July 2010  
Elms College  
Dr. Janice Dowd  
Class Hours: Daily from 9:00 AM to 3:00 PM

Course Description:

This course is designed to provide information on aspects of creating a Chinese curriculum that is standards-based and incorporates technology and the latest philosophies on language teaching. Participants will discuss how curriculum needs to be created with a “backward design” model, keeping in mind that focused assessment is a key component of Understanding by Design. Participants will also learn techniques for helping their own students become more proficient as they continue their language study. They will learn basic elements of differentiated instruction and demonstrate their understanding by teaching a mini-lesson. Micro-teaching and observation will be integral parts of the course. Infusing technology into the curriculum will also be an important aspect to be covered. Participants will create projects that both teach new material and assess the learning. They will have an opportunity to put into practice the new techniques they have learned and will be afforded time to critique and improve their lessons. In addition, participants will share their materials with other members of the class and with the field through the development of an e-portfolio that provides evidence of their learning.

Course Objectives

a. Participants will be able to articulate the key elements in Understanding by Design.
b. Participants will be able to compare traditional and more modern language teaching designs.
c. Participants will be to discuss and demonstrate techniques for differentiating instruction.
d. Participants will develop essential questions, enduring understanding, and rubrics for the foreign language classroom according to the Understanding by Design Model.
e. Participants will develop assessment instruments for the communicative approach that will measure students’ competence in the target language.
f. Participants will create an e-portfolio containing evidence of their learning during the course.
g. Participants will participate in the delivery of a lesson that coordinates with the learning in the summer classes.
h. Participants will be able to use technology to develop materials for use in teaching Chinese in their classes.

Required Texts

ACTFL Performance Guidelines for K-12 Learners, ACTFL publication
Articles from Summer Reading Material for Discover Chinese Program, collection of pertinent articles on language learning from a variety of sources
Materials and articles read on computer websites (e.g., www.cal.org/flag [Foreign Language Assessment Directory])
STARTALK resources at www.umd.edu.

Course Requirements

1. Daily reading assignments (part of homework exercises)
2. Homework (included in classrooms observations and critiques)
3. Daily attendance (included in class participation)
4. Classroom observations and critiques (15%)
5. Creation and presentation of a unit with enduring understandings and essential questions (25%)
6. Creation of a rubric to evaluate student performance (10%)
7. Presentation of a technology-based activity (25%)
8. Participation in Crossing Borders workshop (included in participation)
9. Presentation of portfolio material (5%)
10. Class participation (20%)

Experts on foreign language education will present guest lectures on various