

TE894-003 Lab and Field Experiences in Curriculum, Teaching, and Schooling

Fall 2016

[Foundational]

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I. Course Descriptions and Objectives

Course Descriptions. TE894-003 is a sequence of courses across four consecutive semesters/stages (i.e., Foundational, Expanding, Connecting A, and Connecting B) for students in the Chinese Teacher Certification Program (CTCP) to develop professional competencies of teaching Chinese as an additional language to American learners in the context of a Chinese Immersion, Chinese Language and Culture, or Chinese as a Foreign Language program. It is also extended for two semesters (i.e., Refining A and Refining B) for students who have completed the CTCP and are enrolled in the Master of Arts in Teaching and Curriculum (MATC) program to provide them with career

support and advance them from previously mentored teaching of Chinese to developing leadership skills in Chinese curriculum and teaching.

As the first semester of the course sequence, TE894-003 [Foundational] aims to guide CTCP students' teaching of Chinese and help them develop foundational knowledge and skills in Chinese curriculum and teaching in American educational settings. It focuses on their teaching practice and provides them with support in establishing a beginning practice that can grow in a positive direction.

Course Objectives: By the end of this course, students will:

- develop a good understanding of the American educational context, particularly, schooling in PreK-12 settings;
- be able to use the principle of backward design and plan for lessons that cater to the needs of diverse learners;
- demonstrate competence to conduct student-centered teaching to develop students' communicative competence in Chinese;
- develop skills for effective reflection on how they teach and how they can improve their teaching;
- be able to improve practice through participation in various learning communities.

II. Instructional Groups

Based on the nature of different types of Chinese programs in the United States, students are generally divided into three instructional groups or learning communities so that program-specific knowledge and skills can be better forged and developed. The three instructional groups are Chinese Immersion, Chinese Language and Culture, and Chinese as a Foreign Language.

- Chinese Immersion: this program is typically offered to young children (i.e., PreK-6) to develop their Chinese language and literacy skills in and for the learning of content areas. Chinese is both a target of learning and a tool of learning.
- Chinese Language and Culture: this program is typically characterized a limited number of lessons in a semester to develop foundational understanding of Chinese language and culture among learners.
- Chinese as a Foreign Language: this program is usually offered to older students (i.e., high school students) with articulated curriculums across levels toward the development of an intermediate or a higher level of proficiency in Chinese.

The instructors and members of the three instructional groups in Fall 2016 are tentatively:

Chinese Immersion

Instructors: Keying Wen, Wei Liao, Zheng Gu

Members: Tianyi Zhang, Jing Xia, Zhongliang Zhang, Yang Flower, Xinmo Yang, Xiaoyu Wang

Chinese Language and Culture

Instructors: Yanjiang Teng, Xuexue Yang

Members: Yiran Liao, Ziyang Xu, Jing Gao

Chinese as a Foreign Language

Instructors: Dongbo Zhang, Yue Bian

Members: Ruizhe Shan, Yulu Jin, Chang Li

III. Attendance and Course Assignments

Attendance (15%): TE894-003 [Foundational] is delivered online with an expectation that you attend all online class meetings where your practice will be shared and discussed with support from your instructor and insights contributed by your fellow students in the learning community. Please refer to [Guidelines for Zoom Meetings](#) for details of how to get connected for online class meetings. These guidelines and all other guidelines are downloadable on D2L. Attendance accounts for 15% of your total grade. One point will be deducted for any notified or unnotified absence from class. *Two or more unnotified absences or more than five notified and unnotified absences in combination will result in a “No Pass” grade.*

Lesson Planning (20%): To help you understand the principle of backward design, and scaffold you in designing lessons to effectively engage learners to learn Chinese (and use Chinese to learn), you are asked to submit your plan of a lesson for comments from your instructor and classmates before you enact it to teach, reflect on the teaching of that lesson, and write a teaching journal. A Lesson Planning assignment consists of your timely submission of a lesson plan, commenting on classmates' lesson plans, sharing and discussion of lesson plans during online class meetings, and subsequent submission of a revised lesson plan that was enacted with members' comments and suggestions incorporated. There are four Lesson Planning assignments that cover 20% of your total grade. Please refer to [Guidelines for Lesson Planning](#) for details.

Teaching Journal (20%): Professional teachers are reflective. They actively reflect on their practice and seek ways to improve it. A significant part of TE894-003 [Foundational] is to develop your skills for active and focused reflections on your practice and facilitate your critical reflection to improve your practice. To this end, you are required to write a teaching journal that documents your reflection on the teaching of a lesson whose plan was previously shared and discussed and later revised. Altogether, you need to submit four teaching journals. Each journal of a lesson should be accompanied by your revised teaching plan for that lesson and a video that records your teaching of that lesson. Please refer to [Guidelines for Teaching Journals](#) for details of the expected format of your teaching journal and how to submit your teaching journals and videos.

Observational and Mentored Learning (20%): We learn from more experienced practitioners by observing their practice and interacting with them. It is essential that you, as a novice teacher, learn about curriculum, teaching, and schooling in American educational settings by participating in a larger learning community through observations of more experienced teachers' practice and interaction with them about their practice and your practice. To facilitate this kind of learning, you are asked to 1) be paired up with a former CTCP teacher who is currently enrolled in the MATC Program, have two learning conferences with him/her, and write two learning journals, and 2) observe a certified teacher's two lessons in your school/building, conduct two mini conferences with him/her on your observation of the lessons, and write two learning journals. Altogether there are four conferences and learning journals, each accounting for 5% of your total grade. Please refer to [Guidelines for Observational and Mentored Learning](#) for details.

Evaluation (20%): Per Department of Teacher Education's internship policy, you will be evaluated on your competence and professional practice in teaching Chinese in your school of placement. This will happen at the end of this semester. You will first fill the form of *Assessment of Intern Progress: World Languages*, a copy of which is available on D2L, and conduct a self-assessment on your strengths and practices to work on. A three-party evaluation conference will be conducted afterwards that involve yourself, the mentor teacher assigned to you by your school, and your instructor. Your evaluation result accounts for 20% of your total grade. Please refer to [Guidelines for Evaluation](#) for details.

Webinar (5%): A webinar will be organized in this semester for all students enrolled in TE894-003, including current CTCP teachers as well as former CTCP teachers who are enrolled in the MATC program, to facilitate communication and learning in a larger community. You are required to read assigned reading(s) before the webinar, attend the webinar, participate in subsequent small group discussion, and submit a learning journal, which altogether account for 5% of your total grade. Refer to [Guidelines for Webinar](#) for details.

IV: Grading

TE894-003 [Foundational] is a PASS – NO PASS course that is graded on your attendance at weekly online classes and your performance on the five aforementioned course assignments. The following table shows the total value of each grading component. *To receive a PASS grade, you will need to have received 60% or higher across the six grading components.*

Assignments		Value
Attendance		15%
Lesson Planning	Lesson plans	20%

	Comments on lesson plans	
	Class sharings and discussions	
	Incorporation of comments and suggestions in revised/enacted lesson plans	
Teaching Journals	Teaching journals	20%
	Teaching videos	
	Comments on teaching journals	
	Class sharings and discussions	
Observational and Mentored Learning	Learning journals	20%
	Class sharings and discussions	
Webinar	Learning journal	5%
Evaluation		20%

All grades will be posted on a Google Doc that is accessible only to you and the instructional team. The link to the document will be shared with you by your instructor at the beginning of the semester. If you have questions or concerns about a particular grade, you are encouraged to discuss them with your instructor at your earliest convenience.

Late assignments may be accepted at the discretion of the instructor, and if accepted, may incur a grade penalty that can vary case by case, depending on the nature of a late submission. However, special arrangements can be made and no penalty may be incurred if you discuss with the instructor a need to turn in an assignment late prior to the due date.

V. Support Available at MSU

Accommodations for Disabilities: Students with disabilities should contact the [Resource Center for Persons with Disabilities](#) to establish reasonable accommodations. Direction to the center and their office hours can be found [here](#).

Counseling Center: MSU has an [Office of Student Affairs and Services](#), with a [Counseling Center](#). Contact information can be found by clicking on [this link](#).

Writing Center: If you need more help with your English writing than you can get from your instructor and classmates, you are encouraged to use resources available at MSU's [Writing Center](#).

MSU Libraries: If you need support on using print or digital resources of MSU library, you may want to contact Kate Corby, the subject librarian for the College of Education. Her phone number is 517-884-0852, her email address is corby@msu.edu, and her web address is <http://staff.lib.msu.edu/corby/>.

VI. Academic Integrity

This course adheres to [Michigan State University's policy of scholastic integrity](#). Specifically:

Article 2.3.3 of the Academic Freedom Report states, "the student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the College of Education adheres to the policies on academic honesty as specified in General Student Regulations, 1.0, Protection of Scholarship and Grades, and in the all-University Policy on Integrity of Scholarship and Grades, which are included in Spartan Life: Student Handbook and Resource Guide. Students who commit an act of academic dishonesty may receive a 0.0 on the assignment or in the course.

All members are expected to turn in original works and, where using others' ideas and words, to provide complete references and quotations (as appropriate). TE894-003 follows this policy regarding academic integrity:

The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles and in so doing protect the validity of University grades. This means that all academic work will be done by the student to whom it is assigned, without unauthorized aid of any kind. (See General Student Regulation 1.00, Scholarship and Grades, for specific regulations.) Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged.

If any instance of academic dishonesty is discovered by an instructor, it is his or her responsibility to take appropriate action. Depending on his or her judgment of the particular case, he or she may give a failing grade to the student on the assignment or for the course.

In instances where a failing grade in a course is given only for academic dishonesty, the instructor will notify the student's academic dean in writing of the circumstances.

The student who receives a failing grade based on a charge of academic dishonesty may appeal a judgment made by a department, school, or a college. Refer to Academic Freedom for Students at Michigan State University, Section 2.4.7 and 4.5.4.

When in the judgment of the academic dean, action other than, or in addition to, a failing grade is warranted, the dean will refer the case to the college-level hearing board which shall have original jurisdiction. In cases of ambiguous jurisdiction, the appropriate

judiciary will be randomly selected by the assistant provost from one of the three core colleges. Appeals from the judgment may be made to the All-University Academic Integrity Review Board. Refer to Academic Freedom for Students at Michigan State University, Section 2.4.7 and 4.5.4.

In instances of academic dishonesty where the instructor feels that action other than, or in addition to, a failing grade in the course is warranted, the instructor will report the case to his or her departmental or school chairperson and to the student's academic dean. The dean will then refer the case to the college-level hearing board, which shall have original jurisdiction. Refer to Academic Freedom for Students at Michigan State University, Section 2.4.7 and 4.5.4.

Course members are reminded not to use any text verbatim on any class assignments without quotation marks and source citations. *Warning: do not go to a site like Wikipedia (generally not a reliable or effective source anyway), copy and paste, and then "rearrange" words or sentences or replace a few words here and there – that constitutes plagiarism. If you are quoting verbatim, always use quotation marks and cite the page number (or, for non-paginated texts, the section and paragraph number).*

VII. Course Questions

For any questions about course assignments, please (1) consult this course syllabus and various guidelines, all of which are downloadable on the D2L site of this course; (2) ask other course members; and/or (3) email or call your instructor. To obtain technical assistance, please consult information and resources on <http://help.d2l.msu.edu> (D2L) or call 517-355-2345 for 24/7 Support from MSU Distance Learning Services.

VIII. Tentative Course Schedule

*Semester begins on Wednesday, August 31 [NO class meeting in this week]

Week of 9/5 - 9/11

- 9/5 Monday [7:45pm - 9:45pm]: Labor Day [no class meeting]

Week of 9/12 - 9/18

- 9/12 Monday [7:45pm - 9:45pm]: introduction and course syllabus

Week of 9/19 - 9/25

- 9/19 Monday [7:45pm - 9:45pm]: general teaching reflection and discussion
- 9/23 Friday [due by 11:59pm]: submission of Lesson Plan #1 [lesson to be taught on Tu/Wed/Thu in the following week]
- 9/25 Sunday [due by 11:59pm]: online commenting on Lesson Plan #1

Week of 9/26 – 10/2

- 9/26 Monday [7:45pm - 9:45pm]: sharing and discussion of Lesson Plan #1

- 9/30 Friday [due by 11:59pm]: submission of Teaching Journal #1 (with revised/enacted Lesson Plan #1 and Teaching Video #1)
- 10/2 Sunday [due by 11:59pm]: online commenting on Teaching Journal #1

Week of 10/3 - 10/9

- 10/3 Monday [7:45pm - 9:45pm]: sharing and discussion of Teaching Journal #1
- 10/7 Friday [due by 11:59pm]: submission of two Observational and Mentored Learning Journals (A) [one with an MATC student and the other with a school teacher]
- 10/9 Sunday [due by 11:59pm]: online commenting on Observational and Mentored Learning Journals (A)

Week of 10/10 - 10/16

- 10/10 Monday [7:45pm - 9:45pm]: sharing and discussion of Observational and Mentored Learning Journals (A)
- 10/we
- 10/16 Sunday [due by 11:59pm]: online commenting on Lesson Plan #2

Week of 10/17 - 10/23

- 10/17 Monday [7:45pm - 9:45pm]: sharing and discussion of Lesson Plan #2
- 10/21 Friday [due by 11:59pm]: submission of Teaching Journal #2 (with revised/enacted Lesson Plan #2 and Teaching Video #2)
- 10/23 Sunday [due by 11:59pm]: online commenting on Teaching Journal #2

Week of 10/24 – 10/30

- 10/24 Monday [7:45pm - 9:45pm]: sharing and discussion of Teaching Journal #2

Week of 10/31 - 11/6

- 10/31 Monday OR 11/2 Wednesday [7:45pm - 9:45pm]: webinar [topic and date TBD]
- 11/4 Friday [due by 11:59pm]: submission of two Observational and Mentored Learning Journals (B) [one with an MATC student and the other with a school teacher]
- 11/6 Sunday [due by 11:59pm]: online commenting on Observational and Mentored Learning Journals (B)
- 11/6 Sunday: submission of webinar learning journal

Week of 11/7 - 11/13

- 11/7 Monday [7:45pm - 9:45pm]: sharing and discussion of Observational and Mentored Learning Journals (B)
- 11/11 Friday [due by 11:59pm]: submission of Lesson Plan #3 [lesson to be taught on Tu/Wed/Thu in the following week]
- 11/13 Sunday [due by 11:59pm]: online commenting on Lesson Plan #3

Week of 11/14 - 11/20

- 11/14 Monday [7:45pm - 9:45pm]: sharing and discussion of Lesson Plan #3

- 11/18 Friday [due by 11:59pm]: submission of Teaching Journal #3 (with revised/enacted Lesson Plan 3 and Teaching Video #3)
- 11/20 Sunday [due by 11:59pm]: online commenting on Teaching Journal #3

Week of 11/21 - 11/27

- 11/21 Monday [7:45pm - 9:45pm]: sharing and discussion of Teaching Journal #3
- 11/25 Friday [due by 11:59pm]: submission of Lesson Plan #4 [lesson to be taught on Tu/Wed/Thu in the following week]
- 11/27 Sunday [due by 11:59pm]: online commenting on Lesson Plan #4

Week of 11/28 - 12/4

- 11/28 Monday [7:45pm - 9:45pm]: sharing and discussion of Lesson Plan #4
- 12/2 Friday [due by 11:59pm]: submission of Teaching Journal #4 (with revised/enacted Lesson Plan #4 and Teaching Video #4)
- 12/4 Sunday [due by 11:59pm]: online commenting on Teaching Journal #4

Week of 12/5 - 12/11

- 12/5 Monday [7:45pm - 9:45pm]: sharing and discussion of Teaching Journal #4 and course wrap-up

Week of 12/12 - 12/18

- 12/12 - 12/16 evaluation [no class meeting]