ED 264a: Curriculum and Instruction in World Languages  
Stanford Teacher Education Program  
Summer 2015  
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School of Education (Cubberley) Rm 230

Three-Quarter Course Sequence Overview
The three-course curriculum and instruction sequence (ED 264a, b, & c) is designed to provide preparation for teaching a world language at the middle school and high school levels. The purpose of the full sequence is to, via an examination of research, standards, and practice, prepare future language teachers to understand the process of language acquisition and to use instructional strategies in the classroom that can support the language acquisition process. We will also explore the nature of cultural and content understanding and their implications for curricular and instructional design, and we will develop the habits of mind to evolve as an educator.

At the end of the three-course sequence, future language teachers will:
1. Be able to design effective world language curriculum that is congruent with national and state standards, from full unit planning, to daily lesson planning, and individual task design.
2. Be able to select, adapt, and design materials and classroom activities that support achievement of standards.
3. Be able to plan and implement instructional strategies that result in the development of proficiency in the skills of speaking, listening, reading, and writing across the interpersonal, interpretive, and presentational communicative modes.
4. Use a variety of procedures to assess language proficiency in order to monitor student learning and to inform instruction.
5. Demonstrate the habits of mind to evolve as a teacher and design responsive instruction via principled decision-making, collaboration, experimentation, experience, evidence-based reflection, and revision.

Description of ED 264a Summer Course
At the end of this first of three courses, teacher candidates will:
● Understand the process of second-language acquisition and its implications for designing curriculum and instruction.
● Be able to describe the different levels of proficiency and performance for a language, including their associated language function types.
● Become familiar with local, state, and national world language professional organizations and be able to apply the state and national standards for language learning.
● Be able to design the framework of a full unit and a scaffolded 5-Step Communicative Lesson Plan.
● Develop their skills in collaborating professionally with other colleagues.
● Begin to understand the importance of critical pedagogy in the conceptualization of a language course.

Required Materials for ED 264a Summer Course
● Additional readings will be distributed by instructor or will be available on the web.

Recommended, but not required
● ACTFL’s The Keys to the Classroom (approx. $25)

Office Hours for ED 264a Summer Course
● Michael: after class by pre-arranged appointment
● Helene: by pre-arranged appointment
Course Format and Policies
The course will be taught using a lecture/discussion format and will also include the specific modeling of instructional strategies. Students are expected to have completed the assigned sets of readings and any assignments before each class and to be prepared to discuss the readings at each class meeting. A portion of each class will be devoted to questions and comments that students might have about readings as well as to activities that build on the readings themselves. Student attendance is essential as the class will actively participate in the examination of the techniques presented in class, in the analysis and identification of theories underlying instruction, and in the preparation of tasks, activities, collaboration, and materials for teaching world languages. You are encouraged to bring a personal laptop to class for each session for accessing digital materials, collaborating with peers, etc.

- If for any reason a student must miss a class, s/he must make arrangements beforehand with the instructor to make up the material covered in class and to hand in the assignment due on that date.
- Any assignment turned in late (i.e., after class time has started) or incomplete during the quarter will receive a maximum score of 70%.
- All Stanford students are expected to follow the Stanford Honor Code and Fundamental Standard, as noted in the STEP Handbook and Stanford Student Guide. http://www.stanford.edu/dept/vpsa/judicialaffairs/about/welcome.htm
- Students with Disabilities. Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk; phone: 723-1066; http://studentaffairs.stanford.edu/oae.

Note: The information below is subject to revision as the course progresses.

<table>
<thead>
<tr>
<th>Class</th>
<th>Readings and Assignments Due</th>
<th>Topics</th>
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<tbody>
<tr>
<td>Class 1 Mon. 6/29</td>
<td>1. Due: Summer Teacher Survey (Google Form: <a href="http://goo.gl/forms/TLDT1COmSW">http://goo.gl/forms/TLDT1COmSW</a>)</td>
<td>• Orientation</td>
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<td>a. Table of Contents</td>
<td>• Intro to Second Language Acquisition Theory</td>
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<td>b. Preface (page ix only)</td>
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<td>c. Preliminary Chapter: Becoming Familiar with the Profession and Expectations for Language Teachers (7pp)</td>
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<td>d. Shrum &amp; Glisan Online Appendices for Preliminary Chapter: Select a Chapter &gt; Preliminary &gt; “Architecture of the Profession” document</td>
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<td>e. Note: Shrum &amp; Glisan has many tasks, discussion questions, etc. at the end of each chapter. You are not required to complete these unless specified.</td>
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<td>3. Due: World Language Professional Organizations Investigation (in our course Google Folder)</td>
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<td>a. Table of Contents, Foreword, Preface</td>
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<td></td>
<td>b. Introduction (8pp)</td>
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<td>c. Ch 1: Some Givens About SLA (24pp)</td>
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<td>d. Come prepared to discuss the embedded “Pause to consider” prompts.</td>
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<td>e. Begin your Language Teaching and Learning Principles Log (found in course Google Folder; update this document for all readings in class)</td>
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<td>Class 2</td>
<td>Tues. 6/30</td>
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| **1. Read:** Shrum & Glisan (2010) *Teacher’s Handbook*  
  a. Ch 1: Understanding the Role of Contextualized Input, Output, and Interaction in Language Learning (23pp)  
  b. Shrum & Glisan Online Appendices for Ch 1:  
    i. 1.1 Some Types of Language-Promoting Assistance  
    c. Come prepared to discuss the embedded questions; update Log  
| **2. Read:** B. VanPatten (2003) *From Input to Output* (in Course Reader)  
  a. Ch 2: Input (16pp)  
  b. Ch 3: The Developing System (18pp)  
  c. Ch 4: Output (15pp)  
  d. Come prepared to discuss embedded “Pause to consider” prompts; update Log |

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<th>Class 3</th>
<th>Wed. 7/1</th>
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| **1. Read:** B. VanPatten (2003) *From Input to Output* (in Course Reader)  
  a. Ch 5: FAQs (23pp)  
  b. Epilogue: Implications for Teaching (11pp)  
  c. Come prepared to discuss the embedded “Pause to consider” prompts; update Log  
| **2. Read:** Shrum & Glisan (2010) *Teacher’s Handbook*  
  a. Ch 2: Contextualizing Language Instruction to Address Goals of the Standards for FL Learning (20pp)  
  b. Come prepared to discuss embedded questions; update Log  
  c. Note: The p53 *Standards for FL Learning* have since been updated. Find the updated standards on p9 of the ACTFL manual *World-Readiness Standards for Learning Languages*.  
  d. Note: Many accompanying online appendices mentioned in this chapter are now out-of-date; we will explore updated versions in the future. |

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<th>Class 4</th>
<th>Thurs. 7/2</th>
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| **1. Read:** *World-Readiness Standards for Learning Languages. 4th ed* (2015), also known as ACTFL’s “five C’s”  
  a. p1-112, p139-142 (116pp)  
  b. Choose to read one set of sample Learning Scenarios (26-50pp):  
    i. p113-138: these are from a variety of languages and are updated for the 2015 standards  
    ii. your language-specific digital download, which are based on the 1999 standards  
| **2. Read:** Shrum & Glisan (2010) *Teacher’s Handbook*  
  a. Ch 3: Organizing Content and Planning for Integrated Language Instruction (27pp)  
  b. Shrum & Glisan Online Appendices for Ch 3:  
    i. Listen to the examples of *scripted* vs. *authentic* oral texts for your language.  
  c. Come prepared to discuss embedded questions; update Log  
| **3. Further Resource:**  
  a. Deeper description of Unit Design in Clementi & Terrill’s *The Keys to Planning for Learning*, Ch 2 |

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<th>Long Weekend</th>
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### Class 5
**Mon. 7/6**


   a. Read the overview/preface on the main page. Download the full guidelines PDF for future reference.
   b. Find the actual guidelines as explained in English (link in margin on left). For each skill (Speaking, Writing, Listening, Reading), read over the descriptions for the major ratings (Distinguished, Superior, Advanced, Intermediate, Novice) and view/read at least one language sample for each major rating. Reviewing the sub-ratings (e.g. Advanced-Low/Mid/High) is not necessary. (approx. 4pp & 30min)
   c. Note: ACTFL also has a useful glossary for some of the technical linguistic terms that you might like to refer to: [http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/glossary](http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/glossary)

3. **Read**: ACTFL Performance Descriptors For Lang. Learners (2012) as found in Clementi & Terrill’s The Keys to Planning for Learning. (4pp)
   a. Introduction: p7, 2nd column
   b. Actual Descriptors: p91-93

4. Read: SWLP’s description of “Language Functions” (3pp) (in our course Google Folder)

   b. Digitally mark/highlight each individual statements that you are able to perform in a language of your choice across three modes: Interpersonal Communication, Presentational Writing, Interpretive Reading. You may also print p8-41 and work off a hard copy.

### Class 6
**Tues. 7/7**

   b. Ch 9: Toward a Critical Foreign Language Pedagogy (7pp)
   c. Come prepared to discuss the questions at end of chapters; update Log

   a. Forward
   b. Ch 1: Introduction
   c. Ch 2: Preparing to Teach with Social Justice
   d. Appendix B: Social Justice Themes, Objectives, and Activities for WL Classrooms
   e. Update Log

### Class 7
**Wed. 7/8**

3. Due: 1st draft of Standards-Based Unit Overview (mapped to National ACTFL and California standards)

4. **Read**: SWLP “5 Steps of a Communicative Lesson Plan” document (6pp) (in our course Google Folder)
| Class 8 Thur. 7/9 | 1. Due: 2nd draft of Standards-Based Unit Overview  
2. Due: 1st draft of 5-Step Communicative Lesson Plan | • Presentations of Units & 5-Step Communicative Lesson Plans |
| Sat. 7/11 11:59pm | 1. Due: 3rd draft of Standards-Based Unit Overview  
2. Due: 2nd draft of 5-Step Communicative Lesson Plan  
3. Due: Language Teaching and Learning Principles Log |

**Course Grade Weighting:**
- 5% Teacher Survey
- 5% World Language Professional Organizations Investigation
- 10% Language Teaching & Learning Principles Log
- 30% Class Participation
- 25% Standards-Based Unit Overview
- 25% 5-Step Communicative Lesson Plan