



**SPA475 \_ 82926 & 82927**  
**“Methods for Teaching Spanish”**  
**Course Syllabus: Fall 2016**

**Instructor:** Dr. Flavia Belpoliti

**Office hours:** Mondays, 10am-3pm at HL318 (Commerce) & Wednesdays, 3pm-4:30pm at the UCD (Dallas), or by appointment.

**Office phone:** 903 886-5271

**University email:** [flavia.belpoliti@tamuc.edu](mailto: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](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 INFORMATION**

### **Course description**

This course presents an introduction to second language acquisition theories and approaches as they applied to the teaching of Spanish as a second language. 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 lesson plans, materials and assessments to be gathered in a professional portfolio that represents knowledge and skills for teaching Spanish as a second language.

4. Understand the structure and content of the Texas LOTE exam and develop strategies for successfully approve it.

**Collection of Data for Measuring Institutional Effectiveness:**

In order to measure the level of compliance with the university's Institutional Effectiveness guidelines, I will collect some of the ungraded materials you will produce for the class. These materials will be part of a portfolio created on your behalf and will be measured to ensure that our program "promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for improvement, accountability, and accreditation" (see "Department of Institutional Effectiveness," <http://www.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx>). This is solely an assessment of program effectiveness and in no way affects students' course grades or GPAs.

## COURSE REQUIREMENTS

***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 course schedule for details).

***Exams.***

Two comprehensive exams on all assigned readings will be held in this course; the exams will assess understanding of key topics, critical connections, and analysis of main issues presented in class. The format of the tests will include multiple-choice, T/F and open-ended questions. Please see the course schedule for relevant dates.

***Mini-lessons.***

Students will work in pairs to 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 students 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.

***Professional 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. Short biography and teaching statement.
2. Four lesson plans on the areas of vocabulary, grammar, reading and writing. Each plan should incorporate concepts and methodologies of the teaching approaches discussed in class.
3. Assessment tools (including a traditional assessment and a performative assessment).
4. Compilation of at least 15 websites/TICS you found useful when planning your lessons and you would like to use in the future.

Please see the folder "Recursos" in e-College for more details and relevant dates.

## GRADING

Exams =	40% (2 x 20%)				
Participation =	10%				
Mini-lesson =	10%				
Teaching Portfolio=	40% (teaching philosophy statement + four lesson plans + assessment forms + websites compilation)				
<b>Total =</b>	<b>100%</b>				
<b>Grade Scale:</b>	A=100-90	B=89-80	C=79-70	D=69-60	F= 59>

## COURSE AND UNIVERSITY PROCEDURES

### 1. Attendance & Participation

- Participation and attendance are fundamental to succeed in this course. **Attendance is mandatory.** If you are absent more than two times, you will be given a warning. After three absences, you may be dropped from the course, depending on circumstances. Absences due to illness or unexpected situations without specific & documented excuses will count as absences. The only justified absences are those resulting from required participation in university events, hospitalization, or family emergencies of which the instructor has been notified by university officials.
- You should arrive on time. **Two late arrivals or early departures by more than 10 minutes equal one absence.** If a student misses 3 consecutive sessions and does not contact the instructor, she/he may be dropped from class.
- **You should not make travel/family /employment plans** that interfere with classes or exams since make up exams cannot be made in order to accommodate such plans.
- Student athletes, band members and members of other university sanctions should bring a letter from their supervisor or specific department **during the first week of class** indicating the dates they will miss class. Students who require special accommodations for religious holidays should make arrangements with their instructor **during the first week of class.**

### 2. 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.

### 3. 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.

#### *4. 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](mailto:StudentDisabilityServices@tamuc.edu)

<http://www.tamuc.edu/CampusLife/CampusServices/studentDisabilityResourcesAndServices/default.aspx>

#### *5. 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*). 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.

Students also should consult the Rules of Netiquette for more information regarding how to interact with peers and instructor in an online forum: <http://www.albion.com/netiquette/corerules.html>

#### *6. Withdraws & Incomplete grade.*

A student may drop a course by logging into his/her myLeo account and clicking on the hyperlink labeled "Drop a class" from among the choices found under the myLeo section of the web page.

I reserve the right to drop a student from the course administratively for excessive absences or violations of the Code of Student Conduct. Incomplete grades (grade of "X") are granted only under rare and extraordinary circumstances which are fully documented; students requesting an incomplete grade should contact the instructor as soon as possible, provide all pertinent documentation, and sign the 'X' grade contract which details the coursework they need to complete to pass the class.

#### *7. Grievance procedures.*

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Director of the Spanish

Program, Dr. Flavia Belpoliti ([flavia.belpoliti@tamuc.edu](mailto:flavia.belpoliti@tamuc.edu)). If there are still unresolved issues, students need to schedule an appointment with the Department Head, Dr. Hunter Hayes, by completing a Student Grievance Form (available in the Main Office, HL 141). In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult University Procedure 13.99.99.R0.05 (“Student Appeal of Instructor Evaluation”).

### 8. Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to:

[www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf), and/or consult your event organizer. Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## TENTATIVE COURSE 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	Activities	Readings & Assignments
8/29	Introduction of the course. Assignments. Second language acquisition: key concepts and definitions. The ACTFL Standards	Complete Student Survey in e-College Respond to the questions posted in the “Primera Semana” thread in the e-College site.
9/5	<i>Labor Day Holiday</i>	
9/12	Approaches and methods	ACTFL, “World-Readiness Standards for Learning Languages” Cesteros, Ch 3 & 4
9/19	Approaches and methods	Cesteros, Ch. 5 Brandl, Ch. 1
9/26	Communicative Competence	Brandl Ch. 2 & 6
10/3	Unit and lesson planning; sequencing and task design	Brandl Ch. 3&4 Moreno García, “Actividades del enfoque comunicativo y del enfoque por tareas”
10/10	Sequencing and task design	<i>Prepare for Exam 1</i>

	Exam review	McCarten, "Teaching Vocabulary"
10/17	<b>Exam 1</b> (20% final grade) Teaching vocabulary	Brandl, Ch. 7 & 8 Ellis, "Teaching grammar"
10/24	Teaching vocabulary Teaching grammar	Brandl, Ch. 9
10/31	Listening and speaking in a second language	Brandl, Ch 5 &10 Scott, "Rethinking Foreign Language Writing "
11/7	Reading and writing in a second language	Salaberry&Cohen, "Testing Spanish"
11/14	Language assessment, error correction and feedback.	Cesteros, Ch. 7 Hernández Mercedes, "La integración de las TIC en la clase de ELE". <u>Lesson plan for in-class demonstration is due</u>
11/21	Materials & technology in the Spanish classroom	Texas State Education Board. <i>Texas Preparation Manual</i>
11/28	The LOTE exam <b>Mini-Lessons</b> (10% final grade)	Texas State Education Board. <i>Texas Preparation Manual Prepare for Exam 1</i>
12/5	<b>Exam 2</b> (20% final grade) <b>Mini-Lessons</b> (10% final grade)	
12/12	<b>Portfolio is due by e-mail (40% of final grade)</b>	

## 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 of the Department of Literature and Languages

April 28, 2003