Information for the Language *in Motion* Volunteer

<http://www.language-in-motion.net>

**Workshops: Tuesdays and Thursdays, 3:00-4:50 pm, Good Hall 222**

**Dr. Deb Roney,** Oller Center 212, 814-641-3493

*Best is to use email*: [roneyd@juniata.edu](mailto:roneyd@juniata.edu)

**Zoom links are on Moodle.**

**OFFICE HOURS**

* I am always happy to speak with students. Please contact me.
* In-person office hours are **MW 12:00-2:00. Everyone needs to wear a mask in my office!**
* **Alternatively, email me for an appointment to talk at other times on Zoom**.
* I will confirm the time of our appointment. If you haven’t heard from me in 24 hours, contact me again.

**PROGRAM DESCRIPTION**

This exciting volunteer activity provides opportunities for international students, study-abroad returnees, students with other international experience, those who grew up speaking a language other than English or another dialect of English, and upper-level language students to expand their knowledge of language and culture and to process their own intercultural and language-learning experiences by presenting in local public-school classrooms. Training is available, and students should conference with the instructor about their individual ideas. Particular activities will depend on the knowledge and interests of the students and the requests of the host teachers. Students may choose to work alone or with a partner. Volunteers may participate each and every semester, as desired.

**LEARNING AND TEACHING IN THE TIME OF PANDEMIC**

***We’re All in This Together: PLEASE Keep One Another Safe!***

**Masks:** Although Juniata’s Covid-19 safety protocols in August do not require vaccinated people to wear masks indoors, face masks covering the nose and mouth are REQUIRED in my classroom and my office. If you are unable to abide by this, you can attend class on Zoom instead.

* Water will be permitted, but it would be much better for everyone if you were to get a big drink (but not so big that you need to use the restroom during class) **before** class so you don’t have to move, remove your mask, or touch your face during class. Use hand sanitizer if you do touch your face.

**Air Flow:** As much as possible, we will keep the doors and windows in our classroom open or move outside to a space where we can have class in an equally physically distanced manner. Promoting good air flow is critical to our safety.

**Physical Distancing:** Please comply with the recommended physical distancing guidelines.

* + Except for emergencies, students should not leave the classroom during class. That would require you to get close to others, a behavior we would like to avoid. Besides, you will likely miss something interesting.

**Video and audio recordings:** Recordingof class meetings will be part of classroom activity. These video and audio recordings are for legitimate educational purposes and may be made available to all students presently enrolled in the class. If and when such recordings were to be used in future class sessions/lectures, any type of identifying information will have been adequately removed from the videos***.***

**Zoom:** At least one of our class sessions will be on Zoom for everyone; students may come on Zoom for other reasons during other sessions. For Zoom to work effectively, control your environment so that we can see and hear you clearly. If at all possible, please have your camera on when you speak.

**The Zoom links for all your purposes are on Moodle.**

# POSSIBLE PERSONAL LEARNING GOALS:

The training workshops, development of their own lesson plans, and presentations in the schools help students improve their ability to:

* Understand their own native language and culture: its products, practices, and perspectives
* Understand a second culture and language or dialect: its products, practices, and perspectives
* Identify and describe their own international and second language/dialect experiences and intercultural skills
* Create and deliver (a) coherent and well-developed lesson plan(s) about aspects of another language, dialect, and/or culture
* Create materials and activities appropriate for public presentation
* Understand that community engagement entails working WITH, not FOR, our community partners
* Understand and uphold the practices of the host schools and learn by listening
* Adapt materials for the audience
* Communicate clearly and comfortably in public settings
* Engage effectively in cross-cultural or cross-linguistic conversations
* Communicate in a language other than their first language (unless the presenter is a speaker of another dialect of English)
* Manage a planning process that includes commitment to course work and effective presentations
* Understand the relationship between American values and the U.S. educational system

**HELPFUL LANGUAGE IN MOTION RESOURCES:**

* The *Standards for Foreign Language Learning in the 21st Century* (1999): <https://www.actfl.org/resources/world-readiness-standards-learning-languages>
* Also, language teaching texts, like this one, are useful: Ur, Penny. *A Course in Language Teaching.* <https://sacunslc.files.wordpress.com/2015/03/penny-ur-a-course-in-language-teaching-practice-of-theory-cambridge-teacher-training-and-development-1996.pdf>

**LANGUAGE IN MOTION CULTURAL RESOURCE LIBRARY**

**Lesson materials and** **handouts from prior presenters** are available upon request. The Language in Motion website ([www.language-in-motion.net](http://www.language-in-motion.net)) and the LiM Cultural Resource Library (Oller Center 212) also have a variety of resources for presenters’ use.

**THE WRITING CENTER**

Please make appointments with the Writing Center**,** a FREE service for Juniata students. This is a great resource for all writers—you are encouraged to use it! The three-step process to get an appointment with a Writing Center tutor:

* + 1. Email [writing@juniata.edu](mailto:writing@juniata.edu) to request a tutoring session & tell them a few details about the essay (what course? which professor? tutor preference?)
    2. When you receive an email assigning you a tutor, please send your paper and a copy of the assignment to the tutor (IF you have a paper – you can also be brainstorming and just want to talk! IF you have an assignment – sometimes instructors just give oral instructions)
    3. Meet your tutor via Zoom, Facetime, or any other medium that works for both of you to receive feedback and share ideas about how to improve your writing.

**CLEARANCES**

Because of school safety protocols, all Language in Motion presenters must apply for two clearances. Since presentations in person will happen if all safety protocols, both Juniata’s and the schools’, can be met, **you must get them**.

These clearances are FREE to volunteers; make sure you select “Volunteer’ when you fill out the forms. Any of you who already have Pennsylvania clearances for other reasons (education courses, previous coaching of or volunteering with children, etc.) can use those; you do not need new ones unless yours have expired (they are good for five years). Once you have them, SAVE them and get me an electronic copy.

If you are confused by the process, and many are, contact me or the Language in Motion email ([lim@juniata.edu](mailto:lim@juniata.edu)), and we will help you.

To complete the Child Abuse application, you will need a list of all addresses at which you have lived and all people with whom you have lived at each of those addresses. Preparing that list in advance is helpful.

[*Helpful life tip*: Hang on to this list, and update it regularly; you just never know when you might need that information again in the future. Re-creating it gets harder the more places you have lived.]

To get your clearances, go to each of these sites (use Juniata College Language in Motion as the organization name):

Child Abuse History Clearance: <https://www.compass.state.pa.us/cwis/public/home>

Accessed 18 Aug. 2021.

* Follow the prompts to Create an Individual Account. **Select “Volunteer”** when applying.

Criminal Record Check: <https://epatch.state.pa.us/Home.jsp> Accessed 18 Aug. 2021. [Do not

use Safari to access this website; it often will not work]

* Select the yellow button “New Record Check” **for volunteers only**.

**GENERAL LANGUAGE IN MOTION POLICIES**

**Academic Integrity**

All members of the Juniata College community share responsibility for establishing and maintaining appropriate standards of academic honesty and integrity. Using another writer's published or unpublished words and ideas and representing them as your own, without giving credit and acknowledging your source, is an act of academic dishonesty. Juniata’s Academic Integrity Policy: <https://www.juniata.edu/offices/dean-of-students/pathfinder/academic-info.php>

For Language in Motion, this means that you should use other sources to get ideas, verify information, find support for what you want to say, and then appropriately **cite those sources**. You may use any citation style with which you are familiar. *Remember that you are serving as a role model for the younger students, who will look up to you for many reasons, including that you use citations properly and share your knowledge of and concern for academic honesty.* Examples of academically dishonest behavior include not doing your own work and failing to cite all outside sources, including images and your own previous work.

The penalty for academic dishonesty will be based on the nature and seriousness of the offense, ranging from an official warning to a failing grade for the course. The penalty may lead to dismissal from the college, particularly if it is a repeat offense. **Ignorance is no excuse.**

**Respect for Diversity**

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: race, gender, sexuality, disability, age, socioeconomic status, ethnicity, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

**Accessibility Statement for Students with Disabilities**

Juniata College is committed to providing equitable access for student learning. Your experience in this course is important to me, and I am dedicated to removing barriers and creating a more accessible classroom environment.

To arrange for an accommodation based on a documented medical condition, mental health condition or learning disability (or if you suspect you have one), please contact [accessibility@juniata.edu](mailto:accessibility@juniata.edu). I encourage you to confirm that the office has received a copy of your accommodation letter and schedule a time for us to meet to discuss your needs. It is best to submit accommodation requests before the semester begins, although requests can be made at any time during the semester.

You are also welcome to contact me if you have additional questions regarding Student Accessibility Services and classroom accommodations.

**Inclusive Learning**

Your success in this class is important to me. We will all need accommodations because we all have different learning needs, which may change over the course of the semester during this continuing pandemic. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we’ll develop strategies to meet both your needs and the requirements of the course.

**Names and Pronouns**

Many people use a name in daily life that is different from their legal name. In this classroom, we seek to use people’s preferred names and pronouns and will respect and refer to people using the names and personal pronouns that they share. You are invited to share the name and the pronouns you go by.

**Sex Discrimination/Sexual Harassment/Sexual Violence**

Juniata College affirms the rights of all to live in a community free of interpersonal violence and seeks to connect individuals with the highest quality professional support and guidance when such acts occur. College policy is compliant with federal Title IX law that prohibits discrimination, harassment, and violence based on sex and gender (including sexual discrimination, sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation).

If you or someone you know has been the target of sex discrimination, harassment or sexual violence, you can receive **confidential** support and guidance from any of the following:

**CONFIDENTIAL:**

On Campus:

* Office for the Prevention of Interpersonal Violence (the SPoT, Ellis Hall),
* Staff of the Juniata Counseling Services (814-641-3353)
* The College medical staff (814-641-3410)
* The College Chaplain (814-641-3360)

Off Campus:

* Huntingdon House (domestic/dating violence/stalking hotline at 814-643-2801)
* The Abuse Network (sexual assault hotline at 814-506-8237)

**Non-confidential** reports can be directed to Matthew Damschroder, Acting Title IX Coordinator (Founders Hall, 814-641-3157, [damschm@juniata.edu](mailto:damschm@juniata.edu)) or to one of the other Deans in the Dean of Students Office, Founders Hall. You can also report to Huntingdon Borough Police at 814-643-3960 or 911.

*Important:* Except as noted above, all Juniata professors and staff are designated as responsible employees (non-confidential) and are required to report sexual misconduct to the Title IX Coordinator. Every effort will be made to protect your privacy and confidentiality, to the greatest extent possible, while balancing our collective efforts to make our campus a safer place for everyone.

## **Technology**

Since we are in a global pandemic, we won’t be able to share laptops. Just in case we might need it, please bring a laptop with a webcam and headphones to every in-person class. If this is not possible, please let me know, and we will find an alternative that will allow you to participate. Cell phones should not be used except for class activities.

If you need technical help on Zoom, Moodle, or any other technology for the college and the course, **contact TSC: 1-814-641-3619 or help@juniata.edu.**

**COMMITMENT AND RESPECT FOR THE TEACHERS AND STUDENTS**

*“You will realize that learning from community is a process that requires* ***authenticity****—meaning you know yourself, including your strengths and your weaknesses, and are open to learning from and being respectful of others—and* ***reciprocity****—meaning you are in a relationship where you gain as much as give, learn as much as serve.”* [bold added]—Donahue and Plaxton-Moore (2018), *The Student Companion to Community-Engaged Learning: What You Need to Know for Transformative Learning and Real Social Change*, 9).

Teachers eagerly look forward to your lessons, for which they change their class plans and sometimes their students’ preparation.

Therefore, it is extremely important that **Juniata student presenters show their respect by:**

**1. Communicating with teachers promptly** after being given their contact information. Teachers need to have their class plans prepped and ready to deliver usually A WEEK IN ADVANCE. We know that this is not a usual college expectation, so please be sure you stay consistently in touch and share with them any information they need in a timely fashion.

**2. Honoring ALL commitments made to teach these lessons even if doing so has become inconvenient in the meantime**. Do not forget or sleep through them!! If a last-minute emergency (illness) arises, contact the following people as soon as possible:

1) the teacher and/or the school office

2) Language in Motion BY EMAIL at [lim@juniata.edu](mailto:lim@juniata.edu) AND at [roneyd@juniata.edu](mailto:roneyd@juniata.edu) AND by

phone (814-641-3493).

More than one missed commitment without prior notification will, at the discretion of the instructor, result in the student being dropped from the program.

**SCHEDULING YOUR CLASSES FOR THE TEACHERS (PRESENTATIONS)**

Fulfilling the presentation requirements will be done by presenting for school classrooms either in person or using agreed-upon distance-learning options like Zoom or other asynchronous approaches. All in-person presentations will follow, at minimum, the COVID protocols of both Juniata AND the host school. **To present in person, you MUST be vaccinated.** No matter the format, all scheduling **must** **be done through the Language in Motion office (**[**lim@juniata.edu**](mailto:lim@juniata.edu)**).**

Students are strongly encouraged to schedule their Language in Motion presentations so as not to conflict with other courses. When this is not possible because of school schedules, a field-trip excuse can be given for each course ONE time. The **student** is responsible for getting permission **ahead of time** from the faculty member teaching any course he or she will miss to do Language in Motion presentations and for making up any missed work. The director will provide an official verification of the scheduling only if the student requests it.

**Volunteers may do as many or as few presentations as they like**. Presentation scheduling will be done in consultation with the director, the presenter scheduler, and participating teachers.

**OPTIONS FOR PRESENTATIONS**

**PRIMARY OPTION—SYNCHRONOUS PRESENTATIONS**: Present in person or, if conditions do not permit, synchronously online to one or more classes using the platform used by the teacher and students. If you are presenting virtually, in many cases the teachers will host a short practice session with you ahead of time. Presentations count as one for each class period (approximately 45 minutes for all but kindergarten); block-scheduled classes count double.

**ASYNCHRONOUS PLAN 1**: Prepare materials for a teacher to use with students and then answer questions from the students that will be submitted to you through their teacher by email after they have worked with your materials. You then answer these questions in a document and/or on video or audio recording and return these answers to the class. Preparation and delivery of these materials count as two class presentations (of approximately 45 minutes) for the first class of students and as one for each additional class of students with whom you correspond.

**ASYNCHRONOUS PLAN 2**: Create a Presentation-in-a-Box: Prepare all materials, activities, and directions needed for students to work through without any interaction with you or the teacher. For this option, close collaboration with the host teacher(s) is required to ensure appropriateness of the lesson for those students; such collaborations can be done asynchronously. Preparation and delivery of these materials count as two class presentations (of approximately 45 minutes).

**SUGGESTIONS FOR DEVELOPMENT OF YOUR MATERIALS AND ACTIVITIES** include (you should/could mix and match):

1. Word documents, PPTs, and other materials
2. Short, online resources to investigate
3. Learning games
4. Competitions
5. Group activities—discovery, discussion, development of a product to share, etc.
6. Clever ideas not mentioned—do share with us all.
7. If you are presenting asynchronously, create a pre-recorded set of short videos (possibly containing some short videos you find online) that present the content you want to share and upload them to YouTube. Be sure to create a well-organized, detailed lesson plan with clear, detailed directions for every portion of the lesson (and models where appropriate) for the related activities students should do. Because you want to leave time for activities, any videos you create should be short and numbered in viewing order.

**CITING IMAGES!!**

**To cite images simply**, just put alongside each image you use either **“Photo Credit: [Name of photographer]” or the URL** for the source from which you got the image. These URLs should be in a small font size so as not to detract from the content and aesthetics of your presentation. If you prefer, you can list the sources in a Works Cited slide at the end, labeling them **by slide number** and listing them in the order in which they occur.

Wherever possible, use your own images and/or images that you have been given permission to share (your friends’ or family’s photos), but give those photographers full credit, too.

If most of the images you use are photos you or some other known photographer has taken, you can make a blanket citation on the first slide, for example, “Unless otherwise noted, all images are credited to [Photographer’s name].”

If you use online images, choose ONLY those that are Creative Commons or in the public domain. Cite them, adding whatever acknowledgement is required by the photographer.

Want help with this aspect? Check out this resource: <https://guides.library.harvard.edu/c.php?g=310751&p=2072816>

***Important Survival Tip*:** Cite images **when you find them**! Having to find them later can be VERY time-consuming and frustrating! You WILL have to do it later if you didn’t cite them when you found them. Also, students need to SEE that you cite your images as well as informational sources.

# TAKING PART

**Attendance at the following workshop is mandatory** (see the workshop list for the date)**:**

* **Workshop with area teachers**: Each student will, in three- to five-minutes, showcase a list of possible topics and a sample activity. **A handout is required** (see samples on Moodle)**.**

All volunteers are strongly encouraged to attendthe other four workshops (see the workshop list for details) and to conference with the instructor on their presentation ideas.

**REFLECTION**

Ongoing, structured reflection is an important component of all community-engaged learning, even for volunteers. In Language in Motion, students will engage in the following reflection activities:

* Completion of the “What I Already Know” assignment during the first week
* Creation of a topic handout for teachers that requires consideration of relevant knowledge and skills and how best to work with school children of different ages after the second class (sample successful handouts are provided)
* Workshop discussions on your relevant knowledge, skills, and values
* Analysis of other presenters’ ideas and presentation skills
* Evaluation of your own presentations each day, using the electronic evaluation form provided

**AT THE END OF THE SEMESTER:**

Submission of your **total** Language in Motion Community-Engaged Learning Hours. To keep track before submission, use the **Presenter Time-log Sheet (directions and form provided on Moodle).** Tracking hours on this website means you can apply them toward the “Exemplary Community Service” transcript notation earned after 120 volunteer hours.

**EVALUATION**

The host teacher, public-school students, and presenters themselves will evaluate the individual class sessions prepared and delivered by all Language in Motion presenters, including volunteers. Presenters are encouraged to access this feedback for personal improvement.

**Reminder: Zoom Meeting Information** can be found on Moodle. Use that link for conferencing with me during our class times once workshops have ended, too. Please make an appointment!

Note that the Zoom meeting information for the Showcase and Dialogue workshop is DIFFERENT from our regular Zoom link.

**Language *in Motion***

**Workshop Schedule, Fall Semester 2021**

**Zoom connection information can be found on the Moodle course.**

**Tuesday,** **Aug. 31** Language in Motion: What Is It? How Does It Work?

3:00-4:50 p.m. Informational Meeting

Good 222

**Thursday,** **Sept. 2** OK, I Signed Up. Now What?

3:00-4:50 pm Understanding Community and Idea Development

Good 222

**Fri. & Mon., Sept. 3 & 6** Conferences on presentation ideas and topics

By appointment in groups

Outside if good weather (Oller Patio);

otherwise, in Oller Center 212

**Tuesday, Sept. 7** Showcase and Dialogue:

**3:30-5:30 pm** A Workshop with the Teachers

**On Zoom only**  **Mandatory attendance—all!**

[Different Zoom link than for our other meetings!]

**Thursday,** **Sept. 9** Putting a Coherent Presentation Together:

3:00-4:50 pm Intro to Language and Culture Teaching Methodology

Good 222

**Tuesday,** **Sept. 14\*** Jazz It Up:

3:00-4:50 pm Using Art, Music, Literature, and Film in Classes

Good 222

*\*If my conference presentation intersects with class time, this class will be held on Thurs., Sept. 16, instead. I will let you know which of the two days we will use once I have the conference schedule***.**

**By appointment**  Individual conferences on your presentation plans and

Oller Center 212 or on Zoom activities

**Thurs., Dec. 9 OPTIONAL** Presenter Sharing: Presentation content,

4:00-4:50 pm stories from your experiences, and lessons learned.\*

Good 222 Also, materials submissions. [We will stay only until the stories end.]

**Individual presentations will be scheduled at the convenience of the teacher, the director, and the student presenter.**

*\* “I really enjoyed the meeting today! I think it was valuable to listen to everyone's experiences at the end of the semester. It would be especially useful for students who plan on participating in LiM more than one time!”* –Erica Jackson

**Reminder: Zoom Meeting Information can be found on the Moodle course.** You can also use the class link (NOT the link for the workshop with the teachers) for conferencing with me by appointment.