INVESTIGATING BODY: Humanities  COURSE MAJOR, DEGREE or PROGRAM: MCL 510
DATE FOR COUNCIL REVIEW: 12/10/04  CATEGORY: NEW, CHANGE, DROP

INSTRUCTIONS: This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form to Leonidas Bachas Associate Dean, 275 Patterson Office Tower for forwarding to the Council(s). ATTACH SUPPLEMENT IF NEEDED.

1. List any modifications made in the course proposal as submitted originally and why.
   Needs grading scale + explanation of different requirements for graduate + undergrads

2. If no modifications were made, review considerations that arose during the investigation and the resolutions.

3. List contacts with program units on the proposal and the considerations discussed therein.
   Ted Fiedler + Sadia Zoubir - Shaw

4. Additional information as needed.

5. A&S Area Investigator Recommendation:
   APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE (with amended syllabus)

6. A&S Council Recommendation:
   APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

7. Karen Petrone  Date: 1/5/05
   A&S Council Investigator, Karen Petrone

File: InvestigatorRpt

JAN 24 2005
UNIVERSITY OF KENTUCKY
APPLICATION FOR NEW COURSE

1. Submitted by College of Arts and Sciences
   Department/Division offering course: Modern & Classical Languages, Literatures and Cultures
   Date: October 25, 2004

2. Proposed designation and Bulletin description of this course:
   (a) Prefix and Number: MCL 510
   (b) Title: World Language Methods P-8
   (c) Lecture/Discussion hours per week: 3
   (d) Laboratory hours per week: 0
   (e) Studio hours per week: 0
   (f) Credits: 3
   (g) Course description:
   (h) Prerequisites (if any):
   (i) May be repeated to a maximum of credits. (if applicable)

4. To be cross-listed as:
   Prefix & No.
   Signature, Chairman, cross-listing department

5. Effective Date: Fall 2005 (semester and year)

6. Course to be offered
   (a) Fall
   (b) Spring
   (c) Summer X

7. Will the course be offered each year? (Explain if not annually):
   (a) Yes X
   (b) No

8. Why is this course needed: The initial teaching certification for world language teachers was changed from a secondary certification to a P-12 certification. This course will focus on the needs of elementary/middle school level instruction. The course is also a core component of the graduate course work for the Master of Arts in Teaching World Languages.

9. (a) By whom will the course be taught? New hire
    (b) Are facilities for teaching the course now available?
       If not, what plans have been made for providing them?
       (a) Yes X
       (b) No

JAN 24 2005
10. What enrollment may be reasonably anticipated? 8-12

11. Will this course serve students in the Department primarily? (a) Yes  (b) No X
    Will it be of service to a significant number of students outside the Department? (a) Yes X  (b) No
    If so, explain
    It will provide a much-needed training to teachers who are already certified but did not receive the training at the elementary/middle school level and teachers currently teaching with an emergency certification. The course will also be available to out-of-state students whose college/university does not offer a specialized course in elementary world language methods.

12. Will the course serve as a University Studies Program course? (a) Yes  (b) No X
    If yes, under what Area?

12. Check the category most applicable to this course:
    ______ traditional; offered in corresponding departments elsewhere;
    ______ relatively new, now being widely established
    ______ not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? (a) Yes X  (b) No

14. Is this course part of a proposed new program? (a) Yes X  (b) No
    If yes, which? Master of Arts in Teaching World Languages (MATWL)

15. Will adding this course change the degree requirements in one or more programs?* a) Yes  (b) No X
    If yes, explain the change(s) below:

16. Attach a list of the major teaching objectives of the proposed course, outline and/or reference list to be used. See attached syllabus

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

18. Within the Department, who should be contacted for further information about the proposed course?
    Name/e-mail: Sadia Zoubir-Shaw (7-5729) or Ted Fiedler (7-4642)

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
Signatures of Approval:

Theodore Fielden
Department Chair

Date
10/25/04

Dean of the College

Date
12/10/04

Date of Notice to the Faculty
10/27/04

*Undergraduate Council

Date

*University Studies

Date

*Graduate Council

Date

*Academic Council for the Medical Center

Date

*Senate Council (Chair)

Date of Notice to Univ. Senate

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL:

Rev 8/02
Syllabus
MCL 510 Methods of Teaching World Languages P-8

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Office hours: 257-xxx</th>
<th>office:</th>
</tr>
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<tbody>
<tr>
<td>New Hire</td>
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</table>

**Purpose and Academic Expectations (KERA):**
The general purpose of this course is to acquaint pre- and in-service teachers with the theoretical background and instructional strategies surrounding the five areas of second language acquisition for elementary learners as defined by the National Standards for Language Learning [http://www.actfl.org/htdocs/standards/index.htm](http://www.actfl.org/htdocs/standards/index.htm). The course content will provide teachers with the information necessary to address the Standards of Foreign Language Learning and the Kentucky Teacher Standards [http://www.uky.edu/Education/IER/kerabkgd.htm](http://www.uky.edu/Education/IER/kerabkgd.htm). Students will become reflective decision-makers regarding the teaching of Foreign Languages in an elementary foreign language or ESL classroom. Specific academic expectations are:

1. utilization of technology-assisted instruction and learning and evaluation of software
2. implementation of developmentally appropriate strategies in elementary foreign language/ESL lessons and activities
3. choosing appropriate teaching materials and sources
4. engaging in professional development
5. developing and sharing activities and lessons
6. discussing professional issues in a reflective manner with other in class and in the virtual classroom
7. mastering theoretical key concepts regarding elementary second language acquisition and programs

Special attention will be paid to the needs of the younger learner. Specifically, the course will review the current models of language instruction in lower levels.

**Schedule of Events and Assignments:**
See daily backboard.com postings on the calendar and appendix to the syllabus
MCL 510 **Undergraduate** Course Requirements and Evaluation

- Multiple choice quiz for terms on blackboard.com 20%
- Final project: **Personal philosophy statement**; this is an ongoing project to start at beginning of the course and to be posted on a homepage 20%
- virtual participation facilitation of at 1 book chapter discussion on blackboard.com and 1 link for all with review of content and in-class participation 20%
- 1 posting per chapter on blackboard.com before the last day of class responding to the facilitator and/or others filling out 1 feedback questionnaires 10%
- homepage building 15%
- Best Practice Book for swap-folder with 3 lesson plans and copies for all others in class. 15%

MCL 510 **Graduate** Course Requirements and Evaluation

- Multiple choice quiz for terms on blackboard.com 20%
- Final project posted on a homepage: an ongoing project to start at beginning and to include:
  1. A **personal philosophy statement**
  2. A newsletter
  3. A grant proposal
  4. 10 **commandments**
- virtual participation facilitation of 2 book chapter discussions on blackboard.com and 2 links for all with review of content and in-class participation 20%
- 2 postings per chapter on blackboard.com before the last day of class responding to the facilitator and/or others filling out 3 feedback questionnaires 10%
- homepage building 15%
- Best Practice Book for swap-folder with 6 lesson plans and copies for all others in class. 15%

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>100-95</td>
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<tr>
<td>A</td>
<td>94-90</td>
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<tr>
<td>A-</td>
<td>90-85</td>
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<tr>
<td>B+</td>
<td>89-85</td>
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<td>B</td>
<td>84-80</td>
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<td>B-</td>
<td>80-75</td>
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<td>C+</td>
<td>79-75</td>
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<tr>
<td>C</td>
<td>74-70</td>
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<td>D</td>
<td>69-65</td>
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<tr>
<td>D-</td>
<td>64 and under</td>
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**Technical Requirements:**
All students enrolled in this course need to have a working e-mail account, as well as daily access and mastery of the WWW. Computer literacy is required.
Required Readings:
- Redmond & Lorenz. Teacher to Teacher. NELL.

Additional Recommended Readings:
- Articles related to classroom discussion topics from recommended internet sources http://www.uky.edu/~cortman/goglobal.htm

Additional Information Sources for Assignments, etc.:
- The virtual Classroom: http://www.blackboard.com/bin/my_courses.pl.

For Catalogue Description, Prerequisites, and Policies, please refer to the
- UK Bulletin Course Catalogue and the Undergraduate and Graduate Course Catalogues

Additional Recommended Readings:
Vale, D Teaching Children English (1993) CUP.
Appendix

Daily Schedule Sequence for Meeting Time:
- Short book discussion activity 30 min in classroom
- Impromptu activities 2 groups 30 minutes presentation plus guiding questions for next day
- Break 10 min. resume class in computer lab
- Computer activity
  - Instructor presents material
  - Activity of analysis/assessment/sheet
- Resume class in classroom. Speaker presentations 30 minutes questions and answers

Outside of class:
- Read one chapter per class meeting
- Post one message per chapter on threaded discussion on blackboard.com (prior to end of class)
- Swap activities (prior to the end of class)
- One homepage (beginning of course)
- Take test on internet

Example for a summer course itinerary:
(15 meetings, three weeks, 5 days)

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1</td>
<td>Welcome to class: The ground rules for EDC 730</td>
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<tr>
<td></td>
<td>Intro of individual learners</td>
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<td></td>
<td>Intro of syllabus, requirements, and grading procedures</td>
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<td></td>
<td>Division of facilitation projects per chapter</td>
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<td></td>
<td>Professionalism</td>
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<td></td>
<td>Instructors present chapter 1. Short book discussion activity 30 min in classroom</td>
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<td></td>
<td>Impromptu activities 2 groups 30 minutes presentation plus guiding questions for next day: Associogram/Webbing</td>
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<td></td>
<td>Break 10 min. resume class in computer lab</td>
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<td></td>
<td>Computer activity</td>
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<tr>
<td></td>
<td>Instructors present material</td>
</tr>
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<td></td>
<td>Activity of analysis/assessment/sheet</td>
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<td></td>
<td>Resume class in classroom.</td>
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</tbody>
</table>

For tomorrow:
- create homepage on backboard.com or link to your homepage
- read chapter one and two
- place a short philosophy statement on the homepage

| 2   | Short book discussion (chapter 2) activity 30 min. in classroom |
|     | Move to lab: Impromptu activities 2 groups 30 minutes presentation plus guiding questions for next day: using virtual sources |
|     | Break 10 min. |
|     | Computer activity |
|     | Instructors present material |
|     | Activity of analysis/assessment/sheet |
|     | Resume class in classroom. Discuss library resource in Appendix 1: |

For tomorrow:
- read chapter three
| 3 | • Short book (chapter 3) discussion activity 30 min. in classroom  
• Impromptu activities 2 groups 30 minutes presentation plus guiding questions for next day  
• Break 10 min. resume class in computer lab  
• Computer activity  
  Instructors present material  
  Activity of analysis/assessment/sheet  
• Resume class in classroom. 5:30 Dr. McCormick will talk about childhood developmental issues  
For tomorrow:  
read chapter 4 |
|---|---|
| 4 | • Short book discussion activity (chapter 4) 30 min. in classroom  
• Impromptu activities 2 groups 30 minute presentation plus guiding questions for next day: how to create a first grade assessment tool  
• Break 10 min. resume class in computer lab  
• Computer activity  
  Instructors present material  
  Activity of analysis/assessment/sheet  
• Resume class in classroom. Discuss appendix D  
For tomorrow:  
read chapter 5 |
| 5 | • Short book discussion activity (chapter 5) 30 min. in classroom, appendix D  
• Impromptu activities 2 groups 30 minutes presentation plus guiding questions for next day: how to assess students  
• Break 10 min. resume class in computer lab  
• Computer activity  
  Instructors present material  
  Activity of analysis/assessment/sheet  
• Resume class in classroom. Speaker presentations 30 minutes questions and answers: (Ms. Alicia Winson on Immersion Programs not confirmed yet...) appendix D  
For tomorrow:  
read chapter 6 |
| 6 | • Short book discussion activity (chapter 6) 30 min. in classroom, appendix C  
• Impromptu activities 2 groups 30 minute presentation plus guiding questions for next day: what is a task & how do I make sure students understand?  
• Break 10 min. resume class in computer lab  
• Computer activity  
  Instructors present material  
  Activity of analysis/assessment/sheet  
• Resume class in classroom. Speaker presentations Dr. Jolivette 5:30, 30 minutes questions and answers  
For tomorrow:  
read chapter 7 |
| 7  | • Short book discussion activity (chapter 7) 30 min. in classroom  
   • Impromptu activities 2 groups 30 minute presentation plus guiding questions for next day: how can I teach pre-kindergarten age children?  
   • Break 10 min. resume class in computer lab  
   • Computer activity  
     Instructors present material  
     Activity of analysis/assessment/sheet  
   • Resume class in classroom. Speaker presentations 30 minutes questions and answers (Dr. Levestik on Social Studies Curriculum, unconfirmed)  
For tomorrow:  
read chapter 8 |
| 8  | • Short book discussion activity (chapter 8) 30 min. in classroom  
   • Impromptu activities 2 groups 30 minute presentation plus guiding questions for next day: how can I incorporate multicultural issues into the classroom?  
   • Break 10 min. resume class in computer lab  
   • Computer activity  
     Instructors present material  
     Activity of analysis/assessment/sheet  
   • Resume class in classroom. Speaker presentations 30 minutes questions and answers (Dr. Harley on special issues facing elementary students today, confirmed)  
For tomorrow:  
read chapter 9 |
| 9  | Midterm!  
• Short book discussion activity (chapter 9) 30 min. in classroom. hand-out from NE Framework re. planning: how can I teach an immersion activity?  
• Impromptu activities 2 groups 30 minutes presentation plus guiding questions for next day  
• Break 10 min. resume class in computer lab  
• Computer activity  
  Instructors present material  
  Activity of analysis/assessment/sheet  
• Resume class in classroom. Speaker presentations 30 minutes questions and answers (Dr. Harley 5:30 on how to notice special problems of Elem. Students, confirmed)  
For tomorrow:  
read chapter 10 |
| 10 | • Short book discussion activity (chapter 10) 30 min. in classroom. handouts from NE Frameworks  
• Impromptu activities 2 groups 30 minute presentation plus guiding questions for next day: how can I integrate technology into the teaching and learning process?  
• Break 10 min. resume class in computer lab  
• Computer activity  
  Instructors present material  
  Activity of analysis/assessment/sheet  
• Resume class in classroom. Speaker presentations 30 minutes questions and answers  
For tomorrow:  
read chapter 14 |
<table>
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<tr>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
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<tbody>
<tr>
<td>- Short book discussion activity (chapter 14) 30 min. in classroom, appendix 11, TPR demo</td>
<td>- Short book discussion activity (chapter 13) 30 min. in classroom</td>
<td>- Short book discussion activity (chapter 12) 30 min. in classroom</td>
<td>- Short book discussion activity (chapter 11) 30 min. in classroom</td>
<td>- Present your philosophy to others</td>
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<tr>
<td>- Impromptu activities 2 groups 30 minutes presentation plus guiding questions for next day: special ed: how to plan for diverse learner styles</td>
<td>- Impromptu activities 2 groups 30 minute presentation plus guiding questions for next day: how can I teach an interdisciplinary lesson?</td>
<td>- Impromptu activities 2 groups 30 minute presentation plus guiding questions for next day: how can I write instructions for a substitute teacher?</td>
<td>- Impromptu activities 2 groups 30 minutes presentation plus guiding questions for next day: philosophy</td>
<td>- Presentation and exchange of Swap-books</td>
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<tr>
<td>- Break 10 min. resume class in computer lab</td>
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<td>- Computer activity</td>
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<tr>
<td>- Instructors present material</td>
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<tr>
<td>Resume class in classroom. Speaker presentations 30 minutes questions and answers For tomorrow: read chapter 13</td>
<td>Resume class in classroom. Speaker presentations 30 minutes questions and answers For tomorrow: read chapter 12</td>
<td>Resume class in classroom. Speaker presentations 30 minutes questions and answers For tomorrow: read chapter 11</td>
<td>Resume class in classroom. Speaker presentations 30 minutes questions and answers For tomorrow, finish and bring to class the following: 1. swap-box 2. philosophy 3. all postings on blackboard.com</td>
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</table>