

FLL511 82612/82617 - FALL 2015

Teaching a Second Language

Department of Literature & Languages

Texas A&M University – Commerce

Instructor: Flavia Belpoliti, PhD

Office hours: T 10am-2pm & W 2pm-4pm 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.)

Course description

This course is a general introduction to second language acquisition and language teaching, with an emphasis on the teaching of Spanish. It is designed for graduate students of Spanish, and it incorporates a strong foundation on theoretical research in the field as well as practical activities to implement in the Spanish second language classroom. Students will understand and discuss basic concepts of current theories of language and language acquisition, and explore different pedagogical issues that relate to various teaching methodologies. They will have the opportunity to create original exercises, activities and tests, to examine the role of technology in language teaching, and to expand their knowledge of key aspects of teaching Spanish. The course will be conducted in Spanish although most of the readings will be in English.

Catalog Description

An advanced analysis of linguistic structures and cultural patterns important in second language instruction, emphasizing methodology and sociolinguistic applications for bilingual and Spanish instructors. Taught in Spanish.

Textbook and materials:

- Brown, Douglas & Lee, Heekyenong. (2015). *Teaching by Principles*. White Plains: Pearson-Longman, 4th. ed.
- Selected articles, available at *e-College*.
- Access to UT-Austin online modules: www.coerll.uhtexas.edu/methods

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

- a. Understand and implement general concepts of language acquisition theories and current methodologies in the teaching of Spanish.
- b. Demonstrate advanced knowledge of key aspects of teaching Spanish as a Second-language by creating and reviewing different techniques, activities and teaching materials.
- c. Develop an online teaching portfolio which includes their teaching philosophy and original content for teaching Spanish.
- d. Be able to critically examine the role of technology in language teaching.

Grade distribution

Exams (2X20%)	40%
Reflective Writing (short essay)	10%
Portfolio of Teaching Materials	20%
Lesson planning and teaching	15%
Class presentation	15%

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

Course Workload

1. Attendance & Participation

Participation and attendance are fundamental to succeed in this course. **Attendance is mandatory.** The only justified absences are those resulting from required participation in university events, hospitalization, or family emergencies of which the instructor has been notified. Please note that there is no participation grade given in this course; however, **after three unexcused absences, your final grade will be reduced by 2 points per absence.**

2. Exams: There will be two comprehensive exams at middle and end of the semester; for content and dates see *Tentative Schedule*.

3. Teaching Portfolio

An important outcome of this course is the development and organization of an online teaching portfolio that will continue to grow as students gain experience and advance in the field. Students will build an online teaching portfolio with different documents and files; it will include the following:

- (1) Personal teaching philosophy statement;
- (2) Analytical lesson plan (including lesson goals, activities, materials and time distribution);
- (3) Original learning activities that integrate language content and culture (following specific guidelines – see *e-College* for details):
 - (a) a vocabulary activity,
 - (b) a communicative or task-based grammar activity,
 - (c) a reading activity,
 - (d) a listening activity,
 - (e) a speaking activity,
 - (f) a writing activity
- (5) a Spanish as Second Language textbook evaluation report.
- (6) review of ten Spanish-language digital learning tools (websites, companion digital materials, software, apps, etc). See *e-college* for details

4. Lesson planning and teaching

Students will prepare in group three lesson plans on vocabulary, grammar and culture content. Each student will then choose one lesson plan and teach it in the most adequate Spanish course; before the teaching dates, the group will hand in the complete lesson plans to the instructor.

The lesson will be video-taped and analyzed by classmates and instructor. The student then will report the lesson outcomes and received feedback in a reflective short essay (300-400 words). See e-college for details.

5. Reflective writing: Students will teach, analyze, evaluate and write a short essay (300-400 words) about the lesson plan created and taught. This essay will include received comments and personal reflection on this experience. See e-college for details

6. Class presentation: Each student will deliver a presentation in one of the historical teaching methods discussed during the course. The 20-minutes presentation will include theoretical and historical background, discussion of main premises of the method, implementations, and a critical review. In addition, the student is responsible for showcasing a five-minute mini-lesson plan based on the method. Supplementary materials and literature will be provided as needed.

Tentative Schedule

This course schedule is subject to revisions and changes as the instructor deems necessary. Any changes to the course schedule will be announced in advance.

Date	Topics&Activities	Assignments
9/2	Course presentation SLA and language teaching Frameworks and the goals of language teaching	Read Cook 2015, Ch. 1; ACTFL <i>Guidelines</i> 2000; Jiménez 2011.
9/9	The teaching philosophy statement Language teaching methods	Read Ch. 2&3 Prepare presentation
9/16	<i>Students presentations: historical approaches to lang. teaching</i>	
9/23	Principles in language teaching	Read Ch. 4&5
9/30	Principles in language teaching. Agency	
10/7	Exam 1	Read Ch. 7, 10, 11
10/14	Proficiency levels Course, units and lesson plan design	Read Ch. 12&13; Moore, 2006
10/21	Technology in the classroom An interactive classroom	Read Ch.15&16 <i>Lesson plans are due</i>
10/28	Teaching speaking and listening	Read Ch.17-18; Rossiter et al, 2010; García 2013
11/4	Teaching reading and writing	Read Ch. 19; Montaner&Rigat 2013.
11/11	Teaching Vocabulary	Read Lee&VanPatten 2001; Villarino 2013
11/18	Teaching Grammar	<i>Reflecting writing is due</i>
11/25	<i>Thanksgivings Holiday</i>	
12/2	Exam 2 Language assessment	Read Ch. 20-21; Brandl, Ch. 5
12/9	Language assessment	
12/16	Teaching Portfolio is due	

General Policies

1. Late work

This is an intense course with no extended deadlines. No late work will be accepted in this course, without exceptions. Work should be submitted by midnight (CT) 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.

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 the student's work constitutes a violation of the TAMUC Academic Honesty Policy. Likewise, the use of electronic media to translate work to Spanish is also unacceptable.

Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. In addition, F-1 and J-1 international students must comply with the Student Exchange Visitor Program regulation related to their visa status. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion (Texas A&M University-Commerce [Regulation 13.99.99.R0.10, "Graduate Student Academic Dishonesty"](#)). 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 / (903) 886-5835

StudentDisabilityServices@tamuc.edu

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 in an online environment: www.albion.com/netiquette/corerules.html

A&M-Commerce will comply in the classroom, in the campus, 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.

5. *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 should be fully documented.

6. *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).

If there are still unresolved issues, students need to schedule an appointment with the Department Head, Dr. Hunter Hayes, or Assistant Department Head, Dr. Susan Stewart, 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”).

7. *Tutoring and Advising*

Your Instructor: I am your first resource and want to make your experience as positive as possible. Please talk to me if you are having any problems in the course and I will do my best to assist you.

Tutors: Spanish tutoring is available in HL 119. This service is free of charge and is offered daily. Sign up is on the door. Please note that there is a maximum time limit you can sign up for per day, 20 minutes. The Trio Program is also a TAMUC source for tutoring.

Advising: Dr. Flavia Belpoliti is the Spanish Programs adviser. To declare a major, second major, or minor in Spanish, or to get further information on the Spanish program, please make an appointment with Dr. Belpoliti (flavia.belpoliti@tamuc.edu).

Technology Requirements for Web-Enhanced / Online courses

To fully take advantage of the LearningStudio platform tools, 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
- 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.
- 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.

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) 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.

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