

UNIVERSITY OF CENTRAL FLORIDA
College of Education and Human Performance

Course Title:	FLE 4333 Foreign Language Teaching in the Secondary School
Course wiki:	http://fle4333drkarenverkler.wikispaces.com/
Department:	School of Teaching, Learning, and Leadership
Instructor:	Dr. Karen Verkler
Semester:	Spring 2015
Class Hours:	Tuesdays 10:30 a.m.-1:20 p.m.
Class Location:	TA 221
Office Number:	ED 220L
	E-mail address: ProfessorVerkler@aol.com
Office Hours:	Tuesday, 1:30-2:30 p.m. Wednesday, 9:00-10:00 a.m., 1:30-2:30 p.m. Thursday, 9:00–10:00 a.m., 1:30-2:30 p.m.
<u>Catalog description:</u>	Methods of teaching another language at the secondary level within a communicative framework. Includes examination and practice of current instructional techniques in listening, speaking, reading, and writing skills, testing, error correction.
<u>Course credit:</u>	3.0 hours
<u>Prerequisites:</u>	None
<u>Intended Audience:</u>	This course is required for all students seeking a foreign language teaching certification, as well as those pursuing the undergraduate TEFL certificate. It is designed to provide training in the theory and methods of teaching a second language at the secondary level.
<u>Required Text:</u>	Schrum, Judith L., & Glisan, Eileen W. <i>Teacher's Handbook: Contextualized Language Instruction</i> , 4th Ed. Boston: MA: Heinle & Heinle.
<u>Optional Text:</u> (for TEFL Certificate students)	Nunan, David. <i>Practical English Language teaching</i> , 1 st Ed., New York, NY: McGraw-Hill.
<u>Objectives:</u>	
KEY:	FSAC-SP = Florida Subject Area Competencies, Spanish K-12 (10 th Ed.) FSAC-FR = Florida Subject Area Competencies, French K-12 (10 th Ed.) PEC = Professional Education Competencies FEAP = Florida Educator Accomplished Practices ACTFL = American Council on the Teaching of Foreign Languages Program Standards for the Preparation of Foreign Language Teachers
The student will:	
1.	Develop an historical perspective of the variety of objectives and methods for teaching foreign languages and critically examine contemporary approaches in order to choose appropriate strategies for teaching in a proficiency-oriented classroom. FSAC-SP 39.6.1, FSAC-SP 39.6.5, FSAC-FR 15.6. 1, FSAC-FR 15.6.7, FSAC-FR 15.6.5, FEAP a.3.g., PEC 1.1, 2.5, 3.7, 7.2; ACTFL 3.a.. ACTFL 3.b
2.	Demonstrate an understanding of second language acquisition theory and terminology. FSAC-SP 39.6.1, PEC 1.5, 7.1, 7.2; ACTFL 1.b
3.	Apply second language teaching techniques to the secondary classroom. FSAC-SP 39.6.1, FSAC-SP 39.6.2, FSAC-SP 39.6.5, PEC 1.3, 1.5, 1.8, 2.5, 2.7, 3.2, 3.5, 3.7, 3.10, 8.1, 8.2, 8.3, 8.4; FEAP a.1.f, a.2.e, a.3.b, a.3.e, a.3.g; ACTFL 2.c, ACTFL 3.a
4.	Examine, demonstrate, and practice a variety of instructional techniques for contextualized language instruction in the secondary classroom. FSAC-SP 39.6.5, PEC 1.4, 1.7, 1.8, 1.9, 3.5, 3.7, 3.10; FEAP a.3.e, a.3.g, a.3.h; ACTFL 2.c, ACTFL 3.a.

5. Participate in the creative process of developing strategies and gathering materials and resources for teaching communicatively. FSAC-SP 39.6.2, FSAC-SP 39.6.5, PEC 1.3, 1.5, 1.7, 1.8, 2.5, 2.7, 3.2, 3.5, 3.7, 7.1, 7.2, 8.2, 8.5; FEAP a.1.f, a.2.a; ACTFL 2.c, ACTFL 3.a.
6. Demonstrate the ability to plan, develop, and implement effective daily lesson plans. FSAC-SP 39.6.2, FSAC-SP 39.6.5, FSAC-FR 15.6.1, FSAC-FR 15.6.3, FSAC-FR 15.6.7, PEC 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 3.5, 3.7, 4.2, 7.1, 8.2, 8.4, 8.5; FEAP a.1.a, a.1.b., a.1.c., a.1.d., a.1.f., a.2.g., a.3.e., a.4.b.; ACTFL 4.a, ACTFL 4.b, ACTFL 4.c, ACTFL 2.c.
7. Demonstrate knowledge of the Whole Language Approach for teaching grammar, utilizing the PACE Approach, a Story-Based and Guided Participatory Approach. FSAC-SP 39.6.5, FSAC-FR 15.6.1, PEC 1.5, 1.8, 3.5, 3.6, FEAP a.1.b., a.3.b., a.3.3; ACTFL 3.a
8. Identify techniques for using an interactive approach to teach listening, reading, and speaking in the target language. FSAC-SP 39.6.2, FSAC-FR 15.6.1, PEC 1.3, 1.5, 2.5, 8.2, 8.3, 8.5; FEAP a.1.f.,a.3.b.; ACTFL 3.a
9. Design effective process/product writing activities for the secondary classroom. FSAC-SP 39.6.6, FSAC-FR 15.6.1, FSAC-FR 15.6.2, PEC 1.5, 2.5, 3.2, 3.6, 8.4, 8.5; FEAP a.3.f., a.4.b.
10. Identify and develop effective procedures and instruments for evaluating communication skills and students' progress in secondary foreign language study. FSAC-SP 39.6.6, FSAC-FR 15.6.2, FSAC-FR 15.6.4, FSAC-FR 15.6.7, FSAC-FR 15.6.6; PEC 1.1, 1.3, 4.2, 4.3; FEAP a.1.d., a.4.b., a.4.c; ACTFL 5.a.
11. Critically analyze and make adaptations to instructional materials, rendering them more comprehensible to second language students. PEC 1.2; ACTFL 4.c.
12. Develop activities with reference to the Sunshine State Standards, the National TESOL Standards, and the three communication modes: Interpersonal, Interpretive, and Presentational. FSAC- SP 39.6.2, FSAC-SP 39.6.3, FSAC-FR 15.6.1, FSAC-FR 15.6.3, PEC 1.2, 1.3, 3.1, 3.2, 3.7; FEAP a.1.a, a.1.f, a.3.a; ACTFL 4b, ACTFL 5a.
13. Develop lesson plans including the use of technology for instructional purposes. FSAC-SP 39.6.5, FSAC-FR 15.6.7, PEC 1.2, 3.7; FEAP a.2.g, FEAP a.3.g.; ACTFL 4.a., ACTFL 4.b, ACTFL 4.c
14. Plan a highly interactive, culturally based, developmentally appropriate, contextualized microteach based on current second acquisition theory. FSAC-SP 39.6.2, FSAC-SP 39.6.3, FSAC 39.6.5, FSAC-SP 39.6.6, FSAC-FR 15.6.1, FSAC-FR 15.6.2, FSAC-FR 15.6.3, FSAC-FR 15.6.4, FSAC-FR 15.6.7, FSAC-FR 15.6.6, PEC 1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 3.1, 3.2, 3.5, 3.6, 3.7, 4.2, 7.1, 8.2, 8.4., 8.5; FEAP a.1.a, a.1.b., a.1.c., a.1.d., a.1.f., a.2.g., a.3.e., a.3.f., a.4.b; ACTFL 2.c, ACTFL 2.a, ACTFL 3.a, ACTFL 4.a., ACTFL 4.b., ACTFL 4.c., ACTFL 5.a.
15. Identify language organizations at the regional, state, and national levels. PEC 5.5; ACTFL 6.a.
16. Integrate culture in lesson planning. FSAC-SP 39.6.3, FSAC-FR 15.6.3, FSAC-FR 15.6.4, FSAC-FR 15.6.7, FSAC-FR 15.6.7, FSAC-FR 15.6.6, PEC 1.7, 7.1 ;ACTFL 2.a.

Course Expectations:

1. Use of cell phones (talking and texting) during class is disrespectful, distracting, and unprofessional. While class is in session, cell phones are to be **TURNED OFF AND PUT AWAY**. Using cell phones during class communicates to the instructor and your peers that you feel as though you have better things to do than to listen to and learn from your instructor and your peers. Students wanting to use their phones must do so during break or outside of the classroom.
2. Use of profanity and foul inappropriate language is disrespectful, offensive, and unprofessional.
3. Class notes, documents, rubrics, resources, announcements, and other supplementary material are available at the course wiki at <http://fle4333drkarenverkler.wikispaces.com/> Students are to download and/or print out documents from files on the course wiki. **It is your responsibility to check the wiki AND your email before class each week to ensure you are ready with the appropriate materials for class.**
4. Communication between the instructor and students will be via email (ProfessorVerkler@aol.com) and the course wiki. **It is your responsibility to check your email and the course wiki on a regular basis.** Your lack of following through on this responsibility is not a valid excuse for not fulfilling course assignments.
5. Students are expected to complete reading assignments before each class meeting. Students should come to class prepared to make relevant contributions to class discussions and activities based on assigned readings.
6. **Assignments are due at the beginning of class on the date indicated in the syllabus. Grades will be lowered 20% (of total points possible) for assignments turned in late. Assignments late more than**

one week past the due deadline will not be accepted. Assignments may be turned in early. If you are absent, it is your responsibility to get any missed work and turn in any assignments that are due. An absence **DOES NOT** change the assignment's due date. **Technical/computer problems are not an acceptable excuse for a late assignment. Do not wait until the due date to print out your assignment.**

7. Most of the assignments are to be submitted with a rubric. This syllabus clearly indicates which assignments are to be accompanied by a rubric. The rubric is vital for the instructor's evaluation of your assignment. The rubrics are found on the course wiki. **Grades for assignments turned in without the rubric will be lowered 20% (of total points possible).**
8. Your preparedness reflects your degree of professionalism. **As such, your assignments are to be submitted with all components stapled together. The rubric with your name and any other required information on it is to be STAPLED to the front of your assignment.** Work submitted should look professional; it should not look as though it was thrown together with little thought. **Dog-eared and unstapled work will be returned and the grade will be lowered 20% of total points possible.** The instructor will not have a stapler.
9. All assignments should have your name on it. Assignments lacking your name will be returned.
10. **All assignments must be word processed (typed).** In addition, all assignments are to be submitted free of spelling, grammatical, and typographical errors. **Make sure to proof any submitted work or have someone else proof your work before you turn it in.** The University Writing Center, phone number 407-823-2197, is also available for student assistance in writing, proofing, and editing. Their Web site is <http://www.uwc.ucf.edu>.
11. Work is expected to be thoughtful, reflective, and of high quality in terms of both content and presentation. Work that does not meet the established criteria will be noted and will not receive full credit.

Course Academic Assignments:

The instructor has samples of most of the course assignments. You may view these samples before and after class, during class breaks, and/or during the instructor's office hours. It is highly recommended that you refer to them as a guide in completing your assignments.

Pair Assignment Procedures:

Some of the assignments below may be completed individually or in pairs. Students may pair with different people for any pair assignment. If you wish to work alone, a student may choose to complete these assignments individually.

If working in pairs, each pair member must take responsibility for planning and organizing the assignments. Each pair member must complete at least one part (approximately half) of every pair assignment. This might involve being the person who: 1) starts a first draft for the other pair member to build on, 2) develops graphics, 3) gathers appropriate instructional resources, 4) does research, or 5) proofs and perfects the final version. For each pair assignment, each member will indicate that s/he contributed to and approves the final product and will complete an individual reflection describing her/his contribution to the end product. This statement is to be attached to the completed assignment. **Assignments lacking this statement will not be accepted.**

1. **Individual Work: FLE 4333 Foreign Language Teaching in the Secondary School Signature Page – 5 points.** Students are to read the course syllabus and the home page of the course wiki to become familiar with the course expectations and assignments. The FLE 4333 Foreign Language in the Secondary School Signature Page is to be downloaded, printed out, and completed. Completion of this assignment indicates that students have read and understand all syllabus and course wiki home page content.
2. **Individual Work: Checking for Understanding (CFU) Activities – 5 points each.** These activities are short exercises to help you process out-of-class information prior to coming to class. Although the exercises require a variety of actions on your part, all of them are to be typed and submitted for a grade. Each CFU activity is worth 5 points; 5 points will be earned by fully addressing the topic. Points will be deducted for cursory or haphazard responses or responses that don't truly address the topic. There is no rubric for these activities.

3. **Individual Work: UCF Center for Multilingual Multicultural Studies (CMMS) Volunteer Hours – 10 points total (5 points/submission).** All students will volunteer 10 hours in the UCF Center for Multilingual Multicultural Studies. Students are to keep track of their hours and write a reflection log for each session, using the template provided on the home page of the course wiki. This log will be due twice during the semester. Each log must consist of your name, the date and time of your session, the number of students with whom you are working, the objective of your session (practicing a particular strategy that you learned in our course), and the outcome of your session (student reaction to your instruction, your reaction to the student and his/her learning, etc.).
4. **Individual or Pairwork: Adaptation of Instructional Materials – 20 points.** Select an instructional material (textbook, storybook, workbook, game, etc.) that you might use when teaching a lesson in your content area. If you select a textbook or workbook, focus on a particular chapter or unit. Analyze the instructional material for any biases, stereotypes, format, lack of sensitivity, vocabulary usage, lack of graphics, etc. that would decrease EFL students' level of comprehension of the content. In general, how can you adapt the material to accommodate cultural and linguistic differences? When preparing this assignment, follow the appropriate rubric carefully so that you address all criteria.
5. **Individual Work or Pairwork: ESOL-Infused Microteach Lesson Plan and Performance - 25 points.** You will create a lesson plan for a 45-minute lesson in which you will teach a topic of your own choice. The lesson must be highly interactive and include at least three ESOL strategies to enhance the comprehensibility of the content to ESOL students. You will implement the lesson, using your classmates as your students. Even if you worked together to create this lesson, you will implement the lesson individually. When preparing this assignment, please adhere to the appropriate rubric carefully so that you address all criteria.
6. **Individual Work: Professional Development Plan – 22 points.** Students will view their microteach performance and write a professional development plan for addressing problematic areas.
7. **In-Class Groupwork: Story-Based Language Approach (PACE) - 10 points.** Students will be grouped in four. Each group is to select a grammatical concept. They may select one from a chapter in a textbook or some other instructional material. Each member of the group is to address one of the stages of the Story-Based Language Approach: Presentation, Attention, Co-construct an Explanation, and Extension Activity. Each student is to write in narrative form the type and sequence of activities, description of the materials, etc. they might use when teaching the concept in that stage. The stages should "flow" logically one into the other. The assignment is to be turned in as a group.
8. **Individual Work or Pairwork: Communication Activity - 10 points.** Develop and implement the activity with the class as your students. Implementation of the activity is to take no longer than 10 minutes. Provide enough copies of your assignment for class distribution. You are to provide enough detail about your activity so that others can easily replicate your activity in their own classrooms.
9. **Individual Work: Technology Stations – 10 points.** During the course of the semester, work your way through the technology stations indicated on the Technology Station checklist. After completing the exercises at each of the stations, write a reflection identifying which station reflected your favorite use of technology. Discuss why it was your favorite and how you could use the information you learned at that station to enhance your instruction and/or your students' learning.
10. **Individual or Pairwork: Language Game – 25 points.** Second language oral development and vocabulary development are very important components of second language instruction. Using what you have learned in our course and any other pertinent resources, develop a language game whose main purpose is to develop ELL students' oral language skills and assist them in their acquisition of vocabulary. Listed below are the criteria to be addressed. When preparing this assignment, follow the appropriate rubric carefully so that you address all criteria:
 - The game must be created in its entirety. All of the pieces of the game (playing board, board pieces, playing cards, question cards, etc.) must be available so that students can play the game.

- The game must have complete instructions. You are to include visuals in your instructions.
- The age/grade and language proficiency level of the students for whom the game is appropriate must be specified.
- The subject/content area addressed by the game must be specified.
- Specify the content objectives or academic content that the game addresses. That is, what is (are) the objective(s) of the game? What skills/vocabulary/academic content do you expect your students to learn from playing this game?
- Specify the language objectives. In other words, what area of language is emphasized: semantics, phonology, grammar, vocabulary building, etc.?
- Be creative. Make it attractive. Make it fun. Will students want to play this game?
- The game must be submitted in a thematic (matching the game's content) container. Games submitted without a container will not be accepted.

11. **Individual/Pairs/Trios: SSTESOL Conference Presentation Proposal - 10 points.** Either individually or in pairs/trios, students will brainstorm ideas for a workshop that might be presented at a conference. Students will complete the presentation proposal form provided by the instructor. One presentation proposal form with the appropriate rubric will be submitted per individual/group.
12. **OPTIONAL: HAPPY Hour Student Showcase Attendance.** HAPPY (Having Active Participation Prepares You) Hour is an opportunity for professional development for future educators. HAPPY Hour consists of monthly workshops conducted by educational experts in areas of relevance to the teaching profession. The workshops are free and require no pre-registration. Students simply show up, learn, have fun, and leave with tons of resources. A schedule of the 2014-2015 HAPPY Hour workshops can be found at <http://education.ucf.edu/happyhour>. Students are encouraged to attend the workshops to enhance their credentials as educators. The workshops attended can be added to the "Professional Development" section of the students' ever-growing résumés.

HAPPY Hour also includes the HAPPY Hour Student Showcase, an in-house conference that highlights teacher candidates as the presenters. This year's Showcase will be Saturday, January 31, 2015, from 8:30-4:30 p.m. On-line registration is \$15.00. On-site registration (the day of the Showcase) is \$20.00. **To qualify for door prizes, register online <http://education.ucf.edu/happyhour/register.cfm> at by Friday, January 23, 2015. The deadline for registration and payment is Friday, January 23, 2015.**

In lieu of doing the SSTESOL Conference presentation proposal assignment (the final course requirement), students have the option of attending the HAPPY Hour Student Showcase. Students attending the Showcase will **individually** submit an artifact (presentation handout) and a reflection in which they will reflect on the entire Showcase or on a particular presentation that made a significant impact on them. In their reflection, students will discuss what they learned from the Showcase and/or presentation and how they might apply what they learned once they have their own classroom. A reflection is NOT a narrative of what the presenter did and/or said. In a reflection, students demonstrate that they have gleaned something meaningful from the presentation and have given critical thought regarding how they might be able to use/implement what they learned in their future classroom/career.

For students unable to attend the HAPPY Hour Student Showcase, they may attend at least three professional development workshops (HAPPY Hour workshops or other professional development workshops). To be exempt from doing the conference proposal presentation assignment (the final course requirement), students are to **individually** write a reflection for each workshop and submit to the instructor a workshop handout and reflection for each workshop. In the reflection, the student must give a BRIEF overview of the workshop content. The bulk of the reflection must consist of what the student learned and how the student might apply what he/she learned to his/her own future classroom.

In order to be counted toward being exempt from doing the conference presentation proposal assignment, each workshop reflection and accompanying handout must be submitted within two weeks of having attended the workshop.

Course Evaluation:

Assignment	Date Due	Points Worth	Points Earned
FLE 4333 Signature Page	January 13	5	
CFU: Standards for Foreign Language Learning	January 20	5	
CFU: Theories of Second Language Acquisition	January 27	5	
CFU: Communicative Language Teaching Methods	February 3	5	
Adaptation of Instructional Materials <ul style="list-style-type: none"> Submit with Adaptation of Instructional Materials Rubric 	February 10	20	
CFU: Direct Teach	February 10	5	
OPTIONAL: HAPPY Hour Student Showcase Reflections and Handouts (in lieu of Conference Presentation Proposal Assignment)	February 10	See SSTESOL Conference Presentation Proposal.	
Rough Draft of Microteach Lesson Plan	February 17	--	
CFU: Communicative Modes	February 17	5	
ESOL-Infused Microteach Lesson Plan and Performance <ul style="list-style-type: none"> Submit with ESOL-Infused Lesson Plan Rubric 	February 24	25	
Professional Development Plan <ul style="list-style-type: none"> Submit with Professional Development Plan Rubric 	March 3	22	
First Submission of UCF CMMS Volunteer Hours Log	March 3	5	
CFU: Enhancing Comprehension in the Interpretive Mode	March 17	5	
Technology Stations <ul style="list-style-type: none"> Submit Technology Stations Checklist. Submit with Reflection on Technology. 	March 17	10	
Story-Based Language Approach <ul style="list-style-type: none"> Submit Story-Based Language Approach Handouts 	March 24	10	
CFU: PACE	March 24	5	
CFU: Interpersonal and Presentational Communication	March 31	5	
CFU: Communication Activities Website	April 7	5	
Communication Activity <ul style="list-style-type: none"> Submit with Communication Activity Rubric 	April 7 and April 14	10	
CFU: Multiple Intelligences	April 14	5	
OPTIONAL: Deadline for HAPPY Hour workshop reflections and artifacts due from students seeking to be exempt from doing conference proposal assignment	April 18	See SSTESOL Conference Presentation Proposal.	
Language Game <ul style="list-style-type: none"> Submit with Language Game Rubric 	April 21	25	
Final Submission of UCF CMMS Volunteer Hours Log	April 21	5	
SSTESOL Conference Presentation Proposal <ul style="list-style-type: none"> Attach Conference Presentation Proposal Evaluation Form. 	May 5	10	
TOTAL POINTS		197	

A = 183-197 points (93-100%)

B = 167-182 points (85-92%)

C = 149-166 points (76-84%)

D = 135-148 points (69-75%)

F = Below 135 points (Below 69%)

Tentative Class Schedule

(The top half of text for each date denotes what is due by that date. The bottom half indicates the agenda for class that day.)

<u>Date</u>	<u>Activity/Assignment</u>
January 13	Assignment due: FLE 4333 Signature Page Beginning of the fun: Getting to know you Introduction to the course content and structure
January 20	Required Readings: <i>Teacher's Handbook</i> : Preliminary Chapter and Chapter 2 Assignment due: CFU – Standards for Foreign Language Learning National Foreign Language Standards: The 5 C's (Video and Discussion) Next Generation Sunshine State Standards; National TESOL Standards
January 27	Required Readings: <i>Teacher's Handbook</i> : Chapter 1 Assignment due: CFU – Theories of Second Language Acquisition Understanding the Role of Contextualized Input and Output Interaction in Language Learning; Teaching Language in Context Field Trip: Curriculum Materials Center (ED 194) Orientation
January 31	HAPPY Hour Student Showcase – Attendance is optional, but highly recommended.
February 3	Required Readings: <i>Teacher's Handbook</i> : Chapter 1 Assignment due: CFU – Communicative Language Teaching Methods Understanding the Role of Contextualized Input and Output Interaction in Language Learning; Teaching Language in Context
February 10	Required Reading: <i>Teacher's Handbook</i> : Chapter 3 (pp. 80-87) Assignments due: CFU – Direct Teach; Adaptation of Instructional Materials Deadline by which to turn in Showcase reflection and artifact in order to be exempt from doing the STTESOL Conference presentation proposal (final course assignment). Paradigm for Instructional Planning; Bloom's Taxonomy of Thinking; Lesson Planning
February 17	Required Reading: <i>Teacher's Handbook</i> : Chapter 6 (pp. 154-162, 173-179) Assignments due: CFU – Communicative Modes; Rough draft of lesson plan Peer editing of ESOL-infused lesson plan Microteach Expectations; Interactive Approach for Interpretive Skills
February 24	Implementation of ESOL-Infused Microteach Lesson Plan Assignment due: ESOL-Infused Microteach Lesson Plan and rubric

March 3	Assignments due: Professional Development Plan and rubric; First submission of UCF CMMS Volunteer Hours Log. Submit both assignments by email. No formal class session.
March 10	Spring Break – Let's go to the beach!
March 17	Required Reading: <i>Teacher's Handbook</i> : Chapter 6 (pp. 162-170) Assignments due: CFU – Enhancing Comprehension in the Interpretive Mode; Technology Stations Framework of Communicative Modes; Variables involved in Comprehension and Interpretation
March 24	Required Reading: <i>Teacher's Handbook</i> : Chapter 7 Assignment due: CFU – PACE Bring to class a textbook or other instructional resource having a grammatical construct. Grammar Instruction: Explicit/Implicit Controversy; Story-Based Approach to Grammar Groupwork: Story-Based Language Approach (PACE)
March 31	Required Reading: <i>Teacher's Handbook</i> : Chapters 8 and 9 Assignment due: CFU – Interpersonal and Presentational Communication Oral and Written Interpersonal Communication; Interactive Speaking Oral and Written Presentational Communication; Written Communication in Three Modes Meaningful Writing; Evaluating Written Samples: Rubrics
April 7	Assignments due: CFU – Communication Activities Website; Communication Activity Implementation of Communication Activity
April 14	Required Reading: <i>Teacher's Handbook</i> : Chapter 10 (pp. 316-318) Assignments due: CFU – Multiple Intelligences; Communication Activity Implementation of Communication Activity (continued)
April 21	Assignments due: Language Games; Final Submission of CMMS Volunteer Hours Log Students will play games, giving each other feedback.
April 24	Deadline by which to turn in workshop reflections and artifacts in order to be exempt from completing the SSTESOL Conference presentation proposal.
April 28	Study Day
May 5	Assignment due: SSTESOL Conference presentation proposal and rubric.

Student Information Sheet

Name: _____ Course: FLE 4333_____

Student No.: _____

Address: _____ Phone(s): _____

Email: _____ Your birthday: _____

Major:/Area of Expertise: _____

Please indicate what you hope to gain from this course: _____

Please state future personal and/or educational/vocational goals. _____

Please indicate your hobbies/interests. _____

Feel free to add anything you would like me to know about you. _____
