

**FL 512: Teaching for Proficiency: Methods and Strategies**

Session 2 (July 16–August 4, 2023)

8:00–9:50, Monday–Friday

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| **I. Course Information and Goals** |

This course explores how proficiency standards can be applied in the classroom in conjunction with state and local standards based on the national standards for foreign language education as established by the American Council on Teaching of Foreign Languages (ACTFL). Using ACTFL’s Guiding Principles for Language Learning and ACTFL’s High-Leverage Teaching Practices, students learn how to integrate the Five Cs of world language education (i.e., the ACTFL World-Readiness Standards): Communication, Cultures, Connections, Comparisons, and Communities, with clearly defined proficiency standards for foreign language performance.

Through this course, students will:

* Discuss the theoretical issues that underlie past and present language teaching approaches.
* Deconstruct fundamental high-leverage instructional practices that are complex and often not visible through observation, definition, or brief explanation.
* Identify and create contextualized lesson plans, learning tasks, and activities informed by current research-based high-leverage teaching practices, and align them with the national standards for world language education as established by the American Council on the Teaching of Foreign Languages (ACTFL).
* Examine different types of performance and proficiency assessments.

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| **II. Required Materials** |

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| **Required texts:**   1. Glisan, E.W. & Donato, R. (2017). *Enacting the Work of Language Instruction: High-Leverage Teaching Practices (Volume I)*: ACTFL. 2. Glisan, E.W. & Donato, R. (2021). *Enacting the Work of Language Instruction: High-Leverage Teaching Practices (Volume II)*: ACTFL.   **Note:** These books are available from the [ACTFL Store](https://my.actfl.org/Portal21/Store/2021_Product_Display.aspx?WebsiteKey=72c90fdf-9ea9-46e6-b75e-c1353f27e473&90295f80632f=2#90295f80632f) in either paperback or e-book format. | Image result for enacting the work of language instruction | Enacting the Work of Language Instruction, Vol. 2 |

**Additional readings (provided on Moodle):**

1. Adair-Hauck, B., Glisan, E.W., & Troyan, F.J. (2015). Examples of IPAs from the Field. In *Implementing performance assessments*: ACTFL.
2. Blaz, D. (2006). Ideas Smorgasbord. In *Differentiated instruction: A guide for world language teachers*: Routledge.
3. Brandl, K. (2021). Vocabulary and Language Learning. In *Communicative language teaching in action: Putting principles to work*: Cognella.
4. Erlam, R., Philp, J, & Feick, D. (2021) Fostering an Inclusive Language Classroom. In *Teaching language to adolescent learners: From theory to practice*: Cambridge University Press.
5. Krashen, S.D. & Terrell, T.D. (1998). Oral Communication Development through Acquisition Activities. In *The natural approach: Language acquisition in the classroom*: Prentice Hall.
6. Ritz, C. & Toro, C. (2022). Introduction and Foundational Understandings. In *Proficiency-based instruction: Input & interaction in world language education*: ACTFL.
7. Sandrock, P. (2002). *Planning curriculum for learning world languages*: Wisconsin Department of Public Instruction.
8. Sandrock, P. (2015). Designing Rubrics to Assess Performance. In *The keys to assessing language performance: A teacher’s manual for measuring student progress*: ACTFL.
9. Shrum, J.L. & Glisan, E.W. (2015). Developing Oral and Written Interpersonal Communication. In *Teacher’s handbook: Contextualized language instruction*: Cengage.
10. Spycher, P. (2017). *Scaffolding writing through the “teaching and learning cycle*.”:WestEd.

**Note:** The readings in this course are copyrighted. They are intended for use only by students registered in FL 512 and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further.

**Guiding documents and resources from ACTFL (please be familiar with these prior to the start of the first class):**

1. [ACTFL World Readiness Standards (aka the 5 Cs)](https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf)
2. [ACTFL Guiding Principles for Language Learning](https://www.actfl.org/educator-resources/guiding-principles-for-language-learning)
3. [ACTFL Proficiency Guidelines](https://www.actfl.org/educator-resources/actfl-proficiency-guidelines)
4. [ACTFL Performance Descriptors for Language Learners](https://www.actfl.org/sites/default/files/publications/ACTFLPerformance_Descriptors.pdf)
5. [NCSSFL-ACTFL Can-Do Statements Proficiency Benchmarks](https://www.actfl.org/sites/default/files/can-dos/Can-Do_Benchmarks_Indicators-wide.pdf)
6. [P21-ACTFL 21st Century Skills Map](https://edtochangetheworld.com/wp-content/uploads/2019/03/21century_worldlanguagesmap.pdf)
7. [ACTFL Position Statements](https://www.actfl.org/about-actfl/actfl-position-statements)

**Additional resources you may find helpful:**

1. [Model Curriculum for World Languages and Cultures (from the Ohio Department of Education)](https://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/Model-Curriculum-for-World-Languages-and-Cultures)
2. [Sample Units and Lesson Plans (from the Georgia Department of Education)](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/World-Languages-and-International-Education.aspx)
3. [Teacher Effectiveness for Language Learning (TELL) Project](http://www.tellproject.org/)
4. [Teaching Foreign Languages: A Library of Classroom Practices (from ACTFL/Annenburg)](https://www.learner.org/series/teaching-foreign-languages-k-12-a-library-of-classroom-practices/)
5. [Teaching Foreign Languages: Workshop (from ACTFL/Annenburg)](https://www.learner.org/series/teaching-foreign-languages-k-12-workshop/)
6. [Foreign Language Teaching Methods: Professional Development Modules for Language Teachers (from the Center for Open Educational Resources and Language Learning)](https://www.coerll.utexas.edu/methods/)
7. [Heritage Spanish Professional Developmental Modules (from the Center for Open Educational Resources and Language Learning)](https://heritagespanish.coerll.utexas.edu/instructor-resources/modules/)
8. [Resources on Critical Pedagogy/Social Justice in Language Teaching](https://staceymargarita.wordpress.com/resources/critical-pedagogy-social-justice-resources/)
9. [*Common Ground: Second Language Acquisition Theory Goes to the Classroom* and its accompanying resource site (by Florencia Henshaw and Maris Hawkins)](https://hackettpublishing.com/common-ground-resources)
10. [*Teaching Language to Adolescent Learners: From Theory to Practice* (by Rosemary Erlam, Jenefer Philp, and Diana Feick)](https://www.cambridge.org/core/books/teaching-languages-to-adolescent-learners/2FEB18731CA4356C04A21D9F58584F71)
11. [Best of Bilash: Improving Second Language Education (by Olenka Bilash)](https://sites.ualberta.ca/~obilash/home1.html)

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| **III. Course Components and Evaluation** |

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| **Grade components:**   1. Attendance and participation 2. Reading/discussion questions 3. Teaching portfolio activities:    1. Contextualized vocabulary lesson    2. PACE Model grammar lesson    3. Interpretive task    4. Interpersonal task    5. Presentational task    6. IMAGE Model lesson    7. IPA analysis activity | 15%  15%  15%  15%  7.5%  7.5%  7.5%  10%  7.5%  **Total 100%** | **Grading scale:**  A 94 - 100 %  A- 90 - 93 %  B+ 87 - 89 %  B 84 - 86 %  B- 80 - 83 %  C+ 77 - 79%  C 74 - 76%  C- 70 – 73%  D+ 67 - 69 %  D 64 - 66 %  D- 60 - 63 %  F 0 - 59 % |

**1. Attendance and Participation (15%)**

This course and the SLI offer you the valuable and relatively rare opportunity to spend several weeks dialoguing

with and learning alongside other professionals in your field. As such, attendance and participation are vital and

are substantially weighted. Students can earn full credit for attendance/participation each day by arriving and

leaving at the designated times and by actively contributing during class time. Active participation in group and

class discussions will be characterized by thoughtful contributions that reflect completion of the assigned

readings prior to class and their application to the task at hand, as well as synthesis of previously covered

material.

**Note:** Due to the intensive nature of the SLI program, attendance and punctuality are extremely important. Absence is not permitted. With each absence your grade will be lowered by 10%. In the case of an emergency or illness, the student should contact the professor and the director of the SLI program.

**2. Reading/Discussion Questions (15%)**

Before class each day, you will complete an assignment related to the readings and the themes that will be discussed in class. These assignments will be in the form of either reading guides or discussion/reflection questions. These assignments are designed as a way to *scaffold* (i.e., guide) your understanding of the key concepts and key terms pertinent to each class’s discussion. Most often they require you write short answers reflecting on your own experiences related to each class’s topics or provide definitions for important terms/concepts.

**3. Assignment Portfolio:**

You will have the opportunity to create several assignments for your teaching portfolio this session. These assignments are designed to help you put into practice the concepts we are learning in class. They are as follows:

**3a. & 3b Contextualized Vocabulary Lesson & PACE Model Grammar Lesson (15%, 15%)**

Using what you learn about high-leverage teaching practices, you will create both a contextualized vocabulary lesson and grammar lesson using the PACE Model. These lessons will resolve around a theme and essential question of your choice. You will develop clear objectives that are tied to ACTFL Standards and you will develop performance-based activities with a cultural tie that ensure active student involvement. Before turning in these assignments, students will work in groups to share and revise their lessons based on peer and professor feedback.

**3c–3e. Interpretive, Interpersonal, and Presentational Tasks (7.5%, 7.5%, 7.5%)**

You will develop a series of three lesson plans detailing pedagogical tasks for each of the three modes of communication: interpretive, interpersonal, and presentational. Each activity will step-by-step instructions for pre-task activities, the task itself, and any post-task assignments. Before turning in these assignments, students will work in groups to share and revise their tasks based on peer and professor feedback.

**3f. IMAGE Model Lesson (10%)**

An important goal of integrating culture instruction with language learning is to develop cultural know-how in learners, that is the ability to analyze, understand, and participate in cultures unlike their own. You will learn about a model for teaching about the relationship of products, practices, and perspectives called the IMAGE Model. Using this model, you will create a cultural lesson that requires learners to make observations, analyze additional information, generate perspectives, and explore perspectives/reflect further.

**3g. IPA Analysis Activity (7.5%)**

ACTFL has developed a model for assessing the progress language students are making in building their proficiency through the World-Readiness Standards. The Integrated Performance Assessment (IPA) is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal, and Presentational. In this activity, you will analyze IPAs created by different world language teachers. You will reflect on whether the three tasks are aligned within a single theme or content area and how tasks provide the information and elicit the linguistic interaction that is necessary for students to complete the subsequent tasks successfully.

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| **IV. Course Calendar** |

It is impossible to fit all we know about high-leverage language teaching practices into one, three-week course. Because of this, alongside each of the high-leverage teaching practices we study this session, I have included an “Additional Resources” tab with additional resources related to each topic. It is my hope that our lessons and discussions together will spark your interest in exploring these topics further once you are back at your school. Feel free to explore these resources during our session together, but know that for the purposes of this course, you will be only required to do what is outlines in the “Topics, Readings, and Assignments” tab.

Note: Readings related to the high-leverage teaching practices come from the two Shrum & Donato texts are abbreviated (HLTP) in the calendar below.

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| **WEEK 1** | | |
| **Date** | **Topics, Readings, and Assignments** | **Additional Resources (not required)** |
| Monday  July 17 | **Introduction to the Course & Language Teaching Then and Now**   1. Review: Course syllabus [on Moodle] 2. Review: Guiding documents and resources from ACTFL [links located above in the syllabus] 3. Read: Ritz, C. & Toro, C. (2022). Introduction and Foundational Understandings (pp. 1–11) [on Moodle] 4. Complete: Student information sheet [on Moodle] 5. Complete: Discussion question 07/17 [on Moodle] | 1. More about each of the ACTFL 5 Cs from *The Language Educator* [on Moodle] 2. Handbook: [Proficiency-Oriented Language Instruction and Assessment: A Curriculum Handbook for Teachers](https://carla.umn.edu/articulation/handbook.html) 3. Webinar: [Separating Facts from Fads: Research-informed Pedagogy to Foster Proficiency Development](https://app.vidgrid.com/view/LqiYanVr57G9/?sr=fZIp2k) |
| Tuesday  July 18 | **Understanding by Design/Backward Design and World Language Instruction**   1. Read: HLTP #8: Planning for Instruction Using an Iterative Process for Backward Design (pp. 11–33) 2. Explore: [Backward Design for Language Learning](https://carla.umn.edu/assessment/vac/CreateUnit/p_1.html) from the Center for Advanced Research on Language Acquisition (CARLA) 3. Complete: Discussion question 07/18 [on Moodle] | 1. Article: [Understanding by Design (i.e., Backward Design)](https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/) 2. Video: [Grant Wiggins - Understanding by Design](https://www.youtube.com/watch?v=4isSHf3SBuQ&feature=emb_logo) 3. Webinar: [Designing Learning Plans](https://www.youtube.com/watch?v=CTndCworRvo) |
| Wednesday  July 19 | **Teaching Vocabulary: High-Leverage Practices**   1. Read: Brandl, K. (2021). Vocabulary and Language Learning (pp. 77–111) [on Moodle]   Note: The reading consists of three parts: (1) an overview of vocabulary learning theory (pp. 77–87), (2) strategies/best practices for introducing vocabulary in the classroom (pp. 87–99), (3) principles and guidelines (pp. 99–111). Feel free to read the entire chapter, but for the purposes of this week, just focus specifically on the last two parts.   1. Read: Basic Principles of the Natural Approach to Teach Vocabulary (1-page graphic organizer) [on Moodle] 2. Read: Guidelines for Teaching Vocabulary in Context (1-page graphic organizer) [on Moodle] 3. Review: Example vocabulary lesson plans (there are lots of examples) [on Moodle]. Pick out one or two that stand out to you. 4. Complete: Discussion question 07/19 [on Moodle] | 1. Article: [What Do We Know about the Best Practices for Teaching Vocabulary?](https://utpjournals.press/journals/cmlr/horst-best-practices-for-teaching-vocabulary) 2. Module: [Foreign Language Teaching Methods: Vocabulary (from COERLL)](https://www.coerll.utexas.edu/methods/modules/vocabulary/) 3. Webinar: [Comprehensible Input: Why, What, and How?](https://mediaspace.illinois.edu/media/t/1_ntbmudgt/90905681) 4. Handout: Input Activities (i.e., meaning-making in the language) and Output Activities (i.e., using the language in context) [on Moodle] |
| Thursday  July 20 | **Teaching Vocabulary: High-Leverage Practices—Workshop Day**   1. Read: HLTP #7: Establishing a Meaningful and Purposeful Context for Language Instruction (pp. 11–32) 2. Review handout: Input Activities (i.e., meaning-making in the language) and Output Activities (i.e., using the language in context) (2 pages) [on Moodle] 3. Skim: Krashen, S.D. & Terrell, T.D. (1998). Oral Communication Development through Acquisition Activities (pp. 95–127) [on Moodle]. Look for activity ideas you might use in your lesson. 4. Complete: Vocabulary Lesson Plan (due BEFORE our next class) | 1. See the additional resources section of the previous class. |
| Friday  July 21 | **Teaching Grammar in Context: The PACE Model**   1. Read: HLTP #4: Focusing on Form in a Dialogic Context Through PACE (pp. 89–114) 2. Read: [Teach Grammar as a Concept in Context: How to Approach Grammar in Language Instruction](https://www.actfl.org/educator-resources/guiding-principles-for-language-learning/teach-grammar-as-a-concept-in-context) (1 page—from ACTFL) 3. Review: Example PACE Model lesson plans [on Moodle] 4. Complete: Discussion question 07/21 [on Moodle] | 1. Blog post: [The PACE Model: Teach Foreign Language Grammar Inductively as a Concept](https://wlclassroom.com/2017/04/08/pace-model/) 2. Article: PACE: A Story-Based Approach for Dialogic Inquiry about Form and Meaning [on Moodle] 3. Module: [Foreign Language Teaching Methods: Grammar (from COERLL)](https://www.coerll.utexas.edu/methods/modules/grammar/) 4. Webinar: [Putting Form-Focused Instruction in its Place](https://www.youtube.com/watch?v=xonJ9x98W7k) |
| **WEEK 2** | | |
| **Date** | **Topics, Readings, and Assignments** | **Additional Resources (not required)** |
| Monday  July 24 | **Teaching Grammar in Context: The PACE Model­—Workshop Day**   1. Review: More example PACE Model lesson plans [on Moodle] 2. Complete: PACE Model Lesson Plan (due BEFORE our next class) | 1. See the additional resources section of the previous class. |
| Tuesday  July 25 | **Using an Interactive Approach to Develop INTERPRETIVE Communication**   1. Read: HLTP #3: Guiding Learners to Interpret and Discuss Authentic Texts (pp. 65–88) 2. Read: [Use Authentic Texts: Using Authentic Texts is Language Learning is Essential](https://www.actfl.org/educator-resources/guiding-principles-for-language-learning/use-authentic-texts) (1 page—from ACTFL) 3. Skim: [Spanish Authentic Resource List](https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Authentic-Resources/AuthRes-Spanish_2018.pdf.aspx?lang=en-US) (from the Ohio DOE) 4. Skim: Examples collections of authentic resources in Spanish (and begin thinking about what you will use for your interpretive task):    1. Example 1: [Infographics in Spanish](https://wakelet.com/wake/0BPzNTBph7PS949ahcYOH)    2. Example 2: [Menus from Latin America](https://plato-del-dia.tumblr.com/)    3. Example 3: [Short Films in Spanish](https://wakelet.com/wake/8vyCdnku8Jv8WjgqDHGym)    4. Example 4: [Commercials in Spanish](https://wakelet.com/wake/RtirmMzUHyeAeVoWW4mMb) 5. Review: Example interpretive activities [on Moodle] 6. Complete: Discussion question 07/25 [on Moodle] 7. Begin working on your Presentational Task (due Saturday, July 29th at 11:59pm) | 1. Module: [The Interpretive Mode](https://carla.umn.edu/assessment/vac/CreateUnit/step4_interpretive.html) (from CARLA) 2. ACTFL Module: [Meaningful Interpretation](https://www.learner.org/series/teaching-foreign-languages-k-12-workshop/meaningful-interpretation/) 3. Webinar: [Using Authentic Resources](https://www.youtube.com/watch?v=zVDmbYx4osM) 4. Video: [Unpacking terms: Authentic Resources](https://www.youtube.com/watch?v=GMr8jC-Jvuc) 5. Blog post: [Deepening Students’ Comprehension of Authentic Resources: Thinking Routines](https://passion4theprofession.com/2019/07/09/deepening-students-comprehension-of-authentic-resources-thinking-routines/) 6. Webinar: [Interpretive Reading Teaching Strategies](https://www.youtube.com/watch?v=G5HCJF_KP_A&list=PLSisMKxYdiMaCXDesot3q7byOKKymJolH&index=16) 7. Webinar: [Hacking the Interpretive Mode](https://www.youtube.com/watch?v=v-TCTakzj2c) 8. Webinar: [Using Graphic Organizers for Successful Reading](https://www.youtube.com/watch?v=tbjysIvorbI) 9. Blog post: [Five Low Prep Interpretive Tasks for Distance Learners](http://madameshepard.com/?p=1683) 10. Webinar: [From Skills to Modes: Standard 1 Interpretive Communication](https://www.youtube.com/watch?v=quTtsIhpa1A) 11. Blog post: [Jamboard Templates for Articles, Authentic Resources and Novels](https://marishawkins.wordpress.com/2021/02/10/jamboard-templates-for-articles-authentic-resources-and-novels/) |
| Wednesday  July 26 | **Developing Oral and Written INTERPERSONAL Communication**   1. Read: HLTP #2: Building a Classroom Discourse Community (pp. 41–64). Note: Pay special attention to Part 2 of this reading: “Designing and Conducting Oral and Interpersonal Pair and Group Tasks.” 2. Review: [Interpersonal Communication Strategies](https://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Strategies_Interpersonal_MCwebsite.pdf.aspx) (from the Ohio DOE) 3. Review: Example interpersonal activities [on Moodle] 4. Complete: Discussion question 07/26 [on Moodle] 5. Begin working on your Presentational Task (due Saturday, July 29th at 11:59pm) | 1. Module: [The Interpersonal Mode (from CARLA)](https://carla.umn.edu/assessment/vac/CreateUnit/step4_interpersonal.html) 2. ACTFL Module: [Person to Person](https://www.learner.org/series/teaching-foreign-languages-k-12-workshop/person-to-person/) 3. Webinar: [From Skills to Modes: Standard 2 Interpersonal Communication](https://www.youtube.com/watch?v=FBzei2pnQHQ) 4. Blog post: [Fishbowl Interpersonal Speaking in World Language class](https://misclaseslocas.com/fishbowl-interpersonal-speaking/) 5. Blog post: [Ordering & Negotiating Activities (decision-making tasks for novice learners)](http://www.creativelanguageclass.com/ordering-negotiating-activities/) 6. Blog post: [My revamped tertulia for Spanish V/VI](https://marishawkins.wordpress.com/2018/09/16/my-revamped-tertulia-for-spanish-v-vi/) 7. Blog post: [Using authentic text as a springboard to interpersonal tasks](https://passion4theprofession.com/2018/05/31/using-authentic-text-as-a-springboard-to-interpersonal-tasks/) |
| Thursday  July 27 | **Developing Oral and Written PRESENTATIONAL Communication**   1. Read: Shrum, J.L. & Glisan, E.W. (2015). Developing Oral and Written Presentational Communication (pp. 277–318) [on Moodle] 2. Review: “[Presentational Instructional Strategies](https://education.ohio.gov/getattachment/Topics/Ohio-s-New-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Strategies_Presentational_MCwebsite.pdf.aspx)” from the Ohio DOE 3. Explore: Spycher, P. (2017). Scaffolding writing through the “teaching and learning cycle” (browse for ideas/examples you could use for presentational task) 4. Review: Example presentational activities [on Moodle] 5. Complete: Discussion question 07/27 [on Moodle] 6. Begin working on your Presentational Task (due Saturday, July 29th at 11:59pm) | 1. Module: [The Presentational Mode (from CARLA)](https://carla.umn.edu/assessment/vac/CreateUnit/step4_presentational.html) 2. ACTFL Module: [Delivering the Message](https://www.learner.org/series/teaching-foreign-languages-k-12-workshop/delivering-the-message/) 3. Blog post: [Starting an Evolution: Presentational Writing](https://marishawkins.wordpress.com/2018/02/19/starting-an-evolution-presentational-writing/) 4. Blog post: [Presentational Speaking in Level 1](https://misclaseslocas.com/presentation-speaking-in-level-1/) 5. Blog post: [Making memes in Spanish](https://www.pblinthetl.com/2017/02/04/seesaw-insights-making-memes-in-spanish/) 6. Blog post: [News Broadcast WeVideo Projects in Spanish](https://techiemusings.com/2019/02/28/news-broadcast-wevideo-projects-in-spanish-iii-w-my-bullisschool-colleagues-marishawkins-srwhitford-edtech-educre8ive/) 7. Webinar: [From Skills to Modes: Standard 3 Presentational Communication](https://www.youtube.com/watch?v=8CGt13HmVrI) |
| Friday  July 28 | **Three Modes of Communication—Activity Workshop Day**   1. Bring your three activities (i.e., interpretive, interpersonal, presentational) to class to workshop with partners 2. Complete: Interpretive Task (due Saturday, July 29th at 11:59pm) 3. Complete: Interpersonal Task (due Saturday, July 29th at 11:59pm) 4. Complete: Presentational Task (due Saturday, July 29th at 11:59pm) | 1. See the additional resources section of the previous three classes. |
| **WEEK 3** | | |
| **Date** | **Topics, Readings, and Assignments** | **Additional Resources (not required)** |
| Monday  July 31 | **Teaching for Intercultural Communicative Competence Development**   1. Read: HLTP #5: Focusing on Cultural Products, Practices, and Perspectives in a Dialogic Context (pp. 115–140) 2. Read: [Cultural Products, Practices, and Perspectives](https://carla.umn.edu/cobaltt/modules/curriculum/textanalysis/Practices_Products_Perspectives_Examples.pdf) (from the Center for Advanced Research on Language Learning: 2 pages) 3. Watch: [What is Intercultural Communicative Competence?](https://www.youtube.com/watch?v=g4QOn07fbGQ) (from the UO Center for Applied Second Language Studies–2:15) 4. Review: Example Activities–The IMAGE Model for Exploring Cultural Perspectives [on Moodle] 5. Complete: Discussion question 07/31 [on Moodle] | 1. Resource collection: [What is Culture? Resources for Teachers (from CARLA](https://carla.umn.edu/culture/res/index.html)) 2. ACTFL Module: [Rooted in Culture](https://www.learner.org/series/teaching-foreign-languages-k-12-workshop/rooted-in-culture/) 3. Blog post: [Let’s Move Beyond the Five “F’s” of Culture](https://drpaulrichards.wordpress.com/2015/08/15/lets-move-beyond-the-five-fs-of-culture/) 4. Module: [Foreign Language Teaching Methods: Culture (from COERLL)](https://www.coerll.utexas.edu/methods/modules/culture/) 5. Resource collection: [Intercultural Competence Toolkit](https://www.uwb.edu/connected-learning/global/resources/intercultural-competence-tool-kit) 6. Resource collection: [Assessing Intercultural Competence](https://crlt.umich.edu/interculturalcompetence) 7. Blog post: [Integrating Culture into Your Language Instruction](https://www.fliperentiating.com/cultura.html) 8. Blog post: [Integrating Culture](https://www.mundodepepita.com/p/culture.html) 9. Webinar: [Integrating Language & Culture Instruction in Online Course](https://www.youtube.com/watch?v=FrkIKNpyZ1A) 10. Webinar: [Enacting Social Justice in Early Language Classrooms through Critical Cultural Awareness](https://www.youtube.com/watch?v=-6m5IdUWT2o) |
| Tuesday  August 1 | **Teaching for Intercultural Communicative Competence Development—Workshop Day**   1. Prepare resources to workshop in class for your IMAGE Model Lesson 2. Complete: Image Model Lesson (due BEFORE our next class) | 1. See the additional resources section of the previous class. |
| Wednesday  August 2 | **(Integrated) Performance Assessments**   1. Read: HLTP #10: Developing Contextualized Performance Assessments (pp. 91–121) 2. Skim: Adair-Hauck, B., Glisan, E.W., & Troyan, F.J. (2015). Examples of IPAs from the Field (pp.53–104) [on Moodle]    1. Pick out one or two IPAs that you like. Take notes on the activities used for each mode of communication and be prepared to discuss them in class. 3. Explore: “[Examples of Teacher-Developed Standards-Based IPAs](http://carla.umn.edu/assessment/vac/CreateUnit/unit_examples.html)” from the Center for Advanced Research on Language Acquisition (CARLA)    1. Pick out one or two IPAs that you like. Take notes on the activities used for each mode of communication and be prepared to discuss them in class. 4. Complete: Discussion question 08/02 [on Moodle] 5. Begin working on your IPA Case Studies Activity (due 08/04 at 11:59pm) | 1. ACTFL Module: [Assessment Strategies](https://www.learner.org/series/teaching-foreign-languages-k-12-a-library-of-classroom-practices/overview-introduction-to-the-library/overview-assessment-strategies/) 2. Resource collection: [Integrated Performance Assessments (IPAs) Center (from OFLA)](http://oflaslo.weebly.com/integrated-performance-assessment-ipa-center.html) 3. Resource collection: [Integrated Performance Assessment](https://carla.umn.edu/assessment/vac/CreateUnit/p_2.html) (from CARLA) 4. ACTFL book: Adair-Hauck, B., Glisan, E.W., & Troyan, F.J. (2015). *Implementing Performance Assessments*: ACTFL. 5. ACTFL Module: [Planning for Assessment](https://www.learner.org/series/teaching-foreign-languages-k-12-workshop/planning-for-assessment/) 6. Webinar: [Everyday IPA, Explanations and Examples](https://www.youtube.com/watch?v=tPI18AUli8A) 7. Webinar series: [Integrated Performance Assessments (from the NFLRC)](https://www.youtube.com/playlist?list=PLLBJ9BLnZf1XURnAHBCQj8PPyWywXiflG) 8. Article: [How Classroom Assessments Improve Learning](https://www.ascd.org/el/articles/how-classroom-assessments-improve-learning) |
| Thursday  August 3 | **Designing Performance-based Rubrics**   1. Read: Sandrock, P. (2015). Designing Rubrics to Assess Performance (pp. 37–68) [on Moodle] 2. Explore: Sandrock, P. (2002). Planning Curriculum for Learning World Languages [on Moodle]    1. Explore the excerpt specified for rubrics for your grade level: elementary school (pp. 65–77), middle school (pp. 65–67, 78–83), or high school (pp. 65–67, 84–95). 3. Explore: [Rubrics for *Performance* Levels (Part A](https://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-Model-Curriculum/Model-Curriculum-for-World-Languages-and-Cultures/Instructional-Strategies/Scoring-Guidelines-for-World-Languages)) from the Ohio DOE    1. Pay special attention to the guidelines for converting a *performance score* to a gradebook score. 4. Explore: [Rubrics for each *Proficiency* Level (Part B](https://education.ohio.gov/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-Model-Curriculum/Model-Curriculum-for-World-Languages-and-Cultures/Instructional-Strategies/Scoring-Guidelines-for-World-Languages#RubricProfic2)) from the Ohio DOE    1. Pay special attention to the guidelines for converting a *proficiency score* to a gradebook score. 5. Complete: Discussion question 08/03 [on Moodle] | 1. Chapter: HLTP #6: Providing Feedback to Improve Learner Performance (from course text) 2. Webinar: [Rubrics for Assessing Student Learning](https://www.youtube.com/watch?v=n_dQ3siwUV4) 3. ACTFL post: [Provide Effective Feedback](https://www.actfl.org/educator-resources/guiding-principles-for-language-learning/provide-effective-feedback) 4. Blog post: [Compassionate Assessment](https://aventurasnuevas.wordpress.com/2015/03/04/compassionate_assessment/) 5. Webinar: [Where to go from here? How to Plan Post Assessment](https://www.youtube.com/watch?v=2VBh1OhaWJM) |
| Friday  August 4 | **Meeting the Needs of ALL Language Learners (i.e., Differentiated Instruction) & Class Wrap-up**   1. Read: Erlam, R., Philp, J, & Feick, D. (2021) Fostering an Inclusive Language Classroom (pp. 19–41) [on Moodle] 2. Skim: *Supporting World Language Learning for Students with Disabilities* (book from the Virginia DOE) [on Moodle] 3. Skim: Blaz, D. (2006). Differentiated Instruction Ideas Smorgasbord (pp. 89–145) [on Moodle] 4. Based on #2 & #3, make a list of some of the strategies/activities you found particularly effective and/or those that you are excited to try in your classroom. 5. Complete: Discussion question 08/04 [on Moodle] 6. IPA Case Studies Activity due Saturday at 11:59pm | 1. ACTFL Module: [Valuing Diversity in Learners](https://www.learner.org/series/teaching-foreign-languages-k-12-workshop/valuing-diversity-in-learners/) 2. Infographic: [Differentiation in the Language Classroom](https://www.cambridge.org/us/education/blog/2021/12/17/differentiation-in-the-language-classroom-infographic/) 3. Article: [Differentiated Instruction in the Foreign Language Classroom: Meeting the Diverse Needs of All Learners](https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Assessment/Differentiated-Instruction.pdf.aspx) 4. Blog post: [How to Differentiate in the World Language Classroom](https://bestpowerpointsforspanishclass.com/how-to-differentiate-in-the-world-language-classroom/) 5. Blog post: [Differentiation in the Language Classroom](https://wlclassroom.com/2021/06/26/differentiation/) 6. Module: [The Language Learner (from COERLL)](https://coerll.utexas.edu/methods/modules/learners/) |

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| **V. Rubrics** |

**1. Preparation and Participation Criteria**

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| **Excellent.**  Preparation: Always well prepared.\*  Participation: attentive\*\* and always volunteers; always tries to engage with classmates and instructor; makes the most of each activity or exercise; responds to and engages classmates in a respectful manner | **5** |
| **Very good.**  Preparation: Usually well prepared.  Participation: attentive and frequently volunteers; almost always tries to engage with classmates and instructor; makes the most of each activity or exercise; completes activities and exercises with some imagination and resourcefulness | **4** |
| **Good.**  Preparation: Adequately prepared.  Participation: Attentive and occasionally volunteers; sometimes needs to be reminded to engage with instructor and classmates; responds and completes exercises with minimal imagination; does not engage classmates beyond the minimum requirements for an assignment. | **3** |
| **Fair.**  Preparation: Usually unprepared.  Participation: Makes little effort to participate or complete exercises; rarely tries to engage with the instructor or classmates. | **2** |
| **Poor.**  Preparation: Always unprepared.  Participation: makes no contribution to the class whatsoever. | **1** |

\*Well prepared= you completed all of your homework

\*\* Focus on the class. Arriving late, having outside conversations, leaving the room, taking long breaks, gathering materials before class is finished, allowing your cell phone to ring, texting, etc. shows a lack of common courtesy and is more disruptive and distracting than you may realize.

**2. Reading/Discussion Question Rubric**

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| **Criteria** | **Unsatisfactory** 0% | **Limited** 80% | **Proficient** 90% | **Exemplary** 100% | **Score** |
| **Critical Analysis (Understanding of Readings and Outside References)**  Weight for this criterion:  40% of total score | Discussion postings show little or no evidence that readings were completed or understood. Postings are largely personal opinions or feelings, or "I agree" or "Great idea", without supporting statement with concepts from the readings, outside resources, relevant research, or specific real-life application. | Discussion postings repeat and summarize basic, correct information, but do not link readings to outside references, relevant research or specific real-life application and do not consider alternative perspectives or connections between ideas. Sources are not cited. | Discussion postings display an understanding of the required readings and underlying concepts including correct use of terminology and proper citation. | Discussion postings display an excellent understanding of the required readings and underlying concepts including correct use of terminology.  Postings integrate an outside resource, or relevant research, or specific real-life application (teaching experience, prior coursework, etc.) to support important points. |  |
| **Participation in the Learning Community**  Weight for this criterion:  30% of total score | Discussion postings do not contribute to ongoing conversations or respond to peers' postings. There is no evidence of replies to questions or comments or as new related questions or comments. | Discussion postings sometimes contribute to ongoing conversations as evidenced by affirming statements or references to relevant research or, asking related questions or, making an oppositional statement supported by any personal experience or related research. | Discussion postings contribute to the class’s ongoing conversations as evidenced by affirming statements or references to relevant research or,  asking related questions or,  making an oppositional statement supported by any personal experience or related research. | Discussion postings actively stimulate and sustain further discussion by building on peers' responses including  building a focused argument around a specific issue or  asking a new related question or making an oppositional statement supported by personal experience or related research. |  |
| **Connections to Professional Practice**  Weight for this criterion:  10% of total score | Discussion postings provide little or no evidence of reflective thought pertaining to personal perspectives and professional development. | Discussion postings provide some evidence of reflective thought pertaining to personal perspectives and professional development. | Discussion postings provide evidence of some reflective thought pertaining to personal perspectives and professional development. | Discussion postings provide evidence of strong reflective thought pertaining to personal perspectives and how the module's learning objectives relate to professional development. |  |
| **Etiquette in Dialogue with Peers**  Weight for this criterion:  5% of total score | Written interactions on the discussion board show disrespect for the viewpoints of others. | Some of the written interactions on the discussion board show respect and interest in the viewpoints of others. | Written interactions on the discussion board show respect and interest in the viewpoints of others. | Written interactions on the discussion board show respect and sensitivity to peers' gender, cultural and linguistic background, political and religious beliefs. |  |
| **Quality of Writing and Proofreading**  Weight for this criterion:  5% of total score | Written responses contain numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication. | Written responses include some grammatical, spelling or punctuation errors that distract the reader. | Written responses are largely free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication. | Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication. |  |
| TOTAL SCORE: | | | | |  |

**3. Contextualized Vocabulary Lesson Rubric**

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| **Criteria** | **Score** |
| **Part 1**: **Lesson Introduction (10%)**   * + Lesson title   + Class level   + Theme and Essential Question   + Objectives and Standards Targeted   + List of materials needed and activities used   + List of targeted vocabulary words (at least 10 w/ English translations) |  |
| **Part 2: Procedures (with time estimates) (60%)**   * + **2.1 Presentation.** Present the vocabulary in context —using visuals, a story line, and/or authentic materials.   + **2.2 Practice.** Provide opportunity for practice for students to bind vocabulary and meaning. You should create at least two input activities and one output activity for this stage. See the readings and the PPT for ideas.   + **2.3 Reinforcement.** Plan an additional communicative activity that can be used the following day for re-entry of the vocabulary words into that day’s lesson. It should be communicative in the sense that is it is open ended (i.e., there is no one right answer) and requires the students to use the vocabulary in a meaningful way. You should create at least one output activity for this stage. See the readings and the PPT for ideas. |  |
| **Other aspects of plan (20%)**   * + Contextualized presentation of new vocabulary   + Activities move from receptive to productive   + Includes active student involvement   + Good pace and change in activities (same vocabulary, but new contexts)   + Includes several Standards   + Additional follow-up activity that focuses on communication/negotiation of meaning using new words   + Clearly written (able to replicate)   + Cultural tie or basis   + Interesting/creative plan |  |
| **Materials (10%)**   * + Appropriate to lesson plans   + Authentic materials   + Visual aids |  |
| Comments: | Score: |

**4. PACE Model Lesson Rubric**

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| **Part 1**: **Lesson Introduction (10%):**   1. Lesson title 2. Class level 3. Theme and Essential Question 4. Objectives and Standards Targeted 5. List of materials needed and activities used 6. Brief explanation of targeted grammatical function and form |  |
| **Part 2: Presentation Phase (30%):** Teacher tells story in an engaging manner using props, visuals, and dramatizations, and simplifying language as necessary. Learners are actively involved throughout telling of story in a meaningful manner. Teacher integrates comprehension checking.   1. The first thing you should do is make sure that your story/song/video **has several uses (also called tokens) of the target form.** You may have to modify it to meet the needs of your audience. In my experience, it is often easiest to write a story yourself. 2. You should **create an interactive PowerPoint, StoryBoard, Prezi, or other type of visual media** that captivates learners’ attention while you go over the story. Look at the example PACE assignments from the past two modules for ideas. 3. You must have **one comprehension-based activity** (e.g., putting the pictures/sentences in order, story pyramid, story map). Look at the example PACE assignments from the past two modules for ideas. |  |
| **Part 3: Attention Phase (10%):** Teacher calls learners’ attention to form in an engaging/creative and dialogic manner.   1. Your **attention** phase must include a version of your texts that have the form you are targeting in **bold** or **highlighted**. |  |
| **Part 3: Co-Construct Phase (10%) :** Teacher engages learners in interaction in a creative manner to co-construct the form. Co-construction focuses on grammatical form, meaningful use, function that guides learners to conceptual understanding. Teacher provides graduated assistance that progresses from clear implicit to explicit questioning as needed.   1. Your **co-construct** phase should include **a graphic organizer** that you can use to guide students to form the correct rules (e.g., a verb chart). This could be a verb chart where students pair the endings up to the correct conjugation (if your language works like this). Otherwise, it could be a simple T-chart or something similar where students write uses of one form on one side or uses of another form on the other. |  |
| **Part 4: Extension Phase (30%):** Creative and engaging extension activities that integrate the grammatical structure naturally within interpretive, interpersonal, and presentational modes of communication. Focus of activities is on meaning  making and personal expression.   1. Your **extension** phase may include a **quick, meaning-based or communicative drill.** 2. However, you must include a **performance-based activity** (either interpersonal or presentational) which requires students to use the form in a meaningful context. |  |
| **Other aspects of plan (10%)**   * + Contextualized presentation of new grammatical form/function   + Includes active student involvement   + Good pace and change in activities (same vocabulary, but new contexts)   + Includes several Standards   + Additional follow-up activity that focuses on communication/negotiation of meaning using new words   + Clearly written (able to replicate)   + Possible cultural tie or basis   + Interesting/creative plan |  |
| Comments: | Score: |

**5. Interpretive Activity Rubric**

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| **Part 1**: **Activity Introduction (10%):**   1. Lesson title 2. Class level 3. Theme and Essential Question 4. Objectives and Standards Targeted 5. List of materials needed and activities used 6. Brief explanation of activity 7. Task occurs within a meaningful and engaging context. 8. Task addresses the objective in a creative way 9. Task includes appropriate linguistic and cultural knowledge and communication strategies to be used |  |
| **Part 2: Nature of the Text (20%):** Authentic text. Content and topic of text make a good fit with unit theme and are appropriate for age and linguistic level of learners. Text is engaging for learners. Text has multiple types of organizational support (e.g., visuals, subtitles) to facilitate comprehension. |  |
| **Part 3: Preparation for Interpreting Text—PRE-Task Stage (20%):** Teacher activates background knowledge and language needed for interpreting text in a learner-centered way. |  |
| **Part 3: Approach to Guiding Learners Through Text—DURING-Task Stage (20%) :** Teacher guides learners through both literal and interpretive comprehension tasks in an engaging manner. Teacher focuses on global meaning initially, then on important details, and finally on interpretation (i.e., inferencing). |  |
| **Part 4: Integration of 3 Modes of Communication—AFTER-Task Stage (20%):** Teacher uses text as the basis for both interpersonal and presentational communication in creative and engaging real-world tasks. |  |
| **Other aspects of the activity (10%)**   * + Includes active student involvement   + Clearly written (able to replicate)   + Possible cultural tie or basis   + Interesting/creative plan |  |
| Comments: | Score: |

**6. Interpersonal Activity Rubric**

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| **Part 1**: **Activity Introduction (10%):**   1. Lesson title 2. Class level 3. Theme and Essential Question 4. Objectives and Standards Targeted 5. List of materials needed and activities used 6. Brief explanation of activity 7. Task occurs within a meaningful and engaging context. 8. Task addresses the objective in a creative way 9. Task includes appropriate linguistic and cultural knowledge and communication strategies to be used |  |
| **Part 2: Nature of Task & Linguistic Level (20%):** Teacher creates a real-world task that motivates learners to communicate at an appropriate level. Learners must listen to one another and negotiate meaning to complete task. |  |
| **Part 3: Preparation for the Interpersonal Task—PRE-Task Stage (20%):** Teacher activates background knowledge and language needed for task in a learner-centered and interesting way. Teacher provides some pre-task scaffolding. |  |
| **Part 3: Conducting/Management of Task—DURING-Task Stage (20%):** Teacher provides instructions for task as well as model. Teacher creates an authentic environment for two-way communication. Teacher creates a graphic organizer or other type of scaffolding to ensure students have to do something with the information they are exchanging. Teacher has a plan for monitoring the task and providing assistance as needed. |  |
| **Part 4: Follow up activity—AFTER-Task Stage (20%):** Teacher creates a real-world follow-up activity that is engaging. The follow-up activity should require learners to share information from the interpersonal task in a creative way. |  |
| **Other aspects of the activity (10%)**   * + Includes active student involvement   + Clearly written (able to replicate)   + Possible cultural tie or basis   + Interesting/creative plan |  |
| Comments: | Score: |

**7. Presentational Activity Rubric**

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| **Part 1**: **Activity Introduction (10%):**   1. Lesson title 2. Class level 3. Theme and Essential Question 4. Objectives and Standards Targeted 5. List of materials needed and activities used 6. Brief explanation of activity 7. Task occurs within a meaningful and engaging context. 8. Task addresses the objective in a creative way 9. Task includes appropriate linguistic and cultural knowledge and communication strategies to be used |  |
| **Part 2: Backward Design—Reflection (20%):** First, teacher describes a product that they want students to develop for their presentation. Next, they determine who the audience would be and why they would be interested. Then they decide whether students will be working individually or in groups. Finally, based on the description of product and audience, they discuss how you would assess that product (i.e., backward design). |  |
| **Part 3: Pre-writing Phase—PRE-Task Stage (20%):** Teacher designs a prewriting activity (with prompts) that engages students in the language and topic before they begin to develop the final product. |  |
| **Part 3: Drafting Phase—DURING-Task Stage (20%):** Teacher prepares instructions for how students should write their first drafts. For example, what resources may they use? How much time will they have? Will they be working on this in class with your assistance, or will they do some of it at home? Is there a model they could look at that can serve as a benchmark? |  |
| **Part 4: Editing/Feedback Stage—AFTER-Task Stage (10%):** Teacher describes how students will get feedback on their first draft. For example, will they be peer editing, receiving feedback from you, or a combination of both? Will the feedback be given in the form of written edits to their draft, or will you have a discussion about their work? Also, how will the feedback balance issues of language accuracy and information? |  |
| **Part 4: Revision/Publication Stage—AFTER-Task Stage (10%):** Teacher describes how they will expect students to revise and complete their presentation. For example, will they have additional opportunities to receive feedback? Also, because presentational tasks are intended for audiences beyond the classroom, they lend themselves to publication or display. Knowing that their work will be shown to a wider audience can encourage students to target their work more precisely to the intended audience and use language more accurately. Therefore, teacher concludes by describing how they will expect students to publish (display) their work for the intended audience. |  |
| **Other aspects of activity (10%)**   * + Teacher creates the actual activity   + Includes active student involvement   + Good pace and change in activities   + Clearly written (able to replicate)   + Possible cultural tie or basis |  |
| Comments: | Score: |

**8. IMAGE Model Lesson Rubric**

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| **Part 1**: **Lesson Introduction (10%):**   1. Lesson title 2. Class level 3. Theme and Essential Question 4. Objectives and Standards Targeted 5. List of materials needed and activities used 6. Brief explanation of activity 7. Task occurs within a meaningful and engaging context. 8. Task addresses the objective in a creative way 9. Task includes appropriate linguistic and cultural knowledge and communication strategies to be used |  |
| **Part 2: Cultural Content of Lesson (20%):** Lesson features a cultural product and/or practice that convey(s) a cultural perspective. Content is engaging, interesting, and relevant to learners. |  |
| **Part 3: Selection of Images (20%):** Images are culturally authentic and illustrate a cultural product and/or practice. Images provoke a reaction and stimulate interest and discussion. |  |
| **Part 3: Target Language Scaffolded for Learners (20%):** Teacher scaffolds vocabulary  words, formulaic expressions, and grammar needed for students to participate in lesson. Teacher elicits and builds on students’ previously learned language in the context of the lesson. |  |
| **Part 4: Guiding Learners to Cultural Perspective(s) (20%):** Teacher asks questions sequenced from fact questions to open-ended thought questions. Learner discussion, interaction, and hypothesizing about cultural perspectives are central to the lesson. |  |
| **Other aspects of plan (10%)**   * + Includes active student involvement   + Good pace and change in activities   + Clearly written (able to replicate)   + Cultural tie or basis   + Interesting/creative plan |  |
| Comments: | Score: |

**9. IPA Case Studies Reflection Rubric**

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| **Part 1**: **Analyzing an IPA—Focusing on Interpretive Task(s) (50%)**   1. Teacher identifies language/theme. 2. Teacher identifies the targeted proficiency levels. 3. Teacher summarizes the task overview (i.e., what students will have to do in all three tasks) 4. Teacher spends the most time focusing on their interpretative task. Teacher describes: (1) what the students have to be able to do with the language in this task, (2) how the teacher scaffolds student performance during the task, (i.e., how does the teacher break the big task down into mini-tasks in order to facilitate learning), (3) what they like about the interpretive task and reflects on how they think they could improve. 5. Teacher briefly describes the interpersonal task. 6. Teacher briefly describes the presentational task. |  |
| **Part 2**: **Analyzing an IPA—Focusing on Interpersonal and Presentational Task(s) (50%)**  Lesson features a cultural product and/or practice that convey(s) a cultural perspective. Content is engaging, interesting, and relevant to learners.   1. Teacher identifies language/theme. 2. Teacher identifies the targeted proficiency levels. 3. Teacher summarizes the task overview (i.e., what students will have to do in all three tasks). 4. Teacher briefly describes the interpersonal task. 5. Teacher focuses on their interpersonal and presentational task(s) in detail. Teacher describes: (1) what the students have to be able to do with the language in these tasks, (2) how the teacher scaffolds student performance during the tasks, (i.e., how does the teacher break the big tasks down into mini-tasks in order to facilitate learning), (3) what they like about the interpersonal and presentational task and reflects on how they think they could improve. |  |
| Comments: | Score: |

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| **VI. SOU Syllabus Statements for Summer 2023** |

**Raider Reminder**

All students must abide by the [Code of Student Conduct](https://inside.sou.edu/assets/policies/Code_of_Student_Conduct_091820.pdf) and [Equal Opportunity, Harassment, and Sexual Misconduct Policy](https://inside.sou.edu/assets/policies/GEN.009_Final-2022_v3.pdf). Make sure that any contact with others is wanted, that any recording is done with informed consent of any other party, and that it involves no illegal downloads or activity.

In addition, we remain committed to the [University's mission and values](https://sou.edu/president/vision-mission-values/). We provide a healthy, safe and civil campus; respectful, inclusive, and equitable interactions in all of our learning spaces including physical and virtual classrooms; and no tolerance for racist, sexist, or other forms of hurtful discourse.

**COVID-19 Response**

We continue to monitor national and regional developments regarding Covid-related guidelines. We also monitor and modify our internal SOU policies and procedures to reflect the changes to Jackson County Public Health, OHA and CDC's guidelines. Please review the revised [vaccine policy](https://inside.sou.edu/assets/policies/COVID-19-Vaccination-Policy-FINAL.pdf) and [protocols](https://sou.edu/campus/wp-content/uploads/sites/16/2022/08/Covid-19-flowchart-8-30-2022.pdf).

To reduce risk to the campus community, all staff, faculty, students, and visitors are required to adhere to [SOU’s face covering policy](https://inside.sou.edu/hrs/leaves-of-absence-and-accommodations.html#sou-face-coverings).

We will continue our efforts to keep all members of the SOU community safe; those efforts will include attempts to limit contact between individuals and may include restricted access to buildings and other spaces on campus. Please follow all guidelines provided on SOU's [COVID-19](https://sou.edu/campus/covid-19-and-sou/) pages and adhere to campus building closures and restrictions. Should these guidelines be adjusted, SOU will communicate any adjusted expectations to all students.

**SOU Cares and Equity Grievance Reporting**

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares System allows us to connect you with staff members who can assist with concerns and connect you to further available resources. This includes concerns regarding finances, food security, health, housing, mental health, wellbeing, legal concerns, family concerns, study skills, time management, etc. You are also welcome to use the SOU Cares System to share concerns about yourself, a friend, or a classmate. Go to [www.sou.edu/cares](http://www.sou.edu/cares) to submit a note of concern.

The Dean of Students’ Office and the Office of Equity Grievance provide recourse for students through the Student Code of Conduct, Equal Opportunity, Harassment and Sexual Misconduct Policy, and other applicable policies, regulations, and laws. SOU’s Equity Grievance Program addresses concerns about sexual harassment, sexual assault, stalking, intimate partner violence, bias and discrimination for students, staff and faculty. Reports related to sexual misconduct, assault, harassment, or bias may be made anonymously or confidentially by completing [this form](https://sou.co1.qualtrics.com/jfe/form/SV_7R7CCBciGNL473L).

**Academic Honesty Statement and Code of Student Conduct**

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU’s Student Code of Conduct: “Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited.”

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one’s own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one’s name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU’s [Code of Student Conduct](https://inside.sou.edu/assets/policies/Code_of_Student_Conduct_091820.pdf). In case of loss, theft, destruction, or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all work that has been graded and returned to you.

**Turnitin Originality Checker**

Per SOU’s [Code of Student Conduct,](https://inside.sou.edu/assets/policies/Code_of_Student_Conduct_091820.pdf) each student’s education is the product of their own intellectual effort and engagement. Breaches of academic integrity compromise the overall quality of scholarship and detract from the value of the SOU degree. In order to provide opportunities for the instructor and students to review their work for originality, instructors may require students to submit all or some of their work to Turnitin. In order to meet this requirement, students must agree to the Turnitin End User License Agreement (EULA). Any work submitted to Turnitin without a EULA in place may not be accepted by the instructor for credit. Any student who does not wish to accept the EULA in a course where Turnitin is required should withdraw from the course. [Learn more about Turnitin](https://docs.google.com/document/d/1XxUSm4JS9AYbF_JgjJW0Zbv5Xpxm3yA_Z4zd7W4_HMM/preview) and review the terms and conditions.

**Emergency Notifications**

SOU is committed to a safe community. Student, faculty and staff emails are automatically enrolled in SOU Alert, the campus emergency communication system. In the event of emergency, closure, or other significant disruption to campus operations, such as inclement weather, messages are delivered via SOU Alert. To ensure timely notification, students, faculty, staff are **strongly** encouraged to visit Inside SOU to register their cell phone numbers and/or add family members to the system. Campus Public Safety is available 24 hours/day by dialing 541-552-6911. CPS responds to safety concerns, incidents, and emergencies and can provide safety escorts to on-campus locations. CPS works in collaboration with Ashland Police and Fire.

**Statement on Title IX and Mandatory Reporting**

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please use [SOU’s confidential advising](https://inside.sou.edu/gsj/reporting-options-survivor-support.html) or SOU’s [Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form.](https://sou.co1.qualtrics.com/jfe/form/SV_7R7CCBciGNL473L)

**SOU Academic Support/Disability Resources**

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include information regarding Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/ modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies comply with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. See the [Disability Resources webpage](https://inside.sou.edu/dr/index.html) for more information or to schedule an appointment. If you are already working with Disability Resources, make sure to request your accommodations for this course as quickly as possible to ensure that you have the best possible access since these services are not retroactive.

All students may benefit from the ability to convert files posted in Moodle to alternate formats including audio, ebook and Braille. [Learn more about file conversion](https://support.sou.edu/kb/articles/students-convert-files-to-other-formats).

**Statement on Military and Other Forms of Active Service Duty**

Pursuant to Oregon law, any student enrolled at a public university who is a member of the military, state National Guard, or other federal or state service protected by ORS 352.293 who is ordered to active duty for more than 30 consecutive days has the right to request accommodation for such service, subject to the conditions and requirements of applicable Oregon law or regulation. Such accommodations may include, but are not limited to, the right to withdraw from a course without penalty, a grade of Incomplete and option to complete at a later date once service has concluded, and/or the right to credit for any tuition and fees already paid, depending on the student's status.

Any student enrolled at a public university who is a member of the military, state National Guard, or other federal or state service protected by ORS 352.293 who is ordered to active duty for fewer than 30 consecutive days and misses a course session, assignment, examination or other coursework due to serving on active duty or is receiving medical treatment for an injury sustained on active duty has the right to request accommodation for their service or medical treatment, subject to the conditions and requirements of applicable Oregon law or regulation. Such accommodations may include, but are not limited to, the right to submit any missed examination, assignment or other course requirement upon completion of service or treatment; and/or the right to have a course grade assigned without submitting missed assignment or examinations, should the instructor determine that sufficient work has been assessed for the determination of a grade. Any student who expects to be called for active duty should contact instructors as soon as possible to discuss accommodations.

**Attendance and Financial Aid**

Students who receive federal financial aid are required to attend and participate in all of the courses for which they register, starting with the first week of class. For face-to-face courses, in-person attendance is necessary. The US Department of Education (USDE) describes the following activities as indicators of attendance and active participation (see the [formal rules](https://www.federalregister.gov/documents/2020/09/02/2020-18636/distance-education-and-innovation) at the USDE website):

* Attending a synchronous class, lecture, recitation, or field or laboratory activity where there is an opportunity for interaction between the instructor and students;
* Submitting an assignment;
* Taking an assessment or an exam;
* Participating in an interactive tutorial or webinar;
* Participating in an assigned study group, group project or an online discussion; or
* Interacting with an instructor about academic matters.

The following activities are not considered by the USDE to be indicators of first-week engagement:

* Living in campus housing or using an institutional meal plan,
* Logging into an online class or tutorial without any further participation, or
* Participating in academic counseling or advising.

Instructors will report students who are absent during the first week of an in-person course or those who do not participate in an online course as described above. Any students who are reported as no-shows will have their financial aid status reviewed and their award may be adjusted as a result.