SPA544-40736 - Summer 2015

Spanish Language Curriculum Design

Department of Literature & Languages

Texas A&M University – Commerce

Instructor: Dr. Flavia Belpoliti

Office hours (CT): Virtual@ e-College Live/Chat, T 10am-12pm / Th 5pm-7pm (or by appointment).

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. Nation, I.S.P. and Macalister, J. (2010). *Language Curriculum Design*. New York: Routledge (ISBN0-415-80605-4).
2. Consejo de Europa. (2002). *Marco Común Europeo de Referencia para las Lenguas*. (Available at http://cvc.cervantes.es/ensenanza/biblioteca_ele/marco/)
3. Compilation of articles, available at e-College (see schedule for details)

Course description

This graduate course is an intensive revision of key topics in the area of curriculum design for language courses in diverse instructional settings, with particular emphasis on Spanish. The course will explore different frameworks and curricular approaches for designing Spanish curricula, including analysis of various programs, syllabi, materials and current textbooks. Special emphasis will be given to the needs analysis model to fundament informed decisions in the design process. Participants will evaluate instructional plans, sequence organization, course materials and assessments to elaborate their own curriculum design.

Catalog Description

This course targets potential teachers of second language. It instructs them how to effectively manage content in order to improve the structure and organization of a syllabus. It also helps in the implementation of appropriate materials for the second language classroom. This course will demand a recycling of knowledge on Linguistics disciplines related to the teaching of Spanish.

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

1. Demonstrate critical understanding of main principles of curriculum design in second languages by reviewing and evaluating current approaches to curriculum design.
2. Understand, evaluate and apply analytical tools in the development of Spanish as Second /Foreign Language curricula.
3. Collaboratively select, review and write an annotated bibliography on Spanish curriculum design and related areas.
4. Be able to build a comprehensive program for a Spanish Language course implementing sound principles of curriculum design.

Grade distribution

Annotated bibliography=	30% (15 x 2%)
Online Presentation =	15%
Online Participation=	20%
Course Design =	35% (Draft =10%, Final version= 25%)
Total =	**100%**

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

Course General Presentation

This online course will be delivered via the LearningStudio (e-College) platform. You will use your MyLeo account to access the platform and be able to use the course content, which includes readings, discussion threads, web postings and chat/email communication.

This course is organized in five content modules dealing with main topics on curriculum design for language educators. Each module will be available in specific dates (see *Schedule* for details) and will remind open until the end of the semester. For each module, you need to complete the following:

1) Watch the introductory PowerPoint;
2) Complete all reading assignments;
3) Participate in the module's discussion thread to discuss the different topics presented. In some cases, the discussion thread will focus on a case-study you need to analyze. Online participation will also require you read your classmates' comments and watch their presentations.

Introductory Module: it includes an overview of the class, the complete reading list, and a short survey you need to complete during the first 48 hrs. the course is open.

Module I: Contexts and Approaches to Curriculum Design. General introduction to current frameworks and perspectives on curriculum design for second language teaching.

Module II: Environment and Needs Analysis. Introduction to the needs analysis approach to course design; analysis of internal and external variables to consider when starting the design process.

Module III: Principles and Components of Curriculum Design: presentation of main tenets in the selection, organization and implementation of content in syllabus design. Deep analysis of a task-based syllabus model and its implementation.

Module IV: Assessment and Evaluation for Curriculum Design: Role and importance of assessment in the design process. Analysis of type of assessments and contemporary approaches to language evaluation.

Module V: Implementing Curriculum Design in the Language Course. Revision of main trends in second language curriculum; contrastive analysis of different syllabus; analysis of textbooks and supportive materials. Proposing and implementing changes to existing syllabus.

Course Assignments

Annotated bibliography (30%): This pair assignment is part of a collaborative project to create an online annotated bibliography in the area of Spanish curriculum design. Considering the main topics covered in the modules, you and your partner will select an area of interest and review 15 academic articles or book chapters relevant to that area. Each entry of about 300-word will be bilingual, written in English and Spanish. Each entry of should include the following components (an example is available in the 'Course Materials' folder):

- Citation: complete citation following the APA style.
- Summary: two brief paragraphs summarizing author's main concepts, methodology and conclusions.
- Evaluation: two paragraphs indicating the relevance of the article/chapter, evaluation of author's credentials, usefulness when working in curriculum design.
- Personal comment: a short conclusion with your ideas and comments on the material, and how it might be used in different contexts.

The assignment will be evaluated with the *Annotated Bibliography Rubric* (see 'Course Materials' folder). The entries are due in three set of five annotations, using the Drop-box link; see the schedule for relevant dates. To begin your research, please visit 'Centro Virtual Cervantes': http://cvc.cervantes.es/obref/bele/presentacion.htm

Online Presentation (article report) (15%): This presentation is your opportunity to showcase your own approach and interest in one of the curriculum design topics, and to learn more about the areas that interest your classmates. Your presentation of a main article (see list in the Introductory Module) will demonstrate your ability to identify central issues, to find and evaluate supplementary literature, and to provide your audience with your personal perspective and analysis.

The presentation will be done using a PPoint narration (similar to the *Introduction* to each module I have prepared). The presentation should run for about 12-15 minutes and it should include: article summary, main concepts/definition, critical review, questions unanswered by the paper, personal conclusion. The presentation will be uploaded into the course website so all participants can access it. The presentation will be evaluated by the corresponding rubric (see *Presentation Rubric* for details).

For more information on creating a PPoint narration: http://www.emergingedtech.com/2012/12/add-voice-over-to-powerpoint-presentations-in-5-easy-steps/

Online participation (20%). Each module includes examples, analysis of cases or set of questions related to the readings. Students will participate posting their answers to these activities by means of critical interpretation and revision of the readings, offering counter-examples or discussing a particular case. Before each post is completed, you are expected to have read all materials for the unit so you can provide a critical interpretation. Students are encouraged to respond to classmates' presentations and posts, and elaborate or discuss particular examples or questions. You are expected to complete a minimum of 2 posts in each module. Each posting in the discussion thread (in Spanish) will be about 250-300 words and it will be evaluated for content understanding,

reasoning and language conventions usage (See *Online Discussion Rubric* in the 'Course Materials' folder for details).

Course Syllabus Design[1] (35%): The final project of this course is a direct implementation of principles, methods and tools of curriculum design in the elaboration of a comprehensive Spanish course curriculum. You will write a curriculum proposal (about 12-14pgs.) incorporating the following components. The proposal needs to be supported with clear explanations of the decision-making process and relevant literature.

Components:
 1) <u>The teaching situation</u>. (1-2 pages) Clearly describe the teaching context where your course will be taught; the situation, as you describe it, will influence all other decisions made in the curriculum design process. Make sure you include:
- type of course (L2, FL, HL);
- level (elementary, secondary, adult, higher education);
- learners' age;
- cultural/ linguistic background of students;
- language proficiency (beginners, false beginners, intermediate, advanced);
- students' motivations/needs;
- class size;
- other pertinent information about the teaching context.

2) <u>Needs analysis instrument (2-3 pages)</u>
Based on your student population and teaching context, extrapolate your learners' needs. Once you have an initial list, create an instrument (test, survey, questionnaire) to collect information regarding those needs. The instrument should confirm your initial evaluation or provide information for changes. Clearly describe you instrument considering purpose, type of information you will obtain, limitations and method of delivery.

3) <u>Language goals and objectives (2 pages)</u>
Describe the overarching goals (aims) of your syllabus, which should address both needs and teaching situation.
Clearly describe the learning objectives including content objectives, language objectives, and strategy-learning objectives.

4) <u>Syllabus framework (2-3 pages)</u>
Identify the syllabus frameworks (task-based, notional, competency/'can-do', content-based, etc.) that will be used to structure your course and define your selection. It is commonly found in L2/FL the use of a *hybrid syllabus* that include components from different frameworks. Provide a well-developed rationale for your choice, making appropriate reference to course readings as needed. Based on the selected frameworks, clearly state your course content and sequence, and

---

[1] This project is based on Professor Stoller's ENG578 *ESL Curriculum Design,* 2001.

design the structure of your syllabus. Keep in mind this design should help you meet program's goals and objectives.

5) <u>Textbook and materials (1-2 pages)</u>
Considering the previous work, select textbook and complementary materials. Write a comprehensive review of the textbook that justify your selection; connect the book content and organization with your own design. List materials and complementary resources you will need to supplement the book. Please note in each reference what the intended use is and expected outcome for that material.

6): <u>Sample lessons (4-5 pages)</u>
Develop two consecutive 60-minute lessons (following the lesson plan template discussed in *Module V*) to illustrate key components of your syllabus framework. Introduce your lessons with a summary of relevant features, and explain how those features relate to your students' needs, course goals and objectives, etc. Clearly describe the set of activities you and your students will complete in each lesson, as well as the outcomes you expect.

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 on the e-College *Announcements* in advance.

> LCD= Nation&Macalister. 2010. *Language Curriculum Design*
> MCER= Consejo de Europa. 2002. *Marco Común Europeo de Referencia*

Date	Topics & Readings	Assignments
June 8th	**Module I**: Contexts and Approaches to Curriculum Design. • LCD, Caps. 1 & 9. • MCER, Cap. 2, 'Enfoque Adoptado' • Diffey, 'Second Language Curriculum Models' • Richards, 'Curriculum Approaches in Language Teaching'	*Review Introductory module. Introduce yourself in the discussion thread. Complete Student Survey.*
June 12th		*Online response module I is due.*
June 13th	**Module II**: Environment and Needs Analysis • LCD, Caps. 2 & 3. • West, 'Needs Analysis in Language Teaching' • Brown, 'Foreign and Second Language Needs Analysis'	
June 17		*Online response module II is due. First set of five annotated bibliography entries is due.*

June 18	**Module III**: Principles and Components of Curriculum Design • LCD, Caps. 4, 5 & 6. • Livingstone, 'Improving Curriculum Design and Development' • Nunan, 'Communicative Tasks and the Language Curriculum'	
June 23		*Online response module III is due.*
June 24	**Module IV**: Assessment and Evaluation for Curriculum Design • LCD, Caps. 7 & 8. • Madrid, 'Evaluación del área curricular de lengua extranjera' • Norris, 'Task-Based Teaching and Testing' • MCER, Cap. 9 'La Evaluación'	*Second set of annotated bibliography entries is due.*
June 30		*Online response module IV is due.*
July 1	**Module V**: Implementing Curriculum Design in a language course. • LCD: Caps. 10, 11 & 12 • McLaren&Madrid. 'The Foreign Language Curriculum' • García& Martínez, 'Diseño curricular para la enseñanza del español como L2 en contextos escolares' • Ellis, 'Designing a Task-based Syllabus'	*Spanish Course Design _Draft is due.*
July 5th		*Third set of annotated bibliography entries is due*
July 7		*Online response module V is due.*
July 9th.		*Spanish Course Design_Final version is due.*

Course Policies

1. Late work

This is an intense summer course, therefore there is no time for extended deadlines. No late work will be accepted in this course, without exceptions. Work should be submitted by midnight (CT) on the due dates 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 (stealing) 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
> StudentDisabilityServices@tamuc.edu
> http://www.tamuc.edu/CampusLife/CampusServices/studentDisabilityResourcesAndServices/default.aspx

4. Student Conduct and Discriminatory Behavior

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook).* Students also should consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: http://www.albion.com/netiquette/corerules.html

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Relevant information for Graduate Students

Please be sure to send an email to or make an appointment with your graduate director regarding your degree program to ensure you are on the right track. It is especially important to remember the 12-hour rule: students will lose anything over 12 hours if they have not been fully admitted into a degree program or if they change their program. Master's in Spanish students should contact Dr. Flavia Belpoliti at Flavia.Belpoliti@tamuc.edu.

Technology Requirements

To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested.

You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:

- 512 MB of RAM, 1 GB or more preferred
- Broadband connection required courses are heavily video intensive
- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

You must have a:

- sound card, which is usually integrated into your desktop or laptop computer
- speakers or headphones.
- microphone
- Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor.

For courses where interactive tools are used, like VoiceThread or ClassLive Pro, headphones are suggested for use with recording and playback. We recommend a webcam with an integrated microphone, such as the Microsoft LifeCam Cinema. All devices should be installed and configured before class begins.

Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at: http://www.java.com/en/download/manual.jsp. Current anti-virus software must be installed and kept up to date.
You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software: Adobe Reader & Adobe Flash Player

At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

For additional information: https://secure.ecollege.com/tamuc/index.learn?action=technical

Pearson LearningStudio (e-College) Access and Navigation

1) *Pearson LearningStudio (eCollege) Log in Information*
   This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to: http://www.tamuc.edu/myleo.aspx.
   You will need your **CWID and password** to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.
   It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

2) *Pearson LearningStudio Student Technical Support*
   Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio. Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson Learning Studio Help Desk, available 24 hours a day, seven days a week:

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with Pearson LearningStudio Technical Support Representative.

3) *Accessing Help from within Your Course***:** Click on the *'Tech Support'* icon on the upper left side of the screen inside the course. You will then be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.
   Note: Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

4) *Policy for Reporting Problems with Pearson LearningStudio*
   Should students encounter Pearson Learning Studio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed:
   a. Students must report the problem to the Help Desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511.
   b. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number.
   c. Once a helpdesk ticket number is provided, students should email the instructor to advise of the problem and to provide with the helpdesk ticket number.
   d. At that time, the instructor will call the helpdesk to confirm the problem and follow up with you.

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson Learning Studio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson Learning Studio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.
MyLeo Support: Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at https://leo.tamuc.edu.

5) *Learner Support:* Go to One Stop Shop created to serve you by attempting to provide as many resources as possible in one location.
   Go to Academic Success Center- focused on providing academic resources to help you achieve academic success.

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