

Portland State University
UNST421: 336 (CRN44131) Senior Capstone Course
Winter – Spring 2008
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.
- Observing elementary classes.
- Reading assignments.
- Short papers and reports.
- 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. Final Poster Session- To be presented during the last class hours.

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).

7. 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) Essay #2 on Application of major [Creativity, imagination, relevance]
- (4) Time logs [On-time? Consistent? Meaningful? Relevant to the readings? Application?]
- (5) In-class presentation (§3-7) [Reading comprehension, critical reading, oral presentation]
- (6) In-class demonstration (§13 and 14) [Understanding of material, ability to perform]
- (7) Final presentation on June 4 [Significance, substance, civic awareness]
- (8) Performance of off-campus activities [Effectiveness, practicality]
- (9) Contribution to PSU class discussions [Relevant to readings? Substantial?]
- (10) Promotional Activities
- (11) Final Paper

Schools	Location	Contact
Richmond Elementary School	2276 SE 41 st Ave. Portland, OR 97123 Tel. (503) 916-5325	Atsuko Ando sensei <andohtfl@comcast.net>
International School	025 SW Sherman St. Portland, OR 97201 503-226-2496 http://www.intlschool.org	Bruce Bayliss (Head of School) Mieko Imanishi sensei <mieco8@hotmail.com>
Catlin Gabel School Lower School	8825 SW Barnes Rd. www.catlin.edu	Rieko Mine sensei <miner@catlin.edu>
Beaverton International School	17770 SW Blanton St. Aloha, Beaverton OR 97007 503-259.3800 http://www.beaverton.k12.or.us/isb/	Mikako West sensei <mikakowest@hotmail.com>
Woodstock Elementary School Chinese Program	5601 SE 50 th Ave. Portland, OR 97206 503-916-6380	Mary Patterson (Principal)

Schedule

UNST421 Winter 08 Wednesday 18:40 -20:30PM			
Date	Class content & Reading	Off-Campus Activities	Paper/Report Dues
W1 Jan. 9	Orientation <ul style="list-style-type: none"> • Expectations • Site schools • Time log • Acronyms and terminology 		
W2 Jan. 16	Do's & Don'ts of volunteer work <ul style="list-style-type: none"> • Every student will choose one resource material and show its application. <u>L&C</u> , §13 "Stocking the FL classroom with materials and resources" <ul style="list-style-type: none"> • National Standards • ACTFL Proficiency Guidelines 	<ul style="list-style-type: none"> • Observe a class by Jan. 31. 	<ul style="list-style-type: none"> • Time Log W1&2 due by Friday, Jan. 18 <suwako@pdx.edu>.
(Note: <u>L&C</u> : <i>Language and Children</i> by Curtain and Dahlburg)			
W3 Jan. 23	<ul style="list-style-type: none"> • Every student will choose one activity/game and demonstrate in class. <u>L&C</u> , §14 "Bringing language to life"	<ul style="list-style-type: none"> (• Observe a class by Jan. 31.) • Start arranging placement. 	
W4 Jan. 30	<ul style="list-style-type: none"> • Every student will choose one activity/game and demonstrate in class. <u>L&C</u> , §14 "Bringing language to life"	<ul style="list-style-type: none"> • Start working as an assistant volunteer. • Have observed at least 1 class. 	<ul style="list-style-type: none"> • Time Log W3 & 4 due by Friday, Feb. 1.
W5 Feb. 6	<ul style="list-style-type: none"> • Language acquisition/learning • Adult vs. Children Reading: <u>L&C</u> , §1 "Characteristics of young learners"	<ul style="list-style-type: none"> • All students should be placed by this week. 	<ul style="list-style-type: none"> • Observation Report due Wednesday, Feb. 6 by e-mail or mailbox in 393NH.

W6 Feb. 13	<ul style="list-style-type: none"> Multiple Intelligences Reading: <u>L&C</u> , §2 “Creating an environment for communication” Multiple Intelligences (Armstrong)	<ul style="list-style-type: none"> Assistant volunteer work. 	<ul style="list-style-type: none"> Time Log W5 & 6 due by Friday, February 15.
W7 Feb. 20	<ul style="list-style-type: none"> Classroom management Reading: <u>L&C</u> , §9 “Managing the successful early language classroom”	<ul style="list-style-type: none"> Assistant volunteer work. 	
W8 Feb. 27	Reading: <u>L&C</u> , §11 “The Connections Standard” <ul style="list-style-type: none"> Promoting Early FL Education. Reading: <u>L&C</u> , §16 “Making the case for early language programs”	<ul style="list-style-type: none"> Assistant volunteer work. 	<ul style="list-style-type: none"> Time Log W7 & 8 due by Friday, February 29.
W9 March 5	Reading: <u>L&C</u> , § 10 “Language, Culture, and Curriculum Interact”	<ul style="list-style-type: none"> Assistant volunteer work. Promotion 	<ul style="list-style-type: none"> Essay #1 on multiple intelligences:
	Essay #1 1. Discuss (analyze & evaluate) your MI questionnaire results. (1.5 to 2 pages, double-spaced, typed) 2. Describe how you can apply the notions of MI and learning styles to your assistant volunteer work. Give concrete examples. (1.5 to 2 pages, double-spaced, typed)		
W10 Mar. 12	<ul style="list-style-type: none"> Diversity Reading: TBA <ul style="list-style-type: none"> Wrap up for the winter term 	<ul style="list-style-type: none"> Assistant volunteer work. Promotion 	<ul style="list-style-type: none"> Time Log W9 & 10 due by Friday, March 14.
W10B	Finals Week & Spring Break No class meeting.	You may continue volunteer work.	

Spring '08 Wednesday 18:40-20:30PM			
W11 April 2	<ul style="list-style-type: none"> • Orientation for Spring term • Chapter assignments to be decided. 	<ul style="list-style-type: none"> • Assistant volunteer work. • Promotion 	
W12 April 9	<ul style="list-style-type: none"> • Student presentation & discussion Reading: <u>L&C</u> , §3 “Person-to-person communication”	<ul style="list-style-type: none"> • Assistant volunteer work. • Promotion 	<ul style="list-style-type: none"> • Time Log W11 & 12 due by Friday, April 11.
W13 April 16	<ul style="list-style-type: none"> • Student presentation & discussion Reading: <u>L&C</u> , §4 “One-way communication”	<ul style="list-style-type: none"> • Assistant volunteer work. • Promotion 	
W14 April 23	<ul style="list-style-type: none"> • Student presentation & discussion Reading: <u>L&C</u> , §5 “Literacy in the early language classroom”	<ul style="list-style-type: none"> • Assistant volunteer work. • Promotion 	<ul style="list-style-type: none"> • Time Log W13 & 14 due Friday, April 25.
W15 April 30	<ul style="list-style-type: none"> • Student presentation & discussion Reading: <u>L&C</u> , §6 “Interpersonal communication”	<ul style="list-style-type: none"> • Assistant volunteer work. • Promotion 	Essay #2 on application of one’s major field
	Essay #2 Discuss how your major can be applied to the real world situation by making references to your experience in the community. (1-2 pages, double-spaced, typed)		

W16 May 7	<ul style="list-style-type: none"> • FL education in the US Reading: <u>L&C</u> , §17 “Learning from the past to enhance the present and the future” Reading: <u>Realizing our Vision</u> ² , Spolsky §2: “Does the US Need a Language Policy?” (pp.15-38) (Note2. <i>Realizing our Vision of Languages for All</i> , edited by Audrey L. Heining-Boynton available at Reserve Desk.)	<ul style="list-style-type: none"> • Assistant volunteer work. • Promotion 	<ul style="list-style-type: none"> • Time Log W15-16 due Friday, May 9.
W17 May 14	<ul style="list-style-type: none"> • Less Commonly Taught Languages Reading: TBA	<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 Friday, May 23.
W19 May 28	No class meeting [Prepare for final presentation]	<ul style="list-style-type: none"> • Assistant volunteer work. • Promotion 	
W20 June 4	Final presentation (Every student is required.): Show-case presentation of off-campus experience/activity	<ul style="list-style-type: none"> • Assistant volunteer work. • Promotion 	<ul style="list-style-type: none"> • Final Time Log W19 & 20 due Friday, June 6.
Finals Week June 9-13	Final Essay Due June 11 by 5pm. Either by e-mail or mailbox in 393NH.		
	What can an individual do to support early foreign language education? (2-3 pages) What should our society do? (2-4 pages)		

	Required assignments	Due date	√
(1)	Observation Report		
(2)	Essay #1 on Multiple Intelligences		
(3)	Essay #2 on Major		
(4)	Time Log		
(5)	Presentation of a chapter		
(6)	Presentation of teaching material/technique (§13 & 14)		
(7)	Final Presentation		
(8)	Performance of off-campus activity		
(9)	Class attendance/Contribution to discussion		
(10)	Promotional Activities		
(11)	Final Paper		