INVESTIGATING BODY: Humanities  COURSE, MAJOR, DEGREE or PROGRAM: mcl 610
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.

   None

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

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:
   [Circle] APPROVE, APPROVE WITH RESERVATION, OR DISAPPROVE

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

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

File: InvestigatorRpt

JAN 24 2005
1. Submitted by College of Arts and Sciences  Date: October 25, 2004

Department/Division offering course: Modern & Classical Languages, Literatures and Cultures

2. Proposed designation and Bulletin description of this course:

(a) Prefix and Number  MCL 610  (b) Title* World Language Methods 9-12  (if applicable, subt. req.)

*NOTE: If the title is longer than 24 characters (including spaces), write a sensible title (not exceeding 24 characters) for use in transcripts: Language Methods 9-12

(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  X  (b) Spring  (c) Summer

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

8. Why is this course needed: The course is a core component of the graduate course work for the Master of Arts in Teaching World Languages. The initial teaching certification for world language teachers requires training at the P-12 levels; this course will focus on the needs of secondary level instruction.

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
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:
This course will provide a much-needed training for 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 world language methods for secondary education.

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:

X_____ 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.
UNIVERSITY OF KENTUCKY
APPLICATION FOR NEW COURSE

Signatures of Approval:

__________________________
Theodore Fredler
Department Chair

__________________________
Dean of the College

10/25/04
Date

12/10/04
Date

10/27/04
Date of Notice to the Faculty

*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
University of Kentucky  
College of Arts and Sciences  
Department of MCL: MCL 610  
Methods of Teaching World Languages 9-12

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>New Faculty Member</th>
<th>E-mail:</th>
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<tbody>
<tr>
<td>Office:</td>
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<td>Tel:</td>
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<td>Office Hours:</td>
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The course provides training in teaching and managing instruction in second languages, both modern and classical, grades K-12. It anticipates and integrates the objectives, content, and performance outcomes of the Field Experiences course and the Student Teaching experience. Topics include: the history and issues of foreign language education in the United States; current trends and research in language acquisition, learning, and teaching; proficiency-based models of instruction and assessment compatible with national standards and the Kentucky Education Reform framework; selection and development of instructional materials; the integration of technology; curriculum development; and school reform, peer assistance, and advocacy.

**Purpose and Academic Expectations:**
The general purpose of this course is to acquaint pre-service teachers with the theoretical background and instructional strategies surrounding the five areas of second language acquisition 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 learn how to make reflective decisions regarding the teaching of Foreign Languages in K-12 foreign classrooms. EDC 636 is designed to complement EDU 645, Foundations of Pedagogical Theory and Practice, which will through theoretical foundation and in-depth school experience also enable you to a reflective decision-maker. The course is taught in a web-enhanced fashion to allow students a model for and daily hands-on practice with technology assisted instruction.

**Specific Academic Expectations are the:**
1. utilization of technology-assisted instruction and learning in concert with the Kentucky Technology Standards
2. implementation of developmentally appropriate strategies in foreign language lessons and activities
3. choosing of appropriate teaching materials and sources for all students
4. engaging in professional development
5. presenting oneself as a professional foreign language teacher through an electronic webfolio
6. discussing professional issues in a reflective manner with other in class and in the virtual classroom
7. mastering theoretical key concepts of second language acquisition

**Schedule of Events and Assignments:**
See calendar and daily postings on [http://www.blackboard.com/](http://www.blackboard.com/)

**Course Requirements and Evaluation (more specific rubrics and descriptions can be found in the appendix and at [http://www.blackboard.com/](http://www.blackboard.com/))**:

<table>
<thead>
<tr>
<th>Product</th>
<th>Point Value &amp; Evaluation Method</th>
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<tbody>
<tr>
<td>Reflective Discussions</td>
<td>50 points peer- and instructor assessment</td>
</tr>
<tr>
<td>Professional Contributions</td>
<td>Links and articles: 20 points KCTFL presentation: 30 points peer- and instructor assessment</td>
</tr>
<tr>
<td>Microteaching and Lesson Plans</td>
<td>Lesson Plan: 30 points 2 MTs 20 points (10 points each)</td>
</tr>
<tr>
<td>Web folio on Zip-Disc</td>
<td>peer- and instructor assessment</td>
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<tr>
<td>Final Exam on Foreign Language Acquisition Theory</td>
<td>50 points peer-, outside evaluators-, and instructor assessment</td>
</tr>
<tr>
<td>Service Project</td>
<td>40 points instructor assessment</td>
</tr>
<tr>
<td>Power-point Presentations in Class/On-Line</td>
<td>20 points peer-, outside evaluators-, and instructor assessment</td>
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</table>

**Grading Scale:**

<table>
<thead>
<tr>
<th>A 300-280</th>
<th>C 259-240</th>
<th>E 219-200</th>
</tr>
</thead>
<tbody>
<tr>
<td>B 279-260</td>
<td>D 239-220</td>
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**Policy Regarding Absence:**
Participation in classes is mandatory. In the case of an absence, students will write a paper about the class content they missed. They will hand it to the instructor for approval. A final grade for the semester will be assigned when all required assignments and make-up papers are submitted. Until such time the grade will be "I".

**Technical Course 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:**
- EDC 636 reading package available at Johnny Print.

**Additional Recommended Readings:**
- Articles related to classroom discussion topics from recommended internet sources: [http://www.uky.edu/](http://www.uky.edu/)
- Discussions in the *Teacher Handbook, Contextualized Language Instruction* WWW-page: [http://www.heinle.com](http://www.heinle.com) (you need to acquire a password during your first log-in!)

**Required Information Sources for Assignments, etc.:**
- The virtual Classroom: [http://www.blackboard](http://www.blackboard)

*All UK policies regarding conduct and plagiarism are observed and enforced. For Catalogue Description, Prerequisites, and Policies, please refer to the*

- UK Bulletin [http://www.uky.edu/Registrar/bull0001/welcome.html](http://www.uky.edu/Registrar/bull0001/welcome.html)
- The Graduate Catalogue [http://www.rgs.uky.edu/rgs/bulletin/bullinfo.html](http://www.rgs.uky.edu/rgs/bulletin/bullinfo.html)
Appendix

Professional contributions
All students are expected to participate in professional discourse in preparation of their future career activities as classroom teachers. For EDC 636, there are several different opportunities to do so:
1. Identify and share a minimum of 2 educational professional URLs with course members. Post the URLs with a short description of the content on http://www.blackboard.com/
Attend and participate at KCTFL. Our class session/presentation is on Saturday, Sept. 23 from 9:15 to 10 am. We will prepare the presentation together based on the swap-books we generated in the elementary course.

Links: 20 points
KCTFL participation and presentation: 30 points

Grading Procedure:
At the beginning of the semester, you will draw the name of one class member. Please share the name with the instructor but otherwise keep the name confidential. During the semester, observe your person's URL contributions. At the end of the semester, write up a brief note with your and the graded student's names indicating the recommended points and the rationale for it. The grade will be the mean between the points generated by all evaluators.

Reflective Discussions
This semester will provide opportunities for you to act as an informed decision-maker teacher. You can express your level of reflectivity in the following ways:
1. Be prepared for class by processing the assigned readings and by finishing all assignments on time. Participate in class in a reflective manner to stimulate discussion.
2. In addition, share your thoughts with others in a written manner via http://www.blackboard.com/. Post at least 1 new discussion thread on blackboard and facilitate the discussion going. In addition, respond to at least two postings of other class-members during each week.
50 Points (peer- and instructor assessment)

Grading Procedure:
Again, you will grade the class-member whose name you drew at the beginning of the semester. During the semester, observe your person's URL and class contributions. At the end of the semester, write up a brief note with your and the graded student's names and a point value. The grade will be the mean between the points generated by all evaluators.

Power-Point Presentations in Class/On-Line
You will present the content of one theoretical construct to others in class. In preparation of the KY New Teacher Standards, an electronic format will be used. Therefore, at least one interactive power-point presentation per student presenting a topic covered in class (to be cleared with instructor) needs to be prepared. The PPT also needs to be presented on-line in the student drop-box at http://www.blackboard.com/. The presentation including activities should not exceed 60 minutes. Handouts and material distribution to others are expected.
20 Points (peer- and instructor assessment)

Grading Procedure:
Again, you will grade the class-member whose name you drew at the beginning of the semester. During the semester, observe your person's power point presentation. At the end of the semester, write up a brief note with your and the graded student's names and recommended point value. The grade will be the mean between the points generated by all evaluators.

Service Project
In order to broaden community member's understanding of the subject topic, 2 students will prepare and present a bulletin board and associated WWW-pages for the UK and wider community each month. Topics need to be cleared with the instructor before execution. Since these assignments will reach out to non-foreign language individuals, two outside evaluators from two different departments/disciplines will also fill out an evaluation sheet and will assign points.
40 Points, 20 for the bulletin board, 20 for WWW-page (peer- outsider-, and instructor assessment)

Grading Procedure:
Again, you will grade the class-member whose name you drew at the beginning of the semester. During the semester, observe your person's bulletin board and WWW presentation. At the end of the semester, write up a brief note with your and the graded student's names and recommended point value. The grade will be the mean between the points generated by all evaluators.

**Final Exam on Foreign Language Acquisition Theory**
The essay exam consisting of 20 questions posted on [http://www.blackboard.com](http://www.blackboard.com) at final time will test pivotal theoretical concepts of foreign language acquisition, covered during the course of the semester.

*40 Points* (instructor assessment)

**Webfolio on Zip-Disc**
The work on the electronic portfolio will prepare students for their program midterm/exit assessment and the portfolio presentation at the end of their MIC program. The portfolio will be organized around the new teacher standards. The guidelines for the electronic portfolios can be found in the document section of [http://www.blackboard.com](http://www.blackboard.com). The portfolio will be refined and pieces will be added during the spring semester of 2001 based on insights and materials from the student teaching placement. In the end, the portfolio will present the best professional reflection of the new teacher, based on theory, practice, new teacher standards, and the national standards of foreign languages. In order to facilitate the process of portfolio creation, your instructor will conduct the midterm and final assessment.

*50 pts* (peer- and instructor assessment)

**Grading Procedure:**
At midterm time, provide a copy of your portfolio draft to the course instructor at least three days prior to midterm date. The copy must be submitted via Zip disc. You must at least have reached

- Between 2-3 on the scale of meta cognition
- Between 2-3 on the scale for navigation
- Between 2-3 on the scale for seamless integration

Prior to the end of the semester, identify a class member with whom you will exchange your portfolio. Grade each other according to the holistic scale. During final's week, submit the following to the instructor:

- The portfolio on Zip disc (will remain with instructor and will not be handed back)
- Your self-evaluation
- Your peer-evaluation
- A paper not to exceed one double-spaced typed page, discussing similarities and/or discrepancies between the two evaluations

*50 Points* (peer- and instructor assessment)

**Grading Procedure:**
When submitting the above at finals time, indicate the point value for the portfolio. The grade will be determined by the point mean between

- Your instructor and an outside reviewer
- Your own/peer submission

**Micro-teaching and Lesson Plans**
In order to refine and perfect the ability to create activities and lessons for all foreign language students, students will have the opportunity to prepare two microteaching sessions and one lesson plan during the semester. Please place one electronic copy on [http://www.blackboard.com](http://www.blackboard.com), and hand one hard-copy to the instructor. Also provide sufficient copies to all other peers in class for the day of the demonstration. The microteaching will be demonstrated, the lesson introduced to others in class. For the microteaching, please provide videotapes so that your demo can be taped.

Points:

- Lesson Plan: 30 points
- Two MTs: 20 points (10 points each)
Grading Procedure:
- Prior to the micro-teaching and lesson presentation, identify a peer for a peer evaluation, collect the evaluation from the peer.
- Take the video home, watch it carefully, and write up a self-analysis.
- Write a paper not to exceed one double-spaced typed page, discussing similarities and/or discrepancies between the two evaluations.
- Assign a point value.

The grades will be determined by the means between all of the evaluation values.