**Professional Education Program Proposal**

**New Program for Licensure**

Bachelor of Arts in Teaching

French 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: French Education (FREDBA) 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:  President/Chancellor Approval Date:  Board of Trustees Approval Date:  Chief Academic Officer: Date:  **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:** French Education (FREDBA)

**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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**Professional Education Program Proposal**

**New Program for Licensure**

Bachelor of Arts in Teaching

English Education Major

Grade Level Preparation 7-12

Department of Curriculum and Instruction

College of Education and Health Professions

University of Arkansas Fayetteville, AR

**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 | CIED 4023  Online or  CIED 3023 or Elective | Teaching Inclusion in Secondary Settings or  Survey of Exceptionalities | 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 or 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 English Education**

Admission to the B.A.T. Program is competitive and consists of a three-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 five items listed below in **Stage II**.

**Stage I: Pre-Admission French Education (PFRED)**

**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 (B.A.T.) in the five content areas occurs the semester after the candidate has completed all pre-B.A.T. requirements including the first three courses in education - [CIED 1013](https://nextcatalog.uark.edu/search/?P=CIED%201013), [CIED 1003](https://nextcatalog.uark.edu/search/?P=CIED%201003), and [CIED 2173](https://nextcatalog.uark.edu/search/?P=CIED%202173) 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 B.A.T.  program must be submitted by January 30.

The application process includes:

1. Students must complete the application to teacher education  (see the [Teacher Education Application Fee](https://nextcatalog.uark.edu/undergraduatecatalog/feeandcosts/othergeneralfees/)) through the Teacher Education Office during spring semester of sophomore year. This includes completing and passing the criminal background check and also passing Praxis Core academic subjects test or equivalent tests by meeting or exceeding the Arkansas Department of Education cut-off scores.
2. Submission of B.A.T. 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) courses.

**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 practicum course.
2. Earn a cumulative GPA of 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 the 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 B.A.T. 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: French Education Degree Plan in 8 Semesters**:

8 Semester BAT Plan French

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  FREN 2013 | Intermediate II | 3 | FREN 3003 | Advanced French | 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 |
| FREN 3113 | Introduction to Literature | 3 | FREN 4003 | Grammar & Comp |  |
| FREN 4113 | Special Themes: Phonetics | 3 | FREN 3103 | Cultural Readings | 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 |
| 4000-level Literature Course | See recommended electives | 3 | Elective |  | 3 |
| FREN 4033 | French for Oral Proficiency | 3 | 4000-level Literature Course | See recommended electives | 3 |
|  |  | 3 | FREN 4213  Online | French Civilization | 3 |
| Elective |  | 3 | Elective |  |  |
| 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 |
| 4000-level Literature Course | See recommended electives | 3 | CIED 4023  Online or  CIED 3023 or Elective | Teaching Inclusion in Secondary Settings or  Survey of Exceptionalities | 3 |
| CIED 4013 | Capstone Course for Foreign Language Licensure | 3 |  |  |  |
| SEED 4443 | Methods of Teaching Foreign Language K-12 | 3 | 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 or Elective | Teaching Inclusion in 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: French Education**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Foreign Language, Grades K-12** | **Course Alignment with ADE Content Competencies** | | | | | | | | | | | | | | | |
| **FRENCH** | FREN 3003 | FREN 3113 | FREN 3103 | FREN 4003 | FREN 4033 | FREN 4113 | FREN 4213 | FREN 4213 | FREN 4223 | FREN 4233 | FREN 4243 | FREN 4663 | 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 | x |
| 3.2 |  |  |  | x | x | x |  |  |  |  |  |  | x | x | x | x |
| 3.3 |  |  |  | x | 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 |
| 4.3 | x | 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](mailto:borr@uark.edu)

Peabody Hall, Room 315

Telephone: Email Dr. Orr for her cell phone number

Office hours: please email [borr@uark.edu](mailto: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](file:///C:\Users\Freddie\Documents\Freddie%20Land\BSE%20in%20Education\BAT%20Final%20Document\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](mailto: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](http://catalog.uark.edu/search/?P=MUED%202012); or [PHED 1003](http://catalog.uark.edu/search/?P=PHED%201003); or [AGED 1123](http://catalog.uark.edu/search/?P=AGED%201123) and [AGED 1031](http://catalog.uark.edu/search/?P=AGED%201031); and [PSYC 2003](http://catalog.uark.edu/search/?P=PSYC%202003)

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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](mailto: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/](https://exchange.uark.edu/owa/redir.aspx?C=621c4f206e194be9adbf390eb19f4c23&URL=http%3a%2f%2fprovost.uark.edu%2f) 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_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 Culture.](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/howe2e 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.php.](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:**

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

**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](http://catalog.uark.edu/search/?P=EDST%203113) or instructor consent for non-EDSTBS majors. HISTBA or AMSTBA may waive [EDST 3113](http://catalog.uark.edu/search/?P=EDST%203113)

**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.**

***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 weeks.

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

*French Content Courses: 33 hours*

**FREN 3003. Advanced French (Sp, Su, Fa). 3 Hours.**

Further intensive practice for the purpose of strengthening written and oral expression. Includes a review of the essentials of French grammar. Prerequisite: [FREN 2013](http://catalog.uark.edu/search/?P=FREN%202013) or equivalent.

**French 3003.1 – Advanced French**

Automne 2017

Instructor : Douglas Miller, M.A.

Office : Kimpel Hall, 703

email : djm01@uark.edu

tel. 479 / 575-2951 (Department of World Languages, Literatures and Cultures)

Office Hours: 11: 50 a.m. – 12:40 p.m. MWF *or by appointment*

**Prerequisite** : French 2013 or equivalent

**Required Texts** : Jarausch & Tufts, *Sur le vif* (…. Edition).

**General Goals** : This course is intended to increase your oral and written proficiency in French, as well as improve your listening comprehension. In addition, we will be working on increasing your progress in acquiring second-language reading skills.

**Specific Goals** : This course will review and increase your grammatical background. The focus will be on accurate expression in daily communication and discussion, in both oral and written form.

**Transferable Skills** : Oral communication, improved listening, reading and vocabulary.

**Inclement Weather** : Please make every reasonable effort to come to class if there is bus service. If the University officially closes due to snow or ice storms, attendance will of course not be required.

**Electronic Devices** : As some students prefer to use on-line dictionaries, cell phones or other electronic devices are permitted for class-related use. Use of a cell phone or other device during an exam, however, is not permitted for obvious reasons.

**Grading Scale** : As always, your grade will be calculated according to the following scale: 90-100, A; 80-89, B; 70-79, C; 60-69, D; less than 60, F.

**Grade Breakdown** :

Chapter Exams (3) 30 %

Chapter Quizzes (3) 10 %

Homework 10 %

Compositions 10 %

Final Exam 25 %

Participation 15 %

**N.B. :** Please note the following changes, common to all French courses henceforth:

**There will be** **no extra credit**. Keep up with your work throughout the semester, don't miss class, and give yourself every opportunity to do your best work.

**Grades will not be rounded.** The issue of borderline grades has become increasingly problematic. The fairest approach is not to round. An 89.9, for instance, is a B, a 79.9 a C, etc.

**Homework** : Written homework and compositions are assigned in class. Homework is due at the beginning of the hour. Make-up work will only be accepted in the event of an excused absence. Otherwise, no late homework will be accepted – no exceptions. If you are not in class to note down the assignment, it is your responsibility to check with another student as to what to prepare. Students must prepare the homework before arriving in class.

**Participation :** As this is an advanced course whose goal is a thorough review of basic grammar, students are expected to prepare the grammar and exercises as well as any readings at home in order to be able to respond to questions and participate in class activities. If it becomes clear to me that you have not prepared the assignment before class, I will necessarily lower your participation score. Concerning the readings, each will be assigned for re-reading at home. You should note any questions you may have concerning grammar, exercises, reading comprehension, etc. It is normal to experience difficulty at first, but with time you will find an improvement in comprehension and communication. Please participate as much as you can and feel free to ask questions. You will find that class participation will enable you to improve your speaking skills.

**Absences :** Attendance is very important in a language class. Although your grade is not calculated based on attendance, your presence is linked to the class participation grade. Excused absences generally are one of three types: medical; family emergency; and University business. It is your responsibility to contact me concerning an excused absence within one week of the absence. You must be in class for quizzes, as there will be no makeups unless the absence is excused. Concerning unexcused absences, you will be allowed three unexcused absences without other penalty than the loss of participation points. After three unexcused absences, your overall grade will lose two percentage points for each unexcused absence thereafter.

**Academic Integrity :** Students must consult the new university policy on the university site. This information is found at <http://provost.uark.edu>. In the French section, it is considered dishonest to have another student or tutor read and correct class compositions and homework. Students must do their own work on all homework and composition assignments. Outside help, whether online, from another student or tutor, or a native speaker, will result in a failing grade on an assignment and possible judicial review.

**Calendrier**

21, 23, 25 août Introduction au cours

Chapitre 1, Vocabulaire,

Grammaire et applications

28, 30 août, 2 septembre Grammaire

Lecture

CHAPTER QUIZ, Chapitre 1

6, 8 septembre Chapitre 2 : Vocabulaire

Lecture et chanson

11, 13, 15 septembre Applications et grammaire

Grammaire et lecture

Activités, révision

18, 20, 22 septembre **Examen I (Chapitres 1 et 2)**

Chapitre 3 : Vocabulaire

Lecture

25, 27, 29 septembre Applications et grammaire

Lecture et discussion

Activités, révision

2, 4, 6 octobre CHAPTER QUIZ, Chapitre 3

Chapitre 4 : Vocabulaire

Lecture et grammaire

9, 11, 13 octobre Grammaire

Lecture et discussion

Activités, révision

18, 20 octobre **Examen II (Chapitres 3 et 4)**

Chapitre 5 : Vocabulaire

23, 25, 27 octobre Lecture et grammaire

Grammaire et applications

Lecture et discussion

30 octobre, 1, 3 novembre Activités, révision

CHAPTER QUIZ, Chapitre 5

Chapitre 6 : Vocabulaire

6, 8, 10 novembre Grammaire

Lecture et activités

Lecture et discussion

13, 15, 17 novembre Activités, révision

Chapitre 7 : Vocabulaire

Lecture et grammaire

20 novembre Applications

Lecture et grammaire

27, 29 novembre, 1 décembre Activités et révisions

4, 6 décembre **Examen III (Chapitres 5, 6 et 7)**

Révisions

*The instructor reserves the right to modify this syllabus as he may see fit.*

Dead Day : Friday, 8 December 2017

**EXAMEN FINAL : Wednesday, 13 December 2017, 10:15 a.m. – 12:15 p.m.**

**FREN 3033. French Conversation (Fa). 3 Hours.**

Three hours per week of guided conversation practice for the post-intermediate student. Prerequisite: [FREN 2013](http://catalog.uark.edu/search/?P=FREN%202013).

Class not needed?

**FREN 3103. Cultural Readings (Sp). 3 Hours.**

A course designed to build vocabulary and to strengthen reading skills and oral expression through extensive practice with culturally authentic materials. Prerequisite: [FREN 2013](http://catalog.uark.edu/search/?P=FREN%202013).

Syllabus

French 3103 – Cultural Readings  
Printemps 2016  
  
Instructor : Douglas Miller, M.A.  
Office : Kimpel Hall, 513  
email : djm01@uark.edu  
tel. 479 / 575-2951 (Department of World Languages, Literatures and Cultures)  
Office Hours : ……………………….., MWF or by appointment  
  
  
Prerequisite : French 2013 or equivalent  
Required Texts : Brown, À Table! (2010).  
  
  
General Goals : This course is intended to increase your reading skills in French and expand your knowledge of French culture. In addition, the class will prepare you for the next level of literary studies.  
  
Specific Goals : This course will target oral and reading proficiency and focus on accurate expression in daily communication and discussion. The class will also broaden your knowledge of French literature and culture through exposure to a variety of readings.  
  
Transferable Skills : Oral communication, improved writing, reading and vocabulary.  
  
Inclement Weather : Please make every reasonable effort to come to class if there is bus service. I will do the same. If the University officially closes due to snow or ice storms, attendance will of course not be required.  
  
Electronic Devices : As some students prefer to use on-line dictionaries, cell phones or other electronic devices are permitted for class-related use. Other uses, such as texting or game-playing, are strongly discouraged and will result in a lowered participation grade. In any event, the use of a cell phone or other device during an exam is not permitted, for obvious reasons.  
  
Grading Scale : As always, your grade will be calculated according to the following scale: 90-100, A; 80-89, B; 70-79, C; 60-69, D; less than 60, F.  
  
Grade Breakdown :   
 Chapter Exams (3) 20 %  
 Quizzes 15 %  
 Homework 10 %  
 Compositions 15 %  
 Final Exam 20 %  
 Participation 20 %  
  
Homework : Written homework and compositions are assigned in class. Homework is due at the beginning of the hour. Make-up work will only be accepted in the event of an excused absence. Otherwise, no late homework will be accepted – no exceptions. If you are not in class to note down the assignment, it is your responsibility to check with another student as to what to prepare. Students must prepare the homework before arriving in class.  
  
Participation : Since this is a reading and discussion course, students are expected to prepare the readings at home in order to be able to respond to questions and discuss the reading in class. Each reading should be read at least twice, and you should note any questions you may have concerning problems with reading comprehension, etc. It is normal to experience difficulty at first, but with time you will read at an improved rate of comprehension. Please participate as much as you can and feel free to ask questions. You will find that class participation will enable you to improve your speaking skills.  
  
Absences : Attendance is very important in a language class. Although your grade is not calculated based on attendance, your presence is linked to the class participation grade. Excused absences generally are one of three types: medical; family emergency; and University business. It is your responsibility to contact me concerning an excused absence within one week of the absence. You must be in class for quizzes, as there will be no makeups unless the absence is excused. Concerning unexcused absences, you will be allowed three unexcused absences without other penalty than the loss of participation points. After three unexcused absences, your overall grade will lose two percentage points for each unexcused absence thereafter.  
  
Academic Integrity : Students must consult the new university policy on the university site. This information is found at http://provost.uark.edu. In the French section, it is considered dishonest to have another student or tutor read and correct class compositions and homework. Students must do their own work on all homework and composition assignments. Outside help, whether online, from another student or tutor, or a native speaker, will result in a failing grade on an assignment and possible judicial review.  
  
Calender  
  
20 janvier Introduction au cours  
  
22 janvier Chapter 1.  
Read pp. 1-4  
Homework questions 1-7, p. 4  
  
25 janvier Grammar, pp. 5-7 ; read pp. 7-9  
  
27 janvier Read pp. 10-12  
Homework, p. 11 (grammar)  
  
29 janvier Read pp. 13-14 ; QUIZ, Chapter 1  
  
1 février Chapter 2. Read pp. 17-20  
 Homework questions 1-5, p. 21  
  
3 février Grammar, pp. 22-23  
  
5 février Read pp. 24-25  
 Homework questions 1-4, p. 25  
  
8 février Read pp. 26-30  
 Homework questions 1-8, p. 28  
  
10 février Discussion, pp. 28-30  
  
12 février EXAM ONE (Chapters 1-2)  
  
15 février Chapter 3. Read pp. 33-36  
 Homework questions 1-3, p. 34  
  
17 février Read p. 35  
 Homework questions 1-3, p. 37 (grammar)  
  
19 février Read pp. 38-39  
 Homework questions 1-5, p. 40  
  
22 février Grammar, pp. 40-42 ; activité  
  
24 février Read pp. 42-46  
 Homework questions 1-6, p. 47  
  
26 février QUIZ, Chapter 3  
Chapter 4. Read pp. 49-51  
  
29 février Grammar, pp. 52-55  
 Homework questions 1-4, p. 51  
  
2 mars Read pp. 56-59  
 Homework questions 1-6, p. 59  
  
4 mars Grammar, p. 60 ; read pp. 60-62  
  
2 mars Read pp. 65-66  
 Homework questions 1-7, p. 66  
  
7 mars Read pp. 67-69  
 Homework questions 1-7, p. 69  
  
9 mars Discussion, review  
  
11 mars EXAM TWO (Chapters 3-4)  
  
15 mars Chapter 5. Read pp. 73-75  
 Homework questions 1-6, pp. 75-76  
  
17 mars Read pp. 77-78  
 Homework questions 1-3, p. 78  
  
19 mars Read pp. 80-83  
 Homework, p. 82 (grammar)  
  
21 - 25 mars VACANCES DE PRINTEMPS !  
  
28 mars Read pp. 84-86  
 Homework questions 1-7, p. 86  
  
30 mars Read pp. 86-88  
 Homework questions 1-6, p. 88  
  
4 avril QUIZ 3 (Chapter 5).  
Chapter 6. Read pp. 91-92  
 Homework questions 1-5, p. 93  
  
6 avril Read pp. 95-96  
 Homework questions 1-4, p. 96  
  
8 avril Read pp. 98-99  
 Homework questions 1-4, p. 99  
  
11 avril Read pp. 102-104  
 Homework questions 1-7, pp. 104-104  
  
13 avril Read pp. 105-107  
 Homework questions 1-5, p. 107  
  
15 avril Discussion  
  
18 avril EXAM THREE (Chapters 5-6)  
  
20 avril Chapter 7. Read pp. 109-111  
 Homework questions 1-4, p. 111  
  
22 avril Read pp. 112-114  
  
25 avril Read pp. 115-117  
 Homework questions 1-5, p. 117  
  
27 avril Read pp. 117-119  
 Homework questions 1-5, p. 119  
  
29 avril Read pp. 119-121  
 Homework questions 1-7, p. 121  
  
2 mai Read pp. 121-124  
 Homework questions 1-5, p. 125  
  
4 mai Review  
  
  
The instructor reserves the right to modify this syllabus as he may see fit.  
  
Dead Day : Friday, May 6, 2016  
  
EXAMEN FINAL : Monday, May 9, 1:00 – 3:00 p.m.

**FREN 3113. Introduction to Literature (Sp). 3 Hours.**

Further development of reading skills and introduction to literacy commentary and analysis. Prerequisite: [FREN 3003](http://catalog.uark.edu/search/?P=FREN%203003) or [FREN 3103](http://catalog.uark.edu/search/?P=FREN%203103).

Syllabus

French 3113: Introduction to French Literature – Syllabus Fall 2017  
Tue, Thur 9:30am-10:45am - CHPN 426  
  
Dr. Gilles Viennot  
Office: Kimpel 603  
Phone: 575-2234  
Email: gviennot@uark.edu  
Office Hours: Tuesday + Thursday 1:00pm-1:50pm + by appointment  
  
Texts: material for poetry unit will be provided: you do not need to purchase a book  
 Jean Anouilh, Le Voyageur sans bagage (edition: the one of the bookstore, Folio 1958)  
 Albert Camus, L’Étranger (edition: the one of the bookstore, Prentice Hall 1955)  
  
Course Objectives: This class is not a survey of literature, but rather, a course which will help you acquire the skills necessary for reading, analyzing, and interpreting poetic, dramatic, and narrative texts. Learning the appropriate literary terminology, approaching each text analytically, and discussing one’s individual observations and conclusions will also contribute to the improvement of reading, writing, speaking, and listening proficiency in French.  
  
Class Discussions: Emphasis in the course will be on intensive reading and analysis, rather than extensive reading of long assignments. I expect you to prepare thoroughly and to participate actively in class. Please try to overcome your fear of speaking French in the classroom setting. Keep in mind that everyone makes mistakes. Remember, too, that we all make mistakes in our own native languages. Ironically, speaking skills can only improve if you make an effort to speak—even if (perhaps even especially if) you make mistakes in the process.  
  
Poem Memorization: One of the requirements for this class is the memorization and recitation of a French poem. You will make an individual appointment (in my office before class) for this recitation. The poem must be a poem (no songs, please), at least 14 lines long. You are welcome to use one of the poems on the syllabus. If you prefer to submit another one, please bring a hard copy at least a week before recitation day for approval.  
  
Grading Scale: Grades will be assigned according to the following scale: 90-100 A, 80-89 B, 70-79 C, 60-69 D, 59 and below F.  
  
Grade Breakdown: 30% daily work (participation, homework, quizzes, etc.)  
 50% exams  
 ` 20% final exam  
(Since the final exam is comprehensive, it will be the determining factor if your grade is borderline) Final exam = Thursday, December 14, 2017 - 8:00 AM to 10:00 AM (regular classroom)  
  
Written Work: For all written work, keep in mind that form and content work together; in other words, while the content of writing assignment might be excellent, if the writing that expresses that content contains numerous misspellings, grammar and usage errors, is at too low a level of grammatical/stylistic sophistication for a 3000-level course, etc., your grade will reflect that. Similarly, “weak” (unfocused, poorly organized, etc.) content will detract from a grammatically flawless presentation. You should try, therefore, to pay close attention to what you are saying and how you are saying it. All written work is to be your own. Cheating will not be tolerated.  
Academic Integrity & 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 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. Some examples of academic dishonesty in foreign language classes are: copying from another student’s paper during an exam, obtaining help from others to complete any assigned work. Outside help will result in a failing grade on an assignment. Bottom line: do your own work.  
  
Attendance/Makeups: Please remember that this is a language class, which means that communication between you and your peers, and between you and your professor, is of the utmost importance. Regular attendance is vital to your success in this class. That said, each student has the right to three unexcused absences, no questions asked; for every subsequent absence, the final grade for the course will be lowered by 1%. As always, if you miss class for whatever reason, you are responsible for finding out what you missed and for being ready to participate fully in the next class. There will be no makeups. Late homework will be downgraded so as to be fair to those who meet the deadlines.  
  
Citizenship: Good class citizenship is critical. Please turn off cell phones. Do not text. Do not check Facebook. Do not engage in internet shopping. Please do not sleep during class or pack up your belongings before the end of the period. In short, be respectful of your classmates and professor. If at any time you find that you are having problems, have questions, or just want to talk, do not hesitate to let me know. I check e-mail numerous times throughout the day and am happy to communicate with you that way, especially if office hours are not convenient.   
  
Inclement Weather: In the case of inclement weather, your instructor will make every effort to be in class. You should strive to do the same. Excused absences will be granted whenever the university officially closes.   
  
Emergency Preparedness and 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 http://safety.uark.edu/emergency-preparedness/  
  
!!! Please note the following important dates/deadlines. You must respect them:  
(Information is available there: https://registrar.uark.edu/academic-dates/academic-semester-calendar/fall-2017.php)  
  
August 23, 2017 Last day to change from audit to credit  
September 1, 2017 Last day:   
• to change from credit to audit;  
• to drop a full semester class without a "W" (no fee adjustment). A full semester class dropped after this date but on or before November 17 will remain on the official record with a "W" indicating withdrawal. No full semester class or classes may be dropped after November 17 unless the student officially withdraws from all classes that have not yet been completed   
November 17, 2017 Last day to drop a full semester class or classes with a "W" (no fee adjustment). No full semester class or classes may be dropped after this date unless the student officially withdraws from all classes that have not yet been completed   
!!! All texts must be thoroughly prepared for the day they are listed in the syllabus – Surprise quizzes may be given to test your preparation  
Class 1 = Mardi 22 août – Introduction au cours  
  
Class 2 = Jeudi 24 août – Introduction à la versification  
  
Class 3 = Mardi 29 août - Ronsard, “À Sa Maîtresse” + Apollinaire, “Le Pont Mirabeau”  
  
Class 4 = Jeudi 31 août - Baudelaire, “Correspondances”  
\*\*Quiz sur la terminologie sur la poésie et la versification  
  
Class 5 = Mardi 5 septembre - Robert Desnos, “Poème à la mystérieuse” + Musset, “Tristesse”  
  
Class 6 = Jeudi 7 septembre - Prévert, “Déjeuner du matin” + Hugo, “Demain, dès l’aube”  
  
Class 7 = Mardi 12 septembre - La Fontaine, “Le Chêne et le roseau” + Baudelaire, “L’Invitation au voyage”  
  
Class 8 = Jeudi 14 septembre - Verlaine, “Mon Rêve familier” + Valéry, “Les Pas”  
  
Class 9 = Mardi 19 septembre Ponge, “L’Huître” + Révision pour l’examen  
  
Class 10 = Jeudi 21 septembre - Examen sur la poésie  
  
Class 11 = Mardi 26 septembre – Stratégies de lecture / Introduction au Théâtre + Lire Le Voyageur sans bagage (11-20; jusqu’à « La question ne se pose pas. »)  
  
Class 12 = Jeudi 28 septembre - Le Voyageur sans bagage (20-33)  
  
Class 13 = Mardi 3 octobre - Le Voyageur sans bagage (34-52; jusqu’à « Juliette est entrée. »)  
\*\*Quiz on sur la terminologie se rapportant au théâtre  
  
(Jeudi 5 octobre NO CLASS – Devoirs : avancer la lecture en prévision des pages à lire pour mardi + rédaction d’une page sur le début du Voyageur sans bagage.)  
  
Class 14 = Mardi 10 octobre - Le Voyageur sans bagage (52-82)  
  
Class 15 = Jeudi 12 octobre - Le Voyageur sans bagage (83-97; jusqu’à « Il sort. Le maître d’hôtel est resté avec Gaston et l’aide à s’habiller. »)  
  
(Mardi 17 octobre = NO CLASS - Fall Break)  
  
Class 16 = Jeudi 19 octobre - Le Voyageur sans bagage (97-113) + Révision pour l’examen  
  
Class 17 = Mardi 24 octobre – Examen sur le théâtre  
  
Class 18 = Jeudi 26 octobre - Introduction à la prose - L’Étranger, 21-27 (jusqu’à « Je crois que j’ai somnolé un peu. »)  
  
Class 19 = Mardi 31 octobre L’Étranger, 27-43  
\*\* Quiz sur la terminologie se rapportant à la prose  
  
Class 20 = Jeudi 2 novembre - L’Étranger, 44-53  
  
Class 21 = Mardi 7 novembre - L’Étranger, 54-67  
  
Class 22 = Jeudi 9 novembre - - L’Étranger, 68-80  
  
Class 23 = Mardi 14 novembre – L’Étranger, 83-91  
  
Class 24 = Jeudi 16 novembre - L’Étranger, 92-100  
  
Class 25 = Mardi 21 novembre - L’Étranger, 101-115  
  
(Jeudi 23 novembre NO CLASS -Thanksgiving Break)  
  
Class 26 = Mardi 28 nov. - L’Étranger, 116-131 (jusqu’à « Cela, tout de même, était à considérer »)  
  
Class 27 =Jeudi 30 novembre - L’Étranger, 131-138  
  
Class 28 = Mardi 5 décembre - Révision sur L’Étranger  
  
Class 29 = Jeudi 7 décembre - Examen sur L’Étranger  
  
(Vendredi 8 octobre = Dead Day)  
Final exam = Thursday, December 14, 2017 - 8:00 AM to 10:00 AM (location = regular classroom)  
The information is available there: https://registrar.uark.edu/registration/final-exam-schedule/fall-2017-final-exam-schedule.php  
  
Have a wonderful semester! – Excellent semestre à tous !

**FREN 4003. French Grammar and Composition (Fa). 3 Hours.**

French grammar and composition. Prerequisite: [FREN 3003](http://catalog.uark.edu/search/?P=FREN%203003) or [FREN 3103](http://catalog.uark.edu/search/?P=FREN%203103).

Syllabus

FREN 4003: Grammar and Composition Fall 2017  
Dr. Kathy Comfort  
Office: 604 Kimpel Hall Phone: 575-6062  
Office Hours: 11:50-12:40 MWF; and by appointment E-mail address: kcomfort@uark.edu  
  
Required Text: Carlut & Meiden, French for Oral and Written Review, 5th edition\*  
  
Aug  
  
21 M Introduction to course  
  
23 W Chp. 16: oral: A, C, E, F  
written: G (1-5), H (1, 3-5, 8)  
  
25 F Chp. 16: oral: I, K, M, O  
written: J (1, 4-7, 11-12), L (1-3, 5-6), N (1-3, 7-10)  
  
  
28 M Chp. 16: ex. d’ens.: oral: A, B, C, D  
  
   
  
  
Sept  
   
30 W Chp. 17 oral: A, B, E, H, J, K (1-6, 8-10, 12-14)  
written: C (1-6), D (1, 3-4, 6-7), F (1-2, 5-7), G (4-6, 8) I (1-5, 7-8, 10)  
   
  
1 F Chp. 17: written: L  
ex. d’ens\*.: oral: B, C (\*ex. d’ens. = Review exercises in the back of the book.  
  
  
4 M No Class—Labor Day  
  
6 W Chp. 1 oral: A, C, E, G  
written: B (1-3, 5), D (4-7, 10), F (3, 4, 6), H (1-3)  
HAND IN ex. d’ens., Ex. A (Chp. 17)  
  
8 F Chp. 1 oral: I  
ex. d’ens.: HAND IN A (odds), B (odds), & C (odds)  
Chp. 2 oral: A, B, C, D, E  
written: F (1, 4-6, 9, 11)  
  
  
11 M [verb quiz: present tense]\*\* Chp. 2 oral: G, ex. oral (odds), I written: H (3-5, 8-11, 17)  
  
13 W [Composition due]  
Chp. 3 oral: A, B, D, F  
written: C (2, 4-8), E (2, 4, 7), G (1-5)  
   
  
  
  
15 F [verb quiz: passé composé]  
Chp. 3 oral: ex. oral (odds), H, I Ex. d’ens.: oral: A, B, C  
written: D (1-2, 7-8)  
  
  
18 M Composition in class  
Review  
  
20 W Review  
  
22 F Exam, Chapters 1-3 & 16-17  
  
  
25 M Review of Verb Tense Formation Chp. 4 oral: C, D  
written A (2-3, 5-7), B (3-6)  
{Skip sections on passé surcomposé and passé antérieur, pp. 52-53}  
  
27 W verb quiz: future]  
Chp. 4 oral: H, ex. oral (odds), K, L written: G (1-4), I (2-5, 7-8)  
  
   
  
  
Oct  
   
29 F Chp. 5 oral: A, C, E (evens)  
written: B (2-3), D (3-7), F (3-8)  
   
  
2 M Chp. 5 oral: G, I (evens), K  
written: H (2, 4-6), J (4-5, 7-8)  
ex. d’ens.: oral: B (evens)  
HAND IN C (2, 5-6, 8-9), D (evens)  
  
4 W [verb quiz: passé simple]  
Chp. 6 oral: A, C, E written: B  
Ex. oral  
6 F No class  
  
9   
M   
Chp. 7 oral: A  
Written: C (1-5), D, E, F, G (1, 4-5)  
11 W [Composition due]  
Chp. 7 oral: H, I ex. d’ens.: oral: B  
HAND IN C  
   
  
  
  
13 F Chp. 8 oral: A, C (1, 3, 5, 6), E, G  
 written: H (1, 3-4, 6, 8)  
  
16   
M   
No Class—Fall break!  
18 W Chp. 8 oral: I, L  
written: J (1-3, 6-7), K (1-4, 7-8)  
20 F Review  
Composition in class  
  
23   
M   
Review  
25 W Exam, Chapters 4-8  
27 F Chp. 9 oral: A, C, G, E  
written: D (1, 4, 6, 8-9), F (1-4, 7)  
  
30   
M   
Chp. 9 oral: I, J written: H (1-3, 5, 8)  
   
  
  
Nov  
   
ex. d’ens.: oral: B  
HAND IN C (2-4, 7-8)  
   
  
1 W Chp. 10 oral: A  
written: B (1-6, 8-9), C (2-3, 5, 8), D (1-3, 6)  
  
3 F Chp. 10 oral: ex. oral (odds), E  
ex. d’ens.: oral: A, C  
HAND IN D (1-3, 5, 8-9)  
  
  
6 M Chp. 11 oral: A, B, D (1-8), E (1-6)  
written: C  
  
8 W [verb quiz: subjunctive]  
Chp. 11 oral: F, H  
written: G (1-3, 5-7, 9-10), I (1-3), J (1, 3-5, 7-8), K (4-7)  
  
  
10 F Chp. 11 oral: L, P  
written: M (1-5, 9), N (1-3, 8)  
   
  
  
13 M Chp. 12 oral: D  
written: A (1-4, 7-8), B (1-7), C (1, 3-4, 6-9), E (1-2, 5-7  
15 W [composition due]  
Chp. 12 oral: ex. oral, F  
ex. d’ens.: oral: B, C, D  
 17 F Chp. 13 oral: A, D, ex. oral (odds), F, G  
written: B (1, 3-4, 8), C (1-5, 12-13), E (4-5, 7, 9, 11, 14)  
ex. d’ens.: oral: B  
HAND IN C (1, 3-5, 8-9, 11)  
   
20   
M   
Composition in class Review  
 22 W No class—Thanksgiving Holiday  
 24 F No class—Thanksgiving Holiday  
   
27   
M   
Review  
 29 W Exam, chapters 9-13  
Dec   
 1 F Chp. 14 oral: A, J  
written: B (2-4), C (1-3, 7-9), D (1-4), E (1, 3, 8-9), F (2-3, 5), G (2-4)  
Ex. d’ens.: HAND IN A (evens), C (evens)  
  
4 M Chp. 15: oral: A, B, C, D, F, G (2-7, 9)  
written: E (1, 3)  
ex. d’ens.: oral: A (odds), B (odds)  
  
6 W Review  
  
  
Final Exam: Monday 11 December 2017, 10:15 a.m. to 12:15 p.m.  
  
  
Please note the following dates: The last day to register or add a full semester course is August 25. The last day to drop a full semester course without having the grade of “W” show on the official record is September 1. The last day to drop a full semester course with a mark of “W” is November 17; no full semester course or courses may be dropped after November 17 unless the student officially withdraws from all courses.  
   
  
  
\*We will not have time to work with the readings in this text, although you might want to do so on your own!  
  
\*\*Review of Verbs: You will be responsible for the four kinds of regular verbs given on pp. 333-54 of your text, for the list of irregular verbs on the same pages, and for connaître, ouvrir, recevoir, craindre, battre, conduire, s’asseoir (first set of forms only), plaire, naître, pleuvoir, and spelling- change verbs (pp. 354-56)  
  
There will be five short (5 min.) verb quizzes covering the regular and irregular verbs (see syllabus for dates). You will be responsible for these same verbs in all tenses that are reviewed throughout the semester.  
  
\*\*\*\*\*\*\*  
Course Objectives: This course is designed to provide a thorough review of French grammar and systematic practice in writing French.  
  
Class Rules: Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any other form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class.  
  
Listed below are a few examples of inappropriate behavior:  
 Cellular phones ringing  
 Demanding special treatment  
 Excessive tardiness  
 Leaving class early  
 Making offensive remarks  
 Missing deadlines  
 Prolonged chattering  
 Reading newspapers during class  
 Sleeping  
 Talking out of turn  
 Arriving late to class  
 Dominating discussions  
 Shuffling backpacks and notebooks; packing up before the end of the hour  
 Overt inattentiveness  
  
Special Accommodations: If you have a documented disability and are registered with the Center for Educational Access (http://cea.uark.edu/)please contact me during the first week of class so that we can make the appropriate accommodations.  
  
Classroom procedures: Class time will be spent going over assigned grammar and exercises. You should review carefully the grammar sections preceding the assigned exercises. The syllabus indicates both “oral” exercises (to be covered orally in class) and “written” exercises (to be written out completely and ready to put on the blackboard when you come to class). All of these exercises are to be prepared BEFORE coming to class. I may ask you to turn in written exercises, but in most cases we will just work with them on the board.  
   
  
The “exercices d’ensemble” (ex. d’ens.) listed on the syllabus refer to the review exercises located at the end of the text (they begin on p. 271). Treat these just as you do the other “oral” and “written” exercises (see preceding paragraph); hand in these exercises only where indicated.  
  
Although I highly recommend that you purchase a good French-English dictionary, now that your are in more advanced French courses (I prefer the Oxford-Hachette or Harper Collins Robert), you will find that the glossary at the back of Carlut and Meiden provides all the vocabulary that you need to complete the exercises in the book.  
  
Composition topics (out-of-class) will be assigned well in advance. Due dates are firm (late compositions will be downgraded 5% for each day they are late; this is the only way to be fair to those who turn their work in on time). They should always be well organized, carefully written, legible and double-spaced; typed work is preferred, but not obligatory. Your compositions will be marked, using a set of correction abbreviations (of which you will have a copy); a grade for the original version will be assigned. However, you will have an opportunity to raise that grade by up to 3 percentage points by making the corrections suggested by the abbreviations. Revised compositions will be turned in two or three class periods later.  
  
For all written work, keep in mind that content and form work together; in other words, the content of a composition might well be first-rate, but if the writing that expresses that content contains numerous misspellings, grammar errors, is at far too low a level of grammatical/stylistic sophistication for a 4000-level course, etc., your grade will reflect that. (Similarly, “weak” [unfocused, poorly organized, etc.] content will detract from a grammatically flawless expression.) You should try, therefore, to pay close attention to both what you’re saying and how you’re saying it.  
Make every effort to check and re-check your work, so as to catch as many of these problems as possible. Give yourself every opportunity to produce your very best work: start early, ask questions if you think there’s a problem but you are not sure what it is.  
  
Academic Integrity. Remember that all written work—done both outside and in class—is to be your own. Cheating will not be tolerated.  
The UA Statement on 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."  
  
Preparing for Class: Preparation and writing are to be YOUR work. Please see the University Catalogue for the Academic Honesty Policy. All cases of academic dishonesty will be reported to the proper university authorities.  
  
Grade Breakdown for the course: 30% exams, 30% compositions, 20% final exam, and 20% class work (quizzes, preparation of assigned homework exercises, and your day-to-day  
   
  
  
participation/performance in class). Because the final exam is comprehensive, it will be the determining factor if a student’s grade is borderline.  
  
The Final Exam for the course will take place on Monday 11 December 2017, 10:15 a.m.-12:15 p.m.  
  
Attendance: In the past I have not had a specific attendance policy, although I have always taken attendance after each and every class, and have always considered the number of absences when calculating participation grades. In recent years, however, absenteeism has become a serious problem in our French classes; we have the feeling that students underestimate the importance of being present and actively participating in class activities. These are language classes after all, which means that communication between you and your peers, between you and your professor, is of the utmost importance (thankfully, language classes are rarely of the lecture variety, but rather a forum for open discussion and exchange of ideas). We suspect, too, that students sometimes don’t even realize just how many times they have missed class. And if missing the presentation and discussion of material were not enough, students who are absent also risk missing quizzes, announcements about assignments or changes in the syllabus, etc. I have, therefore, decided to join my colleagues in implementing a more precise attendance policy: each student has the right to 3 unexcused absences, no questions asked. For every subsequent absence, the final grade for the course will be lowered by 1%. As always, if you miss class for whatever reason, you are responsible for finding out what was done that day and for being ready to participate fully in the next class. There will be no make-ups (unless sufficient documentation justifying the absence is provided) and late work will be downgraded (again, this is the only way to be fair to those who turn the work in on time).  
  
Inclement Weather Policy: Please make every reasonable effort to come to class if there is bus service. If the university officially closes, attendance will obviously not be required.  
Tardies: Arriving late to class is disruptive and shows a lack of respect for the professor and for the other students. For that reason, every 3 tardies will count as one unexcused absence.  
  
One last thing: Keep in mind that the pace of this course is quite rapid; we will be covering a great deal of material in one semester. At the same time, though, remember that this is a review course— the concepts presented in the text should not be new to you, so it is not a question of learning brand new material, but of reinforcing and adding to what you already know. The only way to become proficient in a foreign language is to apply and reapply the same principles in a variety of contexts. The keys to success are first and foremost a desire to do well, and a devotion to careful work. YOU CAN DO IT!!!!  
  
If at any time you find that you are having problems, have questions, or just want to talk, don’t hesitate to let me know.  
  
Have a great semester!!

**FREN 4033. French for Oral Proficiency (Sp). 3 Hours.**

Three hours per week of conversation practice for the advanced undergraduate. Prerequisite:[FREN 3003](http://catalog.uark.edu/search/?P=FREN%203003) or [FREN 3103](http://catalog.uark.edu/search/?P=FREN%203103).

Syllabus

University of Arkansas  
Fren 4033- Syllabus Spring 2017  
Professor Nancy Arenberg  
Kimpel 613 Office Hours: M, W, F 10:45-11:35 or by appt.  
 arenberg@uark.edu  
  
Prerequisite: Fren 3003 or by consent   
Required Text: Controverses by Oukada, Bertrand & Solberg (third edition)  
  
Goal: This course is intended to increase your oral proficiency in French and improve your listening comprehension as well as increase your progress in acquiring second language reading skills.   
  
Specific Goals: This course will target oral proficiency and focus on accurate expression in daily communication and discussion.  
  
Transferable Skills: Oral communication, improved listening, reading and vocabulary.  
  
Inclement Weather: Please make every reasonable effort to come to class if there is bus service. If the university officially closes, attendance will not be required for snow or ice storm days.  
  
Grading Scale: Your grade will be calculated according to the following scale: A 100-90, B 89-80, C 79-70, D 69-60, and F 59 and below. It is important to note that there is no rounding in the French section.  
  
Academic Integrity & Dishonesty: Academic Dishonesty: Students should consult the new academic integrity policy on this topic at http://provost.uark.edu. This is found on the UA webpage as well as in the general catalogue. Some examples of academic dishonesty in foreign language classes are: copying from another student’s paper during an exam, obtaining help from others to complete any assigned work. In the French section, it is considered an offense to have another student correct class assignments. Outside help will result in a failing grade on an assignment. The bottom line is do your own work.  
  
Emergency Preparedness: 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.   
  
Cell phones: Please turn off cell phones before class. I do not want to see them out on your desks during class. Texting will not be tolerated at all, as it is impolite and very distracting to everyone in the group.  
  
Homework: Assignments will be put up for the week on Blackboard and must be turned in on the day they are due. If you should forget your assignment and want credit for it, you can e-mail it to me by noon on the day it is due. If you are absent, it is up to you to find out what we did in class. It is a good idea to have the e-mail of students you work with in class frequently in order to keep up with assignments.  
  
Absences: Attendance is very important in a language class. Studies have shown that listening comprehension plays an integral role in the process of developing acquisition skills of the target language. This ability can only be improved upon through frequent interaction with the instructor and with other students in the class. Although your grade is not calculated based on attendance, your presence is linked to the class participation grade. You are allowed three unexcused absences. After the third allowed absence, one percent off the final grade for the course per absence will be deducted for subsequent failure to attend classes. Consistent tardiness will also lower your participation grade. If you are ill and miss more than one class, please let me know so that I can keep you updated on class discussions, assignments, etc. If you miss class, it is your responsibility to find out what you missed. You must be in class for quizzes, as there will be no make-ups allowed during the semester. Homework must be turned in on time on the day it is due. The Professor reserves the right to modify the course syllabus during the course of the semester.

**FREN 4113. Special Themes in French (Irregular). 3 Hours.**

Topics not normally covered in period courses. Sample topics: "The Comic Tradition in French Literature," "French Cinema." Topics announced one semester in advance. Prerequisite:[FREN 3113](http://catalog.uark.edu/search/?P=FREN%203113). May be repeated for up to 3 hours of degree credit.

Syllabus

Syllabus FREN 4113 - Introduction to French cinema – Syllabus Fall 2017  
Kimpel 314 – Tue, Thur. 11:00am-12:15am  
  
University of Arkansas WLLC Department - Kimpel Hall 425   
   
Instructor: Dr. Gilles Viennot Office: Kimpel 603  
Email: gviennot@uark.edu   
Office hours: Tuesday + Thursday 1:00pm-1:50pm + by appointment  
  
Welcome to French 4113! - Have fun learning French and discovering French cinema!  
Please read the following information carefully to ensure your success in this course.  
  
Required Course Materials  
• Apprentissage du cinéma français, written by Alan Singerman, 2004. (First edition) Published by Focus Publishing. ISBN: 9781585101047.  
• A French-English dictionary (Convenient but comprehensive enough to cover new vocabulary)  
Course Objectives  
In this course, you will improve your French conversational skills through the discussion of films in French. In addition, you will improve your listening comprehension through exposure to native speech. The films will introduce you to narrations, culture, history, and accents. Reading assignments and watching films will be accompanied with papers. This course offers you the ability to expose yourself to the diversity of cultures in France. You will broaden your knowledge of the language, and its variety of uses.  
Grading Scale  
Your grade will be calculated according to the following scale: A: 100-90, B: 89-80, C: 79-70, D: 69-60, F: 59 and below.  
  
Grade Breakdown  
Attendance and participation 20%  
Homework 20%  
Exams 30%  
Oral presentation 10%   
Final Exam 20%  
  
Attendance and participation (20% of Course Grade: Please remember that this is a language class, which means that communication between you and your peers, and between you and your professor, is of the utmost importance. Regular attendance is vital to your success in this class. That said, each student has the right to three unexcused absences, no questions asked; for every subsequent absence, the final grade for the course will be lowered by 1%. As always, if you miss class for whatever reason, you are responsible for finding out what you missed and for being ready to participate fully in the next class. There will be no makeups. Late homework will be downgraded so as to be fair to those who meet the deadlines.  
  
Citizenship: Good class citizenship is critical. Please turn off cell phones. Do not text. Do not check Facebook. Do not engage in internet shopping. Please do not sleep during class or pack up your belongings before the end of the period. In short, be respectful of your classmates and professor. If at any time you find that you are having problems, have questions, or just want to talk, do not hesitate to let me know. I check e-mail numerous times throughout the day and am happy to communicate with you that way, especially if office hours are not convenient.   
  
Homework (reading + papers) (20% of Course Grade): There will be 3 papers to be written for this course. Homework grades will be assigned on a weekly basis. You will be expected to prepare all the assignments indicated in parentheses on your syllabus in advance, and participate actively in class discussions and activities. You will have occasional quizzes based on the reading assignments. Disruptive behavior (e.g. speaking in English, using your cell phones/texting, excessive talking, or any other conduct that your instructor considers to be disruptive or inappropriate) as well as a refusal to participate in class activities will seriously impact your participation grade. If you are absent, you cannot earn a grade for participation.  
  
Exams (30% of Course Grade): There will be three (3) written exams during the semester.  
  
Oral presentation (10% of Course Grade): Students grouped by two or three will give a 10-minute class presentation in French on an assigned topic related to a film of their choice among the ones provided by the professor. This presentation should be interactive and involve the rest of the class, and classmates should have a quick task to complete as they listen to your presentation. Please have some audio-visual aid for your classmates. You may use a very brief outline of no more than 100 key words.  
  
Final Exam (20% of Course Grade): There will be a Comprehensive Final Exam comprising all topics covered in the course during the semester. The final exam will have both a written and an oral component. The written exam will be administered on Tuesday, December 12, 2017 - 10:15 AM to 12:15 PM (location = regular classroom) and the oral exam (a 10 minute interview with your instructor) will take place the same day or in the previous days if it fits your schedule better.   
  
Inclement Weather: In the case of inclement weather, your instructor will make every effort to be in class. You should strive to do the same. Excused absences will be granted whenever the university officially closes.   
  
Academic Integrity & 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 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. Some examples of academic dishonesty in foreign language classes are: copying from another student’s paper during an exam, obtaining help from others to complete any assigned work. Outside help will result in a failing grade on an assignment. The bottom line is: do your own work.  
Emergency Preparedness and 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 http://safety.uark.edu/emergency-preparedness/  
!!! Please note the following important dates/deadlines. You must respect them:  
  
August 23, 2017 Last day to change from audit to credit  
September 1, 2017 Last day:   
• to change from credit to audit;  
• to drop a full semester class without a "W" (no fee adjustment). A full semester class dropped after this date but on or before November 17 will remain on the official record with a "W" indicating withdrawal. No full semester class or classes may be dropped after November 17 unless the student officially withdraws from all classes that have not yet been completed   
November 17, 2017 Last day to drop a full semester class or classes with a "W" (no fee adjustment). No full semester class or classes may be dropped after this date unless the student officially withdraws from all classes that have not yet been completed   
This information is available there: https://registrar.uark.edu/academic-dates/academic-semester-calendar/fall-2017.php  
  
Brief course description  
FREN 4113 is designed to provide you with the opportunity to improve your French conversational and writing skills through the discussion of various topics presented in French Cinema. It is both an introduction to the study of film (how to analyze a film in a critical and formal way) and a platform for extensive speaking and writing in French as well as building practical vocabulary with an emphasis on comprehension and oral/written expression. This course will examine a variety of historical, political and social themes, as experienced in French society throughout the modern period. A significant emphasis is placed on the examination of the multiple ways in which these themes have shaped the image of modern France until now. We will review French grammar/vocabulary items as needed. This course is conducted in French, and all work is completed in French. (Films are subtitled in English.) It is designed for students who possess a good understanding of French grammar and an interest in film.  
Please read the following information carefully to ensure your success in this course:  
  
Class 1 = Mardi 22 août - Covered in class: Introduction to the class  
HK prep. for next class: Get the book + Read book on cinema vocabulary (pages 3-4) + Read handout “Pistes d’analyse pour l’analyse d’un film” (pages 1-4) + Read “Histoire du cinéma I : les débuts” (pages 9-14)  
  
Class 2 = Jeudi 24 août - Covered in class: Presentation of handout “Pistes d’analyse pour l’analyse d’un film” (pages 1-4)  
HK prep. for next class: Read book on cinema vocabulary (pages 5-6) + Handout “Pistes d’analyse pour l’analyse d’un film” (pages 1-4) + Read “Histoire du cinéma II : les années vingt” (pages 15-25)  
  
Class 3 = Mardi 29 août - Covered in class: Presentation of handout “Pistes d’analyse pour l’analyse d’un film” (pages 5-8) + Watching in class: Les vacances de M. Hulot (partie 1) (dir . Jacques Tati, 1963, 114 min.)  
HK prep. for next class: Read on Les vacances de M. Hulot (pages 191-204)  
  
Class 4 = Jeudi 31 août – Covered in class: Watching: Les vacances de M. Hulot (part 2) + discussion on film  
HK prep. for next class: Watch home Zéro de conduite (dir. Jean Vigo, 1933, 41 min.) + Read on Réalisme poétique (pages 45-46) + Read on Zéro de Conduite (pages 47-60)  
Class 5 = Mardi 5 septembre : + discussion on Zéro de Conduite + Presentation of Renoir and La grande illusion  
HK prep. for next class: Watch home La Règle du Jeu (dir. Renoir, 1939, 113 min.) + Read on La grande illusion (pages 81-96)  
  
Class 6 = Jeudi 7 septembre : Covered in class : Discussion of La Règle du Jeu  
HK prep. for next class: Watch home Le jour se lève (dir. Marcel Carné, 1939, 93 min.) + Read on Le jour se lève (123-136)  
  
Class 7 = Mardi 12 septembre - Covered in class: discussion du film Le jour se lève  
HK prep. for next class: Preparation of exam 1  
  
Class 8 = Jeudi 14 septembre = Exam 1 (subject = all movies seen + film vocab)  
  
Class 9 = Mardi 19 septembre - Covered in class = Watching Jeux interdits (part 1) (dir. René Clair, 1952, 1h26)  
HK prep. for next class: Read on Jeux interdits (pages 179-188)  
  
Class 10 = Jeudi 21 sept. - Covered in class = Watching Jeux interdits (part 2) + discussion on film  
HK prep. for next class: Watch home Les 400 coups (Dir. François Truffaut, 1959, 99 min.) + Read on Les 400 coups (pages 233-248)  
  
Class 11 = Mardi 26 septembre - Covered in class = discussion sur Les 400 coups  
HK prep. for next class: Read on Nouvelle Vague Read (pages 229-231 + handout) + FINALIZE PAPER 1   
  
Class 12 = Jeudi 28 septembre - Covered in class: Discussion about the Nouvelle Vague + PAPER 1 DUE IN CLASS  
HK prep. for next class: Watch home À bout de souffle (Dir. Jean-Luc Godard, 1980, 126 min.) + + Read on À bout de souffle (pages 271-285)  
  
Class 13 = Mardi 3 octobre - Covered in class: Discussion on À bout de souffle + Watching Au Hasard Balthazar (part 1) (Dir. Robert Bresson, 1966, 95 min.)  
HK prep. for next class: read handout on Bresson and Au Hasard Balthazar   
  
(Jeudi 5 octobre: NO CLASS)  
  
Class 14 = Mardi 10 octobre - Covered in class = Watching Au Hasard Balthazar (part 2) + discussion on movie  
HK prep. for next class: Preparation of exam 2  
  
Class 15 = Jeudi 12 octobre = Exam 2 (subject = all movies seen since test 1)  
  
Mardi 17 octobre NO CLASS (Fall Break)  
  
Class 16 = Jeudi 19 octobre - Covered in class: Watching Mon oncle d’Amérique part. 1 (Alain Resnais, 1980, 126 min.)  
HK prep. for next class: Work on paper 2  
  
Class 17 = Mardi 24 oct. - Covered in class: Watching Mon oncle d’Amérique part. 2 + Start discussion  
HK prep. for next class: Read on Mon oncle d’Amérique (pages 329-344)  
Class 18 = Jeudi 26 octobre – Covered in class: Discussion on Mon oncle d’Amérique + Watching and analyzing excerpts of other movies of Alain Resnais  
HK prep. for next class: Work on paper 2  
  
Class 19 = Mardi 31 octobre – Cov. in class: Watching Conte d’été part. 1 (Eric Rohmer, 1994, 113 min.)  
HK prep. for next class: Work on paper 2  
  
Class 20 = Jeudi 2 novembre – Covered in class: Watching Conte d’été part. 2 + Start discussion   
HK prep. for next class: Read handout on Conte d’été + FINALIZE PAPER 2  
  
Class 21 = Mardi 7 novembre - Covered in class: End of discussion on Conte d’été + Watching and analyzing excerpts of other movies by Eric Rohmer + PAPER 2 DUE IN CLASS  
HK prep. for next class:  
  
Class 22 = Jeudi 9 novembre = Présentation group 1  
Covered in class: Watching Welcome part. 1 (Philippe Lioret, 2009, 110 min.)  
HK prep. for next class: Start reviewing towards exam 3  
  
Class 23 = Mardi 14 novembre = Presentation group 2  
Covered in class = Watching Welcome part. 2 + Start discussion   
HK prep. for next class: Read handout on Welcome  
  
Class 24 = Jeudi 16 novembre - Covered in class: Discussion on Welcome  
HK prep. for next class: Preparation Exam 3  
  
Class 25 = Mardi 21 novembre - Covered in class: Exam 3 (subject = all movies seen since test 2)  
  
(Jeudi 23 novembre NO CLASS - Thanksgiving Break)  
HK prep. for next class: Watch home Bande de filles (Dir. Céline Sciamma, 2014, 114 min.) + Read handout on “La représentation cinématographique de la banlieue dans le cinéma français”  
  
Class 26 = Mardi 28 novembre = Presentation group 3  
HK prep. for next class: review material studied over the semester  
  
Class 27 = Jeudi 30 novembre = Presentation group 4  
Covered in class: Discussion on movies studied over the semester part 1  
HK prep. for next class: FINALIZE PAPER 3  
  
Class 28 = Mardi 5 décembre = Presentation group 5  
Covered in class: Discussion on movies studied over semester part 2 + PAPER 3 DUE IN CLASS  
  
Class 29 = Jeudi 7 décembre (LAST CLASS) = Presentation group 6  
Covered in class: Analysis of excerpts of a few recent movies + Conclusion of the semester  
  
Final exam = Tuesday, Dec. 12, 2017 - 10:15 AM to 12:15 PM (location = regular classroom)  
Information available there: https://registrar.uark.edu/registration/final-exam-schedule/fall-2017-final-exam-schedule.php  
Excellent semestre à vous! Bon courage pour tout !

***French 4113: French Phonetics***Fall 2016: 11:50, WCOB 433  
  
Dr. Hope Christiansen Office: 606 Kimpel Hall  
Office Hours: 9:40-10:30 MWF and by appointment E-mail address: hopec@uark.edu  
  
Texts: Annie Duménil, Facile à dire: les sons du français  
Sylvie Carduner et Peter Hagiwara, D’Accord: La Prononciation du français international, acquisition et perfectionnement  
  
Aug 22 M Introduction to Course  
  
Aug 24 W Duménil, Introduction: Principes généraux C & H, To the Student, Preliminary Study  
  
Aug 26 F Duménil, Chapitre 1: La chaîne parlée  
  
Aug 29 M Duménil, Chapitre 2: Les voyelles: généralités Duménil, Chapitre 3: Les voyelles fermées  
  
Aug 31 W Duménil, Chapitres 4: Les voyelles ouvertes Révision 1  
  
Sep 2 F Duménil, Chapitre 5: Les voyelles nasales, up to top of p. 54 Sep 5 M Labor Day Holiday  
Sep 7 W Duménil, Chapitre 5 (rest of chapter) Révision 2  
  
Sep 9 F Duménil, Chapitre 6: Les semi-voyelles Révision 3  
À rendre: prononciation 1  
  
Sep 12 M Examen 1  
Sep 14 W Duménil, Chapitre 7: Les voyelles médiales, through p. 101 Sep 16 F Duménil, Chapitre 7 (rest of chapter)  
Révision 4  
  
Sep 19 M Duménil, Chapitre 8: Le <e> muet Sep 21 W Révisions 5 et 6  
   
Sep 23 F Duménil, Chapitre 9: Les consonnes: généralités  
  
Sep 26 M Duménil, Chapitre 10: La liaison  
Révision 7  
À rendre: prononciation 2  
Sep 28 W Duménil, Chapitre 11: Les liquides Sep 30 F Duménil, Chapitre 12: Les occlusives  
Révision 8  
Oct 3 M Duménil, Chapitre 13: Les fricatives Oct 5 W Duménil, Chapitre 14: Les nasales  
Révision 9  
  
Oct 7 F Révision 10  
À rendre: prononciation 3  
  
Oct 10 M Examen 2  
  
Oct 12 W C & H, Chapter 1: L’égalité syllabique, La place de l’accent  
  
Oct 14 F C & H, Chapter 2: Les enchaînements consonantiques, Les liaisons obligatoires  
  
Oct 17 M Fall Break  
  
Oct 19 W C & H, Chapter 3: Le e caduc  
Oct 21 F C & H, Chapter 4: L’intonation: montante et descendante Oct 24 M C & H, Chapter 5: Les groupes rythmiques  
À rendre: prononciation 4  
  
Oct 26 W C & H, Chapter 6: La consonne /R/  
  
Oct 28 F C & H, Chapter 7: La tension des voyelles…; L’absence de diphthongaison  
  
Oct 31 M C & H, Chapters 8 & 9: Les voyelles…  
  
Nov 2 W Free Day to Contemplate the Importance of French in Your Life Nov 4 F Free Day to Contemplate the Importance of French in Your Life  
   
Nov 7 M C & H, Chapter 10 & 11: La voyelle nasale… Nov 9 W Examen 3  
Nov 11 F C & H, Chapter 12: Les voyelles… Nov 14 M C & H, Chapter 13: Les voyelles… Nov 16 W C & H, Chapter 14: Les voyelles…  
Nov 18 F C & H, Chapter 15: Les semi-consonnes…  
  
Nov 21 M C & H, Chapter 16: La semi consonne /j/ (le yod) À rendre: prononciation 5  
  
Nov 23 W Thanksgiving Break Nov 25 F Thanksgiving Break  
Nov 28 M C & H, Chapter 17: La consonne latérale /l/  
  
Nov 30 W C & H, Chapter 18: Les consonnes /p/, /t/, /k/, /t/, /d/, /n/  
Dec 2 F C & H, Chapter 19: Les consonnes /s/ et /z/; /s/, /z/ suivis de /j/ Dec 5 M C & H, Chapter 20: La détente consonantique; Les géminées;  
L’assimilation consonantique  
  
Dec 7 W C & H, Chapter 21: L’allongement des voyelles accentuées; Les enchaînements vocaliques  
  
Final Exam: Wednesday, December 14, 10:15-12:15, in normal classroom  
  
Please note the following important dates: The last day to drop a full semester course without having a grade of W show on the official record is Sept. 2. The last day to drop a full semester course with the mark of W is November 18.  
  
Course Objectives: This course is designed to help students improve their pronunciation of French while they acquire the basic rules of standardized spoken French. The course takes into account the major contrastive features of the sounds of French and English and addresses the particular challenges the native speaker of American English face when learning to pronounce French.  
  
Learning Outcomes: Students who successfully complete the course will be able to do the following:  
1) Identify the various sounds of the target language  
   
2) Recognize the major prosodic patterns of the target language  
3) Produce with accuracy the sounds of the target language  
4) Use the appropriate prosodic patterns of the target language  
5) Apply their knowledge of spelling in the target language to predict the pronunciation of unfamiliar words  
  
Grade Breakdown:  
  
Class participation and daily work (homework, quizzes, etc.): 20% Pronunciation recordings: 20%  
Exams: 25%  
Mid-Term Individual Oral: 15% (these will be scheduled outside of class, by appt.) Final Exam: 20% (includes individual oral, by appt.)  
  
Grading Scale: 90-100 A, 80-89 B, 70-79 C, 60-69 D, 59 and below F  
  
Attendance: Please note that class participation is a substantial component of this course. Moreover, it is critical to your success, given the nature of the material. That said, you have the right to three (3) unexcused absences, no questions asked. For every subsequent unexcused absence, the final grade for the course will be lowered by 1%. As always, if you miss class for whatever reason, it is incumbent upon you to find out what was done in class that day and for being ready to participate fully in the next class. There are no makeups unless sufficient documentation is provided. Late homework will be downgraded (this is the only way to be fair to those students who meet the deadlines).  
  
Class Citizenship: Good class citizenship is vital to the smooth functioning of a class. Please turn off all cell phones (no texting in class, please! You may think that your professors don’t notice, but they do!), do not sleep during class, do not chat with classmates, do not wander in and out of the classroom, do not begin packing up your belongings before the end of the class period. In short, please be respectful of your classmates and professor!  
  
I hope it goes without saying that all written work--done both outside and in class--is to be your own. Cheating will not be tolerated. The Provost has recommended that we include the following statement 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 http://provost.uark.edu/. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.  
   
If at any time you find that you are having problems, have questions, or just want to talk, don’t hesitate to let me know, either in person, by phone, or by e-mail (I check the latter very frequently). Teaching is my passion, and working with students is the best part of my job!  
  
Have a wonderful semester!

**FREN 4213. French Civilization (Sp). 3 Hours.**

French civilization. Prerequisite: [FREN 3113](http://catalog.uark.edu/search/?P=FREN%203113).

Syllabus

FREN 4213 French Civilization Syllabus 11:50-12:40 MWF  
Spring 2015  
Dr. Kathy Comfort  
  
Office: KIMP 604  
Office hours: MWF 9:40-10:30 MWF and by appointment email: kcomfort@uark.edu  
  
Required Text: Edmiston & Dumesnil, La France Contemporaine, Cengage, 5th edition (2015). ISBN : 1305251083  
  
Students requiring any special accommodations should contact me as soon as possible so the needed adjustments can be made in as timely a manner as possible Center for Educational Access in 209 Arkansas Union is the campus resource center for students with disabilities.  
  
Important Dates: The last day to add a full semester course is January 16. The last day to drop a full semester course without having the grade of “W” show on the official record is January 26. The last day to drop a full semester course with a mark of “W” is April 17; no full semester course or courses may be dropped after April 17 unless the student officially withdraws from all courses.  
  
Course Objectives.  
Through required readings, internet assignments, short projects, and class discussions, students will  
  
• acquire a broad knowledge of France, its regions, culture and its institutions in order to understand the French cultural and national identity is formed;  
• develop further interest and skills in the French language.  
  
Class Rules. Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any other form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class.  
  
• Listed below are a few examples of inappropriate behavior:  
• Cell phones/smart phones ringing  
• Texting/surfing the internet, posting on facebook, tweeting during class  
• Demanding special treatment  
• Excessive tardiness  
• Leaving class early  
• Making offensive remarks  
• Missing deadlines  
• Prolonged chattering  
• Reading newspapers, assignments for other classes, etc.  
• Sleeping  
• Talking out of turn  
• Arriving late to class  
• Dominating discussions  
• Shuffling backpacks and notebooks; packing up before the end of the hour  
• Overt inattentiveness  
   
Discussion/Participation.  
  
Discussion. Class meetings will consist of discussion of the readings assigned. Students are expected to have read the material carefully and to participate actively in class discussions. It is always interesting to hear what students think about the text, so do not hesitate to say what you think. Keep in mind that your French does not have to be perfect; we all make mistakes, even in our native language. The more you attempt to express yourself, the better your spoken French will be. I take attendance and give oral participation grades every day after class based on the quality of your contributions to class discussions. Have specific questions ready when you don't understand a specific concept or vocabulary in your assignments--I'm always glad to help! You will be expected to use the vocabulary introduced in a given chapter and to use it in written assignments and class discussions.  
  
Note that I grade you not only on how often you participate in class, but on the accuracy or level of complexity of your French and the thoughts and ideas that have come to you as your prepare the assignments.  
  
You will do your best work if you keep up with your reading, homework, and studying of vocabulary. Have a look at the assignments required for each week; this will help you organize your study time.  
  
Quizzes/Written Work.  
  
Quizzes. There will be quizzes over every two chapters we cover from chapter between chapters 1-14 (for a total of 7); chapters 15 & 16 will be covered on the final. These will typically—but not necessarily—consist of identifications, a short essay, matching, and true/false exercises based on readings, movies, class discussions and homework.  
  
Final Exam. The final exam will test over the material covered in chapters 15 & 16, but will also include a comprehensive component. N.B.: The final exam will be the determining factor if a student’s grade is boarderline  
  
Projects. You will also write a total of three 2-page Projects: 1) A region of France (including one of the Départements d’Outre-Mer or Territoires d’Outre-Mer other than Paris/Ile-de-France; 2) a profile of a French politician; and 3) current social or political issue affecting France (immigration, paternity leave, smoking ban, riots in the banlieue, etc.) I will mark your projects, using a set of correction abbreviations (of which you will have a copy) in order to help you to improve your grammar and writing. The projects will be given a grade, but if you revise it (with the help of the abbreviations), you will have the opportunity to raise the grade by up to 3 percentage points. The improved projects will usually be due three class periods later.  
  
Written homework assignments: There were be frequent short homework assignments that you will turn in for a grade. These will be announced in class ahead of time.  
  
For all written work, keep in mind that content and form work together—you may have a good, accurate answer, but if your sentences are full of misspellings and grammar problems, your grade will end up lower. Make every effort to check and re-check your work, so as to catch as many of these problems as possible. Give yourself the opportunity to do your very best work: start early, use your dictionary and grammar texts, be on the lookout for errors, ask questions if you sense a problem lurking somewhere but aren’t sure what to do about it.  
  
Academic Integrity. Remember that all written work—done both outside and in class—is to be your own. Cheating will not be tolerated.  
  
The UA Statement on 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 honesty.uark.edu/policy. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”  
  
Attendance/Makeups.  
  
My colleagues and I have implemented the following attendance policy: each student has the right to 3 unexcused absences, no questions asked. For every subsequent absence, the final grade for the course will be lowered by 1%. As always, if you miss class for any reason, you are responsible for finding out what was done that day and for being ready to participate fully in the next class. There will be no makeups unless sufficient documentation justifying the absence is provided. Late work will be downgraded (this is the only way to be faire to those who do turn their work in on time).  
  
Inclement Weather Policy.  
  
Please make every reasonable effort to come to class if there is bus service. I will send the class an email if we will not be meeting. If the university officially closes, attendance will obviously not be required.  
  
Course Grade Breakdown.  
  
30% quizzes  
30% 3 projects  
20% class participation and homework 20% final exam  
  
Grading Scale. 90 -100 = A; 80 - 89 = B; 70 - 79 = C; 60 - 69 = D; below 60 = F.  
  
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Below you will find the general outline of the course; more specific assignments will be given in class.  
  
Please let me know if you have any questions or problems. I’ll be glad to help you in any way that I can. Have a great semester!  
  
January   
M 12 Intro to course  
W 14 Lisez :  
« Introduction: La France et les États-Unis, » pp. 1-4  
« La France physique, » pp. 6-12 Préparez Ex. I, II, III, et IV, pp. 13-14 À remettre : Ex. V, Nº 1, p. 14  
F 16 Chapitre 2, « Paris et la vie urbaine » Lisez « Paris et la vie urbaine» pp. 15-25  
Préparez Ex. I, Nº 1-8 (p. 31) ; Ex. II, Nº 1-6 (p. 31) ; Ex. IV (p. 32)  
À remettre : Ex. V, Nº 5, p. 33.  
M 19 No Class-Martin Luther King Day Holiday  
   
W 21 Chapitre 2, « Paris et la vie urbaine » Lisez pp. 26-30  
Préparez Ex. I, p. 9-10 ; Ex. II, Nº 7-10 (p. 31) ; Ex. III (p. 32) ; Ex. V (p. 32)  
À remettre: Ex. V, Nº 1 (p. 33)  
F 23 Quiz, Chapitres 1 & 2  
Chapitre 3, « Les Régions et les provinces » Lisez pp. 34-43 (thru « Le Languedoc») Préparez Ex. III, Nº 1-3 (p. 53) ; Ex. VI (p. 55)  
M 26 Chapitre 3, « Les Régions et les provinces » Lisez pp. 43-52  
Préparez Ex. I (p. 53) ; Ex. II (p. 53), Ex. IV (p. 54), Ex. V, p. 54, Ex. V (p. 55)  
À remettre : Ex. VII, Nº 2, p. 55  
W 28 Chapitre 4, « Les Langues de la France »  
Lisez pp. 56‐63 (through end of « un peu d'histoire »)  
À remettre: 4 questions sur la lecture; vous les poserez à vos camarades de classe et vous les rendrez à la fin de l'heure (ou les enverrez par email avant la classe!) Ne copiez pas les questions du texte!  
F 30 Chapitre 4, « Les Langues de la France » Lisez pp. 63-71  
Préparez Ex. I, II, III, pp. 72-73  
À remettre : Ex. V, Nº5 p. 74  
February   
M 2 Quiz, Chapitres 3 & 4  
Movie in class: « Bienvenue chez les Ch’tis »  
W 4 À remettre : Projet 1  
« Bienvenue chez les Ch’tis »  
F 6 « Bienvenue chez les Ch’tis »  
M 9 Chapitre 5, « L’Union européenne » Lisez pp. 75-80 (thru « Les Institutions»)  
Préparez I, Nº 1-6 (p. 88) ; Ex. II, Nº 1-6 (pp. 88-89)  
À remettre : Ex. IV, Nº 2 (p. 89)  
W 11 Chapitre 5, « L’Union européenne » Lisez pp. 80-87  
Préparez Ex. I, Nº 7-20 (p. 88) ; Ex. II, Nº 7-10 (p. 89); Ex. III  
À remettre: Ex. IV, Nº 4 (p. 90)  
F 13 Chapitre 6, « La République française » Lisez pp. 92-96 (thru « Un peu d’histoire ») Préparez Ex. I, Nº 1-6 (p. 104); Ex. II, Nº 1-9  
À remettre: Trouvez un des symboles de la France et expliquez en vos propres mots comment il a été choisi.  
   
M 16 Chapitre 6, « La République française » Lisez pp. 96-103  
Préparez Ex. I, Nº 7-10 (p. 104); Ex. II, Nº 10 (p. 104); Ex. III (p. 105); Ex. IV, p. 105  
À remettre: Ex. V, Nº 4 (p. 106)  
W 18 Quiz, Chapitres 5 & 6  
Chapitre 7, « L’État »  
Lisez pp. 107-114 (thru « L’État et le terrorisme » Préparez Ex. I, Nº 1-7 (p. 121)  
F 20 Chapitre 7, « L’État » Lisez pp. 114-120  
Préparez Ex. I, Nº 8-15 (p. 121); Ex. II (p. 121); Ex. III (p. 122)  
À remettre: Ex. VI (sic), Nº 3 (p. 122)  
M 23 Chapitre 8, « Les Partis politiques et les élections » Lisez pp. 123-31 (thru « Les Élections »)  
Préparez : Ex. I, Nº 1-10 (p. 136) ; Ex. II, Nº 1-5  
À remettre : Ex. IV, Nº 3 (p. 137)  
W 25 À remettre : Projet 2  
Chapitre 8, « Les Partis politiques et les élections » Lisez pp. 131-35  
Préparez Ex. I, Nº 11-15 ; Ex. II, Nº 6-15  
F 27 Quiz, Chapitres 7 & 8  
Chapitre 9 : « La Famille et la sexualité » Lisez pp. 140-43  
Préparez Ex. I, Nº 1-5 (p. 156); Ex. II, 1-3 (pp. 156-57)  
March   
M 2 Chapitre 9 : « La Famille et la sexualité » Lisez pp. 144-55  
Préparez Ex. I, Nº 6-20 ; Ex. II, 4-10 (p. 157) ; Ex. III (p. 157)  
À remettre : Ex. V, Nº 5, p. 158  
W 4 Chapitre 10, « Le Travail et le temps libre »  
Lisez pp. 159-68 (thru « La semaine de 35 heures ») Préparez Ex. I, Nº 1-9 (p. 179) ; Ex. II (p. 179)  
À remettre : Ex. IV, Nº 3 p. 182. Ecrivez un bon petit paragraphe de 4-5 phrases complètes.  
F 6 Quiz, Chapitres 9 & 10  
Chapitre 11, « La Protection sociale » Lisez pp. 183-89  
Préparez Ex. I, Nº 1-5 (p. 195) ; Ex. III, Nº 1-6 (p. 196)  
   
M 9 Chapitre 11, « La Protection sociale » Lisez pp.189-94  
Préparez Ex. I, Nº 6-10 (p. 195) : Ex. II, 195-96 ; Ex. III, Nº 7-10 (p. 196)  
À remettre : Ex. V, Nº 5 (p. 197) : Relevez 2 des droits.  
W 11 Chapitre 12, « Les Religions» Lisez pp. 200-09  
Préparez Ex. I, Nº 1-13 (p. 218); Ex. II, Nº 1-9 (pp. 218-19)  
À remettre : Ex. V, Nº 5 (p. 219)  
F 13 Chapitre 12, « Les Religions » Lisez pp. 210-17  
Préparez Ex. I, Nº 14-20 (p. 218) ; Ex. II, Nº 10 (p. 219) ; Ex. III (219)  
À remetttre : Ex. V, Nº 2 (p. 219)  
M 16 Quiz, chapitres 11 & 12  
Video in class, « Young, French, and Muslim »  
W 18 Video in class, « Young, French, and Muslim »  
F 20 Chapitre 13, « L’Immigration» Lisez pp. 220-25  
Préparez Ex. I, Nº 1-10 (p. 233) ; Ex. II, Nº 1-3 (p. 233  
À remettre : Ex. V, Nº 2 (p. 234)  
M 30 Chapitre 13, « L’Immigration» Lisez pp. 226-32  
Préparez Ex. I, Nº 11-20 (p. 233) ; Ex. II, Nº 4-5 (p. 234) ; Ex. III (p. 234)s  
À remettre : Ex. V, Nº1 (p. 234)  
April   
W 1 Movie in class, « La Haine »  
F 3 Movie in class, « La Haine »  
M 6 Movie in class, « La Haine »  
W 8 Chapitre 14, « L’Education»  
Lisez pp. 235-44 (thru « la séléction au niveau secondaire ») Préparez Ex. I, Nº 1-7 (p. 253) ; Ex. II, Nº 1-5 (p. 253)  
À remettre : Ex. VI, Nº 1 (p. 255)  
F 10 Chapitre 14, « L’Education » Lisez pp. 244-52  
Préparez Ex. I, Nº 8-20 (p. 253) ; Ex. II, Nª 6-10 (pp. 253-53) ; Ex. III (p. 254), Ex. IV (p. 254)  
   
M 13 Chapitre 15 : « Les Médias » Lisez pp. 258-62  
Préparez Ex. I, Nº 1-8 (p. 271) ; Ex. II, Nº 1-5 ; Ex. III, Nº 1-5 (p. 271-72)  
À remettre : Ex. V, Nº 1 (p. 273)  
W 15 Chapitre 15 : « Les Médias »  
Lisez pp. 263-70; Préparez Ex. I, Nº 9-20 (p. 271) ; Ex. II, Nº 6-10 (p. 272) ; Ex. III, Nº 6- 10 (p. 272)  
À remettre : Ex. V, Nº 2 (p. 273)  
F 17 « Chapitre 16 : « La Technologie »  
Lisez pp. 274-84 (thru « Les Transports »)  
Préparez Ex. I, Nº 1-5 (p. 295) ; Ex. II, Nº 1-6 (p. 295)  
À remettre : Ex. V, Nº 2 (p. 296)  
M 20 Chapitre 16 : « La Technologie » Lisez pp. 284-95  
Préparez Ex. I, Nº 6-15 (p. 295) ; Ex. II, Nº 7-10 (p. 295) ; Ex. III (p. 296)  
W 22 No class-work on projet 3  
F 24 No class—work on projet 3  
M 27 À remettre : projet 3 TBD  
W 29 Révision  
  
Final Exam: Wednesday 6 May 10:15-12:15.

FREN 4223. Survey of French Literature I (Irregular). 3 Hours.

A survey of French literature, its forms and themes from the medieval period through the 18th century. Prerequisite: [FREN 3113](http://catalog.uark.edu/search/?P=FREN%203113).

Syllabus

French 4223: Survey of French Literature I  
Fall 2015  
  
Dr. Hope Christiansen  
Office: 606 Kimpel Hall  
Phone: 575-5944 / 575-2951  
Office Hours: 10:45-11:35 MWF and by appointment  
E-mail address: hopec@uark.edu  
  
Text: R.-J. Berg, Littérature française: Textes et contextes, Tome I  
  
Aug 24 M Introduction to Course  
Reading Strategies  
  
 26 W Entrée en matière, 3-6  
La Littérature épique, 7-11  
   
 28 F La Chanson de Roland, 12-22  
  
 31 M La Chanson de Roland, 22-31  
  
Sep 2 W La Chanson de Roland, 31-41  
  
 4 F La Chanson de Roland, 41-53  
  
 7 M Labor Day Holiday  
  
 9 W La Chanson de Roland, 53-66   
  
 11 F La Littérature courtoise, 71-73  
Marie de France, 73-75  
Lanval, 76-82  
  
 14 M La Littérature comique, 85-86  
Les Fabliaux, 86-87  
La Bourgeoise d'Orléans, 88-90  
  
 16 W Le Théâtre profane, 121-22  
La Farce de Maître Pathelin, 124-32  
  
 18 F La Farce de Maître Pathelin, 133-43  
  
 21 M La Poésie lyrique, 145-47  
Christine de Pisan, 147-48  
Ballade, 148-49  
Rondel I, 149  
Charles d'Orléans, 150-51  
Rondel I, 151  
Rondel II, 151-52  
François Villon, 152-53  
“Ballade des dames du temps jadis,” 154-55  
“Ballade des pendus,” 155-56  
\*\*ESSAY DUE\*\*  
  
 23 W Review  
  
 25 F EXAM (Medieval Literature)  
  
 28 M Survol, 161-64  
Rabelais, 165-67  
Gargantua, 168-73 (up to Ch. 14)  
  
 30 W Gargantua, 173-80  
  
Oct 2 F La Renaissance poétique, 183-84  
Marot, poète de cour, 185  
“Ma mignonne...,” 185-86  
“D’Anne, qui lui jeta...,” 187  
 Vers la haute poésie..., 187-89  
Labé: “Je vis, je meurs...,” 190  
 “Tant que mes yeux...,” 190-91  
  
 5 M La Pléiade, 191-93  
Ronsard, 193-top of 194  
“Mignonne...,” 197  
“Je vous envoie un bouquet...,” 198  
“Quand vous serez...,” 198-99  
“Comme on voit...,” 199  
  
 7 W Du Bellay, 201-top of 203  
 “Si notre vie est moins...,” 203  
“France, mère...,” 206-07  
“Heureux qui...,” 207  
“Autre baiser,” 208-09  
  
 9 F Montaigne, 213-16  
Essais, 217-31  
  
 12 M Survol, 235-40  
La Littérature baroque, 241-45 (up to line)  
  
 14 W Corneille, 253-56  
Le Cid, 257-64 (Acte I)  
  
 16 F Le Cid, 264-76 (II-III, 3)  
  
 19 M Fall Break  
  
 21 W Le Cid, 276-87 (III, 4-IV, 3)  
  
 23 F Le Cid, 288-99 (IV, 4-V)  
  
 26 M Review  
 \*\*ESSAY DUE\*\*  
  
28 W EXAM (16th-Century Literature, 17th survol, Le Cid)  
  
 30 F Molière, 301-04  
Le Médecin malgré lui, 305-14 (Acte I)  
  
Nov 2 M Free Day to Contemplate the Importance of French   
 in Your Life  
  
 4 W Another Free Day of Contemplation & Finish Play!  
  
 6 F Le Médecin malgré lui, 314-29 (Actes II et III)  
  
 9 M Deux Moralistes, 331-32  
 Pascal, 332-34  
 La condition humaine, 335-40  
 Le pari, 340-42   
   
 11 W La Rochefoucauld, 343-46  
 Maximes, 347-350 La Fontaine, 405-08   
 “La Cigale et la fourmi,” 408  
 “Le Corbeau et le renard,” 409  
 “Le Chêne et le roseau,” 413-14   
   
 13 F Review  
 \*\*ESSAY DUE\*\*  
   
 16 M EXAM (Le Médecin, Pensées, Maximes, Fables)  
   
 18 W Survol, 445-50  
 Montesquieu, 451-53  
 Lettres persanes, 453-63 (SKIP letters 75, 97)   
   
 20 F Voltaire, 465-72   
 Candide, 472-81  
  
 23 M Candide, 481-92   
   
 25 W Thanksgiving Holiday  
  
 27 F Thanksgiving Holiday  
  
 30 M Candide, 492-501  
  
Dec 2 W Candide, 501-10  
  
 4 F Candide, 511-24  
  
 7 M Candide, 524-34   
  
9 W Postface: littérature et révolution, 563-67  
 “La Marseillaise,” 567-69  
 André Chénier, 569-70  
 “La Jeune Captive,” 570-72  
  
FINAL EXAM: Fri., Dec 18, 10:15-12:15  
  
Please note the following dates: The last day to drop a full semester course without having the grade of "W" show on the official record is September 4 (no fee adjustment). The last day to drop a full semester course with a mark of "W" is November 20; no full semester course or courses may be dropped after November 20 unless the student officially withdraws from all courses.  
  
Course Objectives:  
  
To read and discuss a sampling of important French literary works from the Middle Ages through the 18th century  
  
To improve reading, writing, speaking, and listening skills  
To hone the skills of analysis and interpretation which allow a fuller appreciation of a literary text  
  
Discussions/Participation:   
  
Class meetings will consist of discussion of the readings assigned. Students are expected to have read the material carefully and to participate actively in class discussions. I cannot emphasize this enough: I want to hear what you have to say; I am extremely interested in your ideas and thoughts. I always learn so much from my students. So please do not hesitate to speak up. Keep in mind that your French does not have to be perfect; we all make mistakes (think about this: does your English sound perfect every time you try to express yourself? Of course not! We all make pronunciation, grammar, and usage errors on a regular basis, errors which do not necessarily reflect anything about our proficiency in English). The truth is that the more you attempt to express yourself, the better your spoken French will become.   
  
Reading Tips:   
  
Refresh your memory regarding the reading strategies you've learned in other French courses. You cannot expect to understand every word of a text you've never seen before. If you constantly stop reading in order to consult the dictionary because you're not sure of a word's meaning, you'll lose not only patience and enthusiasm, but a sense of how the text is unfolding. Trust your intuition--it's better than you think!  
  
If you don't already have one, please obtain a good French-English dictionary. I would recommend one of the big, hardcover dictionaries such as the Oxford-Hachette or the Harper Collins Robert. Leave this one at home, and carry to class a more portable dictionary (you will be allowed to use it on exams).  
  
Note that the text includes an appendix entitled "Eléments de versification française." Try to read this as soon as possible, since we will be dealing with poetry throughout the semester. While we won't spend a great deal of time on the technical aspects of the poetry (as we do in French 3113 and in more advanced courses), your understanding and appreciation of the poems will be enhanced if you've brushed up on the terminology.  
  
Exams/Written Work:  
  
There will be three EXAMS. These will typically--but not necessarily--consist of identifications and essays, written in French.  
  
I may occasionally give short QUIZZES, to check your comprehension of assigned material; these may or may not be announced in advance.  
  
The FINAL EXAM will test over the material covered after the third exam (i.e. the 18th-century Survol and Candide), and will also include a comprehensive component. Important note: the final will be the determining factor if a student's grade is borderline.  
  
You will also write a total of three ESSAYS. You will have a wide range of topics to choose from: any of the questions/subjects in the "Matière à réflexion" sections following the readings for each unit are options (I'll let you know which ones have worked well for students in the past), and you may also create your own topic, as long as you run it by me ahead of time. Essays should be a minimum of two typed, double-spaced pages (or the equivalent in handwriting--please skip lines). I will mark your essays, using a set of correction abbreviations (of which you will have a copy) in order to help you to correct and improve your writing. The essay will be given a grade, but if you revise it (with the help of the abbreviations), you will have the opportunity to raise the grade. The improved essays will usually be due two or three class periods later.   
  
For all written work, keep in mind that content and form work together--you may have a good, accurate answer, but if your sentences are full of misspellings and grammar problems, your grade will end up lower. Make every effort to check and re-check your work, so as to catch as many of these problems as possible. Give yourself the opportunity to do your very best work: start early, use your dictionary and grammar texts, be on the lookout for errors, ask questions if you sense a problem lurking somewhere but aren't sure what to do about it.  
  
I hope it goes without saying that all written work--done both outside and in class--is to be your own. Cheating will not be tolerated. The Provost has recommended that we include the following statement 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 http://provost.uark.edu/. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.  
  
Attendance/Makeups:   
  
Each student has the right to 3 unexcused absences, no questions asked. For every subsequent absence, the final grade for the course will be lowered by 1%. As always, if you are tardy or miss class for any reason, it is up to you to find out what was done that day and to be ready to participate fully in the next class. There will be no makeups unless sufficient documentation justifying the absence is provided. Late work will be downgraded (this is the only way to be fair to those who do turn their work in on time).  
  
Class Citizenship:   
  
Good class citizenship is important. Please turn off cell phones, do not sleep during class, do not chat with classmates, do not wander in and out of the classroom, do not begin packing up your belongings before the end of the class period–-in short, be respectful of your classmates and professor!  
  
Grading Scale: A 100-90, B 89-80, C 79-70, D 69-60, F 59 and below  
  
Grade Breakdown:   
  
30% exams  
30% essays  
25% daily work (participation, quizzes, homework)  
15% final exam  
  
Please let me know if you have any questions or problems, or if you just want to talk. I'll be glad to give suggestions, criticism, feedback, and encouragement! Talking to students is one of the most enjoyable aspects of my job, so please don't hesitate to drop by. Have a great semester!

**FREN 4233. Survey of French Literature II (Irregular). 3 Hours.**

A survey of French literature, its forms and themes in the 19th and 20th centuries. Prerequisite:[FREN 3113](http://catalog.uark.edu/search/?P=FREN%203113).

Syllabus

French 4233: Survey of French Literature II Spring 2011 Syllabus and class policies  
Dr. Kathy Comfort Office: KIMP 604  
Phone: 575-6062  
E- mail address: kcomfort@uark.edu  
Office Hours: M W F 11:30-12:20; and by appointment  
  
Required Text: Berg et Leroy, Littérature française. Textes et contextes (Tome 2).  
  
Students requiring any special accommodations should contact me as soon as possible so the needed adjustments can be made in as timely a manner as possible. The Center for Educational Access, located in ARKU 104, is the campus resource center for students with disabilities.  
  
January W 19 Introduction to Course Reading Strategies  
 F 21 Survol, pp. 3-9  
Chateaubriand, pp. 11-15  
René, pp. 15-20 (thru end of second paragraph)  
   
M   
24   
René, pp. 20-26 (through the end of the first paragraph)  
 W 26 René, pp. 26-30  
 F 28 Lamartine, pp. 33-36 “Le Lac,” pp. 36-38 Musset, pp. 44-47  
“Tristesse”, p. 58  
   
M   
31   
Vigny, pp. 59-60  
“La Mort du loup”, pp. 65-67 Desbordes-Valmore, pp. 93-94  
“Elégie,” pp. 95-96  
“Les Roses de Saadi,” p. 98  
February W 2 Hugo, pp. 72-78  
“Souvenir de la nuit du 4”, pp. 83-85 “Saison des semailles. Le soir”, pp. 89-90  
 F 4 Le Romantisme au théâtre, pp. 101-05 Musset, Fantasio, pp. 105-114 (thru Acte I)  
   
M   
7   
Musset, Fantasio, pp. 114-128  
 W 9 Essay 1 due  
 F 11 Examen 1 (Chateaubriand, Lamartine, Musset, Vigny, Desbordes-  
 Valmore, Hugo)  
   
M   
14   
Stendhal, pp. 131-136  
Le Rouge et le noir, pp. 136-142 (thru chapter III)  
   
  
 W 16 Le Rouge et le noir, pp. 142-152 (thru chapter VI)  
 F 18 Le Rouge et le noir, pp. 152-163  
   
M   
21   
Balzac, pp. 165-169 “Facino Cane”, pp. 169-173  
 W 23 “Facino Cane,” pp. 173-177 Sand et l’idéalisme, pp. 179-183  
 F 25 La Mare au diable, pp. 184-195 (thru chapter V)  
   
M   
28   
La Mare au diable, pp. 195-205 (thru chapter IX)  
March W 2 La Mare au diable, pp. 205-216  
 F 4 Essay 2 due  
   
M   
7   
Examen 2 (Stendhal, Balzac, Sand)  
 W 9 Flaubert et le réalisme, pp. 219-226  
 “Un Cœur simple”, pp. 226-27 (thru part I)  
 F 11 “Un Cœur simple”, pp. 227-32 (thru part II)  
   
M   
14   
“Un Cœur simple,” pp. 232-39 (thru part III)  
 W 16 “Un Cœur simple,” pp. 239-44 Zola et le naturalisme, pp. 247-250  
 F 18 L’Attaque du moulin”, pp. 251-259 (thru part II)  
   
March 21-25 Spring Break!!!  
 M 28 “L’Attaque du moulin” pp. 259-267  
 W 30 Baudelaire, pp. 269-273  
“Correspondances”, pp. 273-274  
“L’Albatros”, pp. 274-275 “L’Invitation au voyage”, p. 276  
April F 1 Rimbaud, pp. 285-89  
“Voyelles,” pp. 293-94  
“Aube,” pp. 294-95  
   
M   
4   
Verlaine, pp. 296-301  
 “Mon rêve familier,” p. 301 “Chanson d’automne,” pp. 301-302 “Il pleure dans mon cœur,” p. 303  
   
  
 W 6 Nouvelles expériences romanesques, pp. 369-70 Gide, pp. 371-74  
L’Immoraliste, pp. 374-78  
 F 8 Proust, pp. 379-86  
Proust, Un Amour de Swann, pp. 387-94 (thru “Tu sais. . . à sa soirée”)  
   
M   
11   
Proust, Un Amour de Swann, pp. 394-401  
 W 13 Colette, pp. 403-407  
Chéri, pp. 407-414 (break at white space)  
 F 15 No class—work on Essay 3  
   
M   
18   
Chéri, pp. 414-19  
 W 20 Examen Nº 3 (Flaubert, Zola, Rimbaud, Verlaine, Gide, Proust, Colette)  
 F 22 Jean Giono, “L’Homme qui plantait des arbres” (On WebCT)  
   
M   
25   
Camus, pp. 547-56  
La Pierre qui pousse”, pp. 556-59  
 W 27 “La Pierre qui pousse,” pp. 559-565  
 F 29 “La Pierre qui pousse,” pp. 565-72  
  
May   
M   
2   
Essay Nº 3 due  
Ionesco, pp. 583-86  
“La Cantatrice chauve”, pp. 587-95  
 W 4 Marguerite Duras, pp. 620-24 Aurélie Steiner, pp. 625-28  
  
Thursday   
May   
12   
Final exam—10:15a.m.-12:15 p.m.  
  
Important Dates: The last day to add a full semester course is January 24. The last day to drop a full semester course without having the grade of “W” show on the official record is January 31. The last day to drop a full semester course with a mark of “W” is April 1; no full semester course or courses may be dropped after April 1 unless the student officially withdraws from all courses.  
  
Course Objectives:  
  
 To read and discuss a sampling of important French literary works from the nineteenth and twentieth centuries;  
  
To improve reading, writing, speaking, and listening skills;  
   
To hone the skills of analysis and interpretation which allow a fuller appreciation of a literary text.  
  
Class Rules: Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any other form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class.  
  
Listed below are a few examples of inappropriate behavior:  
  
 Cellular phones ringing  
 Demanding special treatment  
 Excessive tardiness  
 Leaving class early  
 Making offensive remarks  
 Missing deadlines  
 Prolonged chattering  
 Reading newspapers during class  
 Sleeping  
 Talking out of turn  
 Arriving late to class  
 Dominating discussions  
 Shuffling backpacks and notebooks; packing up before the end of the hour  
 Overt inattentiveness  
  
Discussion/Participation:  
  
Class meetings will consist of discussion of the readings assigned. Students are expected to have read the material carefully and to participate actively in class discussions; I will give you a grade every day for class participation. It is always interesting to hear what students think about the text, so do not hesitate to say what you think. Your questions and comments should reflect the work and the thought you have put into the day’s assignment and should show that you have made an effort to read and understand the material. If you have difficulty asking questions in class, formulate them at home and ask them at the beginning of the hour or as we discuss a section you had difficulty with. Keep in mind that your French does not have to be perfect; we all make mistakes, even in our native language. The more you attempt to express yourself, the better your spoken French will become!  
  
Quizzes:  
  
At the beginning of each class, there will be a short comprehension quiz on the day’s assigned text. If you are absent or come in late, you will receive a “0” for that day’s quiz. At the end of the semester, the 3 lowest quiz grades will be dropped and the remaining grades will be averaged.  
  
Exams/Written Work:  
  
There will be three EXAMS. These will typically—but not necessarily—consist of identifications, short answer and a long essay.  
  
The FINAL EXAM will test over the material covered after the third exam and will also include a comprehensive component. NB: The final exam will be the determining factor if a student’s grade is borderline.  
   
The final exam, set by the Registrar’s office, will be given on Thursday 12 May 2011 from 10:15 a.m.-12:15 p.m.  
  
You will also write a total of three ESSAYS. You will have a wide range of topics to choose from: any of the questions/subjects in the Matière à réflexion sections following the readings for each unit are options, and you may also create your own topic as long as you run it by me ahead of time. Essays should be a minimum of two typed, double-spaced pages (or the equivalent in handwriting—please skip lines). I will mark your essays, using a set of correction abbreviations (of which you will have a copy) in order to help you to correct and improve your writing. The essay will be given a grade, but if you revise it (with the help of the abbreviations), you will have the opportunity to raise the grade by up to 3 percentage points. The improved essays will usually be due three class periods after they are handed back.  
  
For all written work, keep in mind that content and form work together—you may have a good, accurate answer, but if your sentences are full of misspellings and grammar problems, your grade will end up lower. Make every effort to check and re-check your work, so as to catch as many of these problems as possible. Give yourself the opportunity to do your very best work: start early, use your dictionary and grammar texts, be on the lookout for errors, ask questions if you sense a problem lurking somewhere but aren’t sure what to do about it.  
  
Remember that all written work—done both outside and in class—is to be your own. This means that you may not have someone “proof read” your out-of-class essays is considered academic dishonesty. Cheating (see the University Catalogue for the Academic Honesty Policy) will not be tolerated.  
  
Attendance/Makeups:  
  
My colleagues and I have implemented the following attendance policy: each student has the right to 3 unexcused absences, no questions asked. For every subsequent absence, the final grade for the course will be lowered by 1%. As always, if you miss class for any reason, you are responsible for finding out what was done that day and for being ready to participate fully in the next class. There will be no makeups unless sufficient documentation justifying the absence is provided. Late work will be downgraded (this is the only way to be fair to those who do turn their work in on time).  
  
Tardies: Arriving late to class is disruptive and shows a lack of respect for the professor and for the other students. For that reason, every 3 tardies will count as one unexcused absence.  
  
Inclement Weather Policy: Please make every reasonable effort to come to class if there is bus service. If the university officially closes, attendance will obviously not be required.  
  
Grade Breakdown:  
  
 .. Exams 30%  
 Essays 25%  
 Daily participation 25%  
 Quizzes 5%  
 Final exam 15%  
  
Grading Scale:  
  
90 -100 = A; 80 - 89 = B; 70 - 79 = C; 60 - 69 = D; below 60 = F.  
  
•••••••••••••••••••••••••  
Please let me know if you have any questions or problems. I’ll be glad to help you in any way that I can. Have a great semester!

**FREN 4243. Studies in Francophone Literature (Irregular). 3 Hours.**

Introduction to seminal writers from Francophone cultures, mainly Quebec, the Maghreb and West Africa. Exploration of the following topics: national identity, morality, religion, and exile. Study of socio-political and cultural problems, while discovering recent trends in the globalization of Francophone literature. Prerequisite: [FREN 3113](http://catalog.uark.edu/search/?P=FREN%203113).

Syllabus

University of Arkansas  
Fulbright College   
French 4243-Syllabus Fall 2016  
Survey of Francophone Literature  
Professor Nancy Arenberg  
Kimpel 613 Office Hours: Tues/Thurs. 11:12:30 or by appt.  
 e-mail Arenberg@uark.edu  
  
  
Texts: Le Torrent by Anne Hébert  
 Un Jardin au bout du monde by Gabrielle Roy  
 Les Lettres chinoises by Ying Chen  
 Une si longue lettre by Mariama Bâ  
 La Jeune fille au balcon by Leïla Sebbar  
  
Goal: This course is intended to introduce you to seminal authors from the francophone world, mainly from Canada, North Africa and West Africa. At the same time, the course will target increased reading comprehension skills, speaking and writing skills. It is also our goal to improve your analytical skills in interpreting the literature, which will become more natural with experience in our class discussions.  
  
Grading Scale: Your grade will be calculated according to the following scale: A 100-90, B 89-80, C 79-70, D 69-60, F 59 and below. The French faculty would like to note that there is no rounding in the grading procedure.  
  
Inclement Weather: Please make every reasonable effort to come to class if there is bus service. If the university officially closes, attendance will not be required for snow or ice storm days.  
  
Academic Dishonesty: Students should consult the new academic integrity policy on this topic at http://provost.uark.edu. This is found on the UA webpage as well as in the general catalogue. Some examples of academic dishonesty in foreign language classes are: copying from another student’s paper during an exam, obtaining help from others to complete any assigned work. In the French section, it is considered dishonest to have another student correct class assignments. Outside help will result in a failing grade on an assignment. The bottom line is do your own work.  
  
Cell Phones: Please turn off all phones before class. I do not want to see them out on your desks during class. Texting will not be tolerated at all, as it is impolite and very distracting to everyone in the group.  
  
Absences: Attendance is very important in a language and literature class. To succeed in class, it is essential to attend consistently during the semester. Although your grade is not calculated based on attendance, your presence is an important part of the participation grade. You are allowed three unexcused absences. After three absences, one percent off the participation grade per absence will be deducted for subsequent failure to attend daily classes. Consistent tardiness will also lower your participation grade. You must be in class for quizzes to take them. There will no make-ups allowed, except in exceptional cases.  
  
Homework: Homework questions will be distributed in class (mainly by Blackboard) and all written assignments will be announced in class. Homework must be prepared before class sessions to assist you in understanding and interpreting the texts. It is a good idea to have the e-mail of someone you work with in class to remain updated in the event you miss a class.  
  
Papers: This semester two short papers will be assigned in class. Topics, for the most part, will be given by me and the due date will be announced in class. The essays must be organized with an introduction, body of discussion, and conclusion. Strive for clarity and accuracy.   
Graduate students will write two four-page papers and will be expected to read some additional text(s) (to be discussed with me). The analysis of the supplementary novels will also include another written assignment, with some outside research sources. Graduate students will also define their own topics for the short essays. For French majors/undergraduates, the length will be two typed pages. The essays must be turned in on time. Also, no late papers will be accepted. I will always give you a week’s notice to provide you with ample time to compose your essay.  
  
Grade Breakdown: The weighting for the course is as follows:  
  
Exams: 20%  
Participation: 25%  
Quizzes: 15%  
Papers: 20%  
Final: 20%  
  
Final: Thursday, December 15 8:00-10:00.  
  
  
Syllabus  
  
1. le 23 août Introduction & Hébert Le Torrent pp. 19-25  
 25 Hébert: Le Torrent pp. 26-40.  
   
  
2. le 30 août. Hébert: Le Torrent 41-56, La Robe pp. 83-92.  
 1 sept. Hébert: La Robe (discussion), Quiz 1  
  
3. le 6 sept. Hébert: Un grand mariage pp. 121-136.  
 8 Hébert: Un grand mariage pp. 137-149.  
   
  
 4. le 13 sept. Exam I on Anne Hébert  
 15 Roy: Un vagabond frappe à notre porte pp.11-26.  
   
  
 5. le 20 sept. Roy: Un Vagabond pp. 27-45.  
 22 sept. Roy: Un jardin pp. 117-134.  
   
   
  
 6. le 27 sept. Roy: Un jardin pp. 135-152, Discussion  
 29 Roy: La Vallée houdou pp. 103-113  
   
  
 7. le 4 oct. Quiz II, Bâ Une si longue lettre Chaps. 1-3  
 6 No Class. Bâ: Chaps. 4-8  
   
  
 8. le 11 oct. Bâ: Chaps. 4-8 (Discussion), Chaps. 9-12  
 13 Bâ: Chaps. 13-15.  
  
 Fall Break  
  
  
9. le 20 oct. Bâ: Chaps. 16-19.   
   
   
  
10. le 25 oct. Bâ: Chaps. 20-24.  
 27 oct. Bâ: Chaps. 25-28.   
   
  
11. le 1 nov. Exam II on Mariama Bâ, Intro to Sebbar.   
 3 nov. No Class. Sebbar: La Jeune Fille pp. 7-40.  
   
   
  
 12. le 8 nov. Sebbar: La Jeune Fille pp. 7-40  
 10 Sebbar: La Jeune Fille pp. 41-57 &Vierge  
 Folle pp. 107-115.  
   
  
 13. le 15 nov. Sebbar: Vierge Folle pp. 116-124. & Migrant Lit.  
 Chen: Les Lettres pp. 9-15.  
 17 Chen: Les Lettres pp. 16-42.  
   
  
 14. le 22 nov. Chen: Les Lettres pp. 43-67.  
   
 Happy Thanksgiving!  
  
15. le 29 nov. Chen: Les Lettres pp. 68-92.  
 1 déc. Chen: Les Lettres pp. 93-120.   
   
16. le 6 déc. Chen: Les Lettres pp. 121-142. Quiz III  
 8 déc. Discussion & Review

**FREN 4333. Introduction to Business French (Irregular). 3 Hours.**

Introduction and orientation to the French world of business and commerce through the study of vocabulary, forms, and formulas and expression used in commercial correspondence. Prerequisite: [FREN 3113](http://catalog.uark.edu/search/?P=FREN%203113) or [FREN 3103](http://catalog.uark.edu/search/?P=FREN%203103).

Syllabus

FREN 4333 : Business French Syllabus Spring 2016  
Dr. Kathy Comfort Office : KIMP 604  
Office Hours : MWF 10:45-­‐11:35 MWF and by appointment email : kcomfort@uark.edu  
  
Required texts:  
  
Jégou, Delphine, et Mari Paz Rosillo. Quartier d’affaires: Français professionnel et des affaires. Paris: Clé International, 2014. ISBN: 978-­‐2-­‐09-­‐038663-­‐9.  
  
Nadeau, Jean-­‐Benoît et Julie Barlow. Sixty Million Frenchmen Can’t Be Wrong: Why We Love France But Not the French. New York: Source Books, 2003. ISBN: 978-­‐1-­‐40-­‐220045-­‐ 8.  
  
Course Objectives:  
  
• To help develop further interest and skills in the language, with the goal of going to France or another Francophone country and being able to function in an administrative and professional environment.  
• To expose students to French language in the context of business and the professions.  
• To provide an introduction to business practices, business terminology, culture, politics, economics and the European environment.  
• To prepare students to take the exam for the Diplôme de Français professionnel, tentatively scheduled for April 2016.  
  
Class Rules: Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any other form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class.  
  
Listed below are a few examples of inappropriate behavior:  
  
• Cellular phones ringing  
• Demanding special treatment  
• Excessive tardiness  
• Leaving class early  
• Making offensive remarks  
• Missing deadlines  
• Prolonged chattering  
• Surfing the internet/texting during class  
• Sleeping  
• Talking out of turn  
• Arriving late to class  
• Dominating discussions  
• Shuffling backpacks and notebooks; packing up before the end of the hour  
• Overt inattentiveness  
  
Discussion/Participation:  
  
Class meetings will consist of discussion of the readings assigned. Students are expected to have read the material carefully and to participate actively in class discussions. It is always interesting to hear what students think about the text, so do not hesitate to say what you think. Keep in mind that your French does not have to be perfect; we all make mistakes, even in our native language. The more you attempt to express yourself, the better your spoken French will be. I take attendance and give oral participation grades every day after class. I expect you to be prepared for class. Have specific questions ready when you haven’t understood some concept or vocabulary in your assignments. You will be expected to learn the vocabulary introduced in a given chapter and to use it in written assignments and class discussions. If you do not understand part of your assignment, please ask me questions so that I can clarify anything you may find confusing.  
  
Note that I grade you not only on how often you participate in class, but on the accuracy or level of complexity of your French and the thoughts and ideas that have come to you as your prepare the assignments.  
  
You will do your best work if you keep up with your reading, homework, and studying of vocabulary. Have a look at the assignments required for each week; this will help you organize your study time.  
  
Exams/Written Work:  
  
There will be three EXAMS. These will typically—but not necessarily—consist of multiple choice, identification/definition and short answer essays, written in French.  
  
There will be a short vocabulary quiz after every two unités in Affaires à suivre The quizzes will consist of translations French to English and English to French of the vocabulary in the unité.  
  
The exam for the Diplôme de Français professionnel (Français des affaires) is tentatively scheduled for April 2016 we are awaiting final approval of the agreement between the University of Arkansas and the Chambre de Commerce et d’Industrie de Paris Ile-­‐de-­‐France. The exam fees will be approximately $130. Students who pass the exam will be awarded a certificate attesting that they possess the specialized French language skills to be able to function in a professional business environment. More information about the exam will be provided later on.  
   
The final exam will test over the material covered after the third exam, and will also include a comprehensive component. The final exam is scheduled for Wednesday 16 May 2016, 10:15 a.m. to 12:15 p.m.  
  
You will also write a total of four PROJECTS based on the “tâches” in Quartier d’affaires:  
1) Organizing a business seminar (p. 18); 2) Organizing a “street marking” event (p. 44) ;  
3) Negotiating with a client (p. 96); 4) Organizing a “speed networking” (p. 136). More specific details will be posted on Blackboard.  
  
I will mark your projects, using a set of correction abbreviations (of which you will have a copy) in order to help you to correct and improve your writing. The projects will be given a grade, but if you revise it (with the help of the abbreviations), for up to three (3) extra percentage points. The improved projects will usually be due three class periods after they are returned.  
  
For all written work, keep in mind that content and form work together—you may have a good, accurate answer, but if your sentences are full of misspellings and grammar problems, your grade will end up lower. Make every effort to check and re-­‐check your work, so as to catch as many of these problems as possible. Give yourself the opportunity to do your very best work: start early, use your dictionary and grammar texts, be on the lookout for errors, ask questions if you sense a problem lurking somewhere but aren’t sure what to do about it.  
  
NB: Preparation and writing are to be YOUR work. Please see the University Catalogue for the Academic Honesty Policy (see below). All cases of academic dishonesty will be reported to the proper university authorities. Cheating will NOT be tolerated.  
  
The UA Statement on Academic Integrity:  
Each University of Arkansas student is required to be familiar with and respect the University’s ‘Academic Integrity Policy’ which may be found at:  
http://provost.uark.edu/  
  
Attendance/Makeups:  
  
My colleagues and I have implemented the following attendance policy: each student has the right to 3 unexcused absences, no questions asked. For every subsequent absence, the final grade for the course will be lowered by 1%. As always, if you miss class for any reason, you are responsible for finding out what was done that day and for being ready to participate fully in the next class. There will be no makeups unless sufficient documentation justifying the absence is provided. Late work will be downgraded (this is the only way to be faire to those who do turn their work in on time).  
  
  
Inclement Weather Policy:  
   
Please make every reasonable effort to come to class if there is bus service. If the university officially closes, attendance will obviously not be required.  
Grade Breakdown:  
  
 30% 3 exams  
 20% 4 written projects  
 20% participation & written homework  
 10% vocabulary quizzes  
 20% final exam  
  
Grades will not be rounded. The issue of borderline grades has become increasingly problematic. The fairest approach is not to round. An 89.9, for instance, is a B, a 79.9 a C, etc.  
  
NO EXTRA CREDIT will be given.  
•••••••••••••••••••••••••  
Please let me know if you have any questions or problems. I’ll be glad to help you in any way that I can. Have a great semester!  
  
Assignments (N.B.: assignments may change slightly due to unforeseen circumstances): More detailed assignments will be posted on Blackboard.  
  
Jan   
W 20 Introduction to course  
F 22 Quartier d’affaires: Unité 1, pp. 7-­‐12  
60 Million: Lisez “Introduction” et Chapitre 1  
M 25 Quartier d’affaires: Unité 1, pp. 13-­‐17  
60 Million: Chapitre 2  
W 27 Quiz sur le vocabulaire de l’unité 1  
Quartier d’affaires: Unité 2, pp. 18-­‐22  
F 29 Quartier d’affaires: Unité 2, pp. 23-­‐27  
60 Million: Chapitre 3  
À remettre: Tâche 1, p. 18 (voir les indications sur Blackboard)  
Feb   
M 1 Quartier d’affaires: Unité 2, pp. 28-­‐32  
60 Million: Chapitre 4  
W 3 Quiz sur le vocabulaire de l’unité 2 Quartier d’affaires: Unité 3, pp. 33-­‐37 60 Million: Chapitre 5  
F 5 Quartier d’affaires: Unité 3, pp. 38-­‐44  
   
M 8 Quiz, vocabulaire de l’unité 3  
60 Million: Chapitres 6 & 7  
W 10 Examen 1 (Unités 1-­‐3, 60 Million, chapitres 1-­‐7)  
F 12 Quartier d’affaires: Unité 4, pp. 45-­‐49  
60 Million: Chapitre 8  
À remettre: Tâche 3, p. 44 (voir les indications sur Blackboard)  
M 15 Quartier d’affaires: Unité 4, pp. 50-­‐52  
60 Million: Chapitre 9  
W 17 Quartier d’affaires: Unité 4, pp. 53-­‐57  
60 Million: Chapitre 10  
F 19 Quiz sur le vocabulaire de l’unité 4  
60 Million: Chapitre 11  
M 22 Quartier d’affaires: Unité 5, pp. 59-­‐62  
60 Million: Chapitre 12  
W 24 Quartier d’affaires: Unité 5, pp. 63-­‐66  
F 26 60 Million: Chapitres 13-­‐14  
M 29 Quartier d’affaires: Unité 5, pp. 67-­‐69  
March   
W 2 Quiz, vocabulaire de l’unité 5  
60 Million: Chapitre 15  
F 4 Quartier d’affaires: Unité 6, pp. 70-­‐75  
M 7 Quartier d’affaires: Unité 6, pp. 76-­‐79  
W 9 Quartier d’affaires: Unité 6, 80-­‐84  
F 11 Quiz, vocabulaire de l’unité 6  
60 Million: Chapitre 16  
M 14 60 Million: Chapitre 17  
W 16 Examen 2 (Unités 4-­‐6, 60 Million, chapitres 8-­‐17)  
F 18 Quartier d’affaires: Unité 7, 85-­‐88  
60 Million: Chapitre 18  
March 21-­‐24 Spring Break!!!  
M 28 Quartier d’affaires: Unité 7, pp. 89-­‐91  
   
 60 Million: Chapitre 19  
W 30 Quartier d’affaires: Unité 7, pp. 92-­‐94  
60 Million: Chapitre 20  
April   
F 1 Quartier d’affaires: Unité 7, pp. 95-­‐96  
M 4 Quiz, vocabulaire de l’unité 7  
Quartier d’affaires: Unité 8, pp. 97-­‐101  
W 6 À remettre: Tâche 7, p. 96 (voir les indications sur Blackboard)  
Quartier d’affaires: Unité 8, pp. 102-­‐04  
F 8 Quartier d’affaires: Unité 8, pp. 105-­‐107  
60 Million: Chapitre 22  
M 11 Quiz, vocabulaire de l’unité 8  
Quartier d’affaires: Unité 8, pp. 108-­‐109  
W 13 Pas de classe.  
F 15 Pas de classe  
M 18 60 Million: Chapitre 23  
W 20 Examen 3 (unités 7-­‐8, 60 Million chapitres 18-­‐23)  
F 22 Quartier d’affaires: Unité 9, pp. 111-­‐14  
M 25 Quartier d’affaires: Unité 9, pp. 115-­‐18  
W 27 Quartier d’affaires: Unité 9, pp. 119-­‐21  
F 29 Quartier d’affaires: Unité 10, pp. 123-­‐26  
May   
M 2 Quartier d’affaires: Unité 10, pp. 127-­‐30  
À remettre: Tâche 10, p. 136 (voir les indications sur Blackboard)  
W 4 Quartier d’affaires: Unité 10, pp.131-­‐35  
Quiz, vocabulaire de l’unité 10  
FINAL EXAM: Wednesday 16 May 2016, 10:15 a.m. to 12:15 p.m.

FREN 4433. Business Culture and Practices (Irregular). 3 Hours.

A practical application of French to the business world focusing on the cultural challenges faced by Americans doing business in France and francophone countries. Case studies and translations of authentic documents from French to English and English to French reinforce the specialized vocabulary of the business world. Prerequisite: [FREN 3103](http://catalog.uark.edu/search/?P=FREN%203103) or [FREN 3113](http://catalog.uark.edu/search/?P=FREN%203113).

Syllabus

FREN 4433: Business Culture & Practices Syllabus Spring 2017  
MWF 11:50-12:40  
KIMP 411  
  
Dr. Kathy Comfort Office: KIMP 604  
Office hours: MWF 10:45-11:35 and by appointment Phone: 575-6062  
E- mail address: kcomfort@uark.edu  
  
Required Texts:  
  
Berg, R.-J. and Heather McCoy. Parlons affaires ! Initiation au français économique et commercial. 3rd Edition. Boston : Heinle Cengage, 2013.  
  
Asselin, Gilles and Ruth Mastron. Au Contraire! Figuring out the French. Boston: Intercultural Press, 2010.  
  
Students requiring any special accommodations should contact me as soon as possible so the needed adjustments can be made in as timely a manner as possible Center for Educational Access in 209 Arkansas Union is the campus resource center for students with disabilities.  
  
Important Dates: The last day to add a full semester course is January 23, 2017. The last day to drop a full semester course without having the grade of “W” show on the official record is January 30, 2017. The last day to drop a full semester course with a mark of “W” is April 21, 2017; no full semester course or courses may be dropped after April 21 unless the student officially withdraws from all courses.  
  
Course Objectives:  
  
• To help develop further interest and skills in the language, with the goal of going to France or another Francophone country and being able to function in an administrative and professional environment.  
• To expose students to French language in the context of business and the professions.  
• To provide an introduction to business practices, business terminology, culture, politics, economics and the European environment.  
• To develop the skills necessary to translate business documents from French to English and English to French (technical vocabulary, appropriate formulas and idioms, etc.)  
  
Class Rules: Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any other form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class.  
  
Listed below are a few examples of inappropriate behavior:  
  
   
• Cellular phones ringing  
• Texting, tweeting, surfing, updating facebook status  
• Demanding special treatment  
• Excessive tardiness  
• Leaving class early  
• Making offensive remarks  
   
• Missing deadlines  
• Prolonged chattering  
• Reading newspapers during class  
• Sleeping  
• Talking out of turn  
• Arriving late to class  
• Dominating discussions  
   
• Shuffling backpacks and notebooks; packing up before the end of the hour  
   
• Overt inattentiveness  
   
  
Discussion/Participation:  
  
Class meetings will consist of discussion of the assignments and activities to reinforce what was assigned. Students are expected to have read the material carefully and to participate actively in class discussions. It is always interesting to hear what students think about the text, so do not hesitate to say what you think. Keep in mind that your French does not have to be perfect; we all make mistakes, even in our native language. The more you attempt to express yourself, the better your spoken French will be.  
  
I take attendance and give oral participation grades every day after class. I expect you to be prepared for class. Have specific questions ready when you haven’t understood some concept or vocabulary in your assignments. You will be expected to use the vocabulary introduced in a given chapter and to use it in written assignments and class discussions. If you do not understand part of your assignment, please ask me questions so that I can clarify anything you may find confusing.  
  
Note that I grade you not only on how often you participate in class, but on the accuracy or level of complexity of your French and the thoughts and ideas that have come to you as your prepare the assignments.  
  
You will do your best work if you keep up with your reading, homework, and studying of vocabulary. Have a look at the assignments required for each week; this will help you organize your study time.  
  
Exams/Written Work:  
  
There will be three EXAMS. These will typically—but not necessarily—consist of multiple choice, identification/definition and short answer essays, written in French.  
  
There will be a short vocabulary quiz after most modules in Parlons affaires ! The quizzes will consist of translations from English to French and French to English.  
  
Students will take the exam for the Diplôme de Français professionnel (Français des affaires), which will be given in April (date to be determined). Students who pass the exam will be awarded a certificate attesting that they possess the specialized French language skills to be able to function in a professional environment. The fee for the exam ($130) is charged to students’ account.  
  
The final exam will test over the material covered after the third exam, and will also include a comprehensive component. N.B.: The final exam will be the determining factor if a student’s grade is borderline.  
  
You will also write a total of three PROJECTS (written in French, of course): 1) a two-page profile of a French corporation; 2) one-page analysis of a French web advertisement; 3) a French CV and cover letter for a specific job opening. I will mark your projects, using a set of correction abbreviations (of which you will have a copy) in order to help you to correct and improve your writing. The projects will be given a grade, but if you revise it (with the help of the abbreviations), you will have the opportunity to raise the grade by up to 3 percentage points. The improved projects will usually be due three class periods after they are returned.  
  
For all written work, keep in mind that content and form work together—you may have a good, accurate answer, but if your sentences are full of misspellings and grammar problems, your  
   
grade will end up lower. Make every effort to check and re-check your work so as to catch as many of these problems as possible. Give yourself the opportunity to do your very best work: start early, use your dictionary and grammar texts, be on the lookout for errors, ask questions if you sense a problem lurking somewhere but are not sure what to do about it.  
  
Grading Scale: 90 -100 = A; 80 - 89 = B; 70 - 79 = C; 60 - 69 = D; below 60 = F.  
  
Academic Integrity. Remember that all written work--done both outside and in class--is to be your own. Cheating will not be tolerated.  
  
The UA Statement on 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 honesty.uark.edu/policy. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”  
  
Attendance/Makeups:  
  
My colleagues in French and I have implemented the following attendance policy: each student has the right to 3 unexcused absences, no questions asked. For every subsequent absence, the final grade for the course will be lowered by 1%. As always, if you miss class for any reason, you are responsible for finding out what was done that day and for being ready to participate fully in the next class. ere will be no makeups unless sufficient documentation justifying the absence is provided. Late work will be downgraded (this is the only way to be fair to those who do turn their work in on time).  
  
Inclement Weather Policy:  
  
Please make every reasonable effort to come to class if there is bus service. If the university officially closes, attendance will obviously not be required.  
  
Grade Breakdown:  
  
 30% exams  
 20% 3 projects  
 30% daily work (participation, quizzes, homework assignments)  
 15% final exam  
 5% Chambre de Commerce exam  
  
•••••••••••••••••••••••••  
Please let me know if you have any questions or problems. I’ll be glad to help you in any way that I can. Have a great semester!  
  
Below you will find the general outline of the course; more specific assignments may be given in class. Read through assignments on the pages assigned and prepare the exercises indicated below. I will occasionally assign specific exercises from the workbook to be turned in, but even if there is no written work due, it is very helpful if you write out your answers for the exercises we will go over in class. It is an extremely effective learning aid and it will help with the pace of  
   
the class (a lot of time is wasted when students try to “think up” an answer to an exercise that was to have been prepared before class).  
  
Janvier  
Mercredi   
18   
Introduction au cours:  
 « Prologue, » pp. xiii-xv  
Vendredi 20 « Bannibug I, » pp. 2-4 ;  
Module 5 : Typologie des entreprise: Lisez pp. 75-84  
 Répondez aux questions Ex. II, Nº 1, 2, 11-14  
Au Contraire! “Forward” et “introduction”  
Lundi 23 Module 5: Lisez « Témoignages, » p. 84  
 Module 5 : Répondez aux questions Ex. II, Nº 3-10 (pp. 86-87)  
Mercredi 25 Module 5: Préparez Ex. I. A, Nº 1-5; Ex. I. B, Nº 1-5 (pp. 85-86).  
Au Contraire! Chapitre 1  
Vendredi 27 Quiz, Vocabulaire, Module 5 (voir la liste, pp. 84-85) Module 2: pp.  
 31-37 (thru 4.1)  
Au Contraire! Chapitre 2  
Lundi 30 Module 6 : Création, croissance et déclin de l’entreprise ; lisez pp. 89-94;  
 Ex. I. B, Nº 1-4; Ex. II, Nº 1-6  
Février   
Mercredi 1 À remettre : Projet 1 (Profil d’une entreprise française) Module 6, préparez Ex. I. A, Nº 1-4 ; Ex. II, Nº 7-10  
Vendredi 3 Quiz, Vocabulaire, Module 6 (voir la liste, p. 95)  
Au Contraire! Chapitre 3  
« Radishes and Butter, » Scène 1 & 2 (vidéo en classe)  
Lundi 6 Module 7 : « L’Organisation de l’entreprise » : Lisez pp. 99-107 ; Préparez  
 Ex. II, Nº 1-5.  
 « Radishes and Butter, » Scène 3 (vidéo en classe)  
Mercredi 8 Module 7 : Préparez Ex. I. A, Nº 1-5 ; Ex. I, B, 1-5 ; Ex. II, Nº 6-10 (pp. 108-  
 09) Lisez « Bannibug II, » pp. 72-74.  
 « Radishes and Butter, » Scène 4 (vidéo en classe)  
 À remettre: Ex. III, Nº 2 (p. 109)  
Vendredi 10 Quiz, vocabulaire, module 7  
Révision  
Lundi 13 Examen Nº 1 (Modules 5 à 7, Au Contraire! Chapitres 1-3,« Radishes and Butter,» Scènes 1 à 4)  
Mercredi 15 Module 8 : Le marketing: Lisez pp. 113-21 (thru 5.2); Préparez Ex. II, Nº 1-12 (pp.131-32)  
Au Contraire! Chapitre 4  
Vendredi 17 Module 8 : Lisez pp. 121-29 ; Préparez Ex. II, Nº 13-29 (p. 132)  
Lundi 20 Module 8 : Préparez Ex. I. A., Nº 1-5 ; Ex. I. B, Nº 1-5 (pp. 130-31)  
   
 Au Contraire! Chapitres 5 & 6  
À remettre: Ex. III, Nº 4 (p. 133)  
Mercredi 22 Quiz, Vocabulaire Module 8 (voir la liste pp. 129-30)  
Au Contraire! Chapitre 7  
  
Vendredi   
24   
À remettre : Projet Nº2 (Analyse d’une publicité web)  
« Radishes and Butter, » Scène 5 (vidéo en classe)  
Lundi  
  
Mars 27 Module 3 : Lisez pp. 37-48 ; Préparez Ex. I. A, Nº 1-5  
À remettre: Ex. II, Nº 1 (p. 51)  
Au Contraire! Chapitre 8  
« Radishes and Butter, » Scènes 6 & 7 (vidéo en classe)  
Mercredi 1 Pas de classe  
Vendredi 3 Pas de classe  
Lundi 6 Module 3, Préparez Ex. I. B., Nº 1-5  
Au Contraire! Chapitre 9  
Mercredi 8 Quiz, Vocabulaire Module 3 (voir pp. 48-50)  
Au Contraire! Chapitre 10  
Vendredi 10 Module 1 : « Travailler en France » : Lisez pp. 5-9  
 Préparez Ex. I. A, Nº 1-3 ; Ex. I. B, Nº 1-3; Ex. II, Nº 1-4  
Lundi 13 Révision  
Mercredi 15 Examen Nº 2 (Modules 1, 3, 8; Au Contraire! Chapitres 5 à 10; Radishes & Butter, » Scènes 5-7)  
Vendredi 17 Module 2, « La Correspondance » : Lisez pp. 13-22 (thru 1.10)  
 À remettre : Ex. I., Nº 4 (p. 34)  
   
20-24 Mars—Spring Break !!!  
Lundi 27 Module 2 : Lisez pp. 22-33 ; Lisez Appendices C & D  
 À remettre : Ex. I, Nº 5 (p. 34)  
Mercredi 29 Quiz : Vocabulaire Module 2 (voir p. 33)  
Au Contraire! Chapitres 11& 12  
Vendredi 31 Module 4, « A la recherche d’un emploi » : Lisez pp. 55-63 (thru 3.8)  
Au Contraire! Chapitre 13  
Avril  
Lundi   
3   
Module 4 : Lisez pp. 63-68; Lisez Appendice B  
 Quiz : Abbréviations, Module 4 (voir la liste, p. 59)  
Mercredi 5 À remettre : Projet Nº3 : Suivez les indications dans Ex. I, Nº1 (p. 68).  
Au Contraire! Chapitres 14 & 15  
   
  
Vendredi 7 Lisez « Bannibug III, » pp. 136-39; Module 9: “La banque et les moyens de  
 paiement; Lisez pp. 140-44 (thru 1.3); Préparez Ex. I. A, Nº 1-2; Ex. I. B, Nº 1-2; Ex. II, 1-3 (pp. 154-55)  
Lundi 10 Module 9 : Lisez pp. 144-52; Préparez I. A., Nº 1-4 ; Ex. I. B., Nº 1-4 (p. 154-  
 55)  
  
Mercredi   
12   
Quiz, Vocabulaire du module 9 (voir p. 152-53) Révision  
Vendredi 14 Examen Nº 3 (Modules 2, 4, 9; Au Contraire! Chapitres 11 à 15)  
Lundi 17 Module 10 : « La Bourse » : Lisez pp. 159-66; Préparez Ex. II, 1-12 (p. 168) Lisez Au Contraire ! Chapitres 16 & 17  
À remettre: Ex. II Nº 12 (p. 168)  
Mercredi 19 Pas de classe  
Vendredi 21 Pas de classe  
Lundi 24 Module 10 : Préparez Ex. I. A, Nº 1-5; Ex. I. B, Nº 1-4 (p. 167)  
Au Contraire! Chapitre 18  
Mercredi 26 Module 11 : « Les Transports et le commerce international »: Lisez pp. 171-  
 77 (thru 3.1); Préparez Ex. II, Nº 1-9 (pp. 185-86)  
Au Contraire! Chapitre 19  
Vendredi 28 Module 11, « Les Transports et le commerce international »: Lisez pp. 177-  
 83; Préparez Ex. II, Nº 9-20 (p. 186)  
 À remettre: Ex. II, Nº 14 (p. 186)  
Mai   
Lundi 1 Module 11: Préparez Ex. I. A., Nº 1-5 ; Ex. I. B., Nº 1-5 (p. 185)  
Mercredi 3 Révision  
  
Examen final: le mercredi 10 mai 2017 de 12h15 à 14h15.

**FREN 4663. French Short Story (Irregular). 3 Hours.**

Introduces the genre of the French Short Story, focusing on close readings of the stories and providing an overview of the most important literary movements of the periods from the Middle Ages to the twentieth century. Prerequisite: [FREN 3113](http://catalog.uark.edu/search/?P=FREN%203113).

Syllabus

French 4663 French Short Story Spring 2017 MWF 12:55-1:45 WCOB 336  
  
Dr. Kathy Comfort Office: KIMP 604  
Office Hours: 10:45-11:35 & by appointment Phone: 575-6062  
Email: kcomfort@uark.edu  
  
Required Texts  
Pascal, Allan H. Nouvelles françaises du dix-neuvième siècle. 2nd edition. Rockwood Press, 2015. Gratton, Johnnie, and Brigitte Le Juez, eds. Modern French Short Fiction. Manchester UP, 2011.  
  
There are also texts in .pdf to be downloaded from Blackboard: (http://learn.uark.edu); these are indicated in the assignment section.  
  
Center for Educational Access  
Students requiring any special accommodations should contact me as soon as possible so the needed adjustments can be made in as timely a manner as possible. Center for Educational Access is the campus resource center for students with disabilities.  
  
Important Dates  
The last day to add a full semester course is January 23, 2017. The last day to drop a full semester course without having the grade of “W” show on the official record is January 30, 2017. The last day to drop a full semester course with a mark of “W” is April 21, 2017; no full semester course or courses may be dropped after April 21 unless the student officially withdraws from all courses.  
  
Brief Description  
This course aims to introduce students to the genre of the French Short Story. The course will focus on a close reading of the stories, which will provide insight into the conte and nouvelle, but more generally, an understanding of the various literary movements of the periods from the Middle Ages to the twentieth century.  
  
Course Objectives  
To examine the essential characteristics of the French short story; to discuss recurring thematic elements in the works studied; identify narrative devices; to become familiar with the various literary movements of the period; to improve writing, listening, reading and speaking skills in French; to develop the skills of interpretation and analysis necessary to appreciate the texts as fully as possible.  
  
Class Rules  
Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any other form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class.  
  
Listed below are a few examples of inappropriate behavior:  
  
Cell phones / smart phones ringing Texting/updating social media during class time Demanding special treatment Excessive tardiness  
Leaving class early Making offensive remarks  
Missing deadlines Prolonged chattering  
Sleeping during class Talking out of turn  
Arriving late to class Dominating discussions Reading newspapers / assignments for other courses during class time Overt inattentiveness  
Shuffling backpacks and notebooks; packing up before the end of the hour  
   
Discussion/Participation  
Class meetings will consist of discussion of the readings assigned. Students are expected to have read the material carefully and to participate actively in class discussions; I will give you a grade every day for class participation. It is always interesting to hear what students think about the text, so do not hesitate to say what you think. Your questions and comments should reflect the work and the thought you have put into the day’s assignment and should show that you have made an effort to read and understand the material. If you have difficulty asking questions in class, formulate them at home and ask them at the beginning of the hour or as we discuss a section you had difficulty with. Keep in mind that your French does not have to be perfect; we all make mistakes, even in our native language. The more you attempt to express yourself, the better your spoken French will become!  
  
Quizzes  
There will be frequent short comprehension quizzes at the beginning of the hour on the day’s assigned text. If you are absent or come in late, you will receive a 0 for that day's quiz. At the end of the semester, the lowest three quiz grades will be dropped and the remaining grades averaged.  
  
Exams/Written Work  
There will be three EXAMS. These will typically—but not necessarily—consist of identifications, short answer, and one long essay.  
  
The FINAL EXAM, set by the Registrar’s office, will be given on Monday 8 May 2017, 12:45-2:45 p.m. The final will cover the material covered after the third exam and will also include a comprehensive component. NB: The final exam will be the determining factor if a student’s grade is borderline.  
  
You will write a total of three ESSAYS. You will have a wide range of topics to choose from; I will be suggesting topics, and you may also create your own topic as long as you run it by me ahead of time. Essays should be two typed, double-spaced pages and be submitted electronically by 5 p.m. on the date due. I will mark your essays using a set of correction abbreviations (of which you will have a copy) in order to help you to correct and improve your writing. The essay will be given a grade, but if you revise it (with the help of the abbreviations), you will have the opportunity to raise your grade by up to 3 percentage points. The improved essays will usually be due three class periods after they are handed back.  
  
For all written work, keep in mind that content and form work together—you may have a good, accurate answer, but if your sentences are full of misspellings and grammar problems, your grade will end up lower. Make every effort to check and re-check your work, so as to catch as many of these problems as possible. Give yourself the opportunity to do your very best work: start early, use your dictionary and grammar texts, be on the lookout for errors, ask questions if you sense a problem lurking somewhere but aren’t sure what to do about it.  
  
Academic Integrity  
Remember that all written work—done both outside and in class—is to be your own. Cheating will not be tolerated.  
  
The UA Statement on 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."  
   
Attendance/Makeups  
My colleagues in French and I have implemented the following attendance policy: each student has the right to 3 unexcused absences, no questions asked. For every subsequent absence, the final grade for the course will be lowered by 1%. As always, if you miss class for any reason, you are responsible for finding out what was done that day and for being ready to participate fully in the next class. There will be no makeups unless sufficient documentation justifying the absence is provided. Late work will be downgraded (this is the only way to be fair to those who do turn their work in on time).  
  
Tardies  
Arriving late to class is disruptive and shows a lack of respect for the professor and for the other students. For that reason, every 3 tardies will count as one unexcused absence.  
  
Inclement Weather Policy  
Please make every reasonable effort to come to class if there is bus service. If the university officially closes, attendance will obviously not be required.  
  
Grade Breakdown  
Exams 25%  
Essays 25%  
Daily participation 25%  
Quizzes 10%  
Final exam 15%  
  
Grading Scale  
90 -100 = A; 80 - 89 = B; 70 - 79 = C; 60 - 69 = D; below 60 = F.  
  
•••••••••••••••••••••••••  
Please let me know if you have any questions or problems, or if you just want to talk. I enjoy hearing what you have to say and truly want to help in any way I can.  
  
Have a great semester!  
  
Assignments  
  
January   
W 18 Introduction to course  
“Introduction” pp. 1-21 in Gratton & Le Juez  
F 20 “Les Perdrix” (in .pdf on Blackboard) “Estula” (in .pdf on Blackboard)  
“Le Jongleur de Notre-Dame” (in .pdf on Blackboard)  
“Le Vilain mire (Le paysan médecin)” (in .pdf on Blackboard)  
M 23 Charles Perrault, “La Barbe bleue” (in .pdf on Blackboard)  
W 25 Dans Pasco: “Germaine de Staël” “Mirza”  
F 27 Dans Pasco: “Vivont Denon”  
“Point de lendemain”  
   
M 30 Dans Pasco: “Théophile Gautier” “La Morte amoureuse”  
February   
W 1 Dans Pasco: “Honoré de Balzac”  
“L'Auberge Rouge,” pp. 123-35 (thru “ne plus exister”)  
F 3 Dans Pasco,  
“L’Auberge Rouge,” 135-46  
M 6 Dans Pasco:  
Balzac, "Le Colonel Chabert," pp. 147-70 (thru “par les chagrins")  
W 8 Dans Pasco:  
Balzac, "Le Colonel Chabert," pp. 170—92  
Essay 1 due: Submit by 5:00 p.m. on Blackboard (use “Safe Assign”)  
F 10 Exam 1  
M 13 Dans Gratton et Le Juez:  
Théophile Gautier, “Omphale, histoire rococo”  
W 15 Dans Gratton et Le Juez:  
George Sand, “La Fée poussière”  
F 17 Dans Pasco: “George Sand” “Mouny-Robin”  
M 20 Dans Pasco: “Stendhal” “Vanina Vanini”  
W 22 Dans Pasco: “Prosper Mérimée” “Matéo Falcone”  
F 24 Dans Pasco:  
Mérimée, “La Vénus de l'Ille”  
M 27 Dans Pasco: Mérimée, “Carmen”  
March   
W 1 No Class  
F 3 No Class  
M 6 Dans Pasco: “Victor Hugo” “Claude Gueux”  
   
W 8 Dans Pasco:  
“Marceline Desbordes Valmore” “L’Inconnue  
F 10 Dans Pasco: “Charles Baudelaire”  
“Le Vieux saltimbanque” “Le Joujou du pauvre” “La Fausse monnaie”  
Essay 2 due: Submit by 5:00 p.m. on Blackboard (use “Safe Assign”)  
M 13 Examen 2  
W 15 Dans Pasco:  
“Guy de Maupassant” “La Folle”  
“Pierrot”  
“Le Parapluie” “Le Horla”  
F 17 Dans Pasco: “Alphonse Daudet”  
“La Chèvre de M. Seguin” “Les Voies de fait”  
  
March 20-24 Spring Break!!!!  
M 27 Dans Pasco:  
“Barbey d'Aurevilly”  
“La Vengeance d'une femme”  
W 29 Dans Pasco: “Emile Zola” “Madame Sourdis”  
F 31 Dans Pasco:  
“Joris-Karl Huysmans”  
“A Vau l'eau,” pp. 489-504 (through II)  
April   
M 3 Dans Pasco:  
“A Vau l'eau,” pp. 504-23  
W 5 Dans Pasco: “Catulle Mendès”  
“Mesdemoiselles Ménechme” “La Perle dans le bas noir”  
F 7 Dans Pasco:  
“Villiers de l'Isle-Adam” “L'Enjeu”  
M 10 Dans Pasco: “Rachilde” “La Dent”  
“La Panthère”  
W 12 Examen 3  
M 17 Dans Gratton et Le Juez: Colette, “L’Autre femme”  
Marguerite Yourcenar, “Comment Wang-Fô fut sauvé”  
W 19 No Class  
F 21 No Class  
M 24 Dans Gratton et Le Juez: Jean-Paul Sartre, “Le Mur”  
W 26 Dans Gratton et Le Juez:  
Marcel Aymé, “Le Passe-muraille”  
F 28 Dans Gratton et Le Juez:  
Albert Camus, “La Femme adultère”  
May   
M 1 Essay 3 due: Submit by 5:00 p.m. on Blackboard (use “Safe Assign”)  
Dans Gratton et Le Juez:  
J.M.G. Le Clézio, “Alors je pourrai trouver la paix et le sommeil”  
W 3 Dans Gratton et Le Juez: Catherine Lépront, “Le Rat” Daniel Boulanger, “Le Calvaire”  
  
Final Exam: Monday 8 May 2017, 12:45-2:45 p.m.  
  
F 14 Dans Pasco: “Marcel Schwob”  
“Le Roi au masque d'or”

**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

**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***](mailto: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:**

“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 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