Three-Quarter Course Sequence Overview
The three-course curriculum and instruction sequence (ED 264 a, 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, with attention to social justice issues.
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 learner, 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 in the design of a full unit overview.
- Develop their skills in collaborating professionally with other colleagues.
- Begin to understand the importance of critical pedagogy and social justice in the conceptualization of a language course.

Required Materials for ED 264a Summer Course
- Course Reader of assorted articles and examples
  - Online Appendices (click “Conceptual Orientation”): http://goo.gl/8k3ZiL
- Additional readings will be distributed by instructor or will be available on the web.

Further Recommended Resources
Note that all items in this syllabus labeled “Further Resources” are intended to provide optional simple reference or direction for future professional development after our courses’ completion.
- ACTFL Glossary of WL Terms
- ACTFL’s The Keys to the Classroom
- ACTFL’s Foreign Language Annals, a research journal
- ACTFL’s The Language Educator Magazine
Office Hours for ED 264a Summer Course
● Michael: after class 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. Candidates 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.

Candidates are expected to demonstrate the same level of professionalism as demanded of any credentialed teacher with respect to time management, communication, and integrity.

☑ 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.

☑ Assignments will be scored based on a full rubric, a simplified scoring guide, or for completion. Course grade will be assigned based on a modified version of Stanford’s grading system: A+ (98-100%), A (93-97%), A- (90-92%), B+ (88-89%), B (83-87%), B- (80-82%), etc.

☑ Any assignment turned in late (i.e., after class time has started) or incomplete during the quarter will lose 10% credit per day.

☑ All Stanford students are expected to follow the Stanford Honor Code and Fundamental Standard, as noted in the STEP Handbook and Stanford Student Guide.
https://communitystandards.stanford.edu/policies-and-guidance

☑ 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).
http://studentaffairs.stanford.edu/oaes

Course Grade Weighting:
☑ 5% Teacher Survey
☑ 5% World Language Professional Organizations Investigation
☑ 20% Language Teaching & Learning Principles Log
☑ 30% Class Participation
☑ 40% Standards-Based Unit Overview

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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| Class 1 Mon. 7/1 | 1. Due: Summer Teacher Survey  
https://goo.gl/forms/O5udzn6crkiRuga42  
a. Table of Contents (preview of year’s content)  
c. Preliminary Chapter: Becoming Familiar with the Profession and Expectations for Language Teachers (7pp)  
d. Note: Shrum & Glisan has tasks, discussion questions, etc. at end of each chapter. You are not required to complete these.  
3. Due: World Language Professional Organizations Investigation  
https://docs.google.com/document/d/1OuwbHLZAUDGI9pxHguVUufw8sSeVm_ko-U4vmSax3_4/ | • Orientation  
• World Language Profession  
• Second Language Acquisition Theory |
| Date       | Class | Tues. 7/2 | 1. Read: Shrum & Glisan (2015) *Teacher's Handbook*  
|           |       | b. Online Appendices: (Google Drive link)  
|           |       | i. 1.1 Some Types of Language-Promoting Assistance  
|           |       | 2. Read: B. VanPatten (2003) *From Input to Output* (Google Drive link)  
|           |       | a. Ch 2: Input (16pp)  
|           |       | b. Ch 3: The Developing System (18pp)  
|           |       | c. Ch 4: Output (15pp)  
|           |       | • Second Language Acquisition Theory, cont.  
|           |       | a. Read the “General Preface” on the main page. Download the complete text of the 2012 guidelines (PDF) for future reference.  
|           |       | b. Find the actual guidelines as explained in English or the TL (link in margin on left). For each skill (Speaking, Writing, Listening, Reading) in your TL, 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 in the margin for some of the technical linguistic terms.  
|           |       | 3. Read: ACTFL Performance Descriptors For Language Learners (2015) for the Interpersonal, Interpretive, and Presentational Modes (6pp)  
|           |       | • https://www.actfl.org/sites/default/files/pdfs/ACTFLPerformance_Descriptors-Interpersonal.pdf  
|           |       | • https://www.actfl.org/sites/default/files/pdfs/ACTFLPerformance_Descriptors-Interpretive.pdf  
|           |       | • https://www.actfl.org/sites/default/files/pdfs/ACTFLPerformance_Descriptors-Presentational.pdf  
|           |       | 4. Read: SWLP’s description of “Language Functions” (3pp) (Google Drive link)  
|           |       | a. Appendix J: Key Language Functions and Sample Progressions  
|           |       | a. Read the introduction on the webpage  
|           |       | b. Download the full Can-Do Statements doc for each level (the middle 4 orange links): Novice, Intermediate, Advanced, Superior + Distinguished  
|           |       | c. Read/Due: Mark/highlight (digitally or print) each individual example (“I can…”) that you are able to perform in any language of your choice for the three Communication modes: Interpretive, Interpersonal, Presentational (pp6-14 for each doc).  
|           | Class 4 | 1. Read: B. VanPatten (2003) *From Input to Output* (Google Drive link)  
| Mon. 7/8  |       | a. Ch 5: FAQs (23pp)  
|           |       | b. Epilogue: Implications for Teaching (11pp)  
|           |       | • Language Teaching Principles, Approaches, Methodologies  
|           |       | |
### Class 6 Wed. 7/10

1. **Read:** *World-Readiness Standards for Learning Languages. 4th ed* (2015), also known as ACTFL’s “five C’s.” Focus on Middle/High School levels.
   - p1-112, p139-142 (116pp)
   - Read at least 7 sample Learning Scenarios (~7pp) from *either* of these sets:
     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 older 1999 standards

2. **Read:** Shrum & Glisan (2015) *Teacher’s Handbook*
   - Ch 3: Planning Standards-Based Instruction Using Backward Design (30pp)

3. **Bring:** Clementi, D., Terrill, L. (2017). *The Keys to Planning for Learning*

4. **Further Resources:**
   - Deeper description of Unit Design in Clementi & Terrill’s *The Keys to Planning for Learning*, Ch 2

### Class 5 Tues. 7/9

1. **Read:** Glisan & Donato (2017) *Enacting the Work of Language Instruction* 
   - Ch 1: HLTP #1: Facilitating Target Language Comprehensibility (21pp)

2. **Read:** Shrum & Glisan (2015) *Teacher’s Handbook*
   - Ch 4: “Connecting Language Learning to the Elementary School Curriculum” (38pp)

3. **Read:** Shrum & Glisan Appendices: (Google Drive link) 
   - 4.4 Thematic Planning Web
   - 4.5 Unit Plan Inventory... ¿Cuál es el secreto de la llama?
   - 4.6 Semantic Map: Transportation
   - 4.7 Semantic Map: Trees
   - 4.8 Venn Diagram to Illustrate Similarities and Differences
   - 4.9 Story Map

4. **Read:** Instructor Examples (Handout & Google Drive link) 
   - Tips for Infusing Context
   - Essential classroom vocab for entering Spanish 2
   - Feel Comfortable with Instructions
   - Walls Sign Expressions
   - Canicas / Marbles TL system (with English translation)
   - Vocabulary HW Table (with English translation)

5. **Read:** Shrum & Glisan (2015) *Teacher’s Handbook*
   - Ch 6: p195-6 on “Acquiring and Building New Vocabulary” (2pp)


7. **Read:** SWLP/BAFLP’S 5-Step Communicative Lesson Plan document, p12-18 (“Then & Now” to end) (Google Drive link) (7pp)

   - http://www.adlit.org/article/27738/


10. **Further Resources:**
    - Common Core Standards, Appendix A: “Acquiring Vocabulary” (reading) & “Three Tiers of Words” p32-35
    - ACTFL’s Language Educator, Oct/Nov 2014 issue focus topic “Creating Comprehensible Input & Output”
    - National Foreign Language Research Center HLTP podcasts
    - https://nflrc.hawaii.edu/events/view/120/
   b. Ch 9: Toward a Critical Foreign Language Pedagogy (7pp)  
   2. **Read:** *What Does Research Show About the Benefits of Language Learning?* (skim list) (1p)  
   [https://www.actfl.org/advocacy/what-the-research-shows](https://www.actfl.org/advocacy/what-the-research-shows)  
   a. Forward  
   b. Ch 1: Introduction  
   c. Appendix A: Selected Social Justice Themes, Activity Ideas, and Online Resources  
   4. **Read:** Shrum & Glisan (2015) *Teacher’s Handbook*  
   a. Ch 12: p413-5 on “21st Century Skills” (3pp)  
   5. **Further Resource:** Deeper description of 21st Century Skills on ACTFL website. | • Why Study a World Language?  
   • Integrating Social Justice  
   • 21st Century Skills |
| Class 8 Fri. 7/12 | 1. **Due:** 1st draft of Standards-Based Unit Overview  
   [https://docs.google.com/document/d/18BbOwOeOOf99ZWyvMnT9nq03DzvEpNkPBVo9TmdFhSw](https://docs.google.com/document/d/18BbOwOeOOf99ZWyvMnT9nq03DzvEpNkPBVo9TmdFhSw)  
   2. **Bring:** *WL Standards for California Public Schools, K-12 (2019)*  
   [https://www.cde.ca.gov/be/st/ss/documents/wlstandards2.docx](https://www.cde.ca.gov/be/st/ss/documents/wlstandards2.docx) | • Presentations of Units  
   • California WL Standards |
| Sat. 7/13 11:59pm | 1. **Due:** 2nd draft of Standards-Based Unit Overview  
   2. **Due:** Language Teaching and Learning Principles Log |