

**Faculty Development Plan
2014
Assistant Professor
Department of German and Russian**

I. TEACHING

Self-assessment. As a teacher, I feel that I am able to connect with each of my students on a personal level. Students have often told me that they feel that they learn more in class because they have the feeling I care about them and am concerned with their growth and development in the class and in their lives. I feel that I am able to use the professional development, classroom teaching experience, and research I conduct to make the classes I teach meaningful to students. I stay current on the research in my field and update courses I teach to reflect changes in the field of German teaching and language learning.

I would like to learn how to co-teach better. Last semester was the first time I had ever co-taught a class, and it was a new experience for me. I would also like to learn how to bring the gospel into my courses more and to let my students know my feelings about the gospel.

TEACHING GOALS FOR 2014:

1. Get Feedback on Teaching
 - a. Winter Semester: ask co-teacher for regular feedback
 - b. mid-semester student feedback in all courses
 - c. analyze student assessment data to identify trends in student performance and problems to be remedied by changing teaching strategies, course content, and learning activities, etc.
2. Develop Instructional Skills and Materials
 - a. Compare my course plan with someone teaching the same or a similar course (Cherice Montgomery, Rob Erickson, and Jennifer Bown)
 - b. Meet with colleagues who also train teachers
3. Improve Course/Program Design and Alignment
 - a. Invite student feedback on the congruency of course objectives, activities, and assessments.
 - b. Revise assignments and assessments for courses based on student feedback and performance
 - c. Share and discuss course learning objectives and materials with those teaching other courses in the same curriculum sequence.
4. Learn More about Teaching and Enhancing Student Learning
 - a. Attend workshops during the New Faculty Spring Seminar on improving teaching
 - b. Read the articles on effective teaching suggested by the Center for Teaching and Learning

II. SCHOLARSHIP

Self-assessment. I feel that I am able to choose research topics that are important to the profession of foreign language teaching and that will provide results to inform the foreign language teaching profession on how language learners learn and how language teachers can teach to meet learner needs. I have learned how to write solid literature reviews for publications through the research I have conducted over the past several years. I have also established relationships with editors of important journals in my field. I have collected data in the past year for two articles I am writing. One deals with teacher and learner perceptions of the role of grammar in the classroom, and the other deals with teacher and learner perceptions of the role of corrective feedback in spoken and written language assignments. My future research plans include finishing articles on the following: the role of grammar in language learning, the role of corrective feedback in language learning, integrating the arts into the foreign language curriculum, the flipped language classroom, and proficiency gains while living in the German House. After these articles, I plan to work on a study on motivation with Dan Dewey and a study on reading in German with Troy Cox.

Until coming to BYU, I was not required to have a certain number of publications each year. Setting a schedule and sticking to it has been challenging for me, but after attending the Faculty Development Series in the fall and Tara Gray's *Publish and Flourish* workshop in January, I have found ways to write almost every day. I also have not collaborated much on research in the past, and I am looking forward to collaborating much more with colleagues in the future. I am also interested in involving undergraduate students in conducting research with me.

SCHOLARSHIP GOALS FOR 2014:

1. Write Daily
 - a. Be an active part of a writing group with four colleagues. Meet weekly to provide and receive feedback on writing. Turn in weekly logs of time spent writing.
 - b. Spend at least 15 minutes writing every day.
 - c. Read a book on improving writing.
2. Set aside a regular time (each week/month) to stay current on the literature or the latest creative activities in my discipline.
3. Share key parts of my research in my classroom teaching to help clarify my thinking and generate new ideas and perspectives.
4. Develop my ability to use more complex data analysis techniques or institute tighter systems for data collection and analysis.
5. Begin writing as soon as I begin a project.
6. Receive feedback on writing from my writing group, colleagues outside my field, and colleagues in my field.

III. CITIZENSHIP

Self-assessment. Throughout my professional career, I have found great satisfaction through serving in various capacities. In the past, I have often been the first to volunteer to serve on committees and to accept nominations to run for offices in professional organizations. Now that I am on CFS-track, I have learned that until I apply for CFS, I need to choose judiciously where and how I serve. During my two semesters, working with Jessica Bryan as chair of her MA thesis has been very rewarding. I have also been able to establish relationships with local German teachers by placing students in their classrooms for German 378 and FLANG 276 and working with them on the German Fair. I have found over the past 11 years at the University of Oklahoma in a similar faculty position that it is imperative for me to have solid relationships with local public and private school teachers to ensure good placement experiences for German Teaching majors.

As stated in my goals below, I hope to establish better relationships with members of the department and actively participate in Department/College/Faculty Center brown bags, seminars, and workshops on teaching.

CITIZENSHIP GOALS FOR 2014:

1. Service Activities
 - a. Make a more positive contribution to the Teacher Development Special Interest Group: actively participate in meetings, follow-up on assignments, and provide timely feedback on written materials the committee produces.
 - b. Work with Laura Smith on planning GLAC 2015.
 - c. Serve with Laura Smith on the state AATG board as the Membership Chair for 2014-2015.
2. Collaborative Teaching Activities
 - a. Actively participate in Department/College/Faculty Center brown bags, seminars, and workshops on teaching.
 - b. Team-teach with a colleague. Regularly discuss what you are learning with each other. Gather feedback and together plan ways to improve the course. (German 377/378 with Jennifer Bown.)
3. Build Collegiality
 - a. Find ways to get to know more members of my department. Read their vitae, observe their classes, and visit with them in their offices.
 - b. Have lunch with faculty colleagues.
4. The German Fair at BYU
 - a. Collaborate with Nieves Knapp and Rob Martinsen in Spanish and Chris and Jenna Flood in French
 - b. Contact all German teachers in the state in the fall for the 2015 Fair

Course Development Project Grant Proposal
Due: June 15, 2014
Assistant Professor
Department of German and Russian

For my course development project I will re-design my syllabus for German 377: Teaching German in Secondary Schools. German 377 is the culminating course for German Teaching majors prior to their student teaching. This course combines the theories, research, and practices students have learned in other teaching courses and assists them in applying what they have learned to planning curricula, units, and lessons as they prepare to student teach. This course is also required for students who are applying to teach beginning German as student instructors.

Based on the experience I had teaching this course at the University of Oklahoma every semester for 11 years and discussions with colleagues who teach a similar course in Spanish, French, and Russian, I have determined that my first priority in course design is to re-design this very important course. Instead of following a textbook chapter by chapter, I have determined with the support of my mentor that this course should be taught by topics and supported with the textbook and other sources.

In order to support my course development project, I am requesting funding to help me attend the American Council on the Teaching of Foreign Languages (ACTFL) annual conference in San Antonio, Texas this November. At this conference I will attend sessions sponsored by the Teacher Development Special Interest Group, most of which focus directly on the teaching methods course for pre-service foreign language teachers. I will also attend sessions sponsored by the American Association of University Supervisors and Coordinators (AAUSC), many of which will also focus on the teaching methods course. At the business meetings and receptions for both of these organizations, I will be able to talk with colleagues about how their methods courses are set up and share what I am doing. This conference draws the best scholars in the nation, and I plan to meet with many informally at the receptions and at least one formally for breakfast.

Registration for this conference is \$350.00. If awarded the \$300.00 grant for my course development plan, I will put the money toward covering registration fees to attend this teaching conference.

Citizenship Project Proposal
Due: June 15, 2014
Assistant Professor
Department of German and Russian

In the field of foreign language teaching and learning, collaboration is quite possibly the most important component of successful teaching and scholarship. While I was in graduate school at the University of Arizona, my dissertation chair taught me the importance of establishing and maintaining good relationships with colleagues at my own institution, at institutions in my state, at local schools, in professional organizations, and in the government. Since that semester a number of years ago, I have learned that her advice is most definitely true. Having spent 11 years at the University of Oklahoma as coordinator for all foreign language teaching majors, I quickly learned the necessity of these relationships and of getting to know those in my profession within my university, in the local schools, on the local school board, and at other universities in the state. These relationships helped me learn my responsibilities, learn how and where to place students in field experiences and student teaching internships, how to support the local foreign language teachers, how to get a German program started in the local high schools, and where and how to find journals for my research. Now that I'm no longer in Oklahoma, I am striving to maintain these valuable relationships while making more here.

For my citizenship project I will collaborate with three colleagues in my college who teach the teaching methods class (their language's version of German 377) to redesign and pilot changes in to the German 377 course (Teaching German in Secondary Schools). German 377 is the culminating course for the German Teaching major immediately prior to student teaching. It provides students with the tools they need to plan lessons, assess student learning, conduct action research, and become a teaching professional. This course needs to be updated to reflect changes in the foreign language teaching profession in the past decade. My colleagues in Spanish, French, and Russian who teach this class are updating their courses as well. Each of them has received CFS and is experienced in teaching this course and conducting research on pre-service teacher training and has graciously agreed to collaborate with me.

To begin this project I met with each of my colleagues one-on-one to discuss the approach they take to teaching this course. Although each colleague has a different approach, each has carefully chose learning outcomes that are very similar and that coincide with the learning outcomes I would like to use for my course. We have found that our students need to be better prepared for student teaching and for their first full-time positions following student teaching. I will meet with all three of them as a group to discuss readings, activities, and assessments I would like to implement and ask for their feedback.

This fall I will be piloting the newly designed German 377 course. My colleagues will each give me feedback on drafts of the syllabus and will visit my class to determine whether or not the changes are beneficial. At the conclusion of each unit, I will self-evaluate how everything worked. At the end of Fall Semester, I will meet with my three colleagues again to review the entire course, look at student work, and discuss improvements for the following semester. In return, I will offer to proofread or provide feedback on a course syllabus for each of them.

Scholarship Strategies Proposal
Due: June 15, 2014
Assistant Professor
Department of German and Russian

For my first three years at BYU, my scholarship focuses solely on data I have collected in the past two years but have not yet analyzed. My research topics involve teacher and learner attitudes toward grammar and error correction in foreign language learning and flipping the German classroom. Since coming to BYU in August 2013, I have had two articles accepted for publication in peer-reviewed journals—one was published in March of this year, and the other will be published early in 2015. I just received word that a proposal for an article was accepted. I still have to write the article and submit the manuscript in September. I have four other articles to work on as soon as the current one is sent out for colleagues to give feedback on.

In January of this year, I participated in Tara Gray's amazing "Publish and Flourish" workshop. It changed my life! I have started using so many of the strategies she introduced and have found them all to work very well. The strategies that help me most include:

- Writing at least 15 minutes every day;
- Using topic sentences effectively for every paragraph I write and making sure everything in each paragraph fits the topic;
- Hanging a sign on my office door alerting students and faculty that I am busy writing and will be available at a certain time;
- Asking colleagues to give me feedback on my writing; and
- Participating in a weekly writing group.

Below is a list of titles or topics and peer-reviewed journals for upcoming articles:

1. Integrating the Fine Arts into the Beginning German Curriculum, *AAUSC Annual Volume Integrating the Arts: Creative Thinking about Foreign Language Curricula and Language Program Direction*
2. University Students' and Teachers' Perceptions of the Role of Error Correction in Language Learning: A Comparison of Ideals, *Foreign Language Annals*
3. The Current Role of Grammar in Language Learning, *Modern Language Journal*
4. The German Classroom Reimagined, *Unterrichtspraxis/Teaching German*
5. Flipping the Classroom in Beginning German, *Central States Report*
6. German Competitions: Programs for Student Success, *Unterrichtspraxis/Teaching German*
7. Coordinating Diverse Teaching Staffs in Collegiate Language Programs, *AAUSC Annual Volume*

German 377/378 (Teaching German at the Secondary Level) Fall Semester 2014

Professor:	Dr. Teresa Bell	Class Meets:	TTh 1:30-2:45 PM
Office:	3102 JFSB	Class Location:	3116 JFSB
Email:	tbell@byu.edu	Credit Hours:	3 for 377, 1 for 178
Instructor's Office:	801-422-4961	Instructor's Office:	3102 JFSB
Instructor's Cell:	405-248-1567		

Course Description:

This course is designed to address the needs and concerns of students preparing to teach German in K-12 schools as well as students interested in applying to teach as a student instructor at BYU. This methods course is organized around the *World-readiness Standards for Learning Languages* (commonly referred to as the Five Cs: Communication, Cultures, Connections, Comparisons, and Communities) and the *ACTFL Proficiency Guidelines*. Students will learn about current theoretical bases for second language acquisition and how theory informs classroom practice. The course does not promote a particular methodology but rather presents principles of learning from which teachers can draw as they make decisions about instruction. In today's classrooms with diverse learners and curricular options, teachers must possess a repertoire of teaching practices based on an evolving research and knowledge base. I reserve the right to make changes to this course at my discretion.

Course Objectives:

Upon successful completion of the course, students will be able to:

1. Demonstrate an understanding of current theories of second language acquisition research.
2. Design unit and daily lesson plans in alignment with the standards for language learning.
3. Create lesson segments that reflect theory and practice.
4. Design performance-based assessments.
5. Use technology as a tool for professional development and to promote student learning.
6. Develop the ability to reflect on their teaching, student learning and to make changes as warranted.
7. Be an active professional participant in the field of language teaching.

Assignments:

One of the major ways you will share your progress with your instructor is through assignments you complete outside of class. The readings for this course can all be found on Learning Suite and are integrated into each of the modules for this course. There are three kinds of assignments you will submit:

- **Check-ins:** These questions follow readings in the text or module content and prepare students to participate in in-class discussions and activities. Respond to these questions thoughtfully based upon your understanding of the material. Spend a limited amount of time with these 2-point activities.
- **Reflect and Respond:** These assignments ask you to reflect, to think about the topic, to come up with a response, to create an example, to discuss an instructional decision you might make. These assignments are worth 8 points each and will require more effort and time than the Check-ins.
- **Projects:** During the course, generally at the end of a module, you will create a project that demonstrates your ability to formulate a lesson unit involving the topic you have studied in that module. Projects, worth 50 points, require planning, organization, and instructional decision-making. While devising your project, please

refer to the Project Rubric will be used to evaluate your project. Detailed instructions for each project are provided on Learning Suite.

- **Culminating Final Project is due on the day of the final. It will consist of a unit plan, formal assessment, and daily lesson plans for a one- to two-week unit.**
- **Classroom Observation Reports:** Visit three beginning language classes (two should be in German, and one should be in French or Spanish) and write a narrative report of each class. Contact the instructor well in advance to obtain permission to observe him or her. Do not observe on a day when a quiz longer than five minutes, a test, or a review for a test takes place.
- **Teaching Practicum:** As part of German 378, you will be paired with an experienced teacher either in a local public or private school and with a student instructor at BYU. You will spend at least 30 hours in each teacher's classroom this semester. At first you will observe and get to know the teacher and his or her classroom. Then you will assist the teacher and teach short lessons. Finally, you'll teach an entire class period or two near the end of the semester.

Project Rubric for Modules 7, 8, 9, 11, and 12 (50 points possible)

	Excellent (5)	Good (4)	Needs Work (3-2)
Organization of Lesson: Objectives, Standards, Format	All objectives clearly stated in terms of student performance and standards developed in the lesson are clearly identified and carried out in the lesson. Lesson plan format demonstrates that all the information is there for planning, for sequencing, and for describing activities.	Most objectives stated in terms of student performance but a few focus on form, what is taught, or use vague terms (e.g., understand, become familiar) and/or standards are identified but not always relevant to the lesson. Lesson plan format is abbreviated as to the sequencing of activities and the conduct of activities	Objectives focus on teaching or on student knowledge of form not performance and/or standards have not been identified for the lesson. The lesson plan consists of notes without a clear organization.
Teaching Strategies and Techniques and Commentary *Teaching strategy refers to specific recommended approaches for the module, i.e., for interpretive communication (Module 7) or culture (Module 11).	Tasks and activities are explained in exceptional detail (Another teacher could teach the lesson). The choice of teaching strategies is logical and the instructional approach and practices for the focus of the lesson is supported by research/good practice. The plan is accompanied by a well-reasoned commentary (as an introduction, embedded in activities in a different color, as a marginal comment, or a different font, or in a reflection).	Tasks and activities are explained in sufficient detail (for another teacher to use as a framework) Teaching strategies provide some evidence of alignment w/ theories and best practices relevant to the lesson focus but some choices are not well aligned. The plan may use appropriate strategies but no commentary is made on the rationale behind instructional decisions.	Tasks are presented with insufficient detail. Little or no evidence of the choices of strategy and approach are in the lesson. The plan does not provide insight into the thinking of the teacher.
Use of 3 Modes of Communication and other content standards	Student activities clearly reflect effective approaches to develop targeted mode/s. Communicative modes are effectively integrated with cultural and/or interdisciplinary content or with comparative or community standards.	Student activities are likely to result in some advancement in targeted mode/s. Communicative modes are taught within some content area from the standards.	Student activities are not likely to result in advancement in targeted mode/s. Skills are taught separately from content or not sufficiently contextualized.
Materials selection and technology	All materials for the lesson are correctly referenced (e.g., link or website) and teacher created materials (e.g., worksheets, handouts) are included. Materials are appropriate to proficiency level of students and to age, interests, etc.	Most materials are referenced and included but there are some gaps. Few teacher-created materials or not included. Most material is appropriate to	Materials are not adequately identified. Material is mostly drawn from the

	Technology chosen enhances student language and cultural learning. Students are active in the use of technology for tasks.	proficiency, age, interests of students.	textbook without adaptation or substitution for the age and proficiency level of students. Technology chosen is questionable or no technology is used but it would have been useful. Not needed, no deduction.
Written mechanics and time	Project submitted on time. Well-written without mechanical errors (L1 & L2)	Project submitted within 48 hours (- 2 points) Clearly written with few errors (- 2)	Project submitted later than 48 hours. (- 3 to -5 points) Not clear and careless errors in spelling & form

Course Outline:

This summary of readings and assignments is provided as a checklist. The course was designed independently of the current required textbooks. Consequently, the sequence in the textbook is not the organizer for the course. Specific reading assignments by pages are given within the modules for each assignment. Note the following abbreviations: *Teacher's Handbook* (TH), *Standards for Foreign Language Learning in the 21st Century* (SFLL), *Learning Suite* (LS), Mod (Module), th (Theme). Assignments are due no later than 10 minutes before class begins, or they will be considered late.

Detailed information for each assignment and each project can be found on Learning Suite.

Date	In class	Homework due today before class starts
September 2, 2014 (Tuesday)	<ul style="list-style-type: none"> • Introduction to the course • <u>Module One</u>: Reflection and Goal Setting • Video activities 	
September 4, 2014 (Thursday)	<ul style="list-style-type: none"> • <u>Module One</u>: Reflection and Goal Setting 	<ul style="list-style-type: none"> • Read: Module One readings on LS • Complete on LS: Reflect and Respond Mod1 th1a and Mod1 th2b.
September 9, 2014 (Tuesday)	<ul style="list-style-type: none"> • <u>Module Two</u>: Our Evolving Profession 	<ul style="list-style-type: none"> • Read: Module Two Introduction, Module Two Theme One, and Module Two Theme Three on LS • Complete on LS: Check-in Module 2 Introduction, Reflect and Respond Mod2 th2
September 11, 2014 (Thursday)	<ul style="list-style-type: none"> • <u>Module Two</u>: Our Evolving Profession • Quiz on Module Two 	<ul style="list-style-type: none"> • Read: Module Two Theme Three and Module Two Theme Four • Complete on LS: Reflect and Respond Mod2 th3a, Check-in Mod2 3b, and Check-in Mod2 th4
September 16, 2014 (Tuesday)	<ul style="list-style-type: none"> • <u>Module Three</u>: Standards for Foreign Language Learning (SFLL) 	<ul style="list-style-type: none"> • Read: Module Three Introduction, Module Three Communication, Cultures, Connections • Complete on LS: Check-in Module 3 Introduction; Check-ins Mod3 Communication, Culture; RR Mod3 Culture

Date	In class	Homework due today before class starts
September 18, 2014 (Thursday)	<ul style="list-style-type: none"> • <u>Module Three</u>: Standards for Foreign Language Learning (SFLL) 	<ul style="list-style-type: none"> • Read: Module Three Comparisons, Communities • Complete on LS: Check-ins Mod3 Community and Comparison; Mod3 Self-assessment • Observation #1 due
September 23, 2014 (Tuesday)	No class today!	<ul style="list-style-type: none"> • Read: Module Four Introduction, Theme I (The FL Learners and the Acquisition Process) • Complete on LS: RR Mod4 Intro, RR Mod4 th1a, Check-in Mod4 1b
September 25, 2014 (Thursday)	No class today!	<ul style="list-style-type: none"> • Read: Module Four Theme II (The Learner's Use of Input in the Acquisition Process) • Complete on LS: RR Mod4 th2a, Check-in Mod4 2b
September 30, 2014 (Tuesday)	<ul style="list-style-type: none"> • <u>Module Four</u>: The Foreign Language Learning and the Acquisition Process • Implications of Vygotsky's theory for FL learning and teaching 	<ul style="list-style-type: none"> • Read: Module Four Theme III (The Role of Sociocultural Processes in Language Acquisition) • Complete on LS: RR Mod4 3a, Check-in Mod4 3b
October 2, 2014 (Thursday)	<ul style="list-style-type: none"> • <u>Module Four</u>: The Foreign Language Learning and the Acquisition Process 	<ul style="list-style-type: none"> • Read: Module Four (The FL Learners and the Acquisition Process) • Complete on LS: Check-in Mod4 th4 • Observation #2 due
October 7, 2014 (Tuesday)	<ul style="list-style-type: none"> • <u>Module Four</u>: The Foreign Language Learning and the Acquisition Process • Motivation in FL teaching 	<ul style="list-style-type: none"> • Interview assignment due • Teaching demonstrations in class
October 9, 2014 (Thursday)	<ul style="list-style-type: none"> • <u>Module Four</u>: The Foreign Language Learning and the Acquisition Process • Quiz on Module Four 	<ul style="list-style-type: none"> • Prepare for Quiz on Module Four • Observation #3 due
October 14, 2014 (Tuesday)	<ul style="list-style-type: none"> • <u>Module Five</u>: Designing a Curriculum and Lesson Planning • Look at Nebraska's or New Jersey's state framework. Describe 3 learning strategies you found addressed there. Try not to repeat previous insights but add to them. 	<ul style="list-style-type: none"> • Read: Module Five Designing Curricula and Lesson Planning, Theme I (Designing Curricula and Planning Lessons), Theme II (Unit Planning) • Complete on LS: RR Mod5 Intro, RR Mod5 th1, RR Mod5 th2a, RR Mod5 th2b
October 16, 2014 (Thursday)	<ul style="list-style-type: none"> • <u>Module Five</u>: Designing a Curriculum and Lesson Planning • Sample Lesson Plan Template 	<ul style="list-style-type: none"> • Read: Module Five Theme III (Lesson Planning) • Complete on LS: Check-in Mod5 th3a, RR Mod5 th3b • Familiarize yourself with Sample Lesson Plan Template on LS
October 21, 2014 (Tuesday)	<ul style="list-style-type: none"> • <u>Module Six</u>: Meeting Learner Needs 	<ul style="list-style-type: none"> • Read: Module Six Introduction, Theme I (Language Learners: Their Approaches), Theme II (Diverse Backgrounds), Theme III (Diverse Learner Needs) • Complete on LS: Check-in Mod6 1a, RR

Date	In class	Homework due today before class starts
October 23, 2014 (Thursday)	<ul style="list-style-type: none"> • <u>Module Six</u>: Meeting Learner Needs 	<ul style="list-style-type: none"> • Paper/Case Study Project due
October 28, 2014 (Tuesday)	<ul style="list-style-type: none"> • <u>Module Seven</u>: Teaching for Interpretive Communication 	<ul style="list-style-type: none"> • Read: Module Seven Introduction, Theme I (The Process of Comprehension and Interpretation), Theme II (Authentic Texts) • Complete on LS: Check-in Mod7 1a, RR Mod7 1b, Check-in Mod7 2a, RR Mod7 2b
October 30, 2014 (Thursday)	<ul style="list-style-type: none"> • <u>Module Seven</u>: Teaching for Interpretive Communication 	<ul style="list-style-type: none"> • Read: Module Seven Theme III (Guiding Students to Comprehend and Interpret Oral and Written Texts), Theme IV (Integrating and Assessing Interpretive Communication) • Complete on LS: RR Mod7 th3a, RR Mod7 3b, RR Mod7 th3c, Mod7 th4a • Lesson Plan Project due (select an authentic video and design activities to engage students in comprehension and interpretation to meet the Interpretive Communication Standard)
November 4, 2014 (Tuesday)	<ul style="list-style-type: none"> • <u>Module Eight</u>: Teaching for Interpersonal Communication • Discuss guiding principles for Interpersonal Communication • Discuss insights about how the teacher set up the story and conducted it as a class 	<ul style="list-style-type: none"> • Read: Module Eight Introduction, Theme I (Negotiating Meaning in the Classroom), Theme II (Teacher/Learner Interactions) • Complete on LS: RR Mod8 th1, RR Mod8 th2a, RR Mod8 th2b • Teaching demonstrations in class
November 6, 2014 (Thursday)	<ul style="list-style-type: none"> • <u>Module Eight</u>: Teaching for Interpersonal Communication 	<ul style="list-style-type: none"> • Read: Module Eight Theme III (Student-to-student Interactions), Theme IV (Focus on language within a communicative framework) • Complete on LS: RR Mod8 th3a, TT Mod8 th3b • PACE Model Lesson Plan due
November 11, 2014 (Tuesday)	<ul style="list-style-type: none"> • <u>Module Nine</u>: Teaching for Presentational Communication 	<ul style="list-style-type: none"> • Read: Module Nine Introduction, Theme I (The Processes Involved in Presentational Communication), Theme II (Strategies... Elementary School Level) • Complete on LS: Check-in Mod9 th1, RR Mod9 th2a • Module 9 Mini Lesson Plan due
November 13, 2014 (Thursday)	<ul style="list-style-type: none"> • <u>Module Nine</u>: Teaching for Presentational Communication 	<ul style="list-style-type: none"> • Read: Module Nine Theme III (Strategies... Secondary Level), Theme IV (Integrating and Assessing Presentational Communication) • Complete on LS: RR Mod9 th3, RR Mod9 th4 • Module 9 Lesson Plan due

Date	In class	Homework due today before class starts
November 18, 2014 (Tuesday)	<ul style="list-style-type: none"> • <u>Module Ten</u>: Assessing Performance in Language Classrooms 	<ul style="list-style-type: none"> • Read: Module Ten Introduction, Theme I (Basic Concepts and Definitions) • Complete on LS: Check-in Mod10 th1a, Check-in Mod10 th1b, RR Mod10 th1c, Check-in Mod10 th1d
November 20, 2014 (Thursday)	<ul style="list-style-type: none"> • <u>Module Ten</u>: Assessing Performance in Language Classrooms • No class – Dr. Bell will be speaking at ACTFL! 	<ul style="list-style-type: none"> • Read: http://ucat.osu.edu/read/teaching-portfolio/philosophy • Write your own teaching philosophy • Read: Module Ten Theme II (Authentic Assessments), Theme III (Designing CATs), Theme IV (Classroom Testing), Theme V (Integrated Performance Assessment) • Complete on LS: Check-in Mod10 th2, RR Mod10 th3, Check-in Mod10 th4, RR Mod10 th5
November 25, 2014 (Tuesday)	No class – Friday instruction!	<ul style="list-style-type: none"> • Start working on your final project. • Read excerpts on LS of <i>The One World Schoolhouse</i> by Salman Khan. • Write a one-page reaction to the reading and submit on LS.
November 27, 2014 (Thursday)	No class – Thanksgiving Break!	Happy Thanksgiving!
December 2, 2014 (Tuesday)	<ul style="list-style-type: none"> • <u>Module Eleven</u>: Understanding Cultural Perspectives • <i>The One World Schoolhouse</i> and the flipped classroom 	<ul style="list-style-type: none"> • Work on your final project during these last two modules. They have fewer assignments to allow you time. • Read: Module Eleven Introduction, Theme I (Applying the Cultural Framework), Theme II (Authentic Materials), • Complete on LS: RR Mod11 th1
December 4, 2014 (Thursday)	<ul style="list-style-type: none"> • <u>Module Eleven</u>: Understanding Cultural Perspectives • The flipped classroom 	• Module 11 Lesson Plan due
December 9, 2014 (Tuesday)	<ul style="list-style-type: none"> • <u>Module Twelve</u>: Comparisons and Connections with Other Disciplines and the Target Language Community 	<ul style="list-style-type: none"> • Read: Module Twelve Introduction, Theme I (Making Connections), II (Using Language outside the Classroom) • Complete on LS: RR Mod12 th2 • Module 12 Lesson Plan due
December 11, 2014 (Thursday)	<ul style="list-style-type: none"> • Last day of class 	• Video teaching demonstrations in class
December 16, 2014 (Tuesday)		• Assemble and turn in your Culminating Final Project due <u>no later than 5:30 PM.</u>