handwritten: /15 yr (15 yrs ago - Fr + Russ + Dutch)
└ live sound engineer
handwritten: Span TA last term masters maybe TESOL; HART BA
handwritten: hes Stryke

Meeting 01 • 31 March 2009 • Tuesday

handwritten: French TA Montagne

People: Benoit, Sara L.; Breedlove, Clifford E.; McDonnell, Kelsey C.; Orcutt, Kathleen S.; Pennington, Laurissa B.; Salinas, Victor; Tasi, Joana; Watters, Erin.

Today

handwritten: Span TA— maybe HS; worms

handwritten: K-12 interest Marie Spencer socially Sociology; subs in schools Erin W

(X') = anticipated time in minutes
(#0001) etc.=item in document collection (will be explained in class)
Key to notes added AFTER the class meets:
√ = topic / activity that was adequately dealt with during the class
+ = topic needs more attention & will be resumed at next / subsequent meeting(s)
- = a topic / activity that was proposed but not carried out - will be taken up later
~~Struckthrough text like this~~ = a topic / activity that was proposed but ~~not included is not going to be taken up after all~~
Italic text like this = comments after the meeting

handwritten: send info about lang teaching methods

Main Topic(s): Introduction to the Course, of course; our group; What is 'CBI'?	
	materials: Chapter 1 of Stryker/Leaver (photocopy in first meeting, #0410b in course collection, for use until books arrive); examples from my courses: German 320 / 415 / 515 Business Simulation Course and its related "SpeakEasy Company Website"; also my ACTFL Conference presentation (November 2008); GER 399 "Science Fiction Radio Drama Production" and its earlier version, the "Papa Joe" Project; the "Humboldt Project", and its earlier versions, FLL 399 (2006W) and GER 427/527 (2006F); also my PSU SINQ presentation (October 2008); examples of other courses and projects elsewhere: Levine's second-year simulation courses (#0172, #705); Ryan-Scheutz & Colangelo's beginner-level (!) drama production (#0019); the "Big Book" activity for middle-schooler FLES (#0407)
	(15') Who we are: language teaching backgrounds and professional interests and plans. PLEASE EMAIL ME ASAP AFTER CLASS (if you haven't done so already), so that I can use your preferred address. Also please indicate whether I can distribute your address to others on the class.
	(5') Fast overview of course: texts, activities, goals
	(20') So what IS 'CBI'? Stryker/Leaver's definition & description (#0410b). Have we ourselves encountered/ done CBI in FL/ESL - as teachers? as learners (adult, child)? as parents?
	(20') Some examples of CBI - see above, "materials", especially "SpeakEasy". What does it "take" to "do" CBI? (materials, environments, traits)
	(10') Break: Go get your coffee or your snack, but bring it back. We'll start promptly after 10 minutes, with or without you!
	(30') What (will) this class (will) do?/. Reading, reflection, discussion, reports, writing, small & large project(s) (individual, ?group?), field trips and outreach, grant-seeking
	(10') upcoming: see section immediately below; if time: group drafts the scoring guide for the reflection

handwritten: pedagogy

handwritten: Stryke FL   Kaplan ESL

Upcoming class meeting(s) (#2 • 02 April 2009 Thursday)

1) Read the rest of Ch. 1 of Stryker/Leaver, and articles by Levine (#0172, #705) and Ryan-Scheutz/Colangelo (#0019). As preparation for Thursday class discussion write a one-page (single-spaced) reflection that develops some sort of coherent idea from one/both of the articles. During class you can add comments to your printed version; then you'll hand it in right there/then.

2) Explore the websites listed above under "materials". As preparation for more Thursday class discussion (and beyond that!) consider how you might or might not base a major project of your own on participation in their further development.

Upcoming assignment(s)

This section offers a PREVIEW, not activated assignments. Assignments are made, with announcement of their deadlines, both in class and on the "schedule" page.

Announcements

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Misc.

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Scoring Guide for a CBI Classroom Project

Notes: 1) Project 3 (proposal for entire course also needs [Factor 4 "Pieces"] an overview / Table of Contents). 2) For Projects 1 & 2, presentation is not as important, so Factor 4 "slides" by one performance level. 3)Evidence of pedagogical consciousness" will very in length with the size of the project, and will be much more extensive for a project that presents the design of an entire course. Evidence can by reference to secondary literature or just "teacher talk" that shows consciousness of CBI concepts and their implications.

	Global	Factor 1: Is It CBI?	Factor 2: Language Level Fits Activity?	Factor 3: Time Appropriate?	Factor 4: The Pieces	Factor 5: Presentation
6	After tryout in real class goes to conference / can be used as exemplary for a later CBI class.	Is essentially equivalent to instruction in the other subject area (except for the inescapable oddities that the language level does not match the cognitive level of the other subject level, and that there are specific language targets).	Central language level is exactly right, and the activity, even as is, can fit the neighboring level above and below.	Entirety of activity is a very close fit to the declared available time, and is also, even as is, flexible in both directions.	More than just the basic set of instructor directions, student setup, support resources (realia, etc.), assessment tool, and evidence of pedagogical consciousness); all pieces of high quality.	Extremely accurate language (spelling, punctuation, syntax, paragraph structure, organization of parts, voice) AND strong visual management of the text (typography, layout).
5	Needs ¼ hour with me, then 1 hour of revision of small-scale content.	Needs minor transformation of one aspect, but no content is missing.	Needs slight adjustment (ex.: one learner activity is above or below level).	Very close fit, but not flexible.	Needs a couple of adjustments that can be carried out with little help from me beyond the initial criticism.	Close to 6; errors of language are individual, not systematic. Needs a pointer or two about typography / layout.
4	Will work adequately for its creator, but use by others would need serious support.	Needs to add something and cut something, or transform (the) two chunks.	Entire project needs adjustment by one major ACTFL sub-level (ex: IntMid vs. IntHigh is major; IntLow vs. IntMid is minor)	Needs 50% adjustment (cut by half, stretch to twice what's there), but this requires no major rethinking.	One piece (or equivalent sub-pieces of multiple pieces) needs my earnest help (half-hour discussion) and then several hours of your attention.	One systematic exposition flaw and a couple small-scale errors. Format is plain but not confusing.
3	Most parts will work adequately for its creator, but the underlying idea is indeed CBI	Needs several major changes, but the underlying idea is indeed CBI	Entire project belongs to a distinctly different level (exs: IntLow/Mid v. Advanced. LANG 103 v. LANG 203). Score 2: level is even more inappropriate (ex: Adv v. NH, LANG 301 v. LANG 101)	Much too short or much too long for the available time.	Needs an hour of my time and probably 5 hours of yours.	To become 4, presentation (this alone) needs an hour of consultation, followed by several hours of your time.
< 3	Survey of project reveals that the organizing principle is not CBI, but something else, most likely a language lesson, and probably a pedagogically traditional / reactionary one (=hard-nosed grammar-translation approach).					

German 320 / 415 / 515 Course Scoring Guide   Name _____   Score _____

Calculation for **course grade**: each category 20% (global category serves as a check); see website for conversion of scoring guide to letter grade.

Calculation in **real world**: The two idea/effort categories and the Ausstellung would count for 80% together, writing and speaking for 10% each (because those skills can be improved, or their products revised by others, more easily than can the underlying behaviors that produce performance when the going gets serious).

	Global	Factor 1: Ideas and Effort outside the Classroom	Factor 2: Ideas and Effort inside the Classroom	Factor 3: Writing (ACTFL Proficiency)	Factor 4: Speaking (ACTFL Proficiency)	Factor 5: März-Veranstaltung / Juni-Ausstellung
6	Boss offers juicy job and pleads it be accepted.	All of 4, plus: repeatedly volunteered unassigned thinking and work, both of high quality	Spoke often in class and led activities. Seldom absent.	Above Advanced-Low, whether on first draft or after revision (same for other levels)	Above Advanced-Low	Individual and group performance outstanding.
5	Boss offers juicy job.	All or almost all of 4, plus: contributed some unassigned thinking and work	Spoke readily in class and quickly joined activities. Occasionally absent.	Advanced-Low	Advanced-Low	One of the above outstanding, the other better than the average for the group.
4	Boss hires on application, considers assignment to creative tasks.	Did all assigned work, and it was of usable quality, with little need for revision.	Responded readily in class and participated in most activities. Occasionally absent.	Intermediate-High	Intermediate-High	Both ingredients typical of the group and of a satisfactory Ausstellung.
3	Boss hires on application, but with cautions and trial period.	Did almost all assigned work, and with a little revision it could be improved to usable quality.	Responded, though sometimes reluctantly, and could be persuaded to join activities. Notable absence.	Intermediate-Mid	Intermediate-Mid	One ingredient below typical quality for the group.
2	Needs thorough and remedial training to be hired, and only if no one else applies.	Neglected some major tasks. The work that was completed would need much revision to usable quality.	Responded, but only with considerable encouragement. Remained aloof from most activities. Frequent absence.	Intermediate-Low	Intermediate-Low	Both ingredients below typical for the group.
1	Would not be hired or retained under even the most desperate of circumstances.	Neglected many major tasks; the work that was completed could be salvaged only with many major revisions.	Resolutely refused to respond individually or participate in a group. Constant absence.	Novice-High	Novice-High	Caused serious problems in the preparation or conduct of the Ausstellung.