

**Español 4980**  
**Theory and Methods of Language Learning and Pedagogy**  
*Fall 2019*  
*30 August - 27 September*

**Course schedule:** 10 hours on-line (asynchronous, with weekly deadlines); 5 hours face-to-face

**Face-to-face classes:** Fridays 3-3:50 pm, August 30- Sept 27, RAMY N1B31

**Instructor info:** Anne Becher, McKenna 30A, tel: 303-492-1957, Anne.Becher@colorado.edu

**Instructor's office hours:** martes/jueves 9:15-9:45 am, jueves 12-1 pm y por cita previa

**Course description:** This "mini-course" will provide new instructors for the Department of Spanish and Portuguese with a theoretical base and practice in the acquisition and teaching of Spanish as a foreign language.

The course is worth 1 credit and consists of 5 hours of face-to-face meetings plus the equivalent of 10 hours on-line. All of the coursework must be completed according to the calendar included in this syllabus. **Important note:** for each of the 15 hours of this one-credit class, it is estimated that two additional hours of reading, viewing, course assignments will be required, just as in a fully face-to-face class. Therefore, it is estimated that you will need to dedicate 45 hours total to this class, including the 5 hours we meet in person.

It is recommended that new instructors (TAs, GPTIs) take this course during the first semester they will be teaching for the Department of Spanish and Portuguese, given that the course content is so closely linked to their work teaching Spanish in our program. New PhD students who are not yet teaching may opt to take the on-line portion during their first semester in the program and wait to take the face-to-face portion until their first semester teaching. In that latter case, please contact the instructor to discuss which semester to formally enroll in and receive credit for the course.

For the online component, the curriculum is based on the Foreign Languages Teaching Method course designed by the Center for Open Educational Resources for Language Learning at the University of Texas-Austin (COERLL): <https://coerll.utexas.edu/methods/>.

For the face-to-face component, we will focus on practical matters related to teaching SPAN 1010, as that will be the course taught by almost everyone enrolled in this Methods class. In addition to discussions held during class there will be classroom observations and observation reports, and weekly reflections.

**Course objectives:**

**By the end of this "mini-course", students will be able to:**

- describe the basics of how students learn second languages
- describe the communicative approach to teaching languages and explain the advantages of this approach
- analyze teaching methods in classes that they observe, connecting what they see with second language acquisition theories and communicative language practices
- design lessons based on best-practices recommendations as described in the COERLL Methods course

**Text:**

**Center for Open Educational Resources for Language Learning (COERLL) at the University of Texas, Austin. Foreign Language Teaching Methods: Professional development modules for foreign language instruction at the high school and college levels.**  
<https://coerll.utexas.edu/methods/>

**Requirements:**

**Online component (65% of the final grade, divided evenly between all assignments specified below)**

Students will review the material in the Introduction and 10 of the 13 modules of "Foreign Language Teaching Methods": <https://coerll.utexas.edu/methods/> and will complete an activity specified in the Canvas online course for each of the 10 modules, submitting their activity via Canvas. The types of assignments are specified below; grading criteria and rubrics are included in the Canvas .

While the online work may be completed as early in the course as students wish, the final due dates are listed in the table below.

<b>Due Date</b>	<b>Modules (&amp; Assignments)</b>
30 agosto	Introduction The Language Teacher (submit notes) The Language Learner (discussion responses)
6 septiembre	Speaking (analysis of textbook exercises with mini lesson) Vocabulary (mini lesson)
13 septiembre	Listening (mini lesson) Grammar (mini lesson OR discussion response)
20 septiembre	Reading (submit notes) Writing (writing prompt)

27 septembre	Culture (mini lesson based on authentic video) Assessment (2 quiz sections)
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### **Evaluation criteria for online assignments**

*note that 10-9(A) = meets expectations; 8.5(B) = does not quite meet expectations; 7.5 = barely meets expectations; 6-0 = does not meet expectations*

#### Notes (for The Language Teacher and Reading modules):

10-9 (A): notes are detailed and complete

8.5 (B): notes lack some important details or are slightly incomplete

7.5 (C): notes lack many important details or are quite incomplete

6-0 (D-F): notes lack important details and are incomplete

#### Discussion post (for The Language Learner, option for Grammar):

10-9 (A): the post is well-developed with many details, well-organized and completely clear, a response to another's post demonstrates that you read it carefully and are contributing in a supportive way that deepens the conversation.

8.5 (B): the response has one slight problem with the criteria listed above for an A.

7.5 (C): the response has a few slight problems or one major problem with the criteria listed above for an A.

6-0 (D-F): the response has various slight or major problems with the criteria listed above for an A.

#### Mini lesson (for Vocabulary, Listening, option for Grammar, Writing, Culture):

10-9 (A): the lesson plan includes all of the required elements, it is compelling enough to interest students, and it is written clearly enough for another to use it as a guide

8.5 (B): the lesson plan has one slight problem with the criteria listed above for an A.

7.5 (C): the lesson plan has a few slight problems or one major problem with the criteria listed above for an A.

6-0 (D-F): the lesson plan has various slight or major problems with the criteria listed above for an A.

#### Analysis of textbook exercises + mini lesson (for Speaking):

10-9 (A): the response is well-developed with many details, well-organized and completely clear.

8.5 (B): the response has one slight problem with the criteria listed above for an A.

7.5 (C): the response has a few slight problems or one major problem with the criteria listed above for an A.

6-0 (D-F): the response has various slight or major problems with the criteria listed above for an A.

#### Quiz sections (for Assessment):

10-9 (A): there are two separate activities, the indirect assessment consisting of 3-5 "items" and the direct one consisting of a prompt that a student at the corresponding level could complete in 2-5 minutes; each activity conforms to all of the recommendations made in the Assessment module for its type (direct and indirect), there is a high degree of professionalism (language, style)

8.5 (B): there is one slight problem with the criteria listed above for an A.

7.5 (C): there is more than one slight problem or one more major problem with the criteria listed above for an A.

6-0 (D-F): there are many major problems with the criteria listed above for an A.

**For face-to-face component (35% of the final grade, as specified below):**

**Active participation in each of the five class sessions (5%).** Attendance is obligatory, and any absence will affect your grade for this component of the class. If for any reason you are unable to attend a class, please contact the instructor ahead of time to explain the situation and make arrangements to make up what was discussed in class. It is expected that students will contribute attentively and actively to class discussions, showing respect to classmates and the instructor.

**Weekly written reflections uploaded as a Canvas “tarea” (10%).** Each Thursday evening by 9 pm every student should submit a brief (150-250 word) reflection that describes something they experienced while teaching that week. The instructor will extract discussion topics for that week's class from these written reflections, preserving students' anonymity. Some ideas that students in previous years have written about include the following: student reactions to lessons, their performance on a quiz or activity, some aspect of the SPAN program, the lesson-planning process, instructor's attempts to use nearly 100% Spanish in class, students' ability to understand the instructor's Spanish, the instructor's interaction with any student in particular in class or during office hours, etc.

**Grading criteria for the weekly reflections:**

10-9 pts (A, meets expectations): the post is submitted on time and is of the appropriate length, is clear, well-organized and understandable and about an issue relevant to teaching

8 pts (B, does not quite meet expectations): the post is submitted slightly late (no more than 15 minutes late) or is slightly longer or shorter than specified, and is clear, well-organized and understandable and about an issue relevant to teaching

7-0 pts (C-F, does not meet expectations): the post has one or more of these problems: it is submitted more than 15 minutes late, it is more than 20% longer or shorter than specified, and is either unclear, poorly-organized, or is not about an issue relevant to teaching

**Class observations and meeting with peers in observation groups, followed by written report (15%).** At the first class meeting students will be placed in small groups. The members of each group will observe each of their group members' classes. Each group member's class will be observed by all the other members at the same time, so that everyone in the group will have observed the same class. The observations will take place during weeks 2 and 3. The group will arrange to meet at an agreed-upon time in an agreed-upon location for 1-2 hours after all observations are complete, during which they will discuss each of the classes observed. Taking notes during the observations or soon afterwards will be important, so that everyone remembers what happened during each class.

During the group meeting, it is recommended that the following procedure be followed during the discussion of each class:

- 1) The teacher (the group member whose class is being discussed) will describe what they felt went well and not so well, and will explain any part of the class they would teach differently if given the opportunity to teach it again. The teacher can ask group members for feedback on any specific element of the class, if desired.
- 2) Each observer will describe their experience as an observer--what was new or different or surprising for them, the connections they are able to make between what they saw in the class and the theoretical basis they developed during Orientation or the our Methods course, what would like to "import" from the teacher's practice into their own repertoire, any questions that arose for them. They can respond to the teacher's questions, if there are any. Observers should be sure NOT criticize the teacher's class NOR to give suggestions, as this is not an evaluatory exercise but instead one for everyone's learning.
- 3) It is recommended that each teacher take notes while listening to their group members' reactions to their class, and that all group members take notes on any topic of special interest that arises during the meeting, which they will want to comment on in their individual report (see below).

Each student will submit an individually written report by October 6, 9 pm, that specifies the dates and times of all classes observed and the meeting's date, time and location. The report should be structured in the following way:

- a description of the class they taught that was observed and then discussed, including each activity included in the class (2-3 pages),
- what they learned from their group members during the discussion of their class (1-2 pages),
- what they learned from the entire process of the observations and the meeting, including an explanation of whether this was a productive exercise, in their opinion (1-2 pages).

Observations should be written in Spanish unless the author is a Spanish speaker wishing to practice their written English.

Grading criteria for this report:

meets expectations (10-9 pts)	does not quite meet expectations (8 pts)	does not meet expectations (7-0 pts)
<ul style="list-style-type: none"> <li>the class is described well enough that the reader can follow the sequence of activities and visualize what both teacher and students are doing</li> <li>the description of what was learned from group members during the discussion of the class and what was learned from the entire process of the observations and the meeting is substantive, described in detail, and easy for the reader to follow</li> <li>the written language is entirely clear and precise, with errors that could have been corrected if the report had been proofread carefully</li> <li>dates are provided for the class observed, and date, time and location provided for the meeting</li> </ul>	<ul style="list-style-type: none"> <li>the reader has some difficulty following the sequence of activities in the class and visualizing what both teacher and students were doing</li> <li>the description of what was learned from group members during the discussion of the class and what was learned from the entire process of the observations and the meeting has one of these flaws: it's somewhat superficial, it lacks some important details or it is somewhat difficult to follow</li> <li>the written language is generally clear and precise, with a few errors that could have been corrected if the report had been proofread carefully</li> </ul>	<ul style="list-style-type: none"> <li>the reader has significant difficulty following the sequence of activities in the class and visualizing what both teacher and students were doing</li> <li>the description of what was learned from group members during the discussion of the class and what was learned from the entire process of the observations and the meeting has some of these flaws: it's superficial, it lacks important details or it is difficult to follow</li> <li>the written language lacks clarity and precision, with many errors that could have been corrected if the report had been proofread carefully</li> </ul>

**Video consultation (5%):** Everyone teaching this semester will complete a video consultation with our Lead (Juanma García Fernández) or a Lead from another department that Juanma connects them with. The consultation consists of a pre-filming meeting, the filming of one class, and a post-filming meeting to analyze the class. Juanma will visit our class on September 27 to give more details about the video consultation and to gather information for scheduling them. The video consultation will take place before the end of the semester, and in order to receive credit for this component, the student must e-mail me, copying the lead who led the video consultation, to report that the consultation has been completed. Note that only the Lead and the instructor (student in this class) are privy to the content of the pre- and post-filming

conversations; these conversations are private and confidential. For any student not teaching the semester they take this course, the final grade will be calculated omitting this activity.

### **Final grade summary:**

#### Online component:

- 65%, divided evenly between all assignments specified above

#### Face-to-face component:

- participation in class discussions 5%
- weekly reflexions 10%
- observation report 15%
- videoconsultation 5%

### **Departmental and University policies:**

**(1) Add / Drop / Waitlist** - If you are waitlisted for this class, it is IMPERATIVE that you familiarize yourself with departmental policies and deadlines. For this, please visit <http://www.colorado.edu/spanish/resources/dropadd-policy>

**(2) Prerequisites not met** - If your instructor informs you that the system has flagged you because you do not meet the pre-requisites for this course, you should meet in person with Esther Brown, the associate chair for undergraduate studies, or the coordinator for your class level. If you fail to do so, you may be dropped from the class. Your instructor will inform you of the date and time to meet with the associate chair or the coordinator for your class.

**(3) Honor Code** – All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to [the academic integrity policy](http://www.colorado.edu/policies/academic-integrity-policy) (<http://www.colorado.edu/policies/academic-integrity-policy>). Violations of the policy may include plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, resubmission, and aiding academic dishonesty. For details on these violations, students must go to <http://honorcode.colorado.edu/student-information> and read the links “What is a violation?” “Standards of Academic Integrity,” “Understanding and preventing plagiarism,” and “Citation guide and plagiarism information.” All incidents of academic misconduct will be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to non-academic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy is found at <http://www.colorado.edu/honorcode>

**(4) Final Exams** - Final exams are taken on the day determined by the university and the department. No excuse such as family meetings, employment, or travel will grant an exception to this. If you have three or more final exams on the same day, you are entitled to arrange an alternative exam time for the last exam or exams scheduled on that day. If you have two final exams scheduled to meet at the same time, you are entitled to arrange an alternative exam time for the later course offered that day or week. To be eligible to reschedule a final exam, you must provide evidence of either of these situations and make arrangements with your instructor no later than Friday, November 1, 2019. For the complete final examination policy, see <http://www.colorado.edu/policies/final-examination-policy>

**(5) Use of electronic devices in the classroom** - While some course content may be accessible in electronic format, use of electronic devices such as cell phones, tablets or laptop computers is permitted only to access course readings and other materials or to take class notes, and only with the instructor's consent. Failure to request permission or to comply with these rules of use will

result in your instructor counting the date of occurrence as an unexcused absence. If you feel you need to use any electronic device during class for any other purpose outside these parameters, please speak with your instructor.

**(6) Classroom Behavior** - Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important concerning individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters provide the instructor with the student's legal name. They will gladly honor your request to address you by an alternate name or gender pronoun. Please advise them of this preference early in the semester so they may make appropriate changes to their records. For more information, see the policies on [classroom behavior](http://www.colorado.edu/policies/student-classroom-and-course-related-behavior) at <http://www.colorado.edu/policies/student-classroom-and-course-related-behavior> and the [Student Code of Conduct](http://www.colorado.edu/osccr) at <http://www.colorado.edu/osccr>.

**(7) Disability Services** - If you qualify for accommodations because of a disability, please submit to your instructor a letter from Disability Services in a timely manner so that your needs can be addressed. For exam accommodations, provide your letter at least one week before the exam. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the Disability Services website <http://www.colorado.edu/disabilityservices/students>. Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website <http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions> and discuss your needs with your instructor.

**(8) Religious Observances** - Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See details at <http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-andor-exams>. Please contact your Instructor during the first two weeks of class to let her/him know of any possible conflicts to make the necessary arrangements.

**(9) Discrimination and Harassment** - The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct intimate partner abuse (including dating or domestic violence), stalking, protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#). Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

**(10) Policy on Enrollment in Undergraduate Language Courses** - Undergraduate introductory 1000 and 2000-level language courses are designed for non-native speakers. Fluent speakers of that language are not allowed to enroll in these courses and can be dropped from these courses by the department or the course instructor. Fluent speakers should consult the department website and the catalog as well as the course instructor or department language coordinator about their eligibility to enroll in upper-division 3000 and 4000-level language courses. Departments can exclude fluent speakers from upper-division language courses based on course content and



instructional resources. Speakers who have not formally studied the language but have spoken the language in their home should consult with the associate chair of the language department or the department language coordinator about appropriate placement before enrolling in a language course.

**(11) Subject Librarian** - Your Subject Librarian, [Kathia Ibacache](#), specializes in research in the Romance Languages at CU. She can help you with learning search skills, managing citations, scholarly activities like publishing, and other information needs. You contact her by phone (303-492-3134), email ([kathia.ibacache@colorado.edu](mailto:kathia.ibacache@colorado.edu)), or request an appointment online: <http://colorado.libcal.com/appointments/Kathia-Ibacache>. Kathia also updates and maintains the libraries' physical and electronic resources related to French, Italian, Spanish, Portuguese, & Catalan. You are welcome to suggest a library purchase through our website <https://www.colorado.edu/libraries/services/suggest-library-purchase>) or contact her directly.