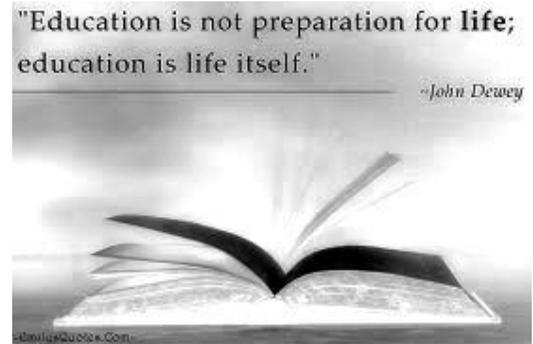


# Advanced Explorations into Foreign Language Education

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Office hours: by appointment

## Course description

Teaching a foreign language means more than just familiarizing students with syntax, semantics, and pragmatics of the language in question, since learning a language is more than the acquisition of knowledge about its words, structures, and usage. This course is designed as a follow-up to G500 (College Language Teaching), with a focus on literature, linguistics, and cultural studies. Specifically, we are going to look at broader issues like lesson and course design, syllabus construction, and curriculum development.

By the end of this course you should have learned to integrate your knowledge about foreign language teaching with particular content areas, taught sample lessons, put together course syllabi based on your fields of expertise, and gained more in-depth notions/visions of pedagogical approaches.

## Course Reading

John Dewey (1997). *Experience and Education*. New York, Touchstone.  
Selected articles, book chapters, and URLs (on CANVAS)

## Your Tasks

- Read and bring texts (additional texts on Canvas or the Web).
- Actively participate in class discussions and activities.
- Write a weekly learning journal (approx. 500 words, double-spaced, 1.2" margin, Times New Roman, size 12).
- Give a 20-minute lecture on a topic of your choice.
- Teach a 40-minute model class on a topic of your choice.
- Construct and present a syllabus on a topic of your choice.

## Grading

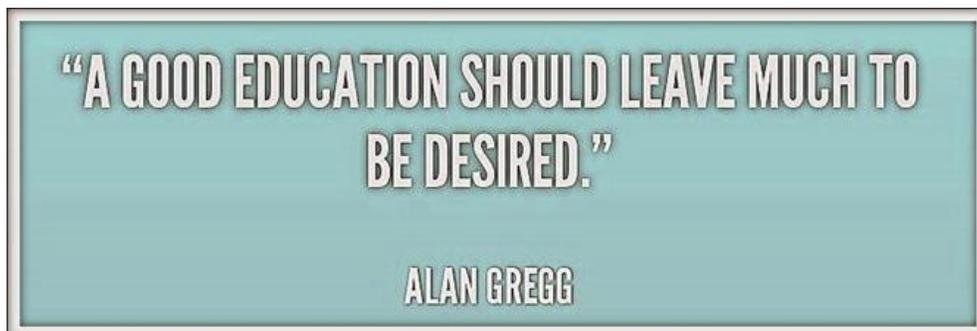
- |                            |     |
|----------------------------|-----|
| • Reading and preparedness | 10% |
| • Participation in class   | 25% |
| • Learning Journal         | 20% |
| • Lecture                  | 15% |
| • Teaching Demo            | 15% |
| • Course Syllabus          | 15% |



## Session Overview

Date	In the lesson	Preparation for the lesson
Tues, Aug 22	Introduction: Course goals and YOUR goals	
Thurs, Aug 24	John Dewey: <i>Experience and Education</i>	Dewey 1997: 17-31
Tues, Aug 29	<i>Experience and Education</i>	Dewey 1997: 33-72
Thurs, Aug 31	<i>Experience and Education</i>	Dewey 1997: 73-91
Tues, Sept 5	Didaktische Grundbegriffe und Grundrelationen	Jank & Meyer 2014: 39-54
Thurs, Sept 7	Didaktische Grundbegriffe und Grundrelationen	Jank & Meyer 2014: 55-60
Tues, Sept 12	Constructing a syllabus	Different websites and .pdfs
Thurs, Sept 14	Constructing a syllabus	Different websites and .pdfs
Tues, Sept 19	Planning a lesson	Esslinger-Hinz & Wigbers 2013: 11-21
Thurs, Sept 21	Planning a lesson	Esslinger-Hinz & Wigbers 2013: 11-21
Tues, Sept 26	Giving a lecture	Critical assessment of websites
Thurs, Sept 28	Giving a lecture	Lecture 1: (20 min) Lecture 2: (20 min)
Tues, Oct 3	Giving a lecture	Lecture 3: (20 min) Lecture 4: (20 min)
Thurs, Oct 5	Giving a lecture	Lecture 5: (20 min)
Tues, Oct 10	Teaching literature	
Thurs, Oct 12	Teaching literature	Model Lesson 1: (40 min)
Tues, Oct 17	Performative Pedagogy	Schewe 2013, Even 2014

<b>Date</b>	<b>In the lesson</b>	<b>Preparation for the lesson</b>
Thurs, Oct 19	Performative Pedagogy	
Tues, Oct 24	Teaching linguistics	
Thurs, Oct 26	Teaching linguistics	Model Lesson 2: (40 min)
Tues, Oct 31	Teaching culture	
Thurs, Nov 2	Teaching culture	Model Lesson 3: (40 min)
Tues, Nov 7	Teaching film	
Thurs, Nov 9	Teaching film	Model Lesson 4: (40 min)
Tues, Nov 14	Teaching _____	Model Lesson 5: (40 min)
Thurs, Nov 1	Syllabi presentations	Presentation 1: Presentation 2:
<i>Thanksgiving Break: Nov 19-26</i>		
Tues, Nov 28	Syllabi presentations	Presentation 3: Presentation 4:
Thurs, Nov 30	Syllabi presentations Assessment	Presentation 5:
Tues, Dec 5	Assessment	Angelo & Cross 1993
Thurs, Dec 7	Bringing it all together	



## Attendance Policy

Regular attendance is vitally important for meaningful participation. There are excused and unexcused absences. Excused absences carry no penalty whatsoever, provided that they are documented. They include prolonged exams, illness, death in the family, job interviews, university sports competitions and musical contests.

Each student is allowed two unexcused absence during the course of the semester that will not adversely affect the final grade. Each additional absence over two will lower the final grade by one-third of a letter grade (e.g. a grade of A becomes a A– at 3 unexcused absences, a B+ at 4 unexcused absences, and a B at 5 unexcused absences, and so on). It is your responsibility to make up the work for classes missed and to be prepared for the next class. If you will be absent for a class session, you must let the instructor know this ahead of time. This includes illnesses and all other forms of excused absences.

## Plagiarism

The Indiana University *Code of Student Rights, Responsibilities, and Conduct* (1998) indicates that students may be disciplined for several different kinds of academic misconduct. These include cheating, fabrication, plagiarism, interference, and violation of course rules. In particular the code states:

"A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge indebtedness whenever he or she does any of the following:

- Quotes another person's actual words, either oral or written;
- Paraphrases another person's words, either oral or written;
- Uses another person's idea, opinion, or theory; or
- Borrows facts, statistics, or other illustrative material, unless the information is common knowledge."

*(Code of Student Rights, Responsibilities, and Conduct, Part III, Student Misconduct, Academic Misconduct)*

Any assignment that is determined to have been plagiarized will receive an F and will be reported to the college.

## Disabilities

Students who have, or suspect to have, any learning disabilities, should inform the instructor. Federal law requires that privacy in this matter be protected, so a student should not worry about being singled out in front of others in the class. Students with disabilities who require reasonable accommodations to fully participate in course activities or meet course requirements must qualify for those services. For more information: Disabilities Services for Students at [studentaffairs.indiana.edu/disability-services-students](http://studentaffairs.indiana.edu/disability-services-students) or call 812-855-7578. If a student qualifies for those services, please note that it is the student's obligation to notify the instructor and show documentation.

## Religious and Civic Observances

Instructors must reasonably accommodate students who want to observe their religious holidays at times when academic requirements conflict with those observances. For our policy on religious observances, suggestions for its implementation, forms to be used by students requesting accommodations and a five-year calendar of religious holidays: [vpfaa.indiana.edu/forms/index.shtml](http://vpfaa.indiana.edu/forms/index.shtml) (scroll down)