**Instructor:** Dr. David Hervás
**Online course**
**Horas de oficina:** Contact through "Virtual Office", or email
**Contacto:** david_hervas@tamu-commerce.edu

*This syllabus is in English for administrative purposes. However, all quizzes, exams, participation forums and tasks to be turned in will be entirely in Spanish.

**Course description**

This online course presents an introduction to second language acquisition theories applied to different methodologies of teaching Spanish as a second language in a formal in-class setting. Starting from an overview on traditional and current foreign language teaching methods, the course will focus on current pedagogical trends to approach the student learning process. Techniques to develop student's skills according to language and learning theories, learning objectives, and roles of teachers and students will be presented; along with the components of effective teaching tools, such as lesson planning, student needs analysis, materials developments and evaluation tools. Much of the course consists on hands-on experience, discussion and practical application to promote meaningful active learning.

**Student learning outcomes**

In this course, student will learn to:

- acquire knowledge to comprehend views on language teaching and learning

- understand how that knowledge may shape their professional career

- develop appropriate planning and materials for the L2 classroom

- collaborate with other teachers to obtain data leading to processes evaluating

- actively reflect upon their development as teaching professionals.

**Textbook**

- Richards, Jack C. & Rodgers, Theodore S. 2001. *Approaches and Methods in Language Teaching*, 2nd edition. Cambridge University Press.

**Assignments and grading scale:**

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|---|---|
| Chapter quizzes | 5% |
| Lesson plan designs | 15% |
| Response essay | 15% |
| Midterm exam | 20% |
| Final exam | 20% |
| Discussion | 10% |
| Annotated bibliography | 15% |

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

**Chapter quizzes**

Quizzes on chapters assigned for each day as indicated in the *Programa de clases* will be opened to be completed on the same day of the assigned chapter. E-College will have it available until 11:59pm of the day chapters have to be read. Time to complete the quiz will be 20 minutes. It can be taken only once. Questions will assess comprehension of chapter contents. Format of the questions may vary from concept recognition, true or false statements, or multiple-choice, to short answers. The lowest quiz grade will be dropped.

**Lesson plan design**

A lesson plan is to be completed for each method explained from chapter 3 in our book. The lesson plan will be designed alternating vocabulary and grammar (in Spanish language), as these are the main issues that confront the L2 teacher in his/her profession. Vocabulary is to be used on lesson plans for even chapters. The following are the vocabulary topics to use: family; school; house; clothes; human body; health and illnesses; weather and seasons of the year; laws and government. Grammar is to be used on lesson plans for odd chapters. The following are the grammar topics to use: masculine and feminine words and plural; verb gustar; present tense of verbs ending in –ar; present continuous; structure "ir+a+verb"; ser and estar; preterite and imperfect of verbs ending in –er and –ir; present subjunctive. Each design will be for a thematic unit (*unidad temática*) to be taught in three sessions. Everything will be specified according to the lesson plan template provided. It can be found on shared documents in E-College. When more than one chapter is combined in one class, the lesson plan will cover both vocabulary and grammar, and will use the different methods explained; the lesson plan will for three sessions also. Lesson plan is to be uploaded to E-College dropbox. The time limit to turn it in is by 11:59pm of the following day to the day devoted to every chapter (or chapters) as indicated in the *Programa de clases*. This is, if two chapters are read on Friday 13, the time limit to upload the corresponding lesson plan is Saturday 14, at 11:59pm.

**Response essay**

Students are responsible to research and find a scholarly article to provide a response as another of the assignments in this course. The article should account for an empiric study proving the teaching of any topic using one of the methods studied in our course. Rubric and instructions on accomplishing this task can be found in Doc-Sharing in E-College. This task has to be turned in the day of the Midterm exam, as stated in the *Programa de clases.*

**Midterm and Final exams**

As indicated in the *Programa de clases*, two days are devoted for written exams. They will include the chapters from the book covered until the previous date of the exam. The format may vary from true or false recognition, matching, multiple-choice; to short answers or concept development.

**Discussion**

Students are to participate in the discussion forum at least once per chapter. Students have to elaborate on how feasible they believe lesson plans might be based solely on the method explained in each chapter. They should give reasons on favor and against each method. All assignments will be graded based on content and orthographic and grammatical accuracy.

**Annotated bibliography**

An annotated bibliography is an organized list of sources (similar to a reference list). Each of which is followed by a summary, explanation, and valuation of the referred article. For this course, students will turn in a 10 source annotated bibliography. The sources used will be research articles focusing on the different aspects that relate to the main focus of this course. Students will analyze articles relating to concepts such as *curriculum design*, *needs analysis, sequencing and content*, or *evaluation*, among others that will be explained through the semester. Specifically, each annotation of the list will consist on an analysis similar to the one done for the response papers, this is: <u>explanation of the grammatical topic approached in the article; hypothesis presented by author; methodology used if any; results obtained by author; comment on the author conclusion; student's reflection on the appropriateness of the study according to his/her knowledge of the classroom dynamics; conclusion</u>. The length of each entry will be of 150 words. Characteristics: double-spacing typed in fonts Times New Roman 12 or Calibri 11. Write name, class, instructor's name, assignment name on the top left hand side of the paper. The overall work should be introduced and given a conclusion. It has to be submitted by the last week of the course.

Regarding the search of articles

The textbook provides a good selection of articles in the bibliography section at the end of each chapter.

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**E-Culture Policy**

When dealing with faculty over e-mail, it is important that students keep the following in mind:
1. Always use the Tamu-c e-mail account to communicate with your instructor. Messages from any other e-mail accounts will not be considered.
2. Always use salutations and signatures. Be courteous.
3. For serious matters use e-mails to facilitate a mutually agreeable time to meet. E-mail should not be used to avoid personal interaction.
4. Never use e-mail to vent or to respond immediately to an emotional situation.

## *Programa de clases*

| julio | |
|---|---|
| lunes 9 | Capítulo 1 y Quiz cap. 1<br>El plan de clase o "lesson plan". |
| miércoles 11 | Capítulo 2 y Quiz cap. 2 |
| viernes 13 | Capítulo 3 y 4, y quiz de los dos capítulos |
| lunes 16 | Capítulo 5 y Quiz cap. 5 |
| miércoles 18 | Capítulos 6 y 7, y Quiz caps. 6 y 7 |
| viernes 20 | Capítulos 8 y 9, y Quiz caps. 8 y 9 |
| lunes 23 | Capítulos 10 y 11, y Quiz caps. 10 y 11 |
| miércoles 25 | **Midterm Exam**<br>Entrega de *Response essay* |
| viernes 27 | Capítulos 12 y 13, y Quiz caps. 12 y 13 |

| julio/agosto | |
|---|---|
| lunes 30 | Capítulo 14 y Quiz cap. 14 |
| miércoles 1 | Capítulo 15 y Quiz cap. 15 |
| viernes 3 | Capítulo 16 y Quiz cap. 16 |
| lunes 6 | Capítulo 17 y Quiz cap. 17 |
| martes 7 | Capítulo 18 y Quiz cap. 18 |
| jueves 9 | **Examen final**<br><br>Entrega de *Annotated bibliography* |

NOTA: Este programa de clases está sujeto a cambio debido a imponderables que se presenten durante el semestre.