# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pnggraduate COMMITTEE curriculum PROPOSAL FORM

## Cover page Scroll over blue text to see further [instructions](#instructions)

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| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **WLED 501: Graduate Introduction to world languages education** |  |
| [Replacing](#Ifapplicable)  |  |  |
| A.2. [Proposal type](#type) | **Course: creation**  |  |
| A.3. [Originator](#Originator) | **Erin Papa** | [Home department](#home_dept) | **Educational Studies** |
| A.4. [Rationale](#Rationale)/Context | The purpose of this proposal is to create WLED 501: Graduate Introduction to World Languages Education. This is the first course in the redesigned pedagogical sequence of the PK-12 World Languages Education program and serves as an introduction to the American Council on the Teaching of Foreign Languages (ACTFL)/Council for the Accreditation of Educator Preparation (CAEP) Standards and the field of world languages education. WLED 501 replaces CURR 410 Teaching World Languages in Elementary Education and broadens the focus to teaching and learning of world languages across PK-12 to align with the current world languages certification requirements. The new prefix will allow students in the World Language programs to better identify the courses they need to take.This course introduces candidates to key components of planning and assessment for world languages programs. Candidates will engage in linguistic and cultural critical self-reflection, including how they acquired languages and also regarding which and whose languages we teach. In addition, candidates will be introduced to the policies, histories, and interests that frame ideologies affecting language education. Candidates will learn the procedures of planning, including writing language and content objectives and ensuring that lessons incorporate the three modes of communication (Interpersonal, Interpretive, Presentational) and intercultural communicative competence; are culturally responsive; and meet students’ diverse needs, abilities and experiences.Candidates will learn how to interpret standards (ACTFL--American Council on theTeaching of Foreign Languages, Teaching Tolerance Social Justice Standards, RIPTS—RI Professional Teacher Standards, CCSS--Common Core State Standards) and how they fit into the lesson and thematic unit planning process. In addition to practicing lesson plan writing, candidates will also be introduced to different ways of teaching, such as developing effective lecture materials using digital tools, collaborative learning, whole class and small group discussions, and differentiated instruction, using the Teacher Effectiveness for Language Learning (TELL) Project tools to provide peer feedback and to self-assess. Candidates will have opportunities to read, interpret and evaluate existing assessments in their discipline at the PK-12 levels; and develop culturally responsive formative and summative integrated performance assessments (IPAs), including writing prompts, quizzes, tests, and rubrics. |
| A.5. [Student impact](#student_impact) |  |
| A.6. Impact on other programs | **N/A** |
| A.7. [Resource impact](#Resource) | *[Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.)*:  | **No impact** |
|  | [*Library*:](#library) | **No impact** |
|  | [*Technology*](#technology) | **No impact** |
|  | [*Facilities*](#facilities): | **No impact** |
|  | Promotion/ Marketing needs  | **None.** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2020** | A.9. Rationale if sooner than next fall |  |

B. [NEW OR REVISED COURSES](#delete_if):

|  | New |
| --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **WLED 501** |
| B.2. Cross listing number if any |  |
| B.3. [Course title](#title)  | **Graduate Introduction to World Languages Education** |
| B.4. [Course description](#description)  | **Introduces candidates to the processes, procedures, and contexts of effective lesson planning and assessment in PK-12 world language classrooms. Clinical preparation experiences in the broader language community included.** |
| B.5. [Prerequisite(s)](#prereqs) | **Concurrent or prior enrollment in FNED 546.** |
| B.6. [Offered](#Offered) | **Spring | Annually |As needed.** |
| B.7. [Contact hours](#contacthours)  | **5** |
| B.8. [Credit hours](#credits) | **4** |
| B.9. [Justify differences if any](#differences) | STUDENTS WILL PARTICIPATE IN CLINICAL PREPARATION EXPERIENCES FOCUSING ON THEBROADER LANGUAGE COMMUNITY, INCLUDING BUT NOT LIMITED TO CLASSROOMS. |
| B.10. [Grading system](#grading)  | **Letter grade**  |
| B.11. [Instructional methods](#instr_methods) | **Fieldwork | Lecture | 50**[**% Online**](#Online) |
| B.12.[Categories](#required) | **Required for program | Required for Certification** |
| B.13. [How will student performance be evaluated?](#performance) | **Attendance | Class participation | Clinical work | Exams | Fieldwork | Presentations | Papers |** **Class Work | Interviews | Quizzes |****Performance Protocols | Projects |** **| Reports of outside supervisor | Studio work** |
| B.14. [Redundancy with, existing courses](#competing) | **N/A** |
| B. 15. Other changes, if any |

| B.16**.** [**Course learning outcomes**](#outcomes)**: List each outcome in a separate row** | [**Professional organization standard(s)**](#standards)**, if relevant**  | [**How will the outcome be measured?**](#measured) |
| --- | --- | --- |
| Candidates will analyze their own language acquisition experience and current proficiency level; | ACTFL 1, 5, 6; RIPTS 10FSEHD 3 | Linguistic and Cultural Critical Self-Reflection |
| Demonstrate an understanding of key principles of the relationship of a variety of well articulated, sequential, and developmentally appropriate PK-12 world program models to language outcomes; | ACTFL 3b; RIPTS 1, 2, 3, 4, 5FSHED 1, 4 | Written Analysis of who has/has not access to WL Education & policy implications |
| Demonstrate a developing understanding of child and adolescent development and language acquisition for the creation of supportive, linguistically and culturally rich learning environments for each student, including heritage language learners and students with special needs; | ACTFL 3a, 3b; RIPTS 3, 4FSEHD 1, 2, 3, 4 | WL Classroom Video Analysis Using TELL Project Feedback Tools & ACTFL Lesson Plan Template,Classroom Observation Written Reflection |
| Develop and implement lesson plans aligned with the ACTFL World-Readiness Standards for Learning Languages, the Teaching Tolerance Social Justices Standards, and the Common Core State Standards using the NCSSFL-ACTFL Can Do Statements for each mode of communication and for Intercultural Communication; | ACTFL 4, 5; RIPTS 3, 9FSEHD 1, 4 | WL Lesson Plans developed using the ACTFL-aligned Lesson Plan Template |
| Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures, including connections to target language communities; | ACTFL 2a, 4RIPTS 1, 2, 6, 7FSEHD 1, 2, 5 | Linguistic and Cultural Critical Self-Reflection,WL Lesson Plans developed using the ACTFL-aligned Lesson Plan Template |
| Recognize the key differences in interpretation and implementation of policies affecting world language education; | ACTFL 6RIPTS 7, 8, 10, 11FSEHD 6 | Public Forum/Hearing Written Reflection |
| Recognize and explain the differences among formative and summative assessments, including Integrated Performance Assessments (IPAs); | ACTFL 5RIPTS 9FSEHD 1 | Observations & Written Reflections  |
| Analyze candidate and teacher assessments, including the Teacher Effectiveness for Language Learning (TELL) Project Focused Feedback and Self-Assessment Tools, RI-ICEE, and RI teacher evaluation plans. | ACTFL 5, 6RIPTS 9, 10FSEHD 1, 3 | Written/Oral Analysis and Reflection |

| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
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| 1. Introduction to the course and to Teaching World Languages for Social Justice
	1. Positioning Ourselves - Exploring our frames of reference as World Language Educators
	2. Critically examining our own language learning experiences
2. World language program models and related policies
	1. Who has access to world languages education and who does not?
	2. World language program models: FLEX, FLES, heritage, second language, K-12 articulation
	3. What policies affect world language education?
3. Fundamentals: Who are our learners?
	1. Heritage language learners (HLLs) vs. L2 learners
	2. Linguistic varieties
4. Planning: Unpacking the Standards & Understanding ACTFL proficiency levels
	1. ACTFL World Readiness Standards for Learning Languages, ACTFL Proficiency Guidelines and NCSSFL-ACTFL Can Do Statements
	2. Teaching Tolerance Social Justice Standards
	3. ACTFL-Common Core and ACTFL-21st Century Skills Crosswalk Documents
	4. ACTFL Core Practices
5. Planning: Backward Design
	1. Thematic Unit Planning
	2. Lesson Planning
	3. Three modes of communication: Interpersonal, Interpretive, Presentational
6. The Learning Experience
	1. Language learning fundamentals
	2. Strategies for building toward proficiency: Vocab development, functional chunks of language, interactive tasks, storytelling
	3. Connecting language, culture, and content
7. Performance and Feedback:
	1. Using assessment to help learners and programs grow
	2. Integrated Performance Assessment (IPA) of the three modes of communication
8. Environment: creating a classroom community
9. Learning Tools
	1. Selecting and using authentic materials
	2. Digital learning
10. Professionalism and Collaboration
	1. Participation in professional organizations and learning at the local, state, regional, national levels
	2. Collaboration across departments and districts
	3. Professional growth using Teacher Effectiveness for Language Learning (TELL) Project framework & tools
11. Programs/Policy/Advocacy
	1. Observe public hearing/forum related to language education
	2. Develop advocacy pitch
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| **INSTRUCTIONS FOR PREPARING THE CATALOG COPY**: The proposal must include all relevant pages from the college catalog, and must show how the catalog will be revised. (1) Go to the “Forms and Information” page on the Graduate Committee website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits.  |

## D. Signatures

* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs).
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to graduatecommittee@ric.edu and a printed or electronic signature copy of this form to the current Chair of Graduate Committee. Check Graduate Committee website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Erin Papa | Program Director of World Languages Education |  |  |
| Lesley Bogad | Chair of Educational Studies |  |  |
| Jeannine Dingus-Eason | Dean of FSEHD |  |  |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. List all other programs and departments affected by this proposal. Signatures from these departments are required in the signature section. CONCERNS SHOULD BE BROUGHT TO THE GRADUATE COMMITTEE MEETING FOR DISCUSSION.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
| Eliani Basile | Chair of Modern Languages |  |  |
| Earl Simson | Dean of A&S |  |  |
|  |  |  | Tab to add rows |