

Portland State University
UNST421: 336 (CRN44184) Senior Capstone Course (NH224)
Winter – Spring 2014
Japanese & Chinese Language Program for Elementary Students

Instructor: Suwako Watanabe
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1. Course Description

Capstone students will work mainly with elementary school programs that offer Japanese and Chinese in the Portland area, by assisting a classroom teacher and developing teaching materials. Students will also work on promotion of foreign language education at the elementary level. The class will address various issues pertaining to foreign language learning and teaching, including multiple intelligences, Japanese/Chinese language/culture, and diversity. Tasks students will engage in include, but not limited to, the following:

- assisting classroom instruction (required for all students),
- developing teaching materials,
- promoting the program.

2. Issues Addressed

Students will address various issues pertaining to:

- Foreign language education at the elementary level
Why teach a foreign language? Why Japanese or Chinese?
- Multiple intelligences
Which intelligences are your strengths?
How others perceive the world?
- Japanese/Chinese language and culture
- Learning materials and activities
- Diversity. How do we recognize diversity?

3. Requirements

- Attend PSU class meetings.
- Off-campus activities (at least 20 hrs or more + several hours for promotion).
- Observing elementary classes.
- Reading assignments.
- Short papers, reports, and in-class reflection.
- Weekly time-log reports.
- Final presentation.
- Final paper.

4. Applicable Majors

Japanese, other foreign languages, Applied Linguistics, Education, Art, Music, and Performing Arts, and other majors applicable. Basic Japanese or Chinese (completion of JPN/CHN201) is recommended but not a requirement.

5. Disability Notice

If you have a disability and are in need of academic accommodations, please notify me immediately to make arrangements. For information on available disability services, see: <http://www.pdx.edu/iasc/drc.html>. PSU students requesting accommodations must provide documentation of the disability and work with the Disability Services for Students Office (725-4150).

6. Professionalism

You are expected to take responsibility for time management and communication when dealing with the community partners (school, teachers, and students). Tardiness and other unprofessional behavior will have a negative impact on your final grade.

7. Final Presentation- Final presentations will take place during the last two class meetings (Week 9 and 10 in Spring Term). Students (individually or as a group of 2 to 3, depending on the school assignment) will showcase their off-campus activity. It will be a combination of a poster session (exhibit material) and a presentation (demonstrating an activity, show and tell, etc.). The activity to be presented and format of presentation may vary such as a game or lesson that was most successful (simulation), a web site created for the language program (on-line presentation), and promotion activity (video-taping or poster with flyers and photos).

8. Evaluation

- (1) Observation report(s) [Significant? Careful observer? Depth of perspective]
- (2) Essay #1 on multiple intelligences and learning styles [Application of theories to real world; Specificity or concreteness.]
- (3) Time logs [On-time? Consistent?]
One time log 10 points, incomplete information 8 points, late (up to 3 days) 5 points, after 3 days 0 point.
- (4) Reflection [Depth, substance, impact, to the point]
- (5) Chapter presentation [Reading comprehension, critical reading, oral presentation]
- (6) Learning activity demonstration (§12 and 13) [Understanding of material, ability to perform]
- (7) Final presentation in Week 9 and 10 in Spring [Significance, substance, civic awareness]
- (8) Performance of off-campus activities [Effectiveness, practicality, consistency. TIS teacher's evaluation will be incorporated.]
- (9) Contribution to in-class discussions [Relevant to readings? Substantial?]
- (10) Promotional Activities & Presentation
- (11) Final Paper

Schools	Location	Contact
The International School	025 SW Sherman St. Portland, OR 97201 503-226-2496 www.intlschool.org	Keiko Buckendahl sensei <keikob@intlschool.org>

UNST421 Winter 2014 Wednesday 18:40 -20:30PM			
Date	Class content & Reading	Off-Campus Activities	Paper/Report Dues
W1 Jan. 8	<ul style="list-style-type: none"> Orientation • Expectations • Site schools • Time log • Acronyms and terminology 	<ul style="list-style-type: none"> • Observe one class by Friday, Feb. 1. (Only once is required.) 	
W2 Jan. 15	<ul style="list-style-type: none"> • Do's & Don'ts of volunteer work • Multiple Intelligences - Complete both VARK & MI surveys (D2L) • Language acquisition/learning; Adult vs. Children -Reading: <u>L&C</u>, §1 "Characteristics of young learners" (p.1-15) 	<ul style="list-style-type: none"> • Observe one class by Friday, Feb. 3. 	<ul style="list-style-type: none"> • Time Log W1&2 Post Time Log in Drop Box at D2L due by midnight, Wed., Jan. 15. Title: NAMEW1_2 Note: Whether volunteer has started or not, everyone should submit Time Log.
W3 Jan. 22	<ul style="list-style-type: none"> • ACTFL Proficiency Guidelines • National Standards for FL • Immersion Program -Reading: <u>L&C</u>, §11 "Immersion Programs" 		<ul style="list-style-type: none"> Essay #1 MI/Learning styles due 11:59pm on Jan. 22. Send it to suwako@pdx.edu.
	<p>Essay #1</p> <p>Address all of the following three topics: (1) Briefly describe your results of the MI and/or learning styles questionnaires. (2) Reflect on your own experience of 'learning' and compare your experience against the results. Give concrete examples. (3) Select a learning activity from L & C or your volunteer assistant experience and apply the MIs to modify the activity so that more students can benefit from it. (3-4 pages, 1.5-spaced, typed in 12-point font size)</p>		

<p>W4 Jan. 29</p>	<ul style="list-style-type: none"> • FL National Standards • International Baccalaureate • Learning Activity Presentation (1): Students will choose one activity/game from §13 and demonstrate in class (20 min.). <u>L&C</u>, §13 “Bringing language to life” <u>L&C</u>, §12 “Stocking the FL classroom with materials and resources” • Student Chapter presentation & discussion <p>Reading: <u>L&C</u>, §2 “Creating an environment for communication”</p>	<ul style="list-style-type: none"> • Observe one class by Monday, Feb. 3. • Start arranging placement. 	<ul style="list-style-type: none"> • Time Log W3 & 4 due by Wed., Jan. 29. <p>Title: NAMEW1_4</p>
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<p>W5 Feb. 5</p>	<ul style="list-style-type: none"> • Learning Activity Presentation (2): Students will choose one activity/game and demonstrate in class (20 min.). <u>L&C</u>, §13 & §12 • Student Chapter presentation & discussion: <u>L&C</u>, §3 “Building toward Communication in All Three Modes” 	<ul style="list-style-type: none"> • Observe one class by Friday, Feb. 3. 	
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<p>W6 Feb. 12</p>	<ul style="list-style-type: none"> • Learning Activity Presentation (3): Students will choose one activity/game and demonstrate in class (10 min.). <u>L&C</u>, §13 & §12 • Student Chapter presentation & discussion: <u>L&C</u>, §4 “Focusing on Interpersonal Communication” 	<ul style="list-style-type: none"> • Start working as an assistant volunteer. • Have you observed a class? 	<ul style="list-style-type: none"> • Observation Report due 11:59PM, Wednesday, Feb. 12 by e-mail. • Time Log W5 & 6 due by Wednesday, February 12. <p>Title: NAMEW1_6</p>
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	<ul style="list-style-type: none"> • Observation Report <p>Write a report of your observation including some key points and insights you gained during your visit to an elementary class, including both what you saw and what you thought. Include one class activity you observed and explain how it was done. (2-3 pages, 1.5-spaced, typed in 12-point font size)</p>		
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W7 Feb. 19	<ul style="list-style-type: none"> • Learning Activity Presentation (4): Students will choose one activity/game and demonstrate in class (15 min.). L&C §13 & 12 • Student Chapter presentation & discussion: L&C ¶5 “Literacy in the Early Language Classroom” 	• Assistant volunteer work.	
W8 Feb. 26	Student Chapter presentation & discussion: <u>L&C</u> , §10 “Connecting Content with Language and Culture”	• Assistant volunteer work.	• Time Log W7 & 8 due by Wednesday, February 26. Title: NAMEW1_8
W9 Mar. 5	<ul style="list-style-type: none"> • Culture • Student Chapter presentation & discussion: <u>L&C</u>, § 9 “Experiencing Culture in the Classroom” • Students will be assigned to investigate culturally significant event or practice. 	• Assistant volunteer work.	
W10 Mar. 12	<ul style="list-style-type: none"> • Diversity • Cultural competence Reading: “White privileges”	• Assistant volunteer work.	• Time Log W9 & 10 Post by Monday , March 17. Title: NAME W1_10
W11	Finals Week – No class meeting	You may continue volunteering during break.	

Spring '14 Wednesday 18:40-20:30PM			
W11 April 2	<ul style="list-style-type: none"> • Orientation for Spring term • Advocacy & promotion. 	<ul style="list-style-type: none"> • Assistant volunteer work. • Promotion 	
W12 April 9	Language diversity & endangered languages	<ul style="list-style-type: none"> • Assistant volunteer work. • Promotion 	<ul style="list-style-type: none"> • Time Log W11 & 12 due by April 9. Title: NAMEW1_12

W13 April 16	<ul style="list-style-type: none"> • FL education in the US Reading: <u>Realizing our Vision</u> *, Spolsky §2: “Does the US Need a Language Policy?” (pp.15-38) (Note*. <i>Realizing our Vision of Languages for All</i> , edited by Audrey L. Heining-Boynton) <ul style="list-style-type: none"> • Why failed? Reading 2: <u>L&C</u> , §16 “Learning from the past to enhance the present and the future”	<ul style="list-style-type: none"> • Assistant volunteer work. • Promotion 	
W14 April 23	<ul style="list-style-type: none"> • Promoting Early FL Education. Reading 1: <u>L&C</u> , §15 “Making the case for early language programs” <ul style="list-style-type: none"> • Read one research study that supports early FL education. 	<ul style="list-style-type: none"> • Assistant volunteer work. • Promotion 	<ul style="list-style-type: none"> • Time Log W13 & 14 due April 23 Title: NAMEW1_14
W15 April 30	<ul style="list-style-type: none"> • Less Commonly Taught Languages • Why Japanese/Chinese? • Bring evidence to support LCTLs. 	<ul style="list-style-type: none"> • Assistant volunteer work. • Promotion 	
W16 May 7	<ul style="list-style-type: none"> • Presentations on “Why learn Japanese or Chinese?” 	<ul style="list-style-type: none"> • Assistant volunteer work. • Promotion 	<ul style="list-style-type: none"> • Time Log W15-16 due May 7. Title: NAMEW1_16
W17 May 14	No class meeting [Prepare for final presentation]	<ul style="list-style-type: none"> • Assistant volunteer work. • Promotion 	

W18 May 21	No class meeting [Prepare for final presentation]	<ul style="list-style-type: none"> • Assistant volunteer work. • Promotion 	<ul style="list-style-type: none"> • Time Log W17 & 18 due May 21. Title: NAMEW1_18
W19 May 28	Final presentation (Every student is required to attend.): Show-case presentation of off-campus experience/activity	<ul style="list-style-type: none"> • Assistant volunteer work. • Promotion 	
W20 June 4	Course Evaluation Final presentation (Every student is required to attend.): Show-case presentation of off-campus experience/activity	<ul style="list-style-type: none"> • Assistant volunteer work. • Promotion 	
Finals Week Mon. June 9	<ul style="list-style-type: none"> • Final Time Log W19 & 20 due Monday, June 11. Post at D2L. NAMEW1_20		
Finals Week Wed. June 11	Final Essay & Thank-you Note due Monday, June 9 by 5pm. Submit by e-mail. Both tasks should be completed. 1. Write a letter to a member of a school board, a school administrator, parents, or a politician [choose one type of audience] to promote world language education at an early age. 2. Write a letter (hand-written) to the teacher and the students for whom you have been volunteering (thank-you, your thoughts about the volunteer experience, and a word of encouragement).		