Instructor: Kazuko Thornton, PhD
kazukot@msu.edu
(517) 332-2853
Office Hours: By appointment
Class Meets: Fridays, 9:00-12:00 noon
Dates… Aug. 30, Sept. 6, 13, 20, 27, Oct. 18, 25, Nov. 1, 22, Dec. 6, 13 (S1)
Jan. 10, 17, 24, 31, Feb. 7, Mar. 21, 28, Apr. 4(?), 11, 18, 25 (S2)
Place…. TBA

Course Description and Goals

Welcome to TE 802 and 804! This full year course has been designed to complement your fifth year intern experience by helping you take advantage of the teaching context to develop a deeper understanding of the variety of things you as a teacher must do to refine your teaching skills. While TE 801 and 803 focus on the general classroom issues that cut across disciplines such as learning about the students, school and community, and preparing for employment, TE 802 and 804 focus on the teaching of subject matter, foreign language in this particular section.

In addition to discussing issues that come up each week, the following Seven Goals will be woven through our course activities:

- Local, State and National Curriculum Standards: Preparing curriculum unit and lessons aligned with required standards
- Classroom Teaching: Planning and implementing lessons
- Assessing Student Learning: Selecting, developing, administering and interpreting assessment tools and results
- Assessing One’s Own Teaching Effectiveness: Knowing one’s learning and teaching style(s), weaknesses and strengths, and effectively using feedback from mentor teacher and field instructor as well as from students
- Language Acquisition: Examine influences of L1 on L2 learning and other issues
- Approaches to Foreign Language Teaching/Learning: Exploration, experimentation and assessment.
- Textbook and Other Instructional Materials: Effective use of textbooks, props, visual aides, etc.
- Portfolios: Unit and lesson plans, philosophy of FL teaching and learning.

Teacher Preparation Program Standards

Descriptions of these standards are found in the Handbook for Interns and Mentor Teachers published by the Department of Teacher Education. Please review periodically
the section on “Knowing subject matters and how to teach them” to assess your own progress.

**Class Structure**

Each class period is roughly divided into 3 segments: 1) Bring your “classes” to TE 802 and 804, 2) Application and practical skill enhancement, and 3) Approaches to foreign language learning. See the Course Schedule below for specific topics, class activities and assignments.

**Professional Expectations and Guidelines**

Both your school-based experiences and your university coursework are vital and integral components of your professional preparation. Because the way you conduct yourself in these settings reflects on you as a professional, we want to be clear about your responsibilities with regard to professional and ethical conduct. Failure to comply with these and other university policies governing student conduct will result in a review of your progress by your team and specific recommendations regarding your continued participation in the teacher certification program.

**Attendance**

The following policy is in effect for all intern-year seminars. It will be followed in this course. Please note that missing more than two class sessions for any reason can have serious consequences.

*Interns are expected to be present and on time for professional commitments. Interns who must be absent from their placement or a seminar due to illness or emergency must inform all who are affected by such absence (e.g., Mentor Teacher, field instructor, course instructor). If the absence is planned or anticipated, those affected should be informed in advance. Interns should comply with school policies regarding absences and make sure that plans are available for substitutes.*

*More than two absences from the placement or seminar course during a semester may jeopardize an intern’s recommendation for continuation in the program. Interns who are repeatedly absent or late may be required to make up time at the end of the school year. If there are extenuating circumstances, it is the intern’s responsibility to inform the Mentor Teacher, field instructor, course instructor, and school coordinator so that appropriate arrangements can be made. Any unusual or lengthy absences should be referred to the field instructor coordinator and school coordinator.*

*The content of intern-year seminars is part of the Michigan teacher certification requirements and 100% attendance is expected under normal circumstances. Excused absences from seminars will only be granted in case of illness or personal emergency (such as death in the family) or when an important school-related activity essential to the intern’s professional education (e.g., parent conferences) conflict. Workshops or in-service training are generally not an adequate*
reason to miss class. For any type of absence, interns will be expected to arrange for making up missed educational activities.

**Grading**

Grades will be based on the following scale:

- 90-100%  4.0
- 85-89%  3.5
- 80-84%  3.0
- 75-79%  2.5
- 70-74%  2.0

**Evaluation Criteria**

General criteria and expectations: Each assignment has its own specific criteria which will be explained orally and/or in handouts during class. If you are uncertain or unclear about the expectations, call or meet with me to clarify your understandings. There are, however, some general criteria I will use in responding to your work. These include, but are not necessarily limited to:

- Connections drawn among class discussions, experiences/observations in school, and/or reading materials
- Insightfulness, depth of analysis, and internalization of new knowledge
- Well preparedness to participate in cooperative class activities
- Clarity and conciseness
- Grammatical and mechanical accuracy
- Intellectual honesty

Policy on due dates: Late assignments may be refused or graded on a different standard because of the extra time taken to complete them. If you are ill, have a family emergency, etc. that will prevent you from submitting your assignment on time, please contact me in advance or as soon as possible to explain why your assignment will be late.

**Assignments and Their Values**

(subject to revision)

**TE 802**

- Participation/contribution to class activities (including “bring in stuff”) 25%
- Journal/reflection on each lesson during the GLT 1 and GLT 2  20%
- Research paper(18%) and class presentation(7%) on an issue of language acquisition or approaches to language learning 25%
- Prop production swap shop  7%
- Swap shop for types of activity ideas and test items  8%
- Focus Class Binder (evaluated by your field instructor)  10%
- Other  5%
TE 804

- Participation/contribution to class activities  25%
- Lead teaching unit plan  20%
- Journal/reflection on each lesson during the Lead Teaching  20%
- Philosophy statement on foreign language teaching  10%
- Textbook analysis/evaluation  10%
- Promotional letter in support of foreign language education  5%
- Professional development plan for the portfolio  5%
- Other  5%

Class Schedule for TE 802 (Fall 2002)
(subject to revision)

<table>
<thead>
<tr>
<th>Session 1</th>
<th>August 30</th>
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<tbody>
<tr>
<td><strong>Topics</strong></td>
<td>First-day-of-class business: introductions, sharing expectations, etc. Overview of the course TE 802 and 804 Getting started in school: checklist Discussion: What is a language? Language and communication? Brainstorm: Characteristics of a good FL class from your own experiences as students.</td>
</tr>
<tr>
<td><strong>Turn in/ Bring in</strong></td>
<td>Bring in your enthusiasm for FL learning and teaching. Bring in your ideas on the discussion topic above.</td>
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<td><strong>Reminders</strong></td>
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<tr>
<th>Session 2</th>
<th>September 6</th>
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<tr>
<td><strong>Topics</strong></td>
<td>First week experiences: highlights and challenges Discussion: Issues in FL education Align your class goals with various standards. Drafting a unit plan based on your GLT #1 outline Discussion: How to effectively structure a class period: factors to be considered</td>
</tr>
<tr>
<td><strong>Turn in/ Bring in</strong></td>
<td>Bring in the national standards for your subject Bring in enough copies of your school/district’s curriculum standards for your subject Bring in your GLT #1 outline along with resources/books you plan to use. Bring in your ideas and opinions of the discussion topics above</td>
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<tr>
<td><strong>Reminders</strong></td>
<td>Read Ch. 5 “Teaching is a System”, The Teaching Gap (J.W. Stigler and J. Hiebert)</td>
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<tr>
<td>Session 3</td>
<td>September 13</td>
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| **Topics** | Highlights and challenges from your classrooms  
Discussion: What is a lesson plan? Unit plan? Explore different concepts of lesson planning (e.g. Japanese, German and US models)  
Draft a lesson plan based on your GLT #1 unit plan. Visualize images of your lesson implementation. Anticipate actions and reactions by you and students. |
| **Turn in/Bring in** | A unit plan with resource book(s) |
| **Reminders** | Map your own learning style/ list your preferred learning strategies |

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<tr>
<th>Session 4</th>
<th>September 20</th>
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| **Topics** | Highlights and challenges from your classes  
Discussion: examine your own learning style and teaching style and consider learning profiles of your students; approaches to language learning---explore issues/topics for research paper  
Swap activity ideas for FL classes |
| **Turn in/Bring in** | Bring in a lesson plan on OH transparency you made.  
Bring in your unit plan for GLT #1  
Be prepared to share your favorite kinds of activities in FL class. |
| **Reminders** |  
- Field Instructor visit to class? |

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<th>Session 5</th>
<th>September 27</th>
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| **Topics** | Highlights and challenges from your classes  
Discussion: purposes of assessment, types of assessment and characteristics of effective assessment; language acquisition—explore issues for research paper; select a topic for research assignment. Expectations for this paper.  
Review, share and polish your plans for GLT #1  
How to improve instruction: journal assignment during GLT #1 |
| **Turn in/Bring in** | Bring in the unit and lesson plans for GLT #1 on OH transparency  
Bring in an OH transparency of a test, quiz, or graded assignment you plan to use during GLT #1. |
| **Reminders** | Remember to log on daily your GLT #1 journal! |

**Guided Lead Teaching #1: September 30 – October 17**
### Session 6  
**October 18**

**Topics**
- Highlights and challenges of GLT #1; how do you assess your overall effectiveness of GLT #1; teacher and learner perspectives; MT and FI feedback  
- Discussion: global and local mistakes in foreign language learning; when and how to correct errors  
- Revisit discussions: useful lesson plan, effective assessment, motivating lesson, fun activity, error correction and timing, etc

**Turn in/Bring in**
- Turn in GLT #1 journal  
- Bring in a sample of what worked very well during GLT#1 on OH transparency or in multiple copies.

**Reminders**

### Session 7  
**October 25**

**Topics**
- Highlights and challenges from your classes  
- Plan for student survey: small group project to develop a brief survey questions to be administered at the end of GLT#2  
- Best and worst assessment tools thus far? Why?  
- Sharing your favorite test item types with examples.

**Turn in/Bring in**
- Turn in GLT #1 Journal and prepared to share what worked, what did not work, and how you plan to improve during GLT #2

**Reminders**
- Bring in OH transparency for your best and worst assessment tools that you have used thus far.  
- Be prepared to swap test item types that you have found effective.

* Field Instructor visit to class?

### Session 8  
**November 1**

**Topics**
- Highlights and challenges from your classes/preparation for GLT#2  
- Review and polish GLT #2 unit plan; fine-tune lesson plans and assessment tool, etc.  
- Discussion: Use of props, visual aides, dictionaries, etc. in FL classes

**Turn in/Bring in**
- Bring in a draft of GLT #2 unit plan with at least one assessment tool.  
- Bring in the final draft of the student survey for the GLT #2  
- Bring in ideas or models for the discussion above.

**Reminders**
- Remember to log on daily on GLT journal requirement #2!

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**Guided Lead Teaching #2: November 4 - 21**
<table>
<thead>
<tr>
<th>Session 9</th>
<th>November 22</th>
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<tbody>
<tr>
<td>Topics</td>
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</tr>
<tr>
<td></td>
<td>Highlights and challenges from GLT #2</td>
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<tr>
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<td>Reflection/Discussion: Compare GLT #1 and #2: areas of improvement, of continued difficulty, new ideas for future trial, etc.</td>
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<td>Analyze and learn from the student survey; Learn from the guidance summaries provided by your FI and MT</td>
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<td>Design your first professional development plan based on the feedback from students, MT and FI</td>
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<tr>
<td>Turn in/ Bring in</td>
<td>Bring in the surveys your students took and FI and MT guidance summaries including their observation notes.</td>
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<tr>
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<td>Turn in GLT #2 journal, and be prepared to share what you have learned from GLT #2</td>
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<td>Reminders</td>
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<thead>
<tr>
<th>Session 10</th>
<th>December 6</th>
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<tbody>
<tr>
<td>Topics</td>
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</tr>
<tr>
<td></td>
<td>Highlights and challenges from your classes</td>
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<tr>
<td></td>
<td>Begin presentation of research on issues in language acquisition and approaches to FL teaching /Q-A</td>
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<td></td>
<td>Discussion: culture and language; cultural lesson in FL classes? Purposes? Model lessons?</td>
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<tr>
<td>Turn in/ Bring in</td>
<td>Turn in research paper with enough copies for members of the class (today’s presenters)</td>
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<td>Bring in ideas/sample lessons on culture</td>
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<tr>
<td>Reminders</td>
<td>Don’t forget to bring enough materials for props!</td>
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<tr>
<th>Session 11</th>
<th>December 13</th>
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<tbody>
<tr>
<td>Topics</td>
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<tr>
<td></td>
<td>Highlights and challenges from your classes</td>
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<tr>
<td></td>
<td>Finish presentation of research on issues in language acquisition and approaches to FL teaching /Q-A</td>
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<td>Activity: build a set of props for your future use</td>
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<td>Reflecting on the first semester: feedback for the 2nd semester course</td>
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<tr>
<td>Turn in/ Bring in</td>
<td>Turn in the rest of research paper copies for members of the class.</td>
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<td>Bring in a prop project model and enough materials to make it for each member of the class</td>
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<tr>
<td>Reminders</td>
<td>Turn in your first professional development plan on Jan. 10</td>
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Class Schedule for TE 804 (Spring 2003)
(to be provided)