

SPA475 - Spring 2015
Methods for Teaching Spanish
Department of Literature & Languages
Texas A&M University – Commerce

Instructor: Dr. Flavia Belpoliti

Office hours: M 10am-2pm, W 10am-3pm at HL 317 (or by appointment)

Phone: 903-886-5271

Email: flavia.belpoliti@tamuc.edu (Important note: I will respond to emails within 24 hours during the work week and by the next business day on weekends and holidays.)

Textbook and materials:

1. Brandl, Klaus. 2008. *Communicative Language Teaching in Action*. Pearson-Prentice Hall (ISBN 978-0-13-157906)
2. LOTE Prep. Manual (http://cms.texas-ets.org/files/9013/2949/1962/613_lote_spanish.pdf)
3. Compilation of articles, available at e-College (see schedule for details)

Course description

This course presents an introduction to second language acquisition theories and approaches as they applied to teaching Spanish as a second language in a formal class setting. Starting from a general overview on traditional and current foreign language teaching methods, the course will focus on current pedagogical trends focused on different areas of Spanish acquisition (grammar and vocabulary, reading, writing, listening and speaking, and cultural competence). In addition, the course will highlight the role of different teaching tools such as unit and lesson planning, student needs analysis, material developments and assessment. Much of the course consists on hands-on experience, discussion and practical application to promote meaningful active learning.

Student Learning Outcomes: Students who successfully complete the course will:

1. Understand the key topics on language acquisition theories and their direct influence on current approaches and methodologies in the teaching of Spanish.
2. Critically evaluate the different approaches to usefully implement them in specific classroom situations.
3. Design and develop authentic lesson plans, materials and assessments related to different areas of Spanish acquisition.
4. Develop a professional portfolio that represents your knowledge and skills in teaching Spanish as a second language.
5. Understand the structure and content of the Texas LOTE exam and develop strategies for successfully approve it.

Grade distribution

Exams =	50% (2 x 25%)
Participation =	10%
Mini-lesson =	10%
Teaching Portfolio=	30% (teaching philosophy statement + lesson plans + assessment forms + websites compilation)
Total =	100%

Grade Scale: A=100-90 B=89-80 C=79-70 D=69-60 F= 59>

Course Workload

Class participation.

Students will actively participate in each class session by completing the assigned readings and offering their critical interpretations and revisions of the main ideas, presenting examples or discussing in depth a particular point. In some cases, the comments will be the result of group work. Before each session, students are expected to have read all materials and completed assigned homework (see schedule for details).

Exams.

Two comprehensive exams on all assigned readings will be held in this course. The format of the tests will include multiple-choice, T/F and open-ended questions. Please check the schedule for relevant dates.

Mini-lesson.

Each student will create a communicative lesson plan on a particular topic (i.e., fashion, travel, foods, household, etc.) including the presentation of vocabulary, grammar, and culture related to that topic. After receiving feedback from the instructor, the student will demonstrate the lesson by teaching it in class. The teaching demonstration should be about 15 minutes. See the e-College course for more information on this task.

Portfolio.

A relevant component of this course is the development of a professional teaching portfolio that integrates your knowledge and skills for teaching Spanish. The portfolio should include the following:

1. Six lesson plans on the areas of vocabulary, grammar, listening, reading, speaking and writing. Each plan should be based in one of the teaching approaches discussed in class.
2. Teaching statement.
3. Assessment tools (including a traditional assessment and a performative assessment).
4. Personal essay on issues and strategies for taking the Texas-LOTE exam.
5. Compilation of at least 15 websites you found useful when planning your lessons.

See the e-College site for more details and relevant dates.

Course Policies

1. Late work

No late work will be accepted in this course, without exceptions. Work should be submitted on the due date provided in the class schedule. Failure to submit an assignment on time will result in a zero (F) grade. In the case of an emergency or other reasonable situation which may affect your submissions, please contact me immediately.

2. Academic Dishonesty

Plagiarism is borrowing the work of others and not giving credit where credit is due. It is unethical and reflects very poorly on a person's character. Copying someone else's work, or asking a friend or tutor to write your work constitutes a violation of the TAMUC Academic Honesty Policy. Likewise, the use of electronic media to translate your work to Spanish is also unacceptable. Instructors in the Department of Literature and Languages do not

tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise.

Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion (Texas A&M University-Commerce Code of Student Conduct 5.b [1,2,3]). For further information please see the *Academic Honesty* statement of the Department of Literature and Languages below.

3. Students with Disabilities:

The *Americans with Disabilities Act* (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library, Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Tentative Schedule

This course schedule is subject to revisions and changes as the instructor deems necessary for the course. Any changes to the course schedule will be announced in class and on the course website in advance.

Date	Activity	Reading Assignment
Jan. 19	<i>M. L. King Holiday</i>	Complete Student Survey in e-College Respond to the questions posted in the "Primera Semana" thread in the e-College site.
Jan 26	Introduction of the course. Assignments. Second language acquisition: key concepts and definitions. The ACTFL Standards	ACTFL, World-Readiness Standards for Learning Languages Cesteros, Ch 3 & 4
Feb 2	Approaches and methods	Cesteros, Ch 4.
Feb 9	Approaches and methods	Cesteros, Ch. 5 Brandl, Ch. 1
Feb 16	Communicative Competence	Brandl Ch. 2 & 6
Feb 23	Unit and lesson planning; sequencing and task design	Prepare for Exam 1 McCarten, Teaching Vocabulary
March 2	Exam 1 (25%) Teaching vocabulary	Brandl Ch. 3&4 Ellis, Teaching Grammar
March 9	Teaching vocabulary Teaching grammar	Brandl, Ch. 7&8

March 16-21	<i>Spring Break</i>	
March 23	Listening and speaking in a second language	Brandl, Ch. 9 Scott, Rethinking Foreign Language Writing
March 30	Reading and writing in a second language	Brandl, Ch5&10
April 6	Language assessment, error correction and feedback.	Cesteros, Ch. 7
April 13	Materials & technology in the Spanish classroom	Texas State Education Board. <i>Texas Preparation Manual</i> <u>Lesson plan for in-class demonstration is due</u>
April 20	The LOTE exam	Texas State Education Board. <i>Texas Preparation Manual</i>
April 27	The LOTE exam Mini-Lessons (15%)	
May 4	Exam 2 (20%) Mini-Lessons	
May 13	<u>Portfolio is due by e-mail (30% of final grade)</u>	

Academic Dishonesty Appendix

Department of Literature and Languages
Texas A&M University-Commerce
Policy #12
April 28, 2003
ACADEMIC HONESTY

Preamble. Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. Faculty members are expected to employ teaching practices that encourage academic honesty.

1. Academic Dishonesty Defined. Texas A&M University-Commerce defines “academic dishonesty” in the following way (Procedure A13.12 “Academic Honesty”): Academic dishonesty includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

2. “Plagiarism” Further Specified. The Department of Literature and Languages builds on the university definition of “plagiarism,” given in 1, in the following manner (taken from “Defining and Avoiding Plagiarism: The Council of Writing Program Administrators’ Statement on Best Practices” undated, pages 1-2, 12,2003.

<http://www.ilstu.edu/~ddhesse/wpa/positions/WPAplagiarism.pdf>

Plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. [. . .] Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A

student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

3. "Collusion" Further Specified. Collusion specifically includes selling academic products. According to the Texas Penal Code (Title 7 Offenses Against Property, Chapter 32 Fraud, § 32.50 Deceptive Preparation and Marketing of Academic Product), an "'academic product' means a term paper, thesis, dissertation, essay, report, recording, work of art, or other written, recorded, pictorial, or artistic product or material submitted or intended to be submitted by a person to satisfy an academic requirement of the person." The Texas Penal Code also specifies that person commits a Class C misdemeanor offense "if, with intent to make a profit, the person prepares, sells, offers or advertises for sale, or delivers to another person an academic product when the person knows, or should reasonably have known, that a person intends to submit or use the academic product to satisfy an academic requirement of a person other than the person who prepared the product."

4. Responsibility. Matters of academic dishonesty are handled initially by the instructor. If the instructor feels the problem warrants more attention, it should then be pursued through the department head. If the department head and instructor wish, it should be brought to the attention of the Dean of the college for study and review before being referred to the University Discipline Committee (adapted from Texas A&M University-Commerce Procedure A13.04, "Plagiarism").

Instructors may also choose to refer cases directly to the University Discipline Committee (Texas A&M University-Commerce Code of Student Conduct 6.a [2]).

5. Statement for Course Outlines. Instructors of record in the Department of Literature and Languages are required to include an Academic Honesty statement in all course outlines. The following language is suggested for that statement: *Instructors in the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. (Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3])*

6. This Policy supersedes Department of Literature and Languages Policy #12, "Plagiarism," dated October 10, 1990, and will be effective until further notice.

7. The Head of the Department of Literature and Languages is responsible for maintaining this policy current.

Dr. Hunter Hayes, Head, Department of Literature and Languages

April 28, 2003