C18. Syllabus 286a

Department of Education
MATTC
EDUC286A (3 units)
World Language Methods
Tuesdays 5:00pm – 8:00pm
Fall 2020

Instructor: **Kristy L. Cross**	*Course Meeting:* **Tuesday 5pm-8pm**
Classrooms:	*Email*: **klcross@scu.edu**

"To have another language is to possess a second soul." – Charlemagne

"Learning another language is not only learning different words for the same things, but learning another way to think about things." – Flora Lewis

Mission and Goals of the Department of Education
Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:
- make student learning our central focus;
- engage continuously in reflective and scholarly practice;
- value diversity;
- become leaders who model ethical conduct and a commitment to social justice; and
- seek collaboration with others in reaching these goals.

MS/SS Teaching Credential Program Learning Goals (PLGs)
The PLGs represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring that credential candidates will begin their teaching career ready to:
1. maximize learning for every student;
2. teach for student understanding;
3. make evidence-based instructional decisions informed by student assessment data;
4. improve practice through critical reflection and collaboration;
5. create productive, supportive learning environments; and
6. apply ethical principles to professional decision-making.

The MS/SS teaching credential program course objectives are cross-referenced with the Program Learning Goals. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

Course Description

EDUC286A is a World Language Methods course in which students examine the most effective past and present approaches, strategies, and techniques for teaching world languages as well as heritage speakers. Students demonstrate

teaching strategies, develop lesson and unit planning skills, demonstrate knowledge of the application of basic concepts of phonology, syntax, and morphology, and evaluate world language and heritage speaker resources available in the field. Students will engage in cooperative learning, small group discussions, whole class discussions, peer feedback and analysis and evaluation of lessons based on criteria for success. Students learn to establish an inclusive classroom where students with and without disabilities thrive in acquiring or awakening a world language.

Course Objectives

This course will develop students' knowledge of or skills with…		Standard/Goals Addressed			
		DG #	PLG #	TPE #	MMSN TPE #
1	Developing instructional activities, guided by CA State Standards that provide opportunities for students to gain access to the curriculum through the use of instructional strategies and sequences, unit and lesson plans that provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum.	3	1; 5	1.6	1.1-1.7, 2.1, (Introduce), 3.1 (Assess), , 4.2, 4.3 ((Practice, Assess),, 4.4(Introduce,
2	Monitoring student learning and adjust instruction to maintain student engagement in learning, including student self-assessment and reflection of their own learning goals. Students will have the opportunity to demonstrate learning in a variety of way and using a variety of modalities that allow students equitable access to the content and demonstration of the learning goals.	1	2	1.8; 5.3;	1.4, 5.1-5.6 (Introduce
3	Adapting instructional materials to support the acquisition of academic register of target languages. Instructional materials will be chosen to allow bilingual learners and students with exceptionalities equal access to the curriculum.	1	2; 5	3.4	4.2 (Introduce
4	Utilizing student funds of knowledge and cultural/linguistic knowledge to make learning meaningful and engaging for students.	1; 3	1; 5	1.1	2.4 (Practice), 3.2, 3.3 (Introduce
5	Creating a classroom environment that is conducive to student learning, including maintaining high expectations of all students through use of traditional, blended and online formats and UDL practices that support all students in their acquisition of the target language.	3	5	1.3; 2.2	2.1-2.3(Introduce
6	Understanding, developing and applying multiple assessments types (Diagnostic, Informal Formative) to inform instruction and track student learning. Assessment of student learning will be varied in nature, allowing all students, including bilingual learners and students with disabilities to demonstrate learning in a variety of ways that support their learning styles.	1	2	5.3	4.4, 5.1-5.6 (Introduce

7	Acquire skills to critically reflect on own practice with the goal of improving learning for all students, particularly, English Learners and students with identified disabilities.	2; 3	6	6.1	6.1-6.3 (Introduce
*DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard					

Required Texts

Teacher's Handbook: Contextualized Language Instruction, Fifth Edition (2016) Judith Shrum

Recommended TPRS Materials

Visit www.fluencymatters.com for your teacher text in Spanish, French, English or Chinese as well as for supplemental texts and resources in your target language.

Recommended Readings and On-line Resources

http://www.tellproject.org

Adair-Hauck, B., Glisan, E., & Troyan, F. (2013). Implementing Integrated Performance Assessment. Alexandria,VA: ACTFL.

National Standards in Foreign Language Education Project (NSFLEP). (2006). *Standards for foreign language learning in the 21st century*. Lawrence, KS: Allen Press.

Blaz, D. (2001). *A collection of performance tasks and rubrics: Foreign languages.* Larchmont, NY: Eye on Education.

Blaz, D. (2016). *Differentiated instruction: A guide for foreign language teachers.* Larchmont, NY: Eye on Education.

Patrick, P. (2007). *The keys to the classroom: A basic manual to help new language teachers find their way.* Alexandria, VA: ACTFL
ACTFL Performance Guidelines for K-12 Learners
Ben Slavic TPRS – www.benslavic.com

Course Requirements/Assignments

- Grading for all assignments will be weighed; you will receive a grade based on the quality of your work and participation according to criteria outlined in this syllabus and in class, rather than how your work compares to that of your classmates.
- Distribution of points and percentage of total grade across assignments are as follows:

	Course/Requirements/Assignments	Points	Course objectives assessed	TPEs
1	Class Attendance and Participation	50		
2	Observation and analysis of teaching	50	1-7	1.1; 2.2;; 5.3

3	Weekly Reflective Journal	40	1-7	6.1; 3.4
4	Gradual release lesson plan	20	1, 3, 4, 6, 7	1.6; 1.8
5	Unit plan with accompanying lessons with peer and self-evaluation **SIGNATURE ASSIGNMENT**	40	1, 3, 4, 6, 7	1.3

Attendance and Participation

Your attendance and participation are not only imperative to your grade, but to how much you get out of this class and how much you take into the classroom to continuously grow as an educator. You are expected to attend every class session on-time, remain until the end of the session and be fully present while you are in class. You are expected to fully participate in discussions and be prepared for these discussions by doing any assigned reading and/or assignments that have been assigned by the class session for which they were assigned. You have one ER (Emergency Release) that you may use at any time if you need to miss a class. You must, however, exercise professionalism (TPE 6) and email me before the missed class unless there is an extenuating circumstance that prevents you from doing so. You will lose 5 points for an extra missed class and if you miss more than two classes, you will be at risk for being dropped from the course.

Students will not be penalized for absences due to the observance of religious holidays that fall on our scheduled class day; please give me advance notice of these absences so I can make the necessary accommodations. All other absences are unexcused and will affect your grade.

Observation and Analysis of Teaching Practice

During this Fall course, you will do a weekly analysis of a variety of teaching practices including learning environment, lesson structure including gradual release of responsibility, formative and summative assessment practices, creating positive learning environments for students, and evaluating student data. These weekly analyses will take place verbally as well as in writing as written reflective posts. They will involve consulting with other school personnel to create an environment where students have multiple means to show their understanding. After you have begun teaching, you will also record and analyze clips of your own teaching practice. (UTPE 2.2 Practice)

(UTPE: 5.3 Assess)**Weekly Reflective Journal** Each week you will submit a one-page reflection of your teaching experiences and how to improve student learning, with a particular focus on how you are creating a World Language course focused on authentic language acquisition, learning and cultures, classroom management, maintaining a safe classroom environment, and planning instruction that meets the academic and social-emotional needs of students with disabilities student. (UTPE: 3.4 Assess) (UTPE: 6.1 Practice)

Gradual Release Lesson Plan – Using the MATTC Lesson Plan Template, you will write a gradual release lesson plan. All elements of the template should be complete, including how you will monitor student learning/adjust instruction and specific strategies and adaptations for Bilingual Learners (e.g. leveraging students prior experiences, interests, funds of knowledge) and students with special needs. (MMSN TPEs: Introduce/Practice 1.1-1.7, 2.1, Assess 3.1. (UTPE: 1.1 Practice) (UTPE: 1.6 Practice & Assess) (UTPE:1.8 Assess)

Unit Plan with Accompanying Lesson Plans with Peer and Self-evaluation The purpose of the Signature Assignment for this course is to ensure that you can effectively plan a unit of instruction in which you are creating lessons with: 1) Worthy mastery learning goals that build in rigor via Bloom's Taxonomy and/or Webb's Depth of Knowledge, 2) Developed with gradual release of responsibility as the modality of lesson delivery with adaptations for Bilingual Learners and students with special needs, 3) Effective, frequent and varied formative assessment strategies that allow students to demonstrate learning in a variety of ways, 4) 80%-90% use of the target language by the teacher and the students and guided by CI (comprehensible input) strategies. (MMSN TPEs: Introduce/Practice 1.1-1.7, 2.1, 2.4, 2.10. 4.1, 5.6, Assess 3.1., 4.2, 4.3, 4.4)

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Signature Assignment
Instructional Unit Plan with Daily Lesson Plans and
Peer Lesson Evaluation (40 points)

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This assignment provides candidates with a real-life opportunity to plan a week-long unit with daily lesson plans that are backwards planned with the intention of guiding and supporting students toward mastery of the daily learning goals and ultimately, the unit learning goals. Candidates will do a peer evaluation (see attached evaluation questions) and self-evaluation of their plans utilizing the criteria for success in the attached rubric.

For this assignment, you will:

Step 1: Backwards plan a week-long unit with mastery unit learning goals that students with special needs (head injury) Introduce MMSN 4.5. will **be able to demonstrate by the end of the unit in the areas of speaking, reading, writing and listening that is grounded in practical, real-world application.**

Step 2: Create daily lesson plans that each contain the following elements:
- **Expectations for Learning.** You establish daily mastery-focused learning goals which you communicate to students with . You describe how the daily learning goal will further student mastery of the unit learning goals, how it's connected to prior learning and knowledge and how it fits into the larger unit of instruction. **(TPE 1)**
- **Engaging students with special needs in Content-Specific Higher Order Thinking.** Explain your rationale for choosing specific tasks/activities/ instructional strategies (e.g. resources, materials, tools, and/or educational technology), label the level of DOK to which they are aligned and how they provide access and engage students in challenging, real-life-based, content-specific learning. Be sure to include Inquiry processes, problem solving, teacher and student discussions that advance understanding of the content, analysis of ideas, connecting ideas, peer-to-peer interactions, critique of student work, guided small group work, collaborative learning activities, opportunities to be creative, **(TPE 1, TPE 3)** Introduce/Practice MMSN TPE 1.1-1.7,2.1, 2.4, 2.10.
- **Creating a Positive Learning Environment.** Explain and model the routines, procedures and strategies you will use to establish a positive and safe learning environment. Connect lesson to student real-life experiences to motivate and extend student learning (UTPE: 1.3 Practice)
- **Indicated specific language acquisition strategies** for how you will maximize student learning and acquisition of the target language (i.e. Comprehensible input, TPR, TPRS) **(TPE 3, TPE 4)**
- **Gradual release of responsibility throughout the lesson** – your lesson should clearly represent that you are gradually transferring the cognitive load and target skills from you to the students as you effectively support student learning. **(TPE 3, TPE 4)** (Practice/Assess MMSN TPE 3.1., 4.2, 4.3, 4.4)
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- **Monitoring Student Understanding.** Explain and model your assessment practices and how you checked for understanding (equitably) of the content-specific objectives of the lesson. Each lesson should end with a closure, a final checking for understanding, to determine whether or not 80% of

your students can demonstrate your daily learning goal(s). Include any assessment that you plan to give. **(TPE 5)** <mark>Practice/Assess 5.6</mark>

Step 3: Evaluate a peer's *Signature Assignment* with the Evidence-Based Evaluation of Peer Lesson Plans (form attached).

Step 4: Do a self evaluation of your daily lesson plans based on the criteria for success detailed in the assessment rubric.

Evidence-based Peer Evaluation of Lesson Plans

Lesson structure and organization

1. Is the lesson organized, and written in a manner that gives you a clear and detailed picture of how the teacher plans to deliver a high-quality, backwards-planned lesson to students? What is your evidence?

Mastery Focused Learning Objectives and Planning

2. Are the learning goals measurable and focused on student mastery of skills? What is your evidence?

3. Is the lesson is completely aligned with the learning goals and will it gradually ask students to demonstrate the learning goals through the process of gradual release of responsibility? What is your evidence?

Learning Environment

4. Is there is a clear picture of how the teacher sets up the learning environment to be safe and in a way that promotes clarity and established routines, procedures and expectations? What is your evidence?

Depth of Knowledge/Higher-order thinking

5. Is the Depth of Knowledge (DOK) correctly identified and does the lesson ask students to gradually progress in levels of cognition from lower-order thinking to higher-order thinking? What is your evidence?

Formative assessment strategies/Checking for understanding

6. Did the teacher indicate in their plan how they plan to check for understanding consistently and in a variety of ways with the implementation of an equity system? What is your evidence?

Content-based CI strategies

7. Did the teacher plan to effectively apply specific CI/language acquisition strategies that promote and facilitate student practical application of the target language? What is your evidence?

8. Do you have recommendations for modifications the teacher can make to their lesson to make it stronger in the target areas?

9. What did you learn from this process that will help make your lessons stronger?

10. Do you have any additional comments or assistance that you might need?

Signature Assignment Assessment Rubric

Instructor: _____   Lesson Topic: _____

Name: _____   Date: _____

		(4) Proficient	(3) Progressing	(2) Emerging
Lesson Basics	Mastery Focused Learning Objectives and Planning	Learning goals are measurable and focused on student mastery of skills. The lesson is completely aligned with the learning goals and will gradually ask students to demonstrate the learning goals through the process of gradual release of responsibility. Differentiation is appropriate and complete with particular attention to English Learners and students with identified	Most learning goals are measureable and focused on mastery with some learning goals being unmeasurable. Some aspects of gradual release of responsibility are clear but effective implementation is not evident. Differentiation is appropriate but may not be complete with particular attention to English Learners and students with identified disabilities.	Learning goals are mainly coverage-based, not consistently indicated and/or not measurable. Gradual release of responsibility is not evident. No evidence of differentiation (6 pts)

		disabilities. Practice/Assess MMSN TPE 1.1-1.7, 4.4 (10 pts)	(8 pts)	
	Learning Environment	There is a clear picture of how the teacher sets up the learning environment to be safe and in a way that promotes clarity and established routines, procedures and expectations with particular attention to English Learners and students with identified disabilities. (10 pts)	There are certain elements that address a safe and productive learning environment but the picture is not clear as to how the teacher intends to maximize the routines, procedures and expectations with particular attention to English Learners and students with identified disabilities.. (8 pts.)	The learning environment is not addressed in the plan and/or the teacher has not effectively outlined how they intend to implement routines, procedures and expectation that will ensure a safe and productive learning environment. (6 pts.)
	Depth of Knowledge/Higher-order thinking	Depth of Knowledge (DOK) was correctly identified and lesson asked students to gradually progress in levels of cognition from lower-order thinking to higher-order thinking. Lesson activities clearly describe adaptations that do not lower depth of knowledge for ELs and students with identifications. Practice/Assess MMSN TPE 1.1-1.7, 2.1, 3.1 (10 pts).	Selected DOK levels matched activities. The students did not effectively progress from lower-order to higher-order thinking throughout the lesson or unit. Lesson activities describe adaptations that do not lower depth of knowledge for ELs and students with identifications(8 pts)	DOK levels were not indicated or misidentified. Only DOK level 1 or 2 activities were included in the lesson. (6 pts)
	Formative assessment strategies/Checking for understanding	The teacher indicated in their plan how they planned to check for understanding consistently and in a variety of ways with the implementation of an equity system and clearly describe strategies to assess ELs and students with identified disabilities.Practice/Assess MMSN TPE 2.10, 5.6 (10 pts)	The teacher did not consistently indicate how formative assessment would be executed successfully and describe strategies to assess ELs and students with identified disabilities. (8 pts)	Formative and summative assessment strategies were infrequent or ineffective. No attention to how teacher will assess ELs or students with disabilities. (6 pts)
	Content-based CI strategies	The teacher planned to effectively apply specific CI/language acquisition strategies that promote and facilitate student practical application of the target language and clearly describes adaptations that do not lower depth of knowledge for ELs and students with identifications	The teacher planned some CI/language acquisition strategies while also planning to utilize English for some of the period and describes adaptations that do not lower depth of knowledge for ELs and students with identifications . (8 pts.)	The teacher did not plan CI/language acquisition strategies and mainly utilized English during instruction. (6 pts).

		Practice/Assess MMSN TPE 1.1-1.7, 2.1, 3.1, 4.2, 4.3 (10 pts)		

Assessments & Grading Criteria

1. All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students.

2. *Please **adhere to due dates** so that you will have time to revise your work, if necessary, and earn the highest possible grade for each assignment. If your assignment is late, you forfeit this privilege. If you are ill, ask a "study partner" to turn in your homework assignment on time and to take notes for you when you are not in class. You are responsible for any information you miss because of absence. Please do not call the instructor for assignments or notes.

- Percentile grades (see below) will be assigned values from 1.0 – 4.0.
- Each value will be multiplied by the grading weight distribution, as indicated for each assignment.
- Your final grade will be based on a 4.0 scale.

A 4.0	94-100 %	C+ 2.3	77-79%
A-3.7	90-93%	C 2.0	74-76%
B+3.3	87-89%	C- 1.7	70-73%
B 3.0	84-86%	D+ 1.3	67-69%
B-2.7	80-83%	D 1.0	63-66%

Professional Conduct and Performance Policies

If I have reason to feel you are not meeting all the expectations spelled out below, I will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer my support in helping you reach those expectations. If I do not contact you with a concern, you can assume you are satisfying these requirements; however, if you would like specific feedback on your professional conduct during the quarter, you are welcome to contact me at any time and I will be glad to share my assessment with you.

Communication. Email and our Camino website will be our primary means of communication outside of class. **You must check your SCU email account and Camino messages every day to ensure you are receiving important information and updates from SCU faculty, staff, and classmates.**

Responsible Use of Technology. Everyone's learning is enhanced by the quantity and quality of the interactions in the learning environment. Hence, your participation in whole-class discussions, group work and pairs is essential for the success of this course. While a class is in session, you should not engage in any activity not directly related to what is taking place in the classroom. Instructors also reserve the right to ignore your inappropriate use of technology in class and simply deduct points from your final grade. If you would like more detailed clarification about the expectations regarding appropriate and inappropriate in-class technology use, please feel free to contact me for further information.

Academic integrity. The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of—and commitment to—a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

> *I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.*

Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see www.scu.edu/academic-integrity.

Department of Education and University Resources
Academic Action Plan Students who are struggling to meet course expectations will be placed on an Academic Action Plan (AAP). The purpose of the AAP is to document the areas of difficulty, the support to be provided, and the time frame in which the student must improve performance.

Incomplete Grades Under certain extenuating circumstances, a student may request an Incomplete. See the *School of Education and Counseling Psychology Bulletin* for details. If you have any concerns about your ability to fulfill the course requirements by the due dates, contact me right away to explain your situation.

Writing Support The HUB Writing Center offers a variety of services, such as peer tutoring. For more details, please visit: http://www.scu.edu/provost/writingcenter/.

Accessible Education If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education (oae@scu.edu, http://www.scu.edu/oae) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your accommodations through your myOAE portal and discuss them with me during my office hours within the first two weeks of class.

To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time-and-a-half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks notice recommended) to schedule proctored examinations or to arrange other accommodations.

In light of COVID-19, unless otherwise stated, exams will be administered online. Students with approved testing accommodations should contact me (at least two weeks notice recommended) prior to an exam date to notify me of their intent to use their testing accommodations on the upcoming exam to ensure their accommodations are effectively implemented.

Accommodations for Pregnancy and Parenting Santa Clara University does not discriminate against any student on the basis of pregnancy or related medical conditions. Absences due to medical conditions relating to pregnancy and child-birth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the Office of Office of Accessible Education (OAE) or from the Office of Equal Opportunity and Title IX Office. The following link provides information for students and faculty regarding pregnancy rights. https://www.scu.edu/title-ix/resources/pregnancy/pregnancy.

Discrimination, Harassment and Sexual Misconduct (Title IX) SCU faculty are committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of discrimination, harassment or sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available, I encourage you seek support and report incidents to the Director of Equal Opportunity and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. For more information about reporting options and resources at Santa Clara University and in the community, please visit https://www.scu.edu/title-ix/. If you wish to speak with a confidential resource, please visit https://www.scu.edu/title-ix/resources/student/.

Reporting Practices While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that there are some reporting requirements that are part of my job at Santa Clara University. For example, if you inform me of an issue of harassment, sexual violence, or discrimination, I will keep the information as private as I can, but I am required to bring it to the attention of the institution's EEO and Title IX Coordinator. If you inform me that you are struggling with an issue that may be resulting in, or caused by, traumatic or unusual stress, I will likely inform the campus Student Care Team (SCU CARE).

If you would like to reach out directly to the Student Care Team for assistance, you can contact them at www.scu.edu/osl/report. If you would like to talk to the Office of EEO and Title IX directly, they can be reached at 408-554-3043 or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: https://www.scu.edu/hr/quick-links/ethicspoint/. Additionally, you can report incidents or complaints to the Office of Student Life (OSL), Campus Safety Services, and local law enforcement. For confidential support, contact the Counseling and Psychological Services office (CAPS), the YWCA, or a member of the clergy (for example, a priest or minister).

Finally, please be aware that if, for some reason, our interaction involves a disruptive behavior, a concern about your safety or the safety of others, or potential violation of University policy, I will inform the Office of Student Life. The purpose of this is to keep OSL apprised of incidents of concern, and to ensure that students can receive or stay connected to the academic support and student wellness services they need.

Diversity, Inclusion, and Wellness It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

This course affirms people of all gender expressions and gender identities. If you go by a different name than what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see www.mypronouns.org

To support your well-being, the following resources are available to you:
https://www.scu.edu/wellness/

The Wellness center provides resources to aid and promote student well-being. It is home to three student groups: the Peer Health Educators, the Violence Prevention Educators, and the Collegiate Recovery Program.

https://www.scu.edu/cowell/counseling-and-psychological-services-caps/
Santa Clara students are provided counseling sessions at no cost with Counseling and Psychological Services. Due to COVID-19, in Fall 2020 these services will be offered remotely. See website for details and eligibility.

https://www.scu.edu/osl/culture-of-care/
If you are concerned for the mental or physical welfare of one of your peers, the Compassionate and Responsive Educators website provides resources for recognizing and helping someone in distress.

Learning Online
Use of Classroom Recordings Entire online class meetings, or portions of them, may be recorded and made available on Camino. As is stated in the Student Conduct Code: "...Dissemination or sharing of any classroom recording without the permission of the instructor would be considered "misuse" and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade."

Copyright Statement Materials in this course are protected by United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.

Technology Support SCU can provide you with technology assistance, and you can also reach out to our providers directly for questions. For Camino support, contact caminosupport@scu.edu or call 408-551-3572. You can also use the help button within the Camino platform (on the left hand navigation) for 24/7 support via chat or phone.

For Zoom assistance, contact Media Services at mediaservices@scu.edu or 408-554-4520. You can also get 24/7 support from Zoom by calling 1-888-799-8854.

For SCU network and computing support, contact the SCU Technology Help Desk at techdesk@scu.edu or 408-554-5700. They can provide support for MySCU Portal, Duo, ecampus, hardware and software issues, and more.

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Incomplete Grades Under certain extenuating circumstances, a student may request an Incomplete. See the *School of Education and Counseling Psychology Bulletin* for details. If you have any concerns about your ability to fulfill the course requirements by the due dates, contact me right away to explain your situation.

Writing Support The HUB Writing Center offers a variety of services, such as peer tutoring. For more details, please visit: http://www.scu.edu/provost/writingcenter/.

Accessible Education If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education (oae@scu.edu, http://www.scu.edu/oae) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your accommodations through your myOAE portal and discuss them with me during my office hours within the first two weeks of class.

To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time-and-a-half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks notice recommended) to schedule proctored examinations or to arrange other accommodations.

In light of COVID-19, unless otherwise stated, exams will be administered online. Students with approved testing accommodations should contact me (at least two weeks notice recommended) prior to an exam date to notify me of their intent to use their testing accommodations on the upcoming exam to ensure their accommodations are effectively implemented.

Accommodations for Pregnancy and Parenting Santa Clara University does not discriminate against any student on the basis of pregnancy or related medical conditions. Absences due to medical conditions relating to pregnancy and child-birth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the Office of Office of Accessible Education (OAE) or from the Office of Equal Opportunity and Title IX Office. The following link provides information for students and faculty regarding pregnancy rights. https://www.scu.edu/title-ix/resources/pregnancy/pregnancy.

Discrimination, Harassment and Sexual Misconduct (Title IX*)* SCU faculty are committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of discrimination, harassment or sexual misconduct, including sexual assault, dating or domestic violence, or stalking,

know that help and support are available, I encourage you seek support and report incidents to the Director of Equal Opportunity and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. For more information about reporting options and resources at Santa Clara University and in the community, please visit https://www.scu.edu/title-ix/. If you wish to speak with a confidential resource, please visit https://www.scu.edu/title-ix/resources/student/.

Reporting Practices While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that there are some reporting requirements that are part of my job at Santa Clara University. For example, if you inform me of an issue of harassment, sexual violence, or discrimination, I will keep the information as private as I can, but I am required to bring it to the attention of the institution's EEO and Title IX Coordinator. If you inform me that you are struggling with an issue that may be resulting in, or caused by, traumatic or unusual stress, I will likely inform the campus Student Care Team (SCU CARE).

If you would like to reach out directly to the Student Care Team for assistance, you can contact them at www.scu.edu/osl/report. If you would like to talk to the Office of EEO and Title IX directly, they can be reached at 408-554-3043 or by email at bguthrie@scu.edu. Reports may be submitted online through www.scu.edu/osl/report or anonymously through Ethicspoint: https://www.scu.edu/hr/quick-links/ethicspoint/. Additionally, you can report incidents or complaints to the Office of Student Life (OSL), Campus Safety Services, and local law enforcement. For confidential support, contact the Counseling and Psychological Services office (CAPS), the YWCA, or a member of the clergy (for example, a priest or minister).

Finally, please be aware that if, for some reason, our interaction involves a disruptive behavior, a concern about your safety or the safety of others, or potential violation of University policy, I will inform the Office of Student Life. The purpose of this is to keep OSL apprised of incidents of concern, and to ensure that students can receive or stay connected to the academic support and student wellness services they need.

Diversity, Inclusion, and Wellness It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

This course affirms people of all gender expressions and gender identities. If you go by a different name than what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see www.mypronouns.org

To support your well-being, the following resources are available to you:
https://www.scu.edu/wellness/
The Wellness center provides resources to aid and promote student well-being. It is home to three student groups: the Peer Health Educators, the Violence Prevention Educators, and the Collegiate Recovery Program.

https://www.scu.edu/cowell/counseling-and-psychological-services-caps/
Santa Clara students are provided counseling sessions at no cost with Counseling and Psychological Services. Due to COVID-19, in Fall 2020 these services will be offered remotely. See website for details and eligibility.

https://www.scu.edu/osl/culture-of-care/
If you are concerned for the mental or physical welfare of one of your peers, the Compassionate and Responsive Educators website provides resources for recognizing and helping someone in distress.

Learning Online

Use of Classroom Recordings Entire online class meetings, or portions of them, may be recorded and made available on Camino. As is stated in the <u>Student Conduct Code</u>: "...Dissemination or sharing of any classroom recording without the permission of the instructor would be considered "misuse" and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade."

Copyright Statement Materials in this course are protected by United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.

Technology Support SCU can provide you with technology assistance, and you can also reach out to our providers directly for questions. For Camino support, contact caminosupport@scu.edu or call 408-551-3572. You can also use the help button within the Camino platform (on the left hand navigation) for 24/7 support via chat or phone.

For Zoom assistance, contact Media Services at mediaservices@scu.edu or 408-554-4520. You can also get 24/7 support from Zoom by calling 1-888-799-8854.

For SCU network and computing support, contact the SCU Technology Help Desk at techdesk@scu.edu or 408-554-5700. They can provide support for MySCU Portal, Duo, ecampus, hardware and software issues, and more.

TENTATIVE* COURSE SCHEDULE
*Course Plan Subject to Change

Schedule	Course Topics
Session 1	- Introductions 21st Century World Language Curriculum 21st Century Skills - Video - Understanding Language Learning Through Second Language Acquisition Theory and Research
Session 2	Contextualizing Language Instruction to Address Goals of the Standards for Learning Languages
Session 3	- Planning Standards-Based Instruction Using Backward Design - Differentiation Instruction for students with Special Needs Introduce/Practice MMSN TPE 1.1-1.7, 2.1, 2.4, 4.1, 4.3, 4.4, 5.6
Session 4	Integrating Cultures and Comparisons in Middle Level Education and Beyond
Session 5	- Using an Interactive Approach to Develop Interpretive Communication - UDL framework for optimizing Teaching and Learning Introduce/Practice MMSN TPE 1.1-1.7, 2.1, 2.10, 4.3, - DUE: Gradual release lesson plan

Session 6	• PACE: A Story-Based Approach for Dialogic Inquiry about Form and Meaning • Teaching Proficiency through Reading and Storytelling
Session 7	• Developing Oral and Written Interpersonal Communication • <mark>Teaching strategies for support students with poor memory processing due to head injuries Introduce MMSN TPE 4.5</mark>
Session 8	• Developing Oral and Written Presentational Communication
Session 9	• Peer evaluation of unit design
Session 10 11/24	• Individual or Group Consultancies about Signature Assignment