

**BESL 4301 SPANISH FLUENCY IN THE CLASSROOM**

**Spring 2017**

*BESL 4301 is a required course for EC-6 Bilingual Certification*

**College of Education**

**Department of Language, Literacy & Special Populations**

**Instructor:** Angelica F. Trevino.

**TWC -256**

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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:** M 8:30 – 9:20 AM TWC 256

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

**Location of class:** TWC 256

**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.*

**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)
- <http://www.shsu.edu/academics/education/center-for-assessment-and-accreditation/>.
- **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

**Assignment Format:** Assignments are to be typed and **edited**. Please include: title of paper, name, course, assignment, professor, and date, on the page. Font size should be 12 points. Plain type font of 12 points (ex. Times New Roman) with adjusted margins and spacing should be used for the body of the assignment. *Assignments are graded for style (15 points), which includes typing errors, grammar, spelling, format, and professional appearance; and content (85 points). The student has the option of rewriting an assignment to earn a better grade, if the grade is lower than a 75. This assignment should be turn in the following class (1 week after)*

## Course Outline

### Assignments:

#### 1. Oral Spanish Performance (50 pts x 1)

Students will develop **two** 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.

#### Written expression is divided in three components;

- a) Response to different forms of communication which will required students to develop three Spanish written assignments for this class (**letter, invitation and email**),
  - b) Develop **2 mini-lesson plans** (one for each content area); and
  - c) Write a position/opinion **essay** based on a prompt.
2. **Academic language logs: (10 pts each x 2)** Students will be assigned a grade level/content area TEKS to report. Create a Word document by copying the "Conocimientos y Destrezas" section of the grade levels assigned. Paste this section on a Word document and format it for future use in your discussion and lesson plans. Save the document with subject and grade level in the document name. 3) Read your document and be ready to share at least five vocabulary words that were new to you. Subject groups will meet in class to compare and discuss grade level standards. The groups will briefly report their reflections to the whole class. Analysis of TEKS in Spanish (Spanish Resources)-- Website: <http://www.tea.state.tx.us/index2.aspx?id=2147493469>

3. **Quiz- (30 pts each x4)** Six quizzes will be given during the semester to ensure that you are completing the assigned readings. No make-up quizzes will be given. Each quiz will be worth 30 pts each.
4. **Professional development Reflection- (50 pts.)** Students are encouraged 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
5. **Chapter Presentation. (30 pts.)** Team of two will give a class of one chapter. The team have to prepare a power point and one activity to practice the class topic
6. **Oral Final Presentation. (50 pts.)** Students will plan, develop and present a topic to the class. Presentation should be at least 10 minutes.
7. **Reading Book. (100 pts.)** Students will be reading a Novel (La Travesía de Enrique) to discuss in class and will be write a summary about the book
8. **Five In-class assignments: Individual.** The purpose of these assignments are familiarize you with grammar and spelling practiced in class. Assignment 1: Describir a sus padres; 2 Describir una típica semana de este semestre; 3 Autobiografía; 4; Acentos; 5 Vocabulary. The order of the assignments may change; more information will be given in class. **(150 pts)**
9. **Professionalism/Attendance.** Your participation grade will be based on two separate components: attendance and professionalism. 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)

Grades:	Points
• Oral Performant (Vodcast)	50
• Chapter Presentation	30
• Inside Activity (30pts x 5)	150
• La Travesía de Enrique (Discussion)	50
• Lessons plans (25 pts each x 2)	50
• Academic Language logs(10 pts each x 2)	20
• Written expression (email, letter, invitation (30pts each x 3)	90
• Essay	50
• La Travesía de Enrique (Reflection)	50
• Professional Development (Reflection)	50
• Quiz (30 pts each x4)	120
• Final Oral Presentation	50
• Final Exam	100
• Professionalism /Attendance	50

<b>Grade Evaluation</b>	<b>93 - 100=</b>	<b>A</b>
	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.

1/23	Class Introduction		Read articles.
1/30	Grammar	Ch. 1	Read Text book. La Travesía de Enrique ch. 1
2/6	Grammar	Ch. 1	Read La Travesía de Enrique ch. 2
2/13	Grammar	Ch. 1	Read. La Travesía de Enrique ch. 3 - 4 Quiz Ch. 1
2/20	Orthography	Ch. 2	Read. Text book. La Travesía de Enrique ch. 5 - 6
2/27	Orthography	Ch. 2	Read. Text book. La Travesía de Enrique ch. 7-8
3/6	Orthography	Ch. 2	Read. Text book La Travesía de Enrique ch. 9 Quiz Ch. 2
3/20	Written Communication	Ch. 6	Read. Text Book La Travesía de Enrique ch. 10
3/27	Written Communication	Ch. 6	Email – Due Academic Log. # 1 Math 3th. -Due Lesson Plan # 1 Math 3th – Due Read. La Travesía de Enrique Final Reflection Quiz 3 Ch. 6
4/3	Auditive Comprehension	Ch. 3	Read. Text book Letter. - Due Essay - Due
4/10	Reading Comprehension	Ch. 4	Read Text book. Invitation – Due Academic Log # 2 Social Studies 6 <sup>th</sup> -Due Lesson Plan # 2 Social Studies 6 <sup>th</sup> – Due
4/17	Oral Communication	Ch. 5	Read. Text book Vodacast Quiz Ch. 3,4,5
4/24	Review		Essay – Due Oral Presentation.-Due Professional Development -Due La Travesía de Enrique Reflection. -Due
5/1	Exam		

## 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 #900823](#)

## Student Guidelines

- SHSU Academic Policy Manual-Curriculum and Instruction
  - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#). You are not permitted to use your cell phone at any time while in class whether you are on the Sam Houston State University campus. You will have time during breaks or lunch to contact or respond to individuals outside of our class.
- 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:** These are “hands-on” courses in which many of the instructional techniques are demonstrated in class, applied in elementary classrooms, and debriefed in large and small group discussions. Your participation and contributions are vital to your success. Therefore, regular and punctual attendance is expected. Attendance also demonstrates a level of responsibility and commitment that is expected of a professional. For each absence without a doctor’s excuse, five points will be deducted from your professionalism points and also from your attendance points. Tardis and early departures are recorded. Two such occurrences are equivalent to one absence.

**Course Expectations:** Attention should be given to the course calendar on due dates for readings, class discussions, projects, and tests related to each assignment. Professionalism and adherence to timelines are imperative. IF an unforeseen emergency arises to hinder your course obligations, you should contact me immediately to discuss an alternative if allowed. A student may be penalized (**one full grade**) for more than three hours of absence. Two tardies and /or early departures are equivalent to one hour of absence. In case of an emergency, please contact the professor. Students **MUST** be present to receive credit for in class assignments. Course assignments should be edited, typed, and carefully proofread. Course assignments will be graded for both content and style. Professionally presented assignment indicates commitment. IF you need assistance in any assignment, I encourage you to make an appointment or communicate via email with me (write your name on your email I will not respond to anonymous emails), I will expect for all of you to see your SAM email daily and check blackboard for announcements.

Do not wait until the day before the assignment is due for clarification. Remember that **you** are responsible for getting the material covered in class by asking your colleagues. Activities done in class for extra points can not be makeup. Remember all; questions are ‘good’ questions.

### 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.