

## Cover Sheet: Request 10923

### SPN3XXX Spanish for Educators

#### Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Gillian Lord glord@ufl.edu
Created	4/11/2016 10:21:16 AM
Updated	12/5/2016 2:46:53 PM
Description of request	Designed for learners interested in teaching Spanish as a World Language and/or increasing their linguistic and cultural expertise to work with educational stakeholders. Improve Spanish proficiency, learn methods for teaching Spanish, and gain awareness of Hispanic cultures as they relate to educational settings.

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Spanish and Portuguese	Gillian Lord		4/11/2016
No document changes					

Step	Status	Group	User	Comment	Updated
College	Recycled	CLAS - College of Liberal Arts and Sciences	Pharies, David A	<p>This course has been conditionally approved by the CCC. Their comments:</p> <ul style="list-style-type: none"> <li>- Rephrase the description to maintain the same catalog language throughout. E.g., the second sentence should also begin with a verb or an adjective.</li> <li>- Present objectives as a list. E.g., "By the end of the semester it is expected that students will: <ul style="list-style-type: none"> <li>o Improve their proficiency ...</li> <li>o Etc.</li> </ul> </li> <li>- Under 'Additional Links,' change 'safe place' into 'forum'. The language should focus on expectations regarding students' behavior.</li> <li>- Statement about late work under 'Homework' should refer to UF policy that is also mentioned under attendance: "Requirements for class attendance &amp; make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <a href="https://catalog.ufl.edu/ugrad">https://catalog.ufl.edu/ugrad</a></li> <li>- Change 'Profe' into 'professor'; and 'has a rotating topic' into 'as a rotating topic.' Run a spell check.</li> </ul>	4/20/2016
No document changes					
Department	Approved	CLAS - Spanish and Portuguese	Gillian Lord	Requested changes have been made to the syllabus document and the online form.	4/20/2016
Replaced SPN3XXX_SPNforEducators.docx					4/20/2016
College	Approved	CLAS - College of Liberal Arts and Sciences	Pharies, David A		4/26/2016
No document changes					

Step	Status	Group	User	Comment	Updated
University Curriculum Committee	Comment	PV - University Curriculum Committee (UCC)	Case, Brandon	Added to the September agenda.	6/24/2016
No document changes					
University Curriculum Committee	Recycled	PV - University Curriculum Committee (UCC)	Case, Brandon	Recycled pending external consultation from the College of Education.	9/20/2016
No document changes					
College	Recycled	CLAS - College of Liberal Arts and Sciences	Pharies, David A	I don't know if you noticed that the UCC recycled this course pending consultation with the College of Education. They are concerned that this course may impinge on their competencies.	10/4/2016
No document changes					
Department	Approved	CLAS - Spanish and Portuguese	Gillian Lord	We have met with Ester de Jong and Maria Coady from College of Education, and they have consulted with their administration. We have made the minimal changes they suggested to our syllabus, and are uploading the new version, along with the consult form, filled out by Maria Coady.	11/1/2016
Replaced SPN3XXX_SPNforEducators-rev.docx					11/1/2016
Added SPN3XXX_Fall 2016_Syllabus_UCC-revisedafterconsult.docx					11/1/2016
Added UCC Consult SPN3XXX 10-31-16.pdf					11/1/2016
College	Approved	CLAS - College of Liberal Arts and Sciences	Pharies, David A		11/1/2016
No document changes					
University Curriculum Committee	Comment	PV - University Curriculum Committee (UCC)	Case, Brandon	Added to the December agenda.	11/21/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			11/21/2016
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					

Step	Status	Group	User	Comment	Updated
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

# Course|New for request 10923

## Info

**Request:** SPN3XXX Spanish for Educators

**Description of request:** Designed for learners interested in teaching Spanish as a World Language and/or increasing their linguistic and cultural expertise to work with educational stakeholders. Improve Spanish proficiency, learn methods for teaching Spanish, and gain awareness of Hispanic cultures as they relate to educational settings.

**Submitter:** Gillian Lord glord@ufl.edu

**Created:** 4/20/2016 9:51:02 AM

**Form version:** 2

## Responses

**Recommended Prefix**SPN

**Course Level** 3

**Number** XXX

**Lab Code** None

**Course Title**Spanish for Educators

**Transcript Title**SPN FOR EDUCATORS

**Effective Term** Earliest Available

**Effective Year**Earliest Available

**Rotating Topic?**No

**Amount of Credit**3

**Repeatable Credit?**No

**S/U Only?**No

**Contact Type** Regularly Scheduled

**Degree Type**Baccalaureate

**Weekly Contact Hours** 3

**Category of Instruction** Intermediate

**Delivery Method(s)**On-Campus

**Course Description** Designed for learners interested in teaching Spanish as a World Language and/or increasing their linguistic and cultural expertise to work with educational stakeholders. Improve Spanish proficiency, learn methods for teaching Spanish, and gain awareness of Hispanic cultures as they relate to educational settings.

**Prerequisites** SPN3300 or SPN 3350

**Co-requisites** none.

**Rationale and Placement in Curriculum** Our department is expanding our offerings in Languages for Specific Purposes (LSP), in order to attract new students and to provide more coursework options in our Certificate in Spanish for the Professions. This course has been taught as a rotating topics course and was quite successful. We would like to add it to the lineup of regularly offered courses, and to then add it to courses for the certificate.

**Course Objectives** This course is designed for learners interested in teaching Spanish as a World Language and/or increasing their linguistic and cultural expertise to work with educational stakeholders in Spanish in K-12 contexts.

By the end of the semester, students will:

1. Improve their proficiency in Spanish in order to communicate in the language in educational settings with various stakeholders.
2. Learn introductory methods for teaching Spanish (and/or other content area material in Spanish).
3. Gain a more complex awareness of Hispanic cultures (especially as related to children and adolescents) and consider culturally responsive ways to work with Spanish-

speaking students and their families.

**Course Textbook(s) and/or Other Assigned Reading**Required:

Shrum, J.L., & Glisan, E.W. (2005). Teacher's handbook: Contextualized language instruction (3rd ed.). Boston: Thomson Heinle.

Additional required texts in English and Spanish – such as el Diccionario de términos clave de Español como Lengua Extranjera from Centro Cervantes Virtual - will be available on our course Canvas site.

**Recommended:**

Buttner, A. (2007). Activities, games, and assessment strategies for the foreign language

classroom. Larchmont, New York: Eye on Education. [A useful text for language educators.]

Curtain, H., & Dahlberg, C. A. (2004). Languages and children - Making the match: New languages for

young learners, Grades K-8 (4th ed.). Boston: Pearson. [Especially recommended for those interested in working with young learners.]

Osborn, T.A. (2006). Teaching world languages for social justice: A sourcebook of principles

and practices. Mahwah, New Jersey: Lawrence Erlbaum Associates. [An ideal text for those interested in a critical perspective on teaching world languages.]

**Weekly Schedule of Topics** Week 1: Introduction to course, language learning in US

Week 2: Biculturalism/Multiculturalism

Week 3: Spanish language use in schools

Week 4: Spanish language use in schools

Week 5: Fostering language proficiency in the classroom

Week 6: Fostering language proficiency in the classroom

Week 7: Fostering intercultural competence in the classroom

Week 8: Fostering intercultural competence in the classroom

Week 9: Developing lesson plans - 3Ps; school placements

Week 10: Developing lesson plans - 5Cs: Comparisons; school placements

Week 11: Developing lesson plans - 5Cs: Culture; school placements

Week 12: Developing lesson plans - 5Cs: Communication; school placements

Week 13: Developing lesson plans - 5Cs: Connections; school placements

Week 14: Developing lesson plans - 5Cs: Communities; school placements

Week 15: School placements, group work on final projects

Week 16: Present final projects

**Grading Scheme** 30% - Final project

25% - Homework / In-Class Assignments / Quizzes (written and/or oral)

15% - School-based placement and associated tasks

15% - Mini lesson

15% - Attendance and active participation

**Additional Links and Policies**Attendance and active participation (15%)

- Attendance means bodily presence in class, which is your duty and responsibility as a UF student. Note that after three classes have been missed for any unexcused reason, 1 percentage point will be subtracted from your final grade for each additional absence (barring extreme extenuating circumstances). Contact your professor as soon as possible if you anticipate missing class and be prepared to provide documentation related to any absence.

Also note that if you are late to class or leave class early two times, it will count as one unexcused absence (and four times = 2 unexcused absences, etc.). If you have extenuating circumstances that may make you late to class frequently, inform your professor as soon as possible.

Requirements for class attendance & make-up exams, assignments, and other work in

this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

- Active participation means that you are intellectually present, prepared, and contributive in Spanish. Participation, within the context of this class, entails demonstrating an understanding of course readings, asking questions and commenting on others' responses, collaborating with classmates, and expressing in a professional manner opinions, reactions, frustrations, etc. (See the document "Criterios de evaluación para la participación" on our course Canvas site for grading criteria.)
- Our classroom is a forum to share and develop new ideas and gain understanding; respect of colleagues' questions is expected. Additionally, because we will likely discuss sensitive topics related to schools, families, and students, we must all be courteous and respectful of one another as we candidly share ideas and opinions.

#### Homework / In-Class Assignments / Quizzes (25%)

- Written and/or oral work will be assigned to help you develop your content and linguistic mastery of the material. Such assignments may be assigned in advance or take place during class time. Know that Profe will always provide you feedback on your work! (See the document "Criterios de evaluación para la tarea" on our course Canvas site for grading criteria.)
- Since homework / in-class assignments / quizzes reinforce material at a certain point in the course, late work will not be accepted unless there are valid extenuating circumstances. Please consult the Catalog for further information: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

#### School-based placement and associated tasks (15%)

- Each member of SPN 3XXX will have the opportunity to engage with educators and learners in Spanish in local PK-12 settings during a placement of a minimum of 12 hours. You will observe practice, discuss teaching and learning with teachers, and actively engage with students (e.g., working with small groups, assisting the teacher during instruction, leading a whole-group activity). You will reflect on your experiences via in-class discussions and written and/or verbal interactions on Canvas. (More information available in the "Normas y criterios para las prácticas" on our course Canvas site for grading criteria.)

#### Mini-lesson (15%)

- To practice your teaching skills and to gain valuable peer feedback, groups of 2-3 students will design and teach a 10- to 12-minute mini-lesson during the semester. These teaching experiences will focus on a particular topic (e.g., teaching culture from a critical perspective, teaching vocabulary in context, teaching academic content in Spanish, teaching reading and/or writing in context). Your responsibility is to consider the context of instruction (i.e., grade level, class make-up), standards of instruction (ACTFL), and the content you've selected in order to create a dynamic lesson (be creative!). Each mini-lesson will be followed by a brief whole-group discussion of the activity to help you reflect on your planning and instruction. (More information available in the "Normas y criterios para la lección breve" on our course Canvas site.)

#### Final project (30%)

- Learners in SPN 3XXX will work as individuals or in groups to complete a personalized final project in order to apply the pedagogical, linguistic, and cultural skills gained in the course. The final project should have a "real-world" purpose (meaning that you and/or community partners will be able to use the project in a future educational context). Sample projects might include: creating a mini-unit (or a longer unit if a group project) for classroom instruction; planning and implementing a special event (e.g., visiting a local school or community space to do a special activity); creating a resource document/kit about schooling in our area for Spanish-speaking families; or creating a resource document/kit for teachers about a particular topic (in collaboration with the teachers). The possibilities are vast!
- Beyond the product itself, learners will explain why they selected the project, what

the process of the project has been, how the project is to be implemented (or how it was implemented), what challenges might be encountered during implementation and how those challenges could be addressed, etc. This explanation must reference academic texts (especially course texts) related to the particular topic that provides support that the project is pedagogically sound.

- Learners will be held accountable for their work on the final project throughout the semester (see the calendar / communications from Profe), including submitting a proposal for the project in order to get feedback and approval from Profe, maintaining a log of time spent on the project and who does what (for groups), and providing updates orally and/or in writing. (More details available on our course Canvas site.)

#### OTHER POLICIES

- Academic Integrity: All students are required to abide by the Academic Honesty Guidelines of the University. The UF Honor Code reads: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." For more information please refer to <http://www.dso.ufl.edu/studentguide>.
- Accommodations: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For more information see <http://www.dso.ufl.edu/drc>.
- Course Evaluations: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.
- Counseling and Wellness: A variety of counseling, mental health and psychiatric services are available through the UF Counseling and Wellness Center, whose goal is to help students be maximally effective in their academic pursuits by reducing or eliminating emotional, psychological, and interpersonal problems that interfere with academic functioning. The Center can be found online at <http://www.counseling.ufl.edu/cwc> or reached by phone at 392-1575.

**Instructor(s)** Jennifer Wooten



**Subject:** Re: FAVOR PLEASE: UCC course consultation  
**Date:** Tuesday, November 1, 2016 at 8:29:10 AM Eastern Daylight Time  
**From:** Coady, Maria R.  
**To:** Gillian Lord, De Jong, Ester Johanna  
**CC:** Wooten, Jennifer Ann

Good morning, Gillian and Jennifer,

I conferred with Ester and Nancy Waldron and am attaching the UCC form here. Please let us know if you need anything else. Best wishes and good luck with the course.

Maria

Maria R. Coady, Ph.D.  
Associate Professor of ESOL/Bilingual Education  
Program Coordinator ESOL  
Fulbright Specialist Scholar/US State Department  
University of Florida  
Box 117048  
Gainesville, FL 32611  
mcoady@coe.ufl.edu  
<http://education.ufl.edu/international-education/>  
  
[www.thomascoady.com](http://www.thomascoady.com)  
Thomas J. Coady Memorial Scholarship Endowment  
<https://www.uff.ufl.edu/OnlineGiving/FundDetail.asp?FundCode=019769>  
See the film [\*Nothing's Gonna Happen\*](#)

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**From:** Gillian Lord  
**Sent:** Monday, October 24, 2016 6:04 PM  
**To:** Coady, Maria R.; De Jong, Ester Johanna  
**Cc:** Wooten, Jennifer Ann  
**Subject:** Re: FAVOR PLEASE: UCC course consultation

Also, if you do approve of the new syllabus, could you please fill out the attached consult form, which is what we will need to move forward with the university curriculum committee?

Thanks!

Gillian

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Gillian Lord, Ph.D.  
Professor and Chair  
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<http://people.clas.ufl.edu/glord/>

*"Spanish. Bestow great attention on this and endeavor to acquire an accurate knowledge of it. Our future connection with Spain and Spanish America will render that language a valuable acquisition."* -- Thomas Jefferson (1787)

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**From:** "Wooten,Jennifer Ann" <[wooten@ufl.edu](mailto:wooten@ufl.edu)>

**Date:** Sunday, October 23, 2016 at 9:28 PM

**To:** Gillian Lord Ward <[glord@ufl.edu](mailto:glord@ufl.edu)>, "Coady, Maria R." <[mcoady@coe.ufl.edu](mailto:mcoady@coe.ufl.edu)>, "Harper,Candace Ann" <[charper@coe.ufl.edu](mailto:charper@coe.ufl.edu)>, "Kozuma, Jo A" <[jkozuma@coe.ufl.edu](mailto:jkozuma@coe.ufl.edu)>, "De Jong,Ester Johanna" <[edejong@coe.ufl.edu](mailto:edejong@coe.ufl.edu)>

**Subject:** Re: FAVOR PLEASE: UCC course consultation

Dear All,

I hope that you've all had a wonderful weekend!

I have finalized the changes to the SPN 3XXX: Spanish for Educators syllabus as we discussed on Oct. 10. Specifically, I amplified the scope of the course to K-16 from K-12, I erased mention of Peregoy & Boyle and Herrell & Jordan in the Recommended Readings section, and I removed the selection from *Casi una mujer* from the second week of classes. Please see the attached document.

Please let us know if any additional changes need to be made so that you can confidently complete the required documentation for the UCC.

I look forward to working with you all and other colleagues in the COE related to training language educators and advocating for language education in our state and beyond!

Best,

Jennifer

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**From:** Gillian Lord

**Sent:** Monday, September 12, 2016 10:28 AM

**To:** Coady, Maria R.; Harper,Candace Ann; Kozuma, Jo A; De Jong,Ester Johanna

**Cc:** Wooten,Jennifer Ann

**Subject:** FAVOR PLEASE: UCC course consultation

Dear Maria, Ester, Candace and/or Jo-

**Sorry for the blanket email, I really am not sure to whom I should direct this request – if it's not (one of) you, please let me know and/or forward to the appropriate folks!**

Dr. Jennifer Wooten, our Director of Language Instruction, and I are requesting a new course number for our Spanish for Educators course. The course is taught in Spanish and is about teaching Spanish in the K-12 setting, as well as interacting with parents, etc. Jen taught the course last fall and is teaching it again this term (I'm attaching the syllabus for your reference), and it's been quite successful. We don't honestly see a lot of COE folks, mostly our majors who *might* be interested in teaching Spanish or just think the course sounds fun. The course will be part of our certificate in Spanish for the professions, as one of the career-specific electives students can choose.

Our course request is now with the UCC, and they have requested that we obtain a consult from the College of Education to confirm that this course doesn't overlap with one of your courses. Aside from the obvious fact that the course *is taught in Spanish*, we also believe that there is still no dedicated world language/foreign language curriculum among the undergraduate COE programs, from what we can tell

online. [From what I can tell, the only undergraduate programs are in early childhood or elementary ed (the 5 yr MA ones, right?), and the coursework listed on their sample program pdfs don't have anything to do with language. Which is why I'm writing to you all, since it seems that ESOL/Biling/etc. is where there would most likely be overlap -- even though from what I can tell your programs are only graduate....] While some of our content might overlap in parts with some of your graduate courses, we didn't see an undergraduate course (anywhere) that could be considered too similar to this one...

ANYWAY, could you please take a quick look at Jen's syllabus and see if you / COE / ?? would have any problems with us adding this course to our curriculum? If you approve, could you please fill out the attached consult form (pdf) and return it to me? The UCC wrote to me this morning and asked for feedback by Wednesday, but if that's not possible we can just get it recycled to next month's meeting. Again, if you think someone in a different program would be more appropriate to fill this out, please just let me know. Thank in advance to you all -- and I hope your semesters are off to a great start!

Un abrazo,

Gillian

Gillian Lord, Ph.D.  
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*"Spanish. Bestow great attention on this and endeavor to acquire an accurate knowledge of it. Our future connection with Spain and Spanish America will render that language a valuable acquisition."* -- Thomas Jefferson (1787)

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## SPN 3930: Spanish for Educators

### Fall 2016 / T (4) & R (4-5) / TUR 1105

Jennifer Wooten, PhD ([wooten@ufl.edu](mailto:wooten@ufl.edu))

Office Hours in Dauer 249  
T (12:00 – 1:30), R (1:00 – 2:30) & F (11:00 – 12:30)  
and by previous appt.  
Office Phone: 352-392-2463

#### COURSE DESCRIPTION / OBJECTIVES

This course is designed for learners interested in teaching Spanish as a World Language and/or increasing their linguistic and cultural expertise to work with educational stakeholders in Spanish in K-16 contexts. The course has three main objectives. First, participants will improve their proficiency in Spanish in order to communicate in the language in educational settings with various stakeholders. Additionally, participants will also learn introductory methods for teaching Spanish (and/or other content area material in Spanish). Finally, participants will gain a more complex awareness of Hispanic/Latino cultures (especially as related to children and adolescents) and consider culturally responsive ways to work with Spanish-speaking students and their families.

#### PREREQUISITES: SPN 3300 or SPN 3350.

In order to be successful in class and in the community placement, **students should have the proficiency level of Intermediate High (*Intermedio Alto*) or higher** in speaking, listening, reading, and writing according to [the ACTFL Proficiency Guidelines](#).

This course counts towards the [Certificate in Spanish for the Professions](#)

#### TEXTS

Required texts in English and Spanish – such as [el Diccionario de términos clave de Español como Lengua Extranjera](#) from [Centro Cervantes Virtual](#) - will be available on our course Canvas site.

#### Recommended:

- Buttner, A. (2007). *Activities, games, and assessment strategies for the foreign language classroom*. Larchmont, New York: Eye on Education. [A useful text for language educators.]
- Curtain, H., & Dahlberg, C. A. (2004). *Languages and children - Making the match: New languages for young learners, Grades K-8* (4<sup>th</sup> ed.). Boston: Pearson. [Especially recommended for those interested in working with young learners.]
- Osborn, T.A. (2006). *Teaching world languages for social justice: A sourcebook of principles and practices*. Mahwah, New Jersey: Lawrence Erlbaum Associates. [An ideal text for those interested in a critical perspective on teaching world languages.]
- Many additional recommended readings are available based on students' interests. Consult Profe!

## ACTIVITIES & ASSIGNMENTS

We meet each Tuesday from 10:40 a.m. until 11:30 a.m. and Thursday from 10:40 a.m. until 12:35 a.m. Time in class will be dedicated to critically discussing course readings and making connections between course readings and classroom applications (especially in conjunction with a school-based practicum). The syllabus shows the general topics, readings, and assignments that will serve as the focus of each class (with more details provided through Canvas), and it is expected that you will come to class every single class fully prepared (see below).

### Active participation (15%)

Attendance means bodily presence in class, which is [your duty and responsibility as a UF student](#). **Note that after three classes have been missed for ANY reason (no documentation required), 1 percentage point will be subtracted from your final grade for each additional absence (barring extreme extenuating circumstances).** Contact Profe as soon as possible if you anticipate missing class and be prepared to provide documentation related to any absence.

Also note that if you are late to class or leave class early two times, it will count as one unexcused absence (and four times = 2 unexcused absences, etc). If you have extenuating circumstances that may make you late to class frequently, inform Profe as soon as possible!

Active participation means that **you are intellectually present, prepared, and contributive in Spanish from the time you enter the classroom to the time you leave the classroom**. Participation, within the context of this class, entails demonstrating an understanding of course readings and being able to discuss in Spanish, asking questions and commenting on others' responses, collaborating with classmates, and expressing in a professional manner opinions, reactions, frustrations, etc. (*See the document "Criterios de evaluación para la participación" on our course Canvas site for grading criteria.*)

Our classroom is a safe place to share and develop new ideas and gain understanding; respect of colleagues' questions is expected. Additionally, because we will likely discuss sensitive topics related to schools, families, and students, **we must all be courteous and respectful of one another as we candidly share ideas and opinions.**

### Homework / In-Class Assignments (15%) and Examencitos (10%)

Written and/or oral work will be assigned to help you develop your content and linguistic mastery of the material. Such assignments may be assigned in advance or take place during class time. Know that Profe will always provide you feedback on your work! (*See the document "Criterios de evaluación para la tarea" on our course Canvas site for grading criteria.*)

Quizzes (*examencitos*) will most often be weekly quizzes to evaluate the understanding and application of previously learned material, though Profe reserves the right to administer pop quizzes as needed. At least two quizzes will be dropped at the end of the semester, so make-ups of quizzes are not permitted.

Since homework / in-class assignments / quizzes reinforce material at a certain point in the course, **late work and/or make-ups will not be accepted unless there are valid extenuating circumstances.**

### Community-based placement and associated tasks (15%)

Each member of SPN 3930 will have the opportunity to engage with educators and/or learners in Spanish in local PK-12 settings or with community members during a placement of a minimum of 12 hours. Via collaborations with local Spanish teachers or collaborating with Gators for Equal Opportunity, learners

will observe practice, discuss teaching and learning with teachers, and/or actively engage with students (e.g., working with an individual student or students in small groups, assisting the teacher during instruction, leading a whole-group activity). You will reflect on your experiences via in-class discussions and written and/or verbal interactions on Canvas. *(More information available in the “Normas y criterios para las prácticas” on our course Canvas site for grading criteria.)*

**Mini-lesson (10%)**

To practice your teaching skills and to gain valuable peer feedback, groups of 2-3 students will design and teach a 10- to 12-minute mini-lesson during the semester. These teaching experiences will focus on a particular topic (e.g., teaching culture from a critical perspective, teaching academic content in Spanish, teaching reading and/or writing in context). Your responsibility is to consider the context of instruction (i.e., grade level, class or group make-up), standards of instruction (ACTFL), and the content you’ve selected in order to create a dynamic lesson (be creative!). Each mini-lesson will be followed by a brief whole-group discussion of the activity to help you reflect on your planning and instruction. *(More information available in the “Normas y criterios para la lección breve” on our course Canvas site.)*

**Noticiero (10%)**

In order to learn more about language usage and language education here in the US, each student will select ONE of the following options: (1) read an article in Spanish; (2) view a news clip in Spanish; or (3) interview in Spanish a Spanish speaker with at least Advanced proficiency who attended US schools about his/her experiences. Each learner will then present what they learned from the text / video / interview informally in approximately 4-5 minutes. The goal is to educate all learners in the classroom on up-to-date news in language education. *(More information available in the “Normas y criterios para el noticiero” on our course Canvas site.)*

**Final project (25%)**

Learners in SPN 3930 will work as individuals or in groups to complete a significant personalized final project in order to apply the pedagogical, linguistic, and cultural skills gained in the course. The final project should have a “real-world” purpose (meaning that you and/or community partners will be able to use the project in a future educational context). Sample projects might include: creating a mini-unit (or a longer unit if a group project) for a teacher with whom the learner worked this semester; planning and implementing a special event (e.g., visiting a local school or community space to do a special workshop or activity); creating a resource document/kit about schooling in our area for Spanish-speaking families; or creating a resource document/kit for teachers about a particular topic (in collaboration with the teachers). The possibilities are vast!

Beyond the product itself, learners will explain why they selected the project, what the process of the project has been, how the project is to be implemented (or how it was implemented), what challenges might be encountered during implementation and how those challenges could be addressed, etc. This explanation must specifically and concretely reference academic texts (especially course texts) related to the particular topic that provides support that the project is pedagogically sound.

Learners will be held accountable for their work on the final project throughout the semester (see the calendar / communications from Profe), including submitting a proposal for the project in order to get feedback and approval from Profe, maintaining a log of time spent on the project and who does what (for groups), and providing updates orally and/or in writing. *(More details available on our course Canvas site.)*

**Your course grade will be calculated as follows:**

25% - Final project  
 15% - Preparation and Participation  
 15% - Homework / In-Class Assignments (written and/or oral)  
 15% - School-based placement and associated tasks  
 10% - Quizzes (“Examencitos”)  
 10% - Mini lesson (“Lección breve”)  
10% - Noticiero  
 100%

Keep all returned graded work until you receive your final grade.

**Grade Scale**

The grade scale for classes in the Department of Spanish and Portuguese Studies is as follows:

A = 100-93	C(S) = 76-73	NOTE: A grade of C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or Basic Distribution Credit courses. For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog at <a href="https://catalog.ufl.edu/ugrad/current/regulations/info/grade_s.aspx">https://catalog.ufl.edu/ugrad/current/regulations/info/grade_s.aspx</a> .
A- = 92-90	C-(U) = 72-70	
B+ = 89-87	D+ = 69-67	
B = 86-83	D = 66-63	
B- = 82-80	D- = 62-60	
C+ = 79-77	E = 59-0	

**Academic Integrity**

All students are required to abide by the Academic Honesty Guidelines of the University. The UF Honor Code reads:

*“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”*

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” For more information please refer to <http://www.dso.ufl.edu/studentguide>.

**Use of technology (including online translators)**

Use of Canvas and email are essential elements of this class. Canvas serves as the mode of dissemination of materials and communication and should be accessed daily. Email (be it through Canvas or directly to ufl.edu accounts) may be used to communicate with the instructor and other class members, and thus you are required to **check your UF email daily**.

**In class, the use of cell phones, pagers, iPods or mp3 players and all other electronic equipment during class is prohibited unless explicitly indicated by Profe. All equipment should be silenced and off desks.** Any evidence of active cell phone and/or similar equipment use not related to a class activity will result in an automatic zero in participation for that day.



Using a cell phone or any other technology not explicitly approved by the instructor during a composition or test will result in a zero on that assignment. Note that **you may NOT use online translators or other online aids to help you write texts; the notable exception to this rule is [www.wordreference.com](http://www.wordreference.com)**.

### **Accommodations**

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For more information see <http://www.dso.ufl.edu/drc>.

### **Course Evaluations**

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

### **Counseling and Wellness**

A variety of counseling, mental health and psychiatric services are available through the UF Counseling and Wellness Center, whose goal is to help students be maximally effective in their academic pursuits by reducing or eliminating emotional, psychological, and interpersonal problems that interfere with academic functioning. The Center can be found online at <http://www.counseling.ufl.edu/cwc> or reached by phone at 392-1575.

### **Resources Available to Students**

#### Health and Wellness

- *U Matter, We Care*: [umatter@ufl.edu](mailto:umatter@ufl.edu); 392-1575
- *Counseling and Wellness Center*: <http://www.counseling.ufl.edu/cwc/Default.aspx>; 392-1575
- *Sexual Assault Recovery Services (SARS)*: Student Health Care Center; 392-1161
- *University Police Department*: <http://www.police.ufl.edu/>; 392-1111 (911 for emergencies)

#### Academic Resources

- *E-learning technical support*: [Learningsupport@ufl.edu](mailto:Learningsupport@ufl.edu); <https://lss.at.ufl.edu/help.shtml>; 352-392-4357 (opt. 2)
- *Career Resource Center*: Reitz Union; <http://www.crc.ufl.edu/>; 392-1601
- *Library Support*: <http://cms.uflib.ufl.edu/ask>
- *Teaching Center*: Broward Hall; 392-2010 or 392-6420
- *Writing Studio*: 302 Tigert Hall; <http://writing.ufl.edu/writing-studio/>; 846-1138

### **Procedure for Conflict Resolution**

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the Department Chair. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 392-1261). For further information refer to [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf).



## CALENDARIO

*(The calendar is subject to change for pedagogical or logistical reasons. Students will be notified in a timely manner of any and all modifications to the calendar.)*

¿Cómo vemos el español en las vidas de estudiantes en grados K-16 en Gainesville/FL/EEUU? ¿Cómo podemos usar y enseñar el español para promover [la proficiencia lingüística](#) en dos lenguas (si no más) y [la competencia intercultural](#) de estudiantes en grados K-16?

agosto	
<b>martes</b>  <b>22</b>	Introducción al curso / Introducción a nuestra comunidad  ¿Cuáles son las varias ramas de la enseñanza de la lengua y cómo las hemos experimentado nosotros? (descripciones de FLE/WLE, DLL, ESL/ESOL, etc.; experiencias personales de aprender lenguas, especialmente en contextos formales)
<b>jueves</b>  <b>24</b>	¿Cómo podemos caracterizar el aprendizaje de lenguas en EEUU?  <b>Textos (¿Cuáles son las palabras más importantes para hablar de los textos para hoy? Como siempre, inclúyanlas en sus diccionarios personales. <i>Los diccionarios personales indican preparación, lo cual afecta la nota de participación.</i>):</b>  <ul style="list-style-type: none"> <li>• Reagan y Osborn, “Power, authority, and domination in FLE: Toward an analysis of educational failure” (Canvas)</li> <li>• ¿Cómo podemos hablar de la proficiencia lingüística? ¿A cuál nivel de proficiencia llegan la mayoría de los estudiantes que estudian lenguas además de inglés aquí en EEUU? (<a href="#">Los niveles de ACTFL</a>)</li> </ul>
<b>martes</b>  <b>29</b>	¿Cómo podemos caracterizar el aprendizaje de lenguas en EEUU? (cont.)  <b>Textos (¿Cuáles son las palabras más importantes para hablar de los textos para hoy? Como siempre, inclúyanlas en sus diccionarios personales.):</b> <ul style="list-style-type: none"> <li>• Crawford, Ch. 3 (Canvas)</li> <li>• Carter, <a href="#">“4 mitos sobre la enseñanza del idioma español en las escuelas de EEUU”</a></li> </ul>
septiembre	
<b>jueves</b>  <b>1</b>	<b>Tarea formal #1 para hoy (entregar en clase hoy):</b> ¿Piensas que estamos fracasando en cuanto a crear/animar una sociedad bi/multilingüe y bi/multicultural aquí en EEUU? Explica tu opinión citando evidencia personal y/o académico en 1 página escrita por máquina (unas 250 palabras).  ¿Cómo podemos colaborar con los estudiantes hispanos y sus familias para promover el bi/multilingüismo y el bi/multiculturalismo?  <b>Textos (¿Cuáles son las palabras más importantes para hablar de los textos para hoy?</b>

	<p><b>Como siempre, inclúyanlas en sus diccionarios personales.):</b></p> <ul style="list-style-type: none"> <li>• Video (unos 10 min): <a href="#">Latino Learning Module: Latino Culture and Cultural Values</a></li> <li>• Video (unos 16 min): <a href="#">Latino Learning Module: Latinos and education</a></li> <li>• Castro, Ayankoya &amp; Kasprzak, “Understanding diverse families and their roles” (Canvas)</li> <li>• Selecciones de <i>Con respeto: Bridging the distances between culturally diverse families and schools</i> (Valdés) (Canvas/En clase)</li> </ul>
<p><b>martes</b></p> <p><b>6</b></p>	<p>¿Quiénes son las familias hispanas/latinas aquí en Gainesville? ¿Cómo vemos la presencia hispana/latina en Gainesville?</p> <p><b>Textos:</b></p> <ul style="list-style-type: none"> <li>• Estadísticas sobre hispanos/latinos en <a href="#">FL</a>, <a href="#">el Condado Alachua</a>, <a href="#">Gainesville/UF</a></li> </ul> <p><b>Actividad (traer y entregar en clase hoy):</b></p> <ul style="list-style-type: none"> <li>• Traigan a clase una foto personal (una foto que el/la estudiante sacó, incluso un <i>selfie</i>) o un artefacto que muestra un negocio, un lugar, un evento, o una organización que ilustra la presencia hispana/latina en Gainesville. Piensen en como ese negocio, ese lugar, ese evento o esa organización puede ser un recurso para familias hispanas/latinas y/o maestros de español.</li> </ul>
<p><b>jueves</b></p> <p><b>8</b></p>	<p><b>Apúntense para los noticieros (más detalles en Canvas)</b></p> <p>¿Cómo usamos el español (o no) en las escuelas con los estudiantes y/o las familias?</p> <p><b>Textos:</b></p> <ul style="list-style-type: none"> <li>• Vocabulario sobre la escuela (Díaz y Nadel, Cap. 2) (Canvas)</li> <li>• Repaso de los textos de las primeras clases (como necesario)</li> </ul> <p><b>Actividad (hacer / entregar en clase hoy):</b></p> <ul style="list-style-type: none"> <li>• Lectura crítica de las listas de materiales para la escuela/útiles de las escuelas en Gainesville → ¡Acción!</li> </ul>
<p><b>martes</b></p> <p><b>13</b></p>	<p><b>Empiezan los noticieros</b></p> <p>¿Cómo podemos usar el español en las escuelas con los estudiantes y/o las familias? (cont)</p> <p><b>Textos:</b></p> <ul style="list-style-type: none"> <li>• Repaso de Díaz y Nadel, Cap. 2</li> <li>• Vocabulario particular a los niños PK-3 (Díaz y Nadel, Cap. 3) (Canvas)</li> </ul>
<p><b>jueves</b></p> <p><b>15</b></p>	<p><b>Tarea formal #2 para hoy (para entregar en clase hoy):</b></p> <p>Utilizando lenguaje rico y detallado, describan una escena en unas 300 palabras.</p> <p>¿Qué podemos hacer en clase para que los estudiantes tengan dominio del español (o proficiencia lingüística) y competencia intercultural? (Los estándares nacionales: Las 5 Cs de ACTFL)</p>

	<p><b>Textos:</b> (<i>¿Cuáles son las palabras más importantes para hablar de los textos para hoy? Como siempre, inclúyanlas en sus diccionarios personales.</i>)</p> <ul style="list-style-type: none"> <li>• “World Readiness Standards for Learning Languages” (Canvas) (texto + <a href="#">video</a>)</li> <li>• <a href="#">Resumen de las 5Cs en español</a> (creado por una maestra)</li> </ul>
<p><b>martes</b></p> <p><b>20</b></p>	<p>Repaso de conceptos y textos estudiados hasta ahora (incluso primeras visitas a escuelas / GEO)</p> <p><b>Actividad</b> (<i>pensar antes / hacer en clase</i>): Actuaciones de situaciones que reflejan conceptos / textos / experiencias que hemos visto hasta ahora</p>
<p><b>jueves</b></p> <p><b>22</b></p>	<p><b>No hay clase – Tiempo para prácticas</b></p>
<p><b>martes</b></p> <p><b>27</b></p>	<p>¿Qué podemos hacer en clase para que los estudiantes tengan dominio del español (o proficiencia lingüística) y competencia intercultural? (Comunicación – el modo interpersonal)</p> <p><b>Textos:</b> Módulo COERLL sobre <a href="#">la habla</a> (modo interpersonal)</p>
<p><b>jueves</b></p> <p><b>29</b></p>	<p><b>FORO #1 de las prácticas</b></p> <p>¿Qué podemos hacer en clase para que los estudiantes tengan dominio del español (o proficiencia lingüística) y competencia intercultural? (Comunicación – el modo interpretativo)</p> <p>(<i>¿Cuáles son las palabras más importantes para hablar de los textos para hoy? Como siempre, inclúyanlas en sus diccionarios personales.</i>)</p> <p><b>Textos:</b> Módulo COERLL sobre <a href="#">la lectura</a> y <a href="#">la escucha</a> (hagan todas las lecciones y asegúrense que completen todas las secciones “Review and Reflect”)</p>
<b>octubre</b>	
<p><b>martes</b></p> <p><b>4</b></p>	<p>¿Qué podemos hacer en clase para que los estudiantes tengan dominio del español (o proficiencia lingüística) y competencia intercultural? (Comunicación – el modo presentacional)</p> <p><b>Textos:</b></p> <ul style="list-style-type: none"> <li>• Módulo COERLL sobre <a href="#">la escritura</a> (hagan todas las lecciones y asegúrense que completen todas las secciones “Review and Reflect”)</li> <li>• Selecciones de <i>Luna, luna: Creative writing ideas from Spanish, Latin American, and Latino Literature</i> (en clase)</li> </ul>
<p><b>jueves</b></p>	<p><b>Tarea formal #3 para hoy (para entregar en clase hoy):</b></p> <p>Lean un texto auténtico (o sea, un texto escrito para un niño/joven hispanohablante). ¿Cuál</p>

6	<p>es el tema del texto? ¿Qué tipo de estructuras (vocabulario / gramática) usa? Si es un texto bilingüe, ¿hay tendencias (<i>trends</i>) que explican el uso de las dos lenguas? ¿Qué tipo de información cultural incluye? ¿Cómo ayudan las imágenes (si hay) en ayudar al lector entender el texto? Después, escriban cómo enseñarían este texto (las fases <i>pre</i> / <i>durante</i> / <i>pos</i> de trabajar con un texto).</p> <p><b>El taller de preparar lecciones (materiales en Canvas)</b></p> <p><b>Textos:</b> Shrum &amp; Glisan, Cap. 3 (especialmente pp. 73-87; en Canvas)</p>
<p><b>martes</b></p> <p><b>11</b></p>	<p><b>Nota parcial de participación (auto-evaluación/nota de Profe)</b></p> <p>¿Qué podemos hacer en clase para que los estudiantes tengan dominio del español (o proficiencia lingüística) y competencia intercultural? (Conexiones – Introducción a los temas académicos en español)</p> <p><b>Textos:</b></p> <ul style="list-style-type: none"> <li>• Curtain &amp; Dahlberg, Cap. 10 (Canvas)</li> <li>• D&amp;N, Cap. 4 (El plan de estudio) → ¿Cuáles palabras han escuchado / usado en clase o con los estudiantes de GEO? ¿Cuáles son las palabras académicas que necesitan saber para ayudar a los estudiantes?</li> </ul>
<p><b>jueves</b></p> <p><b>13</b></p>	<p><b>Entreguen los planes para el proyecto final (descripción y justificación, cronología, explicación de las responsabilidades de los miembros del grupo)</b></p> <p>¿Qué podemos hacer en clase para que los estudiantes tengan dominio del español (o proficiencia lingüística) y competencia intercultural? (Conexiones)</p> <p><b>Textos:</b> Repaso de los textos (especialmente D&amp;N, Cap. 4)</p> <p><b>Actividad (hacer en clase):</b> Centros académicos</p>
<p><b>martes</b></p> <p><b>18</b></p>	<p><b>No hay clase – Tiempo para prácticas</b></p> <p><b>FORO #2 de las prácticas</b></p>
<p><b>jueves</b></p> <p><b>20</b></p>	<p><b>Lecciones breves con un enfoque en “conexiones académicas” (especialmente matemáticas, ciencias, salud/nutrición)</b></p>
<p><b>martes</b></p> <p><b>25</b></p>	<p>¿Qué podemos hacer en clase para que los estudiantes tengan dominio del español (o proficiencia lingüística) y competencia intercultural? (Culturas – Introducción a las 3 Ps / Comparaciones)</p> <p><b>Textos:</b> Módulo de COERLL sobre <a href="#">la enseñanza de cultura</a></p>

<p>jueves 27</p>	<p><b>Entreguen un resumen de las actividades hechas y las horas pasadas en el proyecto final.</b></p> <p>¿Qué podemos hacer en clase para que los estudiantes tengan dominio del español (o proficiencia lingüística) y competencia intercultural? (Culturas – Práctica con las 3 Ps / Comparaciones)</p> <p><b>Textos:</b></p> <ul style="list-style-type: none"> <li>• Kubota, “Critical teaching of Japanese Culture” (solo lean sobre los primeros tres Ds; no tienen que leer sobre lo discursivo) (Canvas)</li> </ul> <p><b>Actividad (hacer en clase):</b> Vistazo crítico a unos libros de texto</p>
<p><b>noviembre</b></p>	
<p>martes 1</p>	<p>No hay clase – Tiempo para prácticas</p>
<p>jueves 3</p>	<p>¿Qué podemos hacer en clase para que los estudiantes tengan dominio del español (o proficiencia lingüística) y competencia intercultural? (Culturas / Comparaciones)</p> <p><b>Lecciones breves con un enfoque en “cultura”</b></p>
<p>martes 8</p>	<p><b>Lecciones breves con un enfoque en “cultura” y/o “conexiones”</b></p>
<p>jueves 10</p>	<p><b>FORO #3 de las prácticas</b></p> <p>Repaso de “Comunicación,” “Culturas” (incl. “Comparaciones”) y “Conexiones”</p> <p><b>Textos / Actividad:</b> Por confirmar</p>
<p>martes 15</p>	<p><b>Entreguen un resumen de las actividades hechas y las horas pasadas en el proyecto final.</b></p> <p><b>Entreguen las horas para sus prácticas (mínimo 12)</b></p> <p>Reflexionar sobre las prácticas en escuelas o con GEO</p>
<p>jueves</p>	<p>No hay clase – Tiempo para prácticas</p>

<b>17</b>	Profe estará en <a href="#">Boston para ACTFL 2016</a> . Presentará una sesión titulada <a href="#">“Promoting Social Justice in Classes from Novice to Intermediate High”</a> con María Eugenia Zelaya (de Eastside High School en Gainesville) y Anneke Oppewal (de Gravelly Middle School en Carolina del Norte).
<b>martes 22</b>	<b>Conferencias obligatorias con Profe sobre sus proyectos finales</b> (Profe estará en su oficina el lunes, durante la hora de clase hoy y unas horas adicionales hoy)
<b>jueves 24</b>	<b>No hay clase – Día de Acción de Gracias</b>
<b>martes 29</b>	<p><b>Último día para los noticieros</b></p> <p>¿Qué podemos hacer en clase para que los estudiantes tengan dominio del español (o proficiencia lingüística) y competencia intercultural? (Comunidades → Volviendo al tema de la presencia de los hispanos/latinos en Gainesville)</p> <p><b>Textos / Actividad:</b> Por confirmar</p>
<b>diciembre</b>	
<b>jueves 1</b>	<b>Entrega de los proyectos finales y presentaciones informales en grupos sobre los proyectos</b>
<b>martes 6</b>	<p><b>Nota final de participación (nota de Profe) (disponible después de esta última clase)</b></p> <p>Reflexión y repaso sobre las preguntas esenciales durante el curso y/o evento especial (más detalles por venir)</p> <p>Creación del artefacto de nuestra clase</p>

External Consultation Results (departments with potential overlap or interest in proposed course, if any)

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	