

SPA 475 – Spring 2013
Methods for Teaching Spanish as a Second Language
Department of Literature and Languages
Texas A&M University-Commerce

Instructor: Dr. David Hervás

Online course

Horas de oficina: Contact through “Virtual Office”, or email

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*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:

Chapter quizzes	15%
Lesson plan designs	15%
Response essay	20%
Midterm exam	20%
Final exam	20%
Discussion	10%

Graduate Assignments and grading scale:

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 15, the time limit to upload the corresponding lesson plan is Saturday 16, at 11:59pm.

Response essay

Students are responsible to research and find a scholarly article to provide a response as final task. 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 “shared documents” in E-College.

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.

Graduate student assignment

Graduate level students in this course are required to turn an extra assignment consisting on an annotated bibliography. The student must submit a 15 entry bibliography. The articles should explore the different methods studied in our course. Each entry should contain 150 words describing what method is used, what aspect is taught, and the methodology of the study: procedures and results. The overall work should be introduced and given a conclusion. It has to be submitted by the last week of the course.

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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.

Statements to students required by the University and the Department of Literature and Languages:

- **Behavior:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student’s Guide Handbook, Policies and Procedures, Conduct)
- **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 132, Phone (903) 886-5150 or (903) 886-5835, Fax (903) 468-8148,
 email: <StudentDisabilityServices@tamu-commerce.edu>**
- **Academic Honesty:** *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 compositions constitutes a violation of 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]). Students who engage in plagiarism and copying acts that deserve official disciplinary actions are subject to academic sanctions.

Programa de clases

Week 1	Capítulo 1 y Quiz cap. 1 El plan de clase o “lesson plan”.
Week 2	Capítulo 2 y Quiz cap. 2
Week 3	Capítulo 3 y 4, y quiz de los dos capítulos Entregar “lesson plan”
Week 4	Capítulo 5 y Quiz cap. 5 Entregar “lesson plan”
Week 5	Capítulos 6 y 7, y Quiz caps. 6 y 7 Entregar “lesson plan”

Week 6	Capítulos 8 y 9, y Quiz caps. 8 y 9 Entregar "lesson plan"
Week 7	Capítulos 10 y 11, y Quiz caps. 10 y 11 Entregar "lesson plan"
Week 8	Midterm Exam
Week 9	Spring Break: no hay clase.
Week 10	Capítulos 12 y 13, y Quiz caps. 12 y 13 Entregar "lesson plan"
Week 11	Capítulos 14 y 15 y Quiz caps. 14 y 15 Entregar "lesson plan"
Week 12	Capítulo 16 y Quiz cap. 16 Entregar "lesson plan"
Week 13	Capítulo 17 y Quiz cap. 17 Entregar "lesson plan"
Week 14	Capítulo 18 y Quiz cap. 18 Entregar "lesson plan"
Week 15	Examen final Entrega del Ensayo Respuesta Entrega de Annotated Bibliography for Graduate Students

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