

**Teaching Italian after the Reinstatement of the AP Exam:
New Methodological, Cultural and Linguistic
Approaches in Content Area**

INSTRUCTOR: Nicoletta Villa Sella.

Phone Number: 304 234 6082 or 434 242 3364

E-mail: villasella@gmail.com

Class Days and Times: March 24 9:00 a.m. to 4:00 p.m.
 April 21, 28
 May 5, 12, 19
 June 2

Class Location: Italian Cultural Society of Washington, DC
 4827 Rugby Ave., Suite #301
 Bethesda, MD 20814

Office Hours: available via e-mail weekly Wed. 6:00-7:00 p.m. or by appointment with
 agreed medium of communication

Course Description:

To provide an introduction to the methodology of content area in second language acquisition as well as effective teaching and assessment through the entire Italian curriculum with the purpose of preparing students for the Italian AP in high school.

Course Purpose and Intended Audience:

This course aims at introducing middle and high school Italian teachers to the methodological and theoretical background lying behind the newly reinstated Italian AP. It is particularly directed at the scope and sequence of a "vertical team" as presented by the College Board and intends to provide the audience with theoretical and practical tools that encourage the preparation for the Italian AP examination at the end of the high school course of study.

Course Format

Students are expected to be active participants in and out of the class and to share their reflections on the theoretical articles with everyone in the group via Blackboard or another electronic medium. Brief lectures or PowerPoint presentations are essential for the organization of the course. Students will be actively involved through discussions, cooperative learning strategies, collaborative learning, large and small group activities and student presentations. Students are expected to communicate with the instructors and each other using an electronic discussion setting where they can post their entries.

PORTFOLIO

This assignment has the following goals:

- 1) to give participants the opportunity to gather information discussed in class
- 2) to add information gathered during their study/research during the course
- 3) to assess what they gathered and reflect on how it is going to change or affect their way of teaching.

To complete this assignment, follow the steps below:

- gather all sources discussed in class or collected during your own research and organize them according to criteria that you will have to declare
- gather class notes and Blackboard discussions
- compile a one page paper in which you will discuss the criteria that you used to organize your portfolio, the impact (if any) that this class will have on your teaching Italian in the future, and the action plan that you intend to implement.

This assignment is worth 15% of your final grade.

Scoring Rubric for Portfolio

Meets/Exceeds Standard (A)	Partially Meets Standard (B)	Attempts Standard (C)
Thoroughly gathers and organizes all the material. Give precise explanation of specific organizing criteria and thoroughly discuss the impact of this class for the future teaching.	Gathers and organizes all the material. Give explanation of organizing criteria and discuss the impact of this class for the future teaching.	Doesn't gather all the material. Does not give explanation of organizing criteria and does not discuss the impact of this class for the future teaching.

	<p>Textbooks and other material assessment</p> <p>Assessing linguistic competence</p> <p>Students' autonomy in linguistic development</p> <p>Vocabulary</p> <p>How do L2 students learn new words</p> <p>The L1-L2 connection in vocabulary learning</p> <p>Characteristics and strategies for vocabulary learning</p> <p>Thematic approach in vocabulary teaching and learning</p> <p>Inferring meaning from context and content</p> <p>Textbooks and other material assessment</p> <p>Multimedia tools and traditional dictionaries</p> <p>Assessing L2 vocabulary learning</p> <p>traditional vocabulary</p> <p>Vocabulary and cultural understanding</p> <p>Students' autonomy in vocabulary development</p>	<p>Assignments</p> <p>Analysis of grammar presentation in an Italian textbook</p> <p>Response to Blackboard posting</p> <p>Mini-presentations conclude</p> <p>Portfolio: reflections on grammatical competence and vocabulary skills</p> <p>Portfolio: reflections on grammar and vocabulary</p>
June 2	<p>Assessment</p> <p>Characteristics of test items and item types</p> <p>Vertical team for AP testing</p> <p>Assessing listening using an inventory</p> <p>Assessing reading using an inventory</p> <p>Assessing writing using an inventory</p> <p>Assessing speaking using an inventory</p> <p>Students' self-assessment</p> <p>Proficiency oriented program</p>	<p>Readings</p> <p>Omaggio, Chapter 9 and other theoretical articles</p> <p>ACTFL – overall assessment</p> <p>Assignments</p> <p>Analysis of assessment in an Italian textbook</p> <p>Response to Blackboard posting</p> <p>Portfolio due with overall reflections</p>

Course Outcomes

Students completing this course will be able to do the following:

- Analyze recent research on communicative and thematic approaches for incorporation in the respective curricula.
- Apply first and second language acquisition research to maximize their teaching techniques.
- Analyze textbooks and resources and assess their usefulness within the parameters outlined by the theoretical research.
- Use scaffolding approaches to teach pre-, during-, and post-strategies pertinent to the skills that are developed.
- Model for students strategies appropriate to various learning tasks.
- Develop assessment activities appropriate to the tasks at hand and in line with the vertical team.
- Incorporate the thematic approach in their lesson plans
- Develop assessment techniques in line with the vertical team.

Relationship to Program Goals and Professional Standards

This course addresses the following goals and professional standards:

1. Graduate School of Education Goals Diversity

Infuse diversity into the experience, training, and practice of students, faculty, and staff
Ensure that diverse issues are reflected in curriculum and syllabi
Ensure that diverse issues are reflected in GSE partnerships with schools, communities, and families

Reflective, Research-based Practice

Encourage reflective and research-based practice for GSE faculty and for our students in their own practice

Research and Scholarship

Conduct exemplary research that shapes our academic disciplines, educational practice, and public policy

Promote the intellectual stimulation of a GSE learning community

2. Interstate New Teacher Assessment and Support Consortium (INTASC) Principles

Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Texts:

Teaching Language in Context, 2001, by Alice Omaggio Hadley. ©2001, Heinle Cengage Learning, 3rd edition.

Additional reading material will be provided by the instructor and/or posted on Blackboard.

Class Participation and Attendance:

The class participation grade will be based on the frequency, objectivity, and relevance of contributions to class discussions, as well as attendance and general classroom participation both in class and also in the Blackboard discussion. Since we are covering the course material of a graduate class in seven class meetings, attendance is required. Unexcused absences will result in a reduction of the final grade.

Course Requirements, Assignments and Evaluation Criteria:

All students are expected to turn in the completed assignments on or before the date noted in the "Course Topics" section below. Specific assignment instructions and assessment rubrics will be found at the end of this syllabus.

Personal Survey	10%
Textbook Analysis	25%
Resource Guide for Lesson Plan Project	10%
Lesson Plan & Mini-Presentation	25%
Portfolio	15%
Class and Blackboard Participation	15%

Grade Scale and Rationale:

Each assignment carries a point value.

Grading Scale		Percent
A+	=	98-100
A	=	94-97
A-	=	90-93
B+	=	85-89
B	=	80-84
C	=	75-79
F	=	74- or below

A grade in the "A" range indicates that all criteria were met at an outstanding level; a grade in the "B" range shows that some but not all of the criteria were met and the content is at an above average level; grades in the "C" range or lower indicate fair to average performance with few of the criteria met.

PERSONAL SURVEY

This assignment has the following goals:

- 1) to give participants the opportunity to identify their area of strength and their area of weakness in the vertical team of teaching subject Italian.
- 2) to give the instructor the opportunity to identify the degree of background knowledge and skills the participants have in the area of teaching Italian within a vertical team.

Participants will complete the survey during the first class and submit it to the instructor.

Questions requiring more than a circled response should offer specific details and /or examples that give insight into the teachers' strengths and weaknesses in relation to teaching Italian within a larger scope than just their our course.

This assignment is worth 10% of your final grade.

Scoring Rubric for Personal Survey

Meets/Exceeds Standard (A)	Partially Meets Standard (B)	Attempts Standard (C)
Thoroughly completes the survey. Answers each question and gives detailed responses for questions that require more than a circled answer.	Answers all of the questions, but little detail is provided for questions that require more than a circled answer.	Doesn't answer all of the questions.

TEXTBOOK ANALYSIS

This assignment has the following goals:

- 1) to give participants the opportunity to identify strength and weakness of the textbooks that they are currently using or that they used or analyzed during this course in comparison to the categories discussed during the course
- 2) to give participants the background necessary to supply material and activities helpful to develop a vertical team cooperative environment.

Participants will complete a section of the textbook analysis for each one of the classes on the specific topic that is discussed (authentic material, listening, reading, etc.).

There will be two parts of each analysis: a) a survey b) a short narrative, of one page, to answer a specific question concerning the textbook analysis. The latter should be written keeping in mind that the reader does not have prior knowledge of the textbook and should gain some meaningful insight from the submitted response.

The analysis will be submitted electronically to the teacher within 4 days from receiving the assignment survey during the first class and submit it to the instructor.

This assignment is worth 25% of your final grade.

Scoring Rubric for Each Textbook Analysis

Meets/Exceeds Standard (A)	Partially Meets Standard (B)	Attempts Standard (C)
Thoroughly completes the analysis. Answers each question and gives specific responses. In the narrative the question(s) are specifically and thoroughly answered in a clear way.	Answers all of the questions. In the narrative the question(s) are answered with little detail.	Doesn't answer all of the questions. Insufficient narrative response.

RESOURCE FOR A LESSON PLAN

This assignment has the following goals:

1. To compile a resource guide of new resources which can be used in the participants' teaching situation. To identify and share information on theory and practical application of a "vertical team".
2. To gain an appreciation for the breadth and depth of available research and resources on "vertical team's" strategies.
3. To make recommendations on specific sources to participants who are in similar teaching situations.

In addition to the resource grid, you will write a short narrative on what you learned during the search for new sources and what you recommend to your colleagues in this class. The resources you choose should reflect a practical situation with which you are familiar either because you experienced it in person or you learned from a colleague or read as a case study.

To complete this assignment, follow the steps below:

1. Identify **at least** eight sources. You should select no more than two of the same sources from the following list:
 - Books (or book chapters)
 - Articles (from journals or magazines)
 - Computer software
 - Internet sources (websites)
 - Games
2. Be specific and fill out the information on the **Resource Guide Grid**. You can use your own grid as long as all the information is covered.
3. Be prepared to discuss your findings in class.
4. Email your Resource Guide or make a copy for each member of the class.

- This assignment is worth 10 % of final grade.

Resource Guide Grid

[illegible]

Resource Guide Scoring Rubric

4	Selects a variety of materials and shows how they apply to meeting the needs of the student or group of students referenced in the case study.	Narrative includes a recommendation of at least one of the sources in the resource grid and addresses the participants' needs for the class as stated in the Needs Survey.
3	Selects material from at least six sources OR makes limited reference to how materials meeting the needs of the student or group of students referenced in the case study.	Narrative with recommendation is too general to address participants' needs for the class as stated in the Needs Survey.
2	Does not present a well-researched list of resources or presents a list from only one source. Makes limited or no reference to how materials can be applied to meeting the needs of the student or group of students referenced in the case study.	Narrative does not include a recommendation.

“VERTICAL TEAM” LESSON PLAN

This assignment has the following goals:

- 1) to apply the principles of the “vertical team” strategies in assessing classroom expectations
- 2) to apply the principles of the “vertical team” to expand a lesson plan and classroom activities

After participating in class activities and learning about specific strategies for planning content lessons within a “vertical team,” you will design a content lesson that addresses at least one of the four skills that we are discussing in this course. The lesson plan should reflect a practical situation with which you are familiar either because you experienced it in person or you learned from a colleague or read as a case study. Include such situation at the beginning of your lesson plan.

You should include a narrative at the end of the lesson plan explaining why the strategies and activities selected for this lesson will effectively meet the “vertical team” expectations. The narrative should be supported by at least 3 research sources from the class readings or resource guide and a bibliography should be included at the end of the narrative.

You should prepare a 10 minute presentation highlighting your lesson. Be sure to include at least three strategies from your lesson that shows how your lesson plan meets the practical situation with which you are familiar.

This is 25% of your final grade.

The lesson plan must include the following:

1. The grade level, level of Italian, and instructional setting for whom the lesson is designed
2. A content and a language goal for the lesson
3. Compliance with vertical team requirements
4. Building Background Knowledge prior to teaching the lesson
5. Strategies and Activities for Presenting the New Content
6. Practice and Application Strategies and Activities (help students use the new content)
7. Assessment (How you know that the students learned this content)
8. Suggested pre and post lesson activities.
9. Scaffolding should be included in each section and referenced in the narrative

Lesson Design Project Rubric

4	Designed a lesson that includes all stated components.	Incorporated "vertical team" strategies that met the needs of the student/students. Strategies were learned/discussed in the class.	Narrative includes a clear explanation for how selected strategies meet "vertical team" specifications.	Narrative includes 3 or more research citations from class readings or the resource guide.	Mini presentation focused on highlights of the lesson plan and demonstrated at least three innovative techniques/activities.
3	Designed a lesson that includes at least seven of the components.	Incorporated "vertical team" strategies did not meet the needs of the student/students from the case study OR strategies were not learned/discussed in the class.	Narrative includes a limited explanation for how selected strategies meet "vertical team" specifications .	Narrative includes at least 3 research citations from the class readings or the resource guide.	Mini presentation focused on highlights of the lesson plan and demonstrated at least two innovative techniques/activities.
2	Designed a lesson that does not include at least six of the components.	Incorporated "vertical team" strategies that did not meet the needs of the student/students in the case study. Strategies chosen were not learned/discussed in class.	Narrative does not include an explanation for how selected strategies meet "vertical team" specifications.	Narrative includes 1-2 research citations from the class readings or the resource guide.	Mini presentation rambled and did not focus on the highlights of the lesson plan and did not demonstrate at least two innovative techniques/activities.

Class Participation and Blackboard Posting Rubric
Class participation and Blackboard Posting are worth 15% of final grade

Meets or Exceeds Standards (A)	Partially Meets Standards (B)	Attempts Standards (C)
Consistently demonstrates strong determination in the pursuit of solutions; monitors his/her level of involvement; develops and uses a number of strategies to keep self on track.	Consistently shows determination in the pursuit of solutions and uses strategies to keep self on track.	Sporadically shows determination in the pursuit of solutions and rarely uses strategies to keep self on track.
Often cites from readings; uses readings to support contributions/ often associates readings with the topics being discussed.	Occasionally cites from readings; sometimes uses readings to support contributions; occasionally associates readings with topics being discussed.	Rarely able to cite from readings; rarely uses readings to support contributions; rarely associates readings with topics being discussed.
Always willingly participates; responds frequently to questions; contributes insightful point of view.	Often willingly participates; occasionally responds to questions; occasionally shares point of view	Rarely willingly participates; rarely able to respond to questions; rarely shares point of view.
Always acts appropriately during class and Blackboard discussion; always present.	Often acts appropriately during class and Blackboard discussion; present most of the time.	Distracted or distracting behavior in class and Blackboard discussion; present some of the time.
Always demonstrates commitment through preparation; always on time.	Generally prepared; rarely arrives late.	Generally unprepared; rarely arrives on time.

Graduate School of Education (GSE) Syllabus Statements of Expectations:

- Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See gmueu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing at the beginning of the course. See gmueu.edu/students/drc or call (703) 993-2474 to access the DRC.

PROPOSED CLASS SCHEDULE:

Date	Topic/Learning Experiences	Readings/Assignments
March 24	Course outline, requirements and assessment Language acquisition theories Second language acquisition Communicative approach Reaching proficiency What level of proficiency? ACTFL levels of proficiency AP Italian exam: what is new? Curriculum Audit The vertical team Thematic approach How to reach the goal: caveats, clarifications, new directions Students' autonomy Authentic material and sources	Readings Omaggio, Chapter 2, 3 College Board on world language exams – on line AP Audit – on line ACTFL – levels of proficiency, general view Assignments Personal survey Analysis of an Italian textbook: authentic material and sources Response to Blackboard posting Preparation of portfolio
April 21 LAST DAY TO DROP CLASS	The four skills: listening, reading, writing, speaking Listening Reading the signs: context The “experimental setting of the classroom” Developing listening comprehension Active listening Scaffolding approach at pre-listening and post-listening strategies Follow-up Multimedia sources and resources Material assessment Monitoring listening progress via diversified assessment Promoting students' autonomy in listening	Readings Omaggio, Chapter 5 ACTFL – levels of proficiency for listening Assignments Analysis of listening section of an Italian textbook Response to Blackboard posting Mini-presentations are assigned Portfolio: reflections on listening skills development
April 28	Reading Connection between reading and listening: similarities and differences in second language acquisition Multiple intelligences and learning profiles How is L2 reading fitting in reading across the curriculum Developing reading comprehension	Readings Omaggio, Chapter 5 and other theoretical articles ACTFL – levels of proficiency for reading Assignments Analysis of reading in an Italian textbook

	<p>Active reading</p> <p>Scaffolding approach at pre-reading, reading and post-reading strategies</p> <p>Pre-reading activities</p> <p>Follow-up</p> <p>Multimedia sources and resources</p> <p>Material assessment</p> <p>Monitoring reading progress via diversified assessment</p> <p>Promoting students' autonomy in reading</p>	<p>Response to Blackboard posting</p> <p>Mini-presentations begin</p> <p>Portfolio: reflections on reading skills</p>
May 5	<p>Writing</p> <p>Connection between reading and writing in second language acquisition</p> <p>Writing as a kinesthetic activity</p> <p>Developing writing in L2: phases and steps</p> <p>Beginners and intermediate levels of writing</p> <p>Providing the tools</p> <p>Material assessment</p> <p>Assessing progress in writing</p> <p>Working with errors</p> <p>Is there students' autonomy in writing?</p>	<p>Readings</p> <p>Omaggio, Chapter 7 and other theoretical articles (Crawford)</p> <p>ACTFL – levels of proficiency for writing</p> <p>Assignments</p> <p>Analysis of writing in an Italian textbook</p> <p>Response to Blackboard posting</p> <p>Mini-presentations begin</p> <p>Portfolio: reflections on writing skills</p>
May 12	<p>Speaking</p> <p>Theoretical bases and principles in second language acquisition: communicative approaches</p> <p>Thematic/content approach</p> <p>Developing speaking in L2: phases and steps</p> <p>Eliciting oral communication</p> <p>Providing the tools and the environment</p> <p>Material assessment</p> <p>Assessing progress in speaking</p> <p>Students' autonomy in speaking</p> <p>Multimedia technology and speaking</p>	<p>Readings</p> <p>Omaggio, Chapter 6 and other theoretical articles</p> <p>ACTFL – levels of proficiency for speaking</p> <p>Assignments</p> <p>Analysis of speaking activities in an Italian textbook</p> <p>Response to Blackboard posting</p> <p>Mini-presentations continue</p> <p>Portfolio: reflections on speaking skills</p>
May 19	<p>Grammar</p> <p>Linguistic competence vs. grammatical competence</p> <p>Contextual approach to grammar acquisition</p> <p>Self correction</p>	<p>Readings</p> <p>Theoretical articles on linguistic competence and vocabulary (Chomsky, Peregoy)</p>