



SYLLABUS

CIED 4013: Capstone Course for Foreign Language Licensure

Old Main 324 Tuesday/Thursday 2:00-3:15 p.m.

University of Arkansas College of Education and Health Professions

Department of Curriculum and Instruction

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- 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*, (4th 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 in the four skills of reading, writing, listening, speaking and in the area of culture. At the same time, students become familiar with the proficiency guidelines for application in their own classrooms.
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.
- III. Goal:** The purpose of this course is to provide evidence of 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/NCATE teacher education standards for foreign language education licensure. A secondary goal is to familiarize students with the foreign language teaching profession through discussion of standards for foreign language learning K-12.

IV. Competencies: Upon completion of this course students will:

- Show knowledge of the linguistic elements of the target language (ACTFL standard 1b)
- Show knowledge of target language discourse (ACTFL standard 1b)
- Show knowledge of differences between the target language & heritage/other languages (ACTFL standard 1c)
- Be able to self-analyze target language proficiency (ACTFL standard 2a)
- Integrate and analyze cultural knowledge (ACTFL standard 2a, 2b)
- Provide evidence of dispositions for learning about target language cultures and literatures (ACTFL standard 2a, 2b)
- Provide evidence of dispositions for acquiring proficiency & for learning about target language varieties (ACTFL standard 1b, 1c)
- Show knowledge of literary and cultural works (ACTFL standard 2b)
- Provide evidence of target language proficiencies (1a)

V. Content:

Knowledge of the target language:

Knowledge of target language cultures and literatures

Evidence of appropriate dispositions

Evidence of target language proficiency

Introduction to National Standards of Foreign Language Learning

VI. Assignments, Evaluations, Due Dates:

Assng #	Assng. Name	Evaluation Points	Due Date
1	Language Profile	100	9-11
2	History of Language	100	10-2
<i>Mid-Term</i>		50	10-7
3	Speech Sample Analysis	100	10-30
4	Interpretive Listening	100	11-13
5	Culture Presentations	100	11-25 & 12/2/4/9/11
	Participation	50	
<i>OPI Score Due</i>		00	12-4
<i>Portfolio</i>		100	12-18
Total		700	

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:

“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.”

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 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 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 français 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-)

Language is the blood of the soul into which thoughts run and out of which they grow.

~Oliver Wendell Holmes

ACTFL Teacher Education Standards Addressed in CIED 4014

Standard 1.a. Demonstrating Language Proficiency. Candidates demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency.

Standard 1.b. Understanding Linguistics. Candidates know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own.

Standard 1.c. Identifying Language Comparisons. Candidates know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language,

Standard 2.a. Demonstrating Cultural Understandings. Candidates demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices.

Standard 2.b. Demonstrating Understanding of Literary and Cultural Texts and Traditions. Candidates recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time.