



SPA 475 – 22218

“Methods for Teaching Spanish”

COURSE SYLLABUS: Spring 2019

INSTRUCTOR INFORMATION

Instructor: Flavia Belpoliti, PhD

Class meetings: Tuesdays, 4:30pm-7:10 pm @ David Talbot Hall (HL) 201.

Office hours: Tuesdays 1:00 pm-4:00 pm; Wednesdays 11:00 am-1:00 pm @ David Talbot Hall 318 (Commerce). Saturdays 11:30 am-1:00 pm @ El Centro College (Dallas).

Office phone: 903 886-5271

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 INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

1. Richards, J. y Rodgers, T. 2009. *Enfoques y métodos en la enseñanza de idiomas*. Editorial Edinumen. Updated translation (ISBN 978-8498482065)
2. Compilation of articles, available at MyLeoOnline (see schedule for details)

Course Description

This course presents an introduction to second language acquisition theories and approaches as they apply to the teaching of Spanish as a second language. Students will identify and explore key issues presented in current frameworks for second language teaching and learning (ACTFL and MCER), and critically consider implications for the teaching of Spanish. The course will then focus on different areas of Spanish language teaching (grammar and vocabulary, language comprehension, language production, and cultural competence). In addition, the course will highlight the role of different tools such as unit and lesson design, needs analysis, material development, and assessment. Coursework will mainly consist on discussions, hands-on experience, and practical application of core concepts to promote active learning.

Student Learning Outcomes

1. Describe and explain core concepts in language acquisition and their influence on current approaches to the teaching of Spanish, demonstrate understanding of key topics.
2. Analyzing pertinent literature on foreign language teaching and learning according to the ACTFL and MCER frameworks, demonstrating critical understanding of key concepts and definitions.
3. Evaluate different historical approaches to language teaching in order to select, adapt, and implement relevant components as required in specific classroom situations.
4. Demonstrate the ability to analyze, design and develop lesson plans, short activities and assessments related to the different areas of Spanish language teaching.

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" (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.

GRADING

Assessments

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.

Three 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. Please see the folder "Recursos" in MyLeoOnline 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 online portfolio should include the following:

- Short biography and teaching statement.

- 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.
- Assessment tools (including a traditional assessment and a performative assessment).
- 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 MyLeoOnline for more details and relevant dates.

Grade distribution

Exams = 45% (3 x 15%)

Mini-lesson = 15%

Participation = 10%

Teaching Portfolio= 30% (teaching philosophy statement + four lesson plans + assessment forms + websites/TICS compilation)

Total = 100%

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

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

1. Attendance & Participation

- Participation and attendance are fundamental to succeed in this course. Attendance is mandatory. After six absences, you may be dropped from the course, depending on circumstances. Absences due to illness or unexpected situations count as absences. The only justified absences are those resulting from: mandatory participation in university events; hospitalization; 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.
- You should arrive on time. Two late arrivals or early departures by more than 10 minutes equal one absence. If a student arrives late, she/he needs to talk to the professor at the end of class to make sure that a tardy mark was registered in the class book instead of an 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.
- 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, interviews, etc.), please contact me immediately.
- 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.

The syllabus/schedule are subject to change.

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 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, 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. Extra-credit

The Spanish Program at TAMUC hosts a variety of events each spring, and invites you to actively participate. Up-to 3 extra-points will be granted after attending the event/s and completing the assigned activities.

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>

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](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)

<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)

<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/)

<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.

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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

EMEI = *Enfoques y métodos en la enseñanza de idiomas.*

Date	Activities	Readings & Assignments
1/15	Introduction of the course. Assignments. Second language acquisition: key concepts and definitions.	Complete student survey in MyLeoOnline Read EMEI Cap 1, 11-26.
1/21	Martin Luther King, Jr. Day	
1/22	The ACTFL framework: main concepts; the standards; proficiency measures.	Read ACTFL, "World-Readiness Standards for Learning Languages".
1/29	The MCER framework: main concepts; general goals; proficiency measures.	Read Cesar Jimenez, "El Marco Europeo Común de Referencia para las Lenguas".
2/5	Communicative competence and language learning; sub-competencies; the role of culture and communicative comp.	Read EMEI Cap 14 y 15, 153-188.
2/12	Exam 1 Approaches and methods	Read EMEI Cap 2 y 3, 27-56.
2/19	Approaches and methods	Read EMEI Cap 4, 5 y 6, 57-92.
2/26	Approaches and methods	Read EMEI Cap 7, 8, 9, 93-114.
3/5	Unit and lesson planning; sequencing and task design	Read Moreno García, "Actividades propias del enfoque comunicativo y por tareas".
3/12	Exam 2 Teaching vocabulary and grammar	Read EMEI Cap 12, 133-139.
3/18- 3/24	Spring Break	
3/26	Teaching vocabulary and grammar	Read Ellis, "Current issues in the teaching of grammar".
4/9	Listening and speaking in a second language	Lesson plans on vocabulary and grammar are due.
4/16	Reading and writing in a second language	Lesson plans on reading and listening are due.
4/18	Net-Ole event	
4/23	Language assessment, error correction and feedback.	Read Salaberry & Cohen, "Testing Spanish" Lesson plans on speaking and writing are due.

The syllabus/schedule are subject to change.

		<i>Prepare mini-lesson; see "Recursos" in MyLeoOnline.</i>
4/30	Mini-lesson presentations	Online portfolio is due (Friday May 3 rd . Turn in in MyLeoOnline) 5/3 <i>last day of classes</i>
5/7	Exam 3 (4:00 pm, HL 201)	

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 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, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of 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>