FLA 505: Methods: Foreign Language
An in-depth exploration of the methods and materials for the teaching of foreign languages, literatures, and cultures. Special attention is given to the theories of first and second language acquisition and to the techniques for teaching listening, speaking, reading, and writing skills. This course gives students the opportunity to conduct observations/field experiences in grade level (7-12) settings.
3 credits, Letter graded (A, A-, B+, etc.)

FLA 506: Curriculum Development
Drawing on theories of first and second language acquisition and research into the best practices of language teaching, this course trains future language teachers in the development of well-articulated language programs (grades 7-12). Students have the opportunity to enjoy clinical experiences in school settings. Special attention is given to the development of a professional teaching portfolio including lesson plans, assessment instruments, and technology-based activities.
3 credits, Letter graded (A, A-, B+, etc.)

FLA 507: Critical Pedagogy
This graduate seminar is intended to introduce the ideas, theories, and practices that together constitute the field known as critical pedagogy. Critical pedagogy assembles numerous forms of academic approaches to teaching and curriculum that are informed by critical social theory. As the educational arm of critical social theory, critical pedagogy engages educators in understanding the relationships among knowledge, ideology, and power. We will read works from several critical pedagogy theorists (Freire, Shor, Giroux, McLaren, Apple, hooks) to explore some of the key themes within critical pedagogy (relationships of education to power; issues of difference and pluralism; transformative education; the social construction of knowledge; dialogic relations in the classroom; teaching for social justice). Learning through collaborative inquiry, we will translate the theories in these readings into practice and will test ideas and concepts unique to teaching and learning “critical (second/foreign) language” in a school setting.
3 credits, Letter graded (A, A-, B+, etc.)

FLA 540: Foreign Language Acquisition Research
A study of recent trends in foreign language acquisition research. The focus is on classroom-based research: qualitative and quantitative research methodologies, variables in classroom-based learning research, analysis of research results. Students conduct a classroom research study, present their findings, and address applications to their findings to classroom teachers and learners of foreign languages. Fall or Spring
3 credits, Letter graded (A, A-, B+, etc.)

FLA 549: Field Experience
Observation, inquiry, and practice in foreign language education at the secondary level including 50 hours of documented visitations and observations at approved sites. Field experience writing logs are the basis of group discussion. S/U grading.
1 credit, S/U grading

FLA 550: Field Experience
Observation, inquiry, and practice in foreign language education at the secondary level including 50 hours of documented visitations and observations at approved sites. Field experience writing logs are the basis of group discussion. S/U grading.
1 credit, S/U grading

FLA 551: Supervised Student Teaching
7-9

FLA 552: Supervised Student Teaching
10-12

FLA 554: Student Teaching Seminar

FLA 570: Introduction to Media for Language Teaching
Course open to non-D.A. students. Gives students an introduction to all of the technology used in teaching languages; audio, video, computer, and Internet. Emphasis is on hands-on use and practical applications. Fall or spring
3 credits, Letter graded (A, A-, B+, etc.)

FLA 581: Foreign Lang Teach Project (Ind. Study)
Students enrolled in Track B of the MA program in European Languages (French, German, Italian or Russian) or the MA in Hispanic Languages complete an independent project in the area of Foreign Language Teaching. The content and scope of this project must be approved by the Director of Foreign Language Pedagogy. Possible projects include a fully developed professional teaching portfolio (in print and/or electronic version), an action research study or a classroom-based research study culminating in a publishable paper. Fall or spring
3 credits, Letter graded (A, A-, B+, etc.)
May be repeated 1 times FOR credit.