

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 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	<input type="checkbox"/>
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ADD A STACKED LEVEL (400/600) Include syllabi.	<input type="checkbox"/>	Dept.	<input type="checkbox"/>	Course #	<input type="checkbox"/>
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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 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)	<input type="checkbox"/>			

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)	<input type="checkbox"/>											
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	<input type="checkbox"/>	S = Social Sciences	<input type="checkbox"/>
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Will this course be used to fulfill a requirement for the baccalaureate core?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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IF YES*, check which core requirements it could be used to fulfill:

O = Oral Intensive, *Format 6 also submitted	<input type="checkbox"/>	W = Writing Intensive, *Format 7 submitted	<input type="checkbox"/>	X = Baccalaureate Core	<input type="checkbox"/>
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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
S			

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).

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~~ to 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 Foreign Language Teaching Practicum

~~4~~ 3 credits

Offered ~~Fall~~ Spring

Methodology workshop for ~~the advanced second language student~~ students interested in teaching foreign languages.

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: ENGL 211 or 213; Completion of FREN 302 or GERM 302 or JPN 302 or SPAN 302 or RUSS 302 language course or permission of instructor. ~~(3+0+3-5) (2+0+3)~~ (2+0+3)

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

FL F451 Foreign Language Teaching Practicum

3 credits

Offered Spring

Methodology workshop for students interested in teaching foreign languages. 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: ENGL 211 or 213; Completion of FREN 302 or GERM 302 or JPN 302 or SPAN 302 or RUSS 302 language course or permission of instructor. ~~(3+0+3)~~ (2+0+3)

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.
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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)

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Linguistics Program

Program Chair: Patrick Marlow

907-474-7446, pemarlow@alaska.edu

The revised course will be taught at the same time as LING 451, a version of the course for students in the proposed Minor in Teaching English to Speakers of Other Languages (TESOL), which 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 changes will harmonize the course with LING 451, a new practicum course for students interested in teaching English as a second language. This will benefit students choosing the proposed Minor in TESOL, which will be hosted by the Linguistics Program.

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 in-depth 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 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 and foreign language teaching methodology, which will provide a useful conceptual foundation for the practicum experience of FL 451.
3. **Description:** Some wording in the description has been modified for the sake of clarity.
4. **Course prerequisites:** Advanced writing coursework has been added, so students are prepared for the amount of writing (journals, reflection papers) required in the course.

SEE ATTACHED SIGNATURES

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:

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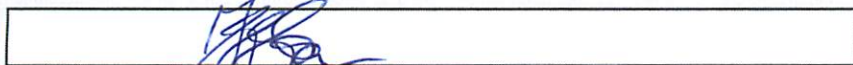
Signature, Chair, College/School Curriculum Council for:

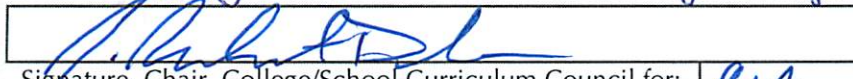
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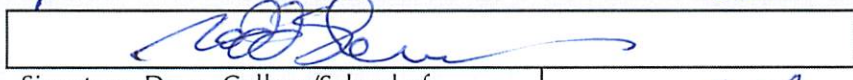
Signature, Dean, College/School of:

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):

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

	Date	09-29-2014
Signature, Chair, Program/Department of: Foreign Languages + Literatures		

	Date	10/3/14
Signature, Chair, College/School Curriculum Council for: CLA		

	Date	10/3/14
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):

 	Date	
Signature of Provost (if applicable)		

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

 	Date	
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.)

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

 	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.

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.

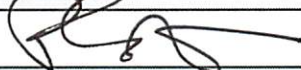
	Date	
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Signature, Chair

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: Foreign Language Teaching Practicum

Section F01 - Spring 2016

Course day & time: F 1:00-3:00p.m.*Course location:* GRUE 614E*(Scheduling of required practicum sessions in your host foreign language course will be determined early in the semester)***Instructor:** Kim Aragón Stewart**Email:** kstewart@alaska.edu**Office:** Gruening 608A**Office hours:** MW 2-3; TR 11-12**DESCRIPTION**

The course gives students teaching experience in a foreign language classroom. Students serve as classroom assistants and language tutors in addition to designing and delivering their own lesson plans and completing a unit design project. Through course discussions, students relate language-learning theories and teaching methods to their own practical experiences. ***Prerequisites: ENGL 211 or 231; and FRE 302, GER 302, JPN 302, RUSS 302, SPAN 302, or permission of instructor.***

(2+0+3) ^F213X***Notes:***

- To enroll in the course, students must have a class schedule that allows them to attend at least three hours of a lower-division UAF foreign language course every week throughout the semester.
- The class meets with LING 451: English Second Language Teaching Practicum
- Throughout the remainder of this document, 'FL' will be substituted for the phrase 'foreign language.'

COURSE MATERIALS

No textbook is required for the course. Instead, the instructor will provide students with paper and electronic copies of readings and a variety of other materials including Internet and/or video resources.

Recommended: It is highly recommended that students obtain copies of required textbooks and other materials that will be used in their host FL courses. These will help students participate in classroom activities.

COURSE GOALS

- 1) Understand important FL learning and teaching concepts
- 2) Teach FL learners in classroom and tutoring situations
- 3) Design FL curricular documents, instructional materials, and assessment measures

COURSE OBJECTIVES

To meet the three goals outlined above, students will engage in a range of activities in both the FL 451 classroom and their host FL courses:

- 1) Discussion of important concepts and techniques in FL learning and teaching;
- 2) Participation in a host FL course, first as an observer and then as an assistant teacher;

- 3) The keeping of FL classroom journals that allow students to record their experiences, reflections, and questions surrounding practicum activities;
- 4) Tutoring of FL learners and the keeping of a tutoring journal on the experience;
- 5) The planning, teaching, and evaluation of FL activities and lessons;
- 6) The design, assignment, and evaluation of an FL homework assignment and the design, delivery, and evaluation of an FL assessment measure; and
- 7) Development of a multiple-lesson unit for an FL classroom that includes learning goals and objectives; lesson plans, materials and activities; and homework assignments and assessments

STUDENT LEARNING OUTCOMES

By the end of the semester, ***students will be better able to*** plan, teach, and evaluate lessons in a foreign language classroom; assess language learner's FL knowledge and use; and develop instructional materials for an envisioned FL instructional unit.

INSTRUCTIONAL METHODS

As a practicum course, FL 451 includes both FL 451 class sessions and required sessions in a host FL classroom.

Classroom sessions of FL 451 will be conducted, not as a lecture, but rather as a discussion group with both students and the instructor participating in content delivery. The instructor will act as a discussion facilitator while the students will share their past and current experiences with thoughts on language learning and teaching.

The practicum portion of the course will involve students in the observation, assistant teaching, and solo teaching of FL activities and lessons. The host FL instructor will determine the exact nature and scheduling of these activities.

COURSE ASSIGNMENTS AND EVALUATION

A. Attendance – Your course grade will in part be based on your attendance in FL 451 class sessions and your host FL classroom. ***Students do not receive points for attendance, but they can lose points for unexcused absences.***

You are expected to attend every FL 451 session and come prepared for class discussion. You may miss one class session without an official excuse, but you will need to provide an official excuse for every additional missed class.

Beyond the one free unexcused absence discussed above, students will lose 5% off of their final course grade for every unexcused absence. Information on what counts as an official excuse for an absence is explained below in the course policies section.

In your host FL classroom, you are expected to attend a minimum of three class hours per week from the second week of the semester to the 14th week. To ensure that your attendance does not create any surprises or difficulties for your host FL teacher, you are required to create an attendance agreement with him or her. You must attend class consistently based on this agreement.

If you know that you will not be able to attend a scheduled FL class, please inform the instructor as soon as possible since he/she may be planning activities that require your assistance.

In some cases, your host FL teacher may allow you to make up a missed lesson by attending an additional lesson during the week of the missed class. If this happens, you will not lose any points for your absence. You are not able to make up a missed class in a week other than the one in which the absence occurred.

Each unexcused absence in your FL course or absence that is not made up during the same week will result in a 5% deduction from your final FL 451 grade.

- B. Homework** – During the semester students will complete several homework assignments including those related to weekly FL 451 discussions and planning for their teaching activities in their host FL classroom.

The FL 451 instructor will evaluate these assignments and assign each one a check (√) for a full point for adequately completed work or a check minus (√-) for half a point for work that is late or inadequately completed.

At the end of the semester, the instructor will add up the number of homework points for each student and divide the resulting number by the total number of possible homework assignments. The resulting percentage will be multiplied by ten to provide a final homework grade for the course.

- C. Classroom Journal** – For each lesson they attend in their host FL classroom, students will complete a one-page observation journal entry reporting on the activities completed during lesson as well as any observations, concerns, and questions they may have.

The FL 451 instructor will evaluate these journals and assign each one a check (√) for a full point for adequately completed work or a check minus (√-) for half a point for late or inadequately completed work.

At the end of the semester, the instructor will add up the number of classroom journal points for each student and divide the resulting number by the total number of possible journal entries. The resulting percentage will be multiplied by fifteen to provide a final classroom journal grade for the course.

The FL 451 instructor will provide students with guidelines for classroom journals at the beginning of the semester.

- D. Tutoring and Tutoring Journals** - FL 451 students will be required to complete **at least five hours of FL tutoring** during the course of the semester. Students can complete this tutoring by meeting FL students in the Language Lab or by meeting them outside of the lab at a place and time of their choosing.

If you choose to complete your tutoring sessions through the UAF Language Lab, please see the administrative assistant in Foreign Languages and Literatures (Jennifern) and give her your schedule, so she can post it on the door of the Lab.

To account for their tutoring sessions and to reflect on their tutoring experience, FL 451 students are required to submit **a minimum of five one- to two-page tutoring journals** reporting on the time, place, and content of each tutoring session and reflecting on accomplishments, concerns, and questions from the session.

The FL 451 instructor will evaluate these journals and assign each one a check (√) for a full point for adequately completed work or a check minus (√-) for half a point for late or inadequately completed work.

At the end of the semester, the instructor will add up the number of tutoring journal points for each student and divide the resulting number by the total number of possible journal entries. The resulting percentage will be multiplied by ten to provide a final tutoring journal grade for the course.

The FL 451 instructor will provide students with guidelines for classroom journals at the beginning of the semester.

- E. Teaching Activities** - Each student will be required to teach at least three times during the semester in his or her host FL class. Students must coordinate with their host instructors to plan the content and schedule the timing of these three sessions: a 15-20-minute activity, a 30-minute activity or lesson, and a 1-hour lesson.

Students will receive full credit for simply completing the 15-20-min. teaching activity.

For the 30-min. activity or lesson and the hour-long lesson, students will receive a grade based on their preparation, professionalism, and overall teaching effectiveness. These grades will be assigned by the host FL instructor and the FL 451 instructor. To evaluate students' teaching in these two assignments, the FL 451 instructor will watch video-recordings of their lessons.

- F. Unit Design Project** - This project involves the creation and presentation of an original instructional unit that could be used in the student's host FL course or a course that he or she might teach in the future. The unit must contain at least six hours of classroom lessons. The project will be evaluated on the thoroughness, coherence, and cohesion of the following three project elements:

- **Unit Description** – Each student will write a four- to five-page document describing their real or imagined course, the general goals and specific outcomes for the unit they are designing, and the resources you will use in the unit.
- **Unit Materials** – Students must provide a minimum of three consecutive lesson plans for their unit as well as copies of all instructional materials used during these lessons. Additionally, students must provide materials for at least one homework assignment and an assessment that will be used during the unit.

- **PowerPoint Presentation** – To share their units with their FL 451 classmates, students will prepare seven-minute presentation to be given during the final exam session. This presentation must involve a PowerPoint slideshow or an alternative visual aid (e.g. a Prezi presentation). Each presentation will be followed by a short question and answer and critique session with the FL 451 instructor and students.

Detailed project details will be shared during the course of the semester.

- G. Course Reflection Paper** – To reflect on what they have learned from their teaching, tutoring, and design activities during the semester, students will write **an eight- to ten-page paper**, which is due on the day of the scheduled final exam. The instructor will provide guidelines and assessment details for this paper in class.

Components of the final grade and weight by percentage

<i>Homework</i>	10
<i>Classroom Journals</i>	15
<i>Tutoring Journals</i>	10
<i>Teaching Activities</i>	
15-20 min. activity	5
30 min. activity/lesson	5
1 hr. lesson	15
<i>Unit Design Project</i>	
Unit Description	10
Unit Materials	15
Presentation of Unit	5
<i>Course Reflection Paper</i>	<u>10</u>
Total	100

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 and Spada – “Popular Ideas About Language Learning: Facts and Opinions”
Week 3 – Feb. 5	Syllabus and Curriculum Design Homework (for 2/12): Write a basic syllabus for an FL classroom
Week 4 – Feb. 12	Form vs. Function Homework (for 2/19): 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 2/26): Design and produce one classroom game

A.	<i>Week 6 – Feb. 26</i> <i>Storytelling in the Classroom</i> Homework (for 3/4): Prepare a story to tell in the FL classroom
Week 7 – Mar. 4	Culture in the L2 Classroom Homework (for 3/11): Prepare an activity that teaches culture and Language
B.	<i>Week 8 – Mar. 11</i> <i>Textbooks and Materials for the FL classroom</i> Homework (for 3/25): Choose a teaching method for the next FL 451 session
Week 9 – Mar. 18	SPRING BREAK – NO CLASSES
Week 10 – Mar. 25	Second Language Teaching Methodologies and 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 Apr. 1): 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 4 /15): Write a quiz or exam for your host ESL class
Week 13 – Apr. 15	Lesson Plans- Homework (for 4/22): complete one lesson plan to present next week
Week 14 – Apr. 22	Presentation of Lesson Plans
Week 15 – Apr. 27	Unit Design Project Workshop
Week 16 – May 6	Class wrap-up and evaluation
Final exam – Date to be determined	Unit Design Project presentations / Course Reflection Papers due

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 they 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. This applies to both excused and unexcused absences.

In addition, students are allowed one unexcused absence per semester. For each additional unexcused absence, students will lose 5% from their final course grade.

To receive an excused absence, students must present an official letter from a doctor, the UAF Student Health and Counseling Center, or law enforcement officials. Other forms of official excuses may be accepted, but the student should talk with the instructor to see if this is possible. Excused absences will not be given for school-related reasons (e.g. exams, assignments in other courses, guest lectures).

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.

In addition, each FL 451 student must talk with his or her host FL teacher about behavioral expectations in the classroom. Participating in a host FL classroom is a privilege not a right, so FL 451 students should behave responsibly and with the utmost respect for the host instructor and his or her students.

Disability Services. 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 you need to meet 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/."