Michael D. Eisner College of Education
California State University, Northridge
Course Syllabus Fall 2025

METHODS OF TEACHING WLOE

SED 525 WL- Methods of Teaching World Languages (15368)
Wednesdays,7:00-9:45 pm   ED 1117
Professor: Dr.Guadalupe Mireles-Toumayan
Zoom Office hours: Tuesdays 4:00-5:00pm/by appointment via email
Office phone: 818 -677-2580 e-mail**: guadalupe.mireles-toumayan@csun.edu**

Required Textbook
Judith L. Shrum, Eileen W. Glisan (2017). Contextualized Language Instruction. (5Th edition*.) Thomson &Heinle*
Link to book companion website. Cengage Learning and Companion Site

Conceptual Framework
The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

· We value academic excellence in the acquisition of research-based professional knowledge and skills.

· We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.

· We value ethical practice and what it means to become ethical and caring professionals.

· We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.

· We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.

· We value creative, critical, and reflective thinking and practice.

Course description and objectives
This course will provide an overview of approaches to World Language Teaching and the theoretical notions underlying current trends and classroom practice, in order
1. To acquaint teacher-candidates with issues and research in WLOE teaching, standards and framework.
2. To show ways of using the research, various approaches and methods of language teaching to achieve more effective standard-based classroom teaching and assessing.
3. To acquaint teacher-candidates with the latest in technology integration practices.
4. To develop teacher candidate's skill in evaluating teaching performance and instructional materials.
5. To prepare teacher candidates for continued professional development.

Course objectives are the following
1. Students demonstrate understanding of the latest technology, theories and research in world languages.
2. Students demonstrate understanding of designing standard-based lesson plans accessible to all students with a variety of needs, learning abilities, social status, ethnicity and background.
3. Students demonstrate understanding of designing standard-based and communicative instruction in Target language accessible to all students with special needs, learning abilities, social status, ethnicity and background.

Class meetings will be devoted to discussion, short presentations and/or demonstrations by teacher candidates and the instructor. Students will use the assigned textbook, professional journals and websites to explore topics of interest, prepare classroom lesson plans and materials, evaluate instructional materials, and make a video presentation of their own teaching.

Grade components
Technology activities/groups	10 points/5%
Lesson plans (4)	40 points/20%
Attendance /participation	50 points/25%
Presentation/Chapters	
Reading discussion	30 points/15%
Classroom observation	20 points/10%
Video presentation	50 points/25%

Total	200 points

Course Grading Scale

Grade	Percentage
A	100 to 94
A-	93 to 90
B+	89 to 87
B	86 to 83
B-	82 to 80
C+	79 to 77
C	76 to 73
C-	72 to 70
D+	69 to 67
D	66 to 63
D-	62 to 60
F	59 to 0

*Please note although your final grade is based on a point system, all assignments must be completed in order to receiving a passing grade.
*Policy regarding late work/submission:
The highest-grade student can receive for late assignments is 70%.
Full credit for Late assignments: **only** accepted on a **very exceptional circumstance.**
*Policy regarding classroom presentation: must be presented on the **due date**. Make up presentation will be accepted on a **very exceptional circumstance.**
Since this class takes on a hands-on approach, attendance is imperative; much of the learning takes place in the classroom and the **failure to attend will adversely affect your final grade.**

General Grading Criteria
Points will be assigned based on the following general criteria.
Reading assigned online lectures and other materials.
- Depth and quality of thinking and reflecting evidenced in class discussions and written work submitted.
- Timely submission of all assignments.
- Cooperative and collaborative effort.
- Professional and respectful behavior and attitude.

Additional Sample Grading Criteria/General Criteria
- Responsiveness: respond directly to the detailed instructions
- Analysis: incorporate material from the readings, lectures, other course material
- Reflection and Application: demonstrate that you have thought carefully about how the material applies to you.
- Writing: clarity, grammar, and overall quality of communication
- Audio/Visual (For Presentations): substance of analysis and overall quality of communication
- Collaboration: How well did you work together as a team? Did everyone play a role?

Criteria Specific to Research Paper
- Identifies the problem, question, or issue.
- Develops own position or hypothesis.
- Presents and analyzes supporting data.
- Integrates other perspectives.
- Identifies conclusions and implications.
- Communicates effectively.

Class Preparation
In Person Classroom Sessions
This course is primarily In Person course. We will meet on campus; classroom sessions will be held on a weekly basis. The sessions will be held on Wednesdays 7pm-9:545pm Pacific Time. Your attendance is highly encouraged to achieve a richer, more effective and interactive learning experience. However, in case of emergency, those students who are unable to attend a session, they are responsible for reviewing the assignments for that session within the same week in which the session is scheduled and for contributing to the discussion that took place during the session in the associated session forum. Also,

- It is recommended that you review the lectures, activities, and readings for the week prior to participating in the weekly session.

- As a courtesy, please make attempt to join the session prior to the start time and participate in the entire session.

- Respectful behavior and professional courtesy are a requirement at all times.

Assignments will be submitted online on Canvas. The assignments that you need to complete are listed below on the last page and are due no later than the deadline. Assignments include reading from the textbook, texts, online videos, and negotiation exercises. If you have questions about the assigned material, please ask.
Please note that on Canvas, Course Summary contains only those assignments that need to be submitted. There are additional reading assignments, so please be sure to follow this syllabus.

Course Etiquette
Your attendance is crucial, not only for you but for your classmates, too! Every student has something of unique value to add to the class environment based on your life experience, background, ethic and cultural heritage. Come to our class and share your talents and knowledge with all of us! During our first class we will review the overview of the course and syllabus. Please contact me should you have special requests or have questions about our policy. I anticipate a productive semester as we all pledge to follow the rules of etiquette for this course.
Please be mindful and respectful of the learning environment within the classroom. Your participation is crucial to the success of the class, therefore working on your cell phone or any other non-class activities can be distracting to your classmates and interrupts the learning process.

Online Discussion Forum Guidelines
Online discussions pose an opportunity for rich and meaningful learning and interaction. Active and regular participation is important as a means of learning and reflecting on course content and making higher level connections between weekly topics.

Each week your discussion forum postings and responses will be graded on these criteria:
- Demonstrate a thoughtful approach to the content, not just a summary.
- Cite research, class readings and supporting evidence in your discussion posts and responses to demonstrate your understanding and to share your reasoning with other participants.
- Incorporate quotes from other participants' responses as a way of synthesizing and extending the conversation.
- Relate new content to what you have already learned in the course to date.
- Relate content to your own personal experiences, professional experiences or current events.
- Critically analyze the content, be grammatically correct and proofread for spelling errors. It counts in the real world, so it counts here too.
- Make your initial posts early in the week giving others time to keep the discussion going.
- Initial postings and responses need to extend discussions already taking place, or pose new possibilities or opinions not previously stated comments.
- Demonstrate evidence of graduate-level thinking about the topics and professional interactions with other participants.
- Demonstrate that you have interesting and provocative things to contribute to the discussion.

Discussion Forum:
Purpose:
To provide students and the professor an opportunity to actively engage in discussion.

Instructions:
You will be responsible for completing and participating in the weekly discussion forums that are specific to each week. Your classmates and professor will then have the opportunity to review and comment on your postings.

Grading Criteria:
Your grade will be based on the criteria below:
- **Timeliness of post:** Initial post and response to others are posted in a timely manner.
- **Quality of post:** Appropriate comments, thoughtful, reflective, and respectful of others' postings.
- **Relevance of discussion post and response to other posts:** Initial post and response to others are related to the discussion content.

Due Date: Weekly

Participation Forum:
Purpose:
The purpose of this assignment is for you to be able to discuss course-related topics.

Instructions:
In each week during, you will be required to participate in order to earn participation points.

myCSUNDigitalAccess
This is a link to the *myCSUNDigitalAccess* FAQ page: My CSUN Digital Access
  ➢ Our class is participating in this digital program
  ➢ and specifically, about the **Opt-Out deadline of September 25th** to avoid charges (with no exceptions if you do not Opt-Out by Sept. 25)
  ➢ You should NOT purchase the courseware directly from the publisher, as that will not be compatible (and would also be more expensive).
  ➢ The following applies to the usage of the course materials:
    o These materials are REQUIRED and not simply recommended.
    o Students must use the current edition (previous editions may not be used).

How to Access University Library Electronic Reserve Readings
The textbook has been placed on electronic reserve at the University Library. Go to your course site for instructions on how to access the textbook if applicable.
IMPORTANT NOTE: Please **download and save** all electronic reserve readings as they will only be available for the duration of the course.

If you need any assistance please contact Follett library:
Robert Munck
Textbook Manager
Tel: 818.677.2913 | Fax: 818.677.4728
Email: r.munck@follett.com
Follett Higher Education Group
CSUN Campus Store #0150
California State University Northridge

Webpage: FAQs CSUN Campus Store

myCSUNDigitalAccess OPT-OUT INSTRUCTIONS
If you wish to opt out of this program and not purchase access to the required digital materials you will need to follow the steps below **by September 25, 2025:**
1. Go to CSUN Campus Store Customer Portal .
2. Click on *Create an Account* on the lower right.
3. Create an account using your CSUN email account.
4. Select the course(s) you wish to Opt-Out from. You will then need to purchase materials elsewhere on your own

Policy on Academic Honesty
I want to know your unique ideas. If you use someone else's work or ideas or forget to cite them appropriately in your work, or if you are reusing an assignment from another class, you are plagiarizing. Each semester anywhere from 5–20% of students accidentally plagiarize because they don't know how to cite properly. Many students don't realize that if you cut and paste information off a source (e.g., website, article, book) and cite the source but forget to include quotation marks and page numbers, this is a form of plagiarism. This is because without the quotation marks, your paper will appear as if you actually wrote the sentence, paragraph, or page; even if there is a citation, it's still plagiarized.

California State University Northridge expects honesty and integrity from all members of its community. All acts of cheating on assignments or examinations, plagiarism, forgery of signature, or falsification of data, unauthorized access to University computer accounts or files, and removal, mutilation, or deliberate concealment of materials belonging to the University library will be dealt with appropriately. Students found guilty of any offense against academic honesty and integrity are subject to a failing grade in the course by instructor. In addition, students may be suspended or dismissed from the University upon the recommendation of the Department Chair or the Dean of the student's college. Please review the following link on CSUN academic honesty [Policies and Procedures Academic Dishonesty](#) .
*There will be an announced quiz on Academic Honesty week 2. You will retake the quiz until you get 100%, to assure understanding of CSUN academic honesty policies.
http://www.csustan

Course Format and Required Technology Resources
This course will be taught completely In-Person; on campus meetings will be required. All activities, assignments and exams in this course will be completed via Canvas. To succeed in this course, you must have reliable access to a computer and internet connection. CSUN offers currently enrolled students the option to borrow devices such as computers and internet hotspots through its **[Device Loaner Program.](#)**
...Keep in mind that although this is an In-Person class, we will be relying heavily on technology for many of the assignments and exams. There is always the chance that your internet will be momentarily down when accessing material, assignments or exams. Please make sure you are giving yourself enough time to complete the assignments and exams for the course to minimize any unforeseen challenges. I strongly encourage you to not wait until the last minute before the deadlines to complete the assignments or the exams. I have tried to give you a flexible window to complete the assignments from when they post to when they are due (which will be listed on the Canvas site).
I highly encourage you to take the following
[Online Readiness Survey](#)
to see whether your learning preferences and technology skills area likely to help you succeed as an online learner.

If you ever have any technical difficulties accessing the Canvas site materials

you are welcome to email me or you can contact the CSUN IT department that can be reached at (818) 677-1400. Their hours are Monday-Friday from 8am-5pm.

Accessibility and Special Accommodations
I care deeply about your learning and also about this subject matter, and I am here to help you get the most of this course. I am always happy to engage with you around questions or difficulties that you might be having. Because of constraints on both your time and mine, I am best able to do that in person, on Zoom, either during or after class, or schedule another time to meet. This is a link for full university resources.

- CSUN University Design Center

Students with special needs who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to: Disability Resources and Educational Services

Disability Resources Available
The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and various state laws prohibit such discrimination. If you need extra assistance with aspects of this course, please contact the Disability Resources and Educational Services (DRES) or the National Center on Deafness (NCOD). Reasonable and effective accommodations and services will be provided to students if the requests are made in a timely manner and with appropriate documentation in accordance with federal, state, and university guidelines. Please let me know if you need further information or assistance from me in order to facilitate your learning experience. If you would like to discuss your approved accommodation with me, please let me know and we can set up a virtual appointment. These are some additional links:
Student life and support
link for sexual misconduct: Gender equity and sexual misconduct
link related to Covid. CSUN as One

Additional Campus Resources and Support
CSUN has a range of resources to support your academic goals, engagement with campus activities and physical and mental health. I encourage you to browse the links below throughout the semester and the rest of your time at CSUN. Please let me know if you would like additional information on any of the resources below. These links are also included on the Canvas site.
Academic and Technical Resources
• Oviatt Library for browsing of books, articles, media and additional academic resources.
• Learning Resource Center offers tutoring, a writing center, & more.
• Disabilities Resource Educational Services (DRES) for assistance with accommodations.

• CSUN Information Technology (IT) for technology support with Canvas and software related issues. Their office is open for calls/chat M-F from 8am-5pm PST.
• CSUN's Accessibility Policy for more information on CSUN's goal to ensure that campus communication and information technology is accessible to everyone.
• Oviatt Library Open Educational Resources (OER) for affordable Health Science textbooks and educational resources.

Additional Campus and Community Resources

Clubs and Campus Facilities
• Oasis Wellness Center for a welcoming destination where students can find serenity and relaxation, including meditation, massages, and workshops focused on managing stress.
• Klotz Student Health Center offering medical services, including Telehealth appointments.
• Student Recreation Center (SRC) for exercise and leisure activity that promotes wellness.
• Career Center for career, internship and job resources, resume writing, interview help & more.
• USU for a variety of services including lactation space, veterans' resources, and more.
• Associated Students providing programs designed to enhance the campus environment.
• Financial Aid & Scholarships offers aid for applications.

Additional Resources
• CSUN with A HEART for valuable information that will connect you to various resources regarding the basic needs of students in the CSUN campus community.
• Food Pantry at CSUN providing food and toiletries for CSUN students in need.
• University Counseling Center offering free short-term counseling services to students, including individual counseling, crisis intervention, group and workshops, and more.
• Pride Center supporting LGBTQIA+ students through programming and outreach.
• Office of Equity and Diversity supporting CSUN's commitment to maintaining an environment where no member of the campus community is subjected to any form of prohibited discrimination in any University program or activity.
• Help lines (after hours when the University Counseling is closed) for numerous topics/needs including suicide, drug help, rape or sexual assault, other crisis or urgent concerns and more.
• Emergency MataCare grants, one-time grants to prevent evictions, urgent childcare issues, et

SED 525 WL CALENDAR
Fall 2025

1) All activities and assignments are subject to change.
2) All readings, researches, assignments and mini lessons are subject to presentation in class.
3) Some activities are subject to group work in class and group presentation

Date	Topic **Topics to be covered** ***Note this is tentative and changes may occur during the Semester.**	Assignments due the following session. Reading to be completed prior to class.
August 27th **Week 1**	Welcome and Overview of Course. Review Syllabus Getting to Know You	Review Syllabus Class contact information Groups
September 3 **Week 2**	Becoming Familiar with the Profession and Expectations for Language Teachers. Professional organizations. Teaching in context Standards /stages	**Preliminary Chapter** Read & Group: Assigned group work. Read & Summarize& Present. **Assignment -Preliminary** Investigate and Reflect. Your National, Regional, and State Professional Organizations. Familiarizing yourself with foreign Language Resources. Compare teacher Standards.
September 10 **Week 3**	Understanding Language Learning Through Second Language Acquisition Theory and Research.	**Chapter 1** Read & Group: Assigned group work. Read & Summarize& Present. **Assignment #1** **Observe a student interact in his or her native**

Date	Topic **Topics to be covered** ***Note this is tentative and changes may occur during the Semester.**	Assignments due the following session. Reading to be completed prior to class.
		language. How do you think this type of experience impacts the student as a learner? Write a reflection. Describe your observation.
September 17 Week4	Contextualizing Language Instruction to Address Goals of the Standards for Learning Languages.	**Chapter 2** Read & Group: Assigned group work. Read & Summarize& Present. **Assignment #2**
September 24 Week 5	Planning Standards-Based Instruction Using Backward Design.	**Chapter 3** Read & Group: Assigned group work. Read & Summarize& Present. **Assignment #3**
October 1 Week 6	Connecting Language Learning to the Elementary School curriculum,	**Chapter 4** Read & Group: Assigned group work. Read & Summarize& Present. **Assignment #4**
October 8 Week 7	Integrating Cultures and Comparisons in Middle Level Education and Beyond.	**Chapter 5** Read & Group: Assigned group work. Read & Summarize& Present. **Assignment #5**
October 15 Week 8	Using an Interactive Approach to Develop Interpretive Communication	**Chapter 6** Read & Group: Assigned group work. Read & Summarize& Present. **Assignment #6**
October 22 Week 9	PACE: A Story-Based Approach for Dialogic Inquiry about Form and Meaning. .	**Chapter 7** Read & Group: Assigned group work. Read & Summarize& Present.

Date	Topic **Topics to be covered** ***Note this is tentative and** **changes may occur during the** **Semester.**	Assignments due the following session. Reading to be completed prior to class.
		Assignment #7
October 29th **Week 10**	Developing Oral and Written Interpersonal Communication .	**Chapter 8** Read & Group: Assigned group work. Read & Summarize& Present. **Assignment #8**
November 5th **Week 11**	Developing Oral and Written Presentational Communication	**Chapter 9** Read & Group: Assigned group work. Read & Summarize& Present. **Assignment #9**
November 12th **Week 12**	Addressing Needs of Diverse Learners in the Language Classroom.	**Chapter 10** Read & Group: Assigned group work. Read & Summarize& Present. **Assignment #10**
November 19th **Week 13**	Assessing standards-based language performance in context.	**Chapter 11** Read & Group: Assigned group work. Read & Summarize& Present. **Assignment #11**
November 26th **Week 14**	Video Project/Individual	**Happy Thanksgiving** ☺
Dec 3rd **Week 15**	Technology and the 21st Century Language Classroom. Finalize project- Edit, check sound etc.	**Chapter 12** Read & Group: Assigned group work. Read & Summarize& Present. **Assignment #12**

Date	Topic **Topics to be covered** ***Note this is tentative and** **changes may occur during the** **Semester.**	Assignments due the following session. Reading to be completed prior to class.
Dec 10th **Week 16**	*Video Presentation/Individual FINAL	**Final Video project** **FINAL EXAM**