



BESL 4301 SPANISH FLUENCY IN THE CLASSROOM

Spring 2018

BESL 4301 is a required course for EC-6 and 4-8 Certification.

College of Education

Department of Language, Literacy & Special Populations

Instructor: Angelica F. Trevino.
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Class Format: This course meets for three hours weekly and includes interactive technology, lectures, discussions, group and individual projects. The format for learning and interaction may include viewing audio-visual presentations, researching online, independent work, small group projects, demonstrations, and presentations. Group work may be completed during the established hours or after class. Project papers, discussion, group work, reflective response, and activities are required.

Office hours: 8:30 – 9:20 am

Day and time the class meets: Monday 9:30 – 12:20 pm

Location of class: TWC 331

Course Description: This course is designed for persons interested in teaching in a Spanish instructional environment. Terminology specific to the instructional process, curriculum, and community is emphasized. Linguistic and cultural comparisons among different Spanish dialects represented in Texas are examined. This is a practical course designed to help students with the Spanish structures and terminology used in the different areas of instruction.

Textbooks: Morris, L. R. L. A. (2009). *Desarrollo del Español para Maestros en Programas de Educación Bilingüe*. Arlington, Texas: LM Education. & Anaya, R. A. (1994). *Spanish/English dictionary*.
Ana Roca Nuevo Mundos, *Lectura, cultura y comunicación Curso de Español para estudiantes bilingües*.
Spanish /English Dictionary

Course Objectives:

1. Spanish Lesson planning and demonstration
2. Develop essential content area and school curriculum vocabulary
3. Basic Spanish orthography
4. Basic Spanish grammar
5. Knowledge and use of various standardized as well as teacher made, authentic Spanish evaluation strategies and assessment.
6. Effective use of games, activities, and music in language acquisition.

Matrix

Course Objectives - stated in measurable performance terms/behavior

- Course Activities/Assignments
- Performance Assessments
- Standards (either list the standards used or provide a link to the standards)
 - Required Program Standards (SPA – i.e., ACEI, NMSA etc.)
 - NCATE/CAEP Standard 1 (all applicable elements) used when there is not a SPA
 - State Standards/Competencies for certification if applicable
 - Diversity and Disposition Proficiencies
 - Conceptual Framework Alignment
 - ISTE NETS*S Technology Standards (for technology integrated curriculum)

IDEA Objectives: in this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Important: Gaining factual knowledge (terminology, classifications, methods, trends);
Learning to *apply* course material (to improve thinking, problem solving, and decisions)

Course /Instructor Requirements

Course Format: This course meets for 3 hours per week and includes interactive technology, lectures, discussions, group and individual projects. The format for learning and interaction may include viewing audio-visual presentations, researching online, independent work, small group projects, demonstrations, and presentations. Group work may be completed during the established hours or after class. Project papers, discussion, group work, reflective response, and activities are required.

Late assignment policy: Please pay special attention to observe the due dates for each of the assignments. If you are aware of problems or special situations **BEFORE** the due dates, contact the professor to inform. **Late assignment are not acceptable.**

Course Outline

Assignments:

Each assignment has a folder on BB with assignment guidelines and rubrics.

1. **Written expression is divided into two components;**
 - a) Response to different forms of communication which will required students to develop three Spanish written assignments for this class (**email, letter, invitation**)
(30 pts each x 3)
 - b) Students will write an autobiographical composition 2 page length. **(50 pts.)**
2. **Interview. (100)** the students will be interviewing a Hispanic person about their life when they were young and the student will write a summary of a page. (100 pts)
3. **Oral Spanish Performance (100 pts x 1)** Students will develop **one** vodcasts in which they will demonstrate their oral proficiency in Spanish.
Vodcast 1: Questions and answers

Vodcast 1: Students will upload the vodcasts onto blackboard for the instructor to grade.
4. **Oral Project.** Students will plan, develop and present a **topic** to the class. Presentation should be at least **5 minutes. (50 pts)**
5. **Chapter Presentation. (50 pts.)** Team of four/five will give a class of one chapter including vocabulary. The team have to prepare a power point and one activity to practice the class topic, and the vocabulary
6. **Personal Dictionary. (60 pts.)** Students are going to create a personal dictionary with a minimum of 75 words and their definitions during the semester.
7. **Reading Book. (50 pts.)** Students will be reading different topics in the Nuevo Mundo's book to discuss in class, (50 pts)
8. **Reading Book Reflection. (50)** Students will be chose of one of the topics in the book and write a **final reflection.**

9. **Quiz- (30 pts each x5)** five quizzes will be given during the semester to ensure that you are completing the assigned readings.
10. **Oral Final Presentation. (100 pts.)** Students will plan, develop and present a topic to the class. Presentation should be at least **5 a 8 minutes**.
11. **Professional development Reflection- (100 pts.)** Students are encourages engaging in professional development activities during the semester. Students will need to attend at least one professional development event during the semester and write a reflection.
12. **Professionalism/Attendance.** Your participation grade will be based on two separate components: attendance and. Participation in class. More than one absence will affect your overall grade. The student may be penalized one full letter grade for more than an absence. One absence equals three hours of a course lecture and/or field-based experience. Tardiness or leaving early will be documented and reflected in grade reduction. Two tardy days (of more than 10 minutes each) or leaving class early is equal one absence. Attitude and group cooperation also will be considered. **(50 Points)**

13. **Grades:** **Points**

• Written expression email, letter, invitation (30 x 3)	90
• Composition	50
• Interview	100
• Vodcast	100
• Oral Project	50
• Chapter Presentation	50
• Personal Dictionary	60
• Reading Book	50
• Quiz (30 x 5)	150
• Oral Final Presentation	100
• Reading Final Reflection	50
• Professional Development Reflection	100
• Participation/ Attendance	50
• Examen Final	100

Grade Evaluation	93 - 100=	A
	85 – 92 =	B
	77 – 84 =	C
	70 – 76 =	D
	Below 70.0 =	F

Schedule

The course calendar/schedule is ongoing in development throughout the courses. An overall schedule outline will be provided for the courses; however, a specific and detailed calendar will be provided in advance for students to know what will be covered in the semester. The readings and assignment due dates will be noted and all assignments and rubrics will be discussed in class prior to the due date.

Date	Topic	Reading assigned	Assignments due
1/22	Introduction to the class		
1/29	The connection between English and Spanish		
2/5	Grammar	Ch. 1	Composition Quiz 1
2/12	Grammar	Ch. 1	Interview
2/19	Grammar	Ch. 1	Quiz 2
2/26	Orthography	Ch. 2	
3/5	Orthography	Ch. 2	
3/12	Spring Break		
3/19	Written Communication	Ch. 6	Quiz 3
3/26	Written Communication	Ch. 6	Email
4/2	Oral Communication	Ch. 5	Letter Quiz 4
4/9	Oral Communication	Ch. 5	Oral Project Invitation
4/16	Listening comprehension	Ch. 4	Vodcast Quiz 5
4/23	Reading and understanding	Ch. 3	
4/30	Review for exam		Final assignments
5/7	Exam		Final Exam

The Instructor reserves the right to alter, add, change, delete, and/or modify the syllabus and/or schedule of assignments to meet individual needs of the student (1-14-2017).

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - Academic Grievance Procedures for Students #9

Student Guidelines

- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING INSTRUCTION
 - Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS
 - Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance Policy: Punctual and regular attendance is expected. Each absence after the first one will result in the deduction of 3 percentage points from final grade. Two tardiest and /or early departures are equivalent to an absence. In case of an emergency, please contact the professor. Please see me after class if you come in late so I can change the attendance roster. It will be counted as an absence if you FORGET to let me know.

Course Expectations

Time Requirement: For each hour in class, you will be expected to commit at least three hours outside of class. It is expected that if you enroll in this course, you can meet the time requirements.

Professionalism Policy: Since you are studying to be educational role models, you will be expected to display professional behavior in all aspects during class time.

Format for Course Documents: All assignments outside of class must be computer-generated, double-spaced, use a 12 point Arial or Times New Roman font, APA style and proofread to be error free. All papers should be stapled and include a copy of the rubric. Have your name and course number (single-spaced) on the top right corner of the first page.

Communication

Email: Correspondence should be in proper letter form. If the student's email does not respectfully communicate with the professor, the student may not receive a reply.

Phone: Email communication is not the only way to make contact with me! All voice mail goes directly to email and notifies me of a message. Do not wait or dismiss the need to talk with me about assignments. I willingly look at drafts of assignments, and I am willing to discuss assignments on the phone up until 48 hours before the due date.

Remind 101: You can send me a text message or question (during office hours) for me to respond.

In person: I am available during the posted office hours.

Bibliography

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College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.