New Course Request

Check Appropriate Boxes: Undergraduate credit [✓] Graduate credit [ ] Professional credit [ ]


2. Course Number [S120] (must be cleared with University Enrollment Services) [ ]

3. Instructor [ ]

4. Course Title [Spanish for Professionals (1st offering will be Spanish for educators)]

Recommended Abbreviation (Optional) [Limited to 32 Characters Including spaces]

5. First time this course is to be offered (Semester/Year): [Fall, 2010]

6. Credit Hours: Fixed at [ ] or Variable from [2] to [3]

7. Is this course to be graded S-P (only)? Yes [X] No [ ]

8. Is variable title approval being requested? Yes [X] No [ ]

9. Course description (not to exceed 50 words) for Bulletin publication: [Targets workplace scenarios, such as healthcare, public safety, and education. The aim is to increase community efficiency, cultural awareness, safety and productivity on the job as well as to develop a connection with clientele. Specific vocabulary, grammatical points, and cultural knowledge will be presented, including courtesy, safety, locations, schedules and equipment.]

10. Lecture Contact Hours: Fixed at [ ] or Variable from [ ] to [ ]

11. Non-Lecture Contact Hours: Fixed at [ ] or Variable from [ ] to [ ]

12. Estimated enrollment: [15] of which [0] percent are expected to be graduate students.

13. Frequency of scheduling: [every semester]

14. Will this course be required for majors? [No]

15. Justification for new course: [Demand from public]

16. Are the necessary reading materials currently available in the appropriate library? [Yes]

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: [Laurie Lakin] Date: [1/4/10]

Approved by: [ ] Date: [11/09/10]

Dean of Graduate School (when required) [ ] Date: 

Chancellor/Vice-President [ ] Date: 

University Enrollment Services [ ] Date: 

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

University Enrollment Services Final-White; Chancellor/Vice-President-Blue; School/Division-Yellow; Department/Division-Pink, University Enrollment Services Advance--White
Realidad Española® for Teachers – 1

Course description:

In Realidad Española® for Teachers I, the language is geared to daily situations which occur in the classroom, especially at the elementary or middle school levels. Commands are included which are used frequently in the classroom. Vocabulary is based on teacher-student interactions. Common questions are included along with appropriate responses. "Bits" of language are introduced and developed into narrative stories, dialogues and directives. The multi-sensory teaching techniques of the COLA® instructional system focus on speaking and listening, and a "mix and match" approach encourages the customizing of language by students from the first class. The Interactive CD-ROM, Workbook, Audio CDs and Internet support extend student learning with instruction outside of class hours. Insights are given about some cultural differences which exist between Anglo Americans and Hispanic Americans, to ease misunderstandings that could occur within the world of education.

Goal:

Participants will be able to communicate directly with their Spanish-speaking students in specific classroom situations and understand their students' cultural roots.

Methodology:

Students will experience multi-sensory learning activities in the classroom which expose them to abundant comprehensible input of new language. These activities include: physical movements and gestures, drawing and acting to demonstrate comprehension; spontaneous responses to questions in a conversational setting; small group and partner work to practice "bits" of language; written and oral assignments. The multi-sensory learning activities in the Reality Spanish® for Teachers program reflect the COLA® Methodology of Lingualynx, LLC. This has been developed as a culmination of language acquisition techniques including Dr. Stephen Krashen's The Natural Approach; Dr. James Asher's Total Physical Response (TPR); Blaine Ray's TPR Storytelling®. These language acquisition techniques have been coupled with additional multi-sensory learning activities, content reflecting the context of the school environment, the specific needs and constraints of adult learners, and technology tools to create a unique instructional system.

Credit: 2 or 3 credits (see below for specific requirements)

Hours of Instruction:

2-credit: 12 face-to-face classes: duration 2 hours 30 minutes each of direct instruction. In addition, each student is expected to spend a minimum of two hours weekly interacting with the CD-ROM materials, research components, and follow-up assignments. This totals 30 hours of direct instructional time, plus independent study.

3-credit: 16 face-to-face classes: duration 2 hours 50 minutes each of direct instruction. In addition, each student is expected to spend a minimum of two hours weekly interacting with the CD-ROM materials, research...
components, and follow-up assignments. This totals 45 hours of direct instructional time, plus independent study.

**Grading/Student Evaluation Procedures:**

All assignments will be graded according to a prepared rubric. See below.

**Course Content:**
2- and 3-credit:

**Key Topics:**
- Courtesy, personal information, numbers, alphabet, dates, times, school vocabulary, locations & directions, body parts/injuries, foods.
- Plus for 3-credit: migrant family experiences & relationships (as narrated in the 6-chapter reader).

**Key phrases/commands:**
- Come here! Sit down and listen some more. Pick up your book quickly, please. Walk more slowly, please. Where is your mother? What date is the Day of the Dead? My stomach hurts. Put your head on the table. What’s for lunch?

**Scenarios/dialogs:**
- First day at school; finding lost items; calendar discussion; class control; visiting the school nurse; snack time

**Cultural topics:**
- Immigration; Latino festivals; migrant workers; importance of family; bilingual education; Latino foods

**Grammar:**

NOTE: Grammar is an integrated part of this course as it is relevant to the accurate reproduction of the target, context-based language for educators and staff. Specific grammatical structures are taught as their use becomes familiar to the students from working with class stories, dialogs and activities. In class, reference is consistently and naturally made to verb form patterns, noun-article-adjective agreements, tense usage and accuracy of the written form. In addition to class work with grammar, the articulated student learning materials (interactive CD-ROM, workbook and Audio CDs) have detailed grammatical explanations, examples, activities, and web links, to extend student learning out of class.

- Verbs: regular AR, ER, IR verbs in present tense; ser and estar; tener - to have, and expressing hunger, pain, thirst, fear; ir in present and expressing future ideas; stem-change verbs: querer, poder; reflexive verbs: sentirse, senirse, pegarse, etc; imperatives; present participles.
- Constructions: alphabet; written accents & punctuation; article-noun-adjective agreement; contractions using ‘a’ and ‘de’; interrogatives; possession; time telling; dates; cognates;

**Course requirements:**

1. Participation. Students will be graded on their participation in and readiness for the classes.
2. Assignments. These are written and spoken: written and spoken story per module, sketch of classroom, command phrases; plus for 3-credit: reading comprehension activities with the 6-chapter Reader & additional writing activities.

3. Journal. Students will submit a journal to their instructor. This will contain their reflections on their learning and the development of their connections with Spanish speaking students and parents. They will comment on their cultural research also.

Grading:

1. Breakdown of elements:
   - Participation   - 35%
   - Assignments    - 45%
   - Journal        - 20%
   TOTAL            100 %

2. Grade distribution:
   - 90 – 100%     A
   - 80 – 89%      B
   - 70 – 79%      C
   - 60 – 69%      D
   - 59% & below   F

Textbooks/Materials:

*Reality Spanish® for Teachers – I*, the multi-sensory, interactive CD-ROM program contains a printable textbook and 6-chapter Reader: *La Nueva Amiga de Luz* (for 3-credit version). The CD-ROM and the 2-pack of Audio CDs are required for all students supplement student learning. These materials are articulated, contain the six modules of course content, and follow exactly the learning targeted in this course. Authors: Gaye R. Tempel, Ed. D., & Molly P. Schneider, M.Ed.

Attendance policy:

Students are expected to participate in all scheduled classes and come prepared with work for the next class. If a student needs to be absent, communication with the instructor and completion of appropriate make-up work are expected. If a student misses more than 35% of classroom time, a failing grade may result.
<table>
<thead>
<tr>
<th>REALITY SPANISH® FOR TEACHERS I</th>
<th>GRADING RUBRIC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not proficient (F to C+)</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>ORAL</td>
<td></td>
</tr>
<tr>
<td>Comprehensibility</td>
<td>-vowel sounds are</td>
</tr>
<tr>
<td>of Spanish words</td>
<td>hard to discern or Rs</td>
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<tr>
<td></td>
<td>are 'American'</td>
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<td></td>
<td>- stress in words do</td>
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<td></td>
<td>not reflect accents &amp;</td>
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<td>affect</td>
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Modified: 4/10/2009
Development Handbook >> Customer Sales >> Syllabi >> Community Service Courses >> Teachers Level I

By: Joseph Teipel
### Syllabus

<table>
<thead>
<tr>
<th></th>
<th>Comprehension</th>
<th>Flow</th>
<th>Written Spanish Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voice</td>
<td>-voice breaks between all words; utterances are disjointed</td>
<td>-voice breaks at times between words (story sounds 'read', not 'spoken')</td>
<td>-voice does not break between words (story does not sound 'read' but 'spoken')</td>
</tr>
<tr>
<td></td>
<td>-vowel sounds are not slurred together within or between words</td>
<td>-vowel sounds are seldom slurred together within or between words</td>
<td>-vowel sounds are slurred together within and between words</td>
</tr>
<tr>
<td></td>
<td>-voice reflects no effort to produce expression</td>
<td>-voice reflects effort to produce expression</td>
<td>-voice approximates realistic expression</td>
</tr>
</tbody>
</table>

### Written Spanish Component

| Mechanics      | - errors in accents, spelling, punctuation, capital letters which interfere with flow or comprehension | - minimal errors in accents, spelling, punctuation, capital letters which only slightly detract from flow or comprehension | - no errors in accents, spelling, punctuation, or capital letters affecting flow or comprehension |

### Logical/Creative

| -very few sentence elements changed from original story version (verbs, or nouns, or adjectives) | -limited variety of sentence elements changed from original story version (verbs, or nouns, or adjectives) | -extensive variety of sentence elements changed from original story version (verbs, nouns, & adjectives) |
| -storyline does not reflect changes from original | -storyline reflects minimal changes from original which are easy to follow | -storyline reflects definite changes from original which are easy to follow |

### Grammar

<p>| -article-adjective-noun and verb-subject agreements contain errors which | -article-adjective-noun and verb-subject agreements contain some errors, | -article-adjective-noun and verb-subject agreements are error free. |</p>
<table>
<thead>
<tr>
<th>CULTURAL RESPONSE (WRITTEN OR ORAL)/PARTICIPATION</th>
<th>Interfere with comprehension</th>
<th>which don’t affect comprehension.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>- no evidence of use of Web Resources provided by program or external research</td>
<td>- some evidence of use of Web Resources provided by program or external research</td>
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<tr>
<td></td>
<td></td>
<td>- detailed evidence of use of Web Resources provided by program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- reference to discovery of external resources by student</td>
</tr>
<tr>
<td>Participation</td>
<td>- assignments not submitted in a timely way;</td>
<td>- most assignments submitted in a timely way;</td>
</tr>
<tr>
<td></td>
<td>- attendance or punctuality lacking at classes;</td>
<td>- attendance and punctuality at most classes</td>
</tr>
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<td></td>
<td>- not engaged with students and instructor.</td>
<td>- usually engaged interaction with students and instructor.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- all assignments submitted in a timely way;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- attendance and punctuality at all classes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- consistent engaged interaction with students and instructor.</td>
</tr>
</tbody>
</table>