

Spanish 497M - Intensive Spanish for K-12 Teachers in Sheltered and Dual Immersion Programs
Spring 2005

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COURSE DESCRIPTION

This is the second in a series of 2 courses designed to both promote the learning of Spanish, as well as, to provide professional development for teachers in two types of language programs: 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 Sheltered Spanish during the first 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 (heritage 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. Activities are designed so that by the end of the course you will have constructed a pamphlet about your own grade level for visitors to your class who use Spanish. Also in each there will be a final project that you will build either individually or in a group.(See Section on Final Project)

You will also learn through discussion of your readings and multimedia genres. Furthermore, you will also gain practice using Spanish phrases for communicating with families and the community by observing and documenting their use of Spanish. 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. While this is the last course in Spanish in ACCELA, we strive to help you build ways to sustain your learning it beyond this course. 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 and through interactions with the students and families who speak Spanish. 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 or more advanced learners, 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 who are new to learning Spanish as a world language will meet the following expectations:

1. learn strategies to sustain their own language learning and comprehension in the two instructional programs and share their understandings with their peers
2. 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.

3. 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.
4. 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
5. develop interactional listening strategies and comprehension

Class activities in Spanish include: engaging in role plays & games, doing presentations, interviews, and curriculum analysis of a particular children's learning 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 spring schedule for the course follows:

Fechas: del 6 de abril al 6 de julio de 2.005

Horario: los miércoles de 3:30 a 6:00 de la tarde

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. Review of
 - a. Introductions: Greetings, Groups and Names
 - b. Elementary Science and Math: solar system, eclipses, earth, subtraction /addition and multiplication/ division
 - c. Health of the Planet Earth – tropical rain forests.
 - d. Daily routines at school and health: hygiene, illness
 - e. Communicating with parents - letter writing and providing suggestions, advice and directions
2. Preparation for and implementation of an inquiry into an area of interest
 - a. Preparing questions for interviews
 - b. Observations about language use: How do students draw on Spanish as a resource?
 - c. Note taking
 - d. Interpersonal strategies to control flow of interaction
 - e. Providing feedback to help peers, students make progress

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 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. Comparisons and contrasts
11. Planning and organizing resources for own learning

Grammar (not exhaustive list but includes the following)

1. Review of and use of
 - a. alphabet, vowels, consonants, pronouns-(tú-Ud), articles (definite and indefinite) agreement of gender, and number, restrictive adjectives (colors and numbers), possessive adjectives, and pronouns, estar/ser/haber/tener
 - b. simple present indicative tense: regular (ar,er,ir),
 - c. present indicative stem-changing verbs: changing (e – I, e-IE,o-UE)
 - d. present indicative irregular (1st person: poner, salir, hacer, etc),
 - e. preterite: regular, and irregular
 - f. future- perifrastic (ir a +inf.) and simple regular
 - g. subjunctive (dependent clauses for desire, doubt, suggestion, etc.)
2. Introduction to
 - a. indirect/direct object enclitics
 - b. subjunctive for use in independent clauses for recommendations, suggestions, doubts,
 - c. future of regular & irregular verbs
 - d. Use of preterite and imperfect of the indicative

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

1. Review of
 - a. colors, ordinal and cardinal numbers, planets, shapes
 - b. comparative phrases; más de, menos que, igual a, tengo....
 - c. solar system's planets and characteristics
 - d. geographic lexicon: directions, places, climates, etc.
2. Introduction to concepts from selected content areas: ciencias sociales, sociolingüística, lectoescritura
3. Superlatives

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% total**

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. 1 typed page reflecting on strategies used to communicate and comprehend Spanish
 - c. 1 typed page self-evaluation of what was learned during the lesson and what remains as a challenge
 - d. 1 typed page reflection of what you have learned about your own language learning and the implications for teaching your own students
3. Final GROUP / INDIVIDUAL Project in Spanish: 40%total
 - a. Planning an inquiry, giving and receiving feedback **20%**
 - b. Oral presentation of this inquiry to the class, including responding to feedback **20%**
 - c. **Your project will be a selection from ONE of the following:**

- 1. An analysis of one of your student's past work over one marking period.**
 - a. Areas in which strength is shown
 - b. Areas of progress where learning is happening
 - c. Areas where the student thinks improvement is needed versus where you think improvement is needed. Include the student's suggestions as well as your own that can be taken to show improvement
 - d. Activities that you think will be helpful for this student's future learning
 - e. Other information about the student, student's family, school, community that can be used to support this student's learning
 - f. What you learned from this student
 - g. Additional info that you think is relevant to this student

- 2. A future unit that you will teach but not yet covered which has been difficult in the past for learners of English**
 - a. What you predict is difficult for learners and why.
 - b. What kinds of help in Spanish may learners in your class need to experience success?
 - c. What kinds of family interactions or activities may help
 - d. Other information about the student, student's family, school, community that can be used to support this student's learning
 - e. What you learned from this student
 - f. Additional info that you think is relevant to this student yet very complex to understand?
 - g. What strategies for learning the content have you seen the student use and you believe will be beneficial for the rest of the students to know as well
 - h. What are the materials will you use in that lesson?

- 3. Other projects that would involve you in inquiry in Spanish about your learners or their parents that would help you understand their past and plan for future success in school**

- 4. Option- for Advanced Learners**

Learning about my students and their family

- a. Interviews with 5 students or 3 parents of students to document their hopes, dreams, struggles and fears

- b. What are some of the obstacles parents see, are facing, and what kinds of support helps them in school and outside of school
- c. At home, where do the parents see the students strengths
- d. Who are the member's of the family network or families
- e. How many members of the family have completed high school or university and where?
- f. Analyzse the patterns across the participants: major themes, expressions used, etc.
- g. Didactic story that the parents or a relative has told or does tell the child in Spanish
- h. Parents' advice in Spanish as to how the students can be successful in school
- i. Do the parents have bifocal identities? If so, how are they expressed through language?
- j. How does "caring" get expressed by students and by their parents? What signals and language do they use?
- k. Do the parents see any validation of their culture and language in the school community?
- l. What worldviews about the school do the parents show?

5. How could schools change?

In Spanish, conduct an interview with 3 students or 2 parents:

- a. What are the best and worst experiences in school? How did those experiences affect the learner's performance and identity in school?
- b. What kind of activities help them learn? How?
- c. What do they think they are good or bad at? Why?
- d. Do the students/parents see anything that is unfair in schools? Describe what makes it unfair.
- e. What motivates them to stay in schools?
- f. In what cases do the parents communicate with the teachers and vice versa? Do parents see anything that is needed to help them communicate better with the school?
- g. What lesson or activity did you and your son/daughter enjoy learning?
- h. In what ways do the parents/family help their child to be successful?
- i. **For analysis:** What identities and worldviews do the parents or student express during this interview? Use quotations from across your data to support your claims.

6. Language autobiographies (Yourself, your students or their families, or the community)

- a. Where is Spanish used? (Media, Family, community)
- b. What variety is it? How do you know?
- c. Who uses it?

- d. For what important social purposes is it used? (respect, membership, identity) For what commercial purposes does it serve? (economic, political) Give examples.
- e. What kind of social messages does each type of use signal or code? Eg. Values, beliefs, assumptions?
- f. What can teachers use from this inquiry?

TEXTS

Required

1. Dozier, E. & Iguina, Z. (2003). **Manual de Gramática: Grammar Reference for Students of Spanish**, 3rd edition. Cornell University: Thomson/Heinle Publishing
2. Espinoza-Herold, Mariella. (2003). **Issues on Latino Education: Race, School Culture, and the Politics of Academic Success**. Boston: Allyn and Bacon/Pearson Education Group, Inc.
3. Other readings to be assigned in Spanish

OPTIONAL TEXT

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 3:45pm 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 weeks 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. **High quality** is considered work that reveals abundant details about progress on personal language learning goals and close attention to accuracy on points already learned in this class. **Mid quality** is work that reveals some details about progress on personal language learning goals and consistent attention to accuracy on points already learned in this class. **Below satisfactory** demonstrates minimum effort in addressing personal goals and minimum attention to accuracy in the points already learned in this class. Totals will be used to assign the following grades:

A 100-95 A- 94-90 B + 89-86 B 85-83 B- 82-80 C+ 79-75 Below 75 no credit or F

OFFICE HOURS

If you wish to contact us for consultation, please do so after class, either by e-mail: taustin@educ.umass.edu, yfarino@educ.umass.edu or prior to class at 11:30 am.

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://cnnenespanol.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/bluewebn/contentarea.cfm?cid=6&scid=27>

Spanish song links

<http://www.singdancelaugh.com/spanish.htm>

<http://www.hevanet.com/dshivers/juegos/>

<http://www.songsforteaching.com/Spanish.htm>

<http://www.musicalspanish.com/TeachersGuide.htm>

<http://www.songsforteaching.com/SDLCantenNavidad.html>

<http://www.musicapaedia.com/>

<http://spanish.about.com/od/teachingresources/>

<http://www.caslt.org/research/musicsp.htm>

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

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

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

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Activity #1 TABLA DE MIS ENCUENTROS EN ESPAÑOL- Write your answers based on your journal

Contexto	Participantes			Resultado
	Con Quién(es)	Dónde usé español oral	Dónde usé español escrito	Lo que logré / o preguntas que tengo (achieved)
Agosto				
Septiembre				
Octubre				
Noviembre				
Diciembre				
Enero				

Febrero				
Marzo				

Activity #2 10 minutes

1. Pick three months to describe to a partner what you did.
 - a. Eg. *En agosto, hablé con el director en español.*

2. Partners are to repeat what you have told them, changing the verb to use the form of respect, Ud. to confirm their understanding.
 - a. Eg. *Ud. habló con el director en español en agosto, verdad?*

3. Switch roles

Activity #3 - 10 minutes

1. Repeat Activity #2 with new partners

Use the following guide for the regular preterite

	Yo	Ud	Nosotros	Ellos
-ar eg. conversar	- é	ó	-amos	-aron
-ir recibir	- í	ió	-imos	-ieron
-er conocer (to be acquainted)	- í	ió	-imos	-ieron

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Agenda

1. Introductions
2. Evaluation of the previous course
3. Review of what has happened thus far with Spanish learning
4. Decide on plan for this semester and view syllabus
5. Activity in Spanish
6. Assignment for next week:

Read Chapter 5 “Introducing the Educators”

Think about how you want to introduce yourself to parents in your guide to the classroom. What parent questions do you want to be able to answer? Bring your answers to these questions in Spanish or English. What are other kinds of questions that can be included in the guide to your classroom? Bring these questions as well.

7. DIARIO #1 - Hoy es _____
 Día de la semana + el + (la fecha)

Eventos memorables de mi día
 (Observaciones/Preguntas)

	Observación
	Escuchar = to listen
	Ver = to see
	Decir = to say
	Descubrir
	Evaluación
	Pensar
	Sentirse = to feel
	Preocuparse = to worry
	Documentar
	Resultado
	Opinar
	Recomendar

Ejemplo:

Hoy es el doce de abril. Una cosa sorprendente me pasó. Mi alumno que nunca habla por fin me habló en español. Casi me asustó. Empezó a hablar después del almuerzo. Me pregunté si Me preocupó su silencio anterior. Ahora es como otra persona.

PROGRAMA DE ASIGNATURAS Y TRABAJOS
(a discreción de las profesoras, el programa puede cambiar)

Semana/Fecha	Objetivo de la asignatura	Objetivo de Lenguaje: Lecto/escritura/conversación Género: Función/Forma	Interaccional/ Interpersonal	Meta/pregunta/interés Individual	Asignación *Debes preparar la asignatura para el día de esta clase
La primera clase El 6 de abril	Establecer metas de la clase Representar experiencias	Comprensión de la lectura y del plan para el semestre Presentar su diario a otra persona	Averiguar cómo se usó español durante los meses que no hubo clase de español Pedir opiniones		
La segunda clase El 13 de abril	Distinguir entre programas de Inmersión vs. <i>Sheltered</i>	Describir tu escuela Describir las rutinas diarias en tu proyecto de SIOP Repaso del Presente del Indicativo Regular (-ar, -er, -ir) "Se" + Presente del indicativo Palabras interrogativas	Demostrar respeto y cortesía Preparar unas preguntas para la persona invitada Establecer orden crónico: Primero; Después; Luego; Entonces; Más tarde;	a. Mi meta/pregunta/interés es... b. Me gustaría saber de c. me gustaría saber cómo...	Trae una foto de tu escuela para la clase o dibuja una o recorta una lámina del periódico

Semana/Fecha	Objetivo de la asignatura	Objetivo de Lenguaje: Lecto/escritura/conversación Género: Función/Forma	Interaccional/ Interpersonal	Meta/pregunta/interés Individual	Asignación *Debes preparar la asignatura para el día de esta clase
			Finalmente.		
El 20 de abril	No hay clases porque son las vacaciones de primavera				
La tercera clase El 27 de abril El 27 de abril (a continuación)	La realidad De mi escuela	<p>Describirte y describir a la Escuela</p> <p>¿Cuándo están programados los exámenes estandarizados, con qué frecuencia?</p> <p>Determinar las políticas que son perjudiciales o beneficiosas para el éxito académico de los estudiantes</p> <p>Escuchar de colaboraciones positivas con las familias, y tomar notas</p>	<p>Lecturas de las Reglas de la clase</p> <p>Escuchar la descripción de una secuencia de acciones de la persona invitada. Nélida Matos.</p> <p>Preparar una descripción de una secuencia de acciones de la persona invitada</p> <p>Opinar: estar de acuerdo con/ no estar de acuerdo con</p>		<ul style="list-style-type: none"> • Haz la lista de las reglas de tu clase • Lectura - Lee el capítulo 5 – Introducing the Educators (pp. 95-115) • Después de leer el capítulo 5, haz cinco preguntas a los padres en español: ¿Cómo quisieras presentarte a los padres / las familias de tus alumnos? <p>En el Manual de Gramática repasar:</p> <ul style="list-style-type: none"> • la página 80: Se impersonal • desde la página 154 hasta la 160 • desde la página 87

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					hasta la 92
La cuarta clase El 4 de mayo	Preparar las preguntas para la entrevista o determinar los documentos/ materiales que vas a usar para tu proyecto final.	Interrogativos corteses Preparación para una visita	En parejas revisa las diez preguntas y determina cuáles son las mejores respuestas para los estudiantes y/o los padres. Asegúrense de tener preguntas variadas		Comienza la planificación de tu proyecto con una compañera Lectura: Lee la introducción y capítulo 1 (de página 13 a 22) Haz cinco preguntas en español que les puedes hacer a los estudiantes. En el Manual de Gramática repasar: Las páginas 265 a 272 en el capítulo 7: Ser vs. Estar

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La quinta clase El 11 de mayo	Opiniones y hechos	<ul style="list-style-type: none"> • Cuáles son las etiquetas que categorizan a los alumnos? • Disciplinar a los estudiantes • Dar razones por el fracaso académico • Escuchar de Colaboraciones positivas con las familias • Opiniones de otros grupos étnicos/raciales • Actualización docente necesaria Lecturas en español en clase	Recibir Una Invitada a la clase Presentación oral		Pregúntale a dos estudiantes las preguntas que tú y tu compañera prepararon la semana pasada o trae uno de los textos y las categorías con sus explicaciones. En el Manual de Gramática repasar: de la página 58 hasta la página 72 – Personal Pronouns; Direct and Indirect Object Pronouns
La sexta clase El 18 de mayo	Responder a una lectura elegida Y presentarla en clase		Expresar opiniones, deseos, cambios, duda Preparación para la próxima clase: comparando las características que existen en mi clase que		Lectura – Lee el capítulo 3: Introducing Manny: “There is More Than Whites Out Here” (de página 41 a 65) Lectura – Lee el capítulo 4: Introducing Carla: “This is America and Here You Speak

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			acomodan a los estudiantes latinos		English!” (de página 67 a 93) En el Manual de Gramática repasar: desde la página 209 hasta la página 223 – El subjuntivo en cláusulas nominales, adjetivales y adverbiales

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La séptima clase El 25 de mayo	Debriefing y reflexión	‘Debriefing ‘y reflexión del desarrollo y las metas adquiridas de cada estudiante			Indicar y explicar las metas adquiridas y tu desarrollo lingüístico
La octava clase El 1ero de junio	Comunicar, colaborar y dar sugerencias	El uso de expresiones emotivas, impersonales, de dudas, y para influenciar			<p>Lectura – Lee el capítulo 7: Students’ Concerns and Recommendations (de página137 a 147)</p> <p>Compara las características que están en la página 143 de la lectura con tu clase. Explica cómo son similares y cómo son diferentes.</p> <p>En el Manual de Gramática repasar: desde la página 47 hasta la página 55 – Los adjetivos descriptivos y su posición, los comparativos</p>

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La novena clase El 8 de junio	Preparación para la presentación del proyecto final	Recomendaciones	Presentación y retroalimentación para el proyecto final		Presentación de tus planes para el proyecto final. Vas a presentar
La décima clase El 15 de junio		Recomendaciones			Lectura – Lee el capítulo 6: Toward a Self-Definition of Success (de página 117 a 135)
La undécima clase El 22 de junio		Repaso			Categorización de los documentos / Ensayo de las entrevistas
La duodécima clase El 29 de junio		Presentations and evaluation			Proyectos finales

Spanish 497M - Intensive Spanish for K-12 Teachers in Sheltered and Dual Immersion Programs
Spring 2005

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NOMBRE:

ESCUELA:

GRADO(s):

DIRECCIÓN ELECTRÓNICA:

NÚMERO DE TELÉFONO DE LA ESCUELA:

NÚMERO DE TELÉFONO DE LA CASA:

Preferencia personal sobre temas que podemos incluir este semestre:

Preferencia profesional sobre temas que podemos incluir este semestre:

Propósitos profesionales para el uso del español

Expectativas de la clase: