**Professional Education Program Proposal**

**New Program for Licensure**

Bachelor of Arts in Teaching

German Education Major

Grade Level Preparation 7-12

Department of Curriculum and Instruction

College of Education and Health Professions

University of Arkansas Fayetteville, AR

|  |  |  |
| --- | --- | --- |
| **LON E New Letter of Notification**  **New Educator Preparation Program**  **(For programs leading to a degree or certificate, LON submitted to ADHE will be forwarded to ADE)**  **Note: This LON is for new programs only and should be completed after an LOI-E has been submitted and accepted by ADHE.**   1. Institution submitting request: University of Arkansas Fayetteville 2. Date submitted: September 20, 2017 3. Contact person/title: Dr. Terry Martin, Vice Provost for Academic Affairs 4. Phone number/e-mail address: (479) 575-2151/tmartin@uark.edu 5. Proposed effective date: Fall 2018 6. Proposed program title: German Education (GREDBA) 7. CIP Code requested: 13.1205 8. Degree or Award Level (B.S., M.A.T., post-baccalaureate, graduate, etc.): Bachelor of Arts in Teaching 9. Is this program intended to prepare candidates for educator licensure? X Yes \_\_ No  Grade Levels K-12 10. Indicate if courses/program of study will be offered for distance delivery: Two courses will be offered on-line: CIED 1003 and CIED 4023. 11. Provide additional program information if requested by ADE/ADHE staff.   Curriculum Committee Approval Date: January 17, 2018    President/Chancellor Approval Date: January 22, 2018  Board of Trustees Approval Date: March 29, 2018  Chief Academic Officer: James S. Coleman Date: January 18, 2018    **Submit LON E New and ADE Program Proposal for new programs by February 1 for Fall program**  **implementation; and by July 1 for Spring program implementation to ADHE via the File Transfer system. Contact Lillian Williams (Lillian.Williams@adhe.edu) if there are questions.** |  |  |

**Professional Education Program Proposal**

**C O V E R S H E E T**

**Institution:** University of Arkansas **Date Submitted:** 9-18-17

**Program Contact Person:** Freddie A. Bowles **Position/Title:** Associate Professor, Program Coordinator-MAT

**Phone:** 479-575-3035 **Email:** fbowles@uark.edu

**Name of program:** German Education (GREDBA)

**CIP Code:** 13.1205

**Degree or award level (B.S., M.A.T., post-baccalaureate, etc.):**  Bachelor of Arts in Teaching (B.A.T.)

**Is this program intended to prepare candidates for educator licensure in Arkansas? X Yes □ No** If yes, indicate the title and grade range of the license for which candidates will be prepared: **Title:** *Secondary Education* **Grade Range:** *The grade level preparation includes K-12.*

Pr**oposal is for:**

X **New Educator Licensure Program** (Traditional)

(Complete Section A)

\_\_\_\_ **New Educator Licensure Program with Distance Learning Technology\***

(Complete Sections A and E)

\_\_\_\_ **New Educator Licensure Endorsement Program**

(Complete Section B)

\_\_\_\_ **New Educator Licensure Endorsement Program with Distance Learning**

**Technology\*** (Complete Sections B and E)

\_\_\_\_ **Major Revision(s) to an Approved Licensure Program**

(Complete Section C)

\_\_\_\_ **Minor Revisions to an Approved Licensure Program**

(Complete Section D)

\_\_\_\_ **Revision(s) to an Approved Program with Distance Learning Technology\***

(Complete Section C and E)

\_\_\_\_ **Converting a Traditional Program to a Distance Learning Technology Program\***

(Complete Sections C and E)

\* At least 50% of the curriculum is deliveredvia distance learning technology.

**Indicate the portion of the proposed program to be delivered via distance   
 learning technology (on-line).** 15% or two courses

**Proposed starting date for the program:** FALL 2018

**Will this program be offered at more than one site?** \_\_\_\_ **Yes X No NOTE: Prior approval by AHECB is required for Arkansas public institutions and institutions certified under Ark. Code Ann. §6-61-301 to offer programs at off-campus sites.**

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**3. Needs Summary**

*a. Provide a brief statement of the program’s purpose*

The Bachelor of Arts in Teaching degree will prepare students in the humanities with the pedagogical skills, the content knowledge, and the dispositions for teaching and learning in 21st century classrooms in the areas of English, French, German, Spanish, and Social Studies. The four-year program will include 40 hours of pedagogy, 33 hours in the individual content areas, and 35 hours of the University required Core with 12 hours in electives. In addition, students will have several field experiences over the course of 8 semesters in partner schools, including observations, practica, student teaching, and internship.

*b. Explain the need for the program with supporting data (e.g., data from supply and demand studies, institutional surveys, requests from individuals, etc.).*

The U.S. Department of Education, Office of Postsecondary Education, August 2016, identified 6 subject areas that are currently “high-need fields”: bilingual education and English language acquisition, foreign language, math, reading specialist, science and special education. In Arkansas, the list includes art, computer science, family and consumer sciences, journalism, library, mathematics, music, physical science (chemistry, physics), social studies, Spanish, and special education for 2017-18. Vacant positions across the state for 2016-17 totaled 1572, not including administrative positions. Vacancies in English totaled 115; foreign language totaled 35 (not disaggregated by language); and social studies totaled 73.

According to a recent survey conducted at the University of Arkansas by Dr. Jason Endacott, approximately 11% (411) of undergraduate students who responded to an exploratory survey (n = 3728) plan on becoming a secondary educator. However, only 10% (41) of those 411 students indicated that they planned on pursuing secondary certification through the MAT program at the University of Arkansas. The remaining 90% indicated that they intended to pursue other options, such as Teach For America, alternative licensure, and undergraduate programs at other universities.

In the last six years, enrollment in the Master of Arts in Teaching program, a traditional route to licensure at the graduate level, has dropped by 50%.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *Degrees Awarded* | *Degrees Awarded* | *Degrees Awarded* | *Degrees Awarded* | *Degrees Awarded* | *Degrees Awarded* | *Current Enrollment* |
| 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
| **64** | **44** | **57** | **48** | **38** | **40** | **33** |

This reflects a national trend in teacher preparation. In addition to decreased interest in becoming a teacher, other private and for-profit organizations offer alternative routes to licensure. Our campus now recruits for Teach for America and Arkansas Teacher Corps. The fifth-year model is also becoming outmoded. The cost for a graduate program is prohibitive for many students, and they are not willing to extend their debt for another year. Students are opting for degrees that offer a career path in four years. Faculty and administration in the College of Education and Health Professions believe that a four-year humanities program in pedagogy, content, and field experiences will lead more students into choosing teaching as a career and fill the shortages we have across the state with professionally prepared teachers.

*c. Provide estimates of the number of candidates expected to enter and complete the proposed program each year for a five-year period.*

Estimates of the number of candidates expected to enter (both as freshman and as transfer students) and complete the proposed program each year for a five-year period are provided in the table below. The estimates were determined by examining the awards granted for undergraduates in 2016 in the content areas of English, French, German, Spanish, and History. The program numbers are based on Dr. Endacott’s survey result of 10% expressing interest in becoming teachers. For example, English graduated 383 students over a five-year period (http://oir.uark.edu/students/degrees-awarded.php ), so the data reflects a 10% estimate for each of those five years to determine number of completers. Note that this data does not reflect students who may transfer in or who may change majors. Also note the data reveals degree completion of below 10 in French and German. The expectation is to have at least 1 from each language in the program. The BAT follows the protocol for AHCEB Policy 5.12 for program viability. As noted in the table below, several programs have low enrollment. This ensures quality academic programs to support Arkansas’ economic development goals.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Number of Candidates** | **2018** | **2019** | **2020** | **2021** | **2022** |
| Freshmen in English | 5 | 8 | 6 | 9 | 8 |
| Freshmen in French | 1 | 1 | \*less than 10 | \*less than 10 | \*less than 10 |
| Freshmen in German | \*less than 10 | \*less than 10 | \*less than 10 | \*less than 10 | \*less than 10 |
| Freshmen in Spanish | 1 | 1 | 2 | 2 | 2 |
| Freshmen in Social Studies | 6 | 6 | 7 | 9 | 7 |
| **Completers** |  |  |  | **12** | **16** |

*.*

*d. List other Arkansas institutions offering a similar program.*

The following table indicates the Institutions of Higher Education that offer a Bachelor's degree leading to licensure. However, many of these programs are BA degrees with minors in education or BSE degrees with minors in the content areas. The proposed BAT degree differs because it is a teaching degree with an education major in the content areas.

**IHEs Offering Bachelor Degrees Leading to Licensure ADE July 2017**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **IHE** | **English** | **Social Studies** | **French** | **German** | **Spanish** |
| ASU | X | X | X |  | X |
| ATU | X | X |  |  | X |
| CBC | X | X |  |  |  |
| Harding | X | X | X |  | X |
| HSU | X | X |  |  |  |
| John Brown | X | X |  |  |  |
| Lyon College | X | X |  |  |  |
| OBU | X | X |  |  |  |
| SAU | X | \_ |  |  | X |
| UAFS | X | X |  |  | X |
| UALR | X | X | X |  | X |
| UAPB | X | X |  |  |  |
| UCA | X | X | X |  | X |
| U Of Ozarks | X | ­- |  |  |  |
| Williams Baptist | X | X |  |  |  |
| **TOTAL** | **15** | **13** | **4** | **0** | **8** |

**4. Institutional Approval** *Supporting documentation for the program shall include:*

*a. A letter from the chief academic officer acknowledging that the program has been approved by the institution’s appropriate authorizing entity.*

Letter pending.

*b. Board of Trustees approval date (required for public institutions only)*

Letter pending

**5. Program Description**

*a. Provide a general description of the program (2-3 paragraphs).*

The Bachelor of Arts in Teaching English Education, French Education, German Education, Spanish Education, and Social Studies Education is a new degree program in education leading to licensure in the respective content areas (K-12 or 7-12 depending on the major). Students will complete 40 hours of pedagogy including 8 credit hours of field experiences (practicum and internship), 33 hours in the content area, 35 hours of UA Core, and 12 hours of electives to complete 120 credit hours.

The program focuses on developing reflective practitioners based on the constructivist perspective that teachers are life-long learners, reflective practitioners, and scholar researchers. The coursework is designed to develop these attributes so that students graduate as effective teachers with the knowledge, skills, and dispositions to engage students with meaningful and authentic instruction.

The BAT program is housed in the Department of Curriculum and Instruction (CIED) in the College of Education and Health Professions. Courses in CIED focus on developing the skills and dispositions for teaching. CIED partners with the Fulbright College of Arts and Sciences to develop knowledge in students’ content areas.

*b. Provide a copy of the degree plan and/or plan of study for the program.*

Please see attached 8-semester degree plan. **See Appendix A**

See the generic template for all programs below.

Yellow Highlights= Content Core / Green Highlights= Pedagogy Core / White = UA Core Core 120 hours

**Generic BAT 8 Semester Template**

***Fall Year One Spring Year One***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course #** | **Title** | **Hrs** | **Course #** | **Title** | **Hrs** |
| \*ENGL 1013 | Composition I | 3 | \*ENGL 1023 | Composition II | 3 |
| \*MATH 1203 (or Higher) | College Algebra | 3 | \*Science Core w/Lab |  | 4 |
| \*Social Sciences |  | 3 | \*COMM 1023 | Communication in a Diverse World | 3 |
| \*Humanities |  | 3 | Content Core |  | 3 |
| CIED 1013 | Introduction to Education | 3 | CIED 1003  Online | Introduction to Technology in Education | 3 |
| **Total** |  | **15** | **Total** |  | **16** |

***Fall Year Two Spring Year Two***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course #** | **Title** | **Hrs** | **Course #** | **Title** | **Hrs** |
| \*Fine Arts |  | 3 | \*US History |  | 3 |
| \*Social Sciences |  | 3 | \*Science Core w/Lab |  | 4 |
| Content Core |  | 3 | Content Core |  | 3 |
| Content Core |  | 3 | Content Core |  | 3 |
| CIED 2173 | Literacy in America | 3 | EDST 3223 | American Educational History | 3 |
| **Total** |  | **15** |  |  | **16** |

***Fall Year Three Spring Year Three***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course #** | **Title** | **Hrs** | **Course #** | **Title** | **Hrs** |
|  |  |  | Elective |  | 3 |
| Content Core |  | 3 | Content Core |  | 3 |
| Content Core |  | 3 | Content Core |  | 3 |
| Elective |  | 3 | Elective |  | 3 |
| SEED 4063 | Disciplinary and Interdisciplinary LIteracy |  | SEED 4022 | Classroom Management | 2 |
| CIED 4403 | Understanding Cultures in the Classroom | 3 | CIED 3033 | Classroom Learning Theory | 3 |
| **Total** |  | **15** |  |  | **17** |

***Fall Year Four Spring Year Four***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course #** | **Title** | **Hrs** | **Course #** | **Title** | **Hrs** |
| Content Core |  | 3 | Elective or  CIED 4023  Online or CIED 3023 |  | 3 |
| Content Core |  | 3 |  |  |  |
| SEED | Methods I | 3 | SEED | Methods II | 3 |
| SEED 328v | Teaching Experiences: Practicum | 2 | CIED 428v | Teaching Experiences:  Internship | 6 |
| CIED 4023  Online or CIED 3023 Elective | Teaching Inclusion in Secondary Settings or  Survey of Exceptionalities | 3 |  |  |  |
| **Total** |  | **14** |  |  | **12** |
| **Total 120 hrs** |  | **59** |  |  | **61** |

*c. Provide a curriculum matrix that shows alignment of the program’s prescribed courses and experiences with the current corresponding state competencies for the content area or category of licensure and the Arkansas Teaching Standards.*

Please see attached curriculum matrix. **See Appendix B**

*d. Provide descriptions and syllabi for all courses prescribed in the proposed program. Syllabi for professional education courses in educator preparation programs should link each learning objective to its corresponding Arkansas Teaching Standards and the Teacher Excellence Support System (TESS). This connection between objective and standard should occur on the syllabus itself.*

Please see attached syllabi and course descriptions that contain learning objectives linked to state standards/competencies for licensure in secondary education 7-12 and K-12. **See Appendix C.**

e. *Describe competencies expected of program candidates regarding their knowledge and use of educational technology.* (Competencies should reflect National Educational Technology Standards for Teachers (NETS-T) OR Administrators (NETS-A) published by the International Society for Technology in Education (ISTE). Based on the National Educational Technology Standards for Teachers (NETS-T) (http://www.iste.org/standards/iste-standards/standards-for-teachers), the BAT program integrates the following competencies with program candidates regarding their knowledge and use of educational technology (see table below).

|  |  |
| --- | --- |
| NETS-T | Course Integration |
| 1. Facilitate and Inspire Student Learning and Creativity  Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments | CIED 1003  CIED 2173  CIED 4403 |
| 2. Design and Develop Digital-Age Learning Experiences and Assessments  Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. | SEED 4103. 4113.4203, 4213, 4443. 4523. |
| 3. Model Digital-Age Work and Learning  Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. | CIED 1003  SEED 328v  CIED 428v |
| 4. Promote and Model Digital Citizenship and Responsibility  Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices | SEED 328v  CIED 428v |
| 5. Engage in Professional Growth and Leadership  Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. | SEED 4103. 4113.4203, 4213, 4443. 4523, 328v  CIED 428v |

*f. Describe the assessments required in the program. (Six to eight assessments are required.)*

Six key assessments are provided with their scoring rubrics followed by a table that notes location of assessments in the 8 semester plan. Finally, a description of how the assessment data is collected and used is provided.

1. *Provide samples of the assessments and their scoring rubrics.*

***Assessment 1: Philosophy of Education Paper***

**Philosophy of Education Paper CIED 1013**

This paper is primarily a concise, academic statement of **your** personal philosophy of education.

You are encouraged and invited to make use of the ***Quality Writing Center*** on campus, or to bring your work (partial or complete) to my office for a consultation and review.

This paper is, in effect, a major assignment. Therefore, it is expected that when you submit your final work for a grade, it will be a carefully written, thoroughly edited piece of writing that represents your best academic work.

Your paper should follow these guidelines:

· Which **philosophy of education** best reflects your own personal philosophy in the classroom?

o Please choose and focus on ***only one!***

o On what points do you agree with this philosophy?

§ Explain ***why!*** Give ***examples*** if possible!

o On what points do you disagree? (Why?)

o Which parts of the philosophy are most important or useful to you as a classroom teacher?

· Based on your ***personal philosophy of education***, what do you hope to achieve as a teacher?

o You may wish to relate this to one or more of the ***4 main purposes of education***

§ Intellectual, Civic, Social, and Economic!

· What events or people have influenced your personal beliefs about education?

· Based on your philosophy, what would your ideal classroom environment be like?

o Physically?

o Academically?

o Culturally?

· How will your philosophy of education ***benefit children*** in your classroom?

o Immediate benefits?

o Long term benefits?

Your paper should be typed, std. margins, 5-7 pages and double‑spaced, APA format. Three to five professional references (peer reviewed articles or major published works) are required. Any person or written works which are quoted or paraphrased ***must be properly cited.***

Philosophy Paper Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Novice | Competent | Proficient |
| Introduction to Your Philosophy (40) | The introduction does not address author’s views about purposes of education, guiding educational principles or understanding of learning. The statement is incoherent or extremely brief. | Statement is logical and develops author’s views about the purposes of education, guiding educational principles, and most appropriate strategies for teaching. Statement is not always consistent and/or convincing. | Using sound assumptions and arguments, the statement logically develops the author’s views about purposes of education, guiding educational principles, and understanding of learning and appropriate strategies for teaching. Statements include sound ethical and psychological arguments, not just practical ones. |
| Application of Philosophy (20) | No illustrative examples are included. | Examples in support of points are relevant but general or not based in experience. | Specific examples from the writer’s experience, academic work, or field experience illustrate points in a vivid or memorable way. |
| Description of Ideal Environment (20) | There are few examples and only limited description of environment physically, academically, or culturally. |  | The paper has clear descriptions of how the environment looks physically, academically and culturally. |
| Grammar/Spelling (20) | |  | | --- | | The statement is very difficult to read because of its style, usage, mechanics, or organization. | | The statement is understandable plus two of the following: 1) organized,  2) free from errors of mechanics and usage,  3) in an appropriate academic style. | In addition to being  clear, well organized,  free from errors of  mechanics and usage,  and written in an  appropriate academic  style, the statement 1)  has a single, unifying  theme and 2) is  strongly suggestive of  the writer’s voice. |

***Assessment 2: Disposition Inventory***

**University of Arkansas**

**Teacher Education Candidate Disposition Inventory**

Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_ Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ #Absences: \_\_\_\_\_\_ # Tardies: \_\_\_\_\_\_

Is a conference needed? \_\_\_ Yes \_\_\_No

If yes, who should be involved: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Purpose**: The Candidate Disposition Inventory is an assessment tool designed to provide feedback to teacher candidates regarding demonstration of dispositions considered essential to effective teaching. The Inventory is completed by University Faculty working directly with teacher candidates as they proceed through the teacher preparation program. Once faculty have completed the Inventory, individual conferences are scheduled with teacher candidates to discuss personal growth plans and any areas of concern and/or needing improvement. Teacher candidates exhibiting considerable concerns will work closely with faculty and program leadership to address these concerns so that they can complete the program successfully. They will be monitored closely to assess their progress in noted areas. Other uses of the inventory may include teacher candidate self-assessment or as a discussion tool about professional practice with University faculty as they proceed through the program.

***Instructions:*** For each dispositional statement, indicate if the disposition was appropriately displayed, inappropriately displayed, or not seen. Please refer to the Rubric for Candidate Disposition Inventoryfor specific elements related to each statement. The following descriptors apply:

· **YES – All dispositions in the statement are appropriately displayed**

· **NO – One or more of the dispositions in the statement are inappropriately displayed**

· **NS – Not Shown**

|  |  |
| --- | --- |
| **DISPOSITIONAL STATEMENT** | **RATING** |
| 1. Communicates effectively and/or appropriately. | Yes No NS |
| 2. Demonstrates a positive attitude through engagement. | Yes No NS |
| 3. Uses courtesy, respect, and civility when interacting with others. | Yes No NS |
| 4. Displays the ability to work with diverse individuals. | Yes No NS |
| 5. Displays a passion for continuous learning. | Yes No NS |
| 6. Stays focused on a task and handles the task professionally and maturely. | Yes No NS |
| 7. Demonstrates confidence and commitment when taking on assigned and/or unassigned tasks. | Yes No NS |
| 8. Demonstrates flexibility and is able to make adjustments in light of changing circumstances. | Yes No NS |
| 9. Shows ethical thinking and sound judgment. | Yes No NS |
| 10. Exhibits a belief that ALL students can learn. | Yes No NS |
| 11. Is self-reflective and accepts and uses constructive feedback. | Yes No NS |

Evidence/Comments (Required for disposition statement(s) marked “No”)

This form completed by (circle one): Instructor Supervisor Mentor Teacher

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

Instructor Signature Date \*Candidate Signature Date

(\*Candidate signature acknowledges review of form, not necessarily concurrence)

**Rubric for Candidate Disposition Inventory**

**University of Arkansas Teacher Education Program**

|  |  |  |  |
| --- | --- | --- | --- |
| **Disposition**  **And Related Standards** | **Disposition Definition** | **YES** | **NO** |
| (1) Effective and appropriate communication    CAEP 1.1  InTASC 6.8 | Communicates effectively and appropriately both orally and in written work | Uses no objectionable language; Grammar use is mostly accurate; Honesty and integrity are generally apparent. Words and actions are polite and professional. | Uses objectionable language; Incorrect grammar employed; Honesty and integrity are sometimes not evident in actions or words. Words or actions are insulting or show contempt for others or other cultures or genders. |
| (2) Appropriate engagement    CAEP 1.1  InTASC 9, 10 | Demonstrates appropriate engagement such as appropriate facial expressions, eye contact, and body language | Pays attention in class and school settings; displays appropriate levels of participation; displays a positive attitude toward involvement; body language indicates engagement (appropriate eye contact, positive posture, appropriate facial expressions) | Appears disengaged in class and/or school settings; rarely participates; makes little or no effort to be involved in course activities; body language is routinely negative (little eye contact, slouched posture, inappropriate facial expressions) |
| (3) Interactions with and treatment of others    CAEP 1.1  InTASC 1, 2, 3 | Interacts appropriately and positively with others. Treats others with courtesy, respect and civility. | Interactions with peers, colleagues, or authority figures are appropriate and positive. Treats others with courtesy and respect. Words and actions are polite and professional. Treats others with sensitivity to cultural and gender differences. | Interactions with peers, colleagues, or authority figures are at times negative, demeaning, sarcastic, combative, or inappropriate. At times treats others rudely and with disrespect. Words or actions are insulting or show contempt for others or other cultures or genders. |
| (4) Willingness and ability to work with others    CAEP 1.1  InTASC 3, 10 | Displays the ability to work with diverse individuals. | Works harmoniously and effectively with diverse individuals. May seek opportunities to include or show appreciation for under-represented individuals. | Communicates an inability or unwillingness to work with some students, other teacher candidates, or teachers. |
| (5) Passion for learning    CAEP 1.1  InTASC 4, 7, 9 | Passionate about learning. | Shows some curiosity for learning. Shows interest in learning from others and from experiences. Attempts to learn new concepts eagerly. Shows awareness of ideas. Questions assumptions. | Exhibits boredom with learning; shows little, if any curiosity, zest and energy for learning. Fails to seek understanding and appears to lack personal commitment to learning from others and from experiences. Exhibits little interest in trying different ways to learn something. Lacks engagement with ideas. Does not ask questions or question assumptions. |
| (6) Problem solving abilities and self-control    CAEP 1.1  InTASC 9, 10 | Displays maturity and independence by following appropriate protocol when seeking solutions to problems. Demonstrates appropriate self-monitoring and control of emotions and behavior. | If unable to resolve problems independently, enlists the help of faculty or staff in identifying the appropriate person to assist; follows through with that person to seek a resolution; uses discretion in discussing the problem. Focuses on seeking solutions rather than assigning blame. Models appropriate emotional and behavioral responses. | Fails to identify the appropriate personnel with whom to address problems; focuses on blaming others rather than seeking solutions. Enlists participation of family members or other individuals to seek solutions on his/her behalf. At times visibly demonstrates lack of emotional control; may become upset, use put-downs or display anger. |
| (7) Confidence and commitment    CAEP 1.1  InTASC 9, 10 | Demonstrates enthusiasm, confidence, initiative, and commitment. Prepares thoroughly and consistently. Meets deadlines. Is reliable and dependable. | Exhibits enthusiasm and confidence in teaching and takes initiative. Assigned and unassigned responsibilities are completed with minimal direct supervision. Consistently displays a thorough preparation of materials. Abides by deadlines for assignments, including projects and presentations. Usually completes assignments, duties or tasks on time. Attendance and punctuality are usually appropriate. | Lacks enthusiasm and confidence in teaching and does not take initiative. Does little without supervision and/or does not follow through on responsibilities. Some assigned and unassigned responsibilities are completed but with direct supervision. Seldom displays a thorough preparation of materials. Does not consistently abide by deadlines for assignments, including projects and presentations. Sometimes completes assignments, duties, or tasks on time. Attendance and punctuality are inappropriate. |
| (8) Flexibility    CAEP 1.1  InTASC 9, 10 | Demonstrates flexibility and is able to make adjustments in light of changing circumstances. | Displays a willingness and ability to adapt to changes in events, conditions, activities, and tasks. Responds positively to last minute changes in the daily schedule based on the requests of instructors or school personnel. | Is unwilling or unable to adapt or change when necessary or is confrontational when faced with an unexpected situation. Responds in a negative manner to changes in the daily or course schedule. |
| (9) Ethical thinking and sound judgment    CAEP 1.1  InTASC 9 | Exhibits sound judgment in personal and professional situations. Exhibits a strict code of honesty related to tests, assignments, and teaching responsibilities. Maintains confidentiality of records, correspondence and conversations.  Behaves in a legal and ethical manner. | Makes acceptable decisions; relates to P-12 students in an adult and professional manner; never leaves the classroom without a qualified adult in charge. Documents thoroughly.  Maintains confidentiality of P-12 student records and of professional correspondence and conversations; refrains from gossiping. Conduct is legal and ethical. | Sometimes makes questionable decisions; relates to P-12 students as peers; leaves the classroom without a qualified person in charge. Has knowingly plagiarized, cheated on a test, copied another’s work or allowed someone to copy. Documentation is sometimes incomplete. Does not maintain confidentiality of records; participates in gossip about P-12 students, faculty, or school personnel; does not respect confidentiality of professional correspondence or conversations. Engages in illegal or unethical conduct or in behavior, which would be grounds for dismissal from a teaching position. |
| (10) Belief that ALL students can learn    CAEP 1.1  InTASC 1,2,3 | Exhibits belief that all students can learn. | Shows through words and actions a belief in the ability of all students to learn. Encourages all students to be successful. | Does not appear to have confidence in all students’ ability to learn. Little evidence of commitment to encouraging students who have difficulty learning. |
| (11) Self-reflection and response to feedback    CAEP 1.1  InTASC 9 | Reflects on own behavior; accepts and uses constructive feedback. | Accurately demonstrates reflection through conferencing and written responses. Reflects on teaching and includes specific examples of successes and area needing improvement; can provide several suggestions for improvement. Is receptive to constructive comments and implements changes. | Does not accurately reflect on teaching through conferencing or written responses or propose ideas as to how it might be changed. Reflects when prompted and is generally accurate at a superficial level; able to make global suggestions as to how instruction might be improved; can occasionally make specific suggestions for self-improvement. Is not receptive to constructive comments and shows no sign of implementing change. |

**University of Arkansas Teacher Education Program**

**Candidate Disposition Inventory**

Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_ Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This form is to be used by faculty members to report significant concerns about a candidate’s dispositions. The completed copy is to be submitted to the program coordinator in which the candidate is enrolled. A completed Candidate Disposition Inventory should be attached. The candidate should be given a completed copy of both forms.

I have the following concerns about this teacher education candidate:

I am recommending the following course of action (include a timeline for addressing the concern).

Faculty Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

Candidate Comments:

\*Candidate Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_

(\*Signature indicates that candidate has read the referral. It does not indicate agreement.)

***Assessment 3: Article Review***

**Project Descriptor for the EDOKs**

Project Title: Professional Article Evaluation (**E**xpert **D**istiller **o**f **K**nowledge)

Goal: To further develop Scholar-Practitioner Tenet 4 in teacher candidates: *One who is a developing professional and a lifelong learner*

Objective: Students will read a series of professional articles to enhance their content and pedagogical knowledge and synthesize this information in a summary format.

Outcome: Students will demonstrate their ability to summarize and synthesize a piece of scholarly writing, apply the information to their own practice, and connect the information to class discussion and text. TESS, Domain 4, ATS 4, 5, and 9.

APA STYLE FOR EDOK

The College of Education and Health Professions at the University of Arkansas has adopted the American Psychological Association (APA) writing style. In order to comply with these requirements, all bibliographies, article critiques or summaries, and papers must be APA style. Consult the 2001 Publication Manual of the American Psychological Association (5th ed.), which is available in Mullins Library. APA style guidelines can also be found on the Internet.

**Citation example for a scholarly, peer-reviewed journal**

Hoyt-Oukada, K. (2003). Considering students’ needs and interests in curriculum construction. *The French Review, 76*(3), 721-737.

**EDOK Article Evaluation:** The purpose of the EDOK is to write a succinct evaluation of a piece of scholarly writing. All EDOKs are typed, one-two page summaries with a self-reflection as a conclusion. Use 12 pt. Times New Roman and include a heading with your name, date, and class name.

*The required format follows:*

**EDOK (Expert Distiller of Knowledge)**

The EDOK is a system that enables you to summarize articles in a succinct manner.

§ **Bibliographic information:** Give a complete APA citation for the source (See example above).

§ **Central theme:** State the central theme, concern, or argument of the author. Use your own words.

§ **Main idea:** Each main idea, point, or position in the article should be stated in a complete sentence. Please do not use fragments. Use your own words.

§ **Author’s conclusion:** State the author’s conclusion. Use your own words. Sometimes the author’s conclusion is stated in the article and sometimes you must infer it.

§ **Self-reflection (the most important part!):** State how the article helps you as a future teacher and how it relates to the class content. Use your own words. First person usage is also acceptable for this part.

Note: “I like this article” or "This article was very helpful" are not sufficient.

Papers should be well-edited for spelling, grammar, and punctuation. Please use academic discourse in your self-reflection. Slang and vagueness are also unacceptable.

**Rubric for Article Review: 25 points**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Excellent** | **Acceptable** | **Needs Work** |
| Bibliography **3 pts.** | All bibliographic information is included and in correct format.  3 | Most bibliographic information is included and in correct format.  2-1 | Bibliographic information is not included or is in incorrect format.  0 |
| **Central Theme**  **3 pts.** | Theme is appropriate and is stated coherently.  3 | Theme is partly misunderstood or incomplete.  2-1 | Theme is not stated or is inappropriate for the article.  0 |
| **Main Idea**  **3 pts.** | Main idea is accurate.  3 | Main idea is accurate, but is not coherent.  2-1 | Main idea is not stated or is inaccurate.  0 |
| **Author’s Conclusion**  **3 pts.** | Author’s conclusion is appropriate for the article and is stated in words original to the writer of the summary.    3 | Author’s conclusion is somewhat appropriate for the article, although the major conclusion has been missed. It is stated in words original to the writer of the summary.  2-1 | Author’s conclusion is not included or in inappropriate for the article. Words used are mostly copied from the article.  0 |
| **Self Reflection**  **5 pts.** | Writer describes in detail how the article is useful to an emerging professional and how it connects to the information in our textbook and class discussions.    5-4 | Writer generally describes how the article is useful to an emerging professional and briefly how it connects our textbook and to class discussion.    3-2 | Writer describes with limited detail how the article is useful to an emerging professional and /or how it connects to textbook and class discussion.    1-0 |
| **Editing /Usage**  **/ Syntax:**  **3 pts.** | The paper is well-edited and there are no more than five errors.  3 | Some editing is apparent. No more than ten errors are noted.  2 | More than ten errors in editing are noted.  1-0 |
| **Submission:**  **2 pts.** | Submitted on time  2 |  | More than one day late  0 |
| **Article Included**  **3 pts.** | 3 |  |  |

***Assessment 4: Lesson Plan***

**Lesson Title:**

**Intern Name:**

**Grade/Class Level: Topic / Theme:**

**Date of Observation: School / Mentor:**

**Class Time: Time Allotted for Lesson:**

|  |  |  |
| --- | --- | --- |
| **Teacher Guide** | | |
| **Stage I: Planning for Desired Results** | | |
| **A. Goal (s)**  **Describe what you want your students to learn—the**  **“Big Ideas.”** | |  |
| **B. Objective (s)**  **Write what your students will know and be able to do at the end of this lesson.** | | **Student will be able to:** |
| **C. Prior Knowledge**  **List the essential skills and knowledge students need for this lesson.** | |  |
| **D. Frameworks / Standards**  **List/describe the target ACTFL/AR WLAN standards.**  **List /describe the anchor CCSS standards.** | | **Connected to:** |
| **E. Learners**  **What do I need to know about the learners to plan for this lesson? What experiences have they had with this content? What special needs must be addressed? Adaptations made to differentiate instruction?** | |  |
| **F. Materials**  **Resources for lesson (Provide links and handouts).** | |  |
| **Stage II: Acceptable Evidence** | | |
| **Assessments**  **Describe the assessments you will use to determine how students demonstrate what they have learned.** | |  |
| **Stage III: Planning for Learning Experiences** | | |
| **Classroom Organization** | | |
| **Describe how you will organize the students and environment for this lesson.** | |  |
| **Instructional Sequence**  **Describe step-by-step how the lesson will be introduced and delivered.** | | |
| **I. Preview/ Anticipatory Set/ Bell ringer**  **How will you motivate/engage the students?**  **Time Needed:** | |  |
| **II. Input / Presentation / Procedures**  **How will you introduce the lesson / objectives and give an overview of lesson?**  **Time Needed:** | |  |
| **III. Guided Practice**  **How will you model and guide students through activities to practice the learning objectives?**  **Time Needed:** | |  |
| **IV. Released Practice**  **How will you release students to practice learning objectives independently (individually, pairs, groups)?**  **Time Needed:** | |  |
| **V. Closure**  **How will you end the lesson?**  **Time Needed:** | |  |
|  | |  |
| **Outcomes**  **Student products resulting from lesson.** | |  |
| **Stage IV: Reflection on Lesson Effectiveness** | | |
| **1. Did you achieve your goals? How do you know?** |  | |
| **2. What worked well and why?** |  | |
| **3. What would you change to teach this again?** |  | |
|  |  |  |

**Lesson Plan Rubric (100 pts)**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson Plan Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | Unacceptable  D - 69>% | Developing  C - 70-81% | Acceptable  B - 82-92% | Exemplary  A - 93-100% | Points |
| Unit/State Curriculum Standards  (10 pts) | Unit/State standards are not included. | Unit/State standards are listed but are unclear or unorganized. | Unit/State standards are listed. | Unit/State standards are thoroughly listed and clearly related to each objective. |  |
| Objective(s)  (10 pts) | Behavior, criteria, and conditions are unclear or missing. | Two of the three (behavior, criteria, and conditions) are apparent, but unclear or poorly written. | Behavior, criteria, and conditions, are somewhat clearly communicated. | Behavior, criteria, and conditions are clearly communicated and clearly and concisely written (no unnecessary words). |  |
| Lesson Content  (5 pts) | Content to be presented in the lesson is not included. | Content to be presented in the lesson is listed but unorganized or difficult to follow. | Content to be presented in the lesson is listed and organized. | Content to be presented in the lesson is listed in detail and logically organized so students and the teacher know exactly what content will be covered in the lesson. |  |
| Introduction  (10 pts) | An introduction or hook for the lesson is not included. | The lesson is poorly introduced. The introduction is vague, lacking detail required for students to follow the lesson. | The lesson is introduced in a manner that seems appropriate for the lesson. The introduction is somewhat confusing to students in order to know what to expect and what is expected of them. | The lesson is introduced in a logical, creative and engaging manner so that students know what to expect and what is expected of them. The introduction is clear and detailed enough to enable students to begin the lesson without aid. |  |
| Learning Activities/  Procedures  (20 pts) | Procedures are incomplete or missing. | Learning procedures are poorly articulated. Activities are vague, lacking detail required for students to follow the lesson. | Learning activities and procedures are delivered in a manner that seems appropriate for the lesson content. | Learning activities are delivered in a logical, creative, and engaging manner so that students know what is expected of them and are engaged in their own learning. Procedures are clear and detailed enough throughout the lesson to enable students to begin the lesson without aid. |  |
| Closure/Review  (10 pts) | No procedures for lesson closure are included. | Includes vague procedures for closing the lesson and transitioning to the next or follow up activity. Key points of the lesson are missing. | Includes procedures for closing the lesson and transitioning to the next or follow up activity. Key points of the lesson are included, but poorly articulated | Includes procedures for closing the lesson and transitioning to the next or follow up activity. Key points of the lesson are clearly articulated. The closure is engaging to students and makes the content relevant to students’ as the lesson comes to an end. |  |
| Evaluation/ Assessment  (10 pts) | No assessment procedures included. | The behaviors assessed are inconsistent with the behavior described in the objective and description of the lesson. | Includes both summative and formative assessments. The behaviors assessed resemble the behaviors described in the objective and description of the lesson. | Includes both summative and formative assessments. The behaviors assessed exactly match the behaviors described in the objectives and description of the lesson. (Scoring guides or rubrics are provided if appropriate.) |  |
| Modifications  (10 pts) | No modifications included. | Include vague modifications for special needs students, learning styles, English Language Learners and other anticipated problems. | Include some modifications for diverse learners’ special needs students, learning styles, English Language Learners and other anticipated problems you may encounter and how to solve them. | Includes detailed modifications for diverse learners, special needs students, learning styles, English Language Learners and other anticipated problems you may encounter and how to solve them. |  |
| References/Materials  (5 pts) | Either references or materials (or both) are not included. | References and materials are both included in the lesson, but not detailed enough to enable another teacher to fully access references or know what materials are required. | References and materials are both included in the lesson and listed in an organized manner. | References are listed in APA format, including hyperlinks so others could access them easily. All required materials are listed in detail so that another teacher would know exactly what was required to teach the lesson effectively. |  |
| Reflection  (10 pts) | Reflection is vague and/or incomplete | Includes a reflection but does not describe the lesson, areas for growth, strengths, and/or modifications for future lessons. | Includes a somewhat thoughtful reflection describing the lesson, areas for growth, strengths, and modifications for future lessons and/or lacks detail. | Includes a thoughtful reflection describing the lesson, areas for growth, strengths, and modifications for future lessons. |  |
| One or more grammar, spelling, and/or typographical errors may result in a deduction of up to 10 points from the final grade earned.    Comments: | | | | Total Points | /100 |

***Assessment 5: TESS Summative Evaluation***

|  |  |  |
| --- | --- | --- |
| **Intern/Student Teacher:** | **Date:** | **School:** |
| **Observer:** | **Grade:** | **Rotation / Observation #:** |
| **Mentor:** | **Subject:** | **Program:** |

|  |  |  |
| --- | --- | --- |
| **Domain 1: Planning and Preparation**  *To be completed from responses to questions before and after a lesson. Additional information may be obtained during classroom observation of teaching.* | | |
| **Score** |  |  |
|  | **a:** | Demonstrating knowledge of content and pedagogy |
|  | **b:** | Demonstrating knowledge of students |
|  | **c:** | Selecting instructional outcomes |
|  | **d:** | Demonstrating knowledge of resources |
|  | **e:** | Designing coherent instruction |
|  | **f:** | Assessing student learning |

|  |  |
| --- | --- |
| **Key Proficient “Look Fors”** | **Criteria** |
| ***Classroom Observation***   * Clear explanation of content * Accurate response to student questions * Questions build on prior k/s   ***Teacher Lesson Plans/Interview***   * Explains how discipline is organized and has evolved * Identifies concepts to be taught * Shares relationship to other disciplines * Selects appropriate teaching strategies | **a. Teacher is familiar with major concepts/skills of the subject he/she teaches. Familiar with connections between subject and other disciplines.**  **- Knowledge of prerequisite relationships**  **- Knowledge of content-related pedagogy** |
| **Evidence:** |
| ***Teacher Lesson Plans/Interview***   * Age appropriate * References current research * Activities engage inquiry and reciprocal learning process * Activities/strategies based in formal / informal and ongoing assessment * Seeks input from parents * Interest surveys and interviews * Cultural sensitivity * Meets with key school personnel * Accommodations | **b. Teacher demonstrates knowledge of students.**  **- Knowledge of child and adolescent development**  **- Knowledge of the learning process**  **- Knowledge of students' skills, knowledge, and language proficiency**  **- Knowledge of students' interest and cultural heritage**  **- Knowledge of students with special needs** |
| **Evidence:** |
| **Teacher Plans/Interviews**   * Connects to national, state, and local standards * Represents big ideas * Scaffolded on prior and establishes foundation for future learning that represent the discipline * Written in terms of LEARN **not** DO * Are specific, doable, observable * Reflect different types of learning * Provide opportunities for coordination * Reflect actual and higher-order thinking * Reflect procedural knowledge * Reflect conceptual understanding * Reflect communication skills * Reflecting reasoning skills * Reflecting collaboration skills * Are suitable for all students | **c. Teacher selects instructional outcomes.**  **- Value, sequence, and alignment**  **- Clarity**  **- Balance**  **- Suitability for diverse learners** |
| **Evidence:** |
| **Teacher Plans/Interviews**   * Utilizes several and differentiated resources * Stays abreast of subject(s) teaches * Aware of and familiar with resources in and out of school/district * Guest speakers * Field trips * Internet * Professional organizations * Media center, computer lab * Multidisciplinary resources * Artifacts | **d. Teacher demonstrates knowledge of resources.**  **- Resources for classroom use**  **- Resources to extend content knowledge and pedagogy**  **- Resources for students** |
| **Evidence:** |
| **Teacher Plans/Interviews**   * Suitable to students and learning outcomes * Represent significant cognitive challenge * Differentiated * Engaging * Varied grouping * Clearly defined structure * Reasonably timed | **e. Teacher designs coherent instruction.**  **- Learning activities**  **- Instructional materials and resources**  **- Instructional groups**  **- Lesson and unit structure** |
| **Evidence:** |
| **Teacher Plans/Interviews**   * Assesses all outcomes * Adapts for groups/students * Identifies clear criteria/standards * Develops appropriate strategies * Uses to plan for future instruction | **f. Teacher assesses student learning.**  **- Congruent with instructional outcomes**  **- Criteria and standards**  **- Design of formative assessments**  **- Used for Planning** |
| **Evidence** |

Summary:

Suggestions:

|  |  |  |
| --- | --- | --- |
| **Domain 2: The Classroom Environment**  *To be completed during observation of a lesson* | | |
| **Score** |  |  |
|  | **a:** | Designing an environment of respect and report |
|  | **b:** | Establishing a culture for learning |
|  | **c:** | Managing classroom procedures |
|  | **d:** | Managing student behavior |
|  | **e:** | Organizing physical space |

|  |  |
| --- | --- |
| **Criteria** | **Key “Look Fors”** |
| *Classroom Observation* **a: Teacher interactions with students. Students’ interactions with one another.** | * Teacher calls students by name * Teachers uses “we” statements to make students feel part of the group * Listens to students with care * Polite language is used in interaction between the students and the teacher * Teacher checks with students to find out how they feel about the class/lesson |
| **Evidence:** |
| *Classroom Observation* **b: The importance of the content. Expectations of learning and achievement. Student pride in work.** | * Voice and body language convey enthusiasm * Student have a choice about how they show what they have learned * Teacher shares the learning goal for the lesson and explains the lesson’s importance and purpose * Teacher reinforces students’ development of conceptual understanding in order for students to demonstrate proficiency of content |
| **Evidence:** |
| *Classroom Observation* **c: Routines are clearly established to minimize loss of instructional time. Teacher has established procedures for group work making sure students understand what they are to do and how they are to accomplish it. There are clear procedures to manage transitions, distribution of materials and supplies.** | * Guidelines for group work are specified * Routines are established * Roles are used when appropriate * Group members listen respectfully * Group works to meet learning goal * Worked productively * Used time well * Voice level appropriate * Materials and supplies are handled smoothly and efficiently |
| **Evidence:** |
| *Classroom Observation* **d: Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher’s response to student misbehavior is appropriate and respects the students’ dignity.** | * Appropriate and clear standards of behavior * Alert to student behavior at all times * Consistency * Clear consequences * Demonstrate positive behavior * Sense of respect * Responds to serious behavior problems * Rationale for standards |
| **Evidence:** |
| *Classroom Observation* **e: The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.** | * Class arrangement * Use of space appropriate for learning * Safety * Access to instruction * Facilitates learning * Lesson adjustments * Traffic pattern |
| **Evidence:** |
|  |  |

Summary:

Suggestions:

|  |  |  |
| --- | --- | --- |
| **Domain 3: Instruction**  *To be completed during observation of a lesson* | | |
| **Score** |  |  |
|  | **a:** | Communicating with students |
|  | **b:** | Using questioning and discussion techniques |
|  | **c:** | Engaging students in learning |
|  | **d:** | Using Assessment in Instruction |
|  | **e:** | Demonstrating flexibility and responsiveness |

|  |  |
| --- | --- |
| **Key Proficient “Look Fors”** | **Criteria** |
| * Written and verbal explanation of lesson purpose * Directions and procedures are clear to students * Explanation of content is appropriate and connects to student knowledge and experience * Clear and correct spoken and written language | *Classroom Observation* **a: Expectations for learning. Directions and procedures. Explanations of content.** |
| **Evidence:** |
| * Teacher’s questions are of high quality * Adequate time provided for response * Genuine discussion among students * Teacher successfully engages all students in discussion | *Classroom Observation* **b: Quality of questions. Discussion techniques. Student participation.** |
| **Evidence:** |
| Assignments are appropriate and students are cognitively engaged   * Instructional groups are productive and appropriate for the lesson * Materials and resources are appropriate and engage students mentally * Lesson has a clearly defined structure * Pacing is appropriate | *Classroom Observation* **c: Activities and assignments. Grouping of students. Instructional materials and resources. Structure and pacing.** |
| **Evidence:** |
| * Students are fully aware of criteria and performance standards by which work will be evaluated * Monitors the progress of groups making use of diagnostic prompts * Feedback to students is timely and high quality * Students frequently assesses and monitors quality of their own work against criteria | *Classroom Observation*  **d: Assessment criteria. Monitoring of student learning. Feedback to students. Student self-assessment and monitoring of progress.** |
| **Evidence:** |
| * Makes minor adjustments to lesson in a smooth manner * Successfully accommodates for students’ questions and interests * Anticipates and responds to student differences * Persists in seeking approaches for students who are struggling | *Classroom Observation* **e: Lesson adjustment. Response to students. Persistence.** |
| **Evidence:** |

Summary:

Suggestions:

|  |  |  |
| --- | --- | --- |
| **Domain 4: Professional Responsibilities** | | |
| **Score** |  |  |
|  | **a:** | Reflecting on teaching in terms of accuracy and use in further teaching |
|  | **b:** | Maintaining accurate records |
|  | **c:** | Communicating with families |
|  | **d:** | Participating in a professional community |
|  | **e:** | Developing and growing professionally |
|  | **f:** | Demonstrating professionalism |

Summary:

Suggestion:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Domain 1: Planning & Instruction** | **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| *1a: Demonstrating knowledge of content and pedagogy* | Teacher’s plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline. | Teacher’s plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline. | Teacher’s plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline. | Teacher’s plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. |
| *1b: Demonstrating knowledge of students* | Teacher demonstrates little or no knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding. | Teacher indicates the importance of understanding students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole. | Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students. | Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students. |
| *1c: Setting instructional outcomes* | Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment. | Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but there is little or no attempt at coordination or integration. | Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination. | Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students. |
| *1d: Demonstrating knowledge of resources* | Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge | Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge | Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. | Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them. |
| *1e: Designing coherent instruction* | The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students. | The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources. | Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning. | Teacher coordinates knowledge of content, students, and resources to design learning experiences aligned to instructional outcomes, differentiated where appropriate for all students and significant learning. The lesson or unit’s structure is clear and allows for different pathways according to student needs. |
| *1f: Designing student assessments* | Teacher’s plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction. | Teacher’s plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole. | Teacher’s plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students. | Teacher’s plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students. |

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| **Domain 2: The Classroom Environment** | **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| *2a: Creating an environment of respect and rapport* | Negativity, insensitivity to cultural backgrounds, sarcasm, and put-downs characterize interactions both between teacher and students, and among students. | Interactions, both between the teacher and students and among students, reflect only occasional insensitivity or lack of responsiveness to cultural or developmental differences among students. | Civility and respect characterize interactions, between teacher and students and among students. These reflect general caring, and are appropriate to the cultural and developmental differences among groups of students. | Students play an important role in ensuring positive interactions among students. Relationships between teacher and individual students are highly respectful, reflecting sensitivity to students’ cultures and levels of development. |
| *2b: Establishing a culture for learning* | Teacher displays little or no energy, and conveys low expectations for student achievement. The students themselves show little or no pride in their work. | Teacher’s attempt to create a culture for learning is only partially successful. Teacher displays minimal commitment to the work and only moderate expectations for student achievement. Students themselves display little pride in their work. | The classroom culture is positive, and is characterized by high expectations for most students, genuine commitment to the work by both teacher and students, with students demonstrating pride in their work. | High levels of student energy and teacher passion for the subject create a culture for learning in which both students and teacher share a belief in the importance of the subject, and all students hold themselves to high standards of performance, initiating improvements to their work. |
| *2c: Managing classroom procedures* | Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.. | Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties. | Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly. | Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties. |
| *2d: Managing student behavior* | There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity. | It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. | Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students’ dignity. | Standards of conduct are clear, with evidence of student participation in setting them. Teacher’s monitoring of student behavior is subtle and preventive, and teacher’s response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior. |
| *2e: Organizing physical space* | The physical environment is unsafe, or some students don’t have access to learning. There is poor alignment between the physical arrangement and the lesson activities. | The classroom is safe, and essential learning is accessible to most students, and the teacher’s use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success. | The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology. | The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson. |

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| **Domain 3: Instruction** | **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| *3a: Communicating with students* | Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher’s use of language contains errors or is inappropriate to students’ cultures or levels of development. | Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher’s use of language is correct but may not be completely appropriate to students’ cultures or levels of development. | Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students’ cultures and levels of development | Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher’s oral and written communication is clear and expressive, appropriate to students’ cultures and levels of development, and anticipates possible student misconceptions. |
| *3b: Using questioning and discussion techniques* | Teacher’s questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion. | Some of the teacher’s questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher’ attempts to engage all students in the discussion are only partially successful. | Most of the teacher’s questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate. | Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard. |
| *3c: Engaging students in learning* | Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students’ cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced. | Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students’ cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained. | Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students’ cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson’s structure is coherent, with appropriate pace. | Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure. |
| *3d: Using Assessment in Instruction* | Assessment is not used in instruction, either through students’ awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students. | Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. | Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work. | Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources. |
| *3e: Demonstrating flexibility and responsiveness* | Teacher adheres to the instruction plan, even when a change would improve the lesson or of students’ lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment. | Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon. | Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests. | Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies. |

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| **Domain 4: Professional Responsibilities** | **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| *4a: Reflecting on Teaching* | Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved. | Teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved. | Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved. | Teacher’s reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each. |
| *4b: Maintaining Accurate Records* | Teacher’s systems for maintaining both instructional and non-instructional records are either non-existent or in disarray, resulting in errors and confusion. | Teacher’s systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful. | Teacher’s systems for maintaining both instructional and non-instructional records are accurate, efficient and successful. | Students contribute to the maintenance of the systems for maintaining both instructional and non-instructional records, which are accurate, efficient and successful |
| *4c: Communicating with Families* | Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program. | Teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program but are not always appropriate to the cultures of those families. | Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner. | Teacher’s communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Teacher successfully engages families in the instructional program; as appropriate. |
| *4d: Participating in a Professional Community* | Teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving, | Teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial. | Teacher participates actively the professional community, and in school and district events and projects, and maintains positive and productive relationships with colleagues. | Teacher makes a substantial contribution to the professional community, to school and district events and projects, and assumes a leadership role among the faculty. |
| *4e: Growing and Developing Professionally* | Teacher does not participate in professional development activities, and makes no effort to share knowledge with colleagues. Teacher is resistant to feedback from supervisors or colleagues. | Teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. Teacher accepts, with some reluctance, feedback from supervisors and colleagues. | Teacher seeks out opportunities for professional development based on an individual assessment of need, and actively shares expertise with others. Teacher welcomes feedback from supervisors and colleagues. | Teacher actively pursues professional development opportunities, and initiates activities to contribute to the profession In addition, teacher seeks out feedback from supervisors and colleagues. |
| *4f: Demonstrating Professionalism* | Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines. | Teacher is honest and well-intentioned in serving students and contributing to decisions in the school, but teacher’s attempts to serve students are limited. Teacher complies minimally with school and district regulations, doing just enough to “get by.” | Teacher displays a high level of ethics and professionalism in dealings with both students and colleagues, and complies fully and voluntarily with school and district regulations. Teacher complies fully with school and district regulations. | Teacher is proactive and assumes a leadership role in ensuring the highest ethical standards, and seeing that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in seeing that colleagues comply with school and district regulations. |

***Assessment 6: E-Folio***

**Assessment #6: E-Portfolio Assignment**

**DIRECTIONS:** In their final year of the Bachelor of Arts in Teaching program, students will produce an e-portfolio in which they demonstrate their ability to satisfactorily address the four domains of the Danielson Framework for Teaching. These domains, which constitute the Teaching Excellence and Support System developed by the Arkansas Department of Education to support observation and development of K-12 teachers, include: *Domain 1: Planning and Preparation; Domain 2: Classroom Environment; Domain 3: Instruction; Domain 4: Professional Responsibilities*.

To document their knowledge and understandings of the Danielson Framework, students in the Bachelor of Arts program will include artifacts they create and use with students in their internship experience in their e-portfolio. These artifacts will be accompanied by written narratives which attest to how the artifacts were taken up in the classroom and how they speak to the understandings and competencies articulated by each of the four domains. In addition to submitting an e-portfolio, students will present and defend their work to both faculty and their peers in the Bachelor of Arts in Teaching program.

**Scoring Rubric**

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| **Domain 1: Planning and Preparation** |  |  |  |
| **Exceeds** | **Meets** | **Approaches** | **Inadequate** |
| The author effectively contextualizes the artifact by locating it in Domain #1 of Danielson’s Framework for Teaching. In doing so, the writer skillfully draws connections between the artifact and the specific competencies, and understandings specified by the domain. Both the artifact and the accompanying narrative suggest the author possesses a strong understanding of both the domain and the artifact’s relationship to it. As a result, the assessor is left with virtually no questions. | The author satisfactorily contextualizes the artifact by locating it in Domain #1 of Danielson’s Framework for Teaching. The writer draws acceptable connections between the artifact and the competencies and understandings specified by the domain. Collectivity, the artifact and accompany narrative suggest that the author understands both the domain and the artifact’s relationship to it. As a result, the assessor is left with few, if any, questions. | The author attempts to contextualize the artifact by locating it in Domain #1 of Danielson’s Framework for Teaching, but the discussion is not always accurate or sufficiently developed. The artifact and accompanying written narrative demonstrate a developing understanding of the relationship between the artifact and the competencies and understandings specified by the domain, but the discussion is marred by some inaccuracies or misunderstandings. The reader is left with several questions. | The author’s contextualization of the artifact is unsatisfactory or non-existent. The reader is left with numerous questions about the nature of the relationship between the artifact and Domain #1. The author’s grasp of the competencies and understandings specified in the domain is marred by numerous inaccuracies. |
| **Domain 2: Classroom Environment** |  |  |  |
| **Exceeds** | **Meets** | **Approaches** | **Inadequate** |
| The author effectively contextualizes the artifact by locating it in Domain #2 of Danielson’s Framework for Teaching. In doing so, the writer skillfully draws connections between the artifact and the specific competencies and understandings specified by the domain. Both the artifact and the accompanying narrative suggest the author possesses a strong understanding of both the domain and the artifact’s relationship to it. As a result, the assessor is left with virtually no questions. | The author satisfactorily contextualizes the artifact by locating it in Domain #2 of Danielson’s Framework for Teaching. The writer draws acceptable connections between the artifact and the competencies and understandings specified by the domain. Collectivity, the artifact and accompany narrative suggest that the author understands both the domain and the artifact’s relationship to it. As a result, the assessor is left with few, if any, questions. | The author attempts to contextualize the artifact by locating it in Domain #2 of Danielson’s Framework for Teaching, but the discussion is not always accurate or sufficiently developed. The artifact and accompanying written narrative demonstrate a developing understanding of the relationship between the artifact and the competencies and understandings specified by the domain, but the discussion is marred by some inaccuracies or misunderstandings. The reader is left with several questions. | The author’s contextualization of the artifact is unsatisfactory or non-existent. The reader is left with numerous questions about the nature of the relationship between the artifact and Domain #2. The author’s grasp of the competencies and understandings specified in the domain is marred by numerous inaccuracies. |
| **Domain 3: Instruction** |  |  |  |
| **Exceeds** | **Meets** | **Approaches** | **Inadequate** |
| The author effectively contextualizes the artifact by locating it in Domain #3 of Danielson’s Framework for Teaching. In doing so, the writer skillfully draws connections between the artifact and the specific competencies and understandings specified by the domain. Both the artifact and the accompanying narrative suggest the author possesses a strong understanding of both the domain and the artifact’s relationship to it. As a result, the assessor is left with virtually no questions. | The author satisfactorily contextualizes the artifact by locating it in Domain #3 of Danielson’s Framework for Teaching. The writer draws acceptable connections between the artifact and the competencies and understandings specified by the domain. Collectivity, the artifact and accompany narrative suggest that the author understands both the domain and the artifact’s relationship to it. As a result, the assessor is left with few, if any, questions. | The author attempts to contextualize the artifact by locating it in Domain #3 of Danielson’s Framework for Teaching, but the discussion is not always accurate or sufficiently developed. The artifact and accompanying written narrative demonstrate a developing understanding of the relationship between the artifact and the competencies and understandings specified by the domain, but the discussion is marred by some inaccuracies or misunderstandings. The reader is left with several questions. | The author’s contextualization of the artifact is unsatisfactory or non-existent. The reader is left with numerous questions about the nature of the relationship between the artifact and Domain #3. The author’s grasp of the competencies and understandings specified in the domain is marred by numerous inaccuracies. |
| **Domain 4: Professional Responsibilities** |  |  |  |
| **Exceeds** | **Meets** | **Approaches** | **Inadequate** |
| The author effectively contextualizes the artifact by locating it in Domain #4 of Danielson’s Framework for Teaching. In doing so, the writer skillfully draws connections between the artifact and the specific competencies and understandings specified by the domain. Both the artifact and the accompanying narrative suggest the author possesses a strong understanding of both the domain and the artifact’s relationship to it. As a result, the assessor is left with virtually no questions. | The author satisfactorily contextualizes the artifact by locating it in Domain #4 of Danielson’s Framework for Teaching. The writer draws acceptable connections between the artifact and the competencies and understandings specified by the domain. Collectivity, the artifact and accompany narrative suggest that the author understands both the domain and the artifact’s relationship to it. As a result, the assessor is left with few, if any, questions. | The author attempts to contextualize the artifact by locating it in Domain #4 of Danielson’s Framework for Teaching, but the discussion is not always accurate or sufficiently developed. The artifact and accompanying written narrative demonstrate a developing understanding of the relationship between the artifact and the competencies and understandings specified by the domain, but the discussion is marred by some inaccuracies or misunderstandings. The reader is left with several questions. | The author’s contextualization of the artifact is unsatisfactory or non-existent. The reader is left with numerous questions about the nature of the relationship between the artifact and Domain #4. The author’s grasp of the competencies and understandings specified in the domain is marred by numerous inaccuracies. |
| **Style and Conventions** |  |  |  |
| **Exceeds** | **Meets** | **Approaches** | **Inadequate** |
| The author consistently writes in a voice and tone that are appropriate for the intended audience. The e-portfolio is virtually free of punctuation, spelling, and capitalization errors. | With only a few lapses, the author writes in a voice and tone that is appropriate for the intended audience. The e-portfolio contains only a few punctuation, spelling, or capitalization errors, and they do not interfere with meaning. | Voice and tone are not always appropriate for the intended audience. The e-portfolio is marred by numerous punctuation, spelling, or capitalization errors, some of which interfere with meaning. | Voice and tone are inappropriate for the intended audience. Frequent punctuation, spelling, or capitalization errors hinder communication. |
| **Organization and Structure** |  |  |  |
| **Exceeds** | **Meets** | **Approaches** | **Inadequate** |
| The e-portfolio is thoughtfully organized. The aesthetic of the e-portfolio draws the readers in and makes them want to continue reading. The author embeds several photographs, illustrations, and other visual evidence, nearly all of which effectively demonstrate how the artifacts were taken up in the context of the classroom. | The e-portfolio is well organized, with the result that readers are left with few, if any, questions. The aesthetic of the e-portfolio is inviting. The author’s inclusion of photographs, illustrations, and other visual evidence satisfactorily demonstrates how the artifacts were taken up in the context of the classroom. | The organizational structure of the e-portfolio is sometimes ineffective, the result of which raises a number of questions. The author appears to have given some thought to the aesthetic of the e-portfolio, but it not always effective. The author includes some photographs, illustrations, and other visual evidence to demonstrate how the artifacts were taken up in the context of the classroom, but not always effectively. | The organizational structure of the e-portfolio is ineffective or inadequate, the result of which creates confusion and raises many questions. Little, if any, thought or attention appears to have been paid the overall aesthetic of the e-portfolio. |

1. *Indicate the relative places within the program where the assessments occur.*

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| **Assessment** | **Title** | **Course/s** | **Year of Study** | **Purpose** |
| Assessment 1 | Philosophy of Education Paper | CIED 1013/Revision in Assessment 6 | Fall Semester First Year/Freshman Year | To understand why students have chosen teaching as a career path |
| Assessment 2 | UA Teacher Candidate Disposition Inventory | All Pedagogy Courses | Each Semester for 8 Semesters | To collect evidence of students’ dispositional development for effective teaching; for admission, retention, success, and intervention if needed |
| Assessment 3 | Article Evaluation | SEED 4022  SEED 4063 | Fall and Spring Semesters Year Three/Junior Year | To develop content and pedagogical knowledge; to develop students’ ability to synthesize and evaluate research information |
| Assessment 4 | Lesson Plan | Methods Classes I & II  SEED 4203  SEED 4213  SEED 4103  SEED 4113  SEED 4443  SEED 4523 | Fall and Spring Semesters Year Four/Senior Year | To provide evidence of students’ development in designing and implementing instruction for all student learning; to examine their ability to self-assess the process of planning, implementing, and assessing a lesson |
| Assessment 5 | TESS Summative Evaluation | CIED 428v | Spring Semester Year Four/Senior Year | To provide feedback to students regarding their performance in the classroom |
| Assessment 6 | E-Folio | Methods Class II  SEED 4213  SEED 4113  SEED 4523 | Spring Semester Year Four/Senior Year | To document students’ understanding of Danielson’s Framework for Teaching |

*Explain how data from the assessments will be collected and used for program improvement.*

Data from program assessments will be collected via Taskstream submission, aggregated by cohort, and assessed for programmatic improvement. A programmatic goal of at least 80% of students achieving Meets or Exceeds Expectations will be used. In addition, a goal of at least 80% of students passing the Praxis content exams will also be evaluated. Students’ achievement of these evaluation thresholds will indicate that the program is effective in supporting students to achieve ADE competencies for initial teacher licensure in the content areas. The alignment of the assessments allows for correlations back to courses wherein the competencies are addressed. This correlation will be used for the enhancement of courses wherein students may not be meeting programmatic goals.

*g. Describe the field experiences (such as observations, practicums) and supervised clinical practice (student teaching, internships) required for candidates in the program including:*

*i. The amount of time (e.g., clock hours, weeks, etc.) that candidates are expected to participate in each of the experiences (A minimum of 12 weeks or 420 clock hours is required for supervised clinical practice; 6 months or approximately 216 clock hours for an administrator internship.);*

The following table shows, for each course, the settings and ADHE-required number of contact hours, lab hours, practicum hours, or clinical experience hours required for academic credit. Definitions of each level of experience are given below, and the experiences are sequenced across the degree program to build mastery with increasing levels of responsibility for students in classrooms with children. **Observation:** Students observe children and classrooms without directly interacting.

**Practicum A:** A beginning interaction experience, wherein students interact with children in classrooms or one-on-one, but are guided and coached throughout by supervising teachers.

**Practicum B:** A supervised service learning experience in a range of settings, including classrooms, with children in the community.

**Student Teaching:** A more advanced interaction experience, wherein students are coached in interactions with children, but have more responsibility and demonstrate leadership in the classroom and in learning opportunities with children.

**Internship:** Culminating experience wherein students hold primary responsibility in classroom settings for leading children’s experiences.

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| **Course** | **Setting** | **Observation** | **Practicum A** | **Practicum B** | **Student Teaching** | **Internship** |
| CIED 1013  Intro to Ed | Partner Schools | 10 hours |  |  |  |  |
| CIED 3033:  Classroom Learning Theory | Partner Schools |  | 12 hours |  |  |  |
| CIED: 4403  Understanding People of Other Cultures | Partner Schools |  |  | 15 hours |  |  |
| SEED 328v :Teaching Experiences--Student Teaching | Partner Schools |  |  |  | 144 hours |  |
| CIED 428v:Teaching Experiences--Internship | Partner Schools |  |  |  |  | 420 hours |
| \*Out of Area Placements | Local  Global |  |  | 4 weeks |  |  |

\*Students are provided an opportunity to observe in a number of alternative settings once they have successfully completed their 420 hours in their last semester. These include international, urban, high-needs, and alternative educational settings.

*ii. The settings in which the experiences will be accomplished (Candidates must have opportunities to interact with diverse student populations and across the entire grade of the license being sought.)*

Students are exposed to a number of school settings beginning with the observations in their freshmen year. All field experiences are coordinated with the Office of Teacher Education (OTE), who works with programs to provide students opportunities to interact with diverse populations. Students are placed in K-12 and 7-12 classrooms in different districts to assure students are in compliance with ADE rules. Once students complete their spring internship, they have the opportunity to apply for an “out of area” placement including international (Peru, Sweden, Belize) or local (Little Rock School District, KIPP Delta Public School, or Helena-West Helena Public School).

**6. Admission Requirements**

*a. Indicate requirements for admitting students into the program*.

i. An individual shall have earned a cumulative grade point average in non-remedial coursework of no less than 3.0 (4.0 scale).

ii. Passing scores on ETS Praxis Core or other state-approved assessments.

iii. Institutional criteria (e.g., letters of recommendation, demonstration of English proficiency, prerequisite coursework, etc.).

*c. Provide a summary of the admission procedures* (e.g., submit application, submit curriculum plan, teacher education admission committee )

**Requirements for Bachelor of Arts in German Education**

Admission to the B.A.T. Program is competitive and consists of a four-stage process; simply meeting the minimum requirements will not guarantee admission to the program. Admission will be determined by the B.A.T. faculty based on the four items listed below in **Stage II**.

**Stage I: Pre-Admission German Education (PGRED)**

**Complete all 46 hours of program pre-requisites for each content area.**

1. Obtain a GPA of 3.0 or better on UA coursework.
2. Complete all content and pedagogy courses with a grade of "C" or better.
3. Obtain a passing score on the Math, Reading, and Writing sections of the Praxis Core or ACT/SAT/GRE as defined by the Arkansas Department of Education.
4. Complete a background check.

**Stage II: Admission to the B.A.T. Program**

Admission to the Bachelor of Arts in Teaching Program (BAT) in the five content areas occurs the semester after the candidate has completed all pre-BAT requirements including the first three courses in education – CIED 1013, CIED 1003, and CIED 2173 prior to a student’s entering the individual Programs of Study the following fall term. The B.A.T. program is competitive and meeting the minimum requirements does not guarantee admission to the program. Applications to the BAT program must be submitted by January 30. The application process includes:

1. Students must complete the application to teacher education through the Teacher Education Office (see the Teacher Education Application Fee) during spring semester of sophomore year. This includes completing and passing the criminal background check, and also passing the Praxis CORE academic subjects test or equivalent tests by meeting or exceeding the Arkansas Department of Education cut-off scores.
2. Submission of the BAT application.
3. Submission of writing sample to content area faculty.
4. Submission of transcripts for all coursework.

\*Note: Another background check will be required prior to graduation in order to be eligible for licensure.

**Stage III: Requirements for Program Continuation and Internship**

1. Maintain a cumulative GPA of 3.0 or better.

2.  All professional education courses and content courses must have a grade "C" or better (except SEED 328V below). No teaching methods courses may be taken as self-paced (correspondence).

**Stage IV: Requirements for Internship Semester (Spring, Senior Year) and Program Completion**

All students in the BAT program must complete the following requirements prior to being admitted to the spring semester of their senior year.

1. Students must earn a “B” or better in the fall semester, senior year SEED 328v Teaching Experiences: Practicum Course.
2. Earn a cumulative GPA or 3.0 or better by the end of the fall semester, senior year. Students are not permitted to intern in the spring if the cGPA requirement is not met.
3. Students must have taken appropriate Praxis II: Content Knowledge exam to be admitted to the spring semester, senior year.
4. Candidate must complete a successful “internship admission interview” with BAT faculty. Note these interviews are scheduled with all senior students during the fall semester.
5. Satisfactorily complete the internship/student teaching experience that has been approved by the Director of Field Placement.

All students seeking licensure in the State of Arkansas are subject to a criminal background check. Background checks can take up to six months to process; therefore, students are advised to complete and submit the forms to the proper authorities at least six months in advance of graduation (or six months prior to applying for a teaching license). Arkansas will not grant a teaching license to anyone who has been convicted of a felony.

**7. Retention procedures**

*a. Describe any mid-program benchmarks or transition points for evaluating candidates in the program. (At least one mid-point benchmark is required.)*

Licensure program candidates will be eligible to retain their candidacy by meeting the following retention requirements, evaluated at the completion of 90 hours: Maintain a 3.0 or above cumulative grade point average; successfully pass performance evaluations in all fieldwork experiences; and demonstrate successful completion of all criteria on the Dispositions Checklist.

*b. Describe any intervention strategies (e.g., advising, mentoring, tutoring, etc.) to be employed to assist candidates who struggle to succeed in the program.* *(The program is expected to have more than one strategy for assisting candidates.)*

The following intervention strategies will be employed to assist candidates who struggle to succeed in the program:

* Yearly review for all students who have yet to pass their first praxis exams, to prevent the need for intervention.
* Students submit transcripts, samples of their work, course plans, and requests for guidance. Faculty provide guidance on alignment of career goals with degree, GPA, course load, future course plan, and student work.
* Ongoing performance-based mentoring by faculty, including coaching in teacher-student interactions, advice about course planning (e.g., total credit hours, course combinations), dropping courses, non-traditional degree completion (e.g., summer registration, online courses), and leave to facilitate successful degree progress.
* Referral of student to sources of help aligned with his/her needs, including: tutoring; campus courses in time-management, study skills, or writing; counseling for personal issues; Center for Educational Access for learning exceptionalities; Office of Financial Aid for financial assistance; and Career Development Center for questions about life/career goals.
* As appropriate, the use of “intensive advising”, including adviser-initiated contact, email check-ups, and reminders of degree deadlines. If students fail to meet the requirement for licensure, they are still eligible to be majors in their respective content areas. Content area faculty have expressed interest in proposing Additional Majors programs for their areas. German already has this in place.

**8. Exit requirements**

*List program exit requirements (e.g., final assessments, research papers, performances, interviews, etc.)*

Candidates who have maintained eligibility status in the BAT program approved by ADE will be eligible to apply for the appropriate content area Teaching License. Those candidates who are eligible to apply will be cleared for application once they have provided evidence of the following: Successfully completed an exit interview with a panel of at least two faculty from the Secondary Education teaching faculty at the University of Arkansas Fayetteville and successfully submitted the final E-portfolio, comprised of evidence to meet the TESS Domains. In addition, teacher candidates must provide recommendations from supervising teachers, achieve passing scores on the summative TESS evaluations (2.5 and above) and successfully complete all coursework requirements. Evidence of dispostions is cumulative and must indicate that the teacher candidate has the dispositions needed to be an effective teacher

**9. Candidate Follow-Up Procedures**

*Describe the program’s plan for obtaining and reporting data from program graduates if different from other programs in the professional education unit.*

The BAT program will use the University of Arkansas’ existing professional education unit’s procedures for obtaining and reporting data from program graduates and the Employer Survey. Upon posting of the student's degree and receipt of all required materials, completed application packets are sent directly to the Arkansas Department of Education by the Office of Field Placement and Licensure. ADE will issue a teaching license to the applicant approximately two weeks after receipt of the appropriate documents. Applicants can look up the status of their teaching license in the Arkansas Educator Licensure System here: <http://www.arkansased.gov/divisions/human-resources-educatoreffectiveness-and-licensure/educator-licensure-unit/arkansas-educator-licensure-system-aels>.

Graduates will be asked to complete surveys during the next three years of in-service. The data will be used for program improvement and reporting for accreditation.

**10. Faculty**

*Provide a roster of all professional education faculty who teach or supervise candidates in the program, including adjunct faculty. The roster should indicate their academic preparation (highest degrees), professional experience, course assignment(s), and verification of TESS training (if applicable). Do not include general studies or content faculty. Note: IHE candidate supervision faculty and P-12 cooperating teachers in teacher preparation programs must be trained in the domains, components and elements of ADE’s Teacher Excellence Support System (TESS).*

|  |  |  |  |
| --- | --- | --- | --- |
| **Faculty** | **Professional Experience** | **Course Assignments**  **for B. A. T.** | **TESS Training** |
| Freddie Bowles, Ph.D. | 4 years of junior/senior high English,German, and Dance; 10 years ESL; 2 years EFL; 11th year at UA | CIED 4013 CIED 428v  SEED 4443 SEED 4523 | TESS Trained |
| Sean Connors, Ph.D. | 6 years high school English teacher; 9th year at UA | CIED 2173 SEED 4213 | TESS Trained |
| Jason Endacott, Ph.D. | 9 years of middle level social studies teaching experience; 7th year at UA | SEED 4103 CIED 428v | TESS Trained |
| Chris Goering, Ph.D. | NBCT; former high school English teacher; 11th year at UA | SEED 4063, CIED 428V, SEED 4203 | TESS Trained |
| Ginney Norton, Ph.D. | 5 years of middle level teaching in social studies, literacy, and science; 2nd year at UA | SEED 4022 CIED 428v  SEED 4113 | TESS Trained |

Faculty CVs

**Dr. Freddie Bowles**

Program Name: Bachelor of Arts in Teaching FRED, GRED, SNED

**1.** **Name**  Freddie A. Bowles

**2**. **Education**

2007 PhD: University of Arkansas Curriculum and Instruction

1. University of Arkansas MA German Language and Literature
2. State Teachers College of Arkansas (UCA) BA English

**3. Academic experience**

University of Arkansas, Associate Professor, Curriculum and Instruction, 2007-present, full time / University of Arkansas, Program Coordinator for Master of Arts in Teaching Education Secondary, 2015-present, full-time / University of Central Arkansas, Instructor II, Intensive English Program, WLAN 1994-2004 full time and Academic Advisor for College of Liberal Arts 2003-2004 part time / Szechenyi Istvan Technical College and Apaczi Csere Janos Teacher Training College, Györ, Hungary, Guest Lecturer, English as a Foreign Language, 1990-1992 full time

**4. Non-academic experience**

Dance Instructor, Northeast Arkansas, Little Rock, and Conway, AR. Pre-school-adult classes in ballet, tap, jazz, and adult exercise as an adjunct at various studios. I owned and operated my own studio for four years. I was a member of the UALR Dance Ensemble for two years. 1980-1999

**5.** **Certifications or professional registrations**

2017 *Proficiency Go!* Training in Proficiency-Based Language Classrooms; 1988-2010 Licensure inSecondary Education, English and German, State of Arkansas; 2006 Sheltered Instruction Observation Protocol (SIOP) Training; 2006-2010 Praxis III Assessor, State of Arkansas;1990 Certificate of German Language Proficiency, B2, Goethe Institute, 1978 Certification in Ballet and Jazz Dance, Southern Association of Dance Masters

**6.** **Current membership in professional organizations**

American Association of Teachers of German, American Council on the Teaching of Foreign Languages, Arkansas Foreign Language Teachers Association,Arkansas Teaching English to Speakers of Other Languages, Association of Teacher Educators, Central States Conference on Teaching Foreign Languages Advisory Council, Delta Kappa Gamma, Kappa Delta Pi, Partners with the America

**7.** **Honors and awards**

2016 Outstanding Service Award, University of Arkansas Department of Curriculum and Instruction: 2014 President’s Award, Association of Teacher Educators & Outstanding Teaching Award, University of Arkansas Department of Curriculum and Instruction; 2013 Educator of Excellence, Arkansas Foreign Language Teachers Association; 2012 Office of Nationally Competitive Awards, Faculty Gold Medal for COEHP, Office of Nationally Competitive Awards, NCATE Program Review: Awarded National Recognition for Foreign Language Education, Voted "Best of Arkansas" Presentation at the AFLTA

**8.** **Service**

2017 Program Co-chair, Southern Regional Association of Teacher Educators 64th Annual Conference (SRATE); Member UA Search Committee for Vice-Provost for Diversity and Inclusion; *ProficiencyGo!* Workshop Arkansas AFLTA Summer Academy; *Gen Z: Teaching without Borders*  CentroBolivian American (CBA), Santa Cruz, Bolivia. (Workshop); 2016-17 President, Arkansas Association of Teacher Educators; 2016 Three Workshops in Santa Cruz, Bolivia at CBA and Universidad Autónoma Gabriel René Moreno; 2016-2019 Chair, Membership and Development Committee, Association of Teacher Educators; 2015-2019 Member, UA ESL Committee; 2013-2015 Co-Chair for COEHP Symposium on Social Justice and Multiculturalism; 2013-2016 Association of Teacher Educators Board Member

**9**. **Courses**

CIED 5553: Social Justice and Multicultural Education, CIED 5543: Methods of Teaching Foreign Language K-12, CIED 5953 Second Language Assessment; CIED 5543: Structures of American English; CIED 5523: Instructional Practices in Foreign Language; CIED 4013: Capstone Course for Foreign Language Licensure; CIED 528v: Field Experiences Spring Immersion

**10.** **Publications:**

* Bowles, F.A., & Pearman, C. J. (2017). *Self-Efficacy in action:* *Tales from the classroom​ for teaching, learning, and professional development.* New York, NY: Rowman and Littlefield.
* Gregory, G.A., & Bowles, F. (2017). Decolonization, complete bilingualism, academic achievement, and national identity: Arguments for literacy in indigenous languages. *In J. Reyhner, J. Martin, L. Lockard, & W. S. Gilbert (Eds.) Honoring Our Teachers,* (99-115). Flagstaff, AZ: NAU College of Education Press.
* Zhang, Q., & Bowles, F. (2017). Promoting performance through arts integration in the elementary Chinese classroom, *In J. A. Foss (Ed.) 2017 Report of the Central States Conference on the Teaching of Foreign Languages,* (149-165). Richmond, VA: CSCTFL.
* Endacott, J., & Bowles, F. (2013). Avoiding the “It’s a small world” effect: A lesson plan to explore diversity. *Multicultural Education, 20* (2), 43-48.
* Gallavan, N. P., & Bowles, F. A. (2012). Learning, living, earning, giving: School/community gardening with young learners*.* *Social Studies and the Young Learner, 24*(3), 13-16.
* Bowles, F. A. (2012). Teaching Choctaw as a foreign language in a non-traditional setting: A challenge with high expectations and possibilities. *In B. Klug, (Ed.) Standing Together: Indigenous Educations as Culturally Responsive Pedagogy*, (201-222). New York, NY: Rowman & Littlefield.
* Bowles, F. A., & Gallavan, N. P. (2012). Easing teacher candidates toward cultural competence through the multicultural step out. In Boden, C. & Kippers, S. (Eds.), *Pathways to transformation: Learning in relationship (Innovative perspectives of higher education-research, theory, and practice)* (pp. 169-190). Charlotte, NC: Information Age Publishing.

**Presentations:**

* Bowles, F.A., Howlett, K., & Lincoln, F. (2017, August). *Infusing Multicultural Literature intoTeacher Education Courses*. Association of Teacher Educators, Pittsburgh, PA.
* Bowles, F. A. (2017, June). *Gen Z Students: Identity, Ideas, Interests.* 24th Convention on Teaching and Learning English. Santa Cruz, Bolivia.
* Bowles, F. A. (2017, March). *Who's doing the talking? Exploring instructional conversations for*
* *target language proficiency.* Central States Conference on the Teaching of Foreign Languages, Chicago, IL.
* Gallavan, N. P., Peace, T., Black, G., Bowles, F., Pearman, C., Lefever, S., Putney, L., Polka, W.S., Prather-Jones, Young, W., & Ward, E. (2016, February). *Teacher self-efficacy: Concepts and case studies to guide teacher candidates*. Association of Teacher Educators, Chicago, IL.
* Garcia Mont, A., & Bowles, F. (2015, October). *Northwest Arkansas: The nuevo south*. National Association of Multicultural Education, New Orleans, LA.
* Bowles, F., Johnson-Carter, C., & Smith, V. C. (2015, October). *Contemporary definitions,representations and realities: Social justice in a small southern state*. National Association of Multicultural Education, New Orleans, LA.
* Bowles, F., Carter, C.J., & Gist, C. (2015, February). *Critical narratives of culture, civility, and action in teacher education*. ATE Annual Conference, Phoenix, AZ.

**Dr. Sean Connors**

**Program Name:**  Bachelor of Arts in Teaching, EGED

**1. Name:** Sean P. Connors

2. **Education:** Ph.D., Language, Literacy, and Culture. Ohio State University. 2010.

**3. Academic experience:** University of Arkansas, associate professor, English education (2016-present); University of Arkansas, assistant professor, English education (2010-2016); Ohio State University, graduate assistant, 2004-2010); Coconino High School, English teacher (1999-2004); (Greyhills Academy High School, English teacher (1998-1999); Horseheads High School, English teacher (1993-1998).

**4. Non-academic experience.** None.

**5. Licensure:** New York State Teaching License, 7-12 ELA, (1992-present)

**6. Memberships:** National Council of Teachers of English; Conference on English Education; Children’s Literature Association.

**7. Honors and Awards:** Divergent Award for Excellence in 21st Century Literacies Research, 2018, Initiative for 21st Century Literacies Research, 2018; Outstanding Teaching Award, Department of Curriculum and Instruction, University of Arkansas, 2016; Outstanding Teaching Award, Department of Curriculum and Instruction, University of Arkansas, 2015; Outstanding Research Award, Department of Curriculum and Instruction, University of Arkansas, 2014; Innovative Teaching Award, College of Education and Health Professions, University of Arkansas, 2011; Outstanding Teaching Award, Department of Curriculum and Instruction, University of Arkansas, 2011; Golden Tusk, Division of Student Affairs, University of Arkansas, 2011.

**8. Service activities:** Co-Coordinator, English and Drama/Speech Licensure (2010-present); Assistant Department Chair, Curriculum and Instruction, University of Arkansas. (2017-present); Co-editor,Visible Teaching: Opening Doors as Resistance, *The English Journal,* Spring 2016, Editor*, SIGNAL Journal,* 2015-present; Member, Executive Board, Special Interest Network for Adolescent Literature, 2012- present; Chair, College Council, University of Arkansas, (2013-2014); Member, College Council (2011-2012); Member, One Book, One Community, University of Arkansas (2011-present).

**9. Courses Taught:** CIED 499v: The Hunger Games and YA Dystopian Fiction; CIED 5683: Young Adult Literature and Literary Theory; ENGL 2173: Literacy in America; CIED 5213: Issues and Trends in Literacy Instruction; CIED 5683: Young Adult Literature and Literary Theory ; CIED 6123: New Literacies Seminar.

**10.** **Books**

Connors, S. P. (Ed.). (2014). *The politics of Panem: Challenging Genres.* Rotterdam: Sense.

**Recent Articles and Book Chapters**

Connors, S. P. (forthcoming). An invitation to look deeper into the world: Using young adult fiction to

encourage youth civic engagement. *The ALAN Review.*

Connors, S. P. (forthcoming). **“**I have a kind of power I never knew I possessed”: Surveillance, agency,

and the possibility of resistance in YA dystopian fiction. *Study and Scrutiny: Research on Young*

*Adult Literature.*

Connors, S. P., & Trites, R. S. (forthcoming). *Legend*, exceptionalism, and genocidal logic: A

framework for reading neoliberalism in YA dystopias. *The ALAN Review.*

Botzakis, S., DeHart J. D., & Connors, S. P. (2017). Graphic text and visual literacies in reading

comprehension. In S. Israel (Ed.), *Handbook of research on reading comprehension* (2nd ed.)

(pp. 442-456). New York, NY: Routledge.

Connors, S. P. (2016). Designing meaning: A multimodal perspective on comics reading. In C. Hill

(Ed.), *Teaching comics through multiple lenses: Critical perspectives* (pp. 13-29). London:

Routledge.

Connors, S. P. (2017). The monstrous-feminine and gegemonic masculinity in Rick Yancey’s *The*

*Monstrumologist*. *Children’s Literature Association Quarterly, 42*(1), pp. 91-104.

Soter, A. O., & Connors, S. P. (2017). Language as a field of energy: A critical question for language

pedagogy. *Critical Questions in Education, 8*(1).

Connors, S. P. (2017). “A place thriving with history”: Reclaiming narratives about literacy in the

Arkansas Ozarks. *Journal of Adolescent & Adult Literacy, 60*(4), 443-451*.*

Connors, S.P. (2016). Becoming mockingjays: Encouraging student activism through the study of YA

dystopia.*The ALAN Review, 44*(1), 18-29*.*

Bengston, E., & Connors, S.P. (2016). Contrary socializations: Organizational influence on the teaching

approaches of two beginning teachers in an external threat environment. *Journal of School*

*Leadership, 26*(4), 607-632.

**Dr. Jason Endacott**

Program Name: Bachelor of Arts in Teaching SSED

**1. Faculty member’s full name:** Jason L. Endacott

**2. Education**

a. 2007 PhD: Teaching and Leadership, University of Kansas

b. 2001 MS: Curriculum and Instruction, University of Kansas

c. 1998 BS: Elementary Education, Kansas State University

**3. Academic experience**

a. University of Arkansas, Associate Professor, PhD & MEd program coordinator, (2011-Present)

b. Keene State College, Assistant Professor (2007-2011)

**4. Non-academic experience**

a. Endacott Lighting, Jack of All Trades, (1993-1998)

**5. Current membership in professional organizations**

a. American Educational Research Association

b. National Council for the Social Studies (NCSS)

c. College and University Faculty of NCSS

d. Arkansas Council for the Social Studies

**6. Honors and awards**

a. 2015 Significant Research Award – COEHP University of Arkansas

b. 2014 Rising Star Award – CIED University of Arkansas

c. 2013 University Educator of the Year – Arkansas Council for the Social Studies

**7. Service activities**

a. Program Coordinator – CIED Graduate Programs (2017-Present)

b. President – Arkansas Council for the Social Studies (2015-Present)

c. Search Committee Chair – SEED Clinical Assistant Professor (2015)

d. Chair - CIED Personnel Committee (2016-2017)

e. Member – UA All University Academic Integrity Board (2014-Present)

**8. Courses**

a. CIED 6133 Trends & Issues in Curriculum & Instruction

b. CIED 5243 Special Methods of Instruction I: Social Studies

c. CIED 5253 Special Methods of Instruction II: Social Studies

d. CIED 5273 Research in Curriculum and Instruction

e. CIED 6113 Trends and Issues in Social Studies Education

f. CIED 5313 Methods of Qualitative Research in Curriculum & Instruction

g. CIED 5033 Curriculum Concepts for Teachers

9. **Publications**

* Endacott, J.L., Goering, C.Z., Collet, V., Turner, R., Wright, G.P., Jennings-Davis, J., Denny, G. (2016). On the Frontline of CCSS Implementation: A National Study of Factors Influencing Teachers’ Perceptions of Teaching Conditions and Job Satisfaction. Cogent Education. 3. 1-25.
* Endacott, J.L. (2016). Using video stimulated recall to enhance preservice teacher reflection. The New Educator. 12(1). 28-47.
* Matlock, K., Goering, C.Z., Endacott, J.L., C.Z., Collet, V., Wright, G., Jennings-Davis, J. (2016). Teachers’ views of the Common Core State Standards and its implementation. Educational Review. 68(3). 291-305.
* Endacott, J.L., Wright, G., Goering, C.Z., Collet, V., Jennings-Davis, J., Denny, G. (2015). Robots teaching other little robots: Neoliberalism, CCSS, and teacher professionalism. Review of Education, Pedagogy, & Cultural Studies. 37(5). 414-437.
* Wright, G. & Endacott, J.L., (2015). Historical inquiry and the limits of the Common Core State Standards. Journal of Social Studies Research. XX(XX). X-XX.
* Endacott, J.L. & Pelekanos, C. (2014). Slaves, women and war! Engaging students in historical empathy for enduring understanding. The Social Studies. 106(1). 1-7.
* Endacott, J.L. & Sturtz J. (2014). Historical empathy and pedagogical reasoning. Journal of Social Studies Research. 39(1). 1-16.
* Endacott, J. L. (2014). Negotiating the process of historical empathy. Theory & Research in Social Education, 42(1), 1-31.
* Endacott, J.L. & Goering, C.Z. (2014). Reclaiming the conversation on education. English Journal 103(5), 89-92.

**Presentations**

Endacott, J.L. (2016) Historical Empathy and C3 Inquiry. Paper presented at the annual conference of the College and University Faculty of the National Council for the Social Studies, Washington, DC, December 2016.

Endacott, J.L. (2016) Making the Comfortable Uncomfortable: A Call for Subversive, Anti-Entropy Social Studies Teaching And Learning in Schools and Communities. College and University Faculty of the National Council for the Social Studies, Washington, DC, December 2016.

Historical Empathy and C3 Inquiry. Paper presented at the annual conference of the College and University Faculty of the National Council for the Social Studies, Washington, DC, December 2016.

Broome, J.P. & Endacott, J.L. (2016). “On the Matter of Black Lives”: Using CRT and C3 Inquiry to Examine Current Events. Book chapter presented at the annual conference of the National Council for the Social Studies, Washington, DC, December 2016.

Endacott, J.L. & Broome, J.P. (2016) Teachers’ Views on the “Lessons” of Ferguson. Paper presented at the American Educational Research Association annual conference. Washington, DC, April 2016.

**Dr. Chris Goering**

**Program Name:**  Bachelor of Arts in Teaching, EGED

**1. Name:** Christian Z. Goering

**2. Education:** Ph.D., Curriculum & Instruction, Kansas State University, 2007

**3. Academic experience** – University of Arkansas, associate professor, English education (2012-present); University of Arkansas, assistant professor, English education (2007-2012); Kansas State University, graduate teaching assistant, (2005-2007), Washburn Rural High School, English teacher, (2000-2005).

**4. Non-academic experience:** Discovery Furniture, Weekend Warehouse Manager (2002-2004); Ray Anderson Inc., delivery driver/warehouse for Pella Windows (1999); Bottom Dollar Office Supply, warehouse, delivery (1998-1999); USD 254, inside outside summer maintenance (1996-1998).

**5. Licensure:** National Board Certification for Teachers, English Language Arts, Adolescence and Young Adulthood, 2006-2026; 2000-2019 Kansas Teaching License, 7-12 ELA

**6. Memberships:** National Council of Teachers of English, Conference on English Education, National Writing Project, Literacy Research Association

**7. Awards:** Outstanding Research Award, CIED, 2017; Fellow, UA Teaching Academy, 2016; Super Service Award, CIED 2015; Superior Service Award, COEHP, 2015

**8. Service:** Co-Editor, Speaking Truth to Power Column, *English Journal;* Director, Northwest Arkansas Writing Project; Faculty Director, Center for Children & Youth; Conference on English Education Executive Committee, 2016-2020; Chair, COEHP College Council; CIED Promotion and Tenure Committee, 2016-2017; Co-Coordinator, English and Drama/Speech Licensure

**9. Courses**: CIED 5203: ELA Methods 1, CIED 528V: Internship Supervision; CIED 5843: Representations of American Education in Film, CIED 5223: Disciplinary Literacies; CIED 694V:

**10. Publications:**

**BOOKS**

Johnson, L. & Goering, C.Z. (Eds.) (in press, 2016). *Recontextualized: A framework for teaching English with music.* Rotterdam: Sense Publishers.

Jolliffe, D.A., Goering, C.Z., Anderson, J.A., & Jones, K. *The Arkansas Delta Oral History Project: Culture, place, and authenticity* (in press, 2016). Syracuse University Press.

**RECENT ARTICLES/CHAPTERS**

Witte, S. & Goering, C. Z. (2017). Advocacy, humanity, and hope in the face of an education world gone wrong. In Heidi L. Hallman (Ed.) *Innovations in English Language Arts Teacher Education* (pp. 41-60). London, U.K.: Emerald Press.

Goering, C. Z. & Witte, S. (2017). ‘Good’ teacher as predator: Crossing the double yellow lines in *Blue Car.* In Mary M. Dalton & Laura R. Linder (Eds.) *Screen lessons: What I have learned from teachers on television and in the movies* (pp. 115-122)*.* New York, NY: Peter Lang

Holland, N., Wright, G., & Goering, C. Z. (2016). Rooting professional development in student writing: Three practices to support collaborative formative assessment. *Journal of Staff Development.*

Dean, J., Goering, C.Z. & Nutt, T., (2016). Motivating dialogue: When seventh graders own their learning through discourse analysis. *Voices from the Middle, 23*(4), 19-24.

Goering, C. Z. & Strayhorn, N. (2016). Beyond enhancement: Teaching English through musical arts integration. *English Journal, 105*(5), 29-34.

Endacott, J., Collet, V., Goering, C.Z., Turner, R.C., Denny, G.S., Wright, G., Jennings-Davis, J. (2016). On the frontline of CCSS implementation: A national study of factors influencing teachers’ perceptions of teaching conditions and job satisfaction*. Cogent Education.* DOI: 10.1080/2331186X.2016.1162997

Goering, C.Z., Witte, S., Jennings-Davis, J., Ward, P., Flammang, B., & Gerhardson, A., (2015). The ‘Hollywoodization’ of education reform in *Won’t Back Down*. *Journal of Curriculum & Pedagogy, 12*(3), 205-222.DOI: 10.1080/15505170.2015.1067658

Endacott, J.L., & Goering, C. Z. (2015). Assign letter grades to public schools? The danger of the single performance indicator. *Teachers College Record.* Retrieved from: *http://www.tcrecord.org/Content.asp?ContentID=18834*

Matlock, K.L., Goering, C.Z., Endacott, J., Collet, V., Denny, G.S., Jennings-Davis, J., & Wright, G. (2015). Analysis of teacher’s views of the Common Core State Standards and its implementation. *Educational Review.* DOI: 10.1080/00131911.2015.1070333

Holland, N. & Goering, C.Z. (2015). Structure Speaks: User-Centered Design and Professional Development. *Teaching/Writing: Journal of Writing Teacher Education, 4*(1), 48-63. Retrieved from: http://scholarworks.wmich.edu/wte/vol4/iss1/3

Goering, C. Z. & Wei, H. (2014). Playback and feedback: Revelations of an “Encoding, Decoding” analysis of popular songs used in teaching English in China. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 87*(6), 270-277.

Endacott, J. & Goering, C.Z. (2014). Reclaiming the conversation on education. *English Journal, 103*(5), 89-92.

Goering, C.Z., Holland, N., & Connors, S.P. (2015). Anchoring the teaching of argumentative writing units with young adult literature. In J. A. Hayn, J. S. Kaplan, A. L. Nolen, and H. Olvey (Eds.) *Teaching Young Adult Literature: Integrating, Implementing, and Re-Imagining the Common Core.* (pp. 68-77)Lanham, MD: Rowman & Littlefield.

Endacott, J., Goering, C. Z., O’Brien, J. E. (2015). Aesthetic reading and historical empathy: Humanizing approaches to “Letter from Birmingham Jail.” In P. L. Thomas, P. R. Carr, J. Gorlewski, and B. Porfilio (Eds.) *Pedagogies of Kindness and Respect: On the Lives and Education of Children.* (pp. 145-158) New York, NY: Peter Lang.

**Dr. Ginney Norton**

**Program Name: Bachelor of Arts in Teaching SSED**

**1. Faculty name**: Ginney Norton

**2. Education**

2016 Ph.D.: University of Arkansas Curriculum and Instruction

2011 M.Ed.: University of Arkansas Educational Leadership

2005 BS: Missouri Southern State University Education

**3. Academic experience**

University of Arkansas, Assistant Professor, Curriculum and Instruction, Field Experience Coordinator, 2016-present, full time

University of Arkansas, Graduate Assistant/Fellow, Curriculum and Instruction, 2011-2016

Missouri Southern State University, Assistant to the Dean of Business, 2003-2005

**4. Non-academic experience**

Ruth Barker Middle School, Middle School Teacher, I taught Social Studies all 5 years, year four I taught Literacy and Social Studies, Year 5 Science and Social Studies, 2006-2011

Best Buy, Supervisor, I was responsible for the Digital Imaging Department, then of Customer Service, 1998-2002

**5. Certifications or professional registrations**

2005 Certified in Pre-K-4, and 4-8 all content areass

2011 Certified in Administration K-8

**6. Current membership in professional organizations**

College and University Faculty Association (CUFA), National Council of Social Studies (NCSS), American Association of University Women (AAUW), American Educational Research Association (AERA)

**7. Honors and awards**

2014 Outstanding PhD Student Award, University of Arkansas Department of Curriculum and Instruction:

2009 Teacher of the Year Runner Up

**8. Service activities**

2017 UTEB Committee, 2017, Gender Studies Steering Committee, 2017, Academic and Integrity

Board Alternate, 2017 Personnel Committee, 2016 Gender Studies Steering Committee, 2016 Academic

Integrity Board, Spring 2016 UTEB (as a Graduate Student), 2016 CRWP Liaison, 2014 ERZ Adopt a

Classroom

**9. Courses**

CIED 528v: Field Experiences Spring Immersion, CIED 528v Field Experiences Fall, CIED 5022 Classroom Management, CIED 5333 Curriculum Theory, EDST 3223 American Educational History, GNST 2003 Intro to Gender Studies, CIED 5063 Literacies in Education, EDST 3203 Multicultural Education Issues, CIED 5232 Interdisciplinary Studies,

**10. Publications**

* Norton, G.P. (2017). Classroom strategies for reducing gender inequities in history. In E.L. Brown & G. Zong (Eds), *Gender Equity in the 21st Century.*
* Norton, G. (2016). *Verbing History: A Textualist Approach to Gendered Politics in US history*
* *Curriculum* (Doctoral dissertation, University of Arkansas).
* Holland, N., Wright, G.P., & Goering, C.Z. (2016). What student writing can teach us about teaching. *The Journal of Staff Development, 37*(4), 40-43.
* Wright, G. P. & Endacott, J. (2015, In Press, Corrected proof) Historical Inquiry and the Limitations of CCSS. *The Journal of Social Studies Research.*
* Endacott, J., Wright, G., Goering, C.Z., Collet, V., Jennings-Davis, J., Denny, G. (2015). Robots teaching other little robots: Neoliberalism, CCSS, and teacher professionalism. *Review of* *Education Pedagogy & Cultural Studies, 37*(5), 414-437.

**Conference Presentations and Workshops**

* Holland, N. & Wright, G.P. Playing with Argument Writing. ARtful Teaching Conference, Annual Conference, April 2016
* Wright, G.P. *Gender as a Category of Historical Analysis*. College & University Faculty Assembly National Conference, November 2015.
* Wright, G.P. *Teaching Political Cartoons Using Dr. Seuss*. National Council of Social Studies, Annual Conference, November, 2015
* Wright, G.P. *Talking About Race in the Social Studies Classroom.* Arkansas Curriculum Conference, Annual Conference, October, 2015.
* Wright, G.P. *Classroom Strategies for Reducing Gender Inequities in History*. College & University Faculty Assembly National Conference, November 2013
* Wright, G.P., *The Holocaust: Connecting Children of the Past to Children of Today*. National Council for the Social Studies Annual Conference, November 2012

**11. Institutional resources dedicated to program support**

*a. Describe the available resources (human, fiscal, physical) to support the program, including any specific or special needs that are essential to the program (e.g., laboratory; special equipment or technology; etc.).*

The Program Coordinator of Secondary Education, serving at the pleasure of the Department Head of Curriculum & Instruction, will facilitate the implementation of the program in concert with the involved faculty, the Office of Teacher Education, the College of Education & Health Professions, and the Fulbright College of Arts and Sciences. Additional resources for student success will be provided by the Professional Advisors in the College of Education & Health Professions and the Quality Writing Center in the Fulbright College of Arts and Sciences. No additional human, fiscal,or physical resources are needed to implement the program at this time.

*b. If any courses or academic support services will be provided by other institutions or organizations, include a copy of a signed Memorandum of Understanding (MOU) that outlines the responsibilities of each party and indicates the effective dates.*

No courses or support services will be provided by other institutions or organizations.

**12. Implementation Plan**

*a. Describe how the program will be implemented.*

All faculty and coursework needed for program implementation are in place. BAT faculty and general pedagogy faculty along with the Content Area faculty in the College of Arts and Sciences at the University of Arkansas are working closely together to implement the program. Pending approval for implementation in Fall 2018, faculty have in place plans to interact with the 2018-19 Freshman class by attending orientation and working with the Office of Teacher Education to identify students who express an interest in teaching as a career. Faculty will also meet with advisors in the College of Arts and Sciences and in the College of Education and Health Professions to answer questions about advising.

*b. If a current program is being phased out to be replaced with the proposed new program, then indicate how students in the current program will be accommodated*. **Not Applicable**

**Appendix A: German Education Degree Plan in 8 Semesters**:

8 Semester BAT Plan German

Fall Year One Spring Year One

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course # | Title | Hrs | Course # | Title | Hrs |
| \*ENGL 1013 | Composition I | 3 | \*ENGL 1023 | Composition II | 3 |
| \*MATH 1203 (or Higher) | College Algebra | 3 | \*Science Core w/Lab |  | 4 |
| \*Social Sciences |  | 3 | \*COMM 1023 | Communication in a Diverse World | 3 |
| \*Humanities  \*GERM 2003 | Intermediate German 1  \*Counts as Core | 3 | German 2013 | Intermediate II | 3 |
| CIED 1013 | Introduction to Education | 3 | CIED 1003  Online | Introduction to Technology in Education | 3 |
| Total |  | 15 | Total |  | 16 |

Fall Year Two Spring Year Two

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course # | Title | Hrs | Course # | Title | Hrs |
| \*Fine Arts |  | 3 | \*US History |  | 3 |
| \*Social Sciences |  | 3 | \*Science Core w/Lab |  | 4 |
| GERM 3003 | Advanced German | 3 | GERM 3033 | Conversation | 3 |
| GERM 3013 | Intro to LIt | 3 | GERM 4003 | Advanced GERM II | 3 |
| CIED 2173 | Literacy in America | 3 | EDST 3223 | American Educational History | 3 |
| Total |  | 15 |  |  | 16 |

Fall Year Three Spring Year Three

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course # | Title | Hrs | Course # | Title | Hrs |
|  |  |  | Elective |  | 3 |
| GERM 4123  GERM 470v | German Novella or  Special Topics | 3 | GERM 4143  GERM 470v | German Lyric Poetry or  Special Topics | 3 |
| GERM 4133  GERM 470v | German Drama or  Special Topics | 3 | GERM 4213 | German Civilization | 3 |
| Elective |  | 3 | Elective |  | 3 |
| SEED 4063 | Disciplinary and Interdisciplinary LIteracy | 3 | CIED 3033 | Classroom Learning Theory | 3 |
| CIED 4403 | Understanding Cultures in the Classroom | 3 | SEED 4022 | Classroom Management | 2 |
| Total |  | 15 |  |  | 17 |

Fall Year Four Spring Year Four

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course # | Title | Hrs | Course # | Title | Hrs |
| GERM 4123  GERM 4133 | German Novella or  German Drama | 3 | Elective or  CIED 4023 or CIED 3023 |  | 3 |
| CIED 4013 | Capstone Course for Foreign Language Licensure | 3 |  |  |  |
| SEED 4443 | Methods of Teaching Foreign Language K-12 | SEED 4443 | SEED 4523 | Instructional Practices in Teaching Foreign Languages | 3 |
| SEED 328v | Teaching Experiences: Practicum | 2 | CIED 428v | Teaching Experiences:  Internship | 6 |
| CIED 4023  Online or CIED 3023 Elective | Teaching in Inclusive Secondary Settings or  Survey of Exceptionalities | 3 |  |  |  |
| Total |  | 14 |  |  | 12 |
| Program Total | 120 hours | 59 |  |  | 61 |

**Appendix B: Curriculum Matrices**

Matrix For Arkansas Teacher Standards

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **UA Bachelor of Arts in Teaching** | **Course Alignment with Arkansas Teaching Standards** | | | | | | | | | | | | | | | | |
| CIED 1013 | CIED 1003 | CIED 2173 | EDST 3223 | CIED 3033 | CIED 4403 | CIED 4023 | CIED 428v | SEED 4022 | SEED 4063 | SEED 4203 | SEED 4213 | SEED 4103 | SEED 4113 | SEED 4443 | SEED 4523 | SEED 328v |
| **Standard #1 Learner Development** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CIED 428v |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 (a) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| 1 (b) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| 1 (c) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 (d) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| 1 (e) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| 1 (f) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| 1 (g) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 (h) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| 1 (i) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| 1 (j) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| 1 (k) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| **Standard #2 Learning Differences** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 (a) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (b) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (c) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (d) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (e) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (f) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 (g) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (h) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (i) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (j) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (k) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 (l) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (m) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (n) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (o) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| **Standard #3 Learning Environments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 (a) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (b) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (c) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (d) | x | x | x |  | x | x | x | x | x | x |  |  |  |  |  |  | x |
| 3 (e) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (f ) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (g) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (h) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 (i) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (j) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (k) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (l) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (m) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 (n) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (o) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (p) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (q) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (r) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| **Standard #4 Content Knowledge** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 (a) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (b) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (c) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (d) |  |  |  |  | x |  | x | x |  |  | x | x | x |  |  |  |  |
| 4 (e) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (f) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (g) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (h) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (i) |  |  |  |  | x |  | x | x |  |  | x | x | x |  |  |  |  |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 (j) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4(k) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (l) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (m) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (n) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 (o) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (p) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (q) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (r) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| **Standard #5 Application of Content** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 (a) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (b) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (c) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (d) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (e) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (f) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (g) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (h) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 (i) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (j) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (k) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (l) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (m) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (n) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (o) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (p) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 (q) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (r) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (s) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| **Standard #6 Assessment** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 (a) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (b) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (c) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (d) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (e) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (f) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (g) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (h) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (i) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 (j) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (k) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (l) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (m) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (n) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (o) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (p) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 (q) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (r) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (s) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (t) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (u) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (v) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| **Standard #7 Planning for Instruction** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 (a) |  |  |  |  |  |  | *x* | *x* |  |  | *x* |  | *x* | *x* | *x* | x | x |
| 7 (b) |  |  |  |  |  |  | *x* | *x* |  |  | *x* |  | *x* | *x* | *x* | x | x |
| 7 (c) |  |  |  |  |  |  | *x* | *x* |  |  | *x* |  | *x* | *x* | *x* | x | x |
| 7 (d) |  |  |  |  |  |  | *x* | *x* |  |  | *x* |  | *x* | *x* | *x* | x | x |
| 7 (e) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (f) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x | x |
| 7 (g) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (h) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (i) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  |  |
| 7 (j) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (k) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (l) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (m) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x | x |
| 7 (n) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (o) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (p) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (q) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| **Standard # 8 Instructional Strategies** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 (a) |  |  |  |  |  |  | *x* | *x* |  |  | *x* |  | *x* | *x* | *x* |  | *x* |
| 8 (b) |  |  |  |  |  |  | *x* | *x* |  |  | *x* |  | *x* | *x* | *x* |  | *x* |
| 8 (c) |  |  |  |  |  |  | *x* | *x* |  |  | *x* |  | *x* | *x* | *x* |  | *x* |
| 8 (d) |  |  |  |  |  |  | *x* | *x* |  |  | *x* |  | *x* | *x* | *x* |  | *x* |
| 8 (e) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (f) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (g) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (h) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (i) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 (j) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (k) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (l) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (m) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (n) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (o) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 (p) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (q) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (r) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (s) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| **Standard #9 Professional Learning and Ethical Practice** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 (a) | *x* |  | *x* | *x* | *x* | *x* |  | *x* | *x* | *x* | *x* |  |  |  | *x* | *x* | *x* |
| 9 (b) | *x* |  | *x* | *x* | *x* | *x* |  | *x* | *x* | *x* | *x* |  |  |  | *x* | *x* | *x* |
| 9 (c) | *x* |  | *x* | *x* | *x* | *x* |  | *x* | *x* | *x* | *x* |  |  |  | *x* | *x* | *x* |
| 9 (d) | *x* |  | *x* | *x* | *x* | *x* |  | *x* | *x* | *x* | *x* |  |  |  | *x* | *x* | *x* |
| 9 (e) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| 9 (f) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 (g) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| 9 (h) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| 9 (i) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| 9 (j) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| 9 (k) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 (l) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| 9 (m) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| 9 (n) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| 9 (o) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| **Standard #10: Leadership and Collaboration** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 (a) | *x* |  | *x* | *x* |  | *x* |  | *x* |  |  | *x* |  |  |  | *x* | *x* | *x* |
| 10 (b) | *x* |  | *x* | *x* |  | *x* |  | *x* |  |  | *x* |  |  |  | *x* | *x* | *x* |
| 10 (c) | *x* |  | *x* | *x* |  | *x* |  | *x* |  |  | *x* |  |  |  | *x* | *x* | *x* |
| 10 (d) | *x* |  | *x* | *x* |  | *x* |  | *x* |  |  | *x* |  |  |  | *x* | *x* | *x* |
| 10 (e) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (f) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (g) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (h) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (i) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (j) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (k) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 (l) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (m) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (n) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (o) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 (p) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (q) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (r) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (s) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |

**Matrix for TESS**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **B.A.T** | **Course Alignment with Teacher Excellence and Support System** | | | | | | | | | | | | |  |  |  |  |
|  | CIED 1013 | CIED 1003 | CIED 2173 | EDST 3223 | CIED 3033 | CIED 4403 | CIED 4023 | CIED 428v | SEED 4022 | SEED 4063 | SEED 4203 | SEED 4213 | SEED 4103 | SEED 4113 | SEED 4443 | SEED 4523 | SEED 328v |
| **Section I: Framework for Teaching** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CIED 428v |
| **Domain 1: Planning and Preparation** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.a | x | x | x |  | x | x | x | x | x |  | x | x | x | x | x | x | x |
| 1.b | x | x | x |  | x | x | x | x | x |  | x | x | x | x | x | x | x |
| 1.c | x | x | x |  | x | x | x | x | x |  | x | x | x | x | x | x | x |
| 1.d | x | x | x |  | x | x | x | x | x |  | x | x | x | x | x | x | x |
| 1.e | x | x | x |  | x | x | x | x | x |  | x | x | x | x | x | x | x |
| 1.f | x | x | x |  | x | x | x | x | x |  | x | x | x | x | x | x | x |
| **Domain 2: The Classroom Environment** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.a |  | x |  |  | x |  | x | x | x |  | x | x | x | x | x | x | x |
| 2.b |  | x |  |  | x |  | x | x | x |  | x | x | x | x | x | x | x |
| 2.c |  | x |  |  | x |  | x | x | x |  | x | x | x | x | x | x | x |
| 2.d |  | x |  |  | x |  | x | x | x |  | x | x | x | x | x | x | x |
| 2.e |  | x |  |  | x |  | x | x | x |  | x | x | x | x | x | x | x |
| **Domain 3: Instruction** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.a | x | x |  |  | x | x | x | x |  | x | x | x | x | x | x | x | x |
| 3.b | x | x |  |  | x | x | x | x |  | x | x | x | x | x | x | x | x |
| 3.c | x | x |  |  | x | x | x | x |  | x | x | x | x | x | x | x | x |
| 3.d | x | x |  |  | x | x | x | x |  | x | x | x | x | x | x | x | x |
| 3.e | x | x |  |  | x | x | x | x |  | x | x | x | x | x | x | x | x |
| **Domain 4: Professional Responsibilities** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.a | x |  | x | x |  | x |  | x | x |  | x | x |  |  | x | x | x |
| 4.b | x |  | x | x |  | x |  | x | x |  | x | x |  |  | x | x | x |
| 4.c | x |  | x | x |  | x |  | x | x |  | x | x |  |  | x | x | x |
| 4.d | x |  | x | x |  | x |  | x | x |  | x | x |  |  | x | x | x |
| 4.e | x |  | x | x |  | x |  | x | x |  | x | x |  |  | x | x | x |
| 4.f | x |  | x | x |  | x |  | x | x |  | x | x |  |  | x | x | x |
| **Section II: Law and Process** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1. TESS Objectives** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.1 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | x |
| 1.2 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 1.3 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 1.4 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 1.5 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 1.6 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| **2. TESS Teacher Requirements** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.1 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 2.2 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 2.3 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| **3. Framework for Teaching Design** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.1 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 3.2 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 3.3 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 3.4 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| **4. TESS Evidence Collection** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.1 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 4.2 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 4.3 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 4.4 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 4.5 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 4.6 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| **5. TESS Rubric Formula** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.1 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| **6. Arkansas TESS Teacher Tracks** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.1 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 6.2 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 6.3 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 6.4 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| **7. Professional Growth Plan** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.1 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 7.2 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 7.3 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 7.4 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| **8. Mentor Process** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8.1 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 8.2 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 8.3 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 8.4 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | x |

**Matrix for ADE Competencies: German Education**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Foreign Language, Grades K-12** | **Course Alignment with ADE Content Competencies** | | | | | | | | | | | | | | | |
| **GERMAN** | GERM 2013 | GERM 3003 | GERM 3013 | GERM 3033 | GERM 4003 | GERM 4123 | GERM 4213 | GERM 4133 | GERM 4143 | GERM 470v | GERM 470v | GERM 470v | CIED 4013 | SEED 4203 | SEED 4523 | CIED 428v |
| **1. Language Acquisition and Knowledge of Student Needs** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | SEED 328v |
| 1.1 |  |  |  |  |  |  |  |  |  |  |  |  | x | x | x | x |
| 1.2 |  |  |  |  |  |  |  |  |  |  |  |  | x | x | x | x |
| **2. Planning and Instruction** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.1 |  |  |  |  |  |  |  |  |  |  |  |  | x | x | x | x |
| 2.2 |  |  |  |  |  |  |  |  |  |  |  |  | x | x | x | x |
| 2.3 |  |  |  |  |  |  |  |  |  |  |  |  | x | x | x | x |
| **3. Language Proficiency** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.1 |  |  |  | x | x |  |  |  |  |  |  |  | x | x | x | x |
| 3.2 |  |  |  | x | x |  |  |  |  |  |  |  | x | x | x | x |
| 3.3 |  |  |  |  | x | x | x | x | x | x | x | x | x | x | x | x |
| **4. Cultures, Linguistics, Literatures, and Concepts from Other Disciplines** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.1 |  |  |  |  |  |  |  |  |  |  |  |  | x | x | x | x |
| 4.2 |  |  |  |  | x |  |  |  |  |  |  |  | x | x | x | x |
| 4.3 | x | x |  |  |  |  | x | x | x | x | x | x | x | x | x | x |
| **5. Assessment of Language and Cultures** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.1 |  |  |  |  |  |  |  |  |  |  |  |  | x | x | x | x |
| 5.2 |  |  |  |  |  |  |  |  |  |  |  |  | x | x | x | x |
| 5.3 |  |  |  |  |  |  |  |  |  |  |  |  | x | x | x | x |
| **6. Professional Development, Advocacy, and Ethics** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.1 |  |  |  |  |  |  |  |  |  |  |  |  | x | x | x | x |
| 6.2 |  |  |  |  |  |  |  |  |  |  |  |  | x | x | x | x |
| 6.3 |  |  |  |  |  |  |  |  |  |  |  |  | x | x | x | x |
| 6.4 |  |  |  |  |  |  |  |  |  |  |  |  | x | x | x | x |
| **7. Disciplinary Literacy** | CIED 4063 | EDST 3223 | COMM 1023 | ENGL 1013 | ENGL 1023 |  |  |  |  |  |  |  |  |  |  |  |
| 7.1 | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.2 | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.3 | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.4 | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.5 | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.6 | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.7 | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.8 | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.9 | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.10 | x |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.11 | x | x |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 7.12 | x | x |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 7.13 | x | x |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 7.14 | x | x |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 7.15 | x | x |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 7.16 | x | x |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 7.17 | x | x |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 7.18 | x | x |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 7.19 | x | x |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 7.2 | x | x |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 7.21 | x | x |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 7.22 |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.23 |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.24 |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.25 |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.26 |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.27 |  |  | x |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.28 |  |  |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 7.29 |  |  |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 7.30 |  |  |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 7.31 |  |  |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 7.32 |  |  |  | x | x |  |  |  |  |  |  |  |  |  |  |  |
| 7.33 |  |  |  | x | x |  |  |  |  |  |  |  |  |  |  |  |

**Appendix C.: Syllabi and Course Descriptions**

*Pedagogy Courses: 40 hours*

**CIED 1003. Introduction to Technology in Education (Sp, Su, Fa). 3 Hours.**

A study of computer technology as it relates to teacher education. This course introduces students interested in teacher education to the knowledge and skills required to demonstrate their proficiency in technology and learning.

Syllabus

**CIED 1003: INTRODUCTION TO TECHNOLOGY IN EDUCATION**

**SYLLABUS**

Please see the Course Manual for policy and procedure.

**1. Program Affiliation:** Career and Technical Education

**1.1 Course Number and Title:** CIED 1003: Introduction to Technology in Education

**Prerequisite**: None

**Meets:** Global Campus

**Offered:** Spring, Summer, Fall

**1.2 Professor:** Betsy Orr, Ed.D.

borr@uark.edu

Peabody Hall, Room 315

Telephone: Email Dr. Orr for her cell phone number

Office hours: please email borr@uark.edu for an apt.

**1.3 Textbooks and/or Supplementary Materials**

1.3.1. Course manual (published in Blackboard)

1.3.2. University and instructor library

1.3.3. Curriculum frameworks from the Arkansas Department of Education

1.3.4. Internet resources

1.3.5. Specialty professional organizations

**Supplemental Textbooks**

Ciampa, M. (2014). Security awareness: Applying practical security in your world. Cengage Learning: Boston, MA.

Danielson, C. (2009). Implementing the framework for teaching in enhancing professional practice. ASCD, Alexandria, VA.

Forcier, R. C. & Descy, D. E. (2005). The computer as an educational tool: Productivity and problem solving (4th ed.). Pearson Merrill Prentice Hall: Columbus, OH.

Hartnell-young, E. & Morriss, M. (2007). Digital portfolios. Corwin Press: Thousand Oaks, CA.

Howland, J. L., Johassen, D. & Marra R. M. (2012). Meaningful learning with technology. (4th ed.) Pearson: Boston, MA.

Miller, M. (2010). Google apps. Prentice Hall: Columbus, OH.

Montgomery, K. K. & Wiley, D. A. (2008). Building e-portfolios using powerpoint: A guide for educators. Sage Publications: Los Angeles, CA.

Morley, D. & Parker, C. S. (2006). Understanding computers: Today and tomorrow. (10th ed.) Thomson Course Technology, Boston: MA.

Morrison, G. R. & Lowther, D. L. (2010). Integrating computer technology into the classroom. (4th ed.) Pearson: Boston, MA.

O'Bannon, B. W. & Puckett, K. (2010). Preparing to use technology. Pearson: Boston, MA.

Powell, S. D. (2012). Your introduction to education. Pearson: Boston, MA.

Recesso, A. & Orrill, C. (2008). Integrating technology into teaching. Houghton Mifflin Company: New York, NY.

Richardson, W. (2009). Blogs, wikis, podcasts and other powerful web tools for the classrooms. Corwin Press: Thousand Oaks, CA.

Ryan, K., Cooper, J. M., & Tauer, S. (2008). Teaching for student learning: Becoming a master teacher. Houghton Mifflin Company: New York, NY.

Smaldino, S. E., Russell, J. D., Heinich, R. & Molenda, M. (2012). Instructional technology and media for learning (8th ed.) Pearson Merrill Prentice Hall: Columbus, OH.

Shelly, G. B., Cashman, T. J., Gunter, G. A. & Gunter, R. E. (2006). Teachers discovering computers: Integrating technology and digital media in the classroom. Thomson Course Technology: Boston, MA.

**PLEASE READ THE COURSE MANUAL FOR ADDITIONAL INFORMATION.**

Stair, R. M. & Reynolds, G. W. (2016). Principles of information systems. Cengage Learning: Boston, MA.

Thorsen, C. (2009). Tech tactics. Allyn and Bacon: Boston, MA.

Vermatt, M. E. (2014) Microsoft office 2013: Introductory. Cengage Learning: Boston, MA.

Watkins, R. (2005). E-learning activities. John Wiley & Sons: San Francisco, CA.

Weixel, S., Fulton, J., Barksdale, K., Morse, C. & Morse, B. (2004). Multimedia basics. Thomson Course Technology: Boston, MA.

Williams, R. & Tollett, J. (2006). The non-designer's web book. Peachpit Press: Berkeley, CA.

Wolber, D., Abelson, H., Spertus, E. & Looney, L. (2015). App Inventor 2: Create your own android apps. O’Reilly Media: Sebastopol, CA

**Internet Resources**

Arkansas Computer Science Frameworks

http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/curriculum-framework-documents/computer-science

Arkansas Department of Education

http://www.arkansased.gov/

Arkansas Department of Career Education (Agricultural Science, Business Education, Family and Consumer Science, Technology Education)

http://ace.arkansas.gov/cte/informationForms/curriculumFrameworks/Pages/default.aspx

Arkansas Science Curriculum Frameworks

http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/curriculum-framework-documents/science

Career and Technical Education Curriculum Frameworks (CATE students)

http://ace.arkansas.gov/cte/informationForms/curriculumFrameworks/Pages/default.aspx

Charlotte Danielson: A Framework for Teaching

https://danielsongroup.org/framework/

http://tpep-wa.org/wp-content/uploads/Danielson-at-a-glance.pdf

Charlotte Danielson: A Framework for Teaching Evaluation Instrument (2011)

http://tpep-wa.org/wp-content/uploads/the-framework-for-teaching-evaluation-instrument-2011.pdf

Charlotte Danielson: A Framework for Teaching Evaluation Instrument (2013)

file:///C:/Users/Betsy/Desktop/2013-framework-for-teaching-evaluation-instrument.pdf

Common Core State Standards

http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/common-core-state-standards

**PLEASE READ THE COURSE MANUAL FOR ADDITIONAL INFORMATION.**

Curriculum Framework Documents

http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/curriculum-framework-documents

International Society for Technology in Education (ISTE)

http://www.iste.org/welcome.aspx

**1.4 Chalk and Wire Policy**

Chalk and Wire is not a required component of this course.

**2. Course Description/Justification**

**2.1 Catalog Description:** A study of computer technology as it relates to teacher education. This course introduces students interested in teacher education to the knowledge and skills required to demonstrate their proficiency in technology and learning.

**2.2** **Relationship to Knowledge Base**: Basic Level

This course is primarily related to the Scholar-Practitioner Model as one of the basic level courses. The course looks at ways in which technology may be used as a tool to facilitate changes in the way teachers teach and students learn. The course is enhanced with supplemental activities that prepare scholar-practitioners to incorporate new trends in computer technology into the educational settings. Scholar-practitioners will have the opportunity to utilize technology that enhances the instructional process.

**3**. **Goals and Objectives**

**3.1 Goals**

This course is designed to provide an overview of how technology can be used as a tool to enhance classroom teaching and student learning. Main emphasis will be placed on the hands-on learning of software applications that are widely used in education programs as well as emerging trends and issues in computer technology. Classroom teachers and educational leaders must apply their knowledge of pedagogy, learning theory, technology, and assessment techniques in order to address the needs of all learners.

All candidates pursuing degrees in the College of Education and Health Professions are expected to apply the principles of the conceptual framework as *Scholar Practitioners.* The scholar practitioner reflects a professional who is knowledgeable about subject matter and pedagogy; skillful in teaching and managing classrooms and schools; caring about students, families, school staff and the community; and constantly inquiring to better the profession and increase the success of students, schools and the community. The scholar practitioner is **knowledgeable, skillful, caring and inquiring.**

*For a copy of the Conceptual Framework document go to the following sit*e:

https://ep3.chalkandwire.com/ep2\_uark/SecureUrlPage.aspx?urlId=55271518&PageId=138178&u=guest&cus=164

The specific goal is this course is to

3.1.1. Provide an overview of how technology can be used as a tool to enhance classroom teaching and student learning. Main emphasis will be placed on the hands-on learning of software applications that are widely used in education programs as well as emerging trends and issues in computer technology. Classroom teachers and educational leaders must apply their knowledge of pedagogy, learning theory, technology, and assessment techniques in order to address the needs of all learners.

**3.2. Objectives**

Upon completion of this course the student should be able to:

3.2.1. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology. (Domain 1: Planning and Preparation, Domain 2: Classroom Environment)

3.2.2. Identify and utilize the types of computer equipment, applications and software needed to enhance curriculum using the Arkansas Curriculum Frameworks. (Domain 1: Planning and Preparation)

3.2.3. Recognize how to access, evaluate, and use information to improve teaching and learning. (Domain 1: Planning and Preparation, Domain 3: Instruction)

3.2.4. Use computer applications and tools to design instruction. (Domain 3: Instruction/ ATS 4)

3.2.5. Implement technology educational materials. (Domain 1: Planning and Preparation, Domain 3: Instruction/ ATS 5)

3.2.7. Identify Internet resources for facilitating learning and emerging technologies. (Domain 1: Planning and Preparation/ ATS 4)

3.2.8. Explore, evaluate and use technology resources (software, tools, etc.) (Domain 1: Planning and Preparation, Domain 3: Instruction / ATS 4)

**4. Student Activities and Experiences**

**Accommodations**

Students with Disabilities: University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit http://cea.uark.edu for more information on registration procedures).

**Academic Integrity**

The Academic Integrity policy is strictly adhered to in this course. The policy should be reviewed at http://catalogofstudies.uark.edu/2882.php The Academic Integrity Sanction Rubric should be reviewed at http://catalogofstudies.uark.edu/2882.php

The application of the University of Arkansas Academic Integrity Policy will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Integrity Policy. Academic dishonesty involves acts, which may subvert or compromise the integrity of the educational process.

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals though programs of student and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail."

"Each University of Arkansas student is required to be familiar with and abide by the university's Academic Integrity Policy' which may be found at http:// provost.uark.edu/. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

**Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden**. State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use. You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior permission from me. Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc. However, to be clear, any class notes must not be sold or made available for any commercial use.

**Collaboration, working with another student enrolled in any section of CIED 1003, or any working with another individual on any of the assignments in this course are strictly forbidden.** All work submitted by students in this class must be expressly their own unique work. Copying any work from another student’s paper is not allowed.

Examples of violations, but not limited to

1. Collaborating with another student or person to work on assignments in this course. One example of collaboration is looking up resources for assignments together, writing assignments together, discussing responses to assignments with another person to obtain additional information.
2. Submitting work as your own when you did not create the work.
3. Submitting work that has been previously offered for credit in another course.
4. Falsification of participation. Having someone else submit your work.
5. Plagiarizing, that is, one’s own work, the words, ideas, or arguments of another person or using the work of another without appropriate attribution by quotation, reference, or footnote. Plagiarizing often leads the reader to believe that the person that submitted the work actually created the work.
6. Loaning a copy of your submitted work to another student or person.
7. Substituting your name on another student’s or person’s paper to lead the reader to believe that you created and/or developed the work

**Inclement Weather**

**Inclement weather does not affect online courses.** Due dates do not change because of inclement weather. If a due date needs to be changed because of a **statewide outage** your Instructor will post the revised due date in Blackboard.

For information regarding whether the university is closed or an inclement weather day is declared (please remember, this course is not affected by inclement weather), use the following sources:

* 1. See the inclement weather web site at http://emergency.uark.edu/11272.php
  2. Call 479-575-7000 or the university switchboard at 575-2000 for recorded announcements about closings.
  3. Check voice mail for announcements.
  4. Listen to KUAF Radio, 91.3 FM, or other local radio and television stations for announcements.
  5. Contact your supervisor.

If the university remains open, no announcement will be made.

*This is an online class; therefore, inclement weather does not postpone due dates. All due dates are adhered to in this course unless the Instructor determines otherwise.*

**4.1. Assignments/Tasks**

Grades for each student will be based on the assignments listed in Blackboard. Directions and grading rubrics for all of the assignments are provided in the Assignments & Rubrics link in Blackboard. The Course Manual and class materials are published in Blackboard. Other assignments will be required as needed and they will be published in Blackboard. Assignments are subject to change as needed.

All assignments require the use of a PC. All assignment directions are given correctly for PC users.

**5. Content Outline (tentative, changes each semester based on the needs of the learners)**

1. 5.1. Goal Statement
2. 5.2. Google News
3. 5.3. Mullins Library
4. 5.4. Google Scholar
5. 5.5. Teacher Tube
6. 5.6. Quizlet
7. 5.7. Jeopardy Lab
8. 5.8. Jeopardy Game Review
9. 5.9. Magazine Cover
10. 5.10. Motivational Poster
11. 5.11. Introduction to Coding
12. 5.12. Coding – Moana: Wayfinding with Code
13. 5.13. Coding – Code with Anna and Elsa
14. 5.14. Design Your Own Business Card
15. 5.15. Using Prezi
16. 5.16. Creating a Personal Blog
17. 5.17. Blogging Boot Camp
18. 5.18. Weebly Web Page, Part 1
19. 5.18. Weebly Web Page, Part 2
20. 5.19. Survey Monkey (fall and spring semesters only)
21. 5.21. Other Assignments as Needed

**6. Evaluation Policies**

6.1. Grades for the course will be based on successful completion of all required assignments **by the due date** **and time**. Grading rubrics, due dates and times and the Course Manual are published in Blackboard. All assignments must be submitted via Blackboard. Submissions are not accepted nor are they graded if submitted via email. Course assignments must be submitted in the correct assignment submission link.

Due dates are strictly adhered to in this course. The only exceptions made are if you are in the hospital or if there is a death in the immediate family. Appropriate documentation must be provided for both. If there is an immediate death in the family please provide the url of the obituary or the funeral program. Hospital document may include admission papers. If your hospital stay is for a scheduled test or surgery you must complete the assignment in advance. Exceptions are only made for emergency surgeries (no advance notice was known by you). Athletes must submit assignments by the due date/time. Because this is an online course all students should be able to meet the deadline and additional time to complete assignments is not a factor in this course.

Any url that is required for an assignment MUST be working correctly by the due date/time. Frequently students will submit the url to the main Weebly, Blogger, Prezi, Teacher Tube, coding or Jeopardy web (those are just examples) site but not the url to the student’s weebly, blog, Prezi, coding or Jeopardy game. This is equivalent to not submitting the assignment. Late submissions are not accepted for full credit. The url must be correct at the time the assignment is due.

Grades are determined in the following ways:

Points allocated on the grading rubrics will be used to grade all assignments.

If one day late you will be allowed to receive half credit. If Blackboard shows that you submitted the assignment after the due date/time you will receive half credit for the assignment. **Having an assignment clear Blackboard at 4:31 PM is considered late.** Anything submitted 24 hours or more after the due date and time will be awarded zero points.

Blackboard will have percentage grades available and updated after each assignment is graded. If you do not see this information please contact Blackboard Help.

Important notes about Blackboard: Blackboard will not show that you submitted an assignment at the time you hit *Submit.* Instead, the time and date provided will be the time and date that it was cleared in Blackboard. Due to server demands on your computer or on the Blackboard server it may occasionally take longer to clear. It is highly recommended that you submit your assignment several hours before they are due; the ideal situation would be to submit your assignment at least 24 – 48 hours before the due date/time. Please read the Course Manual for more information

6.2. Grades will be assigned using the scale below:

A = Distinguished – 100% - 91%

B = High Quality – 90% - 81%

C = Acceptable – 80% - 71%

D = Poor Quality – 70% – 61%

F = Not Acceptable – below 61%

Extra credit will not be provided at the end of this course. Emails asking for extra credit at the end of the semester will not be responded to. Please do your best and adhere to deadlines and you will not be faced with needing a “better” grade.

6.3. Incomplete Policy: Students will not be given an incomplete grade in the course without sound reason and documented evidence. **In any case, for a student to receive an incomplete, he or she must be passing and must have completed a significant portion of the course.**

**7. Syllabus Change**

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

**CIED 1013. Introduction to Education (Sp, Fa). 3 Hours.**

Integrates psychological, sociological, and philosophical foundations of education with concurrent involvement in field experiences. Encourages prospective teachers to become reflective practitioners by emphasizing organization of school systems, planning and implementation of effective classroom environments, development of teaching styles, and new directions in education. An 18-hour early field experience designed to give prospective teachers opportunities to observe and participate in a variety of school settings is incorporated in this introductory course to education.

Syllabus

**INTRODUCTION TO EDUCATION**   
  
CIED 1013: Introduction to Education: Lecture and Practicum  
University of Arkansas College of Education and Health Professions  
Department of Curriculum and Instruction  
Class Dates and Times:  
@TeachEd\_UA

Instructor: Jennifer Beasley, Ed.D. Email: jgbeasle@uark.edu  
Phone: (office) 479-575-6195 (cell) 479-856-2535 Office Hours: Mondays 1-3:00pm  
REMIND Class Code: @cied10

1. **COURSE DESCRIPTION**: Introduction to Education: Lecture integrates psychological, sociological, and philosophical foundations of education with concurrent involvement in field experiences. It encourages prospective teachers to become reflective practitioners by emphasizing organization of school systems, planning and implementation of effective classroom environments, developing of teaching styles, and new directions in education. The practicum component provides 18 hours field experience designed to give prospective teachers an opportunity to observe and to participate in a variety of school settings. It includes a variety of field-based activities to encourage personal reflection on the profession of teaching. Special focus is given to organization of school systems, effective classroom environments, teaching styles, and new directions in education. Students are provided the opportunity to observe the educational process in two levels, elementary and junior high/middle school or high school. Twelve hours of observation take place in regularly scheduled school settings, and six hours come from alternative settings as explained under “Additional Observations” of this syllabus.

**REQUIRED TEXTBOOK:** THOSE WHO CAN, TEACH by Ryan & Cooper, 14th Edition, 2015, Cengage Learning (Belmont, California): ***MindTAP printed access code*** (MindTAP with ebook ISBN 9781305507630 or MindTAP bundle with looseleaf textbook ISBN 9781305622913)

1. **RELATIONSHIP TO KNOWLEDGE BASE:** Introduction to Education is an initial level course and is included in the Professional and Pedagogical standards. It is the first education course required and is a prerequisite for all other professional education courses. A letter grade of a “C” must be obtained in this introductory course before a student may advance to any other professional education course. This course links classroom theory with active involvement in public school settings. The course is designed to introduce students to the career of teaching and to the way education occurs in the classroom.
2. **COMPETENCIES:** Upon completion of CIED 1013, students will be able to:
3. Describe the teaching/learning process based on observations and limited participation. (InTASC 1, 2, 3/ TESS DOMAIN 1)
4. Recognize the practical applications of philosophical concepts in the classroom. (InTASC 1, 9)
5. Reflect on personal experiences within education and recognize how personal experiences influence perceptions of education. (InTASC 9/ TESS DOMAIN 4)
6. Delineate the predominant issues and social trends confronting contemporary education and the educational profession, including diversity and multiculturalism. (InTASC 3, 9, 10/ TESS DOMAINS 1, 4)
7. Discuss teaching as a profession, including professional ethnics. (InTASC 9, 10/ TESS DOMAIN 4)
8. Identify major historical events and persons who have influenced the progression and development of American education.
9. Differentiate the various educational philosophies that undergird educational practice.
10. Explain how educational philosophies influence the choice of curriculum and classroom instructional practices, including the utilization of technology in instruction.
11. Develop a personal philosophy concerning teaching and learning. (InTASC 9, 10/ TESS DOMAIN 4)
12. Reflect on personal experiences within education and recognize their influence on one’s perception of education.
13. Delineate the predominant issues and societal trends confronting contemporary education and the educational profession, including societal problems, public school funding, multiculturalism, and educational reform. (InTASC 1, 2, 3/ TESS DOMAIN 1)
14. Discuss teaching as a profession, including professional ethics. (InTASC 9, 10/ TESS DOMAIN 4)
15. Descibe the role of the law in education with an emphasis on the rights and responsibilities of teachers and learners. (InTASC 9/ TESS DOMAIN 4)
16. Analyze the impact of recent research and selected trends upon current and future practices of educators. (InTASC 4, 5/ TESS DOMAIN 3)
17. **COURSE REQUIREMENTS:**
18. READINGS: Students are required to purchase MindTAP, and readings assigned from the textbook and other sources, including electronic sources, must be read prior to the class ssession in which the readings will be discussed.
19. ARTICLE CRITIQUES: This requirement involves reading and critiquing three articles from professional (Peer-Reviewed) journals pertaining to current topics in the field of education. The articles selected should be at least 5 pages long (a minimum), not including pages that are filled with graphics or pictures. In order to be current in the field of education, articles should be less than ten years old. Specific instructions for formating a critique will be furnished in class. All articles are written using the style of writing expected at the collegiate level using the American Psychological Association (APA) guidelines. A resource for learning about this style can be found online by going to http://owl.english.purdue.edu/ . It is recommended that each student carefully consider the rubric that will be used to grade the article critiques in order to comply with the standards that are set for this assignment.
20. PERSONAL PHILOSOPHY PAPER: Each student will write a formal position paper describing his or her emerging personal philosophy of education. The position paper should portray a philosophy of education as it is related to the educational philosophies and theories studied in class. In addition, in developing the framework for a personal philosophy, the following guiding questions should be addressed:
21. Which philosophy/philosophies of education seem most in line with my own beliefs?
22. Based on my educational philosophy, what do I hope to achieve as a teacher?
23. What events or people have influenced my beliefs about education?
24. What will the learning environment of my classroom look like, based on my philosophy?
25. What historical perspectives also support my philosophical ideas about education? What current research? What of my personal experiences?

\*Other important ideas or questions discussed in class or that are based on personal experiences can be included in the framing of a personal philosophy. It is highly recommended that each student carefully consider the rubric that will be used to grade the personal philosophy papers in order to comply with the standards set for this assignment.

Additional Assignments

1. One Group Project/Final
2. Weekly Quizzes
3. Membership to Educators Rising
4. Attendance

THESE ASSIGNMENTS AS LISTED MAY BE ADDED TO OR ALTERED AT THE INSTRUCTOR’S DISCRETION IN ORDER TO MEET THE NEEDS OF THE CLASS

**V: GRADING**

1. Article Critiques: 3 assigned at 35 points each
2. Group Project/Final: 30 points
3. Philosophy Paper: 100 points
4. Weekly Quizzes: 10 or more at 10 points each
5. Attendance at the four scheduled observations in area schools= 120 points
6. Notes from the four scheduled observations in area schools = 120 points
7. Completed document identifying where/when the six flexible hours of observation occurred = 60 points
8. Typed reflection based on observation experiences for the six flexible hours of observation = 40 points.

TOTAL POINTS WILL VARY ACCORDING TO THE NUMBER OF QUIZZES or Possible Adjustments to the assignments made during the semester

Grading Scale: A=100-90. B=89-80. C=79-70. D=69-60. F=59 or lower.

IMPORTANT REMINDER! YOU MUST EARN AT LEAST A “C” FOR THE COURSE TO COUNT TOWARD YOUR DEGREE.

**VI: ACADEMIC HONESTY**

The application of the University of Arkansas Academic Honesty Policy, as stated in the Student Handbook, will be fully adhered to in this course. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process. Each student is responsible for being fully aware of the contents of the Academic Honesty Policy and of the possible consequences of disregarding that policy. Any work turned in by a student must be his or her own original work. Works from others that are referenced must be cited according to APA guidelines. The University of Arkansas Academic Honesty Policy can be located online at: http://provost.uark.edu/245.php. The APA guidelines for citations can be found online through OWL at :http://owl.english.purdue.edu/

**VII. INCLEMENT WEATHER**: All classes are cancelled when the university is closed. For the university weather policy, please see: http://safety.uark.edu/inclement-weather/

**VIII. ATTENDANCE POLICY AND LATE WORK POLICY:**

Attendance: “Student absences resulting from illness, family crisis, university-sponsored activities involving scholarship or leadership/participation responsibilities, jury duty or subpoena for court appearance, military duty, and religious observances are excusable according to university rules. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused. Moreover, during the first week of the semester, students must give to the instructor a list of the religious observances that will affect their attendance.” (Academic Regulations, University of Arkansas Catalog of Studies) This course will meet only once a week and students with unexcused absences will lose discussion points for the class period. Any student who leaves during the half-time break, will lose half discussion points. Furthermore, more than one unexcused absence will result in a 10-point penalty on the final class grade. You are expected to have completed all assigned readings and to come to class with your readings, your notes from the readings, and questions and insights to share. Active participation in the course is essential and expected. Repeated tardiness could result in loss of participation points.   
In regards to observation days:

1. If you cannot attend a scheduled observation, you must contact your instructor by phone or text at LEAST 15 MINUTES PRIOR TO THE TIME YOU WERE SCHEDULED TO ENTER THE HOST SCHOOL CLASSROOM.
2. You must follow up the initial contact with your instructor with an email fully explaining the reason for your absence, and this email must be sent by noon on the day absent.

BECAUSE OF SCHOOLS’ SCHEDULES, IT CAN BE VERY DIFFICULT TO MAKE UP A MISSED OBSERVATION.

1. Notes and reflection papers are due to be turned in and are always due at the very next class.

Makeup Policies: Late work will not be accepted without penalty. A 10 percent reduction in grade per day will be apportioned except in extraordinary circumstances (death in the family, serious illness, etc.). If you have an excused absence as defined above, you may take a makeup examination.

**IX: STUDENTS WITH DISABILITIES**

Students who have difficulty with learning tasks or with physical issues should contact the Center for Educational Access at: http://www.uark.edu/ua/csd/. The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Moreover, the University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit http://cea.uark.edu for more information on registration procedures).

**X. EMERGENCY PROCEDURES**

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at **emergency.uark.edu**

**Severe Weather (Tornado Warning):**

* Follow the directions of the instructor or emergency personnel.
* Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.
* If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building.
* Stay in the center of the room, away from exterior walls, windows and doors.

**Violence/Active Shooter (CADD)**

* **CALL 9-1-1**
* **AVOID- if possible, self-evacuate to a safe area outside the building. Follow directions of police officers.**
* **DENY- Barricade the door with desks, chairs, bookcases or any items available. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by the police that it is safe to come out.**
* **DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and /or defend yourself and others from attack.**

**XI. INFORMATION ON THE ADDITIONAL 6 OBSERVATION HOURS**

1. In addition to the observations at the two public schools, students are required to spend a minimum of six hours in additional observations. These observations are known as “flexible hours” and provide opportunities to observe school settings that may be outside of the traditional classroom. Students are to complete the Flexible Hours Form and are to write a two page reflection summary regarding these additional observations. The reflection summary should focus on what was learned during these observations that occurred outside of the regularly scheduled observations.
2. Students may choose from a variety of observation experiences and must obtain permission from the appropriate officials (principal, teacher etc.) before observing in classrooms or professional meetings such as a Teacher In Service Meeting.
3. The types of observation choices are listed below. The amount of observation time that can be counted is provided and those that require permission are identified by an “\*”.

Professional Meetings: you may choose one of the following.

1. School Board meeting (Count up to one hour)
2. Faculty meeting \* (Count up to one hour)
3. Teacher In-service \* (Count up to one hour)
4. Other professional meetings with prior approval from your Instructor (count up to one hour)

Additional Class Observations \* (No limit-count actual time spent)

1. Special Education\*
2. English as a Second Language (ESL)\*
3. Gifted and Talented\*
4. Reading Recovery (elementary schools)\*
5. Reading Specialist\*
6. Speech/Hearing Impaired Specialist\*
7. Regular Classrooms\*
8. Head Start or Preschool\* (Elementary, Art, Music and P.E. Majors only)
9. Lunch room/playgound\*

Extracurricular Activities (all public schools, not college) You may choose up to 2.

1. Athletic practice\* (count up to 2 hours)
2. Music/choir practice\* (count up to 2 hours)
3. Drama practice\* (count up to 2 hours)
4. Athletic contests (limit of 1 and may count up to 2 hours)
5. Performances (Count up to 1 hour for each observed)
6. Special Assemblies\* (Count up to 1 hour)
7. Field Trips\* (Count up to 2 hours)
8. **PROFESSIONALISM**:
9. While observing schools, CIED 1013 students are to engage in professonial behavior and dress, always remembering that they are the guests in the host schools and that they are representing the University of Arkansas. Not adhering to the host school rules or to guidelines will lead to dismissal and a failing grade.
10. STUDENTS ARE REQUIRED TO DRESS APPROPRIATELY/PROFESSIONALLY. THIS MEANS NO JEANS OF ANY COLOR OR ANY JEAN MATERIAL, NO TANK TOPS, NO TEE SHIRTS, NO SHIRTS WITH WRITING ON THEM, NO HATS OR CAPS, NO FLIP-FLOPS, NO SEE-THROUGH CLOTHING, NO DRESSES, NO TIGHTS WITH SWEATERS, NO LOW-CUT TOPS, NO TIGHT FORM-FITTING PANTS.
11. STUDENTS WITH MULTIPLE BODY PIERCINGS MAY BE ASKED TO REMOVE SOME OF THEIR JEWELRY. TATTOOS MAY NEED TO BE COVERED.
12. NO GUM CHEWING DURING THE OBSERVATIONS AND NO EATING OR DRINKING.
13. SO, WHAT IS ALLOWED? DRESS SLACKS, KHAKI PANTS, DRESS SANDALS OR SHOES, PROFESSIONAL LOOKING DRESS SHIRTS/TOPS
14. IT DOES NOT MATTER WHAT YOU SEE TEACHERS IN THE HOST SCHOOL WEARING, PLEASE ABIDE BY THE GUIDELINES.
15. ALL PUBLIC SCHOOLS ARE TOBACCO-FREE/DRUG FREE/WEAPON FREE ZONES AND THIS INCLUDES ALL SCHOOL PROPERTY, EVEN THE PARKING LOT!!!!!
16. BE AWARE OF YOUR LANGUAGE (including grammar and use of appropriate language).
17. **NO ELECTRONIC DEVICES OF ANY KIND! IF YOU ARE DEALING WITH AN EMERGENCY, SUCH AS A RELATIVE IN A HOSPITAL, NOTIFY YOUR INSTRUCTOR. EACH HOST SCHOOL HAS ITS OWN SET OF GUIDELINES AS TO WHEN,WHERE, AND HOW EMERGENCY NOTICES ARE TO BE HANDLED.**
18. Students who need to vary from the allowed apparel due to religious reasons may make special arrangements with the instructor.

**CLASS SCHEDULE (Monday Class)**

|  |  |
| --- | --- |
| **DATE** | **TOPICS/ASSIGNMENTS** |
| August 21 (1) | Welcome to UARK - Intro to Education and the practicum program expectations Introduction to Course – Introduce and review syllabus. Assign **Chapt. 1**. Organize Carpools. Introduce concept of Article Critiques. Assign questions p. xxi, why I want to be a teacher, due on the 29th.  READ: Chapter 1 HOMEWORK: Quiz 1 |
| August 28 (2) | What is School For? - Purposes of education (and what happens if we fail!) Do get acquainted activity “its all about me”. Review Practicum guidelines. Update carpools. Assign **chapters 2 & 3**. Next week is Labor Day!  READ: Chapter 2 WATCH: Video Response assignment HOMEWORK: Chpt 2 + Video response |
| September 4 (3) | Labor Day – Class |
| September 11 (4) | 1st observation at Greenland Elementary School  READ: Chapter 3 HOMEWORK: Chapter 3 Quiz, Notes and Reflections from observations are due next week. |
| September 18 (5) | Who are Today's Students? - Changing demographics and diversification in the classroom, inclusivist educational practices. Back on Campus! Complete preparations for writing 1st critiques/ class trip to Mullins.  READ:  HOMEWORK: 1st Article Critique. |
| September 25 (6) | 2nd Observation at Greenland Elementary School. Notes/reflection from last week are due.  HOMEWORK: Notes and Reflections from observation are due next week. |
| Oct 2 (7) | Risk Factors - Generic risk factors, teaching in the low socioeconomic school district and poverty-specific risk factors. 1st Article Critique is due. Class discussion on diversity. Notes/reflection from 9-25 are due today.  READ: Chapter 4 WATCH: Social Emotional Development Video Response HOMEWORK: Chpt 4 Quiz |
| October 9 (8) | Philosophy of Education - B.F. Skinner.  Behaviorist philosophy vs. behavioristic methodology in the classroom & classroom management. SECOND ARTICLE Critique Assigned for Oct 23.  READ: Chapter 5 & 6 WATCH: Choose from 1 of 3 videos on literacy HOMEWORK: Chapter 5 & 6 Quiz; 2nd Article Review Due October 23 |
| October 16 (9) | FALL BREAK On Oct 16-Monday and Oct 17-Tuesday |
| October 23 (10) | SECOND ROTATION begins. Observe at Springdale High School. SECOND ARTICLE CRITIQUE DUE TODAY AND WILL SERVE AS THE MIDTERM!  HOMEWORK: Notes and Reflections from observations are due next week; Third article review |
| October 30 (11) | 2nd observation at Springdale High School. Notes/reflection from 10-26-15 due today.  THIRD ARTICLE CRITIQUE DUE TODAY! Assign **Chapter 9**  READ: Chapter 9 HOMEWORK: Quiz, Chapter 9; Notes and Reflections from observation are due next week. |
| November 6 (12) | Philosophy of Education - John Dewey.  Progressive education, school & social change, democracy in the classroom, pragmatic (activity-based) education. BACK ON CAMPUS! Lecture/discussion of Personal Educational Philosophy/ steps to preparing a philosophy.  HOMEWORK: Choice in Education, Focus Assignment |
| November 13 (13) | Philosophy of Education - Jean Piaget.  Constructivism and cognitive development theory in the classroom. Lecture on concept of educational philosophy. Group work on Philosophy Papers/prepare an outline. Explanation of projects for “final” provided. **Read Chapter 7**.  READ: Chapter 7  WATCH: Choose 1 of 3 technology videos HOMEWORK: Chpt 7 Quiz; Philosophy paper rough draft |
| November 20 (14) | Technology in the Classroom - what drives it?, how is it changing?, how does the teacher cope with it? Continue discussion of educational philosophies. Rough drafts due/ pair share with a classmate.  FYI: Thanksgiving break = Wed Nov 22 and Thur 23 and Fri Nov 24  HOMEWORK: Philosophy Papers final draft |
| November 27 (15) | Characteristics of an Effective Teacher - big questions every teacher must continually ask themselves and reflect on. Philosophy papers due. Begin presentation of final projects. **Read Chapter 8**. Flex Hours Due  READ: Chapter 8 WATCH: Video Case Response HOMEWORK: Chpt 8 Quiz |
| December 4 (16) | Ethical & Legal Issues in the Classroom - Protecting yourself by maintaining a well-documented classroom. Complete final projects. (Guest Speaker) |
| December 11 (17) | Students who elect to take the traditional final will do so on the assigned date of Exam Week. Monday, December 11 during our regular class time. |

**CIED 2173. Literacy in America (Sp). 3 Hours.**

A course that examines the myriad definitions of literacy (and illiteracy) and their connections to issues of social class, occupational status, economic and political structures, educational institutions, cultural organizations, and the media.

**ENGL 2173: Literacy in America**

Hunt Center 146

Thursday 5:00 PM – 7:45 PM

**Instructor**: Dr. Sean Connors

**Office**: Peabody Hall 304

**Mailbox**: Peabody Hall 216

**Office Hours**: Tuesdays and Thursdays 2:00-4:30, and by appointment

**E-mail**: sconnors@uark.edu

**Course Website**: http://seanconnors.net/engl2173/

**Course Description**:

What is literacy, and what is it for? What does it mean to refer to literacy as a social practice? What is the state of adolescent literacy in the contemporary U.S.? These are some of the questions we’ll explore this semester as we examine different definitions of literacy (and, by extension, illiteracy) and interrogate their connections to issues of culture, power, economic and political structures, and social institutions. In doing so, we’ll examine both the social and the cognitive dimensions of literacy, and consider their implications for literacy education as it takes shape in U.S. schools.

**Course Objectives:**

* Students will examine the role that literacy sponsors play in enabling and/or constraining people’s access to literacy. (ATS 9, TESS DOMAIN 4)
* Students will distinguish between literacy events and literacy practices and apply these concepts to explain how people are literate across a range of contexts. (ATS 3, TESS DOMAIN 1)
* Students will examine the role that literacy plays in an affinity space and explore the implications of this for how teaching and learning are traditionally organized in school. (ATS 3, 5; TESS DOMAIN 1, 3)
* Students will compose in a variety of mediums (including print and digital) and publish their work for an authentic audience whenever possible. (ATS 9, TESS DOMAIN 4)
* Students will conduct an independent research study that examines people’s experiences with literacy in the Arkansas Ozark region. (ATS 9, 10; TESS DOMAIN 4)
* Students will participate in critical conversation ns and activities that focus on the assigned readings with the intention of identifying and analyzing issues that concern contemporary literacy educators. (ATS 9, 10; TESS DOMAIN 4)

**Essential Questions**: Our study of literacy will lead us to investigate—and answer—the following essential question: “What is literacy, and what is it for?” As we work together to answer that question, we’ll simultaneously explore the following subset of related questions:

* Is there a crisis in adolescent literacy?
* In what sense is literacy a social practice, and what are the implications for educators of acknowledging it as such?
* What are the implications of acknowledging “multiliteracies” for how literacy instruction is organized in school?
* How can educators use students’ out-of-school literacy practices to support their developing academic literacy?
* What is the relationship between the place where someone lives and the purpose and value of literacy?

**Required Texts**: (available at *Campus Bookstore* / 616 N. Garland Avenue)

Davis, J. (2014). *Spare parts: Four undocumented teenagers, one ugly robot, and the battle for the*

*American dream.* New York, NY: Farrar, Straus and Giroux.

Rose, M. (2002). *Lives on the boundary: A moving account of the struggles and achievements of*

*America's educationally underprepared*. New York, NY: Penguin Books.

**Note***: The instructor will make the secondary course readings available on Blackboard.*

**Course Policies**:

**Late Assignments**: Late work will be assessed a penalty of 15% (the equivalent of one letter grade) to be deducted from the grade a student would otherwise have earned for an assignment. Written work submitted two days after the assigned due date will be evaluated upon request, but credit will not be granted.

**Submission of Assignments**: Unless otherwise specified, written work turned in for evaluation should be typewritten and double-spaced and should employ 1 inch margins on all sides. Please use 12-point font and a legible typeface. Be sure your printer toner allows you to produce clear copies prior to the date of submission. Written work submitted by email will not be accepted.

**Academic Honesty:** As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s “Academic Integrity Policy,” which may be found at http://provost.uark.edu/ Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

**Accommodations:** Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104 and on the web at: http://www.uark.edu/ua/csd/applications.htm The CSD provides documentation to students with disabilities who must them provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure that sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two weeks.

**Classroom Behavior:** Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior determined by the instructor) will not be tolerated and will result in possible removal from the class and/or disciplinary action as per the student handbook.

**Inclement Weather:** In case of inclement weather, class will be held unless cancelled by the University of Arkansas. If classes have not been cancelled and the student feels it is too dangerous to come to class because of the weather, it is the responsibility of the student to make up missed assignments and be prepared for the next class meeting.

**Mobile Devices**: I have a family and appreciate the importance of having a mobile device available in case of emergencies. Please follow my lead by muting or putting your mobile device on vibrate and monitoring it as infrequently as possible.

**Incompletes**: Incompletes are not given except in the case of a documented medical emergency. If you choose to take an incomplete for any other reason, the default grade will be an “E.”

**Course Requirements**:

**Attendance**: Given the importance of our work, and recognizing that this class meets once a week, your attendance in class is required. If you miss three classes your grade will be lowered by one letter (e.g., “B” to “C”). A fourth absence will lower your grade two letters, meaning that you can earn no higher than a “C”. A fifth absence will result in your failing the course. Please note that I do not distinguish between excused and unexcused absences, except in the case of a documented medical emergency. If you are unable to attend class for any reason, it is your responsibility to e-mail me in advance and let me know. Note*: If a student is tardy three times, it will be counted as an absence.*

**Literacy Sponsors Narrative** (80 points):In *Literacy in American Lives,* Deborah Brandt defines literacy sponsors as “any agents, local or distant, concrete or abstract, who enable, support, teach, and model, as well as recruit, regulate, suppress, or withhold, literacy—and gain advantage by it in some way” (19).This assignment invites you to examine the role that different sponsors have played in supporting your literacy. To structure your narrative, you’ll be asked to examine the role that *local* as well as *global* sponsors have played in shaping your experiences with literacy to date. Questions to consider include: Who has “enabled” or “regulated” your literacy? Who has “recruited” your literacy, and for what purpose? What “advantages” did they stand to gain from doing so? You are welcome to focus on school as a literacy sponsor, though you’ll need to remember that schools are ultimately situated in larger social systems. (**Assignment** **Length**: 5 pages; doubled-spaced, 12-point font)

**Literacy Practices Photo Log and Essay** (60 points): This assignment asks you to document the literacy events and literacy practices that you participate in outside of school during a two-hour period. Having done so, you’ll compose a paper in which you present and interpret your findings. (**Assignment** **Length**: 5-6 pages; doubled-spaced, 12-point font)

**Affinity Space Video Essay**: (80 points) This assignment invites you to consider the uses toward which people put literacy to think and learn in spaces outside-of-school. To complete the assignment, you’ll need to select an affinity space to investigate. Having positioned yourself as a group insider or outsider, you’ll introduce your audience to the affinity space and investigate the ends toward which its members put literacy in the service of interacting with others and building relationships. In doing so, your goal is not simply to document the presence of literacy in the affinity space; *rather, it is to consider how people use literacy in the service of participating and learning in that particular affinity space*. Next, examine the implications of what you learned for literacy instruction. How can teachers draw on what you learned to rethink how they support participation and learning in classrooms? Granted, school is a different space/place than the affinity space you’ll explore. Still, if we pay close attention to how people are participating and learning in affinity spaces, we can ask ourselves if doing the work of teaching in schools would be more appropriate for our students if we adjusted some of our unquestioned principles and practices of teaching and learning in classrooms. After submitting your video essay, you’ll also be asked to critically review a classmate’s video essay.

**“Literacy in Ozark Lives” Project:** (100 points):Building on Deborah Brandt’s concept of literacy sponsorship*,* we’ll conduct a research study in which we’ll collect oral histories from people in the Arkansas Ozark region for the purpose of examining the role literacy plays in their lives. Working with the Shiloh Museum of Ozark History, we’ll recruit prospective participants for our study and interview them about their experiences with literacy. Next, we’ll transcribe our interview data and analyze them for the purpose of: 1) identifying literacy sponsors (local and global) who influenced the participants’ literacy, 2) examining how the participants’ literacy practices evolved in response to social and economic changes in the region; and 3) determining what literacy educators stand to learn from our findings. To present your findings, you’ll produce a video essay that uses audio, video, and still images to convey your interviewee’s story. In addition to sharing our videos with our interviewees, we’ll publish them on a Google map in an effort to “map” literacy in Ozark lives. Please note that we’ll approach this assignment in stages, each of which will account for a fraction of the total points available.

**Grading**: Grades will be assigned based on the instructor’s judgment as to whether the student has satisfied the stated objectives of the course in the following manner:

**A** = 90-100% (287-320 pts.)

**B** = 80-89% (255-286 pts.)

**C** = 70-79% (223-254 pts.)

**D** = 60-69% (191-222 pts.)

**F** = 0-59% (0-190 pts)

**Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topics To Be Covered** | **Reading Assignments** | **Assignments Due** |
| 1/19 | ***Course Introduction***  **EQ**: What is literacy?  **EQ**: Is there a crisis in adolescent literacy? |  |  |
| 1/26 | ***What is Literacy?***  **EQ:** What is literacy? | **Gee**, “Orality and Literacy”  **Gee**, “The New Literacy Studies”  **Gee**, “What is Literacy?” |  |
| 2/2 | ***Literacy Sponsorship***  **EQ**: In what sense is literacy a social practice, and what are the implications for educators of acknowledging it as such? | **Brandt**, “The Sponsors of Literacy” |  |
| 2/9 | ***Literacy Events and Literacy Practices***  **EQ**: What is literacy?  **EQ**: In what sense is literacy a social practice, and what are the implications for educators of acknowledging it as such? | **Barton & Hamilton**, “Literacy Practices”  **Perry**, “What is Literacy?” | **Literacy Sponsors Narrative** |
| 2/16 | ***Multiliteracies and Multimodality***  **EQ:** What are the implications of acknowledging “multiliteracies” for how literacy instruction is organized in school?  **EQ:** How can educators use students’ out-of-school literacy practices to support their developing academic literacy? | **Olcott & Mahar**, “’Tech-savviness’ meets multiliteracies” |  |
| 2/23 | ***Learning in Affinity Spaces***  **EQ**: In what sense is literacy a social practice, and what are the implications for educators of acknowledging it as such?  **EQ:** How can educators use students’ out-of-school literacy practices to support their developing academic literacy? | **Gee**, “Affinity Spaces”  **Curwood et al**., “Writing in the Wild” | **Literacy Practices Photo Log and Paper** |
| 3/2 | ***Literacy and Gaming***  **EQ:** How can educators use students’ out-of-school literacy practices to support their developing academic literacy?  **EQ:** What are the implications of acknowledging “multiliteracies” for how literacy instruction is organized in school? | **Steinkuehler**, “Massive Multiplayer Online Gaming” | **Affinity Space Video Essay** |
| 3/9 | ***Teaching Critical Literacy***  **EQ:** What are the implications of acknowledging “multiliteracies” for how literacy instruction is organized in school? | **Mulcahy,** “The Tangled Web We Weave”  **Janks, “**Critical Literacy’s Ongoing Importance for Education” |  |
| 3/16 | ***No Class*** |  |  |
| 3/23 | ***Spring Break*** |  |  |
| 3/30 | ***Literacy in Working Class Lives (Part I)***  **EQ**: In what sense is literacy a social practice, and what are the implications for educators of acknowledging it as such?  **EQ:** What is the relationship between the place where someone lives and the purpose and value of literacy?  **Guest Speaker**: **Susan Young** | **Rose**, *Lives on the Boundary*, pp. 1-132  “The Smithsonian Folklife and Oral History Interviewing Guide” (available on class website) |  |
| 4/6 | ***Literacy in Working Class Lives (Part II)***  **EQ:** What is the relationship between the place where someone lives and the purpose and value of literacy?  **EQ:** How can educators use students’ out-of-school literacy practices to support their developing academic literacy? | **Rose**, *Lives on the Boundary,* pp. 133-254 |  |
| 4/13 | ***Literate Identities (Part I)***  **EQ:** What is the relationship between the place where someone lives and the purpose and value of literacy?  **EQ:** How can educators use students’ out-of-school literacy practices to support their developing academic literacy? | **Davis**, *Spare Parts,* pp. 1-112 | **Complete Oral History Interview** |
| 4/20 | ***Literate Identities (Part II)***  **EQ:** What is the relationship between the place where someone lives and the purpose and value of literacy?  **EQ:** How can educators use students’ out-of-school literacy practices to support their developing academic literacy? | **Davis**, *Spare Parts,* pp. 112-222 | **Completed Oral History Transcript** |
| 4/27 | ***New Literacies and Youth Civic Engagement***  **EQ:** In what sense is literacy a social practice, and what are the implications for educators of acknowledging it as such?  **EQ:** How can educators use students’ out-of-school literacy practices to support their developing academic literacy? | **Gamber-Thompson and Zimmerman**, "DREAMing Citizenship” | **Presentation of Preliminary Research Findings** |
| 5/4 | ***Presentations of Student Work***  **EQ:** Is there a crisis in adolescent literacy? |  | **Literacy in Ozark Lives Video Essay** |

***Note: The instructor reserves the right to alter the syllabus to accommodate disruptions to the class schedule and other unforeseen issues.***

**CIED 3033. Classroom Learning Theory (Sp, Su, Fa). 3 Hours.**

A survey of the major theories of learning with special emphasis on human learning and implications for education. Prerequisite: CIED 1002 and CIED 1011; or MUED 2012; or PHED 1003; or AGED 1123 and AGED 1031; and PSYC 2003

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University of Arkansas, College of Education and Health Professions  
Department of Curriculum and Instruction

**CLASSROOM LEARNING THEORY (CIED 3033)**

**Professor:** Dr. Charlene Johnson Carter  
**Office**: Peabody Hall, Room 201  
**Office Phone**: 575-3129  
**E-Mail Address**: cjohnson@uark.edu

**Office Hours:**Tuesday, 3:30 - 5:00pm; Wednesday, 10:00am - 11:30am; or, By Appointment

**Text: Required** Woolfolk, A. (2016) *Educational psychology* (13th ed.). Boston: Pearson.

**Course Focus:**

This is a core course for several educational licensure/degree programs. It is designed to introduce the preservice teacher to the learner and the learning process as negotiated within a classroom. The roles of educators and students in the learning process and the impact of the interactive classroom environment on learning are examined. Developmental theories (cognitive, psychosocial, and moral), their cultural and sociopolitical influences, and the implications of these theories and their influences for education are reviewed. Theories of learning and teaching are also examined.

All candidates pursuing degrees in the College of Education and Health Professions are expected to apply the principles of the conceptual framework as *Scholar-Practitioners.* The scholar-practitioner reflects a professional who is knowledgeable about subject matter and pedagogy; skillful in teaching and managing classrooms and schools; caring about students, families, school staff and the community; and constantly inquiring to better the profession and increase the success of students, schools and the community. For a copy of the Conceptual Framework document go to the following site:

https://ep3.chalkandwire.com/ep2\_uark/Portfolio\_Template.aspx?u=cwire&t=201182411844&cus=164&pageID=138178

**Competencies/Connections to Arkansas Teacher Excellence and Support System (TESS)**

**Upon completion of CIED 3033, students will be able to:**

A. Explain the interactions of students, teachers, and materials in classrooms and the implications of these interactions for classroom environments. ***(TESS Domains 1, 2, 3/ ATS, 3)***

B. Describe contemporary learners along a continuum of characteristics, i.e., socioeconomic status, ethnicity, gender, language, etc., and discuss the implications of these characteristics for instruction in the contemporary classroom and in the future. ***(TESS Domain 1 / ATS 1, 2, 4)***

C. Compare and contrast major theoretical positions on development and learning. ***(TESS Domain 1/ ATS 1, 2)***

D. Identify social (e.g., family structure and socioeconomic status) and cultural (ethnicity, language, and gender) factors that influence cognitive and emotional development, and receptivity to classroom practices. ***(TESS Domains 1& 3 / ATS 1,2,9)***

F. Recognize and articulate how their own personal philosophies and preferences for learning influence their educational practices. ***(TESS Domains 1 & 4 / ATS 9)***

**Areas addressed:**

A. Cognitive and affective dimensions of classroom environments.

B. Major theories on cognitive and psychosocial development.

C. Behavioral and cognitive theories on learning; differences in perception and practice.

D. The application of research to the practice of education.

E. Contemporary learners - differences (cultural, physical and cognitive); influences (media, technology, etc.); and, evolving familial patterns/realities.

F. Varying theoretical positions on teaching and learning, i.e., constructivism, multiple intelligences, etc., and their relevance and implications for learners.

G. Motivation and its implications for learning and classroom practices/environments.

H. Assessment - practices, theoretical foundations, and relevance for instructional practices.

**Course Requirements:**

1. **Class attendance/participation:** A **constructivist approach** is employed in class whereby students are expected to be actively involved in their learning. Students are encouraged to read the material, note any questions or areas where concepts are not fully understood, and raise these questions during the class. However, the readings will **not** be rehashed during class. The focus in class is on students' interpretation and synthesis of the reading material; different dimensions of the issues/ideas will be explored. A variety of learning approaches are used within the class for interpreting and analyzing the material. To maximize the learning, students are expected to attend (absences will be noted), be prepared (completed readings prior to the class in which they are to be discussed), and participate (share ideas/opinions and support/relate them with/to information from readings, articles, etc.).
2. **In-Class Activities/Reflections:** There are several opportunities for students to respond to/reflect on class material during the semester. These responses take varied forms and ***can only be completed during the time or class when given***.
3. **Group Project:** There are two components to this project/assignment, (1) an oral group presentation, and (2) an individual reflective paper.

a. ***Oral Group Presentation***: Students participate in one of several group presentations on course topics identified by the instructor. Each topic is associated with or linked to an area studied within class or within our text. Working with four to six classmates, students research an area of interest within the assigned topic with the goal of **extending or furthering the understanding** of the class on this area. The intent is not to repeat the information from the book but, rather to extend it. Findings are orally presented to the class. The **presentations** are to be 15 to 20 minutes in length.

Presentations are evaluated based on their effectiveness in conveying ideas, clarifying/extending information on the topic, stimulating interest in the topic, answering questions, and integrating group members into the presentation. There will be **one grade** given for the presentation, a **group grade** that will be the same for each group member. A reference list of the resources (articles, chapters, books, etc.) used during the preparation, i.e., researching the issues presented, is an integral part of the presentation. The list is to be written in APA format and submitted the day of the presentation.

b. ***Individual Reflective Paper***: Two parts for this paper include: information from observed presentations of others, and reflections on the process used to complete your presentation. Students analyze and reflect on personal and other group member’s participation (roles and responsibilities) within the group, as well as the process (research, decision-making, etc.) used to develop and implement the presentation. **Papers are to be one to two pages, double-spaced**.

1. **Case Study:** Students analyze a case assigned by the instructor. The analysis focuses on the major players in the case and the issues, explicit and implicit, within the case. For the major players, the roles they play in the case and the implications of these roles for the issues within the case are discussed. For the issues, emphasis is on in-depth examination of what is occurring in the case and why. What is causing the issues within the case? Implications of the major players’ actions for the issues? Inferences regarding the issues and their causes are *supported* by events and actions of the characters within the case. **There is a maximum of three pages, typed and double-spaced, for this paper**.
2. **Classroom Management Philosophy/Design*:*** This paper is submitted at the end of the semester and is the culmination of the course. Included in the paper are your definitions of teaching and learning; your beliefs or philosophy regarding the most important aspect of the classroom to ensure effective management; your classroom design; and the behavioral, cognitive, motivational and assessment techniques you plan to use. **There is a maximum of five pages, typed and double-spaced, for this paper**.
3. **Exams:** There are three exams. The exam experience is a learning tool that gives students a better understanding of how learning occurs.
4. **Field experience:** Students will be assigned to classroom teachers at an elementary school or a secondary school where **they must spend a minimum of twelve hours in the classroom**. Visits to the school and interactions with teachers and students are required. Students are responsible for establishing a schedule with the supervising teacher, maintaining that schedule, and completing duties assigned by the teacher. **Successful completion of field experience (including completion of hours and passing/satisfactory grade from supervising teacher as well as the instructor) is required to pass this course**. (See *Field Experience* handout.)

**Evaluation:**

Assignments will be graded as follows:

In-Class Assignments/Reflections 100

Group Project 150

Oral Presentation 75

Reflection Paper 75

Case Study 100

Classroom Management Philosophy 150

Exams (3@100 points) 300

Field Experience 200

***TOTAL 1000***

Grading Scale: Points Grade

1000 - 900 A

899 - 800 B

799 - 700 C

699 - 600 D

599 & below F

**Expectations**:

Writing is an integral part of the class. Clear articulation, support and analysis of ideas (personal and theoretical) are required. All work submitted for review and evaluation should be professional in appearance and content. Papers are to be typed and double-spaced. Citations and bibliographic references adhere to the APA (6th edition) style of writing.

On the assigned due date, work is submitted. Maximum points earned on an assignment are reduced by 10% for each calendar day that the assignment is late. **Assignments that are more than seven days late are not accepted**. Students are required to attend all group presentations.

Attendance is important and absences are noted. Excessive absences negatively affect grades.

Questions and interactions are a major part of this course and are integral to the learning process.

Students are not compelled or mandated to question and/or respond. Students can ask questions concerning topics studied or class requirements either in class or in the instructor's office. If no questions are asked, the instructor assumes students understand the topics studied and the assignments. **Directly after class is not the optimal time for discussing issues**. Students are encouraged to see the instructor during posted office hours or make an appointment to clarify any concepts or instructions before they become problematic.

**Statement of Academic Honesty**

We will fully adhere to the University of Arkansas Academic Policy as stated in the Student Handbook. “As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”

“Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at http://provost.uark.edu/ Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

**Inclement Weather Policy**

The class follows the University policy in determining class cancellations. If there is some deviation from this policy, students are notified by email and/or an announcement in Blackboard. Students are encouraged to consult Blackboard for information on class assignments and/or other issues if class is cancelled.

**ADA Statement** “University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit http://cea.uark.edu for more information on registration procedures).”

* Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden.

*State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a*

*derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use.* ***You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior***

***permission from me.***

*Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc. However, to be clear, any class notes must not be sold or made available for any commercial use.*

**EMERGENCY PROCEDURES**

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at **emergency.uark.edu**.

**Severe Weather (Tornado Warning):**

* Follow the directions of the instructor or emergency personnel
* Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
* If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
* Stay in the center of the room, away from exterior walls, windows, and doors

**Violence / Active Shooter (CADD):**

* **CALL-**  9-1-1
* **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
* **DENY-** Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it’s safe.

**DEFEND-** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

**CIED 4023. Teaching in Inclusive Secondary Settings (Su). 3 Hours.**

This course is designed to prepare pre-service teachers to teach in inclusive classroom settings at the secondary level. Course content will focus on the ways in which exceptionality, specifically focused on high-incidence disabilities and culture, specifically focused on English language learners mediate the learning experiences of secondary level students.

**College of Education  
DEPARTMENT OF CURRICULUM AND INSTRUCTION  
Special Education Program  
"Scholar-Practitioner"**

**I. Program Affiliation: Curriculum and Instruction**

**Course Number and Title: CIED 4023 Teaching in Inclusive Secondary Settings**

**Catalog Description:**

This course is designed to prepare secondary teachers to teach in inclusive secondary settings. Course content provides information about the various ways diversity mediates the instructor’s curricular decisions and the learning experiences of secondary-level students. The course content will provide an overview of definitions of exceptionalities, legal basis for the education of individuals with exceptionalities in the United States, and strategies for designing and implementing interventions in secondary–level classrooms.

**Instructor: Special Education Faculty**

**II. Relationship to Knowledge Base:**

Basic Level (M.A.T.)  
The Scholar-Practitioner Model at this level provides an introduction to instruction that accommodates diversity and provides a foundation for the developing professional. This course is one of the core courses required of students enrolling in the Secondary M.A. T. program.

**III. Goal:**

The goal of this course is to provide future scholar-practitioners with a knowledge base concerning the issues involved in the successful instruction of secondary–level students  
  
**IV. Competencies:**

1. By the end of the course, the student will access, use, and/or generate knowledge by integrating theory and practice.
2. Create an inclusive teaching environment that accommodates academic diversity among secondary-level students.
3. Create an inclusive teaching environment that reflects evidence-based inclusive practices
4. Give examples of how to create collaborative relationships and empower communication within a classroom environment
5. Give examples of how to create a responsive social environment conducive to student learning in secondary-level settings
6. Give examples of how to create successful transitions to various educational/community settings
7. Give examples of how to implement and monitor large and small group instruction
8. Give examples of how to implement teaching strategies in the context of specific domains (e.g., reading, writing, spelling, mathematics)

**V. Content:**

1. Understanding the foundations and fundamentals of special education (i.e., an overview of definitions of exceptionalities, legal basis for the education of individuals with exceptionalities in the United States)
2. Creating an inclusive environment that supports students with exceptionalities
3. Differentiating instruction for students with exceptionalities
4. Give examples of how to select critical content in designing modifications.
5. Give examples of how to build a learning community in the classroom.
6. Give examples of how to assess and build upon student’s background knowledge when in designing curricula.
7. Give examples of how to implement teaching strategies designed to be responsive to students’ individual differences.
8. Give examples of how to enhance instruction by teaching cognitive and meta-cognitive strategies (i.e., teaching students how” to learn).
9. Give examples of special education policies and procedures

**VI. Evaluation and Assignments**

* Quizzes-Textbook Chapters  (130 points)
* Assignment 1 Textbook Real World Assignment (60 points)
* Assignment 2 My 13th Winter Essay (60 points)
* Assignment 3 My !3th Winter Essay (60 points)
* Assignment 4 Textbook Real World Assignment(60 points)
* Assignment 5 Accessibility Checklist (30 points)
* Assignment 6 Journal Essay(120 points))

Quiz Information: Each student will have the option to complete two attempts on the quizzes for each of the assigned chapters.

**This is an option--**you do not have to complete the second attempt for each of the assigned chapters.

The reason for the option of taking a second attempt is to provide a second opportunity for students who do poorly on the first attempt.   
   
Quiz 1 items will be generated randomly. The time slot is 1-hour.  
  
If the student wishes to take the second attempt, attempt two test items will be generated randomly. However, there is a likelihood that some items from the first quiz will appear on the second attempt.   
  
The higher grade will be entered in the grade book.

Information pertaining to the other assignments is located in the Weekly folders. Please view the Schedule to note the due dates per assignment.

**VII. Syllabus Change:**

The professor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

**VIII. Grading Scale: Based upon a total of 520 points**

|  |  |
| --- | --- |
| 93%100% | A |
| 85-92.9% | B |
| 77%-84.9% | C |
| 70%-76.9% | D |
| < 70% | F |

**IX. Due Dates:**

Online courses take a lot of commitment and self-direction. Your ability to schedule your time well is instrumental in being successful in this class. You may follow the recommended reading/assignment schedule or work ahead at your own pace. Specific due dates for all work are noted on the syllabus. All assignments must be completed by the date due (before midnight). If assignments are not turned in by the due date the instructor reserves the option to not grade the assignment. Subsequently, you will receive a zero for that assignment.

**X. Accommodations**

Students with disabilities requesting reasonable accommodations must first register with the Center for Educational Access (CEA). The CEA is located in the Arkansas Union, Room 104 and on the web at: http://cea.uark.edu/. The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks.

**XI. Academic Integrity**

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals though programs of student and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail."

"Each University of Arkansas student is required to be familiar with and abide by the university's Academic Integrity Policy' which may be found at http://provost.uark.edu/. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

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*State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use.* ***You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior permission from me.***

*Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc. However, to be clear, any class notes must not be sold or made available for any commercial use.*

**XIV. Emergency Procedures**

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.     
  
Severe Weather (Tornado Warning):

* Follow the directions of the instructor or emergency personnel
* Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
* If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
* Stay in the center of the room, away from exterior walls, windows, and doors

Violence / Active Shooter (CADD):

* CALL-  9-1-1
* AVOID- If possible, self-evacuate to a safe area outside the building.  Follow directions of police officers.
* DENY- Barricade the door with desk, chairs, bookcases or any items.  Move to a place inside the room where you are not visible.  Turn off the lights and remain quiet.  Remain there until told by police it’s safe.
* DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Additional Weather Information:  
Online classes are generally not affected by the weather, but faculty may not be available when weather is an issue.  Therefore, an awareness of the campus policies may be helpful and is, therefore, included in the syllabus.  In general, if the  
  
Fayetteville School District has closed the schools, faculty will be unavailable.  For further information, please check www.uark.edu for information concerning campus offices.  University closing announcements are also made on KAUF Radio, 91.3 as well as local radio and television stations.  The University's inclement weather site is updated frequently on the University website.

**XIII. Classroom Behavior**

Inappropriate remarks or comments disrespectful to other students or instructor, and other behavior as determined by the instructor will not be tolerated and will result in possible removal from the class and/or disciplinary action as per the student handbook.

**XIV. Course Resources**

University of Arkansas Mullins Library  
Open Access Computer Laboratories

**XV. Research Base**

**Text(s)/Readings**

**Required texts/readings:**  
Gargiulo, R. M. (2015). *Special education in contemporary society* (5th ed.). Thousand Oaks, CA: Sage.

Abeel, S. (2003). *My thirteenth winter: A memoir*. New York, NY: Scholastic.

**CIED 4403. Understanding Cultures in the Classroom (Su, Fa). 3 Hours.**

This course provides pre-and in-service teachers knowledge and skills necessary for educating ethnically and linguistically diverse classrooms. Students have the opportunity to understand positive relationships while removing stereotypes and prejudices. It addresses issues for social justice education through understanding ways that children learn and communicate in their homes and communities. Students will examine how topics in multicultural education inform instructional goals, curriculum planning/implementation, and teaching practices across content areas in public K-12 classrooms. Some sections of this course will contain a service learning component.

Syllabus: CIED 4403; Title: **Understanding Cultures in the Classroom**

**University of Arkansas, College of Education and Health Professions**

**Department of Curriculum and Instruction**

Semester: Fall 2017

Catalog number: CIED 4403**\***

Tuesdays, Time 4:30 pm–7:15 pm | Location: 307 Peabody Hall

First Session: August 22, 2017 | Last Session: TBA

\***Service Learning = 15 hours** (Tutoring: Childers Knapp Elem. School)

|  |  |
| --- | --- |
| **General Information** |  |
| Professor: Kristina (Tina) Howlett, Ph.D.  Office: Peabody Hall 116  Office Hours: Tues. 1:00-4:00; Thurs. 9-12 | Phone: 479.575.7517(office)/479.871.5123 (cell)  Email: khowlett@uark.edu  Please phone or email to arrange appointments outside office hours. |

**I. Program Information: CIED / Program Affiliation: Curriculum and Instruction**

**Course Description:**

CIED 4403: *Understanding Cultures in the Classroom*, provides pre-and in-service teachers with the knowledge and skills necessary for educating ethnically and linguistically diverse classrooms. Students have the opportunity to understand positive relationships while removing stereotypes and prejudices. The course addresses the issues for social justice education through understanding ways that children learn and communicate in their homes and communities. This course includes a 15-hour service-learning component tutoring an English language learner.

Students will examine how topics in multicultural education inform instructional goals, curriculum planning/implementation, and teaching practices across content areas in public K-12 classrooms. The course will lead pre-and in-service teachers through experiences to heighten their own awareness, knowledge base, and skill set with the goal of applying the concepts in classroom and school settings. There will be a particular emphasis on groups traditionally marginalized by the U.S. school system. This course will consider the implications of educating students who, by their presence in schools, create school racially, linguistically, and culturally diverse school environments. Through a service learning practicum, guest speakers, textbook readings, scholarly articles, and guest speakers, we will explore the criticality of multicultural education in a diverse society, and pay particular focus on the development of the multicultural teacher. A merger of theory and applied knowledge (praxis) will be part of the class discussions, journals, assignments, activities you complete, and the questions you ask of yourself and others. A specific goal of this course will be personal racial and multicultural literacy development.

All candidates pursuing degrees in the College of Education and Health Professions are to apply the principles of the conceptual framework as *Scholar-Practitioners.* The scholar-practitioner reflects a professional who is knowledgeable about subject matter and pedagogy; skillful in teaching and managing classrooms and schools; caring about students, families, school staff and the community; and constantly inquiring to better the profession and increase the success of students, schools and the community. The Scholar-Practitioner is **knowledgeable, skillful, caring and inquiring** and defined by the following tenets:

1. One who accesses, uses, or generates knowledge
2. One who plans, implements, and models best practices
3. One who understands, respects, and values diversity
4. One who is a developing professional and a lifelong learner
5. One who communicates, cooperates, and collaborates with others
6. One who makes decisions based upon ethical standards and professional criteria
7. One who is knowledgeable about teachers and teaching, learners and learning, and schools and schooling

**II. Relationship to Program Tenets and TESOL Standards for P-12 ESL**

This course is a pedagogical studies course based on the theoretical and practical aspects of methods, techniques, and materials for English Language Learners (ELLs).

1. Scholar Practitioners are knowledgeable and demonstrate this through *Scholar-Practitioner* ***Tenet One****: One who accesses, uses, and/or generates knowledge*

Teacher candidates will use their textbook, professional journals, and related websites to develop an understanding of how languages are acquired and learned and how contemporary language instruction and assessment is embedded in all content areas. *TESOL Standards 1a, 1b, 4a, & 4b*

1. Scholar Practitioners are skillful and demonstrate this through *Scholar-Practitioner* ***Tenet Two****: One who plans, implements, and models best practices*—Teacher candidates will show their understanding of ELLs by examining how cultural diversity plays a role in planning for student learning and for assessing students in appropriate ways. *TESOL Standards 3a, 3b, 3c, 4a, 4b, & 4c*
2. Scholar Practitioners are caring and demonstrate this through *Scholar-Practitioner* ***Tenet Three:*** *One who understands, respects and values diversity*

Teacher candidates will develop an understanding and respect of ELLs by examining the role of families in schools and how culturally responsive schooling impacts student engagement and success. *TESOL Standard 2*

1. Scholar Practitioners are Inquiring and demonstrate this through *Scholar-Practitioner* ***Tenet Four****: One who is a developing professional and a lifelong learner*

Teacher candidates will examine how language policy has impacted ELL student learning and engagement historically and in contemporary settings and what opportunities and resources are available for their continued learning and growth in the field of TESOL. *TESOL Standards 5a & 5b*

**TESOL Standards**: TESOL

Pre-K-12 https://www.tesol.org/docs/books/bk\_pre[k-](https://www.tesol.org/docs/books/bk_prek-12elpstandards_framework_318.pdf?sfvrsn=2)12elpstandards\_framework\_318.pdf?sfvrsn=[2](https://www.tesol.org/docs/books/bk_prek-12elpstandards_framework_318.pdf?sfvrsn=2)

1. **Course Objectives (CO):** Upon successful completion of the course, students will be able to:

* 1. Apply the multicultural (MC) education definitions, history, theories, and models of multicultural education to classroom learning and service learning experiences. Understand the various perspectives and issues in MC education and distinguish among theories, techniques, and strategies that are appropriate and effective in a multicultural classroom for the purposes of democracy and equity in schooling.
  2. Assess the characteristics of an effective MC educator, reflect on personal cultural, and design a personal plan. Self-evaluate and develop a self-study incorporating information about cultural identity, and analyze the influence of person cultural identities on teaching and learning. **Gain awareness** by examining themselves as cultural beings through self-critique and reflection;

examine personal prejudices and biases. Exercise open-mindedness and commitment to inquiry and reflection; develop a four step-model for ongoing professional development.

* 1. Write and reflect on the history of the United States from a cultural perspective, understand how the laws that impact members of diverse groups have changed, and what critical laws affecting education have resulted. Evaluate and interpret the ways in which schooling influences and is influenced by equity issues. Interrogate beliefs, practices, and policies in schools and society that hinder or advance *multicultural understanding and acceptance.*
  2. Apply MC educational theory and best practices about the academic achievement of diverse learners to develop tutoring experiences to meet the cultural, academic (content) and linguistic (language) needs of English language learners. Integrate strategies and activities, technologies, and culture to enhance tutoring lessons for culturally and linguistically diverse students by capitalizing on the cultural and linguistic backgrounds and experiences of student. **Develop skills** in meeting the needs of diverse populations. Understand the importance of helping students develop attitudes, skills, and abilities needed to learn and work in a multicultural democratic society.
  3. Apply the understanding of others as cultural beings to expand self-awareness and discuss perspectives of case studies (Seeing Differences in Others; Responding to Differences in Others; Ineffective Responses to Cultural Differences in Schools; and Positive Relationships to Cultural Differences in Schools). Attend a cultural event, analyze the event, and reflect on a culture.
  4. Participate in a classroom learning community by self-reflecting on learning through classroom activities, discussions, homework, quizzes, and audio-taped reflections. Develop and articulate a sound philosophical, theoretical, and personal rationale for multicultural education

1. **Assignments (All Grading Rubrics will be on Blackboard).** Students are required to upload their assignments by the due dates, unless otherwise directed by the professor.

1. **Homework Assignments (**4 Total X 25 = 100 point*s*):Directions and rubrics will be posted on BB.

1. **Response Papers** (2 X 40 = 80 points)

1. **Service Learning Component Project** (15 sessions X 15 points = 225 points)

This is a 15-hour assignment tutoring an English Language Learner at an elementary school.

Dr. Howlett will provide specific instructions in class and on Blackboard.

On **Tues, Sept. 12th,** we will meet at Childers Knapp Elementary School, instead of the U of A.

**Journals (Binders)**

These on-going journals, hand-written or typed notes and audio-reflections, will allow you to capture your growth as a multicultural educator through the lens of multicultural education in your service learning experience**. Dr. Howlett will provide directions in class.**

* 1. **Log**: In your log, you will keep a record of the dates and times of each tutoring session.
  2. **Journal:** (The binder is to keep your tutoring ideas and notes and/or copies of student work.
  3. **Audio-Reflections (15)**: After each tutoring session, you will produce an audio reflection (3-5 minutes in length) about your thoughts, feeling, and beliefs about each tutoring experience. For each Audioreflection, you will state your name, the date, and time of the tutoring session. Your will post these audio-recordings three times on Blackboard in the assignment section.
  4. **Integration of Technology**: At least 3 sessions should integrate technology with documentation of how technology was used to incorporate topics/issues related to the course. (Teacher and/or student use).

1. **Cultural Event Attendance or Community Service and Presentation (A): 50 Points**

**AND Cultural Interview and Presentation (B): 50 Points** (Sign Up in Class for a Presentation Date)

**A. Cultural Event Attendance (or Community Service) and Presentation (See Pg. 185 for general guides; Dr. Howlett will provide final guidelines and will review the rubric in class)** Many of our international students hold cultural events open to the entire student body. Many will make presentations about their homeland, food, clothes, religion, family life, government, and schools. Plan to attend **at least one** (2+ hours) such cultural celebration and share the experience with your classmates in this class. For more information about UAF cultural events, check these links:  [or](http://iss.uark.edu/) http://comp.uark.edu/~ictweb[/.](http://comp.uark.edu/~ictweb/)  **Our August 22nd guest speakers will provide resources.**

You may attend extended cultural events from this culture such as a religious rites or rites of passage celebrations that bring people together in ways to express their ideas, traditions, and values. **If you would like to participate in a community service project such as assisting at a citizenship workshop, tutoring an adult or another topic related to our class, please obtain the instructor’s approval.**

* + Provide **a 10-15 minute PPT or Prezi Presentation** of the event attended
  + Provide contact information (especially) website information, the goal of the event, and the name of the sponsoring organization
  + This project may be conducted by an individual or a partner (no more than 2 students per group)
  + Please sign up in class for the week that you would like to present

B. **Cultural Interview and Presentation: Learning About Another Person’s Culture** (50 points)

**Purpose/Rationale**: Learning about other cultures, perspectives, and worldviews is critical to becoming a multicultural educator. In this assignment, you will have the opportunity to learn about another culture by reading about and then interviewing a person from this culture.

**Directions:**

* 1. Identify a person from a culture that is different to yours. **Select a person who you do not know**. Research various sources (Internet and library) to gain background knowledge about this person's culture. You should read at least three (3) different and credible readings. Summarize key findings from the readings (approximately one page, using bulleted format) citing sources appropriately and listing full references at the end of your summary.
  2. Review the handout Questions to Guide You in Learning About a Person's Cultur[e.](http://www.d.umn.edu/~hrallis/courses/1100sp04/assignments/learn_cultures_qs.html) Select 8-10 of these questions (more if you want, but choose at least 8) plus add any other questions that you would like to ask. Develop a written set of interview questions that you plan to use in your interview. You may conduct a semi-structured interview, which means that you do not need to ask all the questions or ask them in the order you have them listed. You will find that if you use open-ended questions they lead to other questions based on the person's response.
  3. Interview a suitable person using the questions you have prepared and draw on your background knowledge from your research.
  4. Interview the person. Although it is useful to take notes in the interview and/or tape record the interview, you need to be sensitive to how the person may react if you do this, and how it will influence you if you are taking notes as you do the interview (**for this reason it is useful to do this assignment in pairs, preferably with a colleague from our class, so one of you can write while the other asks questions**).
  5. Analyze the responses from the interview and present a summary of your findings. This may be in the form of:
     + a written essay (4 pages double spaced).
     + an illustrated essay (with photographs/pictures/drawings. Example: If appropriate and with permission, you may take photos of the person and where they live, pictures of the person's home/work place/environment/artifacts from the person's story; you may scan in pictures the person has shared with you, or you may draw your own pictures to illustrate points in your story.)
     + a story written from the perspective of the person you interviewed (4 pages double-spaced).

**What you should turn in:**

* 1. Summary of research findings from at least 3 credible sources (approximately one page, using bulleted format.) Cite sources appropriately and listing full references at the end of your summary.
  2. List of the questions you *planned* to ask in the interview, noting which ones you *actually* ended up asking (and adding in any others that you included impromptu during the interview).
  3. Analysis of the interview (in essay, illustrated essay, or story form). (Adapted from E. Lynch & M. Hanson (1998) *Developing Cross-Cultural Competence)*

1. **Quizzes (10 x 10 points=100 points)**

The quizzes (multiple choice) will be covering the material from the assigned readings. The quizzes will be on Blackboard and are due on Sunday, midnight.

1. **Application Projects**

**Part 1:** **Textbook Critique (Individual or Partner Project) and Presentation (30 points)** Alone or with a partner, select a textbook (or a children’s book) from the subject and grade level that you would prefer to teach and screen the book for evidences of multiculturalism or the lack of multiculturalism in the presentation of content. Narrow down the textbook to one class lesson and present your finding to the class **(10 minutes).**

○ If you find faults or weaknesses, how might you change the lesson materials to recognize the needs of all of your students?

○ If you find strengths or specific efforts to recognize cultural differences within a classroom, demonstrate how the textbook made that effort.

**Part 2:** **Curriculum Development & Lesson Plan Design and Presentation (30 points)**

**(Individual or Partner Project**

For this project, you will prepare and present a lesson in the subject and grade level that you would prefer to teach. Your lesson design poster presentation should:

* + Indicate which multicultural course perspectives that the lesson was designed to address and how the lesson addresses those perspectives.
  + Describe no less than 2 key course perspectives in this project.
  + Provide clear examples of how your activity addresses these key perspectives.

***Note:*** You will provide a ***5-minute poster presentation*** *to your classmates of your lesson design.*

1. **Reflective Personal Development Paper (**70 points: Due the last day of class).Directions will be on BB and reviewed in class.

1. **Participation and Attendance** (15 classes X 10 points = 150 points)

All students are to attend each class and actively participate in large group, small group, and individual discussions and activities.

Participation and attendance are crucial. Students are to attend all classes, read the assigned reading before the class starts, and reflect and contribute in class discussions. Students are expected to be in class on time and remain throughout the entire class. Attendance will be taken at the beginning and at the end of every class period. If you are not available when attendance is taken, you may lose an attendance point, unless you are authorized by the class instructor or have an excused absence.

1. **Final Exam:** (80 points-Date TBA)

1. **Evaluation Policies**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment** | **Total Points** | **Percentile** | **Objectives** |
| 1. Homework # 1 – 4 (25 points each) | **100** | **10** | **1.1; 1.3; 1.6** |
| 2. Response Papers (2 X 40 = 80) | **80** | **8** | **1.1; 1.3; 1.6** |
| 3. Service Learning Assignment: Tutoring and Audio-Reflections (ongoing) 15 hrs. X 15 | **225** | **24** | **1.1; 1.4** |
| 4. Cultural Event & Interview Project (2) | **100 (50 each)** | **10** | **1.5** |
| 5. Quizzes (10 X 10 points each) | **100** | **10** | **1.1; 1.6** |
| 6. Application Projects: Textbook  Critique/Analysis and Lesson Plan Design (2) | **60 (30 each)** | **6** | **1.1; 1.5** |
| 7. Reflective Personal Paper (1) | **70** | **7** | **1.1; 1.2** |
| 8. Participation and Attendance (15 X 10) | **150** | **15** | **1.1; 1.6** |
| 9. Final Exam (1) | **80** | **8** | **1.1; 1.6** |
| **Total** | **965** |  |  |

1. **Required Text and Materials**

**Text:** Howe, W. A., & Lisi, P. L. (2017) *Becoming a multicultural educator: Developing awareness, gaining skills, and taking action*. Thousand Oaks, CA: SAGE Publications, Inc. ISBN: 978-1-4833-6505-3. Second Edition. **Bring your textbook to each class.**

The free, open-access Student Study site at http://study.sagepub.com/howe2[e f](http://study.sagepub.com/howe2e)eatures web quizzes, web resources, and more.

**Recommended resources for additional exploration:**

**Videos**

* + Geneva Gay, *Culturally Responsive Education*
  + Lee Mun Wah, *Color of Fear*
  + Robert McNeil, *Do You Speak American?*

1. **Grading Scale**

90-100% A

80-89% B

70-79% C

60-69% D

Below 60% F

1. **ATTENDANCE POLICY AND LATE WORK POLICY:**

Attendance: “Student absences resulting from illness, family crisis, university-sponsored activities involving scholarship or leadership/participation responsibilities, jury duty or subpoena for court appearance, military duty, and religious observances are excusable according to university rules. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused. Moreover, during the first week of the semester, students must give to the instructor a list of the religious observances that will affect their attendance.” (Academic Regulations, University of Arkansas Catalog of Studies) This course will meet only once a week and students with unexcused absences will lose discussion points for the class period. Any student who leaves during the half-time break, will lose half discussion/participation points. **Furthermore, more than one unexcused absence will result in a 10point penalty on the final class grade.** You are expected to have completed all assigned readings and to come to class with your readings, your notes from the readings, and questions and insights to share. Active participation in the course is essential and expected. Repeated tardiness could result in loss of participation points.

In regards to tutoring day:

1. If you cannot attend a scheduled tutoring session, you must contact your instructor by phone or text at

LEAST 15 MINUTES PRIOR TO THE TIME YOU WERE SCHEDULED TO ENTER THE HOST SCHOOL CLASSROOM.

1. You must follow up the initial contact with your instructor with an email fully explaining the reason for your absence, and this email must be sent by noon on the day absent.

BECAUSE OF SCHOOLS’ SCHEDULES, IT CAN BE VERY DIFFICULT TO MAKE UP A MISSED TUTORING SESSION:

**Makeup Policie**s: Late work will not be accepted without penalty. A 10 percent reduction in grade per day will be apportioned except in extraordinary circumstances (death in the family, serious illness, etc.). If you have an excused absence as defined above, you may take a makeup examination. It is prohibited to submit an assignment that you have submitted or will submit for another course.

**Cell Phone Policy and Usage**: Please **turn off your cellular phones** upon entering the classroom and **put them away.** If you have an emergency situation and must put your phone on vibrate, please inform Dr. Howlett BEFORE class explaining the situation. You must leave the classroom to use your cell phone. During some classes, cell phones & other electronic devices will be used as a learning tool (Kahoot, Poll Everywhere, etc.)

* 1. Computers or tablets, **NOT cell phones**, may only be used in class to access online reading material related to the course content. No social media, e-mailing, or texting, etc. is allowed during class time. If you are in violation of the cell phone and technology policies, points will be deducted from your participation/attendance. Please be present and mindful others by focusing on your work and listening while others are speaking.
  2. During all forms or participation, please keep in mind the following ground rules: 

Listen actively and thoughtfully – consider perspectives different from yours.

* + - Speak from your own experience or from the readings—avoid interpreting for others.
    - Respectfully challenge others’ ideas: refer to the ideas; -- do not attack the person

**VI: ACADEMIC HONESTY**

The application of the University of Arkansas Academic Honesty Policy, as stated in the Student Handbook, will be fully adhered to in this course. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process. Each student is responsible for being fully aware of the contents of the Academic Honesty Policy and of the possible consequences of disregarding that policy. Any work turned in by a student must be his or her own original work. Works from others that are referenced must be cited according to APA guidelines. The University of Arkansas Academic Honesty Policy can be located online at: http://provost.uark.edu/245.ph[p.](http://provost.uark.edu/245.php) The APA guidelines for citations can be found online through OWL at :http://owl.english.purdue.edu/

I expect, and will enforce, a strict policy of academic honesty. Students who engage in plagiarism (from books, articles, the Internet etc.), or other forms of academic dishonesty, will be reported.

“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.” “Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at http://provost.uark.edu[/ S](https://exchange.uark.edu/owa/redir.aspx?C=3afdc57dca6f460d98da7260776e1894&URL=http%3a%2f%2fprovost.uark.edu%2f)tudents with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.” SafeAssign will be used to detect plagiarism. If SafeAssign indicates that your level of copied material is greater than 10%, the instructor will closely examine the evidence for plagiarism AND all cases will be reported to the department for academic dishonesty.

**Center for Educational Access:**

“University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit http://cea.uark.edu for more information on registration procedures).”

**Inclement Weather Policy:**

Classes will be cancelled if the University closes. For detailed information, go to http://provost.uark.edu/185810.pdf

**Students with Disabilities**

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**Inclement Weather Policy:**

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**EMERGENCY PROCEDURES**

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu. **A. Severe Weather (Tornado Warning):**

* Follow the directions of the instructor or emergency personnel
* Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
* If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
* Stay in the center of the room, away from exterior walls, windows, and doors **B. Violence / Active Shooter (CADD):**  o CALL- 9-1-1
* AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
* DENY- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it’s safe.
* DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

**XII. PROFESSIONALISM at School Sites**:

A. While completing service learning in schools, CIED 4403 students are to engage in professional behavior and dress, always remembering that they are the guests in the host schools and that they are representing the University of Arkansas. Not adhering to the host school rules or to guidelines will lead to dismissal and a failing grade.

# B. STUDENTS ARE REQUIRED TO DRESS APPROPRIATELY/PROFESSIONALLY. THIS MEANS NO JEANS OF ANY COLOR OR ANY JEAN MATERIAL, NO TANK TOPS, NO

TEE SHIRTS, NO SHIRTS WITH WRITING ON THEM, NO HATS OR CAPS, NO FLIPFLOPS, NO SEE-THROUGH CLOTHING, NO DRESSES, NO TIGHTS WITH SWEATERS, NO LOW-CUT TOPS, NO TIGHT FORM-FITTING PANTS.

1. STUDENTS WITH MULTIPLE BODY PIERCINGS MAY BE ASKED TO REMOVE SOME OF THEIR JEWELRY. TATTOOS MAY NEED TO BE COVERED.
2. NO GUM CHEWING DURING THE OBSERVATIONS AND NO EATING OR DRINKING.
3. SO, WHAT IS ALLOWED? DRESS SLACKS, KHAKI PANTS, DRESS SANDALS OR SHOES, PROFESSIONAL LOOKING DRESS SHIRTS/TOPS
4. IT DOES NOT MATTER WHAT YOU SEE TEACHERS IN THE HOST SCHOOL WEARING; PLEASE ABIDE BY THE GUIDELINES.
5. ALL PUBLIC SCHOOLS ARE TOBACCO-FREE/DRUG FREE/WEAPON FREE ZONES AND THIS INCLUDES ALL SCHOOL PROPERTY, EVEN THE PARKING LOT!!!!!
6. BE AWARE OF YOUR LANGUAGE (including grammar and use of appropriate language).
7. **NO ELECTRONIC DEVICES OF ANY KIND! IF YOU ARE DEALING WITH AN**

**EMERGENCY, SUCH AS A RELATIVE IN A HOSPITAL, NOTIFY YOUR INSTRUCTOR. EACH HOST SCHOOL HAS ITS OWN SET OF GUIDELINES AS TO WHEN, WHERE, AND HOW EMERGENCY NOTICES ARE TO BE HANDLED.**

1. Students who need to vary from the allowed apparel due to religious reasons may make special arrangements with the instructor.

***Note:*** *The syllabus may change at the discretion of the instructor. Changes will be announced in class and/or via Blackboard.*

**EDST 3223. American Educational History (Sp). 3 Hours.**

This course is designed to offer a comprehensive study of the history of the American education system. Students completing this course will be able to document the diverse and often competing influences into what has become the public school structure, as well as, the second system of American schools, parochial schools, arising out of the schooling conflict of the 1880's. Starting with the development of literacy skills and the formation of township or colony schools, the linage of schooling will be investigated from the late 1600's to the present time. Prerequisite: EDST 3113 or instructor consent for non-EDSTBS majors. HISTBA or AMSTBA may waive EDST 3113

**University or Arkansas**

**College of Education and Health Professionals**

**Department of Curriculum & Instruction**

**Educational Studies**

**EDST 3223**

**American Educational History**

**Instructor**: Dr. Rhett Hutchins

**Office**: 119 Peabody Hall

**Office Hours**: By Appointment in Summer

**Phone**: 479-575-5561 (office) / 479-310-7733 (google)

**Email**: rjhutchi@uark.edu

**Course Number & Title**: EDST 3223 - American Educational History

**Class Time & Place**: MTTh 9:15 – 10:20 AM - Grad Ed 229

**Required Text**

*American Education: A History, 5th Edition* (2013) by Wayne Urban & Jennings

Wagoner (978-0415539135) Routledge

*The School in the United States: A Documentary History* (2014) by James Fraser

(978-0415832472) Routledge

**Additional Reading**

Additional readings maybe posted to Blackboard throughout the duration of the course.

**Course Goals**

This course is designed to offer a comprehensive study of the history of the American education system. Students completing this course will be able to document the diverse and often competing influences into what has become public school structure, as well as, the second systems of American schools, particularly parochial Catholic schools.

**Course Description**

This course is designed to offer a comprehensive study of the history of the American education system. Students completing this course will be able to document the diverse and often competing influences into what has become the public school structure, as well as, the second system of American schools, private/parochial schools arising out of the schooling conflict of the 1880’s. Starting with the development of literacy skills and the formation of township or colony schools, the linage of schooling will be investigated from the late 1600's to the present time.

**Course Objectives**

Upon completion of this course, students will be able to:

1. Establish the historical linage resulting in the modern school structure in American society.
2. Examine the influences of notable American figures on the development of schooling: Benjamin Franklin, Thomas Jefferson, Benjamin Rush, Noah Webster, Horace Mann, Catherine Beecher, Fredrick Douglas, W.E.B. DuBois, Booker T. Washington, John Dewey, Margaret Haley, George Counts, John Holt, Jonathan Kozol, and post-1990’s educationalist.
3. Understand the influence of differing social, political, cultural, ethnic, and religious factors upon the ideas and practice of schooling across the time periods from the late 1600’s to 2000’s.

**Instructor Expectations**

* All students will work to the best of their abilities.
* All students will communicate orally and in writing.
* All students will think analytically and produce original work.
* All students will demonstrate sensitivity for culture, language, religion, disability, gender, socio-economic status, and sexual orientation of individuals.

**Attendance Policy**

Attendance and active participation are essential for understanding the course content as well as engaging in the learning process with others. As a member of a learning community and a pre- professional educator, it is expected that you demonstrate responsible attendance; arrive punctually for class; actively anticipate in class sessions; and schedule all appointments (medical, work, etc.) at times other than class times.

As this course is based on student-lead discussion, no more than 3 absences are permitted during the semester. A forth absence will result in a “WF” from the course. Any absence from class (excused or unexcused) will be counted as an absence unless a department of the University of Arkansas excuses it for official university business.

If there are extenuating circumstances that impact your attendance, it is your responsibility to immediately contact me to discuss the situation. For prolonged attendance conflicts, such as medical issues or loss of a family member, please contact the Dean of Students Office or the Division of Student Affairs at the University of Arkansas.

**Religious Absences**

If you will be participating in any religious observations during the course of this class, please provide me with a list of dates as well as the religious observation being observed before the end of the first week of the course. Most Judeo-Christian (Protestant, Catholic, Orthodox Christian & Jewish, and Reformed Jewish) religious observations are on the standard calendar and are recognized by myself. I am aware of many Islamic, Hindu, and Buddhist religious observations as well, but they are not lodged in my consciousness. Religious observations will not count against the course attendance policy as long as assignments are made up. Participation may be made up via a reflective journal detailing the religious significance and the promotion of religious education experiences.

***Summer 2016 Religious Holy Days***

Ramadan (Beginning) – June 6 (Monday)

Shavouth – June 12 (Sunday)

Laylat al-Qadr – July 1 (Friday)

Eid al-Fitr – July 5 (Tuesday)

**Course Management Software**

The course is supported by Blackboard course management system. Blackboard provides the home base for this course. I will use Blackboard to communicate with you, to provide you with course materials, including course syllabus, handouts, PowerPoint slides, and assignments. Blackboard also provides you with a meeting place for your group so you will be able to meet online as well as in person. Every student will receive a Blackboard login and password with which you can access this course. The Blackboard URL is https://learn.uark.edu/. You should access this page regularly for the latest announcement and course activities.

**Accommodations for Students with Disabilities**

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access contact (479) 575–3104 or visit http://cea.uark.edu for more information on registration procedures.

**Academic Integrity**

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s “Academic Integrity Policy” which may be found at http://provost.uark.edu Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

This course requires a research paper submitted at the end of the grading period which will be processed through Safe Assign plagiarism software used by the University of Arkansas.

**Equal Treatment**

The University faculty, administration, and staff are committed to providing an equal educational opportunity to all students. The University of Arkansas does not condone discriminatory treatment of students or staff on the basis of age, disability, ethnic origin, marital status, race, religious commitment, sex, or sexual orientation in any of the activities conducted on this campus.

**Inclement Weather Policy**

In cases where the weather has caused hazardous driving conditions, the University may be closed and if such conditions prevail at 5:00 A.M., the closure will be for the day. Announcements of the University‚s closing are given to the University‚s radio station (KUAF, 91.3) and other local radio and TV stations for broadcast. Closing information is also available through the University‚s website, voicemail, or by dialing 479-575-7000

**Changes to the Syllabus**

A syllabus is a tool to help you plan your time. Every effort is made to make the syllabus as complete as possible, but there may be occasions when changes are required, including changes in the grading components. The instructor will announce any deviations from this syllabus in class.

**Professionalism**

Students are required to maintain professional decorum during class. Cell phones and other non-approved electronic devices must be turned off and out of sight during class. iPads, tablets, and laptops will be permitted in class. Unprofessional behavior during class will result in the student being dismissed from class for the remainder of the day. Cell phones should be switched to silent. Never answer a call or text in class. If a call is of an emergency nature, leave the room.

**Grading Scale for Educational Studies Course**

A = 90% - 100% Outstanding achievement, earned by a relatively small number of excellent scholars

B = 80% - 89% Good achievement

C = 70% - 79% Average achievement

D = 65% - 69% Poor but passing work

F = 64% or below Failure, unsatisfactory work

XF Failure, academic dishonesty

I Incomplete course requirements

**Assignments**

*Assigned Discussion Leadership – 20%*

Each student (or pair of students) will lead discussion over their assigned topic/chapter, twice, during the semester. As discussion leader, it is your duty to lead the discussion for the entirety of the class period. Prior to your assigned day [6 pm the evening before], you must email an outline of your discussion and topical question to the instructor.

*Daily Discussion Productivity/Participation* – 40%

Active discussion is required in this historical discussion course. With a very small class size, 15-20 students, engagement with material between readers is highly sought.

*Historical Issue Research Paper* – 40%

Select an issue of historical educational importance and research it’s development or lasting effects covering three major time periods/frames. Timeframes maybe consecutive or disparate, but approval must be given from the instructor.

Topic Due Date – June 24, 2016

Annotated Bibliography – July 1, 2016

Paper Due Date – July 21, 2016

Assignment should be submitted following the APA 6th style. Average assignment length is 10-12, single spaced pages. Minimum of six academic sources required. Course texts may be used, but are not considered in the minimum requirement

|  |  |  |  |
| --- | --- | --- | --- |
|  | Reading For Class | Topics in Class | Work Due |
| Tuesday, May 31 |  | Syllabus |  |
| Thursday, June 2 | Urban & Wagner – Chapter 1  Fraser – *Virginia Council; Virginia State on the Education of Indian Children Held Hostage; The Speech of Red Jacket, the Seneca Chief* | Native American & Early Colonial Education | Tanner & Dalton present |
| Monday, June 6 | **No Class** |  |  |
| Tuesday, June 7 | Urban & Wagner – Chapter 2 | Colonial Education | Dr. Hutchins |
| Thursday, June 9 | Fraser – *South Carolina Statute on the Conversion of Slaves to Christianity; A Missionary Report from Mr. Taylor to the Society in North Carolina on the Baptism of Slaves; Enquiries to the Governor of Virginia; Massachusetts’ Old Deluder Satan Law; The New England Primer* | Colonial Education | Dr. Hutchins |
| Monday, June 13 | Urban & Wagner – Chapter 3 | Early American National Education | Dr. Hutchins |
| Tuesday, June 14 | Fraser *– A Bill for the More General Diffusion of Knowledge; Thoughts upon Female Education; On the Education of Youth in America; The American Spelling Book* | Early American National Education | Dr. Hutchins |
| Wednesday, June 15 | Urban & Wagner – Chapter 4 | The Common School Movement | Chandler & Darion present |
| Thursday, June 16 | Fraser – *The Northwest Ordinance; Mann’s 10th & 12th Annual Report; An Essay on the Education of Female Teachers for the United States; Petition of the Catholics of New York; Stowe’s Report on Elementary Public Education* | The Common School Movement | Henry & Meshell present |
| Monday, June 20 | Urban & Wagner – Chapter 5 | Race & Education, Part I | Felicia & Becca present |
| Tuesday, June 21 | Fraser – *The Desegregation of Boston Public Schools; The Narrative Life of Fredrick Douglas; The Journal of Charlotte Forten; The Future of the American Negro; The Soul of Black Folk* | Race & Education, Part I | Dalton & Tanner present |
| Thursday, June 23 | Urban & Wagner – Chapter 6;  Fraser – *National Education Association Report on the Committee on Secondary School Students* | The Modern School System Begins | Craig & Dalton present  **Research Topic & Periods Due (Friday)** |
| Monday, June 27 | Urban & Wagner – Chapter 7;  Fraser – *Adolescence; Why Teachers Should Organize* | Progressive Era Education | Taylor & Henry present |
| Tuesday, June 28 | Fraser – *A Policy of Industrial Education; Vocational Education; Education v. Trade Training; Isolation in the School; The School & Society* | Progressive Era Education | Madison & Andrea present |
| Thursday, June 30 | Urban & Wagner – Chapter 8  Fraser – *Cardinal Principles of Secondary Education; National* Intelligence Test | Completing the Modern School System | Donna & Darion present  **Annotated Bibliography Due (Friday)** |
| Tuesday, July 5 | Fraser – *The Problem of Indian Administration;*  *The Asian Experience in California; American Me; Teaching Children of Puerto Rico Background in the New York City Schools* | Race & Education, Part II | Chandler & Meshell present |
| Thursday, July 7 | Urban & Wagner – Chapter 9 & 10 | Depression & War on Education | Donna & Andres present |
| Monday, July 11 | Fraser – *The American High School Today; Dare to Build a New School Order?; Sputnik & Science Education; Education for All Children* | Depression & War on Education | Danielle & Taylor present |
| Tuesday, July 12 | Fraser – *Ready from Within; Brown v. Board of Education; How Children Learn About Race;* | Race & Education, Part III | Dr. Hutchins |
| Thursday, July 14 | Urban & Wagner – Chapter 11 & 12 | Equity & Equality in Education | Tayler & Madison present |
| Monday, July 18 | Fraser - *36 Children; How Children Fail; Death at an Early Age; Elementary & Secondary Education Act; Title IX;* | Equity & Equality in Education | Becca & Felicia present |
| Tuesday, July 19 | Fraser – *Engle v. Vitale; Tinker v. Des Moines; Lau v. Nichols* | Legal Education Cases | Danielle & Tayler present |
| Thursday, July 21 | Fraser – *A Nation at Risk; The Disuniting of America; The Manufactured Crisis; No Child Left Behind; Leaving NCLB?; NCLB & the Effort to Privatize Public Education* | School Choice | Craig & Dalton present  Final Paper Due |

**CIED 4022. Classroom Management Concepts (Sp). 2 Hours.**

A number of different classroom management techniques are studied. It is assumed that a teacher must possess a wide range of knowledge and skills to be an effective classroom manager. Prerequisite: Admission to the M.A.T. program.

**Department of Curriculum and Instruction**

**Classroom Management Concepts**

**SEED 4022**

Instructor: Kevin McKinley Meeting Place: PEAH 309

Email: mckinley.kevin31@gmail.com Meeting Time: 5:30 pm-8:00

Course Purpose

A number of different classroom management techniques are studied. It is assumed that a teacher must possess a wide range of knowledge and skills to be an effective classroom manager.

Student Outcomes

At the conclusion of this course, the students will be able to:

* Describe the importance of classroom management to the learning process: TESS Domains 1 & 2, ATS 3 & 5
* Implement appropriate classroom rules and procedures: TESS 2; ATS 3
* Recognize and utilize appropriate disciplinary interventions: TESS 2; ATS 3
* Implement a variety of classroom management strategies: TESS 2: ATS 3
* Reflect on their efficacy as a classroom manager: TESS 4; ATS 9

Required Texts

* Marzano, R.J., Marzano, J.S, Pickering, D.J. (2003). *Classroom Management that Works: Research-Based Strategies for Every Teacher.* Alexandria, VA: Association for Supervision and Curriculum Development.
* Other selected readings provided by email or in class by instructor

Scholar-Practitioner Conceptual Framework

Scholar-practitioners are:

* Knowledgeable
  + They access, use, and/or generate knowledge
  + They understand, respect and value diversity
  + They are knowledgeable about teachers and teaching, learners and learning, schools and schooling
* Skillful
  + They plan, implement, and model best practices
  + They communicate, cooperate and collaborate with others
* Caring
  + They understand, respect, and value diversity
  + They make decisions based upon professional standards and ethical criteria
* Inquiring
  + They are developing professionals and lifelong learners

Instructional Methods

This student-centered course depends upon active student participation. Students engage in individual, small group and large group activities and are exposed to a variety of models of teaching and learning. Time is spent participating in activities as middle or high school students and analyzing activities and resources as prospective teachers.

Attendance

Regular attendance is an important component to a course designed to help you develop into a teaching professional. After 2 absences you will need to meet with me during office hours to best determine how you will be able to successfully complete the course requirements.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact me after the first class so that we can coordinate service

Academic Dishonesty

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Course Requirements

This course is designed to accompany the secondary internship in that what students experience in the classroom is often directly applicable in the concurrent internship experience. Keeping this in mind, the course has been designed to encourage the development of advanced instructional techniques and the assignments that are designed to translate directly to the classroom will hold the most weight in your final grade. Additional information will be provided for these assignments at the appropriate time.

Grade Scale:

100-90 – A

89-80 – B

79-70 – C

69-0 – F

**Late Assignments will be penalized 10% *per day* late.**

* Philosophy of Classroom Management (CMP) 20%
* In-Class Performance Assessments 4 @ 10% each 40%
* Presentation 20%
* Final Exam 20%

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TOTAL 100%

Philosophy of Classroom Management 20% of Final Grade

An 800-1000 word description of your personal philosophy on classroom management. See assignment handout for details.

In-Class Performance Assessments 4 @ 10% each 40% of Final Grade

Tasks completed in class that will evaluate your understanding classroom management.

Presentation 20% of Final Grade

Group presentation of one of the discipline models from the text. See assignment handout for details.

Final Exam 20% of Final Grade

**CIED 4063. Disciplinary and Interdisciplinary Literacies in Education (Fa, Sp). 3 Hours.**

This course teaches the integration of reading, writing, and new literacies within the discipline and across disciplines. Theory and strategy are presented as integrated strands of the language process as presented in the context of instructional principles and suggested teaching practices. A solid research base is emphasized while keeping the focus on practical application. Prerequisite: Admission to Teacher Education M.A.T. Program. May be repeated for up to 6 hours of degree credit.

**Department of Curriculum and Instruction**

**Disciplinary and Interdisciplinary Literacies in Education**

**SEED 4063**

Instructor:

Office:

Office Hours:

Course Purpose

**Disciplinary and Interdisciplinary Literacies in Education (Fa, Sp).** This course teaches the integration of reading, writing, and new literacies within the discipline and across disciplines. Theory and strategy are presented as integrated strands of the language process as presented in the context of instructional principles and suggested teaching practices. A solid research base is emphasized while keeping the focus on practical application.

Required Textbook

Fisher, D., & Frey, N. (2012). *Improving Adolescent Literacy: Content Area Strategies at Work* (4th ed.). New York, NY: Pearson.

Hinchman, K., & Sheridan-Thomas. H. (Eds.). (2014). *Best Practices in Adolescent Literacy Instruction* (2nd ed.). The Guilford Press.

Other readings provided by the instructor (access on Blackboard)

Student Outcomes

At the conclusion of this course, the students will be able to:

* Discuss the role of literacy instruction in content area classrooms.
* Analyze the role of the content area disciplines in the Common Core State Standards for ELA and Literacy
* Integrate appropriate strategies for literacy instruction with content area instruction. TESS 3
* Define and describe the nature of discipline specific literacy for their content area.
* Investigate and utilize appropriate discipline specific literacy skills for their content area. TESS 3
* Evaluate and explicate the balance between discipline-specific literacy skills and content area literacy standards of the Common Core.

Arkansas Standards for Beginning Teachers

At the conclusion of this course, students will have made progress in *knowledge, dispositions and performance* towards:

* Standard #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects.
* Standard #2: The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.
* Standard #3: The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.

Scholar-Practitioner Conceptual Framework

Scholar-practitioners are:

* Knowledgeable
  + They access, use, and/or generate knowledge
  + They understand, respect and value diversity
  + They are knowledgeable about teachers and teaching, learners and learning, schools and schooling
* Skillful
  + They plan, implement, and model best practices
  + They communicate, cooperate and collaborate with others
* Caring
  + They understand, respect, and value diversity
  + They make decisions based upon professional standards and ethical criteria
* Inquiring
  + They are developing professionals and lifelong learners

Instructional Methods

This student-centered course depends upon active student participation. Students engage in individual, small group and large group activities and are exposed to a variety of models of teaching and learning. Time is spent participating in activities as middle or high school students and analyzing activities and resources as prospective teachers.

Attendance

Regular attendance is an important component of a course designed to help you develop into a teaching professional. It is expected that you will attend all class meetings. If you need to be gone, please notify me ahead of time. If attendance becomes an issue, we will need to meet to best determine how you will be able to successfully complete the course requirements.

Blackboard

Course materials and additional readings can be accessed through Blackboard at https://learn.uark.edu/.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact me after the first class so that we can coordinate service.

Academic Dishonesty

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy,’ which may be found at http://provost.uark.edu. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Course Requirements

This course is designed to improve your abilities as a content area teacher. As such, the course requirements include opportunities for you to prove your mastery of literacy strategies through weekly inquiry-based assignments, a lesson plan that integrates literacy strategies, and a project-based investigation of discipline specific literacy skills. As with other courses in the MAT program, your participation in this course is encouraged, expected and evaluated.

Grade Scale:

200 - 180 – A

179 - 160 – B

159 - 140 – C

139 - 120 – F

* Weekly Inquiry Assignments
  + 8 Assignments x 10 pts. each 80 points
* Reflections (4) 20 points
* Discipline-Specific Literacy Group Project 70 points
* Blackboard Discussions 20 points
* Attendance and Participation 10 points \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TOTAL 200 points

Weekly Inquiry Assignments 40% of Final Grade

Each week we will address a specific inquiry into content area literacy. You will be expected to complete an inquiry assignment in your own classrooms each week. These will ask you to examine your own teaching practices, design and implement literacy strategies, analyze your students’ needs, and reflect on your own learning as a teacher. Class will begin each week with discussion of your findings and experiences with each assignment over the course of the previous week. To prepare for these assignments and the discussion that will follow, please skim the extended readings that accompany each inquiry. Consider the ways in which the presented literacy strategies work in your specific content area. We will also spend time each class period introducing the following week’s inquiry assignment.

Reflections 10% of Final Grade

You will have a total of four reflections throughout the semester. You will be asked to reflect on specific experiences as they relate to the pedagogical methods you have learned, the pedagogical processes you are encountering, and the metacognitive aspect of your classroom experience as it relates to your own educational knowledge and background.

Discipline-Specific Literacy Group Project 35% of Final Grade

Is it literacy in the content area or content area literacy? What’s the difference? Along with other members of your group, you will investigate, evaluate and explicate the balance between discipline-specific literacy skills and content area literacy standards of the Common Core. More information for this group project will be provided at the appropriate time.

Blackboard Discussions 10% of Final Grade

Additional readings supplied by the instructor will require students to post responses on Blackboard discussion board.

Attendance and Participation 5% of Final Grade

Teaching is not a profession that allows you to show up whenever you want and participate as much as you want. Being a teacher means that more than 100 students will be looking to you for guidance and new knowledge *every single day.* They show up even if you don’t. Likewise, these students will learn very little if you do not actively engage them. My expectation for you is no different in this class. I expect you to be here whenever humanly possible, and I expect you to engage in your learning. In return, I promise to be here to provide guidance and help you to construct new knowledge. You have a total of 3 absences that will go unquestioned. Once a 4th absence occurs, your grade will be lowered by one letter grade for the course. Meaning if you complete the course with a B and you miss four or more times, your grade will be lowered by one letter grade and so forth for each day missed thereafter. If you have an emergency, please email me well in advance of class.

**CIED 4443. Methods of Teaching Foreign Language K-12 (Fa). 3 Hours.**

Study of the methods and materials in the teaching of foreign language in K-12 settings as well as the theories of second language acquisition. Includes philosophical, cognitive, and psychological dimensions of teaching foreign languages. The planning of instruction, microteaching, and the development of instructional materials are included. Prerequisite: Admission to the MAT program. May be repeated for up to 6 hours of degree credit.

**SYLLABUS**

**SEED 4443: Methods of Teaching Foreign Language K-12**

University of Arkansas College of Education and Health Professions

Department of Curriculum and Instruction

**Instructor:**

**Office:**

**Phone:**

**E-Mail:**

**Website:**

**Office Hours:**

**I. Program Affiliation:** Curriculum and Instruction—EDUC MA--M.A.T.in Education

**Course Number and Title:** CIED 5443: Methods of Teaching Foreign Language K-12

**Description:**

**CIED 5443: Methods of Teaching Foreign Language K-12**

Study of the methods and materi­als in the teaching of foreign language in K-12 settings as well as the theories of second language acquisition. Includes philosophical, cognitive, and psychological dimen­sions of teaching foreign languages. The planning of instruction, microteaching, and the develop­ment of instructional materials are included with an emphasis on elementary and middle level settings.

**Prerequisites:** Admission to the M.A.T. program or by permission from the instructor.

**Required Texts:**

Shrum, J. L., & Glisan, E. W. (2015). *Teacher’s handbook: Contextualized language*

*instruction, 5th ed.* Boston, MA: Thomson/Heinle.

**II. Relationship to Program Tenets and Arkansas Teaching Standards:** This course is a pedagogical studies course based on the theoretical and practical aspects of methods, techniques, and materials for effective teaching of second languages in schools with an emphasis on elementary and middle level settings.

1) Scholar Practitioners are Knowledgeable and demonstrate this through

*Scholar-Practitioner Tenet One: One who accesses, uses, and/or generates knowledge*

Students will use their textbook, professional journals, and related websites to develop an understanding of the history of foreign language instruction, how languages are acquired, and how contemporary language instruction is standards-based. *Arkansas Teaching Standards 1 and 4; TESS Domains 1 and 4.*

2) Scholar Practitioners are Skillful and demonstrate this through

*Scholar-Practitioner Tenet Two: One who plans, implements, and models best practices*--Students will show their understanding of lesson design by creating and presenting mini-lessons based on national and state frameworks. *Arkansas Teaching Standards 4, 5, 7, and 8; TESS Domains 1, 2, and 3.*

3) Scholar Practitioners are Caring and demonstrate this through

*Scholar-Practitioner Tenet Seven: One who is knowledgeable about teachers and teaching, learners and learning, schools and schooling*

Students will demonstrate their understanding of Tenet Seven by composing a letter to the principle advocating for program maintenance including the importance to students of maintaining their Heritage languages.

*Arkansas Teaching Standards 9 and 10; TESS Domains 2 and 4.*

4) Scholar Practitioners are Inquiring and demonstrate this through

*Scholar-Practitioner Tenet Four: One who is a developing professional and a lifelong learner*

Students will read a series of professional articles to enhance their content and pedagogical knowledge and synthesize this information in a summary format. *Arkansas Teaching Standards 4, 5, 9, and 10; TESS Domains 1, 3, and 4.*

**III. Goal**: The purpose of this course is to introduce students to the theoretical and practical aspects of teaching foreign languages especially at the elementary and middle levels of schooling using the framework of national and state standards. Students will also be introduced to the professional organizations that support the standards and development of pre-service and in-service teachers.

**IV. Objectives**: Upon completion of the sequence of CIED 5403, students will

A. become familiar with the profession and expectations for language teachers (ACTFL Standard 6, CAEP Principle D, TESOL Domain 5);

B. understand the role of contextualized input, output, and interaction in language learning (ACTFL Standard 3, CAEP Principle C, TESOL Domain 1);

C. contextualize language instruction to address goals of the standards for foreign language learning (ACTFL Standard 4, CAEP Principle C, TESOL Domain 3);

D. organize content and plan for integrated language instruction (ACTFL Standard 4, CAEP Principle C, TESOL Domain 3);

E. connect language learning to the K-12 school curriculum (ACTFL Standard 3, CAEP Principle

C, TESOL Domain 3);

E. become familiar with integrating language study in the elementary and middle school curriculum (ACTFL Standard 3.CAEP Principles A and C, TESOL Domain 3);

F. reflect upon their growth as emerging professionals (ACTFL Standard 6, CAEP Principle D, TESOL Domain 5);

G. become familiar with current research in the profession (ACTFL Standards 2 and 6, CAEP Principle D, TESOL Domain 5).

**V. Content:**

Shrum and Glisan, *Teacher’s Handbook* Preliminary Chapter and Chapters 1-6

**VI. Assignments**: Attendance—You Must Be Present To Win

* + Bio Poem in Target Language
  + Letter to Principal: Justification for a Foreign Language Program
  + 4 Professional Article Evaluations (EDOKs)
  + Observation Assignments (See calendar)
  + 2 Graded Homework Assignments
  + 2 Lesson plans
  + Mid-Term Exam
  + Final Project

**VII. Evaluation:** The grade for each student is based upon the following items:

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Due Date** | **Points** |
| Bio Poem |  | 25 |
| Letter to Principal |  | 25 |
| Article Evaluations 4 @ 25 |  | 100 |
| Homework 2 @ 25 |  | 50 |
| Observation Assignments 13 @ 10 |  | 130 |
| **Mid-Term** |  | 50 |
| 2 Lesson Plans @ 35 |  | 70 |
| **Final Project** |  | 50 |
| **Total Points** |  | **500** |

**VIII.** **Course Requirements:**

**Class participation based on readings and other assignments:**

Assigned readings from these books should be read prior to the class session in which they will be discussed. Students are expected to participate in class discussions. Contributions may also include outside readings and/or personal experience.

**IX**. **Grading Scale:**

A = 100-90

B = 89-80

C = 79-70

D = 69-60

F = below 60

**X. Academic Honesty:**

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.  
  
Each University of Arkansas student is required to be familiar with and abide by the university’s ‘Academic Integrity Policy' at http://provost.uark.edu/academic\_initiatives.php

Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

**XI. Inclement Weather Procedure:**

Classes will be cancelled if the University closes. For detailed information, go to

http://provost.uark.edu/185810.pdf

**XII. Attendance Policy and Late Work Policy:**

Attendance—you have to be present to win! Attendance is mandatory.

**All assignments are due in class on the due date** unless otherwise required. Failure to meet this requirement results in a zero for that assignment unless previous arrangements have been made with me. No late work is accepted (you can arrange to turn assignments in early).

\*\*\* Incompletes will not be given this semester due to departmental recommendations.

**XIII.** **Accommodations:**

The department of Student Support Services is designed to provide a powerful combination of programs and services to students who are first generation, and/or modest-income, and/or individuals with disabilities. The services provided by Student Support Services place an emphasis on individual assessment, counseling, advising, and skill building. Some of these services include: academic financial / personal counseling, financial scholarships, social etiquette instruction, career and graduate school preparation, academic/cultural enrichment, assistance with tutoring, and mentorship. The overarching goal of the University of Arkansas Student Support Services program is to empower students, assist them in achieving academic excellence, and seeing them through to graduation. Student Support Services is a department in the Office of Diversity. The office is located on the Garden Level of Gregson Hall. For more details, call Student Support Services at 479-575-3546 or visit the Web site at http://sss.uark.edu/

. Please let me know if you need any accommodations.

**XIV. Syllabus Changes**: The instructor reserves the right to make changes as necessary to the syllabus. If changes are necessary during the term of this course, the instructor will post both notification and nature of the change(s) on the course bulletin board.

**XV. Course Resources:**

A. Mullins Library

B. Internet

C. Professor's Library

**XVI. Research Base:**

**Texts:**

Brown, H. D. (2007). *Principles of language learning and teaching* (*5th ed*.). White Plains, NY: Pearson.

Brown, J. D., & Rodgers, T. S. (2002). *Doing second language research*. Oxford: Oxford University Press

Celce-Murcia, M. (2001). *Teaching English as a second or foreign language* (3rd ed.). Boston: Heinle & Heinle.

Hadley, A. O. (2001). *Teaching language in context,* Third Edition *.*Boston: Heinle

& Heinle Publishers.

Lewis, M. (1993). *The lexical approach: The state of ELT and a way forward*. Hove, UK: Language Teaching Publications.

Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.

Nattinger, J., & DeCarrico, J. (1992). *Lexical phrases and language teaching.* Oxford: Oxford University Press.

Nunan, D. (1989). *Understanding language classrooms*. London: Prentice Hall.

O'Grady, W. (2005). *How children learn language.* Cambridge: Cambridge University Press.

**Journals:**

Selected articles may be assigned from the following professional journals**:**

Foreign Language Annals

The Modern Language Journal

Hispania

The French Review

Canadian Modern Language Review

Le francais dans le monde

The German Quarterly

Unterrichtspraxis

English Language Teaching

The TESOL Quarterly

**Learning a language is a life-long adventure!**

*Nicht für die Schule, sondern für das Leben lernen wir.*

nach Seneca

**CIED 4523. Instructional Practices in Teaching Foreign Language (Sp). 3 Hours.**

A pedagogical studies course based on the theoretical and practical aspects of methods, techniques, and materials for effective teaching of foreign languages in K-12 schools. Prerequisite: Admission to M.A.T. Program. May be repeated for up to 6 hours of degree credit.

University of Arkansas College of Education and Health Professions

Department of Curriculum and Instruction

**SEED 4523:** Instructional Practices in Teaching Foreign Language

**Instructor:** **Office:**

**Phone:** **E-Mail:**

**Office Hours:**

**I. Program Affiliation:** Curriculum and Instruction

**Course Number and Title:** CIED 5523: Instructional Practices in Teaching Foreign Language

**Catalogue Description:** **CIED 5523:** **Instructional Practices in Teaching Foreign Language (Sp).** The theoretical and practical aspects of methods, techniques, and materials for effective teaching of foreign/second languages in K-12 schools. **Prerequisite:** Admission to the EDUCMA, M.A.T. program.

**Required Texts:**

Shrum, J.L., & Glisan, E.W. (2015). *Teacher’s handbook: Contextualized language instruction, 5th ed.* Boston, MA: Thomson/Heinle.

**II.** **Relationship to Knowledge Base and Program Tenets:** This course is a pedagogical studies course based on the theoretical and practical aspects of methods, techniques, and materials for effective teaching of foreign languages in K-12 schools.

1) Scholar Practitioners are **knowledgeable** and demonstrate this through

*Scholar-Practitioner Tenet One: One who accesses, uses, and/or generates knowledge*

Students will use their textbooks, professional journals, and related websites to further understanding of how contemporary language instruction is standards-based.

*Arkansas Teaching Standards 1 and 4; TESS Domains 1 and 4*

2) Scholar Practitioners are **skillful** and demonstrate this through

*Scholar-Practitioner Tenet Two: One who plans, implements, and models best practices*--Students will show their understanding of instructional design by creating a Unit Plan.

*Arkansas Teaching Standards 4, 5, 7, and 8; TESS Domains 1, 2, and 3.*

3) Scholar Practitioners are **caring** and demonstrate this through

*Scholar-Practitioner Tenet Three: One who understands, respects, and values diversity*

Students will demonstrate their understanding of Tenet Three by designing instruction and assessment for student learning styles, cognitive needs, and cultural background as part of the Unit Plan.

*Arkansas Teaching Standards 4, 5, 9, and 10; TESS Domains 1, 3, and 4.*

4) Scholar Practitioners are **inquiring** and demonstrate this through

*Scholar-Practitioner Tenet Four: One who is a developing professional and a lifelong learner*

Students will read a series of professional articles to enhance their content and pedagogical knowledge and synthesize this information in a summary format to include in developing a literature review for their Action Research Projects. Students will also attend a foreign language conference and write a report on the experience.

*Arkansas Teaching Standards 4, 5, 9, and 10; TESS Domains 1, 3, and 4.*

**III. Goal**: This course provides an expanded view of the theories, techniques, and methods used in foreign/second language teaching/learning with a special focus on developing a unit of instruction and participation in the professional community.

**IV. Competencies**: Upon completion of the sequence of CIED 5523, students will:

A. develop lesson plans and a unit plan that reflect both national and Arkansas standards;

B. reflect on self-efficacy by connecting practice to tenets

C. select and create strategies and materials for teaching the four skills with a focus on incorporating the three modes—interpretive, interpersonal, and presentational

D. construct assessments to measure student learning including performance assessments

E. select and use appropriate second language research findings;

F. develop a plan for an action research project;

G. demonstrate an interest in second language professionalism; and

H. demonstrate commitment to education and lifelong learning.

**V. Content**

A. Instructional Planning

1. Daily lesson planning

2. Unit planning

B. Curricular Design

1. Correlations with national and state standards

2. Consideration of student population

a. Learning styles

b. Multiple intelligences

c. Cultural and linguistic diversity

3. Integration of technology

C. Testing and Assessment

1. The role of ACTFL proficiency levels

2. Development of assessments: formative, summative, performance

3. Development of rubrics

D. Research in Second Language Education

1. Using research findings in curricular development and instructional design

2. Designing an action research project

**VI. Assignments**

A. Three focused research article reports (EDOKs) based on Action Research topic

B. Four reflective journals (E-flections) based on intern experience and Scholar- Practitioner Tenets (Tenets Four-Seven)

C. Report of professional development (AFLTA State Language Conference or district conference)

* + Certificate of Attendance
  + Summary of each session
  + Description / reflection of benefits as an emerging professional

D. Teacher Candidate Work Sample Project

**VII. Evaluation:**

The grade for each student is based upon the following items:

70 pts. Participation

50 pts. Homework

100 pts. EDOKs (4)

30 pts. E-flections (3)

50 pts. Professional Development Report

100 pts. Unit Plan

400 pts. TOTAL

**VIII.** **Course Requirements:**

**Class participation based on readings and other assignments:**

Assigned readings from these books should be read prior to the class session in which they will be discussed. Students are expected to participate in class discussions. Contributions may also include outside readings and/or personal experience.

**IX**. **Grading Scale:**

A = 100-90

B = 89-80

C = 79-70

D = 69-60

F = below 60

**X. Academic Honesty:**

“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”

“Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at http://provost.uark.edu/ Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

**XI. Inclement Weather Procedure: Academic Policy Series 1858.10**

Classes will be cancelled if the University closes. For detailed information, go to

http://provost.uark.edu/185810.pdf

**XII. Attendance Policy and Late Work Policy:**

Attendance—you have to be present to win!

**All assignments are due on the due date** unless otherwise required. Assignments turned in after the due date loose 25% of grade each day that it is late.

\*\*\* Incompletes will not be given this semester due to departmental recommendations.

**XIII. Attendance is mandatory.** Since we only meet once a week, you are required to attend. **Punctuality** is expected as this is one of the dispositions of being a professional. If you expect to be late, please notify me. Tardiness is disruptive to the class environment.

**XIV. Accommodations:**

Students with disabilities requesting reasonable accommodations must first register with the Center for Educational Access. The CEA is located in the Arkansas Union, ARKU 104, and on the web at: http://cea.uark.edu/ .

The CEA provides documentation to students with disabilities who must them provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure that sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks.

**XIV. Syllabus Changes**: The instructor reserves the right to make changes as necessary to the syllabus. If changes are necessary during the term of this course, the instructor will post both notification and nature of the change(s) on the course bulletin board and announce changes during class.

**XV. Course Resources**

A. Mullins Library

B. Internet

C. Professor's Library

**XVI. Research Base**

**Texts:**

ACTFL. (2002). ACTFL *performance guidelines for K-12 learners task force.*

Alexandria, VA: ACTFL.

ACTFL. (2006). *Standards for foreign language learning in the 21st century.*

Alexandria, VA: ACTFL.

ACTFL. (2010). *The keys to assessing language performance.* Alexandria, VA:

ACTFL.

Brown, H. D. (2007). *Principles of language learning and teaching* (5th Ed.). White Plains, NY: Pearson.

Brown, J. D., & Rodgers, T. S. (2002). *Doing second language research*. Oxford: Oxford University Press

Celce-Murcia, M. (2001). *Teaching English as a Second or Foreign Language* (3rd Ed.). Boston: Heinle & Heinle.

Hadley, A. O. (2001). *Teaching language in context,* Third Edition *.*Boston: Heinle

& Heinle Publishers.

Lewis, M. (1993). *The lexical approach: The state of ELT and a way forward*. Hove, UK: Language Teaching Publications.

Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.

Nattinger, J., & DeCarrico, J. (1992). Lexical phrases and language teaching. Oxford: Oxford University Press.

Nunan, D. (1989). *Understanding language classrooms*. London: Prentice Hall.

O'Grady, W. (2005). *How children learn language.* Cambridge: Cambridge University Press.

TESOL. (2006). *PreK-12 English language proficiency standards*. Alexandria, VA:

TESOL.

**Non-text Sources:**

Selected articles may be assigned from the following professional journals**:**

Foreign Language Annals

The Modern Language Journal

Hispania

The French Review

Canadian Modern Language Review

Le francais dans le monde

The German Quarterly

Unterrichtspraxis

English Language Teaching

The TESOL Quarterly

Classical Journal

The ACTFL Foreign Language Education Series (Yearbooks 1985- ) Lincolnwood, IL: National Textbook Co.

**Learning a language**

**Is**

**a life-long adventure!**

**SEED 328v. Teaching Experience (Fa). 2-4 Hours.**

The field experience is an essential component of the Bachelor of Arts in Teaching degree. The field experience allows Teacher Candidates (TC) to make further application of theoretical principles of teaching and learning. Teacher Candidates will be assigned placement in an area school for the length of the fall semester. During this assignment, the TC will both observe and participate in teaching.

Prerequisite: Admission to the B. A. T. Program. May be repeated for up to 6 hours of degree credit.

**Department of Curriculum and Instruction**

**SEED 328v : Teaching Experiences in Education**

**Fall Field Experience**

**Course Description:**

The field experience is an essential component of the Bachelor of Arts in Teaching degree. The field experience allows Teacher Candidates (TC) to make further application of theoretical principles of teaching and learning. Teacher Candidates will be assigned placement in an area school for the length of the fall semester. During this assignment, the TC will both observe and participate in teaching.

**Scholar-Practitioner Conceptual Framework / Arkansas Teacher Standards ATS:**

Scholar-practitioners are:

* Knowledgeable
  + They access, use, and/or generate knowledge
  + They are knowledgeable about teachers and teaching, learners and learning, schools and schooling

ATS 2, 3, and 4; TESS 1, 2, 3, 4

* Skillful
  + They plan, implement, and model best practices
  + They communicate, cooperate and collaborate with others

ATS 5, 6, 7, 8 ; TESS 3,4

* Caring
  + They understand, respect, and value diversity
  + They make decisions based upon professional standards and ethical criteria

ATS 1, 9, 10; TESS 2, 4

* Inquiring
  + They are developing professionals and lifelong learners

ATS 9, 10; TESS 4

**Intern Expectations:**

* Report to the public school with new teachers in August and follow the Field Experience Calendar for Fall Semester.
* Be present as required (follow the school’s calendar), all day for the start of school August In-service period. Then after the back-to-school in-service, TCs are to log nine hours per week for the remainder of the semester. TCs are to complete these 9 hours on M-W-F as they will be on campus for university coursework on Tuesdays and Thursdays. (Note: Observation hours may be

adjusted for the MWF timeframe at the request of the mentor or other parties for the benefit of the

Teacher Candidate’s learning experience).

* Teacher Candidates are allowed three absences per rotation; additional absences will be added to the end of the field experience calendar.
* Be punctual for all appointments, classes, and meetings.
* Attend all meetings with Field Experience Coordinator.
* Complete instructional tasks as assigned by Mentor Teacher.
* Be professional in appearance, attitude, and in both oral and written communication.
* Inform mentor teacher, the partnership school, and University supervisor *prior* to an emergency or necessary absence, tardy, or early departure.
* Observe and actively participate from the beginning of the semester.
* Observe and note policy to prepare for the teaching phase.
* Ask questions!
* Gradually assume teaching responsibility until solo teaching for a minimum of three weeks or at the discretion of the mentor.
* Maintain communication with mentor teacher, university field experience coordinator, and methods professor in a prompt and professional manner.

**Course Evaluation:**

***In Class Observation = 30% of Final Grade***

* Schedule at least 1 classroom observation with after October 15.
* Teacher Candidates and mentors may request additional observations as deemed necessary for improvement. TCs will submit lesson plan via Email to Field Experience Coordinator at least 24 hours before each formative observation.
* **TC s will be prepared for each observation by providing lesson plans and other necessary paperwork and information for the observation, maintaining professionalism and time management.**

***Placement Report (10%):* Due Date**

At the beginning of each rotation, **the TC will complete and email** **a placement report** to the Field Experience Coordinator and content area professor with the following placement information:

* Name of school, grade levels, & course titles with which you will be teaching
* Name of mentor
* Mentor’s email address and/or other contact information
* Classroom location and duty location, if any or different from classroom
* Bell schedule including planning period, lunch time and other duties

***Internship Reports (30%):***

**TC will complete Bi-weekly Internship Reports** and send in an email to their university Field Experience Coordinator) with the following information (see attachment):

* A description of the number of class hours you have logged to date
* A brief summary of the work you have done in the current phase of observation/participation
* A description of any successes, problems, issues, concerns, celebrations or any other pertinent information that your course instructor and other interns might want to weigh in on

**Inclement Weather:**

In case of inclement weather, interns will follow the schedule of the school placement. In the case of obligations to the university, class or meetings will be held unless cancelled by the University of Arkansas. If classes have not been cancelled and the student feels it is too dangerous to come to class because of the weather, it is the responsibility of the student to make up missed assignments and be prepared for the next class meeting.

**Academic Honesty:**

The application of the University of Arkansas Academic Honesty Policy, as stated in the Student Handbook, will be fully adhered to in this course. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process. Each student is responsible for being fully aware of the contents of the Academic Honesty Policy and of the possible consequences of disregarding the policy.

**Accommodations:**

Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104 and on the web at: http://www.uark.edu/ua/csd/applications.htm The CSD provides documentation to students with disabilities who must them provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure that sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two week.

**CIED 428V. Teaching Experience (Sp). 1-6 Hours.**

The teaching experience is an essential component of the Bachelor of Arts in Teaching degree. The experience allows Teacher Candidates (TC) to make further application of theoretical principles of teaching and learning. Teacher Candidates will be assigned placement in area schools for both fall and spring semesters. The fall semester consists of a field experience including observation, co-planning, and co-teaching. The spring semester consists of an immersion experience for teacher candidates to plan and teach independently. Prerequisite: Admission to the B. A. T. Program. May be repeated for up to 6 hours of degree credit.

**Department of Curriculum and Instruction**

**CIED 428v: Teaching Experiences in Education**

**Fall Field Experience**

**Course Description:**

The field experience is an essential component of the Bachelor of Arts in Teaching degree. The field experience allows Teacher Candidates (TC) to make further application of theoretical principles of teaching and learning. Teacher Candidates will be assigned placement in an area school for the length of the fall semester. During this assignment, the TC will both observe and participate in teaching.

**Scholar-Practitioner Conceptual Framework / Arkansas Teacher Standards ATS:**

Scholar-practitioners are:

* Knowledgeable
  + They access, use, and/or generate knowledge
  + They are knowledgeable about teachers and teaching, learners and learning, schools and schooling

ATS 2, 3, and 4; TESS 1, 2, 3, 4

* Skillful
  + They plan, implement, and model best practices
  + They communicate, cooperate and collaborate with others

ATS 5, 6, 7, 8 ; TESS 3,4

* Caring
  + They understand, respect, and value diversity
  + They make decisions based upon professional standards and ethical criteria

ATS 1, 9, 10; TESS 2, 4

* Inquiring
  + They are developing professionals and lifelong learners

ATS 9, 10; TESS 4

**Intern Expectations:**

* Report to the public school with new teachers in August and follow the Field Experience Calendar for Fall Semester.
* Be present as required (follow the school’s calendar), all day for the start of school August In-service period. Then after the back-to-school in-service, TCs are to log nine hours per week for the remainder of the semester. TCs are to complete these 9 hours on M-W-F as they will be on campus for university coursework on Tuesdays and Thursdays. (Note: Observation hours may be

adjusted for the MWF timeframe at the request of the mentor or other parties for the benefit of the

Teacher Candidate’s learning experience).

* Teacher Candidates are allowed three absences per rotation; additional absences will be added to the end of the field experience calendar.
* Be punctual for all appointments, classes, and meetings.
* Attend all meetings with Field Experience Coordinator.
* Complete instructional tasks as assigned by Mentor Teacher.
* Be professional in appearance, attitude, and in both oral and written communication.
* Inform mentor teacher, the partnership school, and University supervisor *prior* to an emergency or necessary absence, tardy, or early departure.
* Observe and actively participate from the beginning of the semester.
* Observe and note policy to prepare for the teaching phase.
* Ask questions!
* Gradually assume teaching responsibility until solo teaching for a minimum of three weeks or at the discretion of the mentor.
* Maintain communication with mentor teacher, university field experience coordinator, and methods professor in a prompt and professional manner.

**Course Evaluation:**

***In Class Observation = 30% of Final Grade***

* Schedule at least 1 classroom observation with after October 15.
* Teacher Candidates and mentors may request additional observations as deemed necessary for improvement. TCs will submit lesson plan via Email to Field Experience Coordinator at least 24 hours before each formative observation.
* **TC s will be prepared for each observation by providing lesson plans and other necessary paperwork and information for the observation, maintaining professionalism and time management.**

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At the beginning of each rotation, **the TC will complete and email** **a placement report** to the Field Experience Coordinator and content area professor with the following placement information:

* Name of school, grade levels, & course titles with which you will be teaching
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* Mentor’s email address and/or other contact information
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**TC will complete Bi-weekly Internship Reports** and send in an email to their university Field Experience Coordinator) with the following information (see attachment):

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* A brief summary of the work you have done in the current phase of observation/participation
* A description of any successes, problems, issues, concerns, celebrations or any other pertinent information that your course instructor and other interns might want to weigh in on

**Inclement Weather:**

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**Accommodations:**

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**Appendix C.: Syllabi and Course Descriptions**

*German Content Courses: 33 hours*

##### GERM 2013. Intermediate German II (ACTS Equivalency = GERM 2023) (Sp, Su, Fa). 3 Hours.

Continued development of basic speaking comprehension and writing skills and intensive development of reading skills.

**Deutsch 2013** Lehrer/Lehrerin:

Herbst 2017 Sprechstunden:

Telefon:

E-Mail:

Büro:

**KURSPLAN**

Text: 1. Kaleidoskop: Kultur, Literatur und Grammatik. (**8th** edition by Moeller, Liedloff, et. al.)

2. Course Website on Blackboard

Sie sollen auch ein gutes Wörterbuch (Deutsch-Englisch, Englisch-Deutsch) haben. Sie können entweder eins kaufen, ODER Sie können die Wörterbücher in der Bibliothek benutzen. Harper-Collins, Pons, Cassell und Langenscheidt sind alle in Ordnung. Gute Wörterbücher im Internet sind:

www.dict.cc http://dict.tu-chemnitz.de/

Ein anderes nützliches Buch ist English Grammar for Students of German (Zorach, Melin), aber Sie müssen es nicht kaufen.

|  |  |  |
| --- | --- | --- |
| **Montag** | **Mittwoch** | **Freitag** |
| 21. August  **im Unterricht:** Wir lernen uns kennen. Kontaktaufnahme. Redemittel. Ich bin (schreiben).  **Hausaufgaben:** Redemittel auswendig lernen. | 23. August  **im Unterricht:** Redemittel, Themenübungen: Arbeit, Familie, Kommunikation, Kultur. Basic sentence structure.  **Hausaufgaben:** Redemittel auswendig lernen. | 25. August  **im Unterricht:** Redemittel-Quiz, Themenübungen: Arbeit, Familie, Kommunikation, Kultur. Basic sentence structure.  **Hausaufgaben:** Lernen Sie den gegebenen Wortschatz [Berufe 126, 127; *Optimal*] für das Quiz am Freitag  *\*Last day to add this course.\** |
| 28. August  **Die Welt der Arbeit**  **im Unterricht:** Grammatik #1-3 (S. 305-07); Einstieg in das Thema, „Gedankenaustausch“ (S. 119).  **Hausaufgaben:** Und lernen Sie den Wortschatz auf S. 126/127 für das Quiz am Freitag. | 30. August  **Die Welt der Arbeit**  **im Unterricht:** Grammatik #4-5 (S. 307-9); Buch S. 308-09, #1, 2 & 4. „Arbeitsplatzbeschreibung“ (S. 120).  **Hausaufgaben:** Lernen Sie den Wortschatz auf S. 126/127 für das Quiz am Freitag. | 1. September  **Die Welt der Arbeit**  **im Unterricht:** Quiz; Grammatik #6 (S. 310), S. 310, #5; „Einmal im Ausland arbeiten...“ (S. 121-23).  **Hausaufgaben:** „Einmal im Ausland arbeiten...“ (S. 121-23) lesen.  *\*Last day to drop this course without a W.\** |
| **4. September**  **KEIN UNTERRICHT!**  **LABOR DAY**  **Hausaufgaben:** „Einmal im Ausland arbeiten...“ (S. 121-23) zu Ende lesen; Lebenslauf lesen (z.B. S. 123), schreiben. | 6. September  **Die Welt der Arbeit**  **im Unterricht:** Grammatik #9-15 (S. 312-14); S. 314-15, #9 & 10.„Stellengesuche“ (*Optimal S. 27)*;  **Hausaufgaben:** Buch Reiseführer Frankfurt am Main (S. 128-29) lesen. | 8. September  **Die Welt der Arbeit**  **im Unterricht:** Quiz;Grammatik #16-19 (S. 315-19); Reiseführer Frankfurt am Main (S. 128-29).  **Hausaufgaben:** Buch S. 316, #11 & 12, S. 317, #13. |
| 11. September  **Die Welt der Arbeit**  **im Unterricht:** Kurzfilm: „Dufte“ (S. 130-31)  **Hausaufgaben:** Lebenslauf fertig schreiben. Lernen Sie für die Prüfung am Freitag. | 13. September  **Die Welt der Arbeit**  **im Unterricht:** S. 319-20.  **Hausaufgaben:** Lernen Sie für die Prüfung am Freitag. | 15. September  **Kapitel 6: Die Welt der Arbeit -Prüfung**  **Hausaufgaben:** Buch S. 320, #17: 2 oder 3. Achten Sie auf S-V, K, WS. Montag fällig. |
| 18. September  **Multikulturalismus**  **im Unterricht:** Grammatik #1-3 (S. 321-22); „Gedankenaustausch“ (S. 141).  **Hausaufgaben:** Buch S. 322-23, #1. Wortschatz lernen. Visit the Study Abroad Fair. | 20. September  **Multikulturalismus**  **im Unterricht:** Grammatik #4-6 (S. 323-25); S. 324, #2, S. 325, #3.  **Hausaufgaben:** Wortschatz lernen. Interview: „Pinar Erincin, Schauspielerin“ (S. 142-43). | 22. September  **Multikulturalismus**  **im Unterricht:** Quiz; Grammatik #7-8 (S. 326-27); Buch S. 326, #4, S. 327, #5. Interview: „Pinar Erincin, Schauspielerin“ (S. 142-44).  **Hausaufgaben:** „Pinar Erincin, Schauspielerin“ (S. 142-44) fertig lesen. Aufsatz korrigieren. Montag fällig. |
| 25. September  **Multikulturalismus**  **im Unterricht:** Grammatik #10 & 14 (S. 328; 331); „Pinar Erincin, Schauspielerin“ (S. 142-44).  **Hausaufgaben:** Reiseführer Berlin (S. 150-51) lesen. Schreiben Sie einen kurzen Absatz zum Thema „Was ist amerikanische Kultur“. Achten Sie auf Adjektivendungen. Wortschatz lernen. | 27. September  **Multikulturalismus**  **im Unterricht:** Grammatik #15 (S. 332); S. 333, #9 & 10; Reiseführer Berlin (S. 150-51).  **Hausaufgaben:** Gedicht: „Ich habe zwei Heimatländer“ (S. 152) lesen.Wortschatz lernen. | 29. September  **Multikulturalismus**  **im Unterricht:** Quiz; Grammatik #11 (S. 329); Gedicht: „Ich habe zwei Heimatländer“ (S. 152).  **Hausaufgaben:** Buch S. 329, #7. |
| 2. Oktober  **Multikulturalismus**  **im Unterricht:** S. 333, # 11; „Ich habe zwei Heimatländer“ (S. 152).  **Hausaufgaben:** Buch S. 334, #12 schreiben. Achten Sie auf Adjektivendungen. | 4. Oktober  **Multikulturalismus**  **im Unterricht:** Hausaufgabenspiel; Grammatik im Kontext #24, 25, 27 (S. 159).  **Hausaufgaben:** Lernen Sie für die Prüfung am Freitag. | 6. Oktober  **Kapitel 7/Multikulturalismus- Prüfung**  **Hausaufgaben:** Buch S. 334, #13: 1, 3 oder 4. Achten Sie auf S-V, K, WS und Adjektivendungen. Montag fällig. |
| 9. Oktober  **Universität**  **im Unterricht:** Grammatik # 1-5 (S. 350-52); Einen Studienaufenthalt planen (*Optimal S.11-13*).  **Hausaufgaben:**  Wortschatz lernen (*Optimal S. 13*). Buch S. 353, #1 & 2. | 11. Oktober  **Universität**  **im Unterricht:** Einen Studienaufenthalt planen: FU-Berlin, Uni-Graz. Grammatik #6, 9 & 10 (S. 354; 357-58).  **Hausaufgaben:**  Buch S. 358-9, #6. Wortschatz lernen (*Optimal S. 13*); Situationen (*Optimal S. 12*). | 13. Oktober  **Universität**  **im Unterricht:** S. 359-60, #7-10.Quiz;Studienaufenthalt—Formulare, Situationen.  **Hausaufgaben:** Uni-Graz Website, Formulare. Aufsatz korrigieren, Mittwoch fällig. |
| 16. Oktober  **FALL BREAK Kein Unterricht**  **Hausaufgaben:** Seriously. Get away from the phone, screen, etc. a while. | 18. Oktober  **Universität**  **im Unterricht:** S. 366-7, #15 & 16; Einen Studienaufenthalt planen: Uni-Graz; Situationen (*Optimal S. 12*).    **Hausaufgaben:**  Für die Prüfung am Freitag lernen. | 20. Oktober  **Uni-Prüfung**  **Hausaufgaben:** Schreiben Sie eine E-Mail (ca. 90 Wörter) an Ihre(n) Lehrerin/Lehrer, in der Sie erzählen was Sie studieren und warum, und welche Kurse Sie an einer deutschen Uni belegen wollten. |
| 23. Oktober  **EU**  **im Unterricht:** Grammatik #1-4 (S. 335-37); Was ist die EU? Landeskunde; Welche Rolle hat Deutschland in der EU? Wetterbericht.  **Hausaufgaben:**  Wortschatz lernen; Buch S. 337, #1. | 25. Oktober  **EU**  **im Unterricht:** Grammatik #5-6 + wenn (S. 337-38); EU in den Nachrichten, Meinungen über Europa.  Wetterbericht.  **Hausaufgaben:** Buch S. 339 #2;  Wortschatz lernen. | 27. Oktober  **EU**  **im Unterricht:** Quiz; Grammatik #7 & 8 (S. 339-40) + wenn. Der deutsche Bundestag.  Wetterbericht.  **Hausaufgaben:** Buch S. 340, #3 & 4. |
| 30. Oktober  **EU**  **im Unterricht:** Grammatik # 9-11, 15 (S. 341-44, 348); EU im Internet.  **Hausaufgaben:** Buch S. 341-42, #5 & 6. Wortschatz lernen. | 1. November  **EU**  **im Unterricht:** S. 343, # 7. EU-Wiederholung. Schreibübungen.  **Hausaufgaben:** Wortschatz lernen, für die Prüfung am Freitag lernen. | 3. November  **EU Prüfung**  **Hausaufgaben:** S. 349, #14: 4; #15: 1 oder 4. Montag fällig. |
| 6. November  **Umweltschutz**  **im Unterricht:** Grammatik #1 (S. 368-69); „Einstieg in das Thema“, „Gedankenaustausch“ (S. 203); lernen Sie die Reaktionen auf S. 225.  **Hausaufgaben:** Write 5 sentences in English in active voice, then the same 5 in passive voice. Write simple declarative sentences. | 8. November  **Umweltschutz**  **im Unterricht:** Grammatik #2 (S. 369); „Die Kunst der Mülltrennung“ (S. 204-6); üben Sie die Reaktionen auf S. 225.  **Hausaufgaben:** Lernen Sie den (ausgewählten) Wortschatz auf S. 213 und die Reaktionen auf S. 225 für das Quiz am Freitag. Lesen Sie Seite 204-205 (bis Zeile 25) und beantworten Sie Fragen 1-3 auf Seite 206. | 10. November  **Umweltschutz**  **im Unterricht:** Quiz; Grammatik #3 (S. 369-70); ); „Die Kunst der Mülltrennung“ (S. 204-6).  **Hausaufgaben:** Buch S. 370, #1 & 3. Aufsatz korrigieren, Montag fällig. |
| 13. November  **Umweltschutz**  **im Unterricht:** Grammatik #4 (S. 371); “Ganz neue Töne“ (207-8).  **Hausaufgaben:** Buch S. 371-72, #5. “Ganz neue Töne“ (207-8) lesen. Wortschatz lernen (S. 226). | 15. November  **Umweltschutz**  **im Unterricht:**  Grammatik #5 & 6 (S. 372); “Ganz neue Töne“ (207-8).  **Hausaufgaben:** Buch S. 373, #6. | 17. November  **Umweltschutz**  **im Unterricht:** Quiz; Grammatik #7-9 (S. 373-6); „Umweltschutz geht jeden an“ (S. 209-11).  **Hausaufgaben:** Buch S. 374, #7. „Umweltschutz geht jeden an“ (S. 209-11) lesen.  *\*Last day to drop this course with a W.\** |
| 20. November  **Umweltschutz**  **im Unterricht:**  „Umweltschutz geht jeden an“ (S. 209-11). | 22. November  **THANKSGIVING BREAK**  **Kein Unterricht** | 24. November  **THANKSGIVING BREAK Kein Unterricht** |
| 27. November  **Wiederholung:** Grammatik im Kontext: #20-22 (S. 215)  **Hausaufgaben:** Buch S. 385, #20: 2. Schreiben Sie eine Seite (mit doppeltem Zeilenabstand). | 29. November  **Wiederholung:** Grammatik und Themen  **Hausaufgaben:** TBA | 1. Dezember  **Wiederholung:** Grammatik und Themen  **Hausaufgaben:** TBA |
| 4. Dezember  Grammatik und Themen, Schreibübungen  **Hausaufgaben:** TBA | 6. Dezember  **Der letzte Unterrichtstag!**  **Wiederholung:** Schreibübungen | 8. Dezember  **DEAD DAY!** |

**Ziele des Kurses (Course goals): We aim in GERM 2003-2013 to achieve „intermediate mid“ level fluency; this means basically that you can negotiate basic conversations and situations, like talking about where you live, asking for things, getting directions, and following conversations and readings about cultural topics.**

1. Listening and Reading--Whereas the third semester allowed for some English, the fourth semester will be taught almost entirely in German. For you to get the most out of this course, you will need to look over both the grammar and the readings more intensively the night before. If you need to ask a question in English about the grammar or readings, please consult with your instructor before or after class, in an office hour, or via email. In this way, we will be able to accomplish our goal of communicative competence in these skills. By the end of this course, you should be able to listen to and understand basic German reasonably well without the help of an instructor or book.

2. Speaking and Writing--You have all come a long way in speaking since the beginning of the third semester. By the end of this course, you should be able to express your thoughts in conversational German. This does not mean you will speak perfectly, but you should be making an attempt now to speak in German. Do not be afraid to make mistakes. This holds true for practicing writing as well; you will write longer assignments using more sophisticated sentence structures. You will also be using your dictionary more in writing.

3. Culture--We will continue our discussion of German culture, focusing especially on issues of everyday life in German-speaking countries, such as the working world, multiculturalism, the European Union and the environment. Also, we will have all sorts of events during the semester related to German culture and history—a great chance to enhance your knowledge and appreciation. There will be films, lectures, study abroad events, and there is our weekly “Stammtisch”, a low-stress environment where you can practice speaking and listening. We’ll all be there, as will students from all levels. Come along! The only way to learn to speak German is to speak German!

Gesamtnote: Prüfungen (4) 30% A=100-90%

Schlussprüfung 20% B=89-80%

Hausaufgabe 20% C=79-70%

Teilnahme 10% D=69-60%

Quiznote 10% F=59% and below

Mündliche Prüfung 10%

**Teilnahme und Anwesenheit (Participation and attendance)**

Your instructor will be evaluating you according to use of German and your participation in small group activities and whole class discussions. You will be assigned points for your participation in each class session, and your instructor will tally the points at the end of each week. Since these points require your participation in an activity in class, they cannot be made up.

The attendance policy is based on the university definitions and policies regarding absence, which are found in the university catalog: **“Education at the university level requires active involvement in the learning process. Therefore students have the responsibility to attend classes and to actively engage in all learning assignments or opportunities provided in their classes.** Instructors have the responsibility to provide a written policy on student attendance that is tied to course objectives included in a course syllabus.” This is that section of the syllabus. The university defines excusable absences so: “Examples of absences that should be considered excusable include those resulting from the following: 1) illness of the student, 2) serious illness or death of a member of the student’s immediate family or other family crisis, 3) University-sponsored activities for which the student’s attendance is required by virtue of scholarship or leadership/participation responsibilities, 4) religious observances (see UA Religious Observances policy), 5) jury duty or subpoena for court appearance, and 6) military duty. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused.”

For any **excused** absence, you will be allowed to make up any work and exams missed **provided you do so in a timely manner: you have one week after your return to make up work**. Your instructor will not accept or grade assignments beyond that deadline, and you must schedule any make-up exams. Excused absences include illness and family emergency. For an illness to be counted as excused, you can bring a note from the health center or your own doctor, which states the days you were sick. Or, if you simply have a stomach virus or bad cold, you should contact your instructor via e-mail to let her know you will not be attending class that day so that the absence will be excused. (If this occurs frequently, however, the instructor reserves the right to ask for a doctor’s note to verify all further illnesses.) If a student misses more than a quarter of the classes (eleven classes in the case of this course) due to excused absences and even if these absences are excused via a doctor’s note, he or she must have an accommodation from the Center for Educational Access (http://cea.uark.edu/) regarding excessive absences in order for further absences to be excused. Excused family emergencies include serious illness or death of a family member. However, driving a sibling to the airport in Tulsa, for example, would **not** be excused. **Any homework missed because of excused absences must be brought to class the same day the student returns to class; any tests or quizzes missed must be made up within one week of the excused absence. NO EXCEPTIONS. This is to help you keep up with class progress, it is in your best interest.**

**Students must attend the entire class period to be considered present. If a student takes a quiz and then leaves, the quiz will be given a grade of zero since he/she has not attended class on that day.** Please bear in mind that any absences, excused or not, will have an impact on your progress. Class participation is critical to learning a language, and if you are not there to participate, excused or not, this will affect how well you understand and actively speak the language.

Participation and attendance are vital in learning a new language. If you miss class, you miss an opportunity to speak and hear German. Whether you miss class because of an excused or unexcused absence, **it is your responsibility to contact a classmate or the instructor in a timely manner regarding any new assignments (not on the syllabus) or other schedule changes that might have been made**. Write the name, number, and email of two of your classmates here:

1.

2.

If you cannot come to class, you should remember two things: 1) If you miss a class, you should be ready to participate upon your return. If you miss Monday and there’s a quiz on Wednesday, you should be ready for the quiz on Wednesday. 2) Please make every effort possible to get the assignment from a fellow class member or the instructor.

**Other Policies and Procedures**

**Center for Educational Access** (http://cea.uark.edu)  
“The University of Arkansas, Fayetteville, makes every effort to offer equal educational opportunities for all students and is committed to improving the total university experience for students with disabilities. The Center for Educational Access (CEA) plays an important role in facilitating access for students with disabilities and serves as a liaison between administrators, faculty, and students. […] The Center for Educational Access, located in Room 104 of the Arkansas Union, serves as the central campus resource for students with disabilities. Working in partnership with students, faculty, and staff, the goal of the CEA is to ensure a physically and educationally accessible university environment. CEA staff members work individually with students and assist academic units by determining reasonable accommodations that enable every student to have access to the full range of programs and services at the university” (Student Handbook).

Enhanced Learning Center (http://elc.uark.edu/)  
“The E. L. C. is located on the Garden level of Gregson Hall, south entrance” (Student Handbook). They offer tutoring and writing help, also study rooms and lap-top check-out.

**Office of Academic Initiatives and Integrity** (http://honesty.uark.edu)  
This is the office that determines what is and is not ethical behavior, for example plagiarism or academic dishonesty. The Office of Academic Initiatives and Integrity defines academic dishonesty so: “Academic dishonesty involves acts that may subvert or compromise the integrity of the educational or research process at the University of Arkansas, when such acts have been performed by a UA student. Academic dishonesty includes, but is not limited to, any act by which a student gains or attempts to gain an academic advantage for him/herself or another by misrepresenting his/her or another’s work or by interfering with the independent completion, submission, or evaluation of academic work.” They add: “Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at http://honesty.uark.edu/policy Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.” Here: http://honesty.uark.edu/sanction-rubric/ they list the three levels of violations. Ignorance is no defense because you are required to be familiar with this list. One thing specific to language classes that would fall under the category of preparation of work by an entity other than the student, a level 2 violation, is the use of translation programs. The Office lists: “Submitting as one’s own any theme, report, term paper, essay, computer program, speech, painting, drawing, sculpture, or other written or creative work or project of any nature prepared totally or in large measure by another. Submitting altered or falsified data (undergraduate level).” As we are grading your German, feeding English work into a program produces a project “prepared…by another.” The German is not your own work. The use of translation programs for your writing assignments is fairly easy to spot. **Additionally, copying and pasting sentences without citation from the Internet or other sources constitutes plagiarism; plagiarism and the use of translation programs are cheating and must be reported to the Office of Academic Integrity. Be academically honest. Write in your German.**

**Webpage**

The course webpage can be found on Blackboard**.** The webpage includes your instructor’s office hours, an on-line version of the syllabus, preparatory material for the oral exam, links to dictionaries and other helpful links, grammar help, a checklist for proofreading writing assignments, and the error code for writing assignments.

**E-mail**

The use of e-mail is mandatory for this class. Although you will not be required to submit assignments via e-mail, your instructor will contact you via e-mail regarding course matters, occasional hints on grammar constructions, and even scholarship information, so you should check your e-mail account daily for announcements. E-mail is also an excellent way to contact your instructor. Please also make sure we have the most relevant and accurate email address for you!

While it is wonderful that conscientious students want to keep on top of turning homework in when they have to miss class, no assignments can be accepted via e-mail attachments, as the instructor ends up spending hours printing out such assignments. Please bring your work to class, put it in my box, or simply bring it to the next class period if you are absent.

**Hausaufgaben**

Assignments are due at the beginning of class on the day the assignment is due. Homework turned in at the end of class (i.e. completed during the class period) will not be accepted. Late homework will not be accepted and will be recorded as a zero. Any work you miss for an **excused** absence MAY be turned in when you return to class. Remember that regular homework improves your ability to use the language, prepares you to do well on quizzes and tests, and helps you keep up with the pace of the course. Repetition is the key to learning just about anything. Repetition is the key to learning just about anything. Repetition is the key to learning just about anything.

**Mündliche Prüfung (Oral exam)**

In November, you will sign up for a ten-minute oral exam. The handouts on ways to prepare for the exam are found on Blackboard and will be discussed in class throughout the semester.

**Inclement Weather Policy**

The university policy on inclement weather will be followed. You can check the procedure for weather emergencies on-line at the UARK website. RAZ-Alert of course also tends to announce these things.

**Fragen?** If you have any questions regarding the syllabus or this course, please ask your instructor or feel free to contact the course coordinator, Dr. Brett Sterling, at *bsterli@uark.edu* or 575-5936.

**Keep up with German events and other tidbits of knowledge:**

* **German Program at the U of A: http://german.uark.edu/**
* **UARK German Facebook page: University of Arkansas German Program**
* **Dept. of WLLC on Facebook: University of Arkansas - Department of World Languages**

##### GERM 3003. Advanced German I (Fa). 3 Hours.

Development of reading, writing, listening, and speaking skills. Some grammar review and translation exercises. Emphasis on vocabulary acquisition and the correct use of idiomatic expressions. Prerequisite: GERM 2013.

**Syllabus**

Herbst 2017 Name:   
  
Deutsch 3003: Deutsch für Fortgeschrittene  
  
Dr. Kathleen Condray Büro: Kimpel 514  
E-Mail: condray@uark.edu  
Sprechstunden: Am Montag und Mittwoch, 8.30- 9.30, am Freitag, 10.30-11.30, oder nach Vereinbarung Dr. Brett Sterling Büro: Kimpel 503  
E-Mail:bsterli@uark.edu  
Sprechstunden: Montag 13:00-14:00, Freitag 10:00-12:00  
Text: Rankin, Jamie and Larry Wells. Handbuch zur deutschen Grammatik. 6th ed. Cengage: 2016.  
  
Kursbeschreibung und –ziele  
  
Deutsch 3003 ist ein Sprachkurs für Fortgeschrittene, in dem das Leseverständnis, das Hörverständnis, die Sprechfähigkeit und die Schreibfähigkeit der Kursteilnehmer gefördert werden. Auf dieser Stufe liegt das Hauptgewicht auf der Erweiterung des Wortschatzes.  
  
Der Kurs besteht aus verschiedenen Komponenten:  
  
• Im Lehrbuch (Handbuch zur deutschen Grammatik) besprechen wir Kapitel 1-11 und 13. (Das Buch wird auch nächstes Semester im Kurs GERM 4003 benutzt.) In jedem Kapitel finden Sie Übungen zu den besprochenen Themen.  
• Außerdem werden wir uns Materialien aus dem Alltag in deutschsprachigen Ländern anschauen.  
• Am Ende des nächsten Semesters werden Sie anstatt einer Schlussprüfung je nach Ihren Sprachkenntnissen entweder das B1 oder B2 Examen des Goethe-Instituts schreiben und – hoffentlich – bestehen. Um uns auf die Sprachprüfungen vorzubereiten, werden wir verschiedene Lese-, Hör- und Sprechübungen machen.  
  
Dieser Kurs folgt einem lockeren Kursplan. Es kann sein, dass wir länger bei einigen Themen bleiben oder manchmal vorgreifen. Hier ist aber unser Vorhaben:  
  
Woche 1 (21. August-25. August):  
Montag: Wir lernen uns kennen und besprechen den Kurs.  
Hausaufgabe: 1) Lesen Sie den Text, den Sie im Unterricht bekommen. Quiz am Mittwoch. 2) Beginnen Sie, den Grundwortschatz / die Regeln zu Geschlecht zu lernen. Quiz am 1. September.  
  
Mittwoch: Quiz über den Text, den Sie am Montag bekommen haben. Kapitel 1: Die Wortstellung / “Word order”. Subordinierende Konjunktionen (S. 8-9).  
Hausaufgabe: Machen Sie die Übungen A und B auf S. 11-12.  
  
Freitag: Sprech- oder Schreibübung  
Hausaufgabe: Schreiben Sie den ersten Aufsatz (Thema / Anweisungen = Handout).  
  
Freitag, der 25. August, ist der letzte Tag, an dem Sie diesen Kurs belegen können (=last day to add the course).  
  
Woche 2 (28. August-1. September)  
Montag: Kapitel 2: Das Präsens / “Present tense”  
Hausaufgabe: Machen Sie die Übungen A, D und E auf S. 24-26.  
  
Mittwoch: Kapitel 2: Kennen / wissen / können (S. 23-24, Übungen F, G—S. 26). Anwendung (S. 26-28).  
   
Hausaufgabe: Lernen Sie für das Quiz über den Grundwortschatz / die Regeln zu Geschlecht. Das Handout dazu haben Sie am ersten Tag bekommen.  
  
Freitag: Quiz: Grundwortschatz—Geschlecht. Kapitel 4: Die bestimmten und unbestimmten Artikel / “Definite articles and der-words. Indefinite articles and ein-words”.  
Hausaufgabe: Machen Sie die Übungen C, D, E und F auf S. 60-61.  
  
Freitag, der 1. September, ist der letzte Tag, an dem Sie aus diesem Kurs aussteigen können, ohne ein “W” zu bekommen (=last day to drop the course without a “W”).  
  
Woche 3 (4. September-8. September):  
Es findet kein Unterricht am Montag statt. (Labor Day)  
  
Mittwoch: Wortschatz: der Raum, der Platz, der Ort, die Stelle (S. 58-59, Übung A auf S. 60).  
Hausaufgabe: Lernen Sie die Vokabeln “Goethe Wortschatzliste 1” für das Quiz am Freitag.  
  
Freitag: Quiz: Goethe Wortschatzliste 1. Kapitel 5: der Kasus und die Deklination / “Cases and declensions”. Nominativ und Akkusativ.  
Hausaufgabe: Machen Sie das Handout.  
  
Woche 4 (11. September - 15. September):  
Montag: Dativ und Genitiv  
Hausaufgabe: Machen Sie das Handout.  
  
Mittwoch: Wortschatz: Machen  
Hausaufgabe: Lernen Sie die Phrasen auf S. 77-78 zum Thema “machen”. Sie schreiben ein Quiz dazu am Freitag.  
  
Freitag: Quiz zu den Phrasen auf S. 77-78. Sprech- oder Schreibübung  
Hausaufgabe: Machen Sie das Handout.  
  
Woche 5 (18. September-22. September):  
Montag: Sprech- oder Schreibübung  
Hausaufgabe: Machen Sie Übungen A, F, G und H auf S. 78-80.  
  
Mittwoch: Wiederholung für die Prüfung.  
Hausaufgabe: Lernen Sie für die Prüfung.  
  
Freitag: Erste Prüfung.  
Hausaufgabe: Schreiben Sie den zweiten Aufsatz (Thema / Anweisungen = Handout).  
  
Woche 6 (25. September-29. September):  
Montag: Kapitel 6: Die Präpositionen / “Prepositions”. Akkusativ und Dativ (S. 86-96).  
Hausaufgabe: Machen Sie Übungen B, C und D auf S. 104-105.  
  
Mittwoch: Kapitel 6: Die Präpositionen / “Prepositions”. Wechselpräpositionen und Genitiv (S. 96-103).  
Hausaufgabe: Machen Sie Übungen E, G und H auf S. 105-106.  
  
Freitag: Aufsatz im Unterricht. Das Thema wird erst im Unterricht bekannt gegeben.  
Hausaufgabe: Lesen Sie den Text, den Sie im Unterricht bekommen. Sie schreiben ein Quiz dazu am Montag.  
   
Woche 7 (2. Oktober-6. Oktober):  
Montag: Quiz. Kapitel 13: die Adjektive / “Adjectives”. Die Endungen (S. 206-209).  
Hausaufgabe: Machen Sie die Übungen A und B auf S. 218.  
  
Mittwoch: Kapitel 13: die Adjektive / “Adjectives”. Weitere Regeln (S. 209-217)  
Hausaufgabe: Lernen Sie den Wortschatz auf S. 213 (“Adjectives with the dative or with für + accusative”) und auf S. 214 (“Adjectives with the genitive” “Adjectives with prepositional complements”). Sie schreiben ein Quiz dazu.  
  
Freitag: Quiz. Sprech- oder Schreibübung  
Hausaufgabe: Lernen Sie die Stammformen von starken und unregelmäßigen Verben (Handout) für das Quiz am Montag.  
  
Woche 8 (9. Oktober-13. Oktober):  
Montag: Quiz. Kapitel 3: das Perfekt / “Present perfect tense”.  
Hausaufgabe: Machen Sie das Handout.  
  
Mittwoch: Kapitel 3: weil/da/denn.  
Hausaufgabe: Machen Sie das Handout.  
  
Freitag: Kapitel 8: das Präteritum / “Simple past tense”.  
Hausaufgabe: Machen Sie die Übungen C und D auf S. 131-32.  
  
Woche 9 (16. Oktober-20. Oktober):  
Montag: Kein Unterricht: “Herbstferien.” Viel Spaß!  
  
Mittwoch: Kapitel 8: das Plusquamperfekt / “Past perfect tense”.  
Hausaufgabe: Machen Sie die Übungen F und G auf S. 132.  
  
Freitag: Wortschatz: bekommen, erhalten, kriegen, holen (S. 128-29).  
Hausaufgabe: Lernen Sie die Vokabeln “Goethe Wortschatzliste 2” für das Quiz am Montag.  
  
Woche 10 (23. Oktober-27. Oktober): Montag: Quiz. Sprech- oder Schreibübung. Hausaufgabe: Machen Sie das Handout.  
  
Mittwoch: Wiederholung für die Prüfung.  
Hausaufgabe: Lernen Sie für die Prüfung.  
  
Freitag: 2. Prüfung.  
Hausaufgabe: Schreiben Sie den dritten Aufsatz (Thema / Anweisungen = Handout).  
  
Woche 11 (30. Oktober-3. November):  
Montag: Kapitel 7: die Negation / “Negation”.  
Hausaufgabe: Machen Sie Übungen B und C auf S. 118-119.  
  
Mittwoch: Sprech- oder Schreibübung.  
Hausaufgabe: Lernen Sie die Vokabeln “Goethe Wortschatzliste 3” für das Quiz am Freitag.  
  
Freitag: Quiz. Kapitel 9: die Modalverben / “Modal verbs”.  
Hausaufgabe: Machen Sie Übungen A und C auf S. 153-54. Woche 12 (6. November-10. November):  
   
Montag: Kapitel 9: die Modalverben: besondere Bedeutungen (special meanings of modal verbs), S. 143-48.  
Hausaufgabe: Machen Sie das Handout.  
  
Mittwoch: Kapitel 9: die Modalverben: das Perfekt und die Zukunft (perfect and future tense of modal verbs), S. 149-150. Wie sagt man “to like”?, S. 151-53.  
Hausaufgabe: Machen Sie das Handout.  
  
Freitag: Sprech- oder Schreibübung.  
Hausaufgabe: Lesen Sie den Text, den Sie im Unterricht bekommen. Sie schreiben ein Quiz dazu.  
  
Woche 13 (13. November-17. November):  
Montag: Quiz. Kapitel 10: das Reflexiv / “Reflexive pronouns, Reflexive verbs”.  
Hausaufgabe: Machen Sie die Übungen A, B und F auf S. 168-70.  
  
Mittwoch: Kapitel 10: selbst, selber, einander, Wie sagt man “to decide”?  
Hausaufgabe: Lernen Sie die Vokabeln “Goethe Wortschatzliste 4” für das Quiz am Freitag.  
  
Freitag: Quiz. Sprech- oder Schreibübung.  
Hausaufgabe: Lernen Sie die Vokabeln auf S. 163-65 für ein Quiz am Montag.  
  
Woche 14 (20. November-24. November): Montag: Quiz. Sprech- oder Schreibübung. Hausaufgabe: Genießen Sie die Feiertage.  
  
Wegen der Erntedankfestferien findet kein Unterricht am Mittwoch und Freitag statt.  
  
Woche 15 (27. November-1. Dezember):  
Montag: Kapitel 11: der Infinitiv / “Infinitives”.  
Hausaufgabe: Machen Sie Übungen A und B auf S. 182.  
  
Mittwoch: Kapitel 11: Wie sagt man “to leave”?  
Hausaufgabe: Lesen Sie den Text, den Sie im Unterricht bekommen. Sie schreiben ein Quiz dazu.  
  
Freitag: Sprech- oder Schreibübung.  
Hausaufgabe: Machen Sie das Handout.  
  
Woche 16 (4. Dezember-8. Dezember):  
Montag: Wiederholung für die Prüfung.  
Hausaufgabe: Lernen Sie die Vokabeln “Goethe Wortschatzliste 5” für das Quiz am Mittwoch.  
  
Mittwoch: Quiz: Goethe Wortschatzliste 5. Wiederholung für die Prüfung.  
Hausaufgabe: Lernen Sie für die Schlußprüfung.  
  
Freitag, der 8. Dezember, ist “Dead Day”, d.h. es findet kein Unterricht statt. Die dritte Prüfung findet in der Examenwoche statt.  
   
5  
In diesem Abschnitt wird Ihre Note diskutiert. Damit Sie absolut in klarem darüber sind, werden die Einzelheiten  
teilweise auf Englisch erklärt.  
  
Note: Prüfungen (3) 30% A=100-90%  
Aufsätze (3) 20% B=89-80%  
Aufsatz im Unterricht 10% C=79-70%  
Quizze 20% D=69-60%  
Hausaufgabe 10% F=59% and below  
Teilnahme 10%   
  
Teilnahme und Anwesenheit (Participation and attendance)  
Your instructor will be evaluating you on a weekly basis according to use of German and your participation in small group activities and whole class discussions. If you are late to class or leave early, you are not participating in the full class period and will thus lose participation points accordingly. Should you have a course immediately preceding this one which continually ends late and/or is on the other side of campus, please notify your instructor.  
  
For any excused absence, you will be allowed to make up any work and exams missed. Excused absences include illness and family emergency. If you simply have a stomach virus or bad cold, you should contact your instructor via e-mail to let her know you will not be attending class that day so that the absence will be excused. For two consecutive class days to be counted as excused (i.e. you are sick on both Monday and Wednesday), you can bring a note from the health center or your own doctor, which states the days you were sick. If you are going to the health center for treatment, you will need to print out an excuse note in advance at:  
  
http://health.uark.edu/\_resources/documents/absence-explanation.pdf and bring it along to your appointment for the doctor or physician’s assistant to sign.  
  
If a student misses more than a quarter of the classes (eleven classes in the case of this course) due to excused absences and even if these absences are excused via a doctor’s note, he or she must have an accommodation from the Center for Educational Access (http://cea.uark.edu/) regarding excessive absences in order for further absences to be excused. Excused family emergencies include serious illness or death of a family member. However, driving a sibling to the airport in Tulsa, for example, would not be excused. If you know in advance you will have to miss class, contact your instructor as soon as possible to determine if your absence will be excused. Homework and quizzes missed because of unexcused absences may not be made up. Students may not come to class simply to take a quiz and then skip the rest of class; this is regarded as an unexcused absence.  
  
Participation and attendance are vital in learning a new language. If you miss class, you miss an opportunity to speak and hear German. Whether you miss class because of an excused or unexcused absence, it is your responsibility to contact a classmate or the instructor in a timely manner regarding any new assignments (not on the syllabus) or other schedule changes that might have been made. Write the name, number, and email of two of your classmates here:  
1.  
2.  
  
If you cannot come to class, you should remember two things. 1) If you miss a class, you should be ready to participate upon your return. If you miss Monday and there’s a quiz on Wednesday, you should be ready for the quiz on Wednesday. 2) Please make every effort possible to get the assignment from a fellow class member. You may have missed just one German class, but instructors have many students, and especially during flu season and the like, we can end up responding to e-mails re: “What’s the homework?” for an hour or more.  
  
Hausaufgabe (Homework)  
Assignments are due at the beginning of class or by 3:00 pm of the day the assignment is due. Homework turned in at the end of class (i.e. completed during the class period) will not be accepted. Late homework will not be accepted and will be recorded as a zero. Any work you miss for an excused absence MAY be turned in when you return to  
   
6  
class. Remember that regular homework improves your ability to use the language, prepares you to do well on  
quizzes and tests, and helps you keep up with the pace of the course.  
  
Academic Honesty  
“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at http://provost.uark.edu/academicintegrity/245.php.  
Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.” One thing specific to language classes that would fall under the category of preparation of work by an entity other than the student, a level 2 violation, is the use of translation programs. The Office lists: “ ‘Submitting as one’s own any theme, report, term paper, essay, computer program, speech, painting, drawing, sculpture, or other written or creative work or project of any nature prepared totally or in large measure by another. Submitting altered or falsified data (undergraduate level).” As we are grading your German, feeding English work into a program produces a project “prepared…by another.” The German is not your own work. The use of translation programs for your writing assignments is fairly easy to spot. Additionally, copying and pasting sentences without citation from the Internet or other sources constitutes plagiarism; plagiarism and the use of translation programs are cheating and must be reported to the Office of Academic Integrity. Be academically honest. Write in your German.  
  
Additionally, students may study together and assist each other with homework, but each student should complete homework independently. Identical answers that contain the same odd errors are obvious signs of cheating. Remember: the homework is your check to see if you have understood the material, so consider the questions and write the answers on your own to see if you get it.  
  
  
Webpages  
You should always start with your course page on Blackboard (http://learn.uark.edu), which has links to the syllabus and other important information.  
  
The webpage for the German section can be found at: http://german.uark.edu  
  
There, you’ll find information about majoring or minoring in German, study abroad, language certification, extracurricular events, and what our alumni are doing.  
  
What can you do with German? Check out our database that profiles real people who are using German as an automotive engineering intern with BMW, a project engineer for L’Oreal, an intelligence officer for the U.S. Navy, as teachers at various levels, and as a study abroad coordinator. http://www.whatcanidowiththat.com  
  
Facebook  
Consider joining the Facebook group “University of Arkansas German Program” to get updates on events, scholarship information, and other opportunities.  
  
E-mail  
The use of e-mail is mandatory for this class. Although you will not submit assignments via e-mail, your instructor will contact you via e-mail regarding course matters, occasional hints on grammar constructions, and even scholarship information, so you should check your e-mail account daily for announcements. E-mail is also an excellent way to contact your instructor.  
  
Inclement Weather Policy  
The university policy on inclement weather will be followed. You can check the procedure for weather emergencies on-line at: http://vcfa.uark.edu/Documents/2100.pdf.

**GERM 3013. Introduction to Literature (Fa). 3 Hours.**

Development of reading skills and introduction to literary analysis. Prerequisite: GERM 2013 or equivalent.

**Syllabus**

Herbst 2014 Name:   
  
Deutsch 3013: Einführung in die Literatur  
  
  
Dr. Kathleen Condray  
Sprechstunden Montag, Mittwoch und Freitag: 10:30-11:30  
oder nach Vereinbarung  
Büro 514 Kimpel  
Telefonnummer 575-5938 E-Mail condray@uark.edu  
   
  
Texte: Böll, Heinrich. Die verlorene Ehre der Katharina Blum.  
  
Dürrenmatt, Friedrich. Die Physiker.  
  
Frisch, Max. Herr Biedermann und die Brandstifter.  
  
Kafka, Franz. Die Verwandlung.  
  
Ziele des Kurses: Sie sollen lernen, wie man längere Texte auf Deutsch liest, d.h. Lesestrategien verwenden und nicht jedes Wort nachschlagen. Außerdem werden Sie einen neuen Wortschatz bekommen, um Literatur im Allgemeinen besprechen zu können. Dies bedeutet aber nicht, dass Sie Texte perfekt interpretieren müssen. Wir werden uns auf die Handlung (= plot) konzentrieren. Diskussionen und schriftliche Aufgaben (Hausaufgaben, Quizze, Prüfungen) werden auf Deutsch gemacht, damit Sie auch Ihre mündlichen und schriftlichen Fähigkeiten verbessern. Und natürlich werden Sie einige der Klassiker der modernen deutschen Literatur kennenlernen und hoffentlich die guten Geschichten genießen!  
  
Woche 1 (25. August – 29. August) Herr Biedermann und die Brandstifter  
Freitag, der 29. August ist der letzte Tag, an dem Sie diesen Kurs belegen können (=last day to add the course).  
  
Woche 2 (3. September – 5. September) Herr Biedermann und die Brandstifter  
Es gibt keinen Unterricht am Montag, dem 1. September (Labor Day Feiertag).  
  
Woche 3 (8. September – 12. September) Herr Biedermann und die Brandstifter. Montag, der 8. September, ist der letzte Tag, an dem Sie aus diesem Kurs aussteigen können, ohne ein “W” zu bekommen (=last day to drop the course without a “W”). Sie schreiben die erste Prüfung am Freitag, dem 12.  
September.  
  
Woche 4 (15. September – 19. September) Die Physiker  
  
Woche 5 (22. September – 26. September) Die Physiker  
  
Woche 6 (29. September – 3. Oktober) Die Physiker  
   
Woche 7 (6. Oktober – 10. Oktober) Die Physiker  
Sie schreiben die zweite Prüfung am Freitag, dem 10. Oktober.  
  
Woche 8 (13. Oktober – 17. Oktober) Die Verwandlung.  
  
Woche 9 (20. Oktober – 24. Oktober) Am Montag, dem 20. Oktober, gibt es keinen Unterricht. Viel Spaß! Die Verwandlung  
  
Woche 10 (27. Oktober – 31. Oktober) Die Verwandlung  
  
Woche 11 (3. November – 7. November) Die Verwandlung; Die verlorene Ehre der Katharina Blum  
Sie schreiben die dritte Prüfung am Mittwoch, dem 5. November.  
  
Woche 12 (10. November – 14. November) Die verlorene Ehre der Katharina Blum  
  
Woche 13 (17. November – 21. November) Die verlorene Ehre der Katharina Blum Freitag, der 21. November, ist der letzte Tag, an dem Sie aus diesem Kurs aussteigen können (=last day to drop the course—with a W).  
  
Woche 14 (24. November) Die verlorene Ehre der Katharina Blum  
Es ist kein Unterricht am Mittwoch und Freitag, dem 26. und 28. November. Frohes Erntedankfest!  
  
Woche 15 (1. Dezember – 5. Dezember) Die verlorene Ehre der Katharina Blum  
  
Woche 16 (8. Dezember – 10. Dezember): Zusammenfassung des Kurses; Vorbereitung auf die Schlußprüfung Freitag, der 12. Dezember, ist der letzte Tag des Unterrichts, denn  
Freitag ist “Toter Tag” (Dead Day).  
  
Die Schlußprüfung (4. Prüfung) findet am Mittwoch, dem 17. Dezember, von 8.00 bis 10.00 statt. Sie wird vor allem Die verlorene Ehre der Katharina Blum zum Inhalt haben.  
  
Note: Prüfungen (4) 50 % A=100-90 % Hausaufgaben und Quizze 30 % B=89-80 % Teilnahme 20 % C=79-70 %  
D=69-60 %  
F=59 % und weniger  
Prüfungen  
Exams will include a combination of plot summary, quote identification, true/false questions, short answer, and/or short essay (as the semester progresses). These exams will be written in German and will reflect class discussions and homework assignments. Points will be given for both content and vocabulary/grammar. However, points will be deducted for only major grammatical mistakes, and students may turn in a corrected version of each exam to restore points lost due to grammatical errors.  
  
Teilnahme und Anwesenheit (Participation and attendance)  
Your instructor will be evaluating you on a weekly basis according to use of German and your participation in small group activities and whole class discussions. If you would like to get regular feedback on your participation, please contact your instructor. If you are late to class, you are not participating in the full class period and will thus lose participation points accordingly. Should you have a course immediately preceding this one which continually ends late and/or is on the other side of campus, please notify me.  
   
For any excused absence, you will be allowed to make up any work and exams missed. Excused absences include illness and family emergency. For an illness to be counted as excused, you can bring a note from the health center or your own doctor, which states the days you were sick. Or, if you simply have a stomach virus or bad cold, you should contact your instructor via e-mail to let her know you will not be attending class that day so that the absence will be excused. (If this occurs frequently, however, the instructor reserves the right to ask for a doctor’s note to verify all further illnesses.) If an absence causes you to miss two or more consecutive class days, however, you must bring a doctor’s note with you when you return to class. Excused family emergencies include serious illness or death of a family member.  
However, driving a sibling to the airport in Tulsa, for example, would not be excused. Any homework missed because of excused absences must be brought to class the same day the student returns to class; any tests or quizzes missed must be made up within one week of the excused absence.  
  
Homework and quizzes missed because of unexcused absences may not be made up. If you know in advance you will have to miss class, contact your instructor as soon as possible to determine if your absence will be excused.  
  
Participation and attendance are vital in foreign language learning. If you miss class, you miss an opportunity to speak and hear German. Whether you miss class because of an excused or unexcused absence, it is your responsibility to contact a classmate or the instructor in a timely manner regarding any new assignments (not on the syllabus) or other schedule changes that might have been made.  
Write the name, number, and email of two of your classmates here:  
  
1.  
2.  
  
If you cannot come to class, you should remember two things. 1) If you miss a class, you should be ready to participate upon your return. If you miss Monday and there’s a quiz on Wednesday, you should be ready for the quiz on Wednesday. 2) Please make every effort possible to get the assignment from a fellow class member. You may have missed just one German class, but instructors have many students, and especially during flu season and the like, we can end up responding to e-mails re: “What’s the homework?” for an hour or more. I will place any handouts from the day on the hook next to my office door after class, so you can have a friend pick up a copy for you if you are ill.  
  
Webpages  
Course materials can be found on Blackboard (http://learn.uark.edu).  
  
The webpage of the German program can be found at: http://german.uark.edu  
Read more about courses offered, majoring and minoring in German, study abroad, and extracurricular activities.  
  
E-mail  
The use of e-mail is mandatory for this class. Although you will not submit assignments via e-mail, your instructor will contact you via e-mail regarding course matters, occasional hints on grammar constructions, and even scholarship information, so you should check your e-mail account daily for announcements. E- mail is also an excellent way to contact your instructor.  
  
While it is wonderful that conscientious students want to keep on top of turning homework in when they have to miss class, no assignments can be accepted via e-mail attachments, as I end up spending hours printing out such assignments. Please bring your work to class, put it in my box, or simply bring it to the next class period if you are absent.  
   
Hausaufgabe (Homework)  
Written assignments are due at the beginning of class or by 4:00 pm of the day the assignment is due. Homework turned in at the end of class (i.e. completed during the class period) will not be accepted. Late homework will not be accepted and will be recorded as a zero. Any work you miss for an excused absence MAY be turned in when you return to class.  
  
www.whatcanidowiththat.com  
What can you do with German? Check out this database that profiles real people who are using German as an automotive engineering intern with BMW, a project engineer for L’Oreal, an intelligence officer for the  
U.S. Navy, as teachers at various levels, and as a study abroad coordinator.  
  
Facebook  
Consider joining the Facebook group of the German Club: “Wanderlust und Gemütlichkeit” to get updates on events, scholarship information, and other opportunities.  
  
Inclement Weather Policy  
The university policy on inclement weather will be followed. You can check the procedure for weather emergencies on-line at: http://pigtrail.uark.edu/info/WeatherEmergencyProc.html  
  
Academic Honesty  
“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at http://handbook.uark.edu/chapters.php?chapter=3&p=2.  
Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”  
  
A Note on Technology  
I am routinely asked if I give out copies of my notes. The answer is no, for two reasons. First, part of the job of a student is to listen to information being presented and determine what is relevant, useful, and perhaps known to the listener already. Effective note-taking is a useful skill for real life. I assure you that I do not receive a transcript of every meeting I attend, nor will your future employers afford you this luxury in meetings with superiors or clients. Second, I find that those who know they will receive copies of lectures or PowerPoint slides tend to zone out, as though they were watching a television program, rather than actively engaging with the material. I also do not give permission for my lectures to be recorded for the reasons already discussed, and since it makes students nervous about participating if they fear their responses will end up on YouTube to be dissected at the end of the day. I expect everyone to respect the classroom as a place where free and open discussion can take place without the participants worrying about weighing their words for perpetuity.  
  
Fragen? If you have any questions regarding the syllabus or this course, feel free to contact the instructor, Dr. Kathleen Condray, at condray@ uark.edu or 575-5938.

**GERM 3033. Conversation (Sp). 3 Hours.**

Three hours per week of guided conversation practice for the post-intermediate student. Prerequisite: GERM 2013 or instructor consent.

**Syllabus**

Frühling 2015 Name:   
  
Deutsch 3033  
  
Dr. Kathleen Condray Büro 514 Kimpel Hall Telefonnummer 575-5938 E-Mail condray@uark.edu  
Sprechstunden Montag, Mittwoch und Freitag, 10.40-11.40 Mag. Claudia Devich Büro 509 Kimpel Hall Telefonnummer 575-2951 E-Mail cdevich@uark.edu  
Sprechstunden Montag, Mittwoch und Freitag, 10.45-11.45  
Text: Feuerle, Lois und Conrad Schmitt. Communicating in German (Novice/Elementary Level).  
New York: McGraw-Hill, 1993.  
  
Herzlich Willkommen bei Deutsch 3033! Dieser Kurs ist für Fortgeschrittene gedacht, die das Sprechen üben wollen. Die Unterrichtssprache ist ausschließlich Deutsch. Wenn Sie Fragen auf Englisch stellen möchten, können Sie das gerne vor oder nach dem Unterricht, in einer Sprechstunde oder per E-Mail.  
  
Das Hauptziel des Kurses ist, dass Teilnehmer am Ende des Semesters sich im Alltag auf Deutsch unterhalten können. Das heißt, dass Sie vor allem praktische Dinge lernen werden, z. B. wie man telefoniert oder einkauft. Zu diesem Zweck werden Sie sehr viele Vokabeln lernen und jeden Tag ein Quiz schreiben. Ab und zu werden Sie schriftliche Hausaufgaben einreichen. Wir werden auch mit Blackboard arbeiten und ein bißchen deutsches Fernsehen anschauen. Natürlich werden wir einfach sehr viel auf Deutsch im Unterricht diskutieren.  
  
Seien Sie bitte nicht erschreckt, wenn Sie jedes Wort nicht verstehen! Das müssen Sie nicht am Anfang des Kurses und auch nicht am Ende des Kurses. Wir wollen aber doch, dass Sie immer mehr verstehen, und dass Sie lernen, unbekannte Wörter im Kontext zu verstehen. Wenn Sie selber sprechen, müssen Sie auch nicht jedes Wort auf Deutsch wissen. Es ist völlig in Ordnung, wenn Sie ein bißchen “Dinglisch” reden, d.h. einen Satz auf Deutsch mit einem englischen Wort sagen (z.B. “Ich finde, dass dieser Point sehr wichtig ist.”) Die Hauptsache ist, dass Sie immer versuchen, auf Deutsch zu reden und niemals einfach etwas auf Englisch sagen.  
  
Weil jede Gruppe von Studenten verschiedene Erfahrungen gemacht hat und deshalb unterschiedliche Sprachkentnisse hat, hat dieser Kurs einen lockeren Kursplan. Es kann sein, dass wir länger bei einigen Themen bleiben oder manchmal vorgreifen. Hier ist aber mein Vorhaben:  
  
Woche 1 (12. Januar - 16. Januar): Wir lernen uns kennen. Das Wetter. Freitag, der 16. Januar, ist der letzte Tag, an dem Sie diesen Kurs belegen können (=last day to add the course).  
  
Woche 2 (21. Januar - 23. Januar) Das Wetter. Das Telefonieren. Am Montag, dem 19. Januar, findet kein Unterricht statt (Martin Luther King Jr. Tag).  
  
Woche 3 (26. Januar - 30. Januar): Montag, der 26. Januar, ist der letzte Tag, an dem Sie aus diesem Kurs aussteigen können, ohne ein “W” zu bekommen (=last day to drop the course without a “W”).  
Am Mittwoch, dem 28. Januar, chatten wir im Blackboard. Telefonieren. Auf der Post.  
   
Woche 4 (2. Februar - 6. Februar): Auf der Post. Auf der Bank.  
  
Woche 5 (9. Februar - 13. Februar): Die Bahn. Im Hotel.  
  
Woche 6 (16. Februar - 20. Februar) Am Mittwoch, dem 18. Februar, chatten wir im Blackboard. Im Hotel. Einkaufen.  
  
Woche 7 (23. Februar – 27. Februar): Im Restaurant. Kleidung.  
  
Woche 8 (2. März - 6. März) Sie machen die mündliche Zwischenprüfung in dieser Woche; Termine werden in der siebten Woche ausgeteilt. Beim Arzt.  
  
Woche 9 (9. März -13. März) Am Freitag, dem 11. März, chatten wir im Blackboard. Kulturelle Veranstaltungen.  
  
Woche 10 (16. März - 20. März): Das Wohnen. Der Unterricht.  
  
In der Woche vom 23. März bis zum 27. März finden die Frühlingsferien statt. Viel Spaß!  
  
Woche 11 (30. März - 3. April): Sich Zurechtfinden. Die Arbeit.  
  
Woche 12 (6. April - 10. April): Am Freitag, dem 10. April, chatten wir im Blackboard.  
  
Woche 13 (13. April - 17. April): Freitag, der 17. April, ist der letzte Tag, an dem Sie aus diesem Kurs aussteigen können (=last day to drop the course). Fernsehsendung bzw. Film.  
  
Woche 14 (20. April - 24. April): Sie werden auf den mündlichen Teil der Prüfung “B1: Zertifikat Deutsch als Fremdsprache”, die einige von Ihnen schreiben, vorbereitet.  
  
Woche 15 (27. April – 1. Mai): Zusammenfassung. Freitag, der 1. Mai, ist “Toter Tag” (Dead Day). Das bedeutet natürlich, dass Mittwoch der letzte Unterrichtstag ist.  
  
Die mündliche Schlußprüfung findet in der Examenwoche statt.  
  
In diesem Abschnitt wird Ihre Note diskutiert. Damit Sie absolut in klarem darüber sind, werden die Einzelheiten teilweise auf Englisch erklärt.  
  
Note: Hausaufgaben und Quizlein 30% A=100-90%  
Teilnahme 30% B=89-80%  
mündliche Zwischenprüfung 20% C=79-70%  
mündliche Schlußprüfung 20% D=69-60%  
 F=59% and below  
  
Teilnahme und Anwesenheit (Participation and attendance)  
I will be assessing your participation each week. Above all, you will be assessed on the use of only German in the classroom and will lose significant points for speaking English. The grade is also based on small group work and class work (i.e. on whether you work with your classmates to complete various activities in small groups and on whether you volunteer to answer questions when the class conducts discussions as a whole). So, if you speak German and participate, you should have no difficulty earning an A+ for this part of the grade.  
   
  
For any excused absence, you will be allowed to make up any work and exams missed. Excused absences include illness and family emergency. If you simply have a stomach virus or bad cold, you should contact your instructor via e-mail to let her know you will not be attending class that day so that the absence will be excused. For two consecutive class days to be counted as excused (i.e. you are sick on both Monday and Wednesday), you can bring a note from the health center or your own doctor, which states the days you were sick. If you are going to the health center for treatment, you will need to print out an excuse note in advance at: http://health.uark.edu/AbsenceExplanationForm\_August2006.pdf and bring it along to your appointment for the doctor or physician’s assistant to sign.  
  
If a student misses more than a quarter of the classes (eleven classes in the case of this course) due to excused absences and even if these absences are excused via a doctor’s note, he or she must have an accommodation from the Center for Educational Access (http://cea.uark.edu/) regarding excessive absences in order for further absences to be excused. Excused family emergencies include serious illness or death of a family member. However, driving a sibling to the airport in Tulsa, for example, would not be excused. Homework and quizzes missed because of unexcused absences may not be made up.  
  
Participation and attendance are vital in learning a new language. If you miss class, you miss an opportunity to speak and hear German. Whether you miss class because of an excused or unexcused absence, it is your responsibility to contact a classmate or the instructor in a timely manner regarding any new assignments (not on the syllabus) or other schedule changes that might have been made. Write the name, number, and email of two of your classmates here:  
  
1.  
2.  
  
E-mail  
The use of e-mail is mandatory for this class. If you currently use an e-mail address that is not your university address, you must set your university address to forward mail so that your instructor is able to contact you via your university address. Although you will not be required to submit assignments via e-mail, your instructor will contact you via email regarding course matters, occasional hints on grammar constructions, and even scholarship information, so you should check your e-mail account daily for announcements. E-mail is also an excellent way to contact your instructor.  
  
Webpages  
You should always start with your course page on Blackboard (http://learn.uark.edu), which has your grades, the syllabus, vocabulary lists, and other important information.  
  
The webpage for the German section can be found at: http://german.uark.edu There, you’ll find information about majoring or minoring in German, study abroad, language certification, extracurricular events, and what our alumni are doing.  
  
What can you do with German? Check out our database that profiles real people who are using German as an automotive engineering intern with BMW, a project engineer for L’Oreal, an intelligence officer for the U.S. Navy, as teachers at various levels, and as a study abroad coordinator. http://www.whatcanidowiththat.com  
  
Facebook  
Consider joining the Facebook group “Wanderlust und Gemütlichkeit” to get updates on events, scholarship information, and other opportunities.  
  
Hausaufgabe (Homework)  
You will only rarely have written assignments in this course in lieu of a daily vocab quiz. When a written assignment is given, it is due at the beginning of class or by 3:00 pm of the day the assignment is due.  
   
Homework turned in at the end of class (i.e. completed during the class period) will not be accepted. Late homework will not be accepted and will be recorded as a zero. Any work you miss for an excused absence MAY be turned in when you return to class.  
  
Inclement Weather Policy  
The university policy on inclement weather will be followed. You can check the procedure for weather emergencies on-line at: http://pigtrail.uark.edu/info/WeatherEmergencyProc.html  
  
Academic Honesty  
“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at http://handbook.uark.edu/chapters.php?chapter=3&p=2.  
Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”  
  
Fragen? If you have any questions regarding the syllabus or this course, please contact me at  
condray@uark.edu or 575-5938.

**GERM 4003. Advanced German II (Sp). 3 Hours.**

Further development of reading, writing, listening, and speaking skills. Some grammar review and translation exercises. Emphasis on vocabulary acquisition and the correct use of idiomatic expressions. Prerequisite: GERM 2013.

**Syllabus**

Frühling 2015 Name:   
  
Deutsch 4003: Advanced German II (Deutsch für Fortgeschrittene)  
  
Dr. Brett Sterling  
Büro: 503 Kimpel Hall Telefonnummer 575-5936  
Sprechstunden M 11:45-12:45, F 12:30-2:30 E-Mail bsterli@uark.edu  
  
  
Kursbeschreibung und Kursziele  
  
Kurstext: Turneaure, Brigitte M. Der treffende Ausdruck: Texte, Themen, Übungen. 2nd ed. New York: Norton, 1996.  
  
Empfohlene Texte: Zorach, Cecile, et al. English Grammar for Students of German. 5th Ed. Ann Arbor: Olivia and Hill Press, 2009.  
  
Durrell, Martin. Hammer’s German Grammar and Usage. 5th Ed. London: Hodder Education, 2011.  
  
Deutsch 4003 ist ein Sprachkurs für Fortgeschrittene, in dem das Leseverständnis, Hörverständnis, Sprechfähigkeit und Schreibfähigkeit der Kursteilnehmer gefördert werden. Auf dieser Stufe liegt das Hauptgewicht auf der Erweiterung des Wortschatzes.  
  
Der Kurs besteht aus verschiedenen Komponenten. Im Lehrbuch Der treffende Ausdruck besprechen wir Kapitel 7-  
12. Wir lesen und übersetzen zuerst den Text am Anfang des Kapitels und schreiben dann die Übungen zu “Grammatik” und “Passendes Wort.” Die “Wiederholungsübungen” und die “Zusätzlichen Übungen” werden nicht verlangt. Wenn Sie wollen, können Sie diese Übungen auch schreiben und mit einem Schlüssel selber korrigieren.  
  
Noch dazu werden Sie mehrere Aufsätze schreiben und korrigieren. Sie werden auch zusätzliche Materialien von mir bekommen, falls wir z.B. aktuelle Texte aus Zeitschriften/Zeitungen lesen oder Videos anschauen.  
  
Am Ende des Semesters werden Sie anstatt einer Schlussprüfung je nach Ihren Sprachkenntnissen entweder das B1 oder B2 Examen des Goethe-Instituts schreiben und – hoffentlich – bestehen. Um uns auf die Sprachprüfungen vorzubereiten, werden wir verschiedene Lese-, Hör- und Sprechübungen machen.  
  
Dieser Kurs folgt einem lockeren Kursplan. Es kann sein, dass wir länger bei einigen Themen bleiben oder manchmal vorgreifen. Hier ist aber mein Vorhaben:  
  
  
den 12. Januar Einführung in den Kurs; sich kennenlernen  
HA: Lernen Sie den Wortschatz auf S. 158-159 (bis „leistungsfähig“)  
  
den 14. Januar Quiz; Grammatikkenntnis prüfen  
HA: Lernen Sie den Wortschatz auf S. 159-160 („die Macht“ bis „wiederverwertbar“) auswendig.  
  
den 16. Januar Grammatikkenntnis prüfen  
HA: Text, Kapitel 7: “Über den Umgang der Menschheit mit der Natur”  
  
Freitag, der 17. Januar ist der letzte Tag, an dem Sie diesen Kurs belegen können (=last day to add the course).  
   
den 19. Januar KEIN UNTERRICHT HEUTE. Martin Luther King Tag  
  
den 21. Januar Quiz; Text, Kapitel 7: “Über den Umgang der Menschheit mit der Natur” — Diskussion/Interpretation  
HA: Grammatik (Erklärungen lesen, Beispiele studieren, Übungen schreiben)  
  
den 23. Januar Grammatik  
HA: Passendes Wort (Erklärungen lesen, Beispiele studieren, Übungen schreiben)  
  
Montag, der 26. Januar ist der letzte Tag, an dem Sie aus diesem Kurs aussteigen können, ohne ein “W” zu bekommen (=last day to drop the course without a “W”).  
  
den 26. Januar Passendes Wort; Wiederholung Kapitel 7 HA: Aufsatz 1  
  
den 28. Januar Aufsatz 1 fällig  
Hörverständnis und Sprechübungen  
HA: Wortschatz auswendig lernen, S. 182-183 (bis “die Künstlerin”)  
  
den 30. Januar Hörverständnis und Sprechübungen  
HA: Wortschatz auswendig lernen, S. 183-184 (von “lustig” bis “privilegiert“)  
  
den 2. Februar Quiz; Hörverständnis und Sprechübungen  
HA: Text, Kapitel 8: “Wenn die Haifische Menschen wären”  
  
den 4. Februar Quiz; Text 8 „Wenn die Haifische Menschen wären“— Diskussion/Interpretation HA: Grammatik  
  
den 6. Februar Aufsatzkorrektur fällig  
Grammatik  
HA: Passendes Wort  
  
den 9. Februar Passendes Wort  
  
den 11. Februar Wiederholung Kapitel 7 & 8  
HA: Lernen Sie für die Prüfung den 13. Februar Prüfung, Kapitel 7 & 8  
   
den 16. Februar Prüfung besprechen; Hörverständnis und Sprechübung  
HA: Lernen Sie den Wortschatz auf S. 212 (bis “verdächtig”)  
  
den 18. Februar Quiz; Hörverständnis und Sprechübungen  
HA: Lernen Sie den Wortschatz auf S. 213 ( bis “sich wehren gegen”)  
  
den 20. Februar Hörverständnis und Sprechübungen  
HA: Text, Kapitel 9: “Element”  
  
den 23. Februar Quiz; Text 9: “Element”—Diskussion/Interpretation  
HA: Grammatik  
  
den 25. Februar Grammatik  
HA: Passendes Wort  
   
den 27. Februar Passendes Wort; Wiederholung Kapitel 9 HA: Aufsatz 2  
  
den 2. März Aufsatz 2 fällig  
Hörverständnis und Sprechübungen  
HA: Lernen Sie den Wortschatz auf S. 237 (bis “das Jahrhundert”)  
  
den 4. März Hörverständnis und Sprechübungen  
HA: Lernen Sie den Wortschatz auf S. 237 (von “die Massenmedien” bis “zweisprachig”)  
  
den 6. März Quiz; Hörverständnis und Sprechübungen  
HA: Text 10: “Veränderungen in der deutschen Sprache der Gegenwart”  
  
den 9. März Quiz; Text 10: “ Veränderungen in der deutschen Sprache der Gegenwart” –  
Diskussion/Interpretation HA: Grammatik  
  
den 11. März Aufsatzkorrektur fällig  
Grammatik  
HA: Passendes Wort  
  
den 13. März Passendes Wort  
  
den 16. März Wiederholung Kapitel 9 & 10  
HA: Lernen Sie für die Prüfung  
  
den 18. März Prüfung, Kapitel 9 & 10  
  
den 20. März Prüfung besprechen; Hörverständnis und Sprechübungen  
HA: Vokabeln auswendig lernen, S. 262-264 (alle!)  
  
den 23.-27. März KEIN UNTERRICHT Frühlingsferien  
  
den 30. März Quiz; Hörverständnis und Sprechübungen  
HA: Text 11: “Eines Tages ist er wirklich da”  
  
den 1. April Quiz: Text 11: “ Eines Tages ist er wirklich da” — Diskussion/Interpretation HA: Grammatik  
  
den 3. April Grammatik  
HA: Passendes Wort  
  
  
den 6. April Passendes Wort; Wiederholung Kapitel 11  
HA: Aufsatz 3  
  
den 8. April Aufsatz 3 fällig; Hörverständnis und Sprechübungen  
HA: Lernen Sie den Wortschatz auf S. 286-287 (bis “das Vertrauen zu”)  
  
den 10. April Quiz; Hörverständnis und Sprechübungen  
HA: Lernen Sie den Wortschatz auf S. 287-288 (von „oberflächlich“ bis “zusammenwachsen”)  
  
den 13. April Hörverständnis und Sprechübungen  
HA: Text 12: “Die Mauer im Kopf”  
   
  
den 15. April Quiz; Text 12: “ Die Mauer im Kopf”— Diskussion/Interpretation HA: Grammatik  
  
den 17. April Aufsatzkorrektur fällig  
Grammatik  
HA: Passendes Wort  
  
Freitag, der 17. April ist der letzte Tag, an dem Sie aus diesem Kurs aussteigen können (last day to drop)  
  
den 20. April Passendes Wort  
  
den 22. April Wiederholung Kapitel 11 & 12 HA: Vorbereitung auf die Prüfung.  
  
den 24. April Prüfung Kap. 11 & 12  
  
den 27. April Prüfung besprechen; Hörverständnis und Sprechübungen  
  
den 29. April Klassenparty  
  
Freitag, der 1. Mai, ist “Toter Tag” (Dead Day).  
  
Die Goethe-Institut-Prüfung findet am statt.  
  
In diesem Abschnitt wird Ihre Note diskutiert. Damit Sie absolut in klarem darüber sind, werden die Einzelheiten teilweise auf Englisch erklärt.  
  
Note: Prüfungen 30% A=100-90%  
Aufsätze 30% B=89-80%  
Teilnahme 25% C=79-70%  
Quizze und Hausaufgaben 15% D=69-60%  
 F=59% and below  
  
Teilnahme und Anwesenheit (Participation and attendance)  
I will be evaluating you on a weekly basis according to use of German and your participation in small group activities and whole class discussions. If you would like to get regular feedback on your participation, please contact me.  
  
For any excused absence, you will be allowed to make up any work and exams missed. Excused absences include illness and family emergency. For an illness to be counted as excused, you can bring a note from the health center or your own doctor, which states the days you were sick. Print out an excuse note from the health center in advance at: http://health.uark.edu/AbsenceExplanationForm\_August2006.pdf and bring it along to your appointment for the doctor or physician’s assistant to sign. Or, if you simply have a stomach virus or bad cold, you should contact me via e-mail to let me know you will not be attending class that day so that the absence will be excused. (If this occurs frequently, however, I reserve the right to ask for a doctor’s note to verify all further illnesses.) If an absence causes you to miss two or more consecutive class days, however, you must bring a doctor’s note with you when you return to class. If you miss more than a quarter of the classes (eleven classes in the case of this course) due to excused absences and even if these absences are excused via a doctor’s note, you must have an accommodation from the Center for Educational Access (http://cea.uark.edu/) regarding excessive absences in order for further absences to be excused. Excused family emergencies include serious illness or death of a family member. However, driving a sibling to the airport in Tulsa, for example, would not be excused. Any homework missed because of excused absences must be brought to class the same day you return to class; any tests or quizzes missed must be made up within one week of the excused absence. You must attend the entire class period to be  
   
considered present. If you take a quiz and then leave, the quiz will be given a grade of zero since you have not attended class on that day.  
  
You are allowed two unexcused absences. For the third and each subsequent unexcused absence, one point will be deducted from your final grade. So, if you have five unexcused absences, you will lose three points from your final grade (five unexcused absences minus two allowed absences equals three absences = three points.) If your final grade were a 90, it would be an 87 after the deduction. If you know in advance you will have to miss class, contact me as soon as possible to determine if your absence will be excused. Homework and quizzes missed because of unexcused absences may not be made up.  
  
Participation and attendance are vital in learning a new language. If you miss class, you miss an opportunity to speak and hear German. Whether you miss class because of an excused or unexcused absence, it is your responsibility to contact a classmate or the instructor in a timely manner regarding any new assignments (not on the syllabus) or other schedule changes that might have been made. Write the name, number, and email of two of your classmates here:  
  
1.  
2.  
  
If you cannot come to class, please remember two things. 1) If you miss a class, you should be ready to participate upon your return. If you miss Monday and there’s a quiz on Wednesday, you should be ready for the quiz on Wednesday. 2) Please make every effort possible to get the assignment from a fellow class member. You may have missed just one German class, but I have many students, and especially during flu season and the like, I can end up responding to e-mails re: “What’s the homework?” for an hour or more.  
  
Enhanced Learning Center (http://elc.uark.edu/)  
“The E. L. C. is located on the Garden level of Gregson Hall, south entrance” (Student Handbook). They offer tutoring and writing help, also study rooms and lap-top check-out.  
  
Office of Academic Initiatives and Integrity (http://honesty.uark.edu/)  
This is the office that determines what is and is not ethical behavior, for example plagiarism or academic dishonesty. The Academic Integrity office defines academic dishonesty so: “Academic dishonesty involves acts that may subvert or compromise the integrity of the educational or research process at the University of Arkansas, when such acts have been performed by a UA student. Academic dishonesty includes, but is not limited to, any act by which a student gains or attempts to gain an academic advantage for him/herself or another by misrepresenting his/her or another’s work or by interfering with the independent completion, submission, or evaluation of academic work.” They add: “Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at honesty.uark.edu/policy. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.” Here: http://honesty.uark.edu/sanction-rubric/ they list the three levels of violations. Ignorance is no defense because you are required to be familiar with this list. One thing specific to language classes that would fall under the category of preparation of work by an entity other than the student, a level 1 violation, is the use of translation programs. The Office lists: “Submitting as one’s own any theme, report, term paper, essay, computer program, speech, painting, drawing, sculpture, or other written or creative work or project of any nature prepared totally or in large measure by another.” As we are grading your German, feeding English work into a translation program produces a project “prepared…by another.” The German is not your own work. The use of translation programs for your writing assignments is fairly easy to spot. Be academically honest. Write in your German.  
  
Webpage  
The course webpage can be found on Blackboard. The Blackboard page includes your instructor’s office hours, an on-line version of the syllabus, links to dictionaries and other helpful links, grammar help, a checklist for proofreading writing assignments, and the error code for writing assignments. For information about department activities, consider joining the Facebook group of the UA German Club “Wanderlust und Gemütlichkeit.”  
   
E-mail  
The use of e-mail is mandatory for this class. Although you will not be required to submit assignments via e-mail, I will contact you via e-mail regarding course matters, occasional hints on grammar constructions, and even scholarship information, so you should check your e-mail account daily for announcements. E-mail is also an excellent way to contact me. If you do not know how to use e-mail, please ask me for help.  
  
While it is wonderful that conscientious students want to keep on top of turning homework in when they have to miss class, no assignments can be accepted via e-mail attachments, as I end up spending hours printing out such assignments. Please bring your work to class, put it in my box, or simply bring it to the next class period if you are absent.  
  
Hausaufgabe (Homework)  
Assignments are due at the beginning of class. Homework turned in at the end of class (i.e. completed during the class period) will not be accepted. Late homework will not be accepted and will be recorded as a zero. Any work you miss for an excused absence MAY be turned in when you return to class. Remember that regular homework improves your ability to use the language, prepares you to do well on quizzes and tests, and helps you keep up with the pace of the course.  
  
Essay Corrections  
If you receive an A on your essay, you are not required to correct it. If you receive below an A, you will be asked to correct the essay and earn up to 10 points of your grade back. If you make below an A and neglect to correct your essay, an additional 10 points will be subtracted!  
  
Inclement Weather Policy  
The university policy on inclement weather will be followed. You can check the procedure for weather emergencies on-line at: http://vcfa.uark.edu/policies/fayetteville/vcfa/2100.php  
  
Fragen? If you have any questions regarding the syllabus or this course, please feel free to contact me at bsterli@ uark.edu or 575-5936.

**GERM 4013. Germany and the Holocaust: The Significance of the Holocaust in Differentiated Contexts (Irregular). 3 Hours.**

Taught in English. Topics covering the role of the Holocaust in German history, culture, art, language and German Studies. Equal emphasis will be placed on historical competence and philosophical/theoretical inquiry, addressed from a variety of media and primary and secondary sources. May be repeated for up to 6 hours of degree credit.

GERM 4013: Germany and the Holocaust

Dr. Jennifer Hoyer KIMP 501

jhoyer@uark.edu Office Hours:

Tues: 1-2.30pm

Fri: 1-2.30pm

**Germany and the Holocaust**

This seminar is devoted entirely to the study of different expressive modes used to report, describe, preserve, memorialize, didacticize, philosophize, theorize, explain, condemn, ponder, puzzle, mourn, critique, the event that I choose to cite Berel Lang in referring to as the “Nazi genocide against the Jews.” We will begin with primary source materials, and gradually work our way through increasingly abstract modes of expression. All the while, we will discuss the problems with Holocaust representation that have plagued writers, critics, philosophers, artists, journalists, poets, politicians, and scholars since at least 1945, perhaps earlier. Such questions include: what is appropriate? Who is allowed to say what? When? Where? In what context? What language may we use? Who is allowed to decide what is appropriate? Who takes it upon themselves to make pronouncements on these moral and ethical questions? But as Holocaust Study evolves, we are also going to be prodding a new set of questions, like what tools do you, the 21-century student, need to discuss and preserve the legacy of the Nazi genocide? How will you make certain it does not stagnate? What questions and commentaries will you make that open our eyes to something once obscured? How has Holocaust education changed? How is it going to need to keep changing for future students? This class will allow you many opportunities to be active in creating your learning experience, and will go quite a bit beyond this room, both virtually and concretely. You will practice critical thinking skills across languages and genres, you will practice your academic writing skills, you will also practice other modes of expression. By the end, students should feel like they have a basic understanding of how people have written about the Nazi genocide, the problems that entails, and a set of tools to be an active participant in shaping the future conversation around the Nazi genocide.

**Calendar**

Subject to change.

**21 January**: discussion of course; discussion of short reading from Bergen; viewing of raw footage from the liberation of Auschwitz. Possibly brief unpacking discussion.

Homework: reflection on the footage, brainstorming the problems that might occur in writing about the Nazi genocide. Reading of and reflection on primary source excerpts on Blackboard.

**28 January**: discussion of primary sources and their different voices, languages, and audiences.

Homework: read Bergen chapters 1-4; written reflection

**4 February**: discussion of Bergen, of writing history.

Homework: complete Bergen; prepare questions for visiting historians Dr. Richard Sonn, and Dr. Laurence Hare.

**11 February**: discussion with Dr. Hare and Dr. Sonn about Holocaust history and its contexts

Homework: written reflection on discussion. Reading of primary memory source excerpts on Blackboard.

**18 February**: discussion of German versus other national legacies and memory in primary format (memoirs, newspapers)

Homework: Read “The Investigation” (non-German speakers), or “Die Ermittlung” (German speakers). Research on the trials.

**25 February**: discussion of “documentary theater” and the politics of representing genocide performatively.

Homework: reflection on “The Investigation” and “Die Ermittlung.” Research for your own paper.

**3 March**: Creative Expression and Critical Thought; Exhibit.

Homework: critical reflection on the in-class project. Read W.G. Sebald’s “Austerlitz”.

**10 March**: discussion of Sebald, autobiography, “fiction,” and (post-) modern writing styles after Auschwitz.

Homework: read Cohen’s “Train.” Prepare questions for our discussion with Dr. Danny M. Cohen.

**17 March**: live discussion with Dr. Danny M. Cohen about his book “Train.”

Homework: reflection on discussion with Dr. Cohen. Rest.

**31 March**: discussion of Holocaust museums.

Homework: research for your paper, begin research on comparative national Holocaust museums.

**7 April**: discussion of museums, prepare for critical reflection on a visit to a Holocaust museum.

Homework: Readings on memorials on Blackboard. Research and prepare comments on different Holocaust memorials.

**14 April**: discussion of Holocaust memorials

Homework: reflection on museums and memorials. Read Holocaust poems, and theories about poetry after Auschwitz on Blackboard.

**21 April**: Poetry after Auschwitz

Homework: reflection on imaginative writing and the Nazi genocide. Research for your own paper.

**28 April**: prepare for visit to Tulsa to hear the survivor Tomi Reichental speak.

Homework: write your papers.

**5 May**: Those who can will drive to Tulsa for an afternoon tour of the standing Herman and Kate Kaiser Holocaust exhibition at the Sherwin Miller Museum of Jewish Art, and the observance of Yom Ha’Shoah at Temple Israel, where Tomi Reichental will speak. You are not required to attend, but please try to make arrangements to join us for the unique opportunity so close to home. Our generations will not have many more opportunities like this, and by now you know how critical it is to connect to the most primary sources you can.

Papers are due on: May 10th, by noon

**Grade breakdown**

Weekly Reaction postings 40%

NOTE: Those wishing to get credit toward a German major or minor must write at least 7 reaction postings in German.

Class participation 40%

This includes completing the assigned readings, and participating in discussions as well as in-class activities.

Final paper 20%

Your final research paper will be 10 or more pages, on a topic of your choosing related to some field within Holocaust Studies.

***Policies, etc.:***

**Center for Educational Access** (http://cea.uark.edu)  
“The University of Arkansas, Fayetteville, makes every effort to offer equal educational opportunities for all students and is committed to improving the total university experience for students with disabilities. The Center for Educational Access (CEA) plays an important role in facilitating access for students with disabilities and serves as a liaison between administrators, faculty, and students. […] The Center for Educational Access, located in Room 209 of the Arkansas Union, serves as the central campus resource for students with disabilities. Working in partnership with students, faculty, and staff, the goal of the CEA is to ensure a physically and educationally accessible university environment. CEA staff members work individually with students and assist academic units by determining reasonable accommodations that enable every student to have access to the full range of programs and services at the university” (Student Handbook).

**Enhanced Learning Center** (http://elc.uark.edu/)  
“The E. L. C. is located on the Garden level of Gregson Hall, south entrance” (Student Handbook). They offer tutoring and writing help, also study rooms and lap-top check-out.

**Academic Initiatives and Integrity (AKA academic dishonesty)**

(http://honesty.uark.edu/students/index.php) This is the office that determines what is and is not ethical behavior, for example plagiarism or other forms of academic dishonesty. Here is what they suggest faculty put in our syllabi:

“*As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.*

*Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at honesty.uark.edu/policy. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.*”

Here is the University of Arkansas’ definition of academic dishonesty: “Academic dishonesty involves acts that may subvert or compromise the integrity of the educational or research process at the University of Arkansas, when such acts have been performed by a UA student. Academic dishonesty includes, but is not limited to, any act by which a student gains or attempts to gain an academic advantage for him/herself or another by misrepresenting his/her or another’s work or by interfering with the independent completion, submission, or evaluation of academic work. Academic dishonesty may include those acts defined as research or scholarly misconduct; such academic integrity issues are subject to review under this policy as well as under the University’s Research and Scholarly Misconduct Policy.”

If I even ~suspect~ academic dishonesty, I am required by the university policy to report it.

**Attendance**:  
The attendance policy is based on the university definitions and policies regarding absence, which are found in the university catalog: **“Education at the university level requires active involvement in the learning process. Therefore students have the responsibility to attend classes and to actively engage in all learning assignments or opportunities provided in their classes.** Instructors have the responsibility to provide a written policy on student attendance that is tied to course objectives included in a course syllabus.” This is that section of the syllabus. The university defines excusable absences so: “Examples of absences that should be considered excusable include those resulting from the following: 1) illness of the student, 2) serious illness or death of a member of the student’s immediate family or other family crisis, 3) University-sponsored activities for which the student’s attendance is required by virtue of scholarship or leadership/participation responsibilities, 4) religious observances (see UA Religious Observances policy), 5) jury duty or subpoena for court appearance, and 6) military duty. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused.” As we meet only once a week, it is wise not to miss class, since doing so = missing an entire week of a conventional class. In the event that you DO miss class, either excused or unexcused, it is your responsibility to find out what you missed and to prepare adequately for your return to class. Work may be made up for excused absences; no work may be turned in for unexcused absences. In order to prepare for the following class, you’ll need to do the reading or view the film we viewed in class that you missed and it is your responsibility to arrange to do so; if you had an excused absence, and there is some sort of assignment due the day you missed, please bring it with you to the following class. **There is no make-up work for unexcused absences**; **if you are/were in class, but turn in an assignment late, it is automatically docked one letter grade.** This will be my answer even if you ask if you can turn something in late. Consider yourselves advised.

**GERM 4043. German Cinema (Irregular). 3 Hours.**

Presents a range of German films in cultural-historical context; vocabulary and structures for discussing film, film history, and film theory in German. Prerequisite: GERM 3003.

**GERM 4043  
German Cinema**

Sp. 2017  
Thursdays, 3:30-6  
Mullins 104

Dr. Jennifer Hoyer KIMP 501  
jhoyer@uark.edu Sprechstunden:  
 Di: 11:30-13h  
 Fr: 11-12:30h

**Course goals:**

Introduce students to German cinema classics, broadly conceived, from the beginnings of cinema to well-known and well-loved films to avant-garde cinema; explore film in historical context; examine the influence of German cinema on American cinema and vice versa; learn the grammar of film; practice more advanced conversation, especially as it applies to discussing the structure, relevance, and impact of films.  
Each week in class we will focus on aspects of history, filmmaking, and language/culture; we will view one film per week for 13-ish weeks.

**Expectations of students:**

Students are expected to learn relevant film vocabulary in English and in German (handouts on Blackboard; see also: https://homepage.univie.ac.at/elisabeth.fraller/sprache.htm ); students will be expected to watch (at least) one additional film per week as homework, and will be asked to consider 1) how the film relates to films shown in class; 2) how a film demonstrates specific elements of filmmaking; students will do in-class writing in which they synthesize homework viewing and in-class viewing; students will work in groups of three to create a final film project that tackles both awareness of film grammar and German culture/language (your project will be viewed the 15th week of class); students will write a final exam that consists of two parts: reflection on the project and reflection on the films we watch.  
Graduate students will also be asked to didacticize films for the language-learning classroom.

Films marked with \* are available on the “Kanopy” streaming service, to which our library subscribes. This means that you will be able to (re)view a number of films outside of class, allowing for deeper consideration and analysis. For the films that are required homework viewing: some are available on “Kanopy;” those that are not will be on reserve at the library, and I plan on hosting viewings for those, to which you are welcome (though not required) to come. If you otherwise have access to them, that’s fine, too.

**Änderungen vorbehalten! (und durchaus möglich)**

**Semesterplan:**

**19. Januar**  
Einführung, Übungen; Gezeigt werden Clips aus „Das Cabinet des Dr. Caligari“\* (1919; Robert Wiene) und „Metropolis“\* (1927; Fritz Lang/Thea von Harbou)  
  
Hausaufgaben bis 26. Januar: „Birth of the Cinema“\*; „Das Cabinet des Dr. Caligari“\* (1920; Robert Wiene); „Young Frankenstein“ (1974; Mel Brooks)

**26. Januar**  
Gezeigt wird: „Metropolis“\* (1927; Fritz Lang/Thea von Harbou)

Hausaufgaben bis 2. Februar: „Star Wars: A New Hope“ (1977; George Lucas)

**2. Februar**  
Gezeigt wird: „Der blaue Engel“\* (1930; Josef von Sternberg)

Hausaufgaben bis 9. Februar: 3 Möglichkeiten: „Princesse Tam-Tam“ (1935; Edmond T. Gréville); „I’m No Angel“ (1933; Wesley Ruggles); „Witness for the Prosecution“ (1957; Billy Wilder)

**9. Februar**  
Gezeigt wird: „M: Die Stadt sucht einen Mörder“\* (1931; Fritz Lang)

Hausaufgaben bis 16. Februar: 3 Möglichkeiten: “Casablanca” (1942; Michael Curtiz); “Hangmen also Die!”\* (1943; Fritz Lang); also recommended: “The Third Man” (1949; Carol Reed)

**16. Februar**  
Gezeigt wird: „Die Feuerzangenbowle“ (1944; Helmut Weiss)

Hausaufgaben bis 23. Februar: „To Be or Not to Be“\* (1942; Ernst Lubitsch)

**23. Februar**  
Wir treffen uns für ein Film-Schnitt-Workshop im Sprachlabor.  
Auf dem Filmfest wird „Good Bye Lenin!“ (2003; Wolfgang Becker) gezeigt. (6:30pm)  
  
Hausaufgaben bis 2. März: „One, Two, Three“ (1961; Billy Wilder)

**2. März**  
Gezeigt wird: „Die Mörder sind unter uns“\* (1946; Wolfgang Staudte)

Hausaufgaben bis 9. März: 2 Möglichkeiten: „The Stranger“\* (1946; Orson Welles); „Foreign Correspondent“\* (1940; Alfred Hitchcock)  
LESEN: Auszug aus *Emil und die Detektive* von Erich Kästner (1929)

**9. März**  
Gezeigt wird: „Emil und die Detektive“ (1931; Gerhard Lamprecht)

Hausaufgaben bis 16. März: LESEN: Auszug aus *Der Räuber Hotzenplotz* von Otfried Preußler (1962)

**16. März**  
Gezeigt wird: „Der Räuber Hotzenplotz“ (2006; Gernot Roll)

Hausaufgaben bis 30. März: Recherche: ‚Papas Kino ist tot’; Wer ist Werner Herzog?; finden Sie und hören/schauen Sie sich mindestens ein Interview mit Werner Herzog an (Englisch oder Deutsch).

**30. März**  
Gezeigt wird: „Aguirre: der Zorn Gottes“ (1972; Werner Herzog)

Hausaufgaben bis 6. April: „Jaws“ (1975; Steven Spielberg); eine Dokumentation von Herzog (Beispiele: „Cave of Forgotten Dreams“\* (2010); „Happy People: A Year in the Taiga“\* (2010); „Lo and Behold, Reveries of the Connected World“ (2016)...)

**6. April**  
Gezeigt wird: „Ali: Angst essen Seele auf“\* (1974; Rainer Werner Fassbinder)

Hausaufgaben bis 13. April: „Almanya: Willkommen in Deutschland“ (2011; Yasemin Şamdereli)

**13. April**  
Gezeigt wird: „Die Ehe der Maria Braun“\* (1979; Rainer Werner Fassbinder)

Hausaufgaben bis 20. April: „Born Yesterday“ (1950; George Cukor)  
LESEN: Auszug aus *Winnetou I* von Karl May (1892)

**20. April**  
Gezeigt wird: ein Film nach einem Karl-May-Roman

Hausaufgaben bis 27. April: „Stagecoach“\* (1939; John Ford); also available: DEFA-Indianerfilme, etwa „Die Söhne der großen Bärin“\* (1966; Josef Mach) oder „Apachen“\* (1973; Gottfried Kolditz).

**27. April**  
Gezeigt wird: „Schuh des Manitou“ (2001; Michael Herbig)

Hausaufgaben bis 4. Mai: „Blazing Saddles“ (1974; Mel Brooks)

4. Mai: Wildschweiniale Film-Festival (Gewinner kriegt „Das goldene Wildschwein“)

Grade Breakdown:

Teilnahme: 50%

Projekt: 30%

Klausur: 20%

**Policies**

**Attendance**   
You may make up work for excused absences. You may not make up work, no matter how large the assignment, for unexcused absences; neither will I accept homework if you were not in class and have not approached me about an excused absence, nor will I accept homework completed during class time (unless otherwise stated). If you are mildly to moderately ill, an email on the day will suffice; doctor’s visits or other reasons for absence will require a valid note or some form of valid documentation in order to be excused. Please do bear in mind, however, that excessive absences, excused or not, will have an impact on your grade, by simple virtue of not having been part of the lesson. Please also be advised that I will follow the university’s guidelines in what constitutes an excused absence.

**CEA: The Center for Education Access**   
In order to receive accommodations for any learning differences, they must be documented by the CEA, and the CEA will provide a list of accommodations. If during the semester you begin to suspect you may have an issue, don’t hesitate to talk to the CEA about it so that you can benefit from accommodation going forward. I am also always happy to discuss learning strategies with you, although I can make no accommodations without notification from the CEA.

**Academic Integrity**It is the student’s responsibility to keep up with and be aware of what constitutes academic dishonesty on this campus. The essence of the definition is representing something that is not your own work as your own work, whether that is copying from a friend or source without documenting it, or having a machine do the work for you (online translator). Instances of academic dishonesty must be reported, and go on your record, so please trust in your own ability, try, and feel free to ask for assistance. I’m not looking for flawless work that is well beyond your current level of proficiency; I am looking for incremental improvements from where you started.

**Other Resources:**  
**Tutoring**   
When I have the updated information on German tutoring, I will let you know!

**Office Hours**   
I hold 3 hours of office hours each week; they are listed at the top of the front page of this syllabus. During that scheduled time, I will be in my office and available to talk and work with you on matters related to this class or other academic issues. I can help with all sorts of things from unclear grammar and vocab and review of material to scholarship applications, essays, and general ‘what am I doing with my university education’ questions. Please let me take this opportunity to invite you to make use of my office hours.

***Stammtisch***   
*Stammtisch*, the German conversation table, meets Fridays between 12pm and 2pm in ARKU 312. The purpose of *Stammtisch* is to provide a pressure-free environment to practice speaking and hearing German. This is a great place to gain confidence in formulating thoughts and gain more vocabulary. We have moved it to campus during lunchtime to make it more accessible and conducive to even the shortest drop-in. It’s a great opportunity to review things and learn how to talk about interests you may not have had a chance to discuss in classes. The more you push yourself to speak, the easier it becomes to speak. Please let me take this opportunity to invite you to join me (and Dr. Condray, Dr. Sterling, and the TAs, and other students) for some conversation practice.

**GERM 4133. The German Drama (Irregular). 3 Hours.**

A study of the development of the forms and themes of the German drama from the middle ages to the present. Prerequisite: GERM 3013.

**Syllabus**

Herbst 2017 Name:   
  
Deutsch 4133/5133: Das deutsche Drama  
Dr. Brett Sterling Büro 503 Kimpel Hall Sprechstunden  
Telefonnummer 575-5936 E-Mail bsterli@uark.edu  
  
Texte:  
Brecht, Bertolt. Mutter Courage und ihre Kinder. (9783518100493) Büchner, Georg. Woyzeck. (9783150180075)  
Frisch, Max. Nun singen sie wieder. (9783518101544)  
Goethe, Johann Wolfgang von. Götz von Berlichingen. (9783150000717) Hauptmann, Gerhart. Die Weber. (9783548240473)  
Jelinek, Elfriede. Ein Sportstück. (9783499225932) Kaiser, Georg. Die Bürger von Calais. (9783150183595)  
Kleist, Heinrich von. Der zerbrochene Krug. (9783150189061) Lessing, Gotthold Ephraim. Emilia Galotti. (9783150000458) Schiller, Friedrich. Don Karlos. (9783150000380)  
Tieck, Ludwig. Der gestiefelte Kater. (9783150089163) Weiss, Peter. Die Ermittlung. (9783518106167)  
  
  
Woche 1 (23. August): Wir lernen uns kennen und besprechen den Kursplan. Einführung in die Geschichte/Merkmale der Gattung. Freitag, der 25. August ist der letzte Tag, an dem Sie diesen Kurs belegen können (=last day to add the course).  
  
Woche 2 (30. August): Aufklärung: Lessing, G.E.. Emilia Galotti. (1772) Freitag, der 1. September, ist der letzte Tag, an dem Sie aus diesem Kurs aussteigen können, ohne ein “W” zu bekommen (=last day to drop the course without a “W”).  
  
Woche 3 (6. September): Sturm und Drang: Goethe, J.W. von. Götz von Berlichingen. (1773) Woche 4 (13. September): Klassik: Schiller, Friedrich. Don Karlos. (1787)  
Woche 5 (20. September): Romantik: Tieck, Ludwig. Der gestiefelte Kater. (1797)  
  
Woche 6 (27. September): Kleist, Heinrich von. Der zerbrochene Krug. (1806); Graduate Studenten müssen am 27. September ihre Arbeitsthemen einreichen.  
  
Woche 7 (4. Oktober): Vormärz: Büchner, Georg. Woyzeck. (1837)  
  
Woche 8 (11. Oktober): Zwischenprüfung.  
   
Woche 9 (18. Oktober): Naturalismus: Hauptmann, Gerhart. Die Weber. (1892) Graduate Studenten müssen am 21. Oktober einen Umriss ihrer Arbeit und ihre Quellen einreichen.  
  
Woche 10 (25. Oktober): Expressionismus: Kaiser, Georg. Die Bürger von Calais. (1914) Freitag, der 27. Oktober, ist der letzte Tag, an dem Sie aus diesem Kurs aussteigen können (=last day to drop the course).  
  
Woche 11 (1. November): Episches Theater: Brecht, Bertolt. Mutter Courage und ihre Kinder. (1939)  
  
Woche 12 (8. November): Nachkrieg: Frisch, Max. Nun singen sie wieder. (1946)  
  
Woche 13 (15. November): Dokumentartheater: Weiss, Peter. Die Ermittlung. (1965) Graduate Studenten müssen am 18. November einen ersten Entwurf ihrer Arbeiten einreichen, wenn sie sie revidieren dürfen wollen.  
  
Woche 14 (22. November): Kein Unterricht. Frohes Erntedankfest!  
  
Woche 15 (29. November): Gegenwart: Jelinek, Elfriede. Ein Sportstück. (1998)  
  
Woche 16 (6. Dezember): Zusammenfassung. Buchtrailer werden an diesem Tag präsentiert (d.h. das Projekt ist an diesem Tag fällig). Wissenschaftliche Arbeiten müssen am Freitag, dem 15. Dezember, um 12.00 Uhr eingereicht werden.  
  
Freitag, der 8. Dezember, ist “Toter Tag” (Dead Day).  
  
In diesem Abschnitt wird Ihre Note diskutiert. Damit Sie absolut im Klaren darüber sind, werden die Einzelheiten teilweise auf Englisch erklärt.  
  
Note (Undergraduates): Quiznote 30% A=100-90%  
 Zwischenprüfung 30% B=89-80%  
 Buchtrailer 30% C=79-70%  
 Teilnahme 10% D=69-60%  
F=59% and below  
Note (Graduates): Wissenschaftliche Arbeit 35% A=100-90%  
 Quiznote 25% B=89-80%  
 Zwischenprüfung 20% C=79-70%  
 Referat 10% D=69-60%  
 Gegenreferat 10% F=59% and  
 below  
  
Attendance and Participation  
I will be evaluating you on a weekly basis according to use of German and your participation in small group activities and whole class discussions. If you would like to get regular feedback on  
 your participation, please contact me. Tardiness disturbs your fellow classmates and will result in lost participation points.  
  
For any excused absence, you will be allowed to make up any work and exams missed. Excused absences include illness and family emergency. For an illness to be counted as excused, you can bring a note from the health center or your own doctor, which states the days you were sick. Or, if you simply have a stomach virus or bad cold, you should contact me via e-mail or call me to let me know you will not be attending class that day so that the absence will be excused. If this occurs more than twice, however, I reserve the right to ask for a doctor’s note to verify the illness. Also, if an absence causes you to miss two or more consecutive class days, you must bring a doctor’s note with you when you return to class. Excused family emergencies include serious illness or death of a family member. However, driving a sibling to the airport in Tulsa, for example, would not be excused. Any homework missed because of excused absences must be brought to class the same day the student returns to class; any tests or quizzes missed must be made up within one week of the excused absence.  
  
Attendance is vital in this class. A seminar, as distinct from a lecture, is rooted in active conversation and discussion. We meet only once a week for three hours, so if you miss one class, you have missed an entire week. Therefore, you are allowed one unexcused absence. For the second and each subsequent unexcused absence, two points will be deducted from your final grade. So, if you have four unexcused absences, you will lose six points from your final grade (four unexcused absences minus one allowed absence equals three absences times two points each = six points.) If your final grade were a 94, it would be an 88. If you know in advance you will have to miss class, contact me as soon as possible to determine if your absence will be excused. Homework and quizzes missed because of unexcused absences may not be made up.  
  
Whether you miss class because of an excused or unexcused absence, it is your responsibility to contact a classmate or me in a timely manner regarding any new assignments (not on the syllabus) or other schedule changes that might have been made. Write the name, number, and e-mail of two of your classmates here:  
  
1.  
2.  
  
If you cannot come to class, you should remember two things. 1) If you miss a class, you should be ready to participate upon your return. If you miss Monday and there’s a quiz on Wednesday, you should be ready for the quiz on Wednesday. 2) Please make every effort possible to get the assignment from a fellow class member. You may have missed just one German class, but instructors have many students, and especially during flu season and the like, we can end up responding to e-mails re: “What’s the homework?” for an hour or more. I will place any handouts from the day on the hook next to my office door after class, so you can have a friend pick up a copy for you if you are ill.  
   
  
E-mail  
The use of e-mail is mandatory for this class. If you currently use an e-mail address that is not your university address, you must set your university address to forward mail so that your instructor is able to contact you via your university address. Although you will not be required to submit assignments via e-mail, your instructor will contact you via e-mail regarding course matters, occasional hints on grammar constructions, and even scholarship information, so you should check your e-mail account daily for announcements. E-mail is also an excellent way to contact me. If you do not know how to use e-mail, please ask me for help.  
  
Homework  
Assignments are due at the beginning of class. Late homework will not be accepted and will be recorded as a zero. Any work you miss for an excused absence MAY be turned in when you return to class.  
  
Office of Academic Initiatives and Integrity (http://honesty.uark.edu)  
This is the office that determines what is and is not ethical behavior, for example plagiarism or academic dishonesty. The Office of Academic Initiatives and Integrity defines academic dishonesty so: “Academic dishonesty involves acts that may subvert or compromise the integrity of the educational or research process at the University of Arkansas, when such acts have been performed by a UA student. Academic dishonesty includes, but is not limited to, any act by which a student gains or attempts to gain an academic advantage for him/herself or another by misrepresenting his/her or another’s work or by interfering with the independent completion, submission, or evaluation of academic work.” They add: “Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at http://honesty.uark.edu/policy Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”  
Here: http://honesty.uark.edu/sanction-rubric/ they list the three levels of violations. Ignorance is no defense because you are required to be familiar with this list. One thing specific to language classes that would fall under the category of preparation of work by an entity other than the student, a level 2 violation, is the use of translation programs. The Office lists: “Submitting as one’s own any theme, report, term paper, essay, computer program, speech, painting, drawing, sculpture, or other written or creative work or project of any nature prepared totally or in large measure by another. Submitting altered or falsified data (undergraduate level).” As we are grading your German, feeding English work into a program produces a project “prepared…by another.” The German is not your own work. The use of translation programs for your writing assignments is fairly easy to spot. Additionally, copying and pasting sentences without citation from the Internet or other sources constitutes plagiarism; plagiarism and the use of translation programs are cheating and must be reported to the Office of Academic Integrity. Be academically honest. Write in your German.  
  
Facebook  
Consider joining the Facebook group “University of Arkansas German Program” to get updates on events, scholarship information, and other opportunities.  
   
Inclement Weather Policy  
The university policy on inclement weather will be followed. You can check the procedure for weather emergencies on-line at: http://pigtrail.uark.edu/info/WeatherEmergencyProc.html  
  
Questions? If you have any questions regarding the syllabus or this course, please contact me at  
bsterli@ uark.edu or 575-5936.

**GERM 4143. German Lyric Poetry (Irregular). 3 Hours.**

A study of the forms and themes of German lyric poetry from the middle ages to the present. Prerequisite: GERM 3013.

This course is cross-listed with GERM 5143.

Deutsche Lyrik / German Lyric Poetry  
GERM 4143/5143

Montags 16.10-18.40 Uhr

Dr. Brett Sterling  
bsterli@uark.edu  
KIMP 503  
Sprechstunden: Mi 11.45-13.45; Fr 11.45-12.45

**Course Goals**

This course is intended to give you an in-depth overview of poetic trends in German-speaking countries (primarily Germany) from the High Middle Ages to the 20th century. We will proceed by theme/metaphor, but discuss historical developments in form along the way. We will look at examples for the major literary epochs (although not every theme will be represented with every epoch): Medieval, Baroque, Enlightenment/Classicism, Romanticism, Early 20th Century (Modernism), World War II, Holocaust, Post-War. We will examine poems individually, but also compare them to see how different time periods treat the particular theme. You will learn German terminology for the most significant elements of form and theme, and you will become familiar not only with the seminal ideas that define poetry, but with the canonical texts that give us the most frequent references in poetic texts in most western cultures. The majority of the poems in this class can be found in the anthology *Deutsche Gedichte*, edited by Hans-Joachim Simm (ISBN 3458174400). Additional texts (poetics, poetic texts, theory, and background information) will be provided via Blackboard.

Of all literary genres, lyric poetry is the closest to pure language. It is capable of creating images of sublime lucidity as well as profound perplexity. Poetry forces us to confront the obscurity and versatility of language, and as such, it demands to be read with great care and attention. In addition to the overview, the course aims to help you learn how to read poetry—not in the sense of reverent worship, but of hands-on dissection. That means the activity will require you to study individual words carefully, and so I suggest getting hold of a good dictionary—an English-German one, and a German-German one, if you can (you can find these at the library, as well). It will also require your using the “Grimms Wörterbuch” (http://dwb.uni-trier.de/de/, bookmark it immediately), for a better understanding of etymology and linguistic changes over time. I also encourage you to look at the Oxford English Dictionary.

This course is an experiment with language for all of us. Poetry can take us beyond the rational, the obvious, and the explicable to the strange, the incongruous, the paradoxical, and the ineffable. There is no one answer, and so experimentation with thought and word are welcome. Should you at any point begin to feel overwhelmed in the course (or otherwise), please come and talk to me. I promise I am here to help.

SEMESTERPLAN

1. Sitzung (23. Januar):

Wortspiele; Was ist ein Gedicht, was ist Lyrik und wozu die Poesie?

*Hausaufgaben*: Horaz und Aristoteles lesen; Poetik: Tropik usw, Taktarten, Gattungen Oberbegriff lesen; Culler, „Why Lyric?“ lesen

2. Sitzung (30. Januar):

Wortspiele; Was sind Gedichte, was tun sie? Grundkenntnisse der Poetik

*Hausaufgaben*: „German Poetry“ lesen; Taktreihen, Strophenformen und Gattungen lesen

3. Sitzung (6. Februar):

Wortspiele; Das Lesen / die Anwendung von Wörterbüchern üben; Sprache der Epochen vergleichen

*Hausaufgaben*: Gottsched „Oden oder Lieder“ lesen; Reim lesen; `Gedichte zum Thema ***Helden, Mythen, Legenden*** lesen

4. Sitzung (13. Februar): Helden, Mythen, Legenden

*Hausaufgaben*: Gedichte lesen

5. Sitzung (20. Februar): Gott und Götter

*Hausaufgaben*: Gedichte lesen

6. Sitzung (27. Februar): Blumen und Vögel

*Hausaufgaben*: Gedichte lesen

7. Sitzung (6. März): Liebe

*Hausaufgaben*: Gedichte lesen

8. Sitzung (13. März): Widmungen, Bildnisse

*Hausaufgaben*: Gedichte lesen

9. Sitzung (27. März): Gelegenheitsgedichte

*Hausaufgaben*: Gedichte

10. Sitzung (3. April): Orte

*Hausaufgaben*: Gedichte

11. Sitzung (10. April): Politik, Krieg

*Hausaufgaben*: Gedichte lesen

12. Sitzung (17. April): Tod

*Hausaufgaben*: Gedichte lesen

13. Sitzung (24. April): Kunst

*Hausaufgaben*: Gedichte lesen

14. Sitzung (1. Mai): Experimente

*Hausaufgaben*: Gedichte lesen

5. Mai: Gedichte und Erläuterungen bis 15 Uhr fällig

***Schlussexamen***:

Leistungskontrolle / Evaluation:

Weekly participation 50%

Final Poem with 2-page explication 25%

Final Exam 25%

***Policies:***

**Center for Educational Access** (http://cea.uark.edu)  
“The University of Arkansas, Fayetteville, makes every effort to offer equal educational opportunities for all students and is committed to improving the total university experience for students with disabilities. The Center for Educational Access (CEA) plays an important role in facilitating access for students with disabilities and serves as a liaison between administrators, faculty, and students. […]The Center for Educational Access, located in Room 104 of the Arkansas Union, serves as the central campus resource for students with disabilities. Working in partnership with students, faculty, and staff, the goal of the CEA is to ensure a physically and educationally accessible university environment. CEA staff members work individually with students and assist academic units by determining reasonable accommodations that enable every student to have access to the full range of programs and services at the university” (Student Handbook).

**Enhanced Learning Center** (http://elc.uark.edu/)  
“The E. L. C. is located on the Garden level of Gregson Hall, south entrance” (Student Handbook). They offer tutoring and writing help, also study rooms and lap-top check-out.

**Office of Academic Initiatives and Integrity** (http://honesty.uark.edu/)  
This is the office that determines what is and is not ethical behavior, for example plagiarism or academic dishonesty. For an unbelievably detailed list of unethical behaviors, see the student catalog, which defines academic dishonesty so: “Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process at the University of Arkansas. Included is an act by which a student gains or attempts to gain an academic advantage for himself or herself or another by misrepresenting his or her or another’s work or by interfering with the completion, submission, or evaluation of work.” There are more than 15 separate entries of behavior classified as academically dishonest. Ignorance is no defense. One that is not listed there specifically might be clarified in this excerpt from the catalog: “The use of services of term paper assistance companies is a violation of University policies on academic integrity. Student submission of such research or term papers to meet requirements of any class or degree program is expressly prohibited and constitutes academic dishonesty. Any violation of this prohibition will automatically result in both punitive action by the instructor (e.g., the award of a grade of “F” for the course) and a referral of each violation to the All-University Judiciary Committee for its consideration.” The use of translation programs for your writing assignments is, to my mind, such a service, and is fairly easy to spot. Be academically honest. Write in your German if you are writing in German. Ask for a proofreader. I will be more than happy to proofread for you. Obviously writing in English also requires proofreading.

**Attendance**:  
Especially in this course, where class participation is a major part of your grade and actually does mean you being an active part of the discussion, it is critical that you are mindful of attendance.

The attendance policy is based on the university definitions and policies regarding absence, which are found in the university catalog: **“Education at the university level requires active involvement in the learning process. Therefore students have the responsibility to attend classes and to actively engage in all learning assignments or opportunities provided in their classes.** Instructors have the responsibility to provide a written policy on student attendance that is tied to course objectives included in a course syllabus.” This is that section of the syllabus. The university defines excusable absences so: “Examples of absences that should be considered excusable include those resulting from the following: 1) illness of the student, 2) serious illness or death of a member of the student’s immediate family or other family crisis, 3) University-sponsored activities for which the student’s attendance is required by virtue of scholarship or leadership/participation responsibilities, 4) religious observances (see UA Religious Observances policy), 5) jury duty or subpoena for court appearance, and 6) military duty. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused.” As we meet only once a week, it is wise not to miss class, since doing so = missing an entire week of a normal class. In the event that you DO miss class, either excused or unexcused, it is your responsibility to find out what you missed and to prepare adequately for your return to class. Work may be made up for excused absences; no work may be turned in for unexcused absences. In order to prepare for the following class, if you had an excused absence, and there is some sort of assignment due the day you missed, please bring it with you to the following class. **There is no make-up work for unexcused absences**; **if you are/were in class, but turn in an assignment late, it is automatically docked one letter grade.** This will be my answer even if you ask if you can turn something in late. Consider yourselves advised.

You will get out of this class what you put into it. I take this and you and your work very seriously. I hope you will do the same.

A work/papers: VERY good. **Exceeds** **expectations**. Rare isolated, or no grammar/style problems; no typos. Stapled, with name and page numbers, follows style guidelines. Carefully proofread, no corner-cutting. Demonstrates advanced understanding of material and solid critical thought. Development of arguments, correct usage of sources, anchored quotes and well-explained thoughts.

B work/papers: Good. **Somewhat exceeds expectations**. Few grammar or style problems, few or no typos. Stapled, with name and page numbers, follows style guidelines. Proofread. Demonstrates somewhat advanced understanding of material and evidence of some critical thought. Arguments somewhat developed, generally correct source-usage, maybe the occasional unanchored quote; thoughts could be better explained, but gives strong evidence that there are wonderful thoughts TO be explained.

C work/papers: **Average**. Some grammar and style errors, typos, not stapled, name handwritten or not written, no page numbers, hastily put together, not proofread. Demonstrates average understanding of material and little or no critical thought; mostly gut reactions or subjective conjecture. Evidence that you think everyone thinks just like you do. Arguments introduced but not developed; problems with source usage or clear evidence that you don’t quite understand how to use sources. If you’ve written an otherwise brilliant paper but have neglected to staple it or include your name typed on the first page, you can expect a C from me. Your future is ill served by lack of attention to detail and I tell you this from personal experience. If I can prevent you from undermining your own success, I shall.

D work/papers: Below average but not failing. Lack of development and/or proofreading/command of grammar impede understanding. If I have the sense that you have handed me D work, we will work together to improve it.

F work/paper: Unacceptable for credit, for any number of reasons, including but not limited to: lack of preparation, lack of understanding, lack of semantic/grammatical command, academic dishonesty. If I feel you have presented me with F work, rest assured we will discuss and work to improve it.

**GERM 4213. German Civilization (Irregular). 3 Hours.**

German civilization. Prerequisite: GERM 2013 or equivalent.

**GERM 4213: German Civilization and Culture**

Spring 2017  
Peabody Hall 206

T/Th 9:30-10:45

Dr. Jennifer Hoyer Sprechstunden: jhoyer@uark.edu Di: 11:30-13h  
KIMP 501 Fr: 11-12:30h

**Required Readings:**  
Koepke, Wulf. *Die Deutschen: Vergangenheit und Gegenwart*. 5th ed. New York: Holt, 2000.

**Course Description**:  
The course covers the historical and cultural development primarily of what we now call the Federal Republic of Germany. We begin with the earliest written history we possess describing the northern and eastern tribes who came to the central European continent during what has been called the “Axial Age” (corresponding to the Han dynasty in China, the establishment of Judaism and Christianity in the Middle East, and the last 500 years of the Roman Empire). These were tribes who spoke related non-Romance languages (=not Latin) and were essentially warrior-farming cultures that moved ever further south and west, eventually settling in the areas just east of the Roman frontier. As the Roman Empire waned, the Germanic tribes in various confederations adopted many aspects of Roman infrastructure, while maintaining their language and cultural traditions, finally making an alliance with the Christian Church to create The Holy Roman Empire. From the establishment of Germanic emperors as defenders of the Roman Church, Germanic rulers in various confederations supported and challenged Roman Church authority, until the late 17th century, when the Roman Church essentially lost its authority and the era of Germanic states distinct from Rome began in earnest. The collapse of the Holy Roman Empire in the 19th century signaled the beginning of social reform and more focus on the rights of vulnerable members of society and universal education, balanced by the competitive sociology of the Industrial Revolution and Capitalism. Finally, Germany was established as a nation-state, whose borders and culture even during the 20th century experience much change. In this class, we will learn the basic information of the cultural developments that create The Federal Republic of Germany; we will also contextualize Germany and attempt to read the history with a critical eye to who is telling the story, and whose voices are missing. We will also talk about how these cultural and geographical developments are reflected in the current political situation in Germany and in the European Union.

**Course Goals**:  
Learn basic German history (this includes Austria and Switzerland); practice critical thinking skills; practice expressive skills in writing, speaking, and also more creative outlets; improve German vocabulary and control of grammar. You are expected to keep up with current events in German-speaking countries throughout the semester; I encourage you to make a habit of watching the daily news, *Tagesschau* (www.tagesschau.de).

**Grade Breakdown**:  
Homework: 40% (assignments due each class period)  
Projects and Participation: 40% (in-class work, paper, creative project)  
Final Exam: 20% (comprehensive)

We do reserve the right to make changes to the schedule as needed.

**Erste Woche:** Einführung

**Dienstag, 17. Januar:** Einführung in den Kurs sowie in den Lehrplan und in das Buch.

**Donnerstag, 19. Januar:** Wie sieht das heutige Deutschland aus? Nachrichten, Werte, Geschichte.

Hausaufgaben 17.-24. Januar: Geografie-Kapitel lesen (S. 1-11); S. 11-12: Fragen zum Text (1-10) & „Wir vergleichen“ #1 (Schreiben Sie einen Absatz, etwa eine halbe Seite)

*Monday 23rd January is the last day to register for this class!*

**Zweite Woche:** Lektüre: Geografie (S. 1-12)

**24. Jan.:** Im Unterricht: S. 12 Geografie-Quiz, S. 431 B. Warum ist Geografie wichtig für ein Verständnis von der Geschichte eines Landes?

Hausaufgaben bis 26. Januar: S. 432: „Vergangenheit“ 1a (Verstehen Sie diese Wörter…). S. 15: Überfliegen Sie die Zeittafel.

**26. Jan.:** Geografie, Politik, Geschichte. Vokabeln und Zeittafel; S. 16 „Was wissen Sie, was meinen Sie?“; Lesehilfe.

Hausaufgaben 26.-31. Jan.: Kapitel 1 „Beginn der deutschen Geschichte“ (S. 15-24) lesen; Übungen: S. 23 Fragen zum Text (1-18) IN EIGENEN WORTEN.

*Monday 30th January is the last day to withdraw* ***without*** *a “W”!*

**Dritte Woche:** Lektüre: Kapitel 1 „Beginn der deutschen Geschichte“ (S. 15-24)

**31. Jan.:** Im Unterricht: Römer und Germanen (Arminius, Tacitus); „Das Hildebrandslied“ (S. 433-434).

Hausaufgaben bis 2. Feb.: Übung S. 433 C Passiv

**2. Februar:** Im Unterricht: Chlodwig, Karl der Große; Das Römische Reich wird die Kirche. „Das Hildebrandslied“ (S. 433-434), S. 25-6 Zeittafel; „Was wissen Sie, was meinen Sie?“

Hausaufgaben 2.-7. Feb.: Kapitel 2 „Ritter, Bauern und das Heilige Rom“ lesen (S. 25-34); Übungen: S. 33-4 Fragen zum Text (1-17) IN EIGENEN WORTEN.

**Vierte Woche:** Lektüre: Kapitel 2 „Ritter, Bauern und das Heilige Rom“ (S. 25-34)

**7. Feb.:** Im Unterricht: Sachsen, Ottonen, das Lehenssystem (das Feudalsystem)

Hausaufgaben bis 9. Feb.: Übungen: S. 435 2A: 2, 5, 6, 9, 10; 2C Verbinden Sie die Sätze durch einen Infinitiv.

**9. Feb.:** Im Unterricht: Kreuzzüge, Ritterlichkeit, Außenpolitik; Geistliche und weltliche Mächte.

Hausaufgaben 9.-14. Feb.: Kapitel 3 „Barbarossa“ lesen (S. 35-43); Übungen: S. 42-3 Fragen zum Text 1-16 in eigenen Worten.

**Fünfte Woche:** Lektüre: Kapitel 3 „Barbarossa“ (S. 35-43)

**14. Feb.:** Im Unterricht: Staufer (Hohenstaufen & Welfen), Hochmittelalter, Walter von der Vogelweide & Mittelhochdeutsch.

Hausaufgaben bis 16. Feb.: Übungen: S. 437 A, C

**16. Feb.:** Im Unterricht: S. 438 D (Architektur); 439 E („Under der Linden“); S. 44 Zeittafel.

Hausaufgaben 16.-21. Feb.: Kapitel 4 „Der Totentanz“ lesen (S. 44-57); Übungen: S. 56-7 Fragen zum Text (1-23) in eigenen Worten.

**Sechste Woche:** Lektüre: Kapitel 4 „Der Totentanz“ (S. 44-57)

**21. Feb.:** Im Unterricht: Stadt bauen, Zünfte, Klassengesellschaft (Adel und Bürgertum), die Goldene Bulle

Hausaufgaben bis 23. Feb.: Übung: S. 440 B

**23. Feb.:** Im Unterricht: Die Universität, Totentanz; Essay #1 Aufgabenstellung [erste Fassung am 2. März 2017 fällig.]

Hausaufgaben 23. – 28. Feb.: Kapitel „Feste“ lesen (S. 248-255). Essays schreiben.

**Siebte Woche:** Lektüre: „Feste“ (S. 248-255); Essays bearbeiten

**28. Februar:** Im Unterricht: Feste in der mittelalterlichen Geschichte (und heute!).

Hausaufgaben bis 2. März: Bearbeitung des Essays; Übungen: S. 440 C.

**2. März:** Im Unterricht: Kunst der Frühmoderne; Essay #1 erste Fassung fällig.

Hausaufgaben 2. – 7. März: Kapitel 5 „Die Reformation“ lesen (S. 58-70); Übungen: S. 442 A; Papstkarte kreieren!

**Achte Woche:** Lektüre: Kapitel 5 „Die Reformation“ (S. 58-70)

**7. März:** Im Unterricht: Papst-Kartenspiel!

Hausaufgaben bis 9. März: Übungen S. 69-70 Fragen zum Text (1-22) in eigenen Worten; Essays bearbeiten.

**9. März:** Im Unterricht: 443 D, E; Die Wissenschaft in der Frühmoderne

Hausaufgaben 9. – 14. März: Kapitel 6 „Der Fenstersturz von Prag“ (S. 71-79); Übungen: 78-9 Fragen zum Text (1-18) in eigenen Worten; Essays bearbeiten.

**Neunte Woche:** Lektüre: Kapitel 6 „Der Fenstersturz von Prag“ (S. 71-79)

**14. März:** Im Unterricht: S. 71 „Was wissen Sie?“ Der Dreißigjährige Krieg, der Fürstenstaat; Essay #1 zweite Fassung fällig.

Hausaufgaben bis 16. März: Übungen: S. 444-45 B, C (setzen Sie das richtige Verb ein, dann bilden Sie einen neuen Satz damit)

**16. März:** Im Unterricht: Barockkultur; Essay #2 Aufgabenstellung [erste Fassung am 30. März fällig]

Hausaufgaben bis 28. März: Kapitel „Kirche und Gesellschaft“ lesen (S. 383-393); Essays schreiben.

**20. März – 24. März: FRÜHLINGSFERIEN!!**

**Zehnte Woche:** Kirche (S. 383-394)

**28. März:** Konfessionen

Hausaufgaben bis 30. März: Essays schreiben.

**30. März:** Konfessionen und Politik damals und jetzt; Essay #2 erste Fassung fällig.

Hausaufgaben 30. März – 4. April: Kapitel 7 „Der Staatsräson“ lesen (S. 80-94); Übungen: S.93-4 Fragen zum Text (1-23) in eigenen Worten.

**Elfte Woche:** Lektüre: Kapitel 7 „Der Staatsräson“ (80-94)

**4. April:** Im Unterricht: Die Aufklärung, Bürgerlicher Lebensstil, Berlin

Hausaufgaben bis 6. April: Übungen: S. 447 A, S. 448 C; Essays bearbeiten.

**6. April:** Im Unterricht: Preußen, Friedrich II, Habsburger, Amerika.

Hausaufgaben 6. – 11. April: Kapitel „Das kulturelle Leben in Deutschland“ lesen (S. 339-55); Essays bearbeiten.

**Zwölfte Woche:** Lektüre: Kapitel „Das kulturelle Leben in Deutschland“ (S. 339-55)

**11. April:** Im Unterricht: Kultur und Geschichte; Essay #2 zweite Fassung fällig; Kulturprojekt-Aufgabenstellung.

Hausaufgaben bis 13. April: Kulturprojekte

**13. April:** Im Unterricht: Kultur und Philosophie

Hausaufgaben 13. – 18. April: Kulturprojekte; Kapitel 8 „Die Goethezeit“ lesen (S. 95-104); Übungen: S. 104 Fragen zum Text (1-15) in eigenen Worten.

**Dreizehnte Woche:** Lektüre: Kapitel 8 „Die Goethezeit“ (S. 95-104)

**18. April:** Im Unterricht: Goethe, Klassik und Romantik

Hausaufgaben bis 20. April: Übungen: S. 450-1 A, B; Kulturprojekte.

**20. April:** Im Unterricht: Napoleon, das Ende des Heiligen Römischen Reiches.

Hausaufgaben 20. – 25. April: Kulturprojekte bearbeiten.

*Friday, 21st April is the last day to withdraw with a “W”!*

**Vierzehnte Woche:** Kulturprojekte; Wiederholung

**25. April:** Im Unterricht: Vorführung von Kulturprojekten

Hausaufgaben bis 24. April: TBA

**27. April:** Im Unterricht: Vorführung von Kulturprojekten

Hausaufgaben 27. April – 2. Mai: TBA

**Fünfzehnte Woche:** Kulturprojekte, Wiederholung

**2. Mai:** Im Unterricht: Vorführung von Kulturprojekten; Wiederholung

Hausaufgaben bis 4. Mai: TBA

**4. Mai:** Im Unterricht: Vorführung von Kulturprojekten; Wiederholung für das Schlussexamen.

5. Mai: Dead Day

**Schlussexamen (comprehensive) Donnerstag, 11. Mai, 2017, 8:00-10:00**

**Expectations, Assignments, Procedures**

As you can see from the grade breakdown, class attendance and keeping up with assignments determine the bulk of your grade: 80% to be precise. You will be graded on participation each class period, sometimes revolving around writing or speaking prompts, but also related to projects or presentations. You will do several project-style assignments that will be graded both for content and presentation, but you will also earn a grade for your interaction with other people’s projects (don’t worry, I will set the class up to help you interact). Foremost among these are the *Papstkartenspiel* (Pope Card game) and the *Kulturprojekt* (cultural project). The Pope Card game will allow you to do historical research while also practicing more creative presentation skills. The cultural project is intended to give you an opportunity to present information and critical thought in a more creative way than an essay or a PowerPoint presentation. For the cultural project, you can work alone or with other students in our class; you pick something historical ***within our timeframe (0 C.E. – 1816 C.E.)*** to represent and comment in a more creative form. If you would like to try creative writing, painting, sculpting, graphic design, music composition or performance, dance, mixed media, film, or some combination or even some form I haven’t thought of, this is your chance. The goal is to create something that your co-students can both learn information from and be prompted to think about that information and what it means for German culture.

You will also practice your writing in this class, in part through weekly advanced grammar exercises, but especially through two 2-page essays you will write. These will answer a prompt from the textbook to which I will direct you. The essays will give you a chance to review, assess, and synthesize historical information. You are expected to demonstrate mastery of basic grammar and vocabulary, and a willingness to attempt more complex grammar and vocabulary. By this point in your German learning, you should have mastered subject-verb conjugation, basic word order, case, gender, and verb tenses, plus high-frequency vocabulary. If you are not sure about these, or need a refresher, please come to my office hours and we will work on whatever needs brushing up. Essay drafts with errors in these basic categories will be handed back ungraded and will be accepted for grading once the errors are corrected.

The weekly homework assignments will usually be first informational: content questions which you are to answer ***in your own words***, both to demonstrate your understanding of what you read and to practice your written German; and then grammatical: contextualized grammar exercises to help you improve your advanced sentence structure and vocabulary. Since you have Thursday through Tuesday, I expect you to read the chapter over those 5 days and a few hours; if that seems like a lot, break it down: set aside one hour a day to focus on 2 pages of reading and answer the questions for those 2 pages (most of the reading assignments are about 10 pages). It will help the assignment be manageable, and will allow you to practice your reading comprehension each day. Daily practice is essential for retention! A little bit each day will amount to a lot of accomplishment over 15 weeks! If you have never taken a content class before, be advised: this homework will take you longer than your grammar class homework did. Don’t underestimate the time you will need, and resist the temptation to power through at 8.30am on the due date. Make time to learn meaningfully.

The final exam will be comprehensive, involving identifications and short answer questions that require conceptual understanding from the reading and classwork, including some elements of your cultural projects. Don’t worry; I’m not going to quiz you on obscurities; everything on the final exam will be things you’ve repeated or talked about often.   
This class is dense, but it is also meant to be thorough and supportive. I want you to have a worthwhile and fulfilling experience here. This of course is only partly dependent on me; any class is a team effort: my job is to bring the schedule, the tools, the context, and feedback; your job is to bring curiosity, willingness to try and to ask, active mindful thinking, and your homework. If we both do our parts then this will be amazing!

**Policies**

**Attendance**   
You may make up work for excused absences. You may not make up work, no matter how large the assignment, for unexcused absences; neither will I accept homework if you were not in class and have not approached me about an excused absence, nor will I accept homework completed during class time (unless otherwise stated). If you are mildly to moderately ill, an email on the day will suffice; doctor’s visits or other reasons for absence will require a valid note or some form of valid documentation in order to be excused. Please do bear in mind, however, that excessive absences, excused or not, will have an impact on your grade, by simple virtue of not having been part of the lesson. Please also be advised that I will follow the university’s guidelines in what constitutes an excused absence.

**CEA: The Center for Education Access**   
In order to receive accommodations for any learning differences, they must be documented by the CEA, and the CEA will provide a list of accommodations. If during the semester you begin to suspect you may have an issue, don’t hesitate to talk to the CEA about it so that you can benefit from accommodation going forward. I am also always happy to discuss learning strategies with you, although I can make no accommodations without notification from the CEA.

**Academic Integrity**It is the student’s responsibility to keep up with and be aware of what constitutes academic dishonesty on this campus. The essence of the definition is representing something that is not your own work as your own work, whether that is copying from a friend or source without documenting it, or having a machine do the work for you (online translator). Instances of academic dishonesty must be reported, and go on your record, so please trust in your own ability, try, and feel free to ask for assistance. I’m not looking for flawless work that is well beyond your current level of proficiency; I am looking for incremental improvements from where you started.

**Other Resources:**  
**Tutoring**   
When I have the updated information on German tutoring, I will let you know!

**Office Hours**   
I hold 3 hours of office hours each week; they are listed at the top of the front page of this syllabus. During that scheduled time, I will be in my office and available to talk and work with you on matters related to this class or other academic issues. I can help with all sorts of things from unclear grammar and vocab and review of material to scholarship applications, essays, and general ‘what am I doing with my university education’ questions. Please let me take this opportunity to invite you to make use of my office hours.

***Stammtisch***   
*Stammtisch*, the German conversation table, meets Fridays between 12pm and 2pm in ARKU 312. The purpose of *Stammtisch* is to provide a pressure-free environment to practice speaking and hearing German. This is a great place to gain confidence in formulating thoughts and gain more vocabulary. We have moved it to campus during lunchtime to make it more accessible and conducive to even the shortest drop-in. It’s a great opportunity to review things and learn how to talk about interests you may not have had a chance to discuss in classes. The more you push yourself to speak, the easier it becomes to speak. Please let me take this opportunity to invite you to join me (and Dr. Condray, Dr. Sterling, and the TAs, and other students) for some conversation practice.

**GERM 470V. Special Topics (Irregular). 1-3 Hour.**

May be offered in a topic not specifically covered by courses otherwise listed. May be repeated for up to 6 hours of degree credit.

**Syllabus #1**

DEUTSCH 470V: DEUTSCH FÜR DEN BERUF  
Herbst 2016  
Dr. Kathleen Condray Kimpel 514  
Sprechstunden: am Dienstag (9.15-10.45),  
am Donnerstag (13.30-15.00) oder nach Vereinbarung condray@uark.edu  
  
Woche 1  
  
Dienstag, den 23. August  
im Unterricht: Wir lernen uns kennen und besprechen den Kurs.  
Hausaufgabe: 1. Projekt 1: Der Lebenslauf (Handout). Machen Sie einen Termin mit dem Career Development Center aus, um einen Lebenslauf auf Englisch zu schreiben. 2. Lernen Sie den Wortschatz für das Quiz am Donnerstag („die Technologie“). Donnerstag, den 25. August  
im Unterricht: Quiz: „die Technologie“. Familienunternehmen Ritter Sport: Firmengeschichte. Hausaufgabe: Projekt 1: Der Lebenslauf (Handout). Schreiben Sie die deutsche Fassung Ihres Lebenslaufs. Er ist am Dienstag (30. August) fällig. Bringen Sie beide Fassungen am Dienstag in den Unterricht mit.  
  
Woche 2  
  
Dienstag, den 30. August  
im Unterricht: Lebensläufe diskutieren. Ritter Sport. Hausaufgabe: Lernen Sie den Wortschatz für das Quiz am Donnerstag („der Markt“). Donnerstag, den 1. September  
im Unterricht: Quiz: „der Markt“. Ritter Sport. Hausaufgabe: Projekt 1: Der Lebenslauf (Handout). Revidieren Sie Ihren deutschen Lebenslauf. Er ist am Dienstag (6. September) fällig.  
  
Woche 3  
  
Dienstag, den 6. Septemb er im Unterricht: Ritter Sport.  
Hausaufgabe: Lernen Sie den Wortschatz für das Quiz am Donnerstag („die Wissenschaft im Allgemeinen“). Donnerstag, den 8. September  
im Unterricht: Quiz: „die Wissenschaft im Allgemeinen“. Über Fähigkeiten und Kompetenzen reden.  
Hausaufgabe: Projekt 2: Das Interview (Handout). Üben Sie, über Ihre Fähigkeiten und Kompetenzen zu reden. Finden Sie eine Anzeige für Dienstag.  
   
2  
  
Woche 4  
  
Dienstag, den 13. September  
im Unterricht: Interviewen: Strategien und Übungen. Hausaufgabe: 1. Projekt 2: Das Interview (Handout). Führen Sie ein Telefoninterview mit Dr. Condray (Termine auf dem Handout—Mittwoch bis Freitag).  
2. Lernen Sie den Wortschatz für das Quiz am Donnerstag („die Forschung und Entwicklung“ + „die Produktion“). Donnerstag, den 15. September  
im Unterricht: Quiz: „die Forschung und Entwicklung“  
+ „die Produktion“. Einen Begleitbrief schreiben. Quarks und Co.  
Hausaufgabe: Projekt 2: Das Interview (Handout). Führen Sie ein Telefoninterview mit Dr. Condray (Termine auf dem Handout—Mittwoch bis Freitag).  
  
Woche 5  
  
Dienstag, den 20. September  
im Unterricht: Sich vorstellen und der Elevator Pitch. Hausaufgabe: 1. Projekt 3: freies Reden Üben Sie Ihren Elevator Pitch. Er ist am Donnerstag fällig. 2.  
Lernen Sie den Wortschatz für das Quiz am Donnerstag („der Verkauf“). Donnerstag, den 22. September  
im Unterricht: Quiz: „der Verkauf“. Elevator Pitch Übung.  
Hausaufgabe: Keine, da doppelte Hausaufgaben am Dienstag.  
  
Woche 6  
  
Dienstag, den 27. September  
im Unterricht: Produktvorstellung: Gruppenarbeit. Hausaufgabe: Lernen Sie den Wortschatz für das Quiz am Donnerstag („das Marketing“ + „das Rechnungswesen“). Donnerstag, den 29. September  
im Unterricht: Quiz: „das Marketing“ + „das Rechnungswesen“. Gruppenarbeit.  
Hausaufgabe: Projekt 4: Produktvorstellung. Schreiben Sie Ihre Präsentation zu Ende; sie ist am Dienstag fällig.  
  
Woche 7  
  
Dienstag, den 4. Oktober  
im Unterricht: Produktvorstellung.  
Hausaufgabe: Lernen Sie den Wortschatz für das Quiz am Donnerstag („das Büroleben“ + „die Work-Life- Balance“). Donnerstag, den 6. Oktober  
im Unterricht: Quiz: „das Büroleben“ + „die Work-Life- Balance“. Quarks und Co.  
Hausaufgabe: Projekt 5: Artikel in Ihrem Fach. Finden Sie und fassen Sie zwei Artikel in Ihrem Fach zusammen.  
  
Woche 8  
  
Dienstag, den 11. Oktober  
im Unterricht: Mit Kontroversen umgehen. Hausaufgabe: Lernen Sie den Wortschatz für das Quiz am Donnerstag(„der Brief und die E-Mail, Teil 1“). Donnerstag, den 13. Oktober  
im Unterricht: Quiz: „der Brief und die E-Mail, Teil1“. Hausaufgabe: Projekt 5: Artikel in Ihrem Fach. Finden Sie und fassen Sie zwei Artikel in Ihrem Fach zusammen. Das Projekt ist am 20. Oktober fällig.  
  
Woche 9  
  
Dienstag, den 18. Oktober  
im Unterricht: Es findet heute kein Unterricht statt. Es ist ein Feiertag der Uni. Donnerstag, den 20. Oktober  
im Unterricht: Korrespondenz im Geschäft.  
Hausaufgabe: Projekt 6: Präsentation in Ihrem Fach.  
   
3  
Woche 12  
   
Woche 10  
  
Dienstag, den 25. Oktober  
im Unterricht: Korrespondenz im Geschäft.  
Hausaufgabe: 1. Projekt 6: Präsentation in Ihrem Fach. 2. Lernen Sie den Wortschatz für das Quiz am Donnerstag(„der Brief und die E-Mail, Teil 2). Donnerstag, den 27. Oktober im Unterricht: Quiz: „der Brief und die E-Mail, Teil 2“.  
Präsentationen in Ihrem Fach. Hausaufgabe: Keine, da doppelte Hausaufgaben am Dienstag.  
  
Woche 11  
  
Dienstag, den 1. November  
im Unterricht: Digitale Disruption. Hausaufgabe: Lernen Sie den Wortschatz für das Quiz am Donnerstag(„die Bestellung und die Rechnung“). Donnerstag, den 3. November im Unterricht: Quiz: „die Bestellung und die Rechnung“. Quarks und Co  
Hausaufgabe: Projekt 7: Todesanzeige für verstorbene Technologie  
   
  
Dienstag, den 8. November  
im Unterricht: Präsentationen: Todesanzeigen. Hausaufgabe: Lernen Sie den Wortschatz für das Quiz am Donnerstag(„der Termin und die Reservierung“). Donnerstag, den 10. November  
im Unterricht: Quiz: „der Termin und die Reservierung“. Wichtige Entdeckungen in der deutschen Industrie / Wissenschaft. Hausaufgabe: Projekt 8: Eine wichtige Entdeckung / Erfindung  
  
Woche 13  
  
Dienstag, den 15. November  
im Unterricht: Präsentationen: Entdeckungen / Erfindungen.  
Hausaufgabe: Lernen Sie den Wortschatz für das Quiz am Donnerstag („die Abkürzung“). Donnerstag, den 17. November  
im Unterricht: Quiz: „die Abkürzung“. Geschäftsessen  
+ Smalltalk.  
Hausaufgabe: Machen Sie das Handout.  
  
Woche 14  
  
Dienstag, den 22. November im Unterricht: Quarks und Co.  
Hausaufgabe: Genießen Sie den Feiertag. Donnerstag, den 24. November  
im Unterricht: Es findet heute kein Unterricht statt (Erntedankfest).  
  
Woche 15  
  
Dienstag, den 29. November im Unterricht: Nachhaltigkeit.  
Hausaufgabe:Projekt 9: Was ist diese Erfindung? Donnerstag, den 1. Dezember  
im Unterricht: Entdeckungen diskutieren.  
Hausaufgabe: Machen Sie das Handout.  
   
4  
  
Woche 16  
  
Dienstag, den 6. Dezember  
im Unterricht: Aktuelle Geschichten aus der Geschäftswelt.  
Hausaufgabe: Projekt 9: Was ist diese Erfindung? Revidieren Sie Ihre Beschreibungen. Donnerstag, den 8. Dezember  
im Unterricht: Zusammenfassung  
  
Teilnahme und Anwesenheit  
I will be assessing your participation each week. Above all, you will be assessed on the use of only German in the classroom and will lose significant points for speaking English. The grade is also based on small group work and class work (i.e. on whether you work with your classmates to complete various activities in small groups and on whether you volunteer to answer questions when the class conducts discussions as a whole). So, if you speak German and participate, you should have no difficulty earning an A+ for this part of the grade.  
For any excused absence, you will be allowed to make up any work and exams missed. Excused absences include illness and family emergency. If you simply have a stomach virus or bad cold, you should contact your instructor via e-mail to let her know you will not be attending class that day so that the absence will be excused. For two consecutive class days to be counted as excused (i.e. you are sick on both Monday and Wednesday), you can bring a note from the health center or your own doctor, which states the days you were sick. If you are going to the health center for treatment, you will need to print out an excuse note in advance at: http://health.uark.edu/\_resources/documents/absence-explanation.pdf and bring it along to your appointment for the doctor or physician’s assistant to sign.  
If a student misses more than a quarter of the classes (seven classes in the case of this course) due to excused absences and even if these absences are excused via a doctor’s note, he or she must have an accommodation from the Center for Educational Access (http://cea.uark.edu/) regarding excessive absences in order for further absences to be excused. Excused family emergencies include serious illness or death of a family member. However, driving a sibling to the airport in Tulsa, for example, would not be excused. Homework and quizzes missed because of unexcused absences may not be made up.  
  
Participation and attendance are vital in learning a new language. If you miss class, you miss an opportunity to speak and hear German. Whether you miss class because of an excused or unexcused absence, it is your responsibility to contact a classmate or the instructor in a timely manner regarding any new assignments (not on the syllabus) or other schedule changes that might have been made. Write the name, number, and email of two of your classmates here:

5   
Hausaufgabe (Homework)  
Any homework assigned for this class is due at the beginning of class. Late homework will not be accepted and will be recorded as a zero. Any work you miss for an excused absence MAY be turned in when you return to class.  
  
Inclement Weather Policy  
The university policy on inclement weather will be followed. You can check the procedure for weather emergencies on-line at: http://vcfa.uark.edu/policies/fayetteville/vcfa/2100.php  
   
E-mail  
The use of University of Arkansas e- mail is mandatory for this class.  
Although you will not be required to submit assignments via e-mail, your instructor will contact you via email regarding course matters, occasional hints on grammar constructions, and even scholarship information, so you should check your e-mail account daily for announcements.  
   
Academic Honesty  
“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at http://honesty.uark.edu/students/index.php.  
Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.” One thing specific to language classes that would fall under the category of preparation of work by an entity other than the student, a level 2 violation, is the use of translation programs. The Office notes: “ ‘Submitting as one’s own any theme, report, term paper, essay, computer program, speech, painting, drawing, sculpture, or other written or creative work or project of any nature prepared totally or in large measure by another. Submitting altered or falsified data (undergraduate level).” As we are grading your German, feeding English work into a program produces a project “prepared” by another. The German is not your own work. The use of translation programs for your writing assignments is fairly easy to spot. Be academically honest. Write in your German.  
  
Additionally, students may study together and assist each other with homework, but each student should complete homework independently. Identical answers that contain the same odd errors are obvious signs of cheating. Remember: the homework is your check to see if you have understood the material, so consider the questions and write the answers on your own to see if you get it.  
   
Webpages  
The webpage for the German section can be found at: http://german.uark.edu You’ll find information about majoring and minoring in German, study abroad, language certification, and extracurricular events.  
  
What can you do with German? Check out our database that profiles real people who are using German in their jobs. http://whatcanidowiththat.com  
  
Facebook  
Consider joining the Facebook group “University of Arkansas German Program” to get updates on events, scholarship information, and other opportunities.

**Syllabus #2**

Herbst 2017 Name:   
  
Deutsch 470V: Deutsche als Ausländer, Ausländer als Deutsche  
Über Migration und nationale Identität  
Dr. Kathleen Condray  
Sprechstunden Am Montag und Mittwoch, 8.30-9.30, am Freitag, 10.30-11.30 oder nach Vereinbarung Büro 514 Kimpel Hall  
Telefonnummer 575-5938 E-Mail condray@uark.edu  
  
Texte: Hensel, Jana. Zonenkinder.  
Kaminer, Wladimir. Russendisko.  
Massaquoi, Hans-Jürgen. Neger, Neger, Schornsteinfeger.  
Zweig, Stefanie. Nirgendwo in Afrika.  
  
Wir werden auch andere Texte lesen, z.B. von Friedrich Gerstäcker, die man in der Bibliothek finden kann oder aber die ich Ihnen gebe.  
  
Woche 1 (den 24. August): Wir lernen uns kennen und besprechen den Kursplan. Einführung in das Thema.  
Freitag, der 25. August ist der letzte Tag, an dem Sie diesen Kurs belegen können (=last day to add the course).  
  
Woche 2 (den 31. August): Deutsche Einwanderer in Arkansas. Friedrich Gerstäcker. Freitag, der 1. September, ist der letzte Tag, an dem Sie aus diesem Kurs aussteigen können, ohne ein “W” zu bekommen (=last day to drop the course without a “W”).  
  
Woche 3 (den 7. September): Stefanie Zweig.  
  
Woche 4 (den 14. September): Stefanie Zweig: Film.  
  
Woche 5 (den 21. September): Einführung: Afro-Deutsche Geschichte / Kultur.  
  
Woche 6 (den 28. September): Hans-Jürgen Massaquoi.  
  
Woche 7 (den 5. Oktober): DDR Kultur / Apachen (Film).  
  
Woche 8 (den 12. Oktober): Jana Hensel. Einführung: Einwanderung in Deutschland.  
  
Woche 9 (den 19. Oktober): Fatih Akin.  
  
Woche 10 (den 26. Oktober): Fatih Akin. Lesebericht(e) fällig.  
  
Woche 11 (den 2. November): Fatih Akin.  
  
Woche 12 (den 9. November): Fatih Akin.  
  
Woche 13 (den 16. November): Wladimir Kaminer. Freitag, der 17. November, ist der letzte Tag, an dem Sie aus diesem Kurs aussteigen können (=last day to drop the course).  
  
Woche 14 (den 23. November): Kein Unterricht. Genießen Sie das Erntedankfest!  
  
Woche 15 (den 30. November): Präsentationen in den Schulen. Filmanalyse heute fällig (am Donnerstag einfach in Dr. Condrays Fach hinwerfen).  
   
  
Woche 16 (den 7. Dezember) Letzter Unterrichtstag. Zusammenfassung: Berichte über Präsentationen. Freitag, der 8. Dezember, ist “Toter Tag” (Dead Day).  
  
In diesem Abschnitt wird Ihre Note diskutiert. Damit Sie absolut in klarem darüber sind, werden die Einzelheiten teilweise auf Englisch erklärt.  
  
Note (Undergrads): Quiznote=30% A=90-100  
 Lesebericht=15% B=80-89  
 Filmanalyse=15% C=70-79  
 Projekt=30% D=60-69  
 Teilnahme=10% F=50-59  
  
Note (Grads): Quiznote=25% A=90-100  
 Leseberichte (x2)=20% B=80-89  
 Filmanalyse=15% C=70-79  
 Projekt=30% D=60-69  
 Projektleitung=10% F=50-59  
  
Teilnahme und Anwesenheit (Participation and attendance)  
I will be evaluating you on a weekly basis according to use of German and your participation in small group activities and whole class discussions. If you are late to class or leave early, you are not participating in the full class period and will thus lose participation points accordingly. Should you have a course immediately preceding this one which continually ends late and/or is on the other side of campus, please notify me.  
  
For any excused absence, you will be allowed to make up any work and exams missed. Excused absences include illness and family emergency. If you simply have a stomach virus or bad cold, you should contact your instructor via e-mail to let her know you will not be attending class that day so that the absence will be excused. For two consecutive class days to be counted as excused, you can bring a note from the health center or your own doctor, which states the days you were sick. If you are going to the health center for treatment, you will need to print out an excuse note in advance at: http://health.uark.edu/AbsenceExplanationForm\_August2006.pdf and bring it along to your appointment for the doctor or physician’s assistant to sign.  
  
If a student misses more than a quarter of the classes (four classes in the case of this course) due to excused absences and even if these absences are excused via a doctor’s note, he or she must have an accommodation from the Center for Educational Access (http://cea.uark.edu/) regarding excessive absences in order for further absences to be excused. Excused family emergencies include serious illness or death of a family member. However, driving a sibling to the airport in Tulsa, for example, would not be excused. If you know in advance you will have to miss class, contact your instructor as soon as possible to determine if your absence will be excused. Homework and quizzes missed because of unexcused absences may not be made up. Students may not come to class simply to take a quiz and then skip the rest of class; this is regarded as an unexcused absence.  
  
Participation and attendance are vital in learning a new language. If you miss class, you miss an opportunity to speak and hear German. Whether you miss class because of an excused or unexcused absence, it is your responsibility to contact a classmate or the instructor in a timely manner regarding any new assignments (not on the syllabus) or other schedule changes that might have been made. Write the name and email of two of your classmates here:  
  
1.  
2.  
  
If you cannot come to class, you should remember two things. 1) If you miss a class, you should be ready to participate upon your return, including taking quizzes over material due the day of your return. 2) Please make every effort possible to get the assignment from a fellow class member. You may have missed just one German  
   
class, but instructors have many students, and especially during flu season and the like, I can end up responding to e-mails re: “What’s the homework?” for an hour.  
  
Webpages  
You should always start with your course page on Blackboard (http://learn.uark.edu), which has links to the syllabus and other important information.  
  
The webpage for the German section can be found at: http://german.uark.edu  
There, you’ll find information about majoring or minoring in German, study abroad, language certification, extracurricular events, and what our alumni are doing.  
  
What can you do with German? Check out our database that profiles real people who are using German as an automotive engineering intern with BMW, a project engineer for L’Oreal, an intelligence officer for the U.S. Navy, as teachers at various levels, and as a study abroad coordinator. http://www.whatcanidowiththat.com  
  
Facebook  
Consider joining the Facebook group “University of Arkansas German Program” to get updates on events, scholarship information, and other opportunities.  
  
E-mail  
The use of e-mail is mandatory for this class. Although you will not submit assignments via e-mail, your instructor will contact you via e-mail regarding course matters, occasional hints on grammar constructions, and even scholarship information, so you should check your e-mail account daily for announcements. E-mail is also an excellent way to contact your instructor.  
  
Hausaufgabe (Homework)  
Assignments are due at the beginning of class on the day the assignment is due. Homework turned in at the end of class (i.e. completed during the class period) will not be accepted. Late homework will not be accepted and will be recorded as a zero. Any work you miss for an excused absence MAY be turned in when you return to class.  
  
Inclement Weather Policy  
The university policy on inclement weather will be followed. You can check the procedure for weather emergencies on-line at: https://emergency.uark.edu/inclement-weather/faq-students.php  
  
Academic Honesty  
“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at http://honesty.uark.edu/policy/index.php#Academic\_Initiatives\_and\_Integrity  
  
Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.” One thing specific to language classes that would fall under the category of preparation of work by an entity other than the student, a level 2 violation, is the use of translation programs. The Office lists: “ ‘Submitting as one’s own any theme, report, term paper, essay, computer program, speech, painting, drawing, sculpture, or other written or creative work or project of any nature prepared totally or in large measure by another. Submitting altered or falsified data (undergraduate level).” As we are grading your German, feeding English work into a program produces a project “prepared” by another. The German is not your own work. The use of translation programs for your writing assignments is fairly easy to spot. Be academically honest. Write in your German.  
  
Additionally, students may study together and assist each other with homework, but each student should complete homework independently. Identical answers that contain the same odd errors are obvious signs of cheating.  
  
Fragen? Contact me at: condray@uark.edu or 575-5938.

**CIED 4013. Capstone Course for Foreign Language Licensure (Fa, Sp). 3 Hours.**

This course is designed to identify and provide evidence of content language specific proficiencies in the four skills of reading, writing, listening, and speaking a foreign language.

**SYLLABUS**

**CIED 4013: Capstone Course for Foreign Language Licensure**

**Peabody Hall 204 Tuesday/Thursday 2:00-3:15 p.m.**

**University of Arkansas College of Education and Health Professions**

**Department of Curriculum and Instruction**

**Instructor:** Freddie A. Bowles

**Office:** 306 PEAH

**Office Hours:** Mondays 1:00-4:00 or by appointment

**Phone:** 479-575-3035

**E-Mail:** ***fbowles@uark.edu***

**I. Program Affiliation:** Curriculum and Instruction

**Course Number and Title:** CIED 4013: Capstone Course for Foreign Language Licensure

**Course Description:** This course is designed to identify and provide evidence of content language specific proficiencies in the four skills of reading, writing, listening, and speaking a foreign language and in knowledge of the target culture.

**Prerequisites:** Pre-MAT status

**Required Texts:**

Yule, G. (2010). *The study of language,* (5th Ed.). New York, NY: Cambridge.

**II. Relationship to Knowledge Base:** This course identifies students' levels of proficiency as described in the ACTFL guidelines for foreign languages using the three modes of communication-interpretive, interpersonal, and presentational- incorporating the four skills of reading, writing, listening, speaking and in the area of culture.

**ACTFL Standard 1: Language Proficiency: Interpersonal, Interpretive, and Presentational**

**ACTFL Standard 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines**

**ACTFL Standard 3a: Language Acquisition Theories**

**Scholar-Practitioner Tenets: Tenet One**

As a pre-MAT class, this course focuses on content knowledge and best aligns with Tenet One: One who accesses, uses, and/or generates knowledge.

**Arkansas Teaching Standards: Standard #4: Content Knowledge.**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Arkansas Teacher Excellence and Support System (TESS) 1.a. Demonstrating Knowledge of Content and Pedagogy**

· Content knowledge · Prerequisite relationships · Content pedagogy

**III. Goal**: The purpose of this course is to provide evidence of Intermediate High-Advanced Low and above levels of language proficiency of pre-MAT students in foreign languages through oral and written presentations in both English and the target language. This evidence is used to support the ACTFL/CAEP teacher education standards for foreign language education licensure, specifically Standards 1 and 2. A secondary goal is to familiarize students with the foreign language teaching profession through discussion of standards for foreign language learning K-12 (Standard 6).

**IV. Competencies**: Upon completion of this course students can:

o Show knowledge of the linguistic elements of the target language

o Show knowledge of target language discourse

o Show knowledge of differences between the target language & heritage/other languages

o Be able to self-analyze target language proficiency

o Integrate and analyze cultural knowledge

o Show knowledge of literary and cultural works

o Provide evidence of target language proficiencies

**V. Content:**

Knowledge of the target language

Knowledge of target language cultures and literatures

Evidence of target language proficiency

Introduction to National Standards of Foreign Language Learning

**VI. Assignments, Evaluations, Due Dates**:

|  |  |  |
| --- | --- | --- |
| Assng | Assng. Name | Evaluation  Points |
| 1 | Language Profile in TL (Standard 1c) | 50 |
| 2 | History of Language in L1 (Standard 2b) | 50 |
| *Mid-Term* | | 50 |
| 3 | Speech Sample Analysis in L1 (Standard 2b) | 50 |
| 4 | Interpretive Listening in TL (Standard 1b) | 50 |
| 5 | Culture Presentations in TL (Standard 1c / 2a) | 50 |
| 6-8 | Assignments in TL classes on literary, cultural, and interdisciplinary themes (from content class –Standard 2c) | 10 each = 30  20 for self-reflection |
| 9 | Participation including chapter quizzes (5 pts each) | 100 |
| *OPI Score Due in March* (Standard 1a) | | 00 |
| *Final Test* | | 50 |
| *Portfolio* | | 100 |
| **Total** | | **600** |

**VII.** **Course Requirements:**

Students are expected

* + to attend every class well-prepared for discussion and participation,
  + to be on-time,
  + to be respectful of the learning environment, and
  + to communicate with the professor as needed.

**VIII**. **Grading Scale:**

A = 100-90

B = 89-80

C = 79-70

D = 69-60

F = below 60

**IX. Academic Honesty:**

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“Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found athttp://provost.uark.edu/ . Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

**X. Accommodations:**

Students with disabilities requesting reasonable accommodations must first register with the Center for Educational Access. The CEA is located in the Arkansas Union, ARKU 104, and on the web at:http://cea.uark.edu/ .

The CEA provides documentation to students with disabilities who must them provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure that sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks.

**XI. Attendance Policy and Late Work Policy:**

Attendance—you have to be present to win!

**All assignments are due in class on the due date** unless otherwise required. Failure to meet this requirement results in a zero for that assignment unless previous arrangements have been made with me. No late work is accepted (you can arrange to turn assignments in early).

\*\*\* Incompletes will not be given this semester due to departmental recommendations.

**Attendance is strongly encouraged.**

**XII. Inclement Weather Procedure: Academic Policy Series 1858.10**

Classes will be cancelled if the University closes. For detailed information, go to

http://provost.uark.edu/185810.pdf

**XIII. Syllabus Changes**: The instructor reserves the right to make changes as necessary to the syllabus. If changes are necessary during the term of this course, the instructor will post both notification and nature of the change(s) on the course bulletin board.

**XIV. Course Resources**

A. Mullins Library

B. Internet

C. Professor's Library

**XV. Research Base**

**Texts:**

ACTFL (2002). *ACTFL performance guidelines for K-12 learners task force.* Alexandria, VA: ACTFL.

ACTFL (2006). *Standards for foreign language learning in the 21st century.* Alexandria, VA: ACTFL.

Bauer, L. (2007). *The linguistic student’s handbook.* Oxford, UK. Oxford University Press.

Blaz, D. (2002). *Bringing the standards for foreign language learning to life*. Larchmont, N.Y.: Eye on Education.

Blaz, D. (2006). *Differentiated instruction: A guide for foreign language teachers.* Larchmont, N.Y.: Eye on Education.

Blaz, D. (2001). *A collection of performance tasks and rubrics: Foreign languages.* Larchmont,

N.Y.: Eye on Education.

Brown, J. D. (1988). *Understanding research in second language learning: A teacher's guide to*

*statistics and research design.* Cambridge, UK: Cambridge University Press.

Cook, G. (2003).  *Applied linguistics.* Oxford, UK: Oxford University Press.

Hadley, A. O. (2001). *Teaching language in context,* 3rd ed*.* Boston: Heinle & Heinle Publishers.

Kufner, H. L. (1963). *The grammatical structures of English and German*. Chicago: University

of Chicago Press.

Lightbown, P.M., & Spada, N. (2006). *How languages are learned, 3rd Ed*. Oxford, UK: Oxford University Press.

Moulton, W.G. (1966). *A linguistic guide to language learning*. New York: The Modern Language Association of America.

Rivers, W. M. (1981). *Teaching foreign-language skills*. Chicago: University of Chicago Press.

Rivers, W. M. (1975). *A practical guide to the teaching of German*. New York: Oxford.

Rivers, W. M. (1975). *A practical guide to the teaching of French*. New York: Oxford.

Shrum, J.L., & Glisan, E.W. (2005). *Teacher’s handbook: Contextualized language instruction,*

*3rd.ed.* Boston, MA: Thomson/Heinle.

Stockwell, R. P. (1965). *The grammatical structures of English and Spanish*. Chicago: University of Chicago Press.

Tranel, B. (1998). *The sounds of French: An introduction.* Cambridge, UK: Cambridge University Press.

Wiese, R. (2000). *The phonology of German.* Oxford, UK: Oxford University Press.

**Journals:**

Foreign Language Annals

The Modern Language Journal

Hispania

The French Review

Canadian Modern Language Review

Le francais dans le monde

The German Quarterly

Unterrichtspraxis

English Language Teaching

The TESOL Quarterly

Classical Journal

Language Learning and Technology

Journal for Second and Foreign Language Educators

Language Learning Journal

Applied Linguistics

Studies in Second Language Acquisition

The ACTFL Foreign Language Education Series (Yearbooks 1985- )

**Web Links:**

ACTFL

https://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-language-learners

https://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012

https://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements

https://www.actfl.org/sites/default/files/pdfs/TLE\_pdf/OralProficiencyWorkplacePoster.pdf

CCSS http://www.actfl.org/sites/default/files/pdfs/CrosswalkFinalAligningCCSSLanguageStandards.pdf

ADE

http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/curriculum-framework-documents/foreign-language

ISTE

http://www.iste.org/standards/iste-standards/standards-for-students

*Language is the blood of the soul into which thoughts run and out of which they grow.*

~Oliver Wendell Holmes