Course Change Proposal
Form A

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Arts and Letters</th>
<th>Academic Organization (Department):</th>
<th>Foreign Languages</th>
<th>Date: February 21, 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Course Proposal:</td>
<td>New <strong>X</strong> Change <strong>X</strong> Deletion <strong>X</strong></td>
<td>Department Chair:</td>
<td>Bernice Bass de Martinez</td>
<td>Submitted by: Kathy Moore</td>
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<tr>
<td>Does this course fulfill a requirement for single-subject or multiple subject credential students?</td>
<td>Yes <strong>X</strong> No <strong>X</strong></td>
<td>For Catalog Copy:</td>
<td>Yes <strong>X</strong> No <strong>X</strong></td>
<td>Semester Effective: Fall <strong>X</strong> Spring <strong>X</strong>, 2010</td>
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<td>CCE (Extension):</td>
<td>Yes <strong>X</strong> No <strong>X</strong></td>
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This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number): N/A

If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr.

Yes **X** No **X**
(Cross-listing with existing course)

<table>
<thead>
<tr>
<th>Change from:</th>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title:</th>
<th>Units:</th>
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<tr>
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<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title:</th>
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<tbody>
<tr>
<td>FORL 385</td>
<td>Foreign Languages in the Secondary School</td>
<td>3</td>
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JUSTIFICATION:
This methods course is a requirement for single-subject foreign language teacher certification. It is critical to the professional preparation of student teachers who are beginning their student teaching experience. In order to ensure that this special methods course will be available, we are seeking to cross-list this course with the existing EDTE 385 (3 units) in the Department of Teacher Education in the College of Education. Offering this option ensures that the required methods course will be available when the Department of Teacher Education does not offer it.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/umanual/acad.htm - Guidelines for Catalog Course Description)

Foreign Languages in the Secondary School. Problems of teaching foreign languages; evaluation of methods in the light of objectives, outcomes, National and State Standards, and the Language Learning Continuum from the California State Framework; discussion of techniques and source materials. Should be taken prior to or with student teaching. Discussion, participation in such classroom activities as panel discussions, presentations and demonstrations. Units 3.0

Note:
Prerequisite:
Enforced at Registration: Yes **X** No **X**
Corequisite:
Enforced at Registration: Yes **X** No **X**
Graded: Letter **X** Credit/No Credit
Instructor Approval Required? Yes **X** No **X**
Course Classification (e.g., lecture, lab, seminar, discussion):
Title for CMS (not more than 30 characters)
Foreign Languages – Secondary School
Discussion
Cross Listed? Yes **X** No **X**
If yes, do they meet together and fulfill the same requirement, and what is the other course.
Yes, they can meet together; yes, they fulfill the same requirement; the other course is EDTE 385
How Many Times Can This Course be Taken for Credit? 1
Can the course be taken for Credit more than once during the same term? Yes **X** No **X**
FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: "Students will be able to: 1), 2), etc." See the example at http://www.csus.edu/acaf/example.htm

<table>
<thead>
<tr>
<th>Same as existing cross-listing EDTE 385:</th>
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<tbody>
<tr>
<td>a). Demonstrate knowledge of the nature of language</td>
</tr>
<tr>
<td>b). Demonstrate understanding and use of the CA State Framework Language Learning Continuum, National and State Standards</td>
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<tr>
<td>c). Demonstrate teaching a foreign language in a cultural context.</td>
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<tr>
<td>d). Demonstrate that they can apply SLA (Second Language Acquisition) theories and practice.</td>
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<tr>
<td>e). Demonstrate the requisite knowledge to use technology to support and enhance instruction (See attached syllabus).</td>
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</table>

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).]** This attachment should be forwarded only to your Dean's office, not Academic Affairs.

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

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<td>a). Participating in class discussions and collaborative activities based on readings in professional journals, assignments from the primary source textbook, <em>Teaching Language in Context</em>.</td>
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<td>b). Preparing demonstration lessons in the language they are teaching.</td>
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<td>c). Preparing and discussing professional journal article summaries.</td>
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<td>d). Using supportive materials and technology to enhance preparation of assignments and presentations (See attached syllabus)</td>
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**For whom is this course being developed?**

<table>
<thead>
<tr>
<th>Majors in the Dept</th>
<th>Majors of other Depts</th>
<th>Minors in the Dept</th>
<th>General Education</th>
<th>Other</th>
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<td>X</td>
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Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes _X_ No __

If yes, identify program(s): Single-Subject Credential in Foreign Languages

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No _X_

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). N/A

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

<table>
<thead>
<tr>
<th>Signatures:</th>
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<tbody>
<tr>
<td>Department Chair:</td>
</tr>
<tr>
<td>College Dean or Associate Dean:</td>
</tr>
<tr>
<td>CPSP (for school personnel courses ONLY)</td>
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<tr>
<td>Associate Vice President and Dean for Academic Programs</td>
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<th>Date</th>
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<tr>
<td>4/14/08</td>
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<td>4/22/10</td>
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Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

9/10/2008
METHODS IN THE TEACHING OF FOREIGN LANGUAGES IN THE
SECONDARY SCHOOL
EDTE 385/FORL 385

Dr. Kathy Moore
Mariposa Hall 2029
Telephone: 916-278-6513
kmoore@csus.edu
Office Hours: Tuesdays 1:30 -3:00
Thursdays 10:30 – 12:00
& by appointment

TEXTS:

Teaching Language in Context, 3rd edition
Alice Omaggio Hadley, Heinle and Heinle/Cenage, Publishers

Foreign Language Teacher's Guide to Active Learning
Deborah Blaz, Eye on Education, Publishers

A Collection of Performance Tasks and Rubrics Foreign Languages
Deborah Blaz, Eye on Education, Publishers

Foreign Language Framework for California Public Schools

COURSE DESCRIPTION

This course includes discussion of the required texts, study of current instructional strategies in the teaching of foreign languages, evaluation of methods specific to goals and objectives, analysis of documents that support the teaching of foreign languages, study of techniques and technology associated with second language acquisition and evaluation of source materials available to teachers of foreign language.

GOALS OF THE COURSE

To facilitate learning so that students will demonstrate understanding of second language acquisition theory as well as the required teaching skills in order to be able to deliver well prepared and challenging lessons in the foreign language classroom.
Methods in the Teaching of Foreign Languages
in the Secondary School
EDTE 385
Department of Foreign Languages
Dr. Kathy Moore

The Methods Course is based on the organizing principles of the California State Framework, the National Standards for the Learning of Foreign Languages in the 21st Century, the American Council on the Teaching of Foreign Languages Guidelines and current research in methodology in foreign language instruction. The teacher preparation candidates are required to demonstrate evidence of their learning based on the following criteria:

1) Demonstration of high proficiency in the language which allows them to conduct their classes solely in the target language (Advanced low based on the ACTFL Guidelines)

2) Demonstration of the ability to teach in a proficiency-oriented program and a commitment to the highest level of teaching which enables their students to demonstrate communicative ability in the target language

3) Demonstration of the ability to conduct their classes in the target language with ease and confidence, using the language with accuracy and fluency on every level of language learning, beginning to advanced

4) Demonstration of the knowledge of the nature of language, basic linguistics and a thorough understanding of the structural rules and practical use of the target language.

5) Demonstration of the candidate’s understanding of the cultures and societies in which the target language is spoken; validation of the language of the heritage and native speakers

6) Demonstration of the ability to prepare challenging lessons using current accepted methodology with attention to critical thinking and evidence of student learning

7) Demonstration of the requisite knowledge to use technology to support and enhance instruction.

The teacher candidate studies current methodology and is instructed in the absolute need to teach in the target language using authentic language in context, providing real-world experiences for students. The candidate prepares practice lessons and a final demonstration lesson based on the CTC criteria as indicated above and in the course syllabus. The texts that are used in the course have been chosen because they are exemplary works that incorporate and emphasize the criteria necessary for effective preparation of teachers of language.

Throughout the course, students are given ample opportunity to demonstrate their learning through class discussions, weekly assignments, study of the texts, professional journal reviews, demonstration lessons, written lesson plans, etc. The assessment plan is based on the criteria outlined above and students are held accountable for each element in the learning process.
STUDENT OUTCOMES OF THE COURSE – Teacher Preparation Expectations

After successful completion of this course in methodology, students will be able to:

1) Demonstrate understanding of the theories of second-language acquisition
2) Demonstrate understanding of the principles and priorities in methodology by applying them in planning and teaching
3) Develop effective lessons based on the principles of the National Standards for Foreign Language Learning in the 21st Century, the Foreign Language Framework for California Public Schools, the California State Standards for Foreign Language Learning and the ACTFL Guidelines
4) Demonstrate understanding of communicative competence and apply strategies to achieve this goal in planning and delivering daily lessons
5) Demonstrate and apply instructional strategies related to real-world language in context
6) Develop effective assessment strategies for courses in foreign language
7) Develop appropriate instructor goals and student outcomes for courses in foreign language
8) Demonstrate understanding of cultures, literature, and cross-disciplinary concepts
9) Demonstrate understanding of language, linguistics, comparisons
10) Demonstrate understanding of the need for on-going professional development
11) Demonstrate the requisite knowledge to use technology to support and enhance instruction

TEACHER PREPARATION – ASSESSMENT

Students will be assessed based on the following criteria:

1) Demonstrate knowledge and understanding of the State Standards, Foreign Language Framework for California Public Schools, National Standards for Foreign Language Learning in the 21st Century and the ACTFL Guidelines. (Assignments from the texts, journal article summaries, class discussions, demonstration lesson, observation summary, final written lesson plan)

2) Demonstrate ability to write a challenging lesson plan, incorporating instructional strands and supportive activities based on a proficiency-oriented program of study in the foreign language. (Practice in writing lesson plans and assessment of plans; final lesson plan as one summative assessment)

3) Demonstrate the ability to conduct all levels of a language class in the target language with ease and confidence. (Lesson plan and demonstration lesson, practice in delivering segments of a lesson to the class)

4) Demonstrate the ability to use appropriate and varied language with accuracy and fluency (Practice lessons and demonstration lesson, class discussions that reveal student’s ability to express herself/himself with ease in the target language)

5) Demonstrate knowledge of the descriptive aspects of language (linguistic code or grammar) and practical use of the target language in context. (Class discussions, written assignments, demonstrations lessons)
6) Demonstrate an understanding of how to validate the language of the heritage and native speaker (Class discussion, demonstration lessons, written assignments)

7) Demonstrate that the candidate is prepared to teach students to use the target language to obtain and exchange information in a variety of authentic contexts, real-world language experiences based on the fundamentals of the National Standards, the 5Cs-Communication, Cultures, Connections, Comparisons, Communities. (Class discussions, practice lesson plans, demonstration lesson, final lesson plan)

8) Demonstrate the ability to enable students of language to develop proficiency in the four language skills of listening, speaking, reading, and writing. (Class discussions practice lessons, written assignments)

9) Demonstrate the ability to bring students to an in-depth understanding of the cultures and societies in which the language they are studying is spoken. (Class discussions, practice lessons, demonstration lesson, written assignments)

10) Demonstrate the knowledge of the nature of language and methods of learning a language and convey this to students. (Class discussions, practice lessons, written assignments, demonstration lesson)

ATTENDANCE

Due to the fact that there are only 15 class meetings in the semester, it is important that students attend every class meeting. If you should have an extreme emergency arise and cannot attend class, please contact Professor Moore immediately. Attendance and punctuality are factors in determining the final grade in the course. (-25 points for each absence)

ASSIGNMENTS

Students are responsible for all assigned work. Assignments include, but are not limited to, the following:

- Written assignments based on chapters assigned in the text – range of points will vary
- Participation in class discussions – 100 points
- Journal articles: 50 points each summary
- Demonstration Lesson: 75 points
- On-site class observation and summary: 50 points
- Summative assessment: Detailed lesson plan as a follow-up to demonstration lesson

All written work must be done in a professional manner – typed; no hand-written work accepted. All assignments must be turned in on time and presentations given on assigned dates. There are no extensions and late work will not be accepted!
Subject: Re: Cross-listed course for EDTE 385
Date: Thursday, April 15, 2010 12:52 PM
From: Bass de Martinez, Bernice <bbdem@skymail.csus.edu>
To: "Pritchard, Robert H" <pritchard@csus.edu>
Cc: "Sheared, Vanessa" <vsheared@saclink.csus.edu>, "Sessoms, Deidre B" <dsessoms@skymail.csus.edu>, Nancy Tooker <tookernm@csus.edu>, "Johnson, Rita M" <rjohnson@csus.edu>

Thank you! Makes sense.

On 4/15/10 12:44 PM, "Pritchard, Robert H" <pritchard@csus.edu> wrote:

OK In the meantime I will submit our info to TPAC showing EDTE 385 on Tuesdays so students and TPAC staff know a course will be offered. Then - assuming the best - when your course has passed through all the necessary hoops - my staff can delete EDTE 385 and yours can add FORL 385. Does that make sense?

From: Bass de Martinez, Bernice
Sent: Thursday, April 15, 2010 12:40 PM
To: Pritchard, Robert H
Cc: Sheared, Vanessa; Sessoms, Deidre B; Nancy Tooker; Johnson, Rita M
Subject: Re: Cross-listed course for EDTE 385

At this point, the course still must be reviewed by the College of Arts and Letters Curriculum Committee (and Dean) and then on to the University Committees before it can be entered to the schedule. It is our understanding that the course (if approved at the university level) can be offered this Fall.

On 4/15/10 12:26 PM, "Pritchard, Robert H" <pritchard@csus.edu> wrote:
That's great. I'm glad this has been worked out. Since we won't have money to pay for Kathy Moore's time next year, I will assume you will offer FORL 385 for fall 2010. Virtually all of our special methods courses meet on Tuesday so I will also assume the timing would remain the same...4-6:50. Once you confirm, I would like to inform TPAC as we intend to send them our fall registration info this afternoon. Is that okay? Will you be sending the course code, etc directly to TPAC or do you want to send it to me for forwarding?
From: Bass de Martinez, Bernice
Sent: Thursday, April 15, 2010 12:18 PM
To: Pritchard, Robert H
Cc: Sheared, Vanessa; Sessoms, Deidre B; Nancy Tooker
Subject: Cross-listed course for EDTE 385

Good morning Bob,

The Department faculty approved a course (FORL 385) to serve single subject credential (foreign language) students whenever EDTE 385 is not available. The course would be cross-listed (having the exact same title, description, etc).

Regards,

Bernice Bass de Martinez, Ph.D.
Department Chair
Foreign Languages
Sacramento State University
6000 J Street
Sacramento, CA 95819
(916)278-7028 direct line
BBdeM@csus.edu