

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	4/26/2016 10:49:11 AM
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.

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"> - Rephrase the description to maintain the same catalog language throughout. E.g., the second sentence should also begin with a verb or an adjective. - 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"> o Improve their proficiency ... o Etc. - Under 'Additional Links,' change 'safe place' into 'forum'. The language should focus on expectations regarding students' behavior. - Statement about late work under 'Homework' should refer to UF policy that is also mentioned under attendance: "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/ugra - Change 'Profe' into 'professor'; and 'has a rotating topic' into 'as a rotating topic.' Run a spell check. 	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
Added SPN3XXX_SPNforEducators-rev.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	Pending	PV - University Curriculum Committee (UCC)			4/26/2016
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

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Submitter: Gillian Lord glord@ufl.edu

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

Form version: 2

Responses

Recommended PrefixSPN

Course Level 3

Number XXX

Lab Code None

Course TitleSpanish for Educators

Transcript TitleSPN FOR EDUCATORS

Effective Term Earliest Available

Effective YearEarliest Available

Rotating Topic?No

Amount of Credit3

Repeatable Credit?No

S/U Only?No

Contact Type Regularly Scheduled

Degree TypeBaccalaureate

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

SPN 3xxx: Spanish for Educators

Fall 2016 / T (4) & R (4-5)

Jennifer Wooten, PhD (wooten@ufl.edu)

Office Hours in Dauer 249 (TBA)

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-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.
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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.

PREREQUISITES: SPN 3300 or SPN 3350

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

TEXTS

Required:

- Shrum, J.L., & Glisan, E.W. (2005). *Teacher's handbook: Contextualized language instruction* (3rd ed.). Boston: Thomson Heinle.
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- Many additional recommended readings are available based on students' interests. Consult with the professor for more information.

ACTIVITIES & ASSIGNMENTS

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 every single class fully prepared (see below). Keep all returned graded work until you receive your final grade.

Your course grade will be calculated as follows:

-
- 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

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 https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx .
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	

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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 escuelas de grados K-12 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-12?

agosto	
martes 25	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) ¿Cómo podemos hablar de la proficiencia lingüística? (Los niveles de ACTFL)
jueves 27	¿Cómo podemos caracterizar el aprendizaje de lenguas en EEUU? Textos (¿Cuáles son las palabras más importantes para hablar de los textos para hoy? Como siempre, inclúyanlas en sus diccionarios personales.): <ul style="list-style-type: none"> • Reagan & Osborn, “Power, authority, and domination in FLE: Toward an analysis of educational failure” (Canvas) • Estadísticas sobre el número de estudiantes estadounidenses que estudian “lenguas extranjeras” (http://www.actfl.org/news/reports/foreign-language-enrollments-k-12-public-schools-are-students-ready-global-society) <p>Tarea formal para hoy (para entregar en clase hoy): ¿Piensas que estamos fracasando en cuanto a crear/animar una sociedad bi/multilingüe y bi/multicultural? Explica tu opinión citando evidencia personal y/o académico en 1 página escrita por máquina.</p>
septiembre	
martes 1	¿Cómo podemos caracterizar el aprendizaje de lenguas en EEUU? (cont.) Textos (¿Cuáles son las palabras más importantes para hablar de los textos para hoy? Como siempre, inclúyanlas en sus diccionarios personales.): <ul style="list-style-type: none"> • Crawford, Ch. 3 (Canvas) • Santiago, Selección de <i>Casi una mujer</i> (Canvas) • Carter, “4 mitos sobre la enseñanza del idioma español en las escuelas de EEUU” (en clase) • Estadísticas sobre los latinos y la educación (varias páginas de Pew Research Center / Hispanic Trends 1 2 3; en clase) <p>[La Dra. Kathy Dwyer Navajas nos visita para hablar de UF in the DR.]</p>
jueves 3	¿Cómo podemos colaborar con los estudiantes hispanos y sus familias para promover el bi/multilingüismo y el bi/multiculturalismo? Textos (¿Cuáles son las palabras más importantes para hablar de los textos para hoy? Como siempre, inclúyanlas en sus diccionarios personales.): <ul style="list-style-type: none"> • Castro, Ayankoya & Kasprzak, “Understanding diverse families and their roles” (Canvas) • Selecciones de <i>Con respeto: Bridging the distances between culturally diverse families and schools</i> (Valdés) (Canvas/En clase)

	<p>Tarea formal para hoy (para entregar en clase hoy): Entrevisten a un hispano que conoce bien el sistema educativo de un país hispano (probablemente su país natal / el país natal de su familia). Pueden entrevistar a un conocido o pueden conocer a un miembro de la comunidad WeSpeke. Es preferible hacer la entrevista en español y hacer la entrevista en persona o por video charla (grabar la entrevista cuando sea posible).</p> <p>Pregúntele sobre ese sistema (por ejemplo, la edad cuando los niños empiezan la escuela, el horario típico del día escolar, las clases que se ofrecen, las actividades extracurriculares, la trayectoria académica de niño a adulto, etc.) y la importancia que tiene la educación en esa cultura.</p> <p>Escriban 1-1.5 páginas que resumen la información que compartieron esas personas con Uds. y que explican cómo pueden usar esa información maestros en escuelas K-16 aquí en Gainesville/FL/EEUU para promover el bi/multilingüismo y el bi/multiculturalismo de estudiantes (sean estudiantes que hablan inglés como segunda lengua o estudiantes que están aprendiendo español como otra lengua).</p>
<p>martes 8</p>	<p>¿Cómo podemos colaborar con los estudiantes hispanos y sus familias para promover el bi/multilingüismo y el bi/multiculturalismo? (cont.) Textos:</p> <ul style="list-style-type: none"> • Repaso de los textos de las primeras clases (como necesario)
<p>jueves 10</p>	<p>¿Cómo podemos usar el español en las escuelas con los estudiantes y/o las familias? Textos:</p> <ul style="list-style-type: none"> • Vocabulario sobre la escuela (Díaz y Nadel, Cap. 2) (Canvas) <p>Tarea formal para hoy (para entregar en clase hoy): Utilizando lenguaje rico y detallado, describan una escena en 1-2 páginas.</p>
<p>martes 15</p>	<p>¿Cómo podemos usar el español en las escuelas con los estudiantes y/o las familias? (cont) Textos:</p> <ul style="list-style-type: none"> • Repaso de Díaz y Nadel, Cap. 2 • Vocabulario particular a los niños PK-3 (Díaz y Nadel, Cap. 3) (Canvas)
<p>jueves 17</p>	<p>¿Cómo podemos usar el español en las escuelas con los estudiantes y/o las familias? (cont) Textos:</p> <ul style="list-style-type: none"> • Repaso de Díaz y Nadel, Cap. 2 y 3 • Vocabulario particular a la salud y las urgencias (Díaz y Nadel, Cap. 6) (Canvas)
<p>martes 22</p>	<p>¿Cómo podemos usar el español en las escuelas con los estudiantes y/o las familias? (cont) Actividad en clase: Actuaciones de escenas basadas en el vocabulario de D&N, Cap.</p>

	2-3 y 6
jueves 24	¿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) Textos: (¿Cuáles son las palabras más importantes para hablar de los textos para hoy? Como siempre, inclúyanlas en sus diccionarios personales.) <ul style="list-style-type: none"> • Shrum & Glisan (S&G), Cap. 2 • “World Readiness Standards for Learning Languages” (Canvas)
martes 29	¿Qué podemos hacer en clase para que los estudiantes tengan dominio del español (o proficiencia lingüística) y competencia intercultural? (Las 5 Cs de ACTFL) (cont.) Repaso de las 5 Cs de ACTFL, ejemplos y práctica activa
jueves 1	No hay clase – Visiten sus escuelas (prácticas)
octubre	
martes 6	¿Qué podemos hacer en clase para que los estudiantes tengan dominio del español (o proficiencia lingüística) y competencia intercultural? (Comunicación – el modo interpretativo) Textos: S&G, Cap. 6 (especialmente pp. 170-189)
jueves 8	¿Qué podemos hacer en clase para que los estudiantes tengan dominio del español (o proficiencia lingüística) y competencia intercultural? (Comunicación – el modo interpretativo) (cont.) Tarea formal para hoy (para entregar en clase hoy): Lean un texto auténtico (o sea, un texto escrito para un niño/joven hispanohablante). ¿Cuál 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 / durante / pos</i>).
martes 13	¿Qué podemos hacer en clase para que los estudiantes tengan dominio del español (o proficiencia lingüística) y competencia intercultural? (Comunicación – el modo interpersonal) Textos: S&G, Cap. 8 (especialmente pp. 224-256) Nota parcial de participación (auto-evaluación/nota de Profe)
jueves 15	No hay clase – Visiten sus escuelas (prácticas)
martes 20	El taller de preparar lecciones (materiales en Canvas) Textos: S&G, Cap. 3 (especialmente pp. 73-87)
jueves 22	¿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) Textos: S&G, Cap. 5 (especialmente pp. 133-145) Entreguen los planes para el proyecto final (descripción y justificación, cronología, explicación de las responsabilidades de los miembros del grupo)
martes 27	¿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>Textos:</p> <ul style="list-style-type: none"> • S&G, Cap. 5 (repaso) • Kubota, “Critical teaching of Japanese Culture” (Canvas) <p>Actividad en clase: Vistazo crítico a unos libros de texto</p>
jueves 29	No hay clase – Visiten sus escuelas (prácticas)
noviembre	
martes 3	<p>¿Qué podemos hacer en clase para que los estudiantes tengan dominio del español (o proficiencia lingüística) y competencia intercultural? (Culturas / Comparaciones)</p> <p>Lecciones breves con un enfoque en “cultura” (3-5)</p>
jueves 5	<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>Textos:</p> <ul style="list-style-type: none"> • S&G, Cap. 9 • Selecciones de <i>Luna, luna: Creative writing ideas from Spanish, Latin American, and Latino Literature</i> (en clase) <p>Entreguen un resumen de las actividades hechas y las horas pasadas en el proyecto final.</p>
martes 10	No hay clase – Visiten sus escuelas (prácticas)
jueves 12	<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>Textos:</p> <ul style="list-style-type: none"> • S&G, Cap. 4 (especialmente pp. 107-120) • Curtain & Dahlberg, Cap. 10 (Canvas) • D&N, Cap. 4 (El plan de estudio)
martes 17	<p>¿Qué podemos hacer en clase para que los estudiantes tengan dominio del español (o proficiencia lingüística) y competencia intercultural? (Conexiones)</p> <p>Textos: Repaso de los textos (especialmente D&N, Cap. 4)</p> <p>Actividad en clase: Centros académicos</p>
jueves 19	<p>* Entreguen las horas para sus prácticas (mínimo 12)</p> <p>Lecciones breves con un enfoque en “conexiones académicas” (2)</p>
martes 24	<p>Lecciones breves con un enfoque en “conexiones académicas” (2-3)</p> <p>¿Qué podemos hacer en clase para que los estudiantes tengan dominio del español (o proficiencia lingüística) y competencia intercultural? (Comunidades)</p> <p>Entreguen un resumen de las actividades hechas y las horas pasadas en el proyecto final.</p>
jueves 26	No hay clase – Día de Acción de Gracias
diciembre	
martes 1	<p>¿Qué podemos hacer en clase para que los estudiantes tengan dominio del español (o proficiencia lingüística) y competencia intercultural? (Comunidades)</p>

	<p>Tarea formal para hoy (para entregar en clase hoy): ¿Cuáles son los recursos en español / en la comunidad hispana en Gainesville (o el Condado Alachua) que pueden ser útil en clases K-12? Hagan UNA de estas dos opciones:</p> <ol style="list-style-type: none"> 1. escriban una lista de 3 recursos con información básica (por ejemplo, nombres de organizaciones y/o eventos, enlaces a páginas web, dirección/teléfono) y expliquen cómo se puede utilizar cada uno en una clase K-12 2. visiten un lugar (un supermercado latino, una iglesia con servicios en español, un evento), tome fotos (como apropiado) y expliquen cómo una visita como ésa puede ser útil para estudiantes en una clase K-12
<p>jueves 3</p>	<p>No hay clase – Hablen con Profe sobre sus proyectos finales (Profe estará en el aula durante la hora de clase)</p>
<p>martes 8</p>	<p>Posible repaso sobre las preguntas esenciales durante el curso y/o evento especial (más detalles por venir)</p>
<p>La entrega de los proyectos finales ocurrirá en una fecha determinada entre el 8 de diciembre y el 15 de diciembre. Detalles por venir.</p>	
<p>La última reunión de nuestra clase será el 15 de diciembre (7:30 – 9:30). [Grupo 15A]</p>	