

SPAN 440; Section 001: Teaching Romance Languages Fall 2011 (Prerequisite: SPAN 200)

Class meeting: Tuesday and Thursday; 2:30-3:45pm; 005 Life Sciences

Instructor: Joe Bauman

Office: 341 Burrowes, #10 (also Burrowes 343)

Office Hours: Tuesday/Thursday 10:00-11:30am and by appointment

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Course description: This course is proposed to offer students near the completion of their language requirements for secondary licensure with the background and experience needed to teach languages to secondary-level students. Students will be provided with the necessary information to assist them throughout their teaching careers in making sound judgments in curricula and lesson planning, and their language teaching techniques.

Major topics will include:

- Second language learning in the classroom
- Vocabulary instruction
- Grammar instruction
- Development of spoken language ability
- Development of listening and reading ability
- Web-based language instruction

This course will address the topics outlined above through a combination of readings, lectures, group discussions, and activities of both theory and practice in second language instruction.

Course materials:

Readings: These will be made available on Angel, and are taken primarily from the following sources (there may be some additional readings provided later):

- Shrum, J. L. and Glisan, E. W. (2010). *Teacher's Handbook: Contextualized Language Instruction* (4th edition). Boston: Heinle.
- Lee, J. F., and VanPatten, B. (2003). *Making Communicative Language Teaching Happen* (2nd edition). New York: McGraw-Hill.
- Lightbown, P., and Spada, N. (1999). *How languages are learned* (Revised Edition). Oxford: Oxford University Press.

Grading criteria:

1. Exams (3 exams @ 15% each): 45%
2. Web portfolio: 20%
3. In-class microteaching/peer feedback: 20%
4. Reading-based quizzes/participation: 15%

Criteria description

Exams: There will be three (3) exams during the semester that test your knowledge of the material covered in class. The content and dates for the exams are indicated in the weekly calendar, although these dates may be subject to change depending on the pacing of the material as the semester progresses. Students with a valid medical excuse may make up a missed exam within 2 days of returning to class.

Web-based portfolio: Toward the end of the semester, you will be asked to turn in a portfolio with materials related to a basic teaching unit.

In addition, you will be asked to include a teaching philosophy regarding your approach to teaching a (foreign/second) language.

In-class microteaching: You will plan and demonstrate a language class of approximately 20 minutes, in one of the following areas: vocabulary, information-exchange, grammar input, and grammar output.

The effectiveness of the microteaching lesson will be evaluated by the class members and by me, through written comments on the activity, including reactions and suggestions for improvement.

Course grading Scale

A: 94 to 100	
A-: 90 to 93.9	C+: 75 to 79.9
B+: 87.7 to 89.9	C: 70 to 74.9
B: 83.4 to 87.6	D: 60 to 69.9
B-: 80 to 83.3	F: 59.9 and below

Academic Integrity: The Pennsylvania State University defines academic integrity as the pursuit of scholarly activity in an open, honest and responsible manner. All students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts (Faculty Senate Policy-49-20).

Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who are found to be dishonest will receive academic

sanctions and will be reported to the University's Judicial Affairs office for possible further disciplinary sanction.

Disability Access Statement: The Pennsylvania State University encourages qualified people with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities, and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell the instructor as soon as possible.

TENTATIVE WEEKLY CALENDAR

Note: these dates and readings may change depending on how much time we spend in class discussing each topic, but this will give you at least a rough idea of some due dates, what we'll be covering, and when we'll be covering it

Week 1	Tuesday: Aug 23 -Syllabus -Survey: Popular ideas about language learning	Thursday: Aug 25 READING DUE: <i>How Languages are Learned: Chapter 7</i> (Popular ideas about language learning: Facts & opinions)
Week 2	Tuesday: Aug 30 READING DUE: <i>Teacher's Handbook: Chapter 1</i> (The role of input, output & interaction in language learning)	Thursday: Sep 1 READING DUE: <i>Teacher's Handbook: Chapter 3</i> (Organizing content and planning for integrated instruction)
Week 3	Tuesday: Sep 6 READING DUE: <i>Making Communicative Language Teaching Happen...: Chapter 1</i> (On roles and tasks)	Thursday: Sep 8 READING DUE: <i>Making Communicative...: Chapter 2</i> (Research insights)
Week 4	Tuesday: Sep 13 READING DUE: <i>Making Communicative...: Chapter 3</i> (Comprehensible input)	Thursday: Sep 15 READING DUE: <i>Making Communicative...: Chapter 3</i> (Comprehensible input)

Week 5	Tuesday: Sep 20 READING DUE: <i>Making Communicative...: Chapter 4</i> (Listening comprehension)	Thursday: Sep 22 READING DUE: <i>Making Communicative...: Chapter 5</i> (Grammar Instruction)
Week 6	Tuesday: Sep 27 Exam preparation	Thursday: Sep 29 Exam 1
Week 7	Tuesday: Oct 4	Thursday: Oct 6 READING DUE: <i>Teacher's Handbook: Chapter 8</i> (Developing Oral Interpersonal and Presentational Communication)
Week 8	Tuesday: Oct 11 READING DUE: <i>Making Communicative...: Chapter 7</i> (Suggestions for testing grammar)	Thursday: Oct 13 Microteaching (3)
Week 9	Tuesday: Oct 18 READING DUE: <i>Teacher's Handbook: Chapter 4</i> (Elementary school curriculum...)	Thursday: Oct 20 Microteaching (3)
Week 10	Tuesday: Oct 25 READING DUE: <i>Teacher's Handbook: Chapter 5</i> (Middle school curriculum)	Thursday: Oct 27 Microteaching (3)
Week 11	Tuesday: Nov 1 -How to create language activities for online use -iPad apps	Thursday: Nov 3 Microteaching (3)

Week 12	Tuesday: Nov 8 Exam Review	Thursday: Nov 10 Exam 2
Week 13	Tuesday: Nov 15 Microteaching (3)	Thursday: Nov 17 Microteaching (3)
Week 14	Tuesday: Nov 22 Thanksgiving Break	Thursday: Nov 24 Thanksgiving Break
Week 15	Tuesday: Nov 29 Microteaching (3)	Thursday: Dec 1 Microteaching (3)
Week 16	Tuesday: Dec 6 Microteaching (4)	Thursday: Dec 8 Microteaching (4)