

## Term Information

Effective Term Autumn 2024  
[Previous Value](#) Autumn 2021

## Course Change Information

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

Changing course number from 7301 to 7600 to match the cross-listed German section. Course title is changing from "Teaching French & Italian at the College Level" to "Teaching World Languages at the College Level".

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

We would like to have FRIT 7600 match the German 7600 course, as they have been historically, and will continue to be, cross-listed.

### 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)?

N/A

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)

German 6600 changing to Germanic 7600 to cross-list with FRIT 7600

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area French and Italian  
Fiscal Unit/Academic Org French & Italian - D0545  
College/Academic Group Arts and Sciences  
Level/Career Graduate  
Course Number/Catalog 7600  
[Previous Value](#) 7301  
Course Title Teaching World Languages at the College Level  
[Previous Value](#) Teaching French and Italian at the College Level  
Transcript Abbreviation TeachingWorldLangs  
[Previous Value](#) Teaching Col Level  
Course Description This course examines theory & research that underlie contemporary approaches to communicative language teaching & includes work with the development of materials & activities for the classroom. We will consider & discuss a range of aspects of second language acquisition (SLA) theory & research that have implications for the L2 classroom. It will provide a theoretical & practical foundation to you.  
[Previous Value](#) Methods and techniques for teaching French and Italian languages at the college level.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
[Previous Value](#) Yes, 100% at a distance, Less than 50% at a distance  
Grading Basis Letter Grade

Repeatable	No
Course Components	Seminar
Grade Roster Component	Seminar
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: Graduate teaching associate in the Department of French and Italian, or permission of instructor.
Exclusions	Not open to students with credit for German 6600, German 7600, French 7301, Italian 7301, or FRIT 7301
<a href="#">Previous Value</a>	Not open to students with credit for French 7301 or Italian 7301.
Electronically Enforced	Yes

## Cross-Listings

Cross-Listings	Cross-listed in German
<a href="#">Previous Value</a>	

## Subject/CIP Code

Subject/CIP Code	05.0114
Subsidy Level	Doctoral Course
Intended Rank	Masters, Doctoral
<a href="#">Previous Value</a>	<i>Doctoral</i>

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

## Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none"><li>• 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.</li><li>• Acquire a working knowledge of theory and research that explains and supports how adults acquire a second language; be able to critically evaluate existing teaching practices and materials based on that working knowledge of theory and research</li><li>• Develop teaching materials and practices for the classroom that are informed by theory and research in SLA</li><li>• Develop a critical understanding of the attitudes, skills, knowledge, and behaviors associated with intercultural competence (IC) and have the ability to incorporate activities into your courses that develop IC in the students that you teach</li><li>• Be able to critically reflect on your own teaching.</li></ul>
<a href="#">Previous Value</a>	<ul style="list-style-type: none"><li>• <i>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.</i></li></ul>

**Content Topic List**

- Theory of language learning and acquisition and research that underlie contemporary approaches to communicative language teaching
- Instructional strategies for various modalities at different linguistic levels and development of materials and activities for the SLA classroom.
- Classroom observations and practical experiences; development of a teaching philosophy; reflection on one's own teaching; and engaging in constructive steps to solve teaching problems.
- Educational technology as it relates to the teaching of world languages and intercultural competence (IC).

**Previous Value**

- *Two-week intensive workshop previous to the semester's start followed by a two-hour weekly class*
- *Theory and research that underlie contemporary approaches to communicative language teaching*
- *Development of materials and activities for the classroom*
- *Classroom observations*
- *Developing a teaching philosophy*

**Sought Concurrence**

No

**Attachments**

- FR 7301 syllabus\_AU23 Aug28[21].docx: Old FRIT 7301 syllabus  
*(Syllabus. Owner: Lang,Matthew C)*
- FR.7600.syllabus\_AU23[21].docx: Updated FRIT 7600 syllabus  
*(Syllabus. Owner: Lang,Matthew C)*
- Concurrence-FRIT-German-7600.pdf: Concurrence email  
*(Concurrence. Owner: Lang,Matthew C)*
- 6600.Syllabus.AU22.docx: Old Germanic 6600 syllabus  
*(Syllabus. Owner: Lang,Matthew C)*
- GR.7600.Syllabus.AU23.docx: Updated Germanic 7600 syllabus  
*(Syllabus. Owner: Lang,Matthew C)*
- Chair concurrence-FRIT-German-7600.pdf: Chair concurrence  
*(Concurrence. Owner: Lang,Matthew C)*

**Comments**

- Please resubmit *(by Vankeerbergen,Bernadette Chantal on 10/12/2023 04:40 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Lang,Matthew C	09/27/2023 11:36 AM	Submitted for Approval
Approved	Heller,Sarah-Grace	09/27/2023 03:10 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	10/12/2023 04:36 PM	College Approval
Approved	Vankeerbergen,Bernadette Chantal	10/12/2023 04:39 PM	ASCCAO Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/12/2023 04:40 PM	ASC Approval
Submitted	Lang,Matthew C	10/13/2023 09:31 AM	Submitted for Approval
Pending Approval	Willging,Jennifer Heller,Sarah-Grace	10/13/2023 09:31 AM	Unit Approval



# SYLLABUS

# FRENCH 7600

Teaching World Languages 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](mailto: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](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto: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%
<b>Total</b>	<b>100</b>

*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
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

### 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			
<b>TOTAL PTS</b>	<b>/50</b>			

## 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

#### OHIO STATE'S ACADEMIC MISCONDUCT POLICY

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/>.

### Statement on Title IX

*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 at [titleix@osu.edu](mailto:titleix@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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Student Life Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4<sup>th</sup> Floor of the Younkin Success Center and 10<sup>th</sup> 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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

# ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

## Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

## Religious accommodations

*It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.*

*Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.*

## 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](http://go.osu.edu/canvas-accessibility))

- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](http://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](mailto: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](mailto:buckeyelink@osu.edu). Student Academic Services Building | 281 W. Lane Ave. | Columbus, Ohio 43210. Contact: [614-292-0300](tel: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"> <li>◆ Introduction to Course Goals</li> <li>◆ History of Language Instruction: How did we get here? - From Grammar Translation to Communicative Language Teaching</li> <li>◆ What is CLT?</li> <li>◆ Defining and understanding “communication” in the CLT classroom</li> <li>◆ Teaching Challenges How did the first week of teaching go? What are your primary concerns as you head into the 2<sup>nd</sup> week of teaching?</li> </ul>	<ul style="list-style-type: none"> <li>◆ VanPatten (2017) CLT Principle 1</li> <li>Optional/Recommended:</li> <li>◆ Wong (2005) History of Language Instruction</li> </ul>



WK 2 Sept 4	Labor Day No class	
WK 3 Sept 11	<ul style="list-style-type: none"> <li>◆ Some Basics of Second Language Acquisition for Language Instructors</li> <li>◆ Mental Representation and Skill</li> <li>◆ Three Modes of Communication</li> </ul>	◆ Henshaw & Hawkins (2022), Ch 1 Guiding Principles
WK 4 Sept 18	<ul style="list-style-type: none"> <li>◆ Goals and Assessment</li> </ul> <p><b>Class observation 1 due on Friday.</b></p>	◆ Henshaw & Hawkins (2022), Ch 2: Goals and Assessment
WK 5 Sept 25	<ul style="list-style-type: none"> <li>◆ The Role of Input in SLA</li> <li>◆ Teaching Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>◆ Henshaw &amp; Hawkins (2022), Ch 3: Input</li> <li>◆ Barcroft (2018)</li> </ul>
WK 6 Oct 2	<ul style="list-style-type: none"> <li>◆ Teaching Grammar</li> <li>◆ Input Enhancement</li> </ul> <p>Prepare Activity #1 Structured Input</p>	◆ Wong and Simard (2015)
WK 7 Oct 9	<p>Presentations of structured input activities</p> <ul style="list-style-type: none"> <li>◆ Output</li> </ul> <p>Prepare Activity #2: output</p> <p><b>Class observation 2 due on Friday.</b></p>	<ul style="list-style-type: none"> <li>◆ Lee &amp; VanPatten (2003) Ch 8: Structured Output</li> <li>Recommended: Henshaw &amp; Hawkins (2022), Ch 5: Output</li> <li>◆ Structured output activity due today</li> </ul>
WK 8 Oct 16	<p>No class</p> <p>Free day to make up for time spent doing observations.</p> <p><b>Autumn Break is Oct 12-13</b></p>	

WK 9 Oct 23	<p>Presentations of output activities</p> <ul style="list-style-type: none"> <li>◆ Interaction</li> <li>◆ Tasks</li> <li>◆ Feedback</li> </ul> <p>Prepare Activity #3: Interactive task</p>	<ul style="list-style-type: none"> <li>◆ Leeser &amp; White (2016)</li> <li>◆ Henshaw &amp; Hawkins (2022), Ch 6: Interaction</li> <li>◆ Structured output activity due today</li> </ul>
WK 10 Oct 30	<p>Presentation of an interactive task</p> <ul style="list-style-type: none"> <li>◆ Culture and Intercultural competence</li> </ul> <p>Prepare ICC activity</p>	<ul style="list-style-type: none"> <li>◆ Garrett-Rucks (2016)</li> <li>◆ Piątkowska (2015)</li> <li>◆ Wagner, Fabiana Cardetti and Byram (2019)</li> <li>◆ 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)</li> <li>◆ Interactive task due today</li> </ul>
WK 11 Nov 6	<ul style="list-style-type: none"> <li>◆ Pragmatics</li> </ul>	<ul style="list-style-type: none"> <li>◆ Loewen (2014)</li> </ul>
WK 12 Nov 13	<p>Present ICC activities</p> <ul style="list-style-type: none"> <li>◆ Questioning native speaker norms</li> <li>◆ Plurilingual instruction/Translanguaging</li> <li>◆ Gender-inclusive language teaching</li> </ul> <p>Friday Nov 10 is Veteran's Day</p>	<ul style="list-style-type: none"> <li>◆ Cook (1999)</li> <li>◆ Leung and Valdés (2019)</li> <li>◆ Prada and Turnbull (2018)</li> <li>◆ Peters (2020)</li> <li>◆ Intercultural competence activity due today</li> </ul>
WK 13 Nov 20	<ul style="list-style-type: none"> <li>◆ Reading and Listening</li> </ul> <p>Individual appointments to discuss final project</p> <p>Thanksgiving Week</p>	<ul style="list-style-type: none"> <li>◆ Purposeful, Interactive World Language Teaching: <i>Reading and listening</i></li> <li>Optional: Henshaw &amp; Hawkins (2022), Ch 4: Reading, Listening, Viewing</li> </ul>
WK 14 Nov 27	<p>Wrap-up</p>	
WK 15	<p><b>Self-assessment of teaching due at 5 pm</b></p>	

Dec 4		
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# SYLLABUS

# GERMAN 7600

Teaching World Languages at the College Level  
Autumn 2024 (full term)  
3 credit hours

## COURSE OVERVIEW

Professor Carmen Taleghani-Nikazm  
Office: Hagerty 498-E  
Email: [taleghani-nikazm.1@osu.edu](mailto:taleghani-nikazm.1@osu.edu)  
Office Hours: TBA  
Course meets Mondays 1:00-3:30 in 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 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*
- *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)

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)

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](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto: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	WEIGHTING
GTA Workshop	20%
Take-home reflection assignment	15%
Pedagogical activity/presentations (4)	25%
Teaching observations and reflections (2)	20%
Self-assessment project	20%
Total	100

## 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

### 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 7600 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			
<b>TOTAL PTS</b>	<b>/50</b>			

## Teaching Observations & Reflections

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**. 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

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 X**. 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.

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 OneDrive.

## 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

### 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 misconduct policy

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/>.

## Statement on Title IX

*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 at [titleix@osu.edu](mailto:titleix@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 Greeneville 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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Student Life Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4<sup>th</sup> Floor of the Younkin Success Center and 10<sup>th</sup> 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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

## **ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

### **Requesting accommodations**

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

## Religious accommodations

*It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.*

*Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.*

## 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](http://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](http://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.

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



Oct 2	<ul style="list-style-type: none"> <li>◆ Input Enhancement</li> </ul> <p>Prepare Activity #1 Structured Input</p>	
<p>WK 7</p> <p>Oct 9</p>	<p>Presentations of structured input activities</p> <ul style="list-style-type: none"> <li>◆ Output</li> </ul> <p>Prepare Activity #2: output</p> <p><b>Class observation 2 due on Friday.</b></p>	<ul style="list-style-type: none"> <li>◆ Lee &amp; VanPatten (2003) Ch 8: Structured Output</li> <li>Recommended: Henshaw &amp; Hawkins (2022), Ch 5: Output</li> <li>◆ Structured output activity due today</li> </ul>
<p>WK 8</p> <p>Oct 16</p>	<p>No class</p> <p>Free day to make up for time spent doing observations.</p> <p><b>Autumn Break is Oct 12-13</b></p>	
<p>WK 9</p> <p>Oct 23</p>	<p>Presentations of output activities</p> <ul style="list-style-type: none"> <li>◆ Interaction</li> <li>◆ Tasks</li> <li>◆ Feedback</li> </ul> <p>Prepare Activity #3: Interactive task</p>	<ul style="list-style-type: none"> <li>◆ Leaser &amp; White (2016)</li> <li>◆ Henshaw &amp; Hawkins (2022), Ch 6: Interaction</li> <li>◆ Structured output activity due today</li> </ul>
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WK 11	<ul style="list-style-type: none"> <li>◆ Pragmatics</li> </ul>	<ul style="list-style-type: none"> <li>◆ Loewen (2014)</li> </ul>

Nov 6		
WK 12 Nov 13	<p>Present ICC activities</p> <ul style="list-style-type: none"> <li>◆ Questioning native speaker norms</li> <li>◆ Plurilingual instruction/Translanguaging</li> <li>◆ Gender-inclusive language teaching</li> </ul> <p>Friday Nov 10 is Veteran's Day</p>	<ul style="list-style-type: none"> <li>◆ Cook (1999)</li> <li>◆ Leung and Valdés (2019)</li> <li>◆ Prada and Turnbull (2018)</li> <li>◆ Peters (2020)</li> </ul> <p>◆ Intercultural competence activity due today</p>
WK 13 Nov 20	<ul style="list-style-type: none"> <li>◆ Reading and Listening</li> </ul> <p>Individual appointments to discuss final project</p> <p>Thanksgiving Week</p>	<ul style="list-style-type: none"> <li>◆ Purposeful, Interactive World Language Teaching: <i>Reading and listening</i></li> </ul> <p>Optional: Henshaw &amp; Hawkins (2022), Ch 4: Reading, Listening, Viewing</p>
WK 14 Nov 27	Wrap-up	
WK 15 Dec 4	<b>Self-assessment of teaching due at 5 pm</b>	

Wednesday, September 27, 2023 at 11:30:28 Eastern Daylight Time

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**Subject:** Re: FRIT-German cross-listed course  
**Date:** Thursday, September 14, 2023 at 4:32:36 PM Eastern Daylight Time  
**From:** Heller, Sarah-Grace  
**To:** Taleghani-Nikazm, Carmen  
**CC:** Wong, Wynne, Miller, Natascha, Lang, Matthew  
**Attachments:** image001[90].png

Dear Carmen,

Aligning the two courses makes a great deal of sense, I heartily agree. Delighted to support it. Thanks for proposing it.

Is Slavic involved too? Doesn't their 7801 rotate in, as well?

Yours,

Sarah-Grace

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**From:** Taleghani-Nikazm, Carmen <[taleghani-nikazm.1@osu.edu](mailto:taleghani-nikazm.1@osu.edu)>  
**Date:** Thursday, September 14, 2023 at 1:46 PM  
**To:** Heller, Sarah-Grace <[heller.64@osu.edu](mailto:heller.64@osu.edu)>  
**Cc:** Wong, Wynne <[wong.240@osu.edu](mailto:wong.240@osu.edu)>, Miller, Natascha <[miller.521@osu.edu](mailto:miller.521@osu.edu)>, Lang, Matthew <[lang.650@osu.edu](mailto:lang.650@osu.edu)>  
**Subject:** FRIT-German cross-listed course

Dear Sarah-Grace,

As you may know, Wynne and I have been alternating teaching the teaching methods course that is required for new GTAs to take. We had a meeting earlier today and talked about cross-listing the course and change the number to German 7600 and FRIT 7600 and lower credit hours of the German's version of the course from four to three.

Natascha can work with Matt to get the course change proposal going, if you agree.

Thanks,  
Carmen



**Carmen Taleghani-Nikazm**

Professor  
Chair, Department of Germanic Languages and Literatures  
498-E Hagerty Hall  
1775 College Rd, Columbus, OH 43210  
614-292-6985 Office

**From:** Taleghani-Nikazm, Carmen <taleghani-nikazm.1@osu.edu>  
**Sent:** Thursday, September 21, 2023 7:54 AM  
**To:** Miller, Natascha <miller.521@osu.edu>; Lang, Matthew <lang.650@osu.edu>  
**Cc:** Wong, Wynne <wong.240@osu.edu>  
**Subject:** Cross-listed GR and FR 7600

Dear Natascha, dear Matt:

I've attached the common syllabi for German 7600 and French 7600 (Teaching World Languages at the College Level) to be submitted along with our course change request. I've also attached the old syllabi, I believe they'll ask for them.

Wynne, please note the changed subtitle of the course "Teaching World Languages at the College Level". I did this to remove language specific references in the title.

I also updated the statements for academic misconduct, mental health, title XI, and added the one regarding religious holidays. So, those should be up to date.

We may be asked for a rationale for lowering the German version credit hours from 4 to 3. Here is what we could say:

Some GTA workshop related activities were removed to lower the credit hours for the German version of the course, in order to make both syllabi in sync.

Thank you for your help with this!

Carmen



**Carmen Taleghani-Nikazm**

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