

**Slavic 405 Russian Teaching Methodologies**

**Fall 2003**

**Wed. 3:00-5:50 p.m., Kresge 2-435 (formerly 155)**

**Instructor:** Elisabeth Elliott

**Office:** Dept. of Slavic Langs. & Lits., Crowe Hall #4-125

**Office Hours:** Thursdays 12:00-2:00 p.m. and by appointment

**Phone:** 491-8082

**E-mail:** eelliott@northwestern.edu

**Course goals:** This course is for students interested in Second-Language Acquisition and Pedagogy, teaching assistantships, professional education, and those interested in working with languages in academia. Slavic 405 is intended to introduce students to the major trends, theories, and scholarship of Applied Linguistics and Second-Language Acquisition, as particularly addresses the complexities of teaching Russian (and upon interest and expertise, other Slavic languages) with respect to heritage and non-heritage language learners. The course explores all teaching methods with emphasis on the communicative and proficiency-orientated approaches/methods to language teaching. The seminar will be a "hands-on" course, requiring the active participation of all attending. Students will learn how to work with the more popular forms of technology often used in language, literature, and culture teaching, including Blackboard and Power Point. The course has both theoretical and applied/practical components.

**Grading:**

Participation: 30%

Assignments and Presentations: 30%

Portfolio: 40%

**Textbook:**

Hadley, Alice Omaggio. *Teaching Language in Context*. (3<sup>rd</sup> edition).

Available in Norris.

Various articles will be made available to you to make copies.

**Class requirements:**

**Discussions:** You are expected to come to class prepared to discuss the material. Additionally, you are expected to provide constructive feedback and comments on presentations and assignments from other classmates.

**Peer Observations and Written summaries:** In the course of the quarter you must visit at least two other non-Slavic language classes. I would recommend that one of your visits be in Spanish, French, Italian, or German and that you visit at least one first year course and one more advanced course. Courtesy requires that you ASK the permission of the teacher at least a day before observing and that after the class you thank the instructor and share your impressions with your colleague. Make sure to schedule a visit when there

won't be any tests, so that you'll have the opportunity to witness actual language teaching. In writing up your impressions of the class, don't reveal who the instructor was; protect the ANONYMITY of your colleague. State the class' goals, evaluate the techniques that the instructor used to achieve them. What techniques would you try from this observation? What techniques would you avoid. These should be no longer than 2 PAGES DOUBLE SPACED.

**Presentations:** You will have three main presentations during the quarter: two Power Point presentations and one Blackboard presentation. Each of these presentations should be roughly 15-20 mins.

**Blackboard project:** You are required to set up a Blackboard for a "pretend" course that covers some Slavic literature and/or culture that would be at an introductory/200 level. You will work on this throughout the quarter, and will give a 15-20 mins. presentation of your Blackboard site to the class at the end of quarter. I will provide you with a list of the what you must at least include on your Blackboard on our Blackboard site in the second week of classes.

**Power Point projects:** You will give two Power Point presentations during the quarter, each for about 15-20 mins. long. One PP should be at an introductory level/100 or 200 level. One project should be on a topic of Slavic literature and/or culture and the other project should be on a grammatical topic that would typically be covered in a first-year Slavic language course. Your classmates will pretend to be your "students" during your presentations. The first presentation is tentatively scheduled for Week 6 (29 Oct.) or 7 (5 Nov.), and the second is tentatively scheduled for Week 8 (12 Nov.) or 9 (19 Nov.).

**Other presentations:** You will also be required to do a few (3-4) mini-presentations on various topics during the quarter. These presentations will be about 5-10 mins. They will cover topics such as: five-minute activities to do in class, presenting a section from a written and/or oral test, etc.

**Written Assignments:**

During the quarter you will be assigned a few short written assignments (e.g., creating short exercises on a specific language topic, writing a short section for a written and/or oral exam, creating one exercise for each ACTFL level, etc.) that you will have to turn in and give brief presentations on. Additionally, you will be required to turn in at the end of the quarter a statement of teaching philosophy, and a plan for a language curriculum that covers four years of a language.

**Portfolio:**

All of your assignments and work (including the Power Point presentations, but not the Blackboard), as well as the handouts from your classmates' presentations, you are required to compile in a portfolio (there must be some type of actual physical folder) that you will turn into me at the end of the quarter. I will return these to you after I have reviewed them. The idea is that you will have your portfolio with you as a resource for you to draw on in your future teaching, in interviewing, and in your future careers.

**Scheduling**: Many of the requirements for this course are without fixed deadlines. This is done intentionally. As a teacher of a course, you are the one who will have to set deadlines and pace yourself, while you are trying to juggle your research, other courses that you are teaching, committee work, home, etc. By making your schedule in this course more independently controlled, you are getting some "real world" practice. Pace yourself carefully so that you will be able to finish all the projects before the end of the quarter. Start thinking about your projects from the very beginning of the quarter.