

Garrett-Rucks, Paula. 2016. *Intercultural competence in instructed language learning: Bridging theory and practice*. Charlotte, NC: Information Age Publishing. (Chapter 2: Defining culture and its role in foreign language learning, pp. 17-42). (Carmen)

Lee, J., & VanPatten, B. (2003). Structured output: A focus on form in language production. In Lee, J., & VanPatten, B. (Eds.), *Making communicative language teaching happen* (pp. 168-182). (Carmen)

Loewen, S. (2014). *Introduction to Instructed Second Language Acquisition*. New York: Routledge. (Chapter 8: The acquisition of pragmatics, pp. 128-142) (online through the library). <https://library.ohio-state.edu/record=b7620922~S7>

Piątkowska, K. (2015). From cultural knowledge to intercultural communicative competence: Changing perspectives on the role of culture in foreign language teaching, *Intercultural Education*, 26:5, 397-408 (Carmen)

Prada, J., & Turnbull, B. (2018). The role of translanguaging in the multilingual turn: Driving philosophical and conceptual renewal in language education. *EuroAmerican Journal of Applied Linguistics and Languages*, 5(2), 8-23. (Carmen)

Wagner, Manuela, Fabiana Cardetti and Michael Byram. 2019. *Teaching intercultural citizenship across the curriculum: The role of language education*. (ACTFL) (Chapter 2: Making it possible: Models and theories, pp. 9-36). (Carmen)

Wong, W. (2005). Input enhancement: From theory and research to the classroom. McGraw-Hill. (Carmen)

Course technology

Technology Support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
GTA workshop	20%
Take-home reflection assignment	15%
Pedagogical activity/ presentation (4)	25%
Teaching observations and reflections (2)	20%
Self-assessment project	20%
Total	100

See course schedule for due dates.

Grading scale

93–100: A	87–89.9: B+	80–82.9: B-	73–76.9: C	68–69.9: D+	Below 0-64.9: E
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90–92.9: A-	83–86.9: B	77–79.9: C+	70–72.9: C-	65–67.9: D	
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Descriptions of major course assignments

Successful Participation in GTA Workshop

Description: Your participation in the workshop in august will be assessed globally and will account for 20% of your grade in the autumn 7301 seminar.

Preparation

Description: There is no formal class-participation grade component but regular attendance, participation in class, and preparation for class are expected of all graduate students. You are expected to come to class having read all assignments so that you are able to engage with the material in a thoughtful manner and contribute to class discussions. Students should expect to spend approximately two hours in preparation for each hour of seminar

Take-Home Reflection Assignment

Description: This reflection assignment consists of questions that gauge your understanding of second language acquisition theory and research covered in the course. You will complete this assignment at home and turn it in in Carmen.

Academic integrity and collaboration: The midterm is open book and open note. The use of online tools such as ChatGPT is considered academic misconduct. You must complete the assignment yourself, without any external help or communication.

Pedagogical Activity/Presentations

Description: You will create and present four pedagogical activities/lessons. During your presentation, your peers will critique your activities and give you feedback. Your grade will be based on the activity/lesson itself, the presentation, respecting the instructions of the assignment, and how the activities reflect the principles discussed in your readings and in class discussions.

Academic integrity and collaboration: These activities should be your own original work.

Note: Presentations are 10 minutes max (around 5 minutes for presentation and 5 minutes for discussion)

#1 Structured Input (SI) Activities

Create and present one referential and one affective structured input grammar activity for the same grammatical structure.

1. Identify the target structure.
2. Create the activity following the guidelines for the creation of SI in Wong and Simard (2015).
3. In your presentation, be prepared to explain how you adhered to the guidelines in the construction of your activity.

#2 Output Grammar Activities

Create two output activities that follow the structured input activities that you created.

1. Identify the communicative goal
2. Identify the grammar point
3. Create the activity

#3 Interactive Task

Create and present an interactive task following guidelines in the E-module on interactive tasks by Leeser and White (2016) (pp. 8-12).

1. Identify the communicative/information goal
2. Identify information sources (e.g., a news report, a brochure, the students themselves?)
3. Create workable steps to complete the task
4. Provide linguistic support where necessary
5. Provide a follow-up/expansion task

#4 Intercultural Competence Activity

You will create one Intercultural Competence activity. More details to follow.

Suggestions for success:

- Do NOT exceed 10 minutes.
- Do NOT give a complete classroom presentation because you do not have time. Give us a brief sample of how you begin your activity/lesson and then explain how you would proceed.
- DO provide translations as needed so that French, German, Russian, and Italian instructors can follow.
- DO bring copies of any materials for peers that may help them follow your presentation.
- DO be polite and supportive when commenting upon and critiquing your peers' presentations.

- DO be open to comments and critiques about your presentation. Our goal is to help each other improve our teaching, and the only way to do that is to be open to a realistic assessment of our work.

Evaluation Rubric for Activity Assignments

	Meets all expectations 20 pts	Meets most expectations 19-18 pts	Meets some expectations 16-17 pts	Does not meet expectations 0-15 pts
Quality of the activity/lesson (creativity, pedagogical soundness, adherence to guidelines [where applicable])				
Evidence of having mastered the concepts in this seminar.				
Instructions of assignment followed. Time limit respected.	/5 pts			
Quality of feedback to your classmates	/5 pts			
TOTAL PTS	/50			

Teaching Observations & Reflections

Description: You will observe two different language classes. They can be different levels and different languages, and ideally one would be online (you can ask to watch the recording) and one would be in person. I suggest that you visit the classes of instructors who have been teaching in your program for an extended period of time. When you approach the instructor whose class you would like to observe, offer to give them a copy of your observation. The questions to guide your observations and note taking are the same questions that you will use in your self-assessment project. At the end of each observation, you will write a two-page reflection on the teaching practices that you observed. Observation 1 is due **Friday of week 4** and observation 2 is due **Friday of week 7** of this course. The point of doing these observations early in the course is to give you early exposure to seasoned instructors and to prepare for the more extensive critique of your own lesson. The first observation will be graded as completed (50)/not completed (0), but the second will be graded based on this rubric (keep this rubric in mind when you write your first observation as well).

Category	Possible points
Evidence of applying the concepts in this seminar.	/20
Ability to critique critically and constructively, using the prompts provided.	/20
Uses a professional tone	/10
Total	/50

Academic integrity and collaboration: Your observations and reflections should be your own original work.

Recording/Self-Assessment Project

Description: You will record and self-critique a full class that you are currently teaching. You should record your class in **week 13 or 14**. Your assessment project is due by **December 4**. You are responsible for making arrangements to have an iPad and tripod reserved for the day that you want the taping to take place if you are teaching in the classroom. You can reserve an iPad and tripod from the Arts and Humanities Digital Media Services Studio in 142 Hagerty Hall. You should be able to place the iPad in the back of the room to record the class, but if you need someone to tape, you are responsible for finding someone. **NOTE: Pick your date and reserve the camera/iPad now – they run out later in the semester.**

Academic integrity and collaboration: Your final project should be your own original work.

The required components for this project are:

(1) A detailed, typed lesson plan of the day's lesson. The lesson plan is to be written before your recording and not after. The plan should include your communicative objectives, times for each segment/activity, and page numbers for activities. Each item on the plan should be described in detail: who does what and how. If there are handouts, be sure to hand them in with the lesson plan.

(2) A written (3 pages double-spaced) critique of your recorded lesson addressing the following questions. Please make sure you address all the questions.

1. How does the class begin and end? Is there appropriate warm-up?
2. The role of the teacher and the students (would you describe this as a teacher-fronted or student-centered class? why?)

3. The preparation and modeling of activities. Were your instructions clear to learners? Did learners always have a clear idea of what was expected of them?
4. Did your learners have opportunities to receive lots of meaning-bearing input? How was input provided to the learners (e.g., giving directions in target language, telling learners a story, watching a video segment, etc.)? What techniques did you use to make input more comprehensible (e.g., context, visuals, paraphrasing, simplifying speech, etc)?
5. Was language practice meaningful and purposeful? In other words, were learners given a purpose for communication? Were they required to do something with the information they learned?
6. If grammar was presented, did you use an explicit/deductive approach? If yes, why did you choose to present grammar in this way and how much of class time was devoted to this? Can you think of ways where you could have avoided giving explicit grammar information?
7. Did you use English in this class? If yes, explain the context in which English was used. Do you think English could have been avoided?
8. Was culture incorporated into the lesson? If so, was it incorporated effectively?
9. Were there any aspects of the lesson that developed intercultural competence? If so, were they effective?
10. How was technology integrated? Was it pedagogically effective? Why?
11. Was PPT used appropriately? How?
12. What do you like about the lesson and what would you do differently?

(3) Meeting with me. You will schedule a meeting with me to discuss your recorded class and critique/feedback. Before our meeting you will upload your recording, lesson plan, and your reflective critique to one drive.

Evaluation Rubric for Self-Assessment Project

Category	Possible points
Evidence of having mastered concepts in this seminar.	/40
Ability to critique critically and constructively, identifying positive aspects of the class and those that could be improved.	/40
Uses a professional tone	/20
Total	100

Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For written assignments as well as larger projects, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards **weekly**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here:

<http://advising.osu.edu>

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources. If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

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.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. 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 Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

Academic Resources

For academic resources such as advising, transcripts, degree audits, tutoring services and other learning support services on the OSU campus, visit <http://advising.osu.edu> or e-mail peltier.15@osu.edu.

Student Services

For student services offered on the OSU main campus, visit <https://contactbuckeyelink.osu.edu/> or e-mail buckeyelink@osu.edu. Student Academic Services Building | 281 W. Lane Ave. | Columbus, Ohio 43210. Contact: 614-292-0300

COURSE SCHEDULE

Please see Carmen for homework assignments and specific due dates.

Week	Topics	Assignments to Complete BEFORE Class
WK 1 Aug 28	<ul style="list-style-type: none"> ◆ Introduction to Course Goals ◆ History of Language Instruction: How did we get here? - From Grammar Translation to Communicative Language Teaching ◆ What is CLT? ◆ Defining and understanding “communication” in the CLT classroom ◆ Teaching Challenges How did the first week of teaching go? What are your primary concerns as you head into the 2nd week of teaching? 	<ul style="list-style-type: none"> ◆ VanPatten (2017) CLT Principle 1 Optional/Recommended: <ul style="list-style-type: none"> ◆ Wong (2005) History of Language Instruction
WK 2 Sept 4	Labor Day No class	
WK 3 Sept 11	<ul style="list-style-type: none"> ◆ Some Basics of Second Language Acquisition for Language Instructors ◆ Mental Representation and Skill ◆ Three Modes of Communication 	<ul style="list-style-type: none"> ◆ Henshaw & Hawkins (2022), Ch 1 Guiding Principles
WK 4 Sept 18	<ul style="list-style-type: none"> ◆ Goals and Assessment <p style="background-color: #00FFFF; display: inline-block; padding: 2px;">Class observation 1 due on Friday.</p>	<ul style="list-style-type: none"> ◆ Henshaw & Hawkins (2022), Ch 2: Goals and Assessment
WK 5 Sept 25	<ul style="list-style-type: none"> ◆ The Role of Input in SLA ◆ Teaching Vocabulary 	<ul style="list-style-type: none"> ◆ Henshaw & Hawkins (2022), Ch 3: Input ◆ Barcroft (2018)
WK 6 Oct 2	<ul style="list-style-type: none"> ◆ Teaching Grammar ◆ Input Enhancement 	<ul style="list-style-type: none"> ◆ Wong and Simard (2015)

	Prepare Activity #1 Structured Input	
WK 7 Oct 9	Presentations of structured input activities ◆ Output Prepare Activity #2: output Class observation 2 due on Friday.	◆ Lee & VanPatten (2003) Ch 8: Structured Output Recommended: Henshaw & Hawkins (2022), Ch 5: Output ◆ Structured output activity due today
WK 8 Oct 16	No class Free day to make up for time spent doing observations. Autumn Break is Oct 12-13	
WK 9 Oct 23	Presentations of output activities ◆ Interaction ◆ Tasks ◆ Feedback Prepare Activity #3: Interactive task	◆ Leeser & White (2016) ◆ Henshaw & Hawkins (2022), Ch 6: Interaction ◆ Structured output activity due today
WK 10 Oct 30	Presentation of an interactive task ◆ Culture and Intercultural competence Prepare ICC activity	◆ Garrett-Rucks (2016) ◆ Piątkowska (2015) ◆ Wagner, Fabiana Cardetti and Byram (2019) ◆ Purposeful, Interactive World Language Teaching: <i>Intercultural Competence</i> (watch the videos for the third section that you did not do for the workshop, but skip the quizzes/activities) ◆ Interactive task due today
WK 11 Nov 6	◆ Pragmatics	◆ Loewen (2014)
WK 12	Present ICC activities ◆ Questioning native speaker norms	◆ Cook (1999) ◆ Leung and Valdés (2019)

Nov 13	<ul style="list-style-type: none"> ◆ Plurilingual instruction/Translanguaging ◆ Gender-inclusive language teaching <p>Friday Nov 10 is Veteran's Day</p>	<ul style="list-style-type: none"> ◆ Prada and Turnbull (2018) ◆ Peters (2020) <p>◆ Intercultural competence activity due today</p>
WK 13 Nov 20	<ul style="list-style-type: none"> ◆ Reading and Listening <p>Individual appointments to discuss final project</p> <p>Thanksgiving Week</p>	<ul style="list-style-type: none"> ◆ Purposeful, Interactive World Language Teaching: <i>Reading and listening</i> <p>Optional: Henshaw & Hawkins (2022), Ch 4: Reading, Listening, Viewing</p>
WK 14 Nov 27	Wrap-up	
WK 15 Dec 4	Self-assessment of teaching due at 5 pm	