

Submit originals (including syllabus) and one copy and electronic copy to the Faculty Senate Office
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL
 Attach a syllabus, except if dropping a course.

SUBMITTED BY:

Department	Foreign Languages and Literatures	College/School	CLA
Prepared by	Kimberly Aragon Stewart	Phone	474-7634
Email Contact	kstewart@alaska.edu	Faculty Contact	Kimberly Aragón Stewart

1. COURSE IDENTIFICATION: As the course now exists.

Dept	FL	Course #	F451	No. of Credits	4
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COURSE TITLE	Foreign Language Teaching Practicum
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2. ACTION DESIRED: Check the changes to be made to the existing course.

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what is changing.	Drop Course	<input type="checkbox"/>
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NUMBER	<input type="checkbox"/>	TITLE	<input checked="" type="checkbox"/>	DESCRIPTION	<input checked="" type="checkbox"/>
PREREQUISITES*	<input checked="" type="checkbox"/>	FREQUENCY OF OFFERING			<input checked="" type="checkbox"/>

*Prerequisites will be required before a student is allowed to enroll in the course.

CREDITS (including credit distribution)	<input checked="" type="checkbox"/>	COURSE CLASSIFICATION	
ADD A STACKED LEVEL (400/600) Include syllabi.	<input type="checkbox"/>	Dept.	Course #

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

ADD NEW CROSS-LISTING	<input checked="" type="checkbox"/>	Dept. & No.	LING	Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
STOP EXISTING CROSS-LISTING	<input type="checkbox"/>	Dept. & No.		Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
OTHER (specify)				

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check all that apply)	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6 weeks to full semester
OTHER FORMAT (specify all that apply)												
Mode of delivery (specify lecture, field trips, labs, etc.)	Lecture and teaching practicum											

4. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities		S = Social Sciences	
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Will this course be used to fulfill a requirement for the baccalaureate core?	YES		NO	X
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IF YES*, check which core requirements it could be used to fulfill:

O = Oral Intensive, *Format 6 also submitted		W = Writing Intensive, *Format 7 submitted		X = Baccalaureate Core	
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4.A *Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.*

YES	NO	X
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5. **COURSE REPEATABILITY:**

Is this course repeatable for credit?	YES		NO	X
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Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).	
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How many times may the course be repeated for credit?	0	TIMES
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If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?		CREDITS
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6. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative ~~Aboriginal~~ Indigenous Rights and Policies (s)

3 Credits

Offered As Demand Warrants

~~Case study~~ Comparative approach in ~~assessing Aboriginal~~ analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aboriginal situations~~ Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

FL F451 Second and Foreign Language Teaching Practicum

~~4~~ 3 credits

Offered ~~Fall~~ Spring

Methodology workshop for ~~the advanced second language student~~ students interested in teaching foreign languages or English as a second language. Includes language acquisition pedagogy and employment of these techniques in a lower ~~level~~ division language classroom under the supervision of a classroom teacher. Enrollment subject to available classroom placement. Prerequisites: Completion of FREN 302 or GERM 302 or JPN 302 or SPAN 302 or RUSS 302 language course or permission of instructor; for students teaching English as a second language, LING 410 is the alternative prerequisite. (~~3+0+3-5~~) (Cross-listed with LING F451). (2+0+1)

7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

FL F451 Second and Foreign Language Teaching Practicum

3 credits

Offered Spring

Methodology workshop for students interested in teaching foreign languages or English as a second language. Includes language acquisition pedagogy and employment of these techniques in a lower division language classroom under the supervision of a classroom teacher. Enrollment subject to available classroom placement. Prerequisites: Completion of FREN 302 or GERM 302 or JPN 302 or SPAN 302 or RUSS 302 language course or permission of instructor; for students teaching English as a second language, LING 410 is the alternative prerequisite. (Cross-listed with LING F451). (2+0+1)

8. **GRADING SYSTEM:** Specify only one.

LETTER:	X	PASS/FAIL:	
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9. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

No impact -- the course is currently taught by Dept. Foreign Languages & Literatures faculty.

10. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No X Yes Not needed; instructor has necessary materials.

11. IMPACTS ON PROGRAMS/DEPTS:

What programs/departments will be affected by this proposed action?
Include information on the Programs/Departments contacted (e.g., email, memo)

Linguistics Program

Program Chair: Patrick Marlow
907-474-7446, pemarlow@alaska.edu

The revised course will be cross-listed with a LING version for students in the proposed Minor in Teaching English to Speakers of Other Languages (TESOL) that will be hosted by the Linguistics Program beginning in AY 2015-2016.

12. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

Positive impact – Traditionally this course has only been attended by Foreign Languages & Literatures majors. The proposed change will also allow students minoring in TESOL to complete a practicum in English second language teaching. This will benefit both these students and the Linguistics Program, which will host the new minor.

Negative impact - none expected.

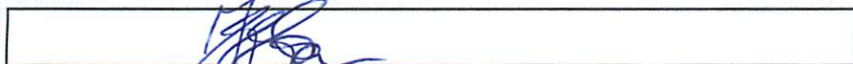
13. JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.


- 1. Number of credits changed from 4 to 3:** The theory portions of the course are now being met in LING 410, reducing the content and contact hours needed for FL 451. FL students seeking more work on the theory and methods of second language teaching will be encouraged to take LING F410.

In the revised offering, students will meet with the instructor for 2 hours a week in the lecture portion of the course and 3 hours a week in a host second/foreign language classroom for the supervised practicum portion of the course.
- 2. Offering in the spring instead of the fall:** This will allow students to take LING 410 in the fall prior to taking FL 451. LING 410 discusses theories of second language acquisition as well as more in-depth treatments of second language teaching methodology, both of which provide a useful conceptual foundation for the practicum experience of FL 451.
- 3. Course title:** The title is changed to incorporate not only foreign language teaching for foreign language students, but also second language teaching for students interested in English second language education.
- 4. Course prerequisites:** Additions have been made to ensure that students taking the practicum for English as a second language (ESL) teaching will understand the alternative prerequisites to the FL courses currently listed.
- 5. Cross-listing FL 451 with LING 451:** This will allow students minoring in TESOL to take the course as part of their work in linguistics if they so choose.

APPROVALS: (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

	Date
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Signature, Chair, Program/Department of: Foreign Languages + Literatures

	Date
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Signature, Chair, College/School Curriculum Council for: CLA

	Date
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Signature, Dean, College/School of: CCA

Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):

Signature of Provost (if applicable)	Date
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ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

Signature, Chair	Date
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Faculty Senate Review Committee: Curriculum Review GAAC
 Core Review SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)

<u>See attached</u>	Date
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Signature, Chair, Program/Department of: Ling

Signature, Chair, College/School Curriculum Council for:	Date
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Signature, Dean, College/School of:	Date
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Note: If removing a cross-listing, you may attach copy of email or memo to indicate mutual agreement of this action by the affected department(s).

If degree programs are affected, a Format 5 program change form must also be submitted.

APPROVALS: (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):

	Date	
Signature of Provost (if applicable)		

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

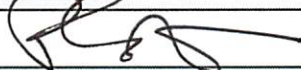
	Date	
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Signature, Chair

Faculty Senate Review Committee: ___Curriculum Review ___GAAC

___Core Review ___SADAC

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)

	Date	9-26-14
Signature, Chair, Program/Department of: Linguistics		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

Note: If removing a cross-listing, you may attach copy of email or memo to indicate mutual agreement of this action by the affected department(s).

If degree programs are affected, a Format 5 program change form must also be submitted.

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. Course information:

Title, number, credits, prerequisites, location, meeting time
(make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:

Name, office location, office hours, telephone, email address.

3. Course readings/materials:

Course textbook title, author, edition/publisher.
 Supplementary readings (indicate whether required or recommended) and
 any supplies required.

4. Course description:

Content of the course and how it fits into the broader curriculum;
 Expected proficiencies required to undertake the course, if applicable.
 Inclusion of catalog description is *strongly* recommended, and
 Description in syllabus must be consistent with catalog course description.

5. Course Goals (general), and (see #6)

6. Student Learning Outcomes (more specific)

7. Instructional methods:

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

8. Course calendar:

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

9. Course policies:

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

10. Evaluation:

Specify how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades (on a curve, absolute scores, etc.) Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

11. Support Services:

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

12. Disabilities Services: Note that the phone# and location have been **updated**. <http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

5/21/2013

FL 451/LING 451: Second and Foreign Language Teaching Practicum
Section F01 - Spring 2016
F 1:00-3:00p.m. GRUE 614E

Instructor: Kim Aragón Stewart

Email: kstewart@alaska.edu

Office: Gruening 608A

Office hours: MW 2-3; TR 11-12

DESCRIPTION

This class is designed to give students a practical teaching experience in the foreign language (FL) or English as a second language (ESL) classroom. The class has two components: 1) Serving as a practicum assistant in a beginning FL classroom or an ESL classroom at UAF, and 2) participating in discussion groups with the other practicum assistants during our Friday class time. During the Friday class time we will discuss theories of language acquisition and learning, teaching methodology and instructional techniques.

Prerequisites: Completion of FREN 302 or GERM 302 or JPN 302 or SPAN 302 or RUSS 302 language course or permission of instructor; for students teaching English as a second language, LING 410 is the alternative prerequisite.

COURSE OBJECTIVES

Course goals

- Experience different teaching methodologies
- Relate theories of language acquisition to FL/ESL classroom teaching experiences
- Relate curriculum and design to underlying theories of acquisition and learning

Expected Student Learning Outcomes

- Students will be able to produce lesson plans, assessments and activities for the FL/ESL classroom relation to specific acquisition theories.
- Students will gain the skills to teach a short (15 min), medium (30 min) and long (1 hour) lesson in the FL /ESL classroom.
- Students will be able to design a syllabus for the L2/ESL classroom based on a specific methodology and language acquisition theory

INSTRUCTIONAL METHODS

The classroom sessions of FL 451/LING 451 will be conducted, not as a lecture, but rather as a discussion group with the students and the instructor participating in the delivery of the content. The instructor will act as a facilitator or resource while the students will bring their current and past experiences with language learning as a foundation for the discussions concerning language acquisition and learning. The practicum portion of the course will involve students in the observation, assistant teaching, and solo teaching of FL/ESL activities and lessons.

COURSE POLICIES

Student responsibilities

- **Preparation.** Students must come prepared for every class. Each week they must be prepared to discuss the topic listed in the schedule with regards to how it relates to what is happening in the language classroom you are working in.
- **Attendance and participation.** In-class interaction is required. Missed class: if you miss class, it is YOUR responsibility to check with the instructor or a classmate to see if you missed any assignment or schedule change.

Appropriate class behavior. You are welcome to bring a drink or snack to class, as long as you clean up after yourself. Side conversations are not acceptable. I expect you to be courteous to classmates and the instructor at all times. Cell phones ***MUST BE TURNED OFF*** before class begins. Each FL 451/LING 451 student must talk with his or her host teachers in the FL/ESL course behavioral expectations in the classroom.

Students with disabilities. UAF makes appropriate accommodations for individuals with disabilities who have been documented by the Office of Disability Services (208 Whitaker Building, Telephone number: (907) 474-5655). Students with learning or other disabilities who may need classroom accommodations are encouraged to make an appointment to obtain the appropriate documentation if they do not have it. Please meet with me during office hours so that I can collaborate with the Office of Disability Services to provide the appropriate accommodations and support to assist you in meeting the goals of the course.

Student support services. UAF is committed to equal opportunity for all students. Students who are the first in their families to attempt a four-year college degree, or students whose incomes are low, have opportunities for tutorial and other forms of support from the office of Student Support Services. Please make an appointment with Student Support Services at (907) 474-6844 (514 Gruening Building).

Student code of conduct. As a UAF student, you are subject to UAF's student code of conduct (<http://uaf.edu/catalog/current/academics/regs3.html>):

"Honesty is a primary responsibility of yours and every other UAF student. The following are common guidelines regarding academic integrity:

1. Students will not collaborate on any quizzes, in-class exams or take-home exams that contribute to their grade in a course unless the course instructor grants permission. Only those materials permitted by the instructor may be used to assist in quizzes and examinations.
2. Students will not represent the work of others as their own. Students will attribute the source of information not original with themselves (direct quotes or paraphrases) in compositions, theses and other reports.
3. No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.

Alleged violations of the Code of Conduct will be reviewed in accordance with procedures specified in regents policy, university regulations and UAF rules and procedures. For additional information and details about the Student Code of Conduct, contact the dean of students or visit www.alaska.edu/bor/."

EVALUATION

To measure the expected learning outcomes, we will use the following resources:

A. Participation - This is a two-fold grade, one part for the attendance and participation in the Friday class with the other TAs and the other for the attendance and participation in the FL/ESL class you are working in. You **MUST** be attending the FL/ESL class consistently based on the attendance agreement you agree on with your host FL/ESL teacher. If you know that you are not going to be able to go, please inform the instructor since he/she may be planning activities that require your assistance. Each unexcused absence will result in a 5% deduction from the student's final FL 451/LING 451 grade.

B. Lab/Tutoring - **FL 451 students** will have **two scheduled hours a week** of work in the lab as a tutor for his or her specific language. Please see the administrative assistant in Foreign Languages and Literatures (Jennifern) give her your schedule so that she may post it at the door of the Language Lab. **LING 451 students** will have tutoring time with students in their host ESL class as determined by the host teacher. It is expected that LING 451 students will tutor an ESL student for **a minimum of one hour a week** during the semester.

C. Classroom Journal - Students will keep a daily journal regarding their experiences in the FL/ESL classroom where they are serving as assistants.

D. Presentations - Each student will present weekly on the topic being discussed. Details will be given in class.

E. Teaching - Each student will be required to teach at least three times during the semester in his or her FL/ESL class. Please coordinate with the host instructor in this class to schedule these three sessions: a 15-minute lesson, a 30-minute lesson, and a 1-hour lesson.

F. Portfolio - The final project for the class will be the presentation of a portfolio gathered throughout the semester with ideas, activities, worksheets, games, music, culture activities, conversation ideas, pictures, videos that could be used in the L2/ESL classroom.

Components of the final grade and weight by percentage

Participation	10%
Lab Tutoring	10%
Portfolio	30%
Classroom Journal	15%
Presentations	15%
Teaching	20%

Drop dates:

Sept. 20 is the last day to drop a course for a 100% refund of tuition and fees.

Nov. 1 is the last day to withdraw from a course with a "W" grade on record.

Tentative Semester Schedule

(Topics and activities may be subject to change. The instructor will inform you of any changes.)

Week 1 – Jan. 22	Introduction
Week 2 – Jan. 29	Introduction continued Readings: Lightbown & Spada – “Popular Ideas About Language Learning: Facts and Opinions”
Week 3 – Feb. 5	Syllabus and Curriculum Design Homework (for 9/30): Write a syllabus for an L2 classroom
Week 4 – Feb. 12	Form vs. Function Homework (for 10/7): Design an activity that teaches a grammatical point; design an activity with a conversational point
Week 5 – Feb. 19	Games in the Classroom Homework (for 10/5): Design and produce one classroom game
Week 6 – Feb. 26	Storytelling in the Classroom Homework (for 10/18): Prepare a story to tell in the L2 classroom
Week 7 – Mar. 4	Culture in the L2 Classroom Homework (for 10/25): Prepare an activity that teaches culture and Language
Week 8 – Mar. 11	Textbooks and Materials for the L2 classroom Homework (for 11/4): Choose a teaching method for next week’s teaching activity
Week 9 – Mar. 18	SPRING BREAK – NO CLASSES
Week 10 – Mar. 25	Second Language Teaching Methodologies & the Post-methods Era

(Communicative Language Teaching, the Audio-Lingual Method, Total Physical Response, TPRS, the Natural Approach, Suggestopedia, Content-based Instruction, Task-based Language Teaching)

Readings: See me for your individual readings

Homework (for Nov. 11): Teach the class using your assigned method

- Week 11 – Apr. 1 What makes a good language learner?
- Week 12 – Apr. 8 Quiz and Exam writing
Homework (for 12 /2): Write a quiz or exam for your host FL/ESL class
- Week 13 – Apr. 15 Lesson Plans-
Homework (for 12/9): complete one lesson plan to present next week
- Week 14 – Apr. 22 Presentation of Lesson Plans
- Week 15 – Apr. 29 Portfolio Presentations
- Week 16 – May 6 Class wrap-up and evaluation