SPAN 6305 -Teaching Spanish for Acquisition
Fall 2013 – MW 4-5:30pm (205 AH)

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Course description:

This course is a general introduction to second language acquisition and language teaching, with an emphasis on the teaching of Spanish. It is designed for graduate students of Spanish who will be teaching at college level, and it will include a strong foundation on theoretical research on the field as well as practical activities to implement in the second language classroom. Students will understand and discuss basic concepts of current theories of language and language acquisition, and will explore different pedagogical issues that relate to various teaching methodologies. They will also have the opportunity to create original exercises, activities and tests, to examine the role of technology in language teaching, and to expand their knowledge of key aspects of teaching Spanish. In addition, they will create their own e-portfolio to showcase materials, activities and reflective essays based on their teaching experience. The course will be conducted in Spanish with readings in Spanish and in English.

Objectives:

a. To familiarize students with basic concepts of language acquisition theories and with current methods of language teaching.
b. To expand students' knowledge of key aspects of teaching Spanish as a Second-language.
c. To provide opportunities to develop practical knowledge through class observations and material development.
d. To develop an online teaching portfolio reflecting student work and teaching philosophy.
e. To critically examine the role of technology in language teaching.

Course Materials:

Course Evaluation:

Exams (2x25%) 50%
Portfolio of Teaching Materials 20%
Lesson planning and teaching 10%
Lesson report 10%
Class presentation 10%

University of Houston Grading Scale:

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<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
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<td>A-</td>
<td>90 - 92</td>
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<td>B</td>
<td>83 - 86</td>
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<td>C</td>
<td>73 - 76</td>
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<td>B+</td>
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<td>D+</td>
<td>67 - 69</td>
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Course Workload

- **Exams**: There will be two comprehensive exams at middle and end of the semester; for content and dates see Tentative Schedule.

- **Portfolio of Materials**
  An important outcome of this course is the development and organization of an online teaching portfolio that will continue to grow as students gain experience and advance in the field. Students will build an online teaching portfolio with different documents and files; it will include:
  1. Personal teaching philosophy statement;
  2. Model analytical lesson plan (including lesson goals, activities, materials and time distribution);
  3. Original learning activities that integrate language content and culture (following specific guidelines – see Blackboard for details):
     a. a vocabulary activity,
     b. a communicative or task-based grammar activity,
     c. a reading activity,
     d. a listening activity,
     e. a speaking activity,
     f. a writing activity
  4. a chapter / unit exam;
  5. a Spanish as Second Language college-level textbook’s evaluation report.
  6. ten Spanish-language learning websites, reviewed.

- **Lesson planning and teaching**: Students will prepare in group three lesson plans on vocabulary, grammar and culture content (the lesson plan and its justification is 5%). The lesson plans will be based on course readings and the corresponding module of the UT-Austin online
method’s modules. Each student will then choose one lesson plan and teach it in the most adequate Spanish at UH course; before the teaching date, the student will hand in the complete lesson plan to the instructor.

The lesson will be video-taped and analyzed by classmates and instructor (5%); each student will use this feedback and his/her own reflection to write the lesson report. This report will include information on the development of the lesson, outcomes, issues and received feedback (400-450 words / 10% of final grade).

- **Class presentation:** Each student will deliver a presentation on one of the teaching methods discussed in the class. The 20-minutes presentation will include theoretical and historical background, discussion of main premises of the method, implementations, and a critical review. In addition, the student is responsible for showcasing a five-minute lesson plan based on the method. Supplementary materials and readings will be provided as needed; see Blackboard for more information.