

Spanish 497U - Intensive Spanish for K-12 Teachers in Immersion, Sheltered and Dual Immersion Programs

Summer 2004

Class No. 61268

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COURSE DESCRIPTION

This is one in a series of 2 courses designed to both promote the learning of Spanish, as well as, to provide professional development for teachers in three types of language programs: Immersion, Sheltered Instruction, and Dual Immersion.

In this course, approaches to teaching another language and literacy will be experienced first-hand by the participants. This means you will be taught in Spanish during the Immersion section of the course, Sheltered Spanish during the second phase of the course and, finally, in both Spanish and English for the last phase of the course in Dual Immersion.

Also, included in the course are discussions about theoretical bases for collaborative instructional practices serving a diverse student population (native and non-native speakers, special needs, etc.), critical literacy and content-based instructional strategies, assessment, electronically available resources, alternative options for studying the Spanish language, and building supportive community relationships through Spanish.

SYLLABUS

You will learn Spanish to be able to communicate in a classroom setting through specific discourse and pragmatic practices. This means, you will become able to understand and use phrases for relating to students and parents, and explaining such things as class routines, and technical terms of selected content matter. You will also learn through readings and multimedia genres. Furthermore, you will also gain practice using Spanish phrases for communicating with families and the community. As a part of this focus on genre, you will learn the basic grammatical structures to be effective in these communicative settings.

EXPECTATIONS

We recognize that learning a language is a complex process that requires effort, persistence, your willingness to take risks, and your active engagement to make meaning despite not having a complete understanding of the Spanish language. For this reason, we will support your efforts and count on your feedback to tailor the level of the course to help you meet this challenge. It is

our belief that if you work collaboratively with us and peers in the class, you will learn deductively and inductively through the activities planned in our class. Since learning a language is a lifetime effort, we do not expect you to be bilingual by the end of this course nor to have complete command of the structures we include in the syllabus. Rather, we want to teach you to take charge your learning Spanish and use this knowledge to help you better support bilingual learners **taking charge of their learning in your class.**

The course is open to students whose heritage language is Spanish, these participants will meet following the expectations:

1. investigate language learning through documenting the strengths and weaknesses of their peers' language development in Spanish
2. provide support as peer tutors in Spanish (both in class and using technology)
3. learn how to facilitate groups in carrying out class and community activities
4. extend their own strengths in communicating in Spanish for academic purposes

Students for whom this is a foreign language will meet the following expectations:

1. learn how to sustain their own language learning and comprehension
2. in the three instructional programs and share their understandings with their peers
3. develop an understanding of oral language used in class as one way to better understand communication with and build their relation to bilingual students and their families and communities.
4. analyze this learning experience to conceive of strategies to support bilingual students' academic progress, their identities as capable contributors to their communities through their growth as critically literate citizens, and to develop deeper learning of subject matter through collaborative inquiry and knowledge construction.
5. use literacy in first language to make sense of texts written in Spanish. Texts will include: authentic materials in Spanish from the community, selected readings in English, reference texts in Spanish grammar and composition

Class activities in Spanish include: engaging in role plays & games, doing presentations, interviews, and curriculum analysis of a particular K-12 subject matter, E-journaling, going on Web quests and community exploration for resources, conducting inquiries, writing letters, reading children's stories in Spanish, etc.

The summer schedule for the course follows:

July 06 -09	12:00-3:00 pm
July 12 -16	12:00-3:00 pm
July 19-23	12:00-3:00 pm

Topics (These are subject to change depending on the interests of the participants. We will ask you to suggest topics for the second and third weeks)

1. Introductions: Greetings, Groups and Names
2. Elementary Science and Math: solar system, eclipses, earth, subtraction /addition and multiplication/ division

3. Health of the Planet Earth – tropical rain forests.
4. Daily routines at school and health: hygiene, illness
5. Communicating with parents - letter writing and providing suggestions, advice and directions.
6. Inquiry into an area of interest

Functions (not exhaustive list includes the following:)

1. Self introductions; Spelling and reading names,
2. Using formal conventions of writing
3. Listening comprehension for following instructions and taking notes
4. Describing and summarizing activities in Immersion, Sheltered and Dual Immersion programs
5. Planning future activities
6. Expressing sympathy, praise, suggestions, directions, and advise and speaking to parents
7. Planning an inquiry, gathering/ building resources, organizing ideas with transition words, writing presentations, revision and presentation
8. Reading unfamiliar texts using: contextual guessing knowledge of cognates, skimming for the gist, scanning for specific information effectively using a dictionary
9. Asking/Answering questions to clarify, get help, etc,
10. Planning and organizing resources for own learning

Grammar (not exhaustive list but includes the following)

1. alphabet, vowels, consonants, pronouns-(tu-Ud), articles (definite and indefinite) agreement of gender, and number, restrictive adjectives (colors and numbers), possessive adjectives, and pronouns estar
2. simple present indicative tense: ser, llamarse,
3. present indicative regular (ar, er, ir), stem-changing verbs: changing (e – I, e-IE,o-UE)
4. present indicative irregular (1st person: poner, salir, hacer, etc),
5. preterite: regular, and irregular
6. future- perifrastic (ir a +inf.) and simple regular
7. subjunctive (dependent clauses for desire, doubt, suggestion, etc.)

Lexical (these are related to activities in the themes and vary to include participants' needs for vocabulary)

1. colors, ordinal and cardinal numbers, planets, shapes
2. phrases; más de, menos que, igual a, tengo....
3. solar system's planets and characteristics
4. geographic lexicon: directions, places, climates, etc.
5. concepts from content area

ASSIGNMENTS

You are required to complete all assignments and practice daily the areas that are challenging to you. These assignments and practice activities should be compiled in a portfolio that you will submit at the end of the course.

REQUIREMENTS

1. Participation: active during and after class: 28%
2. Portfolio 32%
The portfolio should include the following:
 - a. documentation of your own activities to learn (your class assignments and practice after class, with the areas that are difficult for you, maintain your own phrase /vocabulary list)
 - b. reflection on strategies used to communicate and comprehend Spanish
 - c. self-evaluation of what was learned during the lesson and what remains as a challenge
 - d. reflection of what you have learned about language learning and the implications for teaching your own students
3. Final Project:
 - a. Planning an inquiry, giving and receiving feedback 20%
 - b. Oral presentation of this inquiry to the class, including responding to feedback 20%

REQUIRED TEXT

Dozier, E. & Iguina, Z. (2003). *Manual de Gramática: Grammar Reference for Students of Spanish*, 3rd edition. Cornell University: Thomson/Heinle Publishing

OPTIONAL

Spanish/English Dictionary that you have access to for quick reference.

ATTENDANCE POLICY

You are expected to attend all classes and contribute actively to class discussions and activities. If you miss a class, you will be required to complete grammatical exercises on the points covered and to interact with speakers of Spanish to practice for one hour the functions introduced in the missed class. You are also expected to write a 2-3 page description of this interaction. If you miss two classes, and have completed all your work in a satisfactory manner, the highest grade you can achieve is a B. If you miss more than two classes, you will have to retake the course. If you arrive after 12:15, you will be marked as late. Three tardies equal one absence.

SPECIAL NEEDS

If you have any condition, such as physical or sensory disability, which will make it difficult for you to carry out the work as we have outlined above, or if you need extra time to complete assignments, please notify Theresa or Yvonne in the first two days of the course so that we may make appropriate arrangements.

GRADING

You are free to select either a "Satisfactory/ Unsatisfactory" or a letter grade. Please let us know by the end of the first week which you prefer.

We will include your self-evaluation and your input to assign the grades.

Total points above 83 will receive a "Satisfactory," while totals below 83 will receive "Unsatisfactory."

LETTER GRADES

Points will be accumulated on the basis of the quality of responses to the required assignments.

Totals will be used to assign the following grades:

A 100-94	B 86-83	C 75-70	F 62 or less
AB 93-87	BC 82-76	D 69-63	

ELECTRONIC SITES

We encourage you to make use of your time in a way that best promotes your learning in this class. Please take time to build up your abilities by taking advantage of the following resources:

CONTENT AREAS

Science for elementary teachers

<http://saturn.jpl.nasa.gov/education/edu-k4-12b.cfm>

Fun Activities for kids

<http://saturn.jpl.nasa.gov/kids/activities.cfm>

Find Saturn

<http://saturn.jpl.nasa.gov/kids/activities-nightsky.cfm>

EN ESPAÑOL

para practicar vocabulario básico.

<http://www.mundolatino.org/rinconcito/>

<http://www.learner.org/resources/series75.html>

http://www.elbalero.gob.mx/index_esp.html
<http://www.mester.com/alumnos/gramatica.html>
<http://www.geocities.com/Athens/Thebes/6177/ws-vtables.html>
http://members.aol.com/jporvin/cs_span.htm

para los hispanohablantes:

<http://www.contactomagazine.com/index1.htm>
<http://cnnespanol.com/>
<http://www.azcentral.com/lavoz/>
<http://www.elcastellano.org/gramatic.html>
<http://www.estrelladepr.com/>
<http://www.geocities.com/Athens/Thebes/6177/idioms.htm>

Este tiene que ver con la religión:

<http://encontacto.intouch.org/>

Sobre las escuelas de Holyoke:

<http://www.hps.holyoke.ma.us/>

Bueno para todos:

<http://www.diccionarios.com/>
<http://www.kidlink.org/KIDPROJ/MCC/>
<http://www.mundolatino.org/rinconcito/>
<http://www.solarviews.com/span/homepage.htm>
<http://www.kn.sbc.com/wired/capades/arte.html>
<http://www.nwf.org/nationalwildlifeweek/2001/indexspanish.html>
<http://www.elpais.com.uy/muva/>
<http://www.kn.sbc.com/wired/Algunos/index.html>
<http://www.mundolatino.org/rinconcito/arcoiris.htm>
<http://www.azcentral.com/ent/dead/>
<http://www.ea1785.org/htm/Units/Upper/modlang/putnam/spanish/LLL.htm>
<http://www.colby.edu/%7Ebknelson/exercises/>
<http://www.ea1785.org/htm/Units/Upper/modlang/putnam/spanish/magssp.htm>
<http://www.csusm.edu/csb/espanol/>
<http://www.kn.sbc.com/wired/bluwebn/contentarea.cfm?cid=6&scid=27>

Spanish song links

<http://www.singdancelaugh.com/spanish.htm>
<http://www.hevanet.com/dshivers/juegos/=20>
<http://www.songsforteaching.com/Spanish.html=A0=A0=20>
<http://www.musicalspanish.com/TeachersGuide.htm=A0=20>
<http://www.songsforteaching.com/SDLCantenNavidad.html=20>
<http://www.musicapaedia.com/=20>
<http://spanish.about.com/od/teachingresources/>
<http://www.caslt.org/research/musicsp.htm =20>

<http://www.spanish.bz/cd.htm> =20

<http://www.spanish.bz/teaching-spanish.htm> =20

Please share with the class any other resources that you find helpful.