Acq of Span as Sec Lang & Meth
SPAN-5310

Meeting Times

<table>
<thead>
<tr>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:00 pm - 8:30 pm</td>
</tr>
</tbody>
</table>

Contact Information

<table>
<thead>
<tr>
<th>Days</th>
<th>Tuesdays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td>Class Collaborate/Blackboard</td>
</tr>
<tr>
<td>Professor</td>
<td>Dr. Robles</td>
</tr>
<tr>
<td>Professor's email</td>
<td><a href="mailto:droblesgarcia@lamar.edu">droblesgarcia@lamar.edu</a></td>
</tr>
<tr>
<td>Office hours</td>
<td>by appointment only</td>
</tr>
</tbody>
</table>

Catalog Description

The module provides students with in-depth knowledge of both theory and methods in second language acquisition (Spanish). Moreover, students learn to critically judge new teaching methods and learning strategies in second-language acquisition. The module also familiarizes students with research and research methods in second language acquisition. We extrapolate from this base principles and parameters to guide classroom instruction. We cover a full range of topics from grammar and input to spoken and written language.

Course Objectives
Upon completion of this course, students will...

- Demonstrate knowledge of approaches and techniques in the teaching of Spanish as a second language (L2)
- Examine theoretical and methodological underpinnings of L2 instruction, and
- Apply new concepts in the design and completion of a variety of tasks
- Participate in practical activities and projects particularly oriented to teaching, such as classroom-based materials, professional teaching portfolio, materials development, etc.

### Student Learning Outcomes

By the end of the semester, students will have:

- Gained a greater understanding of the theories and practices of L2 Spanish teaching;
- Developed their professional awareness, philosophy, and attitudes; and
- Enhanced their teaching experience.

### Course Materials

**Required Texts**


### Course Policies

**Course Policies (read carefully!)**

- **Attendance**

  **CLASS ATTENDANCE IS REQUIRED!** Attendance will be recorded every class. Be aware that unexcused absences will result in partial or in total loss of the grade for “participation and attendance” component(s) of the course. I consider a total lost after 2 unexcused absences.

  In general, class absences should be avoided. There are no excused absences other than religious days, illness or injury (be aware that a doctor’s *regular* appointment, such as a dental or eye exam or a veterinary visit are not excused); approved university-sponsored events and bereavement and military
leaves are excused. However, in any case, it is always at the discretion of the instructor to decide what is an excused and what is not. If an absence is excused, it is entirely the student responsibility to initiate the specific arrangements with the instructor for missed work.

Be aware that for every unexcused absence, 2-points will be deducted from your final course grade. However, be aware that 3 unexcused absences per semester will place the student in academic probation.

- Late assignments

NO LATE ASSIGNMENTS WILL BE ACCEPTED! However, students who consult in advance with an instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension. Otherwise, assignments will not be accepted after the deadline has passed.

- Late to class

PLEASE DO NOT ARRIVE LATE TO CLASS! It is not only viewed as rude, but more importantly it disrupts the class dynamics. Arriving late to class therefore will result in partial or total loss of the grade for the “attendance and participation” component(s) of the course. I considerate late to class the second after the class starts. Significant late to class or leaving early will be considered an unexcused absence automatically.

Course climate

- Code of ethics and professionalism

Students will behave in a respectful manner towards the instructor and other students, both in and out of the classroom. Examples of disrespectful behavior can include, but are not limited to, arriving to class late, using cell phones during class, acting in a disruptive manner during class, and not following the rules set forth by the instructor, as well as other behaviors that hinder a professional environment.

Students are expected to communicate consistently with their instructor. This includes checking their university email and Blackboard regularly and responding to instructor inquiries in a timely fashion. When communicating with the instructor, professional writing etiquette and respectful language should always be used in both written and verbal communications.

- Appreciation for community and collegiality

Multiple opinions and perspectives and the representation of the self through multi-identities in the classroom establishes an inclusive, equitable and friendly climate towards and among my students. I welcome students that might come from diverse backgrounds and perspectives, and whose voices need to be advocated for and heard. All ideas are truly embraced and respected and my classroom aims to be open and safe. All contributions, opinions, viewpoints, etc. are regarded as an essential resource conducive to a successful learning environment. I will treat with respect and courtesy all my students, regardless of gender, skin color, social economic status, sexual orientation, physical and cognitive disabilities, age, religion, among other factors not included in this list. I will advocate for this welcoming and safe atmosphere and will stand to defend the viewpoints and rights of my students to provide their contributions.
in the safety of our classroom environment, intended to provide for harmonious communication and coexistence. I will be available for all my students, during class and outside, if they feel the need to express or address any issue or concern on this basis. In addition, it is my objective to present materials and activities that are considerate, sensitive, and respectful to these multifaceted layers of the self and to include the representation of different socio-linguistic groups or minorities of our society in the classroom. I cherish and strongly encourage any feedback to improve or to facilitate the expression of YOU in the classroom.

- Name and gender pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities, and more. Class rosters are provided to the instructor with the student's legal name. If preferred, I will gladly honor your request to address you by an alternate name or gender pronouns. Please advise me early in the semester so that I may make appropriate changes to my records.

- Supportive learning community

It is my hope that in this course we will develop a supportive learning community that will foster rich discussions through the sharing of personal ideas, experiences, and relationships to course material. Honesty, listening for understanding, a willingness to share your ideas, and respect for self and others are basic guidelines that can help create a positive learning environment. Your participation and feedback are important to the success of the course and I welcome your thoughts throughout the semester on how we might improve class processes that will encourage effective communication and dialogue.

- Eco-friendly course

This course has an eco-friendly component. All materials (whenever possible) will be distributed in an electronic form. We will use Blackboard as our learning management system for any means of communication and the delivering of course materials. The use of paper will be exclusively limited. This initiative is to raise awareness on the excessive use of paper in classes, and to promote more eco-friendly pedagogical practices in the classroom.

✅ Grading and Assignments

Breakdown of Assignments

<p>| ASSIGNMENTS | % |</p>
<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formative assessments</strong></td>
<td>35%</td>
</tr>
<tr>
<td>Class preparation and participation (8%)</td>
<td></td>
</tr>
<tr>
<td>Scholarly readings (12%)</td>
<td></td>
</tr>
<tr>
<td>HLTP presentation (10%)</td>
<td></td>
</tr>
<tr>
<td>Questions on readings or/and other HW (5%)</td>
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</tr>
<tr>
<td><strong>Classroom-based material</strong></td>
<td>40%</td>
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<tr>
<td>PACE model (10%)</td>
<td></td>
</tr>
<tr>
<td>Interpretive mode activity (10%)</td>
<td></td>
</tr>
<tr>
<td>Interpersonal mode activity (10%)</td>
<td></td>
</tr>
<tr>
<td>Presentational mode activity (10%)</td>
<td></td>
</tr>
<tr>
<td><strong>Teaching &amp; professional portfolio</strong></td>
<td>25%</td>
</tr>
<tr>
<td>Lesson plan (5%)</td>
<td></td>
</tr>
<tr>
<td>Analytic rubric (5%)</td>
<td></td>
</tr>
<tr>
<td>Class observation (10%)</td>
<td></td>
</tr>
<tr>
<td>Teaching Philosophy (5%)</td>
<td></td>
</tr>
<tr>
<td><strong>Total =</strong></td>
<td><strong>100%</strong></td>
</tr>
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**Grading Scale**

**GRADE SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90</td>
</tr>
<tr>
<td>B</td>
<td>89-80</td>
</tr>
<tr>
<td>C</td>
<td>79-70</td>
</tr>
</tbody>
</table>
## Course Subject Outline

**Calendar**

**This calendar can be modified if the instructor deems pedagogically necessary.**

<table>
<thead>
<tr>
<th>FECHAS</th>
<th>TAREAS (para completar <strong>antes</strong> de clase)</th>
<th>TEMAS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>08/22</strong></td>
<td>Leer <strong>SYLLABUS</strong>; Leer <strong>&quot;BECOMING FAMILIAR WITH THE PROFESSION AND EXPECTATIONS FOR LANGUAGE TEACHERS&quot;</strong> (Shrum &amp; Glisan, 2016, pp. 1-10); Leer <strong>&quot;21ST CENTURY WORLD LANGUAGES CURRICULUM&quot;</strong> (Clementi &amp; Terrill, 2017, pp. 1-32)</td>
<td>The Field of World Languages in the 21st Century</td>
</tr>
<tr>
<td><strong>08/29</strong></td>
<td>Leer <strong>&quot;UNDERSTANDING LANGUAGE LEARNING THROUGH SECOND LANGUAGE ACQUISITION THEORY AND RESEARCH&quot;</strong> (Shrum &amp; Glisan, 2016, pp. 11-42); Synthesis 1</td>
<td>The Foundations of SLA</td>
</tr>
<tr>
<td><strong>09/05</strong></td>
<td>Leer <strong>&quot;INTRODUCING HIGH-LEVERAGE TEACHING PRACTICES (HLTPS)&quot;</strong> (Glisan &amp; Donato 2017, pp. 1-18). Leer <strong>&quot;CONTEXTUALIZING LANGUAGE INSTRUCTION TO ADDRESS GOALS OF THE STANDARDS FOR LEARNING LANGUAGES&quot;</strong> (Shrum &amp; Glisan, 2016, pp. 43-69)</td>
<td>A Chronological View in Language Instruction</td>
</tr>
<tr>
<td><strong>09/12</strong></td>
<td>Leer <strong>&quot;PACE: A STORY-BASED APPROACH FOR DIALOGIC INQUIRY ABOUT FORM AND MEANING&quot;</strong> (Shrum &amp; Glisan, 2016, pp. 206-230).</td>
<td>Teaching structure in context</td>
</tr>
</tbody>
</table>

Unidad 1 – Bases previas y actuales
<table>
<thead>
<tr>
<th>Fecha</th>
<th>Tarea</th>
<th>Material</th>
<th>Modo de comunicación</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/19</td>
<td>Leer “USING AN INTERACTIVE APPROACH TO DEVELOP INTERPRETIVE COMMUNICATION” (Shrum &amp; Glisan, 2016, pp. 172-205); PACE model activity</td>
<td>Interpretive communication, day #1</td>
<td></td>
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<tr>
<td>09/26</td>
<td>Leer “USING AN INTERACTIVE APPROACH TO DEVELOP INTERPRETIVE COMMUNICATION” (Shrum &amp; Glisan, 2016, pp. 172-205); Synthesis 3</td>
<td>Interpretive communication, day 2</td>
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<tr>
<td>10/03</td>
<td>Leer “DEVELOPING ORAL AND WRITTEN INTERPERSONAL COMMUNICATION” (Shrum &amp; Glisan, 2016, pp. 231-276); Interpretive mode activity</td>
<td>Interpersonal communication, day #1</td>
<td></td>
</tr>
<tr>
<td>10/10</td>
<td>Leer “DEVELOPING ORAL AND WRITTEN INTERPERSONAL COMMUNICATION” (Shrum &amp; Glisan, 2016, pp. 231-276)</td>
<td>Participation #1</td>
<td></td>
</tr>
<tr>
<td>10/17</td>
<td>Leer “DEVELOPING ORAL AND WRITTEN PRESENTATIONAL COMMUNICATION” (Shrum &amp; Glisan, 2016, pp. 277-321); Interpersonal mode activity</td>
<td>Presentational communication</td>
<td></td>
</tr>
<tr>
<td>10/24</td>
<td>Leer “PLANNING STANDARDS-BASED INSTRUCTION USING BACKWARD DESIGN” (Shrum &amp; Glisan, 2016, pp. 70-103)</td>
<td>Learning by Design</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity Description</td>
<td>Topic</td>
<td></td>
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<tr>
<td>--------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>------------------------------</td>
<td></td>
</tr>
<tr>
<td>10/31</td>
<td>Leer “UNIT DESIGN” (Clementi &amp; Terrill, 2017, pp. 33-52); Presentational mode activity</td>
<td>Unit Design</td>
<td></td>
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<tr>
<td>11/07</td>
<td>‘LESSON DESIGN’ (Clementi &amp; Terrill, 2017, pp. 53-68); Analytic rubric</td>
<td>Lesson Design</td>
<td></td>
</tr>
<tr>
<td>11/14</td>
<td>Leer “ASSESSMENT OF AND FOR LEARNING” (Clementi &amp; Terrill, 2017, pp. 69-86); Leer “ASSESSING STANDARDS-BASED LANGUAGE PERFORMANCE IN CONTEXT” (Shrum &amp; Glisan, 2016, pp. 358-408); HLTP Presentation #3</td>
<td>Assessment &amp; Learning</td>
<td></td>
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<tr>
<td>11/21</td>
<td>Leer “ASSESSING STANDARDS-BASED LANGUAGE PERFORMANCE IN CONTEXT” (Shrum &amp; Glisan, 2016, pp. 358-408); HLTP Presentation #4</td>
<td>Assessment &amp; Performance</td>
<td></td>
</tr>
<tr>
<td>11/28</td>
<td>Leer “ADDRESSING NEEDS OF DIVERSE LEARNERS IN THE LANGUAGE CLASSROOM” (Shrum &amp; Glisan, 2016, pp. 322-357); Teaching philosophy; Participation #2</td>
<td>It's all about our students!</td>
<td></td>
</tr>
</tbody>
</table>
COVID-19 Statement

As we begin the new academic year, the COVID-19 virus that has challenged us since 2020 persists. Important differences in outcomes are observed, however, as safe and effective vaccines and therapeutic agents that reduce the risk of severe illness are now available. Consequently, we anticipate that our campus community will continue to be impacted by the virus and we encourage all faculty, staff, and students to practice individual safety protocols at their discretion.

We recommend good personal hygiene practices including regular handwashing and/or use of hand sanitizing products when soap and water are not readily available. Please show respect to those who choose to practice social distancing measures and wear face coverings.

Vaccines are available to those who seek them throughout the region and at the Student Health Center. Please self-screen for any signs or symptoms of COVID-19 and seek medical attention if you begin to feel ill.

Academic Continuity Policy

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to check Lamar University’s website and login to LU Connect for instructions about continuing courses remotely.

Academic Honesty Policy

Lamar University expects all students to engage in academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in their academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include failure of the assignment and/or course up to suspension or expulsion from the university. The penalty may vary by instructor.

Additional information is available on the Academic Policy website (https://students.lamar.edu/academic-support/academic-policies.html).
ChatGPT Policy

“Students should not use Artificial Intelligence (AI) regenerative applications to complete course assignments or for any other academic activities unless permitted explicitly by the instructor. AI, or any other machine generated information, should be used as a supplemental resource and should not replace traditional academic activities.”

Attendance Verification

Students must complete an Attendance Verification Quiz for ALL COURSES - both on-campus and online - in which they are enrolled each term by the third class day to comply with U.S. Department of Education attendance requirements. Failure to complete this quiz by the deadline may result in loss of course enrollment and/or financial aid. The quiz is located in EVERY COURSE through LULearn (Blackboard), even if the course meets on campus.

Course Drop Policy

Students may drop a course and receive a grade of "Q" during the penalty-free period of the semester or session. For drops after this penalty-free period, grades are recorded as "Q" or "F," indicating the student was passing or failing at the time of the drop. A grade of 'Q' may not be assigned unless an official drop has been processed through the Records Office. Students may drop a course online up to the census day by logging into Self-Service Banner. After the census day, courses must be dropped through the Records Office. For additional help, contact the academic advisor or the Records Office at registration@lamar.edu. Students may not drop a course during the last 20 percent of the term. Students should check the academic calendar at https://www.lamar.edu/academic-calendar for specific dates.

Students with Disability Policy

Lamar University is committed to providing equitable access to learning opportunities for all students. The Accessibility Resource Center (ARC) is located in the Communication building, room 105. Office staff collaborate with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g. mental health, attentional, learning, chronic health, sensory, or physical), please contact the ARC at 409-880-8347 or arc@lamar.edu to arrange a confidential appointment with the Director of the ARC to explore possible options regarding equitable access and reasonable accommodations.

If you are registered with the ARC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

Additional information is available at the ARC website (http://www.lamar.edu/disability-resource-center).
Academic Support

Academic Support can be located at https://www.lamar.edu/students/#acad-supp.

There are many areas (i.e., Advising, Writing Center, etc.) of academic support. Each area provides their own specific contact information and days and hours of operation.

Student Services

Lamar University recognizes that students may experience challenges that hinder success in their academics and/or college experience. We believe in giving all students access to resources that allow them to overcome these challenges. If you are struggling with stress, procrastination, anger management, depression, anxiety, substance abuse and/or eating disorders, please reach out to our counseling professionals at the Student Health Center at 880-8466 to call for an appointment or visit our website https://www.lamar.edu/students/student-engagement/student-health-center/index.html for more information about our services.

Your information and situation will be treated with the utmost privacy and is protected by Texas law. These services are available to all currently enrolled students at Lamar University and Lamar Institute of Technology.

Information on Student Services can be located at http://students.lamar.edu/index.html. There are many resources (i.e. Course schedules, important phone numbers, etc.) available. Each area provides their own specific contact information and days and hours of operation.

Emergency Procedures

Many types of emergencies can occur on campus; instructions for severe weather or violence/active shooter, fire, or chemical release can be found at the Office of Environmental Health/Safety and Risk Management webpage.

Severe Weather

Follow the directions of the instructor or emergency personnel.

Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.

If you are in a multi-story building and you cannot get to the ground floor, pick a hallway in the center of the building.

Stay in the center of the room, away from exterior walls, windows, and doors.

Violence/Active Shooter
CALL - 7777 from a campus phone (Text 409-241-8002 from a cell phone). Note: Calling 911 from either a campus or cell phone will contact the City of Beaumont dispatch rather than the LU police.

AVOID - If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.

DENY - Barricade the door with desks, chairs, bookcases or any other items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.

DEFEND - Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Copyright Policy Statement

Copyright is defined as the ownership and control of the intellectual property in original works of authorship, which are subject to copyright law. As an institution of higher learning that values intellectual integrity, Lamar University prohibits the distribution of published materials (print or electronic) in violation of copyright law.

LU Connect Portal

Students are asked to obtain a Lamar Electronic Account username and password so they can log onto the LU CONNECT website. Students may get information on how to get into the LU CONNECT website from the University’s homepage by clicking on the LU CONNECT link on the left top corner of the screen. Follow the steps to secure your LU CONNECT username and password.

LU Learn/Blackboard Learning Management System (LMS)

Students will utilize Lamar University’s Learning Management System (LMS), Blackboard, for online courses.

For Blackboard technical support go to https://blackboardsupport.lamar.edu.

Phone: 866-585-1738

Phone and chat are available 24/7/365

Exams and quizzes taken within LULearn (Blackboard) may require online proctoring. For additional information about online proctoring, click here and view details under proctoring services.

Network Use

ACCEPTABLE USE

Students must respect the integrity and security of Lamar University computer systems and network, and the privacy and preferences of other users. Responsibility for learning about and complying with Lamar University Acceptable Use Policy ultimately rests with the individual. The network may be used
to download, copy, or store any software, shareware, digital media files or freeware, as long as the use complies with copyright law licensing agreements, and campus policies, such as storage space limitations and network bandwidth restrictions. The network may not be used for any activity, or to transmit any material, that violates United States or local laws.

UNACCEPTABLE USE

The network may not be used for commercial purposes. Advertising and sponsorships on Lamar University websites is restricted. In addition, students may not permit other persons to use their usernames, passwords, accounts or disk space, or disclose their usernames, passwords or account information to any third party. Students may not log on to someone else’s account, internet address, or other network codes, or attempt to access another user’s files. Students may not create false or dummy accounts to impersonate someone else. Students may not try to gain unauthorized access ("hacking") to the files or computer systems of any other person or organization. Students may not impersonate another person by forging e-mail, web pages or other electronic media. Students who maliciously access, alter, delete, damage or destroy any computer system, computer network, computer program, or data will be subject to disciplinary action by Lamar University, and criminal prosecution as well. Students may not disrupt or attempt to disrupt network traffic, and they may not attempt to monitor or capture network traffic in any way. Finally, students may not intentionally create, store, display, print or transmit information that violates the university’s Sexual Harassment Policy.

Netiquette (Online Etiquette) Statement

Please adhere to the same standards of behavior and professional respect online that you would follow in face-to-face communication with others, but most particularly when writing emails and when taking part in collaborative and discussion board activities. Lamar provides access to network resources, including the Internet, in order to support learning and to prepare students for the 21st century world. Students, however, are expected to adhere to the Lamar University Acceptable Use Policies when Using Networks. A more comprehensive student code of conduct can be found at https://students.lamar.edu/academic-support/code-of-conduct.html.

GENERAL GUIDELINES TO RESPECT ALL PARTICIPANTS

- Respect the right of each person to disagree with others.
- Treat people the same as you would face-to-face.
- Respect the time of others.

GUIDELINES WHEN COMMUNICATING WITH OTHERS (EMAIL, DISCUSSIONS, BLOGGING, AND ETC.)

- Always sign your name to any contribution you choose to make.
- Be constructive in your responses to others in the class.
- Do not use all caps (Doing so may be interpreted as shouting).
- Re-read your postings before sending them.
- Always think before you write.
- Respond respectfully.
- Use appropriate grammar and structure.
- Spell-check your postings.
Use short paragraphs focused on one idea.
Use appropriate business language at all times.

Technical Support

Technical Support can be located at http://students.lamar.edu/it-services-and-support/index.html.

Phone: 409-880-2222
Email: servicedesk@lamar.edu

Hours of Operation (CST):
Monday - Thursday 7:30 a.m.-12:00 a.m.
Friday 7:30 a.m. - 7:30 p.m.
Saturday 9:00 a.m. - 6:00 p.m.
Sunday 3:00 p.m. - 12:00 a.m.