SPA511 – 23051 (01W)

"Teaching Spanish as a Second Language"

Course Syllabus: Spring 2026

INSTRUCTOR INFORMATION

Instructor: Flavia Belpoliti, PhD.

Office: David Talbot Hall, 311 (Commerce campus)

Office hours: Tuesdays, 9:30 am -2:30 pm, or by appointment.

Online office hours: Thursdays, 5:00 pm – 6:30 pm (D2L Zoom), or by appointment.

Email: flavia.belpoliti@etamu.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*.)

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

- Lacorte, M. & Reyes-Torres, A. (2021). *Didáctica del español como 2/L en el siglo XXI*. Madrid: Arcolibros. ISBN 978-84-7133-850-1.
- Fernández, J. & Warner, Ch. (2025). Contemporary Topics in Applied Linguistics for Language Educators University of Arizona Press.
- *Plan Curricular del Instituto Cervantes (Plan Curricular del Instituto Cervantes).*
- Compilation of chapters and articles, available at MyLeoOnline.

COURSE DESCRIPTION

This graduate course is a general introduction to second language (L2) teaching and learning, with an emphasis on the issues related to the teaching of Spanish. The course provides a strong foundation on theoretical research in the field, as well as practical approaches to design effective Spanish L2 courses at diverse levels of instruction. Participants will review and critically discuss core concepts related to current theories of L2 acquisition while exploring different approaches and methodologies, focusing on the impact of communicative, sociocultural and critical pedagogies in language learning. In addition, they will examine the current role of technology in L2 teaching and learning. Core activities include guided readings, video samples, design of teaching materials, and analysis of effective teaching strategies which can be adopted to diverse instructional contexts. The course will be conducted in Spanish although some of the readings will be in English.

STUDENT LEARNING OUTCOMES

1. Analyze and critically compare contemporary theoretical frameworks in L2 teaching and learning.
2. Design, create and evaluate culturally responsive lesson plans that focus on 21st-century competencies in language education.
3. Implement culturally responsive lesson plans in short video demonstrations to showcase advanced delivery skills for the L2 classroom.
4. Advanced analytical skills by sharing research-supported feedback.
5. Critically examine the role of technology in language teaching by analyzing digital tools.

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

Presentation

This online course will be delivered through TAMUC's MyLeoOnline (MSL) platform. You will use your TAMUC *MyLeo* account to access the platform and be able to use the course content, which includes short video presentations, readings and materials, discussion threads, and chat/email communication.

Student Responsibilities

Students' participation is essential and required to succeed in this course. Students are expected to: 1) actively engage in all classroom activities, 2) read the materials by the assigned date, 3) complete and submit the assignments by the due date, and 4) interact with each other and the instructor on a regular basis.

Interaction with Instructor Statement

a. Course communication. Good communication in an online setting is a fundamental component of success. Please consider the different types of media available for communication with your instructor and classmates, in individual and group formats. Please follow Netiquette rules to keep our conversation professional, engaging, and polite.
During the semester, we will use three main means of communication:

- *Announcements*: General tool for course communication; I will post short messages or reminders related to due dates or changes in the assignments.
- *Email*: Please only use the official TAMUC Leo Email to communicate with me and your classmates. I will send general emails with information related to the course, date changes, assignments modifications, etc. or with information that relate to our content. I will send individual emails as needed. I will respond to emails in 24 hs. during the work week and by

the next business day on weekends and holidays. To setup the TAMUC email contact **HelpDesk** helpdesk@tamuc.edu or call 903-468-6000; you may also access information at https://leo.tamuc.edu.

- *General Discussion Board*: Located in the "General Resources" folder, this board is open to all participants; anyone can post a comment, question or suggestion related or unrelated to the course. All students are encouraged to participate and post responses; I will visit this board regularly.

b. Feedback and assessment: You will be received detailed feedback on your HW, discussion posts and other tasks 72 hours after the activity is due (see the 'Tentative Course Schedule' for details). Participation in the online meetings and discussion boards will be assessed through a comprehensive rubric (see the "Course Resources" folder for details).

Minimal Technical Skills

Students in this course are expected to:

a. access, navigate and use the diverse tools included in the course shell (MyLeoOnline -D2L). This includes how to turn-in assignments, how to upload video and audio recordings, how to participate and respond in the discussion boards, and how to access and use the quiz tool. See the *Introduction* folder for more details.
b. manage TAMUC Library resources for academic research. See the *Resources* folder for details;
c. competently use MSFT Office tools (Word, Excel, PPoint).

GRADING

Activities & assessments

Tests (SLOs 1 & 2. 20% of final grade)**:** Students will complete four tests based on readings and course materials; tests will focus on analytical concepts, case studies, and teaching materials analysis (including activities, lesson plans, teaching resources and assessment). Please see the *Course Schedule* for relevant dates.

Online Participation (SLOs 1, 2, & 3. 20% of final grade): Interaction and discussion will be conducted by participating in biweekly discussion forums. The forums will include short-research activities, case studies, and questions related to the readings and complementary materials. Students will participate posting their answers to these activities by means of critical interpretation, offering counterexamples or discussion of particular cases. Students are expected to complete a minimum of 3 postings per forum (initial response + interaction with classmates; about 300-350 words each, in academic Spanish). Postings will be evaluated for content understanding, reasoning, interaction with peers, and language conventions usage. Please see *Online Discussion Rubric* in the 'Recursos' folder for details.

Lesson planning (SLOs 2, 3 & 4. 20% of final grade)**:** Students will create four lesson plans to teach Spanish content integrating interpretative, interpersonal and presentational communication as well as cultural themes. Each original plan will clearly describe lesson objectives, content, time, sequence, activities, materials, and a short summary explaining the theoretical background that supports the plan design. See details in the *Lesson Planning Instructions* in the "Recursos" folder for details.

Micro-teaching videos (SLOs 2, 3 & 4. 16% of final grade): Participants will plan and create two short videos (about 15 minutes long), demonstrating their teaching style; the micro-teachings will be based on any of the lesson plans created for this class. The videos will be uploaded and shared to be peer-reviewed by two classmates. See details in the *Micro-teaching Instructions* in the "Recursos" folder for details.

Peer review: (SLOs 2, 3, & 5. 12% of final grade): Participants will review the micro-teaching videos created by two classmates and provide well-articulated feedback, demonstrating management of theoretical frameworks and methodologies in L2 teaching. The feedback will be shared with the video author and the instructor. See details in the *Micro-teaching Feedback Instructions* in the "Recursos" folder for details.

Annotated digital resources: (SLOs 2 & 6. 12% of final grade): Participants will collaborate creating a curated collection of digital resources for Spanish language teaching. Each participant will evaluate three assigned resources and write a critical annotation for each, relating theoretical frameworks, key concepts, and strategic implementation in diverse instructional settings. The annotations will be shared in an open-resource collection.

Grade distribution

Unit tests	20% (4 x 5%)
Online participation	18%
Lesson planning	20% (4 x 5%)
Micro-teaching videos	16% (2 x 8%)
Peer review	14% (2 x 7%)
Annotated digital resources	12% (3 x 4%)
Total	*100%*

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

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

1. Coursework
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 or participation in assessments (quizzes, presentations, interviews, etc.), please contact your instructor immediately.
Students who require special accommodation for religious holidays should make arrangements with the instructor during the first week of class.

2. Syllabus Change Policy
The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

3. 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.

4. Grievance procedures.

Students who have concerns regarding their courses should first address those concerns with their 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).   If there are still unresolved issues, students need to schedule an appointment with the Department Head, Dr. Charles Woods, by completing a Student Grievance Form (available in the Department 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").

5. Statement on the use of AI

At East Texas A&M University we recognize that there are potentially legitimate uses of "Artificial Intelligence" (such as ChatGPT, Claude, Gemini, Co-Pilot, etc.), or other software that can generate human-like discourse. "AI" is a powerful tool for searching and consolidating information and, as with any other tool, it requires that faculty and students carefully evaluate *when* and *how* its ethical use supports our goals.

For achieving the core goals of our course, using AI offers little or no help. Therefore, the use of "AI" to respond to the discussion prompts or complete any graded assignment is not allowed, unless directly indicated in the instructions. Undisclosed use of AI constitutes a case of Academic Dishonesty.

NOTE: Please consult with your instructor before using AI for idea generation, revising and editing own writing, and/or completing translation tasks. See more details in the "Recursos" folder.

UNIVERSITY SPECIFIC PROCEDURES

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf).
http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf
Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette http://www.albion.com/netiquette/corerules.html

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

ADA Statement - Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination 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 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: Rebecca.Tuerk@tamuc.edu
Website: [Office of Student Disability Resources and Services](#)
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-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.

Campus Concealed Carry Statement

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 the [Carrying Concealed Handguns On Campus](#) document 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.

COURSE OUTLINE / CALENDAR

<mark>This course schedule is subject to revisions and changes as the instructor deems necessary</mark>. Any changes to the course schedule will be announced on the course website in advance.
DEL2 = *Didáctica del Español como L2 en el siglo XXI.*
CT = Contemporary Topics in Applied Linguistics for Language Educators

Week	Topics	Readings & Assignments
1/28-2/1	Course introduction. Key concepts in L2 acquisition	**Readings:** *DEL2*, Cap. 1 (15-27). VanPatten, 2017 **Complete Student Survey** **Introduce yourself in "Foro Inicial"** *1/28: Spring Census Day. Last day to drop with 100% refund*
2/2-2/8	Frameworks for language teaching: ACTFL-NCATE and MCER	**Readings:** *DEL2*, Cap. 4 (81-90). ACTFL *Standards for Language Learning,* 2012. ACTFL *Performance Descriptors, 2012.* *Plan Curricular Instituto Cervantes,* 2006 (online). *2/2: Last day to drop with 50% refund*
2/9-1/15	Approaches to L2 teaching	**Readings:** Catalá Hall, 2023. Martínez-Atienza & Zamorano Aguilar, 2018. **Participate in Foro I** (Due on Sunday, 11:59 pm). *2/9: Last day to drop with 25% refund*
2/16-2/22	Approaches to L2 teaching	**Readings:** *DEL2*, Cap. 2 (33-50). Martínez Esquerro 2015. León-Manzanero & Hernández Ortega, 2020. **Test 1**
2/23-3/1	Approaches to L2 teaching	**Readings:** *DEL2*, Cap. 5 (107-123). CT, Díaz, Ch. 5. 2025 CT, Doerr, Park & Suzuki Ch. 9, 2025 **Participate in Foro II** (Due on Sunday, 11:59 pm)
3/2-3/8	Lesson planning and resources in L2	**Readings:** *DEL2*, Cap. 4 (91-103). Alonso, 2019. Kennedy, 2007. **Participate in Foro III** (Due on Sunday, 11:59 pm)
3/9-3/15	*Spring break*	

3/16-3/22	Lesson planning and resources in L2	**Readings**: *DEL2*, Cap. 6 (131-151). Barderas Rey et al. 2019. Biel & Camacho Guardado, 2008. **Turn-in lesson plans (due on Sunday 3/22 by 11:59pm)** **Test 2 (due on Sunday 3/22 by 11:59 pm)**
3/23-3/29	Developing communicative skills	**Readings**: *DEL2*, Cap. 7 (155-177) Galán-Vélez, 2015. Usó-Juan, 2019. **Participate in Foro IV** (Due on Sunday, 11:59 pm) *3/27: Last day to drop with 0% refund.*
3/30-4/5	Developing communicative skills	**Readings:** *DEL2*, Cap. 8 (181-206) Aguilar, 2015. Godoy, 2020. **Turn-in micro-teaching videos (due on Sunday 4/15by 11:59pm)**
4/6-4/12	Teaching Language Forms	**Readings:** *DEL2,* Cap. 9 (209-222). Martínez-Atienza & Zamorano Aguilar, 2018. **Participate in Foro V** (Due on Sunday, 11:59 pm)
4/13-4/19	Teaching Language Forms	**Readings:** *DEL2,* Cap. 9 (223-233). Martínez-Atienza & Zamorano Aguilar, 2018. **Test 3 (due on Sunday 11/19 by 11:59 pm)**
4/20-4/26	Teaching L2: competences, professional development and sustained inquiry	**Readings**: *DEL2,* Cap. 11 (265-286). Instituto Cervantes, 2019. Domingo, 2021. **Turn-in micro-teaching feedback**
4/27-5/3	Teaching L2: competences, professional development and sustained inquiry	**Readings**: *DEL2,* Cap. 11 (265-286). Verdía, 2019. **Participate in Foro VI** (Due on Sunday, 11:59 pm) *5/1 Last day of classes*
5/4- 5/8	*Finals Week* **Complete Test 4 (due on Wednesday 5/6, 11:59 pm.)** **Turn-in digital resources annotation (due on Thursday 5/7, 11:59 pm).**	

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements
- LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements
- LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm
- YouSeeU Virtual Classroom Requirements:
https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the *Center for IT Excellence* (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems <u>do not excuse</u> 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, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Technical Support

If you are having technical difficulty with any part of D2L-Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:
https://community.brightspace.com/support/s/contactsupport

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.
Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.
Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.
Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

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.
- Webcam and microphone

Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site
http://www.java.com/en/download/manual.jsp
Current anti-virus software must be installed and kept up to date.
Running the browser check will ensure your internet browser is supported.
     Pop-ups are allowed.

JavaScript is enabled.
Cookies are enabled.

You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:

Adobe Reader https://get.adobe.com/reader/
Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
Adobe Shockwave Player   https://get.adobe.com/shockwave/
Apple Quick Time   http://www.apple.com/quicktime/download/

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.