**WORLD LANGUAGES 201: Language in Motion (LiM)**

**Sections 01 and 02**

**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)

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

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**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.

**COURSE DESCRIPTION**

In this course, international students, study-abroad returnees, students with other international experiences, heritage speakers, and/or upper-level language students expand their knowledge of language and culture, process their own intercultural and language-learning experiences, and enrich local school classrooms. In addition to learning about language and culture teaching and the school context, students develop individual projects for presentation in school classrooms.

Particular activities for the schools will depend on the knowledge and interests of the students and on the teachers’ requests. Students may work alone or with a partner; **those U.S. students interested in teaching English as a Second Language (ESL) should request a presentation partner who is not a native speaker of English.**

**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:** Recording of class meetings will be part of classroom activity whenever we have remote learners. These recordings are for legitimate educational purposes and may be made available to all students presently enrolled in the class. For purposes where the recordings will be used in future class session/lectures, any type of identifying information will be 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.**

**COURSE GOALS AND LEARNING OUTCOMES**

**JUNIATA’S INSTITUTIONAL LEARNING OUTCOMES**

Through strong mentoring, individual research, critical thinking, and service-learning experiences, Language in Motion helps students develop skills, knowledge, and values leading toward a fulfilling life of service and the following Juniata Institutional Learning Outcomes:

**Knowledge and Skills**

* The skills needed to engage effectively with and adapt to a changing world
* Critical engagement with and respect for multiple cultural traditions and human diversity

**Intellectual Engagement**

* Analytical and creative thinking, critical questioning, and examination of evidence

**Interdisciplinarity**

* Integration of knowledge and skills from multiple disciplinary approaches to address questions or problems
* Different ways of knowing about the self, aesthetics, human cultures, and the social and natural worlds

**Ethical Behavior**

* The capacity to act ethically with empathy, honesty, and responsibility

**Engagement with the Self and the World**

* Collaborative work in cultural settings from local to global
* Engaged citizenship and respectful interactions

**LOCAL ENGAGEMENT LEARNING OUTCOMES**

**Students will demonstrate their ability to meet the following learning outcomes:**

**Work collaboratively in local cultural settings**

* **KNOWLEDGE:** Recognize the dynamic nature of knowledge and that knowledge is socially constructed and implicated with power.
* **SKILLS:** Demonstrate the ability to work reciprocally within a community by applying knowledge (theories, concepts, facts, and skills) to analyze and evaluate needs or opportunities and to plan, carry out, and reflect on public action.
* **VALUES:** Appreciate that complex and diverse communities and cultures contain rich resources and accumulated wisdom to be respected and valued.

**Engage in citizenship through respectful interactions**

* **KNOWLEDGE:** Understand and articulate the fundamental principles of democratic engagement utilizing civic imagination and critical thinking in the context of promoting the public good.
* **SKILLS:** Demonstrate a civic imagination and the efficacy to raise questions and ethical issues in and about public life.
* **VALUES:** Develop affective qualities of character, integrity, empathy, sense of social responsibility, and the curiosity to learn about the diversity of groups locally and globally.

**Articulate how local engagement fosters individual and collective wellbeing**

* **KNOWLEDGE:** Articulate ways that one’s identity is connected to and embedded in relationships, a social location, and a specific historic moment.
* **SKILLS:** Articulate the importance of listening carefully and empathetically, observing attentively and non-judgmentally, cooperating with others, and resolving conflict across differences.
* **VALUES:** Articulate ways that personal values are influenced in the context of promoting the public good.

(Adapted from Caryn Musil’s “Civic Learning Spiral”)

**ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM SPECIALIST K-12**

**CANDIDATE COMPETENCIES MET THROUGH LANGUAGE IN MOTION**

(not yet offered but planned)

To work toward the ESL Program Specialist Certificate that we hope to offer in the future, at least **TWO of these presentations** should be developed and delivered in partnership with an English-Language Learner.

**I. Language:**

**I. B.** Support English Language Learners (ELLs) in communicating effectively for social and academic purposes by enhancing oral/aural skills, i.e., recognizing and using syntactic structures, the English sound system, and other communication skills.

**I. C.** Support ELLs in understanding and using appropriate register variation and language use within different contexts and for different audiences, including formal, informal, social, and academic.

**I. D.** Develop a variety of instructional techniques to assist ELLs in developing and using vocabulary (idioms, cognates, and collocations) and L2 literacy appropriately in written and spoken language, including contextualized practice with focused feedback.

**II. Culture:**

**II. A.** Demonstrate knowledge of the processes of negotiating one’s cultural identity.

**II. C.** Identify negative effects of prejudice, stereotyping and ethnocentrism on language learners’ successful learning in schools and promote pro-social classroom learning environment.

**II.E.** Demonstrate effective intercultural communication skills to appreciate diverse cultures.

**II.G.** Demonstrate understanding of the interdependence of language and culture to facilitate students’ transition between the home culture/language and U.S. school culture/language.

**III. Observing, Planning, Implementing, and Managing Instruction:**

**III.D.** Recognize, plan and implement key elements of ESL lesson design, which include:

**III.D.1.** Content and language objectives.

**III.D.2.** Scaffolding, supports.

**III.D.3.** Activating and building on prior knowledge.

**III.D.5.** Academic and social interaction at the English Language Proficiency Level of the student, specifically in the domains of listening, speaking, reading and writing.

**III.F.** Develop and implement communicative activities in K-12 classrooms that promote authentic interactions for social and academic purposes and that integrate all language skills, i.e., reading, writing, speaking, and listening.

**III.H.** Select, analyze and adapt a variety of authentic sources and tools to enhance oralcy and literacy development for ELLs, including but not limited to:

**III.H.1.** Various popular texts, including fiction, non-fiction, comic-book style, etc.

**III.H.2.** Visual and/or original source materials.

**III.H.3.** L1 materials.

**ADDITIONAL SPECIFIC COURSE GOALS**

Through the training workshops, development of their own lesson plans, and presentations in the schools, students are expected to improve their ability to:

* Identify in and critique some of the products, practices, and perspectives of their native culture in comparison to those in a second culture in a different language or dialect
* Identify and describe their own international or intercultural experiences, second language/dialect knowledge, and intercultural skills and how those experiences are contextually situated
* Demonstrate that community engagement entails working WITH, not FOR, our community partners, who bring expertise to the relationship
* Recognize and uphold the rules and practices of the host schools and demonstrate the ability to listen attentively to others and evaluate their contributions to the conversation.
* 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 use with children in central PA as described by teachers and faculty, adapting materials for the audience’s age and background
* 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
* Develop curiosity about the relationship between US. values and our educational system

**COURSE RESOURCES**

**REQUIRED MATERIALS FOR WORKSHOPS**

Materials for each Language in Motion workshop will be posted on Moodle ahead of the workshop. During the workshops, the instructor will display each item on the screen for your reference. Any form that students need to complete and submit will be available on Moodle and then uploaded to Moodle by the student.

**SOME USEFUL TEXTS (None required)**

* Basic grammars and dictionaries of the target language.
* The National Standards Collaborative Board. World-Readiness Standards for Learning Languages. 4th ed., Alexandria, VA, 2015, <https://www.actfl.org/publications/all/world-readiness-standards-learning-languages>. Accessed 18 Aug. 2021.
* Shrum and Glisan. *Teacher’s Handbook: Contextualized Language Instruction*. 3rd edition. 2005.
* 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>. Accessed 18 Aug. 2021.

**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 COURSE 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.**

**Withdrawal**

Students may withdraw from LiM up until noon on the last day of classes this semester. Students who officially withdraw receive a W for the course. If you are considering withdrawing, **please speak with me**; better alternatives may be available.

**COURSE EXPECTATIONS**

**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.

**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 failing the course or being dropped from the program.

**OPTIONS FOR FULFILLING THE PRESENTATION REQUIREMENT**

**PRIMARY OPTION—SYNCHRONOUS PRESENTATIONS**: Present in person (remember, you must be vaccinated to 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!!**

**It’s simple but critical:**

* Just put alongside each image you use either **“Photo Credit: [Name of photographer]” or the URL** for the source from which you got it. The URLs should be in a small font size so as not to detract from the content and aesthetics of your presentation. Alternatively, you can list the image sources in order in a Works Cited slide at the end, labeling them **by slide number** and listing them.
* 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**! Finding them later can be VERY time-consuming and frustrating! If you didn’t cite them when you found them, you WILL still have to do them. Also, students need to SEE that you cite your images and informational sources.

**REFLECTION**

Ongoing, structured reflection is an important component of all community-engaged learning. 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
* Exit survey
* A final reflective essay in two parts as the portfolio contributions

**GRADING**

**EVALUATION**

The instructor will do the final evaluation for the course grade. There will be no exams in WL 201.

**To pass the class**, you must successfully complete **ALL** course requirements, which are given in the following list (In Section 01, because the course is pass-fail, there can be no partial completion and, therefore, no breakdown of requirements into percentages):

* Attendance at and participation in ALL required workshops and conferences (see separate course-specific details); **for those you miss for ANY reason, replacement presentations are required.**
* On-time submission of workshop homework assignments: “What I Already Know” worksheet, your handout introducing you and your topics to teachers, your review of others’ activity ideas (from the “Showcase and Dialogue” workshop), other workshop activities or homework, and your presentation plan and materials.
* Successful completion of all required individual presentations for K-12 schools (see separate course-specific requirements below)—scheduled individually.
* **FINAL WORK:** Submission of all six of the following as you complete them but **no later than the end of our final exam slot. Allow about 4-6 hours to complete all of these.** The Exit Survey and portfolio contribution assignments will be posted on Moodle at least a week before the end of the semester, but, if you have completed your presentations before then, an email that delineates the final requirements will be sent to you earlier. *You don’t need to wait to get these done and turn them in.*

1. **Completed evaluation forms from all your class lessons** (by the host teacher, the students, and **you**). When possible, we will send the teacher links to online evaluation forms for the teacher and students to complete. You can find the presenter form that you need to complete on Moodle, but it should also be sent to you. Read the responses as soon as you get them. Presenters are expected to reflect on feedback from earlier class experiences so as to improve preparation for the next time.
2. **Portfolio contribution: Local Engagement, part I: Documentation:** All your presentation materials AND a short description that provides the context for these materials. This contribution also includes citations of ALL outside sources used (information, images, and sound and/or video files); **you do NOT need to submit a separate listing if you have cited all your images and background sources within your presentation materials.** *Reminder:* This is **MUCH** easier to construct if you add citations for ALL images as you choose your materials. Further details will be provided.
3. **Portfolio contribution/Final reflection, part II:** A 1250-word (roughly five pages), double-spaced, **reflection paper** OR an approximately eight-minute reflection video on your LiM experiences. The reflection will be evaluated on thoughtfulness and clarity, not on positions taken. Further details will be provided.
4. A reflective **Exit Survey**
5. Submission of a log of your volunteer hours in LiM on the **Presenter Time-log Sheet (provided on Moodle).** Tracking your hours will help you answer some of the questions on the Exit Survey.
6. Submission of your **total** Language in Motion Community-Engaged Learning Hours. Tracking hours here means you can apply them toward the “Exemplary Community Service” transcript notation earned after 120 volunteer hours

**SECTION-SPECIFIC DIFFERENCES**

**Section 01:** This section is for **four-year Juniata students from anywhere and for exchange students whose home institutions do not require a letter grade for course credit**.

In section 01, students earn either **Satisfactory (S) or Unsatisfactory (U)**. Successful completion of presentations will be determined by conversations with the instructor, lesson materials, evaluation responses, and, when possible, instructor observation. If you complete ALL the course requirements listed above, you will earn a grade of S; if you do not, you will earn a U.

**Section 02:** This section is ONLY for **international exchange students who need a letter grade to get credit at their home university**; see the instructor for permission. If you are unsure which section you need, see Shya Erdman in the Center for International Education.

In Section 02, students earn **a letter grade**. In addition to completing all the course requirements listed above under “Evaluation,” students MUST schedule at least one school lesson that the instructor observes. Letter grades will be given for the observed lesson (40%), the final reflection paper (40%), and the overall completeness of the other required submissions (20%).

Presentation quality will be evaluated on the basis of:

* Sufficient, appropriate content and use of language/dialect
* Clear and logical presentation of cultural and linguistic material
* Active engagement of school students and answering their questions
* Evidence of personal learning
* Presentation skills—voice volume, variation, and control; body language; eye contact; pacing; confidence; flexibility and resourcefulness in dealing with the unexpected
* Professionalism and successfully meeting teacher expectations.

Grading policies follow those in the Juniata College Catalog (see below):

[www.juniata.edu/catalog/planning.php](http://www.juniata.edu/catalog/planning.php) .

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grading Scale** | | | | |
| ***A*** | 93-100 |  | ***C*** | 73-76.9 |
| ***A-*** | 90-92.9 |  | ***C-*** | 70-72.9 |
| ***B+*** | 87-89.9 |  | ***D+*** | 67-69.9 |
| ***B*** | 83-86.9 |  | ***D*** | 63-66.9 |
| ***B-*** | 80-82.9 |  | ***D-*** | 60-62.9 |
| ***C+*** | 77-79.9 |  | ***F*** | Below 60 |

**WL 201: COURSE-SPECIFIC REQUIREMENTS**

WL 201 students investigate **at least** **one topic** and create one or more sets of class plans and materials. Students may develop one topic for all classes or create additional plans and materials, depending on their own goals, the students’ age, and the needs of the host teacher(s).

Completing **seven school lessons** (or their instructor-approved equivalent) is **required.**

Attendance at and active participation in **all five** scheduled workshops are **expected, but students who are unable to attend will find the course material and activities on Moodle.**

Workshops cover (dates are provided at the end):

* + General program introduction and presentation format
  + Basics of working effectively and responsibly in community; the school situation
  + Intercultural, educational, and language reflections and topic ideas\*
  + Language- and culture-teaching methodology; audience expectations\*
  + Special topics\*: Jazz It Up in the fall; Storytelling in the spring
  + Presenter idea exchange and school context (some host teachers attend to discuss school context, expectations, and the children they work with); LiM students will introduce themselves, share their presentation ideas, and either showcase a sample activity or teach us something interesting but quick about the presentation country

Two individual conferences with the instructor are also required. The first will cover topic ideas and resources. The second will be on the student’s lesson plans (objectives, activities, use of authentic materials, and language use), curricular coordination and scaffolding, information and materials needed from the school, appropriateness for audience, and coordination with any partner-presenter. Additional conferences and contacts with the Language in Motion director, staff, and/or World Languages and Cultures faculty are encouraged.

\*If you have significant language- or culture-teaching experience, you may be excused from these workshops, replacing each with two additional presentations. Permission is required.

*REMINDER: If you miss a workshop or conference for ANY reason, you must make up the time by doing additional presentations; the number of additional presentations will be equal to the number of workshop hours missed.* ***Make sure you sign the attendance sheet at each workshop.***

**COURSE TIME EXPECTATIONS**

For each 1-credit course, the college expects 45 hours work over the semester:

* 15 contact/class hours
* 30 hours of out-of-class preparation

For WL 201: Language in Motion, this means:

* **Training workshops:** 5 sessions over the first three full weeks of classes = **10 hours**
* **Two conferences**: See above = **1 hour**
* **Homework: Learning about and collaborating with the community partner, on-going reflection, lesson planning, and scheduling** = **21 hours**
* **Presentations:** **7 classes** of about 45 minutes each plus conversations with teacher(s) = **7 hours**
* **Final reflection assignments** = **6 hours**

**Total: 45 hours over the semester**

**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.